

Problem-oriented Inquiry-based Teaching of China's Intangible Cultural Heritage

Yanqing Fang*

School of the English Language and Culture, Xiamen University Tan Kah Kee College, Xiamen, Fujian, China

247682022@qq.com

**Corresponding author*

Abstract: *The integration of problem-oriented teaching and exploratory learning proves to be a highly efficacious methodology for the examination and conservation of Chinese intangible cultural heritage. This methodology enables students to effectively participate in the educational procedure, resulting in the cultivation of a more profound comprehension and admiration for such cultural traditions. By promoting the engagement of students in the investigation and resolution of actual challenges associated with intangible cultural heritage, an enhancement of critical thinking abilities is fostered, enabling them to actively contribute to endeavors aimed at safeguarding cultural preservation. Furthermore, this methodology advocates for the enhancement of cultural diversity and inclusivity, given that students are provided with ample opportunities to immerse themselves in an extensive array of cultural practices and traditions. On the whole, the amalgamation of problem-oriented teaching and exploratory learning presents a propitious pathway to delve into and advance China's vast and multifarious intangible cultural heritage.*

Keywords: *Inquiry-based Teaching, Problem-oriented, Intangible Cultural Heritage*

1. Introduction

The exploration and preservation of Chinese intangible cultural heritage (ICH) has become increasingly important in recent years. In the past few years, the exploration and preservation of Chinese Intangible Cultural Heritage (ICH) has become an increasingly important issue both domestically and internationally. As a nation with a rich cultural heritage, it is imperative that the Chinese government, as well as Chinese citizens, take steps to ensure the continued preservation of this important part of their national identity. A variety of strategies have been implemented to protect and promote the diverse forms of ICH, such as public education and awareness campaigns, legal protection, and the establishment of specialized research institutions. As such, China is making great efforts to ensure that its cultural heritage is preserved and passed down to future generations. As a unique and valuable cultural resource, ICH plays a crucial role in shaping national identity and promoting cultural diversity [14]. However, with the rapid development of modern society, many traditional cultural practices and knowledge are at risk of being lost or marginalized. As the world continues to develop and progress, many traditional cultural practices and knowledge are at risk of becoming lost or forgotten. This is especially concerning, as these practices and knowledge are integral to the identity of many cultures and nations. In order to preserve and protect these important aspects of our global heritage, it is essential to take steps to ensure their survival, such as through education, awareness-raising campaigns, and the use of digital archiving. Doing so will help to ensure that these practices and knowledge are passed down to future generations, allowing them to continue to benefit from the richness of our collective cultural heritage. In response to this challenge, problem-oriented teaching has emerged as an effective approach to engage students in the study and preservation of ICH. This teaching method encourages students to actively participate in problem-solving activities related to ICH, fostering their critical thinking skills and deepening their understanding of cultural heritage. This paper aims to explore the application of problem-oriented teaching in the context of Chinese ICH. This paper seeks to investigate the utilization of problem-oriented teaching in the teaching of Chinese Intangible Cultural Heritage (ICH). By examining the effects of problem-oriented teaching, this paper aims to gain a better understanding of how it can be applied to the teaching of Chinese ICH in order to improve learning outcomes. Furthermore, this paper will provide insights into the potential benefits of problem-oriented teaching and the challenges faced by educators when implementing it. Ultimately, this paper

will provide valuable recommendations to educators and policymakers on how best to use problem-oriented teaching to improve the quality of Chinese ICH education. It will discuss the benefits and challenges of using this approach, as well as provide practical examples and strategies for implementing problem-oriented teaching in ICH education. By promoting exploratory learning and cultural preservation, this paper seeks to contribute to the sustainable development and transmission of Chinese intangible cultural heritage.

2. Problem-Oriented Teaching

Problem-oriented teaching is an innovative approach that has gained popularity in recent years. This approach focuses on helping students develop skills to identify and solve problems in a variety of contexts. By developing problem-solving skills, students are better equipped to think critically and apply their knowledge to real-world scenarios. Problem-oriented teaching methods include the following key steps and principles (see table 1). And the evaluation of results including several parts (see table 2).

