

A Comparative Study on the Inheritance of "Intangible Cultural Heritage" in China, Japan and South Korea

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Abstract: *The inheritance of "intangible cultural heritage" currently exists in the application of inheritance methods, focusing solely on the inheritance mechanism, representative inheritors and group projects. The objectivity of the inheritance is doubtful, and the talent training is flawed. In the current learning and education, the inheritance of skills is more important than theoretical exploration and inheritance. The phenomenon of light management is reflected in every university. This paper compares the intangible cultural heritage of my country, Japan and South Korea, in order to provide reference and approach for the educational inheritance of intangible cultural heritage in China.*

Keywords: *Inheritance Methods; Social Inheritance; Dual Track Inheritance*

1. Problems Existing in the Inheritance of "Intangible Cultural Heritage" in My Country

1.1 General Inheritance

There are various forms of protection of intangible cultural heritage, but the fundamental purpose is to maintain "living inheritance"[1][2]. Strictly speaking, intangible cultural heritage protection regulations only provide guidance for inheritance, study, training and training, but do not regulate specific forms. As a result, in the specific implementation process, it is gradually formalized due to the categories of intangible cultural heritage items, the subject of protection, and the orientation of use. When used in the inheritance of intangible cultural heritage, it is interpreted as "inheritance and inheritance in the environment where intangible cultural heritage is generated and developed, and inheritance and development in the process of people's production and life". [3]Through the interpretation of different substitution situations, it seems that any music, drama, arts and crafts, dance, and entertainment can be inherited live, which leads to the inheritance of formal reference, transplantation, and grafting.

1.2 Idealized Expectations of Legacy Outcomes

The relationship between teachers and apprentices in the history of education in my country is divided into two categories, "non-relative and not related" and "with kinship". [4] At present, the inheritance of intangible cultural heritage mainly covers two types, namely formal inheritance and informal inheritance. The former includes the inheritance of teachers and students, educational inheritance and family inheritance, while the latter lacks the status of mentor and apprentice, which is a standardized system education for teachers and students. Whether family, teacher or school education inheritance brings immeasurable inheritance results. However, different categories of intangible cultural heritage have their own characteristics and cannot be carried out with unified planning standards. Informal inheritance is mainly school education, but teachers themselves are not inheritors and can be called secondary communicators. Therefore, the mastery of core skills cannot be accurately recognized, and social benefits cannot be produced in a short period of time. There are three main parties closely related to the protection of intangible cultural heritage: the government, scholars, and the public. [5]In view of the requirements for the improvement of cultural and artistic literacy of the inheritors of intangible cultural heritage, the state has formulated the Implementation Plan for the Study and Training Program for Intangible Cultural Heritage Inheritors in China (2018-2020) to "promote the creative transformation and innovative development of Chinese excellent traditional culture. , to enhance the ability and level of intangible cultural heritage protection and inheritance" [6]. The research and training program is centered on colleges and universities, and covers very little of the

work of traditional folk artists, and many unremarkable skills cannot be involved at all. At the same time, due to the difference in the identity of the inheritors, few schools employ high-paying inheritors as teachers to directly teach skills. In many cases, the inheritor may be just an opening show, a participant in an event, and a commercial gimmick of a traditional program.

France: Set up "Cultural Heritage Day", "Historic and Cultural Heritage Protection Area".

Currently, there are more than 18,000 cultural associations in France to protect and display historical and cultural heritage. The whole of France has designated 91 historical and cultural heritage reserves, with more than 40,000 historical and cultural heritage sites in the reserves, with 800,000 residents living in them. The establishment of the historical and cultural heritage protection area does not mean that it is closed for protection. The French government has taken the initiative to open the door of the historical and cultural heritage protection area, making it a window for people to understand the history and culture of the nation. "Cultural Heritage Day" is a French initiative.

Feature introduction: Giants and dragons parade in Belgium and France.

Italy: Set up "Cultural Heritage Week" to showcase various intangible cultural heritage protection projects.

