

Practice and Research of Intangible Cultural Heritage Inheritance Education in Colleges and Universities

-- Take the 24 Solar Terms as an Example

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Abstract

At present, how to inherit the intangible cultural heritage in colleges and universities is the most important issue. Taking the 24 solar terms as an example, starting from colleges and universities, this paper puts forward the way to combine the inheritance education of the 24 solar terms with colleges and universities for practice and promotion. Mainly use of college-students associations, youth volunteer association handicraft sale, joined the university art design course plan, throttle theme features event planning, etc as the main method, the purpose is to twenty-four solar terms culture to take root in the heart, develop a sense of pride and honor in universities, do the twenty-four solar terms culture disseminator and practitioners.

Keywords

Intangible cultural heritage; The 24 solar terms; Campus tradition.

1. Introduction

Extensive and profound Chinese culture, has a profound cultural background, the intangible cultural heritage (hereinafter referred to as the "intangible") is a common human wealth, has an important place in the world culture, since 2011, our country made the intangible cultural heritage of the People's Republic of China law, the people have learning and understanding, all parts of the country on the heritage protection and research, the twenty-four solar terms this intangible cultural connotation is very rich, since the spring and autumn period and the warring states period, it reflects the Yellow River basin area of farming activity and climate. Because the 24 solar terms can reflect the farming seasons and facilitate people to master agricultural activities in different stages, the 24 solar terms are also the embodiment of the unity of heaven and man in traditional culture, including proverbs, songs, legends, etc., with high research value of agricultural history and culture. Therefore, in order to realize the inheritance of its protection, it is adopted to introduce it into college courses, daily activities, publicity and other ways, and cultivate college students' interest in and exploration of the "24 solar terms" content through the guidance of various contents and practices, so as to make the cultural inheritance go further.

2. General Situation and Current Situation of the 24 Solar Terms

As an important part of intangible cultural heritage, the 24 solar terms occupy an important position in China's agricultural history. The 24 solar terms start from the beginning of spring and end in great Cold. In power through said in a season, phenology, climate change, and establish the "build" December specific seasonal, reflects the impact of the sun on the earth, the earliest can be traced back to China in the early qin period, it was not until the han dynasty completely established, its mainly used to guide the farming, calendar, farmers rely on it for a long time for producing and living. With the advent of the era of the media, the twenty-four solar terms as intangible cultural heritages is faced with challenges and opportunities, information explosion is presented in front of people, although people for receiving information channel width, often a swept through, the information the recipient will not be able to deeply dig the connotation, the ancient people one thousand years of accumulated wisdom crystallization is not taken seriously, the university students' understanding of the twenty-four solar terms is confined to the elders, itself the poorly understood, because itself on the form and

content of these cultural some boring for college students, college students as the hope of the motherland in the future, if they don't want to passing on the culture, After a long period, these excellent cultures will disappear in the long river of history.

3. The Background and Significance of the 24 Solar Terms Section Headings

3.1 Research background

The 24 solar terms culture, which has both its characteristics and the commonness of Chinese culture, is a summary of the long-term production and life experience of Chinese ancestors and a precious cultural heritage, which is worth recognizing and inheriting. Twenty-four solar terms formed a variety of culture in the long-term historical development, and agricultural production, festival customs, traditional culture, art, etc, but because of its mode of transmission of a single, knowledge system and complex, content is deep, especially in colleges and universities, college students on the twenty-four solar terms awareness is some even heard of only one or two solar terms, is currently the twenty-four solar terms problems in succession.

3.2 Research purpose and significance

As one of the national intangible cultural heritage, the 24 solar terms have not only high historical value, but also good cultural value and promotion value. Introducing the 24 solar terms into college classrooms and promoting them can not only inherit and promote intangible cultural heritage, but also stimulate college students' interest in inheriting and innovating cultural heritage, turning it into a part of their life, from which they can get satisfaction and pride. Have abundant education resources in colleges and universities, and is a rendezvous for high-quality talents in colleges and universities, To explore, study, integrate and recreate the 24 solar terms in an all-round and three-dimensional way. 24 solar terms come the campus can not only let the student to review the wisdom of ancient people's achievement, more can stimulate the students enthusiasm for intangible cultural heritage, word of mouth, make the culture in their face.

4. The 24 Solar Terms Culture into the Campus to Explore Practice

4.1 Expand innovative inheritance approaches

In order to inherit the 24 solar terms culture in colleges and universities, we should first broaden the ways of innovative inheritance and make an all-round and planned inheritance plan.

First of all, colleges and universities in order to create a cultural atmosphere, let the students feel the charm of culture, through holding some artistic creation, such as painting manhole cover series, through the manhole cover in the campus, with the method of coloured drawing or pattern, to graphically creative twenty-four solar terms, in the form of artistic expression on manhole covers some culture connotation, finally can put his name on the covers, said as a souvenir, can both inheriting culture, and can increase engagement and a sense of pride, to increase people's knowledge about traditional culture.

Second, the community, through the school youth volunteer association, with 24 solar terms as the theme, handicraft production, to carry on the charity sale, student associations to promote campus culture plays an important role, association is a link between colleges and students, and it can broaden the students knowledge, enrich students' extracurricular activities, and promote the all-round development of students, also can make use of the campus broadcast to the throttle, disseminating the knowledge of solar terms, lets the student can learn imperceptible throttle knowledge, for the inheritance of intangible cultural heritage, to create a good environment. Conclusion

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4.2 Develop innovation in intangible cultural heritage

At present some universities is not a complete list of national intangible project, also does not have the system adapted the teaching material, students only by collecting data on the net, or a teacher

face-to-face way, because there is a time arrangement of teaching courses, students' learning is limited by a lot of, so on the one hand, we should add innovation practice course in colleges and universities, by some process means to substantiate the twenty-four solar terms, and paper cutting, for example, combined with the interior handicraft, can in the study, sitting room, children room, bedroom and so on different scenarios to make different furnishing articles, decorations, both learning the culture knowledge is the knowledge integration and the process of creating again, On the other hand, colleges and universities should produce some books on the 24 solar terms, combine students' works, research results, or some research directions, and provide standardized teaching materials suitable for teachers and students, so that the intangible cultural Heritage can be better promoted in colleges and universities.

5. Conclusion

Through the 24 solar terms the non-material cultural heritage and promote the practice of introduction of colleges and universities, for the intangible cultural heritage provides a variety of feasible plan and direction, the practice of the intangible and inheritance is not a task, but for a long time, have a plan as a whole, make the contemporary college students to truly understand the culture, and promoting young people's creativity and imagination, to consciously do practitioners and national intangible cultural heritage, as the national intangible cultural heritage in the colleges and universities to join a "boost", thus to prevent the occurrence of fault, the cultural inheritance of intangible cultural heritage and development play an important role.

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