

A Study on the Strategy of National Quality Education in Primary and Secondary Schools Integrating Intangible Cultural Heritage Inheritance Education

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Abstract: ICH (Intangible Cultural Heritage) is an important part of the existing spiritual achievements of mankind. The core connotation of ICH is a kind of spiritual practice, accumulation of experience, improvement of skills and artistic display. The inheritance of ICH education plays a catalytic role in shaping people's correct outlook on life, world outlook and values. The primary and secondary school stage is a critical period for life to form aesthetics, outlook on life and values. Primary and secondary education is not only to impart professional knowledge to students, but also to cultivate the noble moral quality of primary and secondary school students. Correctly guiding the artistic aesthetics and value ideals of primary and secondary school students is an important symbol related to the progress of social civilization. From the relationship between ICH and quality education, this paper analyzes the importance of ICH inheritance education to quality education in primary and secondary schools in China, and provides suggestions for quality education in primary and secondary schools in China from the aspects of concept and curriculum arrangement.

Keywords: *Intangible Cultural Heritage; Inheritance Education; Quality Education; Primary and Secondary Schools*

1. Introduction

At present, commercial culture and popular culture are sweeping people's spiritual homes like a storm, and the original cultural carriers and cultural homes are fragmented by commercialization. From the perspective of ordinary educators, excellent Chinese civilization is indispensable to the cultivation of the educated's language, literature, morality and behavior and the connotation construction of primary and secondary schools [1]. Its rich categories and various forms are closely related to national cultural psychology and folk customs. ICH(Intangible Cultural Heritage) blooms the unique charm of Chinese national art with its positive, healthy, simple and philosophical outlook on life and authentic expression. Therefore, it is imperative for us to inherit and carry forward these cultures, and it is also a responsibility and responsibility. At the same time, we can cultivate students' artistic sentiment and love for their hometown, and enhance students' humanistic feelings, aesthetic taste and other humanistic details and the scientific spirit of being brave in exploring.

2. The significance of ICH inheritance education

ICH is an important part of the existing spiritual achievements of mankind. The core connotation of ICH is a kind of spiritual practice, accumulation of experience, improvement of skills and artistic display. In other words, the essence of ICH is the product and crystallization of human intellectual activities [2-3]. ICH has the characteristics of inheriting from generation to generation, and will continue to innovate in the interaction with its surrounding human environment, natural environment and even the past history, so that the broad masses of people can identify with it and inspire their respect for cultural diversity and human creativity.

ICH provides a good platform and channel for students' humanistic quality education. The rich humanistic knowledge contained in ICH enhances students' knowledge content and lays a solid foundation for students' humanistic quality. At the same time, students can strengthen their humanistic

spirit by participating in ICH activities, which provides internal motivation for students' quality education. Good humanistic quality of primary and secondary school students is conducive to the protection and development of ICH [4]. Figure 1 more vividly illustrates the relationship between ICH and quality education for primary and secondary school students.

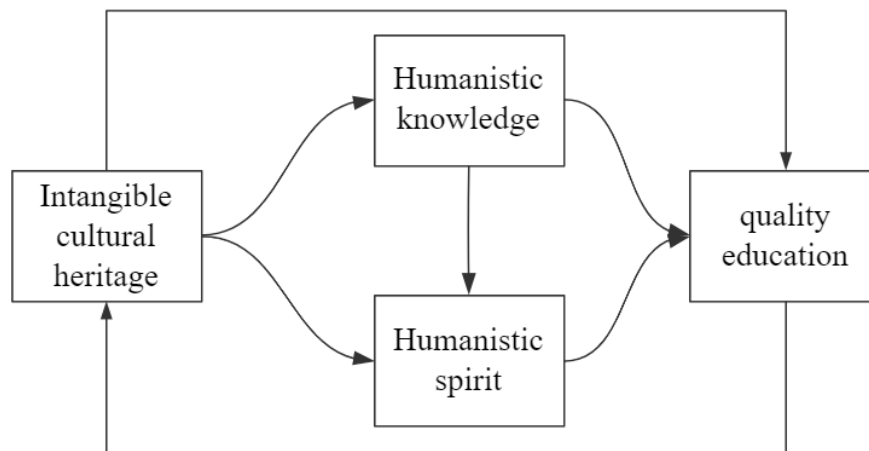


Figure 1: The relationship between ICH and quality education of primary and secondary school students

The inheritance of ICH education plays a catalytic role in shaping people's correct outlook on life, world outlook and values. Educational inheritance is carried out from all angles through schools, families and society, so that the system of inheriting audiences is clear, hierarchical and focused, so as to achieve the pattern that the whole society participates and cares about ICH, so that ICH can serve people's livelihood and serve the audience [5]. This requires the multi-subjects of the whole society to interact with each other in the inheritance and education of ICH, so that the protection of ICH can be carried out in a scientific, reasonable, benign and orderly manner.