The Italian government holds the "Culture and Heritage Week" in the last week of May every year. The Italian national museums, art galleries, archaeological museums, cultural relics, famous food and cultural tourism and other elements promote the development of intangible cultural heritage in the new era. For example, since the Sicilian puppet show in Italy was established by UNESCO as an intangible cultural heritage of mankind, the situation has undergone great changes. The Sicilian puppet show was formed in the 19th century, and with the increase of entertainment and the advent of television, the art showed a trend of decline. Now the Italian government has done a lot of work in rescuing and protecting the puppet show in Sicily. Puppets can be bought everywhere in shops and stalls in Sicily. Puppets have become a famous souvenir in Sicily, attracting tourists from all over the world. For example, there are two main genres of well-known Sicilian puppet shows, namely Palermo and Catania. The main difference lies in the size and shape of the puppets, as well as operating skills and unique stage sets. This type of theatre is generally run by family theatre companies, where traditions and skills are passed on from generation to generation. The complex carving, coloring and production of the puppets are made by professional craftsmen using traditional methods. The puppet artist has always tried to surpass himself and try his best to infect the audience in art, this theatrical form reflects the common belonging of the Sicilian people.

South Korea: Intangible cultural heritage of great value determined by the state will be given 100% funding guarantee. South Korea enacted the Korea Cultural Property Protection Act in 1962. The "Korean Cultural Property Protection Law" divides intangible cultural heritage into different levels according to their value. The intangible cultural heritage determined by the state will be given 100% funding guarantee; the intangible cultural heritage determined by the province and city will be given 50% % funds are guaranteed, and the rest is funded by the local area. The Korean government has established a pyramid-style cultural inheritor system, and the top layer is awarded the title of "owner". The state gives them all the funds for various activities such as public performances and exhibitions, as well as for research, expansion of skills, and performing arts. At the same time, the government also provides a living allowance of 1 million won per person per month and a series of medical security systems to ensure that they have no worries about food and clothing.

South Korea's intangible cultural heritage public opinion supervision system is perfect, ensuring the fairness and impartiality of the implementation of various systems. The state has established a special committee for intangible cultural heritage, which is composed of full-time experts from universities, research institutions, cultural groups, and more than 50 non-experts hired by the government, including ordinary people.

2. Comparison of Inheritance Education Models

2.1 Comparison and Characteristics of Intangible Cultural Heritage Education Inheritance in China, Japan and Korea

Generally speaking, my country's system of inheritance and learning is relatively systematic, mainly including: family education, master-apprentice inheritance, inheritance under the absence of master-apprenticeship, school education, social training, factory guidance, etc. Countries have different

priorities, each with its own pros and cons. It is systematic and dynamic. Systematization means that the years, requirements, construction period, production, and apprenticeship of the inheritance are relatively standardized, and the dynamicity is reflected in the fact that even if it is not professionally inherited, it can be immersed in the eyes and ears. Uncontrollable factors such as fate and edification can be accepted and spread.

The inheritance of Japan's cultural heritage is first and foremost the "family system", which is passed down from generation to generation. Japan is a vertical society with profound clan traditions. It is mainly inherited from father and son, and the eldest son is left behind to undertake the responsibility. Clan inheritance cannot be shied away. The inheritance of intangible cultural properties in Japan is mainly the inheritance of master and apprentice, especially handicrafts, just like the common things in their lives, but more strict. Handicraft skills must first be taught, and after a few years or even more than ten years of study, they must serve the master and do chores with reverence, just like ordinary apprentices. Therefore, in the long-term rigorous production and management learning, the spirit of craftsmanship has become the core of Japanese cultural properties. School education can also become the inheritance of master and apprentice, as some people say. Educational inheritance in Korea aims to raise the protection awareness of the entire nation, and to create a social environment and public opinion atmosphere for the protection of intangible cultural heritage in the whole society. The main features are stages, levels and categories. First, conduct periodic surveys, and conduct periodic surveys every five years in order to take advantage of the policies formulated for the preservation and promotion of the national intangible cultural heritage, the actual situation of the transmission of national intangible cultural heritage, such as education and inheritance activities, and other matters. Investigation. The endangered masquerade dance and other items will be focused on and layered by the state, and the state will focus on teaching the inheritors and inheritance groups. The certificate of further education for teaching is awarded by the director of the Cultural Heritage Department.