Table 1: Key steps and principles of problem-oriented teaching methods

Creating a situation and posing questions	Independent inquiry, analyze the problem	Communication and cooperation, problem solving	Evaluation of results
---	--	--	-----------------------

Table 2: Details of the evaluation of results

methods	self-assessment	group mutual evaluation	teacher evaluation
contents	overall performance of the group	the reasonableness of the problem solving method	Individual contribution

This method of instruction also encourages collaboration between students, allowing them to work together to find solutions. Problem-oriented teaching provides a unique opportunity to engage students in the learning process, and has been shown to be an effective way to foster critical thinking and problem-solving skills. It focuses on engaging students in the exploration of real-world problems related to a specific subject matter [7]. In the context of exploring China's intangible cultural heritage, problem-oriented teaching can be an effective and engaging way for students to gain a comprehensive and meaningful knowledge of the subject. By encouraging students to identify and analyze potential problems related to the cultural heritage, such as its conservation and preservation, the teaching process can help them to gain a deeper appreciation of the importance of the heritage for China. Moreover, this approach can help to promote critical thinking and active learning, as well as fostering an appreciation of China's rich culture and traditions. Problem-oriented teaching is an invaluable tool for students looking to gain a greater understanding of China's intangible cultural heritage. Through problem-oriented teaching, students are able to explore the subject in greater depth, fostering a greater appreciation of the cultural significance of the heritage. By developing a comprehensive knowledge of the heritage, students are able to gain a more profound insight into China's history and culture. In addition to being an effective learning approach, problem-oriented teaching can play an important role in the preservation and protection of heritage. By educating students about the significance of heritage and by exploring potential solutions to threats to its existence, problem-oriented teaching can help ensure that heritage is not lost to future generations. Through this approach, students can gain a deeper appreciation for the importance of preserving and protecting heritage, and can develop the skills to address the challenges that heritage can face in the future.

Students' role in problem-oriented teaching:

In problem-oriented teaching, students are encouraged to actively participate in the learning process by identifying, analyzing, and solving problems related to China's intangible cultural heritage. In problem-oriented teaching, students are encouraged to take an active role in their learning experience. They are asked to identify, analyze, and work to solve issues related to China's intangible cultural heritage. By engaging in this type of learning, students gain a better understanding of the complexities of these issues, and are better equipped to develop potential solutions to these problems. This approach to teaching provides an excellent opportunity for students to hone their critical thinking and problem solving skills, as well as to gain a deeper appreciation for China's cultural heritage [11]. This approach fosters critical thinking skills and encourages students to become independent learners. By working on real-world problems, students are not only able to apply their theoretical knowledge but also develop practical skills that are essential for understanding and preserving China's intangible cultural heritage.

Problem-oriented teaching encourages students to work together to solve challenging problems.

This type of teaching strategy encourages students to develop problem-solving skills, critical thinking, and collaboration. Students are presented with complex problems that require a variety of perspectives and different approaches to solve. This allows students to learn from each other and develop an understanding of different points of view. As students work together to solve the problem, they also learn how to collaborate with each other and develop teamwork skills. Problem-oriented teaching is an effective way to promote critical thinking, collaboration, and teamwork in the classroom. By working together to solve problems, students can share their ideas, perspectives, and expertise, leading to a more comprehensive understanding of China's intangible cultural heritage. This collaborative approach not only promotes a deeper understanding of the material, but also provides students with the opportunity to hone important interpersonal skills. Communication, negotiation, and conflict resolution are all skills that are crucial for success in future academic and professional endeavors. By engaging in collaborative learning, students will be better prepared to handle the challenges they will face in their academic and professional lives.

Overall, problem-oriented teaching is an effective teaching method that provides a dynamic and interactive learning experience for students. This approach encourages active participation from students and helps to deepen their understanding of China's intangible cultural heritage. By engaging students in the learning process, it increases their interest and engagement in the material being presented. Furthermore, problem-oriented teaching has the potential to facilitate higher-order thinking skills, which can help students make meaningful connections between the material and their own lives. Ultimately, problem-oriented teaching provides an enriching experience for students that not only enhances their knowledge, but also encourages critical thinking as well as creative problem solving and deepens their understanding of China's intangible cultural heritage.