3. Problems faced by quality education in primary and secondary schools

3.1. The stylization of quality education

ICH is the essence of Chinese culture, the crystallization of national wisdom and spirit, the symbol of national identity and the witness of national history [6]. Quality education in most primary and secondary schools is mainly based on instilling pure knowledge, lacking the atmosphere of classroom discussion, ignoring the individual characteristics of students' stages and differences, and the quality education methods are not appropriate, resulting in problems such as rigid teaching methods, lack of teachers, and unsystematic majors. Students often cope with things, and teaching and learning are in an indifferent state, which seriously hinders the development of quality education.

3.2. The concept of educational work is backward

The traditional view of students holds that the relationship between teachers and students is management and being managed, students are required to accept management unconditionally, and students' learning autonomy is not respected [7-8]. The traditional concept of student management is the product of educational moralization in a certain sense. As a concept, moralization of education advocates "respecting teachers and respecting morality" and emphasizes "the dignity of teachers". The use of educational power is often only measured and restricted by "moral" standards, and phenomena such as disrespect for students and infringement of students' rights and interests occur from time to time. The modern concept of student management has not yet been generally formed among teachers and managers.

3.3. The humanistic quality of managers and teachers needs to be strengthened

Primary and secondary school students hope to improve their humanistic quality by teachers' teaching, while some primary and secondary school managers often focus on the development of some

hardware indicators, but lack a clear understanding of the cultural mission of primary and secondary schools, the overall situation and development trend of primary and secondary schools' culture, and lack targeted and effective cultural construction measures in practical work [9]. At the same time, due to the continuous expansion of enrollment in recent years, there is a relative shortage of teachers in primary and secondary schools. In order to complete the teaching quality of professional courses, it is inevitable to ignore the humanistic quality education of students in teaching. In addition, many primary and secondary school teachers also have defects in their own humanistic quality, which objectively affects students' improvement of their own cultural quality.

4. National quality education strategy for primary and secondary schools integrating ICH inheritance education

4.1. Reform teaching methods

Campus is an indispensable and important field in the protection and inheritance system of ICH. ICH entering the campus is a process of upgrading by leveraging power, which makes ICH integrate into the interdisciplinary academic environment of primary and secondary schools, makes the interaction and blending between "folk school" and "academic school", and better promotes the deep integration of theory and practice, modernity and tradition.

Create a quality classroom. Whether the course can be made into a high-quality product depends on the teacher's preparation before class, implementation in class and summary after class. Pre-class preparation includes teachers' knowledge and ability, lesson preparation, case and teaching aid preparation, etc. In-class implementation should reflect the classroom organization, the status of primary and secondary school students, the learning effect and the standard, etc. After-class summary should seriously reflect on each class and adjust in time when problems are found. Teachers should use the teaching process to let primary and secondary school students explore the connotation of abacus and enjoy the fun of abacus through ingenious methods, so as to stimulate the innovative thinking of primary and secondary school students and realize the inheritance and innovation of abacus culture.

ICH contains the unique cultural consciousness and thinking mode of the nation, is the core symbol of the national spiritual culture and the blood of inheriting the national culture, and carries the lifeblood of the national, national and ethnic cultures. Secondly, it plays an irreplaceable role in cultivating the correct outlook on life and values of primary and secondary school students. The course establishes the idea of course construction based on the dissemination of humanistic knowledge and extending to social practice, and the teaching content highlights originality and vitality. Therefore, the content of the course should encourage primary and secondary school students not only to enhance their sense of historical mission and bravely undertake the important task of inheriting excellent cultural heritage, but also to encourage students to carry out cultural innovation, endow cultural heritage with new significance of the times, and keep Chinese culture alive and energetic forever.

4.2. Promote the combination of ICH theory and practice

ICH originates from the outstanding creativity of human beings, which can not only strengthen people's innovative consciousness, exercise practical skills, but also focus on cultivating practical ability, and is also the source power to promote the development of creativity of teachers and students in primary and secondary schools. The work of ICH's inheritance of education is fundamentally a work for people, and the student audience is a rich and diverse group with its uniqueness and complexity. In the work, it varies from time to time, from place to place, and from person to person, so as to ensure the effective development of ICH inheritance education. This needs to ensure the combination of theory and practice in the development of ICH inheritance education inheritance activities [10].