2.2 School Education Entry Comparison

At present, my country has carried out extensive activities of intangible cultural heritage entering campus. Elementary schools and middle schools have traditional handicraft courses and traditional culture courses, and universities have cultural heritage majors and intangible cultural heritage disciplines, which form a relatively broad dissemination path as a whole. The core of non-genetic inheritance is non-genetic inheritance, and students rarely take it as a career or career. For learners who are willing to inherit, the improvement of their cultural accomplishment, the forging of craftsmanship, and the tempering of fine craftsmanship are all achieved through education. In recent years, project activities based on intangible cultural heritage have been increasing day by day, including the recruitment and participation of national art fund projects, university-led training and research work, professional training of various intangible cultural heritage and part-time study work, etc. Many handicraft people go to universities to deepen their study of traditional cultural genes. The more lasting form and content is the research and training program that has been gradually carried out since 2015, which has been passed down in practice and re-understood, discovered and innovated handicrafts. After the study, return visits to the intangible cultural heritage workshop students to form a benign improvement and innovation mechanism. Another important purpose of study is to enhance cultural accomplishment. Judging from the current reality, the entire country's academic education practice has not and cannot undertake the mission of inheriting traditional skills[7], and the same is true for other intangible cultural heritage projects.

Japan incorporates the recognition, inheritance and dissemination of cultural properties into the entire national education system. In the field of cultural property education, a unique education system and subject system have been established, and a meticulous intangible cultural heritage training system has been established from higher vocational schools to professional universities. repair techniques, etc. At the same time, the popularity of community education in Japan is very high. Various traditional ceremonies of "XX Festival" in the middle of the year. Children are involved in it from an early age, and family education is also an important part of intangible cultural heritage education, and attaches great importance to the leading role of traditional festivals. South Korea is the first to pay attention to the participation of universities that focus on intangible cultural properties. After application and consideration by the committee, they can become one of the main bodies of teaching. Make up for the shortage of inheritance education in the social environment. Secondly, the holders of artistic ability and teaching assistants are collectively referred to as "intangible cultural property imparting educators". Anyone who has been engaged in the field for more than years and whose acting skills have reached a certain level can be established and will be able to support more trainees within a limited budget.

Again, formulate strict access and exit policies. There are two special cases: one is that the holder is ill or has an accident and is unable to engage in teaching work, and the other is that the holder has studied in a foreign university or research institution for more than one year. Under the existing system, excellent skills and excellent qualifications

The general inheritors of the (those who do not belong to the Project Preservation Association designated as an important intangible cultural property) cannot become the holder and cannot obtain a training certificate.

3. The Enlightenment of the Education Model in Non-genetic Inheritance to my Country

After the establishment of the modern national education system, the practice of folk inheritance that has been isolated and excluded from the academic education system has appeared in an unsustainable crisis. [8] Inheritance flows in form, and it is necessary to distinguish the content of inheritance. Emphasizing content development, we must push intangible cultural heritage projects to daily use and to a broad integrated education system.

3.1 Intangible Cultural Heritage Education Oriented Social Daily Use

There is an important concept in the protection of intangible cultural heritage: seeing people, seeing things, seeing life, integrating inheritance into daily use [9], we must support the practice of intangible cultural heritage to return to the community and return to life, so that intangible cultural heritage can be inherited in the daily life of thousands of households, so that "Daily use without noticing" [10]. "First of all, it is necessary to stimulate creativity, protect the individuality of the majority of craftsmen, tap the value of creative handicraft, stimulate the inspiration of craftsmanship according to aptitude and the potential of careful handwork, and restore and develop endangered or degraded excellent craftsmanship and elements." [11] It should be pointed out Yes, people-based "use" is endless.

Of course, it is a convenient and practical material function, and it also includes the educational effect of achieving an ideal personality. In particular, the inheritors need to maintain a mind of cultural intuition, enhance their ability to reflect, avoid short-sightedness, and treat cultural heritage in an appropriate way.

Many items of intangible cultural heritage serve and disappear from life, which must be promoted by market consumption and require the guidance and funding of social capital. At the operational level of social capital, the voluntary protection of the people has also continued to show its advantages. Adopting a 1+1 model, inheritors and inheritors, mentors or students are combined, traditional craftsmanship is combined with popular elements, ecological concepts, innovative designs, and practical functions, highlighting the most exciting aspects of their respective craftsmanship, and simultaneously realize education, the possibility of interlinked communication between business, art and media.

3.2 Educational Inheritance: Educational Mechanisms That Combine Schools, Communities, and Careers

In the protection of intangible cultural heritage, the most fundamental is to protect the inheritance practice, the protection of the inheritance ability, and the protection of the inheritance environment [12]. Generally speaking, short-term research and training programs and school curriculum education can only learn from the superficial form of intangible cultural heritage, and the improvement of internal cultural cultivation is uncontrollable. Most of the non-genetic inheritors have not undergone systematic modern design education and training, and inherited only operational skills, and talent training aimed at project research and development is not universal. Because the goals of each intangible cultural heritage project are different, the inheritance requirements are also different. Some scholars have pointed out that in the intangible cultural heritage agglomeration area, the "reversal and reconstruction" [13] of the new generation inheritors of minority intangible cultural heritage should be carried out. Stronger industrial system. [14] However, most of the inheritors of intangible cultural heritage are middle-aged and elderly, and the new generation of inheritance has not been fully constructed. Therefore, focusing on the cultivation of new generation inheritors is the core of intangible cultural heritage protection. The linkage of schools, especially colleges and universities, with the community and vocational education can promote the pertinence of education inheritance. The Operational Guidelines for the Implementation of the Convention for the Protection of Intangible Cultural Heritage

"specially encourages": "Teaching intangible cultural heritage in institutions of higher learning and promoting interdisciplinary scientific, technical and artistic research activities". [15] Most of the scientific researchers themselves are lovers and creators of this craftsmanship during their research. On the one hand, his own creation is rich and experienced, that is, the problem is that the pursuit of a solution to the problem is logical; On the one hand, it is possible to form an objective drive for regional industries, employment or the inheritance of skills through performances, creations, and innovative development through government or public activities, as well as commercial and foreign trade activities. Intangible cultural heritage is the way of life and historical and cultural traditions of the people in the community where people live. It enables people to enhance their cultural awareness and take measures consciously and proactively to pass on intangible cultural heritage. This is the most important and most important aspect of intangible cultural heritage protection. Arduous task. " [16] The concept of community involved in the protection of intangible cultural heritage is defined as: "...community refers to directly or indirectly participating in the implementation and inheritance of relevant intangible cultural heritage projects, and agrees that such intangible cultural heritage projects are Those who are part of their cultural heritage...should play a major role in it, be at the center of all conservation measures and programs and beneficiaries of inscription."

Expressed as a related concept of community engagement and community identity. The most important and most difficult task in the protection of intangible cultural heritage is to cultivate the cultural consciousness of the community people, and to encourage and support the community people to pass on the intangible cultural heritage voluntarily and voluntarily.

4. Conclusion

There are various forms of educational inheritance of intangible cultural heritage, but it is necessary to seek a certain type of commonality and find out its development law in order to promote the full development of intangible cultural heritage work. The inheritance of intangible cultural heritage must be directed to daily use, production and life, and the production of social, economic and cultural benefits, and only then can it be transformed into achievable capital through education, thereby promoting its own inheritance of traditions.

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