3. Chinese Intangible Cultural Heritage

Chinese Intangible Cultural Heritage (ICH) refers to the diverse and rich cultural practices, expressions, and traditions that have been passed down from generation to generation in China. Chinese Intangible Cultural Heritage (ICH) is a unique and invaluable part of Chinese culture, and is comprised of a wide range of cultural expressions, practices, and traditions that have been passed down from generation to generation. These elements of ICH are significant in terms of their historical and cultural value, and are fundamental to the understanding and appreciation of Chinese culture. ICH includes traditional music, dance, literature, crafts, rituals, and other forms of artistic expression, all of which contribute to the richness and diversity of Chinese culture. The protection and promotion of these elements of ICH is an important endeavor that will ensure that Chinese cultural heritage is preserved and passed on to future generations [8]. It encompasses a wide range of intangible heritage, including oral traditions, performing arts, social practices, rituals, festive events, craftsmanship, and traditional knowledge systems. The Chinese culture is steeped in a long and varied history, and this is reflected in the elements of their beliefs, values, and lifestyles. These elements have formed the backbone of Chinese identity and cultural diversity, providing a common thread throughout Chinese history and shaping the lives of the Chinese people. This strong sense of cultural identity is something that Chinese people have held dear for centuries, and it is evident in the way they live their lives today.

The role of intangible cultural heritage in preserving Chinese culture:

The Chinese Intangible Cultural Heritage (ICH) is of immense significance, as it serves to preserve and transmit the intangible aspects of Chinese culture. These aspects of culture are often overlooked in comparison to tangible heritage, but they are no less important in maintaining the identity of the Chinese people. Chinese ICH plays an essential role in ensuring that the intangible cultural heritage of China is passed down from generation to generation. The protection and inheritance of China's intangible cultural heritage play an irreplaceable role and value in maintaining cultural diversity (see table 3).

Table 3: The role of the protection and inheritance of China's intangible cultural heritage

Innovation and development of advanced culture	Promote comprehensive & coordinated development of economy culture
Integrated development with tourism	Protecting the diversity of traditional and ethnic cultures
Education and Development	Continuing the historical context and strengthening cultural confidence

Chinese culture is a vast and complex subject, but it is also a vital resource for both the Chinese people and the world. It is a repository of ancient wisdom and traditional values, as well as a source of

inspiration for the modern world. By exploring Chinese culture, we can gain insight into the history, philosophy, literature, art, music, and other aspects of Chinese society. In doing so, we can come to appreciate the richness and diversity of Chinese culture, and gain a better understanding of the Chinese people. It serves as a vital link between the past, present, and future, allowing for the continuation and evolution of cultural practices and expressions [13]. Chinese ICH plays a crucial role in fostering social cohesion, promoting inter-generational dialogue, and strengthening cultural identity within communities. Furthermore, it serves as a valuable resource for education, research, and tourism, contributing to the sustainable development of both local and national economies.

The preservation and promotion of Chinese Intangible Cultural Heritage (ICH) has become increasingly difficult in the modern era. Rapid technological development, globalization, and changing societal norms have placed traditional Chinese culture under threat of extinction. Furthermore, the lack of financial resources and an appropriate legal framework to protect Chinese ICH further complicate the situation. It is of the utmost importance that governments, communities, and relevant organizations come together to ensure the long-term preservation of this valuable cultural legacy. In order to ensure successful implementation of this task, it is essential that the necessary resources and support are provided. This will enable all involved to have the tools they need to ensure the safeguarding of the task and its successful completion. Without the necessary resources and support, it will be impossible to guarantee that the task is safeguarded and achieved. This collaborative effort will ensure that this cultural legacy remains intact for future generations to enjoy. In order to ensure successful conservation and promotion of Chinese Intangible Cultural Heritage (ICH), it is essential to raise public awareness of the need to protect it. In the modern era, the preservation and promotion of Chinese ICH is facing a variety of challenges, such as the rapid development of new technologies, the ever-changing lifestyles of citizens, and the lack of resources. All of these issues must be addressed in order to ensure that Chinese ICH is not forgotten and that it can continue to be enjoyed and appreciated by future generations. Rapid urbanization, globalization, and cultural homogenization pose threats to the authenticity and diversity of traditional practices. Unfortunately, the lack of knowledge, funding, and institutional backing for initiatives that seek to safeguard Intangible Cultural Heritage (ICH) is a major impediment to its long-term preservation. This presents a significant challenge, as the safeguarding of ICH is an important part of preserving cultural identity and promoting cultural diversity. Without adequate support, it is difficult to ensure that ICH is preserved and celebrated in the long-term. It is, therefore, essential that governments, non-governmental organizations, and other stakeholders work together to raise awareness and secure the necessary resources for safeguarding ICH. Efforts are being made by the Chinese government, organizations, and individuals to safeguard and promote Chinese ICH through policies, legislation, research, education, and community engagement. These initiatives are designed to ensure the long-term preservation, transmission, and revival of Chinese Intangible Cultural Heritage (ICH) for future generations. They focus on promoting public awareness and understanding of ICH, developing appropriate policies and regulations to protect it, creating more opportunities to engage with and experience ICH, and providing the necessary resources to support the safeguarding of ICH. Such efforts are essential for preserving and promoting the unique cultural identity of China and ensuring that its rich cultural heritage is not lost.