Practical courses, including ICH as the main object, integrate skills training and social practice with students' daily life, which not only enhances students' practical ability, but also enhances students' understanding and love of ICH, thus enhancing their recognition of the nation and the country. This course adapts to local conditions, teaches students in accordance with their aptitude and highlights key points. In this way, we can not only have a deeper understanding of ICH, but also enrich students' second classroom activities. At the same time, we can consolidate relevant knowledge through practice and build a team of primary and secondary school students who are responsible for inheriting ICH for the local and social communities. Ask students to collect ICH information from their hometown and show it in the form of images, pictures, practice reports and other materials. On the basis of consciously

inheriting cultural heritage, primary and secondary school students should also influence and influence people around them to invest in the torrent of protecting and inheriting ICH by their own actions, such as preaching to the public, performing and making photo exhibitions.

In addition, we should actively publicize the activities and work related to ICH inheritance education to various media, and contribute to various websites and related publications, fully demonstrating the style of ICH inheritance education and related ICH, and enhancing the influence of ICH inheritance education.

4.3. Improve the humanistic quality of teachers

The primary and secondary school stage is a critical period for life to form aesthetics, outlook on life and values. Primary and secondary education is not only to impart professional knowledge to students, but also to cultivate the noble moral quality of primary and secondary school students. Correctly guiding the artistic aesthetics and value ideals of primary and secondary school students is an important symbol related to the progress of social civilization.

Through ICH education, we can better improve the teaching thought and teaching mode of quality education in primary and secondary schools, and cultivate outstanding talents in the future. ICH contains the unique cultural consciousness and thinking mode of the nation, is the core symbol of the national spiritual culture, inherits the blood of the national culture, and is the key to carrying the cultural life of the nation, the country and the ethnic group.

Primary and secondary schools should be equipped with full-time abacus teachers, and support teachers to participate in abacus training and seminars on a regular basis, and constantly improve abacus skills. While ensuring that teachers devote their main energy to teaching, primary and secondary schools should also encourage teachers to carry out research on abacus teaching and the inheritance of abacus culture, so as to continuously improve the effect of abacus teaching. On the one hand, introduce research-oriented scholars with deep qualifications and high level; On the other hand, hire ICH inheritors as part-time teachers. With the goal of improving students' comprehensive quality and ability and cultivating talents who can inherit ICH, this teaching team carries out activities such as teaching, training, lectures, academic exchanges, etc. in combination with ICH, which is closely related to local people's lives, and the causes and development prospects of various traditional cultures, so as to enhance the rational understanding of primary and secondary school students and inspire their interest in learning and research.

4.4. Mobilize the enthusiasm of ICH multi-subjects

The school is the most important subject in the inheritance of ICH education, which has a large influence and a large audience. Individual person is the most basic unit of ICH inheritance education and plays the role of "cell"; Society plays a very important role in the inheritance of ICH education.

As far as the inheritance of ICH education is concerned, we should regard all aspects of ICH inheritance education as a whole or a "system", instead of examining the cognitive object from a certain aspect or a single factor, so as to bring into play the concepts of integrity, hierarchy, centralization, ultimate, logic and hierarchy, and optimize the structure and function of ICH inheritance education from a systematic point of view. This requires that the multi-subjects of the whole society must interact with each other in the inheritance and education of ICH, so that the protection of ICH can be carried out in a scientific, reasonable, benign and orderly manner.

5. Conclusions

ICH, with its positive, healthy, simple and philosophical outlook on life and authentic expression, has blossomed out the unique charm of Chinese national art. Therefore, it is imperative for us to inherit and carry forward these cultures, and it is also a responsibility and responsibility. Campus is an indispensable and important field in the protection and inheritance system of ICH. ICH entering the campus is a process of upgrading by leveraging power, which makes ICH integrate into the interdisciplinary academic environment of primary and secondary schools, makes the interaction and blending between "folk school" and "academic school", and better promotes the deep integration of theory and practice, modernity and tradition. In order to further enhance students' comprehensive national identity with traditional cultures such as ICH, it is urgent to combine ICH education with

quality education more closely, further improve the teaching ideas and modes of students' quality education, and form a more systematic, scientific and efficient educational inheritance mode.

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