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Exploration of Integrating South African Heritage into Art and Design Courses in Universities

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Abstract: With the country's attention to the cultural industry enabling rural revitalization, the inheritance and protection of intangible cultural heritage (hereinafter referred to as "intangible cultural heritage") has become an important subject of art and design professional education in colleges and universities. How to integrate the South African heritage into the teaching of art and design courses in universities aims to cultivate high-quality art and design talents with regional cultural characteristics through innovative education mode, and help the construction of Hainan Free trade Port and rural revitalization. The rich connotation and educational value of the South African heritage, the specific practice of universities in the integration of intangible cultural heritage into teaching, including curriculum setting, teaching mode, scientific research projects and social services.

Keywords: Intangible cultural heritage; Art and design; Curriculum teaching

Introduction

As an important part of the excellent traditional culture of the Chinese nation, the intangible cultural heritage carries profound historical memory, common emotion and empirical wisdom, and is an important resource to enhance the country's cultural soft power. As a cultural treasure house of China, Hainan has rich intangible cultural heritage resources, such as the traditional spinning, dyeing, weaving and embroidery skills of Li nationality and the construction skills of Li nationality. These intangible cultural heritage projects are not only treasures of Hainan culture, but also precious parts of the world cultural heritage. How to effectively integrate these precious intangible cultural heritage resources into the teaching of art and design majors in universities has become the focus of the current educational and academic circles.

1. The rich connotation and educational value of the sea and South African heritage

1.1 Overview of the sea and South African heritage

The South African heritage covers a wide range of fields, including traditional oral literature, traditional art, traditional skills, traditional folk customs and other fields. Among them, the traditional spinning, dyeing, weaving and embroidery technique of Li nationality has become one of the representative projects of the South African heritage with its unique craft and pattern design, and has been listed in the first batch of "Intangible Cultural Heritage List in urgent need of Protection" by UNESCO^[1]. In addition, the construction techniques of Li boat houses, Hainan eight tones and Danzhou tuning are also important parts of the South African heritage.

1.2 The educational value of the sea and South African heritage

Inheriting cultural genes, intangible cultural heritage is a living fossil of national history and culture. Through teaching and inheritance, it can help students understand and identify with local culture and enhance their cultural confidence. To cultivate innovative thinking, the intangible cultural heritage contains rich innovative elements, such as the pattern design of Li Jin and the structure layout of the boat house, which can stimulate students' creativity and imagination. To improve the design practical ability and integrate intangible cultural heritage elements into art design teaching can enable students to learn traditional skills in practical operation and improve their design practical ability^[2]. To promote rural revitalization, through the inheritance and innovation of intangible cultural heritage, can promote the development of rural cultural industry and inject new impetus into rural revitalization.

2. The practice of integrating intangible cultural heritage into teaching in colleges and universities

2.1 Curriculum setting and teaching mode innovation

Hainan Vocational Higher Education School actively responds to the national call for cultural industry to empower rural revitalization, integrates the regeneration design of South African heritage into art design teaching, and realizes the organic combination of intangible cultural heritage inheritance and art design teaching by optimizing the curriculum and teaching mode^[3]. During the undergraduate study stage,

the college has set up courses related to South African heritage, such as Introduction to Traditional Textile, dyeing, weaving and Embroidery Skills of Li nationality, Protection and Design of Material Cultural Heritage in South Africa. These courses not only cover the basic knowledge of the historical background and artistic characteristics of the intangible cultural heritage, but also pay attention to the training of practical operation, such as Li Jin pattern design, boat house model making, etc.

2.2 Scientific research projects and social services

The college actively promotes the simultaneous training of scientific research and artistic design talents. Relying on the national scientific research projects such as the —— Quality Improvement Action Plan and the Key Discipline Plan “, it carries out in-depth research on the inheritance and creative transformation of the South African heritage. At the same time, the college can also actively carry out social service activities, and cooperate with local governments, non-genetic inheritors, enterprises and other enterprises to jointly research and develop design schemes and make samples. Through the application and promotion of the design and practice results, it has not only enhanced the popularity and influence of the intangible cultural heritage, but also injected new impetus into the rural revitalization of Hainan Free Trade Port. The college should also pay attention to the display of design works and international communication, and improve students’ design level and international vision through various exhibitions and exchange activities.

3. Teaching strategy design of deep integration

3.1 Field research and workshop teaching mode

Colleges and universities will have remarkable results in the exploration of integrating intangible cultural heritage into the teaching of art and design professional courses. Through the efforts in optimizing curriculum setting, innovating teaching mode, and strengthening scientific research projects and social services, the college has realized the organic combination of intangible cultural heritage inheritance and art design teaching. At the same time, the college also pays attention to the display of design works. In order to integrate the heritage of South Africa into the art and design courses of colleges and universities, universities can adopt a series of innovative teaching strategies. First of all, through the construction of the “intangible Cultural Heritage +” curriculum system, the college takes the intangible cultural heritage as the source of design inspiration and resources, running through the design of basic courses, professional core courses and practical courses. For example, in the course of Drawing Creativity, introduce the deconstruction and reconstruction of Li Jin patterns, so that students can explore the application in modern design on the basis of understanding the aesthetics of traditional patterns, students are encouraged to design the modern furniture or architectural sketch with regional characteristics.

3.2 Interdisciplinary cooperation and project-based teaching

The college should realize that the inheritance and innovation of intangible cultural heritage needs interdisciplinary knowledge support, so it actively promotes the cooperation with history, ethnology, sociology and other related disciplines to jointly carry out intangible cultural heritage research and design projects. Through interdisciplinary cooperation, students can understand the connotation and value of intangible cultural heritage from different perspectives and broaden their design ideas. In addition, the college also implements project-based teaching, taking the intangible cultural heritage inheritance and innovation project as a part of the course assessment, and guiding students to conduct in-depth research and design practice around specific topics. This teaching mode not only stimulates students’ interest in learning and creativity, but also cultivates their ability to teamwork and solve practical problems.

3.3 Social practice and achievement display

The college focuses on transforming teaching results into social practice, and encourages students to participate in the protection and inheritance of intangible cultural heritage projects. For example, cooperate with local governments to participate in the planning and design of intangible heritage villages, and cooperate with enterprises to develop intangible heritage products with market potential. At the same time, the college also actively organizes design exhibitions and events to provide a platform for students to show their design achievements. These social practices and achievements not only test the learning effect of students, but also improve their professional quality and social responsibility.

4. Suggestions on integrating South African heritage into art and design courses in universities

4.1 Strengthen the construction of teachers and improve the quality of teaching

In order to ensure the effective implementation of the integration of intangible cultural heritage into the teaching of art and design professional courses, the college should attach great importance to the construction of teaching staff. The college continuously improves teachers’ professional quality and teaching ability by introducing outstanding talents with intangible cultural heritage research and design background, and strengthening the training and communication of in-service teachers. The college should encourage teachers to actively participate in the research and practice activities of intangible cultural heritage, and have an in-depth understanding of the connotation and value of intangible

cultural heritage. At the same time, teachers will be supported to carry out scientific research projects and creative practices related to intangible cultural heritage to improve their research level and creative ability. In addition, the college should regularly organize teaching seminars and academic exchange activities to promote the experience sharing and ideological collision among teachers, and jointly promote the development of intangible cultural heritage inheritance and innovative teaching.

4.2 Strengthen international exchanges and cooperation, and enhance the international influence of the intangible cultural heritage

The college should pay attention to strengthening exchanges and cooperation with international universities and institutions, and promote its cultural heritage to the international stage by holding international design forums, participating in international design competitions, and carrying out overseas teaching exchanges. In the international exchanges and cooperation, the college should pay attention to displaying the unique charm and innovative achievements of the South African heritage, and attract the attention and interest of international friends. At the same time, the college also actively learns from the international advanced design concepts and educational experience, and constantly improves its own teaching level and international competitiveness. Through international exchanges and cooperation, the college has not only enhanced the international influence of the South African heritage, but also laid a solid foundation for cultivating high-quality art and design talents with international vision.

5. Conclusion

Universities have shown a high degree of innovation and effectiveness in the exploration of integrating the South African heritage into the teaching of art and design professional courses. Through a series of well-designed teaching strategies, field research, interdisciplinary cooperation, digital technology application and industry-university-research cooperation and other measures, we believe that the college not only successfully integrates the intangible cultural heritage elements into the design teaching, but also promotes the inheritance and innovation of the intangible cultural heritage, and promotes its industrialization development.

The school also pays attention to the construction of teaching staff and international exchanges and cooperation. By introducing excellent talents, strengthening teacher training and exchanges, and holding international design forums and other measures, the school continuously improves the teaching quality and international influence. These efforts will not only enhance the students' professional quality and innovation ability, but also inject new vitality into the inheritance and development of the South African cultural heritage.

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