4. Exploratory Teaching

Exploratory teaching, also known as inquiry-based teaching, is an educational approach that encourages students to take a proactive role in their learning process. Through this method, students are able to explore a topic or problem in a hands-on manner. The Five Stages of Exploratory Teaching are shown in the following table (see table 4).

Table 4: The Five Stages of Exploratory Teaching

Creating Context	Inspire thinking	Independent (or group) inquiry	Collaborative communication	Summarize and improve
------------------	------------------	--------------------------------	-----------------------------	-----------------------

By actively engaging with the material, students are able to develop a deeper understanding of the subject. This method of learning is highly beneficial as it encourages learners to think critically, solve problems and explore ideas in a creative manner. It helps to develop important skills such as the ability to identify patterns, recognize relationships between concepts and develop abstract thinking. Furthermore, this method can be tailored to meet the individual learning needs of each student, creating an engaging and interactive learning experience. Ultimately, this type of learning can have a positive and lasting impact on a learner's academic success. As a result of this, students are able to gain a much more comprehensive understanding of the topic in question. They are able to gain an appreciation for

the complexities and nuances of the topic, as well as the importance of its study [2]. This helps to ensure that students are well-informed and can make informed decisions when it comes to their future studies and career. Ultimately, this allows them to develop a more holistic view of the world and the way it works. In this section, we will discuss how exploratory learning can be applied in the context of researching and studying Chinese intangible cultural heritage. Exploratory learning can be an effective method for researching and studying Chinese intangible cultural heritage. This approach requires engaging with the material and allowing oneself to explore its implications without predetermined notions of what the outcome should be. It enables researchers to gain a deeper understanding of the material by examining it from a variety of angles and encourages them to think more critically about the heritage in question. Through this process, researchers can gain insight into the nuances of the cultural heritage and gain a better appreciation of its importance and relevance. Ultimately, exploratory learning can provide an invaluable resource for those studying Chinese intangible cultural heritage. By adopting this approach, students are given the opportunity to develop critical thinking skills, enhance their problem-solving abilities, and deepen their understanding of the subject matter. By embracing this methodology, students are presented with the opportunity to cultivate their critical thinking skills, sharpen their problem-solving aptitude, and further their comprehension of the subject material. This approach can be invaluable to their academic growth, providing them with the necessary tools to excel in their studies.

One of the key features of exploratory learning is its emphasis on student autonomy and engagement. Exploratory learning is a powerful teaching methodology that focuses on student autonomy and engagement. By allowing students to take an active role in their learning, exploratory learning encourages them to explore topics in more depth, and to build their own understanding of the material. This encourages critical thinking, creativity, and problem-solving skills. Through this process, students become more confident in their learning and more engaged in the learning process. This approach can be particularly effective in helping students to develop their own knowledge and skills, and to become more independent and self-directed learners. Instead of passively receiving information, students are actively involved in the learning process, becoming co-creators of knowledge. Students are no longer limited to a passive role in the learning process. Rather, they are actively involved in the creation of knowledge, becoming co-creators in their own educational experience [5]. By engaging in the learning process in a meaningful way, students are better equipped to develop their skills, think critically, and apply their knowledge in meaningful ways. This shift in educational philosophy enables students to become more self-directed and independent in their learning, helping to promote a deeper understanding and appreciation of the material. In the context of studying Chinese intangible cultural heritage, this implies a comprehensive approach to learning, where students are encouraged to ask questions, conduct research, and evaluate different perspectives in order to gain a more thorough understanding of the subject. It is important for students to recognize the importance of this type of learning, as it will enable them to develop a greater appreciation for the cultural heritage of China. Furthermore, through this process, students will also gain a better appreciation of the cultural diversity of the Chinese people. By engaging in this process, students are not only able to gain factual knowledge, but they are also able to develop important skills such as critical thinking and independent problem solving. These are invaluable skills that can be applied to many real-world situations. Developing the capacity to think critically and independently helps students to become more engaged in their learning, and also equips them with the necessary skills to succeed in their future endeavors.

Moreover, exploratory learning encourages a student-centered approach, allowing the learner to focus on their individual needs, interests, and experiences. This approach encourages students to take ownership of their learning process and encourages them to ask questions, explore, and make connections. It also promotes critical thinking and creativity, allowing learners to develop problem-solving skills, and encourages them to develop a deeper understanding of the material. Ultimately, exploratory learning creates an environment where students are empowered to take charge of their learning, and become self-directed learners. In the context of researching Chinese intangible cultural heritage, students can choose topics or aspects that resonate with their personal interests and backgrounds. In researching Chinese intangible cultural heritage, students can select topics or aspects that appeal to their individual backgrounds and interests [15]. This allows for an enriched learning experience and an opportunity to further explore topics that are of particular importance to them. By taking the initiative to engage with their own interests, students can gain a deeper understanding of Chinese intangible cultural heritage and its significance in the modern world. This tailored method of instruction has been proven to boost motivation and engagement in students, while also encouraging them to take ownership and feel proud of their accomplishments. By providing an individualized learning experience, students are able to recognize the importance of their efforts and are more likely to

stay engaged and actively participate in the learning process. Furthermore, this approach gives students the opportunity to develop their own sense of achievement and to take pride in their work. By empowering students to take control of their learning, exploratory learning fosters a deeper appreciation and understanding of China's rich intangible cultural heritage. Exploratory learning encourages students to take an active role in their own learning, enabling them to gain a deeper appreciation and understanding of China's diverse intangible cultural heritage. Through this approach, students can develop a greater understanding of the cultural values and history associated with different aspects of Chinese culture. By engaging in exploratory learning, students can become more knowledgeable and culturally aware citizens, allowing them to appreciate and respect the unique heritage of their country.

5. Cultural Preservation

5.1. The Crucial role of Cultural Preservation in Safeguarding Intangible Cultural Heritage.

Cultural preservation is of great importance in the protection and conservation of China's intangible cultural heritage. It plays a crucial role in ensuring that the traditional knowledge, practices, and rituals that are passed down from generation to generation are not lost or forgotten. One of the main reasons why cultural preservation is essential is that it helps to maintain a sense of identity and belonging among the Chinese people. As shown in table 5.

Table 5: The significance of cultural protection

Improve people's cultural literacy and cultivation	Social impact	Environmental Protection
Protection and inheritance of cultural diversity	Economic development	Preservation of History and Culture

Intangible cultural heritage is deeply rooted in the history, traditions, and values of a community or a nation. By preserving and promoting these cultural practices, it allows individuals to connect with their roots and understand the rich cultural tapestry that defines their heritage. Furthermore, cultural preservation serves as a means of education and transmission of knowledge. Many of the intangible cultural heritage elements encompass traditional skills, craftsmanship, and artistic expressions [10]. By preserving these practices, future generations can learn from the past and continue to develop and innovate, ensuring the continuity and evolution of these cultural traditions. In addition to its social and educational significance, cultural preservation also has economic benefits. Many aspects of China's intangible cultural heritage, such as traditional crafts, performing arts, and culinary traditions, have significant economic value. They contribute to tourism, cultural industries, and local economies. By preserving and promoting these cultural practices, it not only safeguards their existence but also opens up opportunities for economic growth and sustainable development. In conclusion, cultural preservation is vital in safeguarding China's intangible cultural heritage. It plays a crucial role in maintaining identity, transmitting knowledge, and fostering economic growth. By recognizing the value of these cultural practices and actively engaging in their preservation, China can ensure the continuous enrichment of its cultural heritage for future generations to appreciate and enjoy.

5.2. Home to Numerous Intangible Cultural Heritage Elements

China is a country that has a long and fascinating history, with a wide range of cultural traditions that have been developed and refined over thousands of years. With such a rich cultural heritage, it is no surprise that China is also home to numerous intangible cultural elements that are treasured and cherished by its people. Intangible cultural heritage refers to the practices, expressions, knowledge, and skills that are passed down from one generation to another. These elements are not physical objects, but rather, they are traditions, customs, and rituals that are deeply ingrained in the lives of the Chinese people. From the art of calligraphy and traditional Chinese medicine, to martial arts and folk music, these intangible cultural elements are an integral part of China's cultural identity. However, as the world becomes more interconnected and modernization takes hold, there is a growing concern that these intangible cultural heritage elements are at risk of being lost. Rapid urbanization, changing lifestyles, and the influence of globalization pose significant challenges to the preservation and transmission of these traditions. To address these issues, the Chinese government has implemented various measures to protect and promote its intangible cultural heritage. These include the establishment of national lists of intangible cultural heritage, the designation of representative

inheritors, and the implementation of safeguarding measures. Additionally, efforts have been made to raise awareness and educate the public about the importance of these cultural elements [9]. In recent years, there has also been a growing recognition of the economic and social value of intangible cultural heritage. Traditional crafts, performing arts, and cultural festivals have become important attractions for tourism, contributing to local economies and promoting cultural exchange. This has further emphasized the need to protect and preserve these elements for future generations. In conclusion, China's intangible cultural heritage is a precious and valuable asset that should be treasured and safeguarded. It is through the preservation and transmission of these cultural elements that China's rich history and diverse traditions can continue to be celebrated and shared with the world. The preservation of these cultural practices and traditions not only helps to maintain the unique identity of different regions within China but also contributes to the overall global cultural diversity.

5.3. The Documentation and Research of China's Intangible Cultural Heritage.

One of the key aspects of cultural preservation is the documentation and research of China's intangible cultural heritage. This involves the effort to capture and record the practices, traditions, and knowledge that have been passed down through generations. By documenting intangible cultural heritage, researchers and scholars can gain a deeper understanding of the rich and diverse cultural heritage of China. The documentation process includes various methods such as interviews, audio and video recordings, photographs, and written accounts. Researchers work closely with communities and individuals who are the custodians of these cultural traditions, ensuring that their voices and perspectives are accurately represented [4]. Through this collaborative approach, a comprehensive and authentic record of China's intangible cultural heritage is created. In addition to documentation, research plays a crucial role in preserving China's intangible cultural heritage. Scholars analyze and interpret the collected data, uncovering the historical, social, and cultural significance of these practices and traditions. This research not only sheds light on the past but also helps to safeguard these cultural expressions for future generations. Furthermore, the documentation and research of intangible cultural heritage contribute to its promotion and transmission [1]. By studying and understanding these cultural practices, efforts can be made to raise awareness and appreciation among the wider public. This includes organizing exhibitions, performances, and workshops to showcase the richness and beauty of China's intangible cultural heritage. Overall, the documentation and research of China's intangible cultural heritage are essential for its preservation and promotion. Through these efforts, valuable knowledge and traditions are safeguarded, ensuring that future generations can continue to appreciate and learn from China's cultural heritage.

5.4. Studying and Understanding of the Historical and Cultural Significance of Various Intangible Cultural Heritage Elements

Studying and understanding the historical and cultural significance of various intangible cultural heritage elements is a complex task. It requires in-depth research and analysis to truly appreciate the rich heritage that traditional music, dance, crafts, rituals, and oral traditions hold. These elements are not just forms of entertainment or artistic expressions; they are a reflection of a community's identity, beliefs, and values. One aspect of studying intangible cultural heritage is exploring the origins and evolution of traditional music. Each musical composition carries with it a story, passed down from generation to generation. By delving into the melodies, rhythms, and instruments used, researchers can uncover the historical context in which these musical traditions developed. Additionally, understanding the cultural significance of different musical styles and genres can provide insights into the social dynamics and values of a particular community. Dance is another vital element of intangible cultural heritage that deserves careful study. Traditional dances often embody a community's customs, beliefs, and history [3]. Through movement, dancers communicate narratives and emotions that have been passed down for centuries. By examining the choreography, costumes, and symbolism of these dances, researchers can gain a deeper understanding of a community's cultural identity and values. Crafts, too, play a significant role in intangible cultural heritage. Traditional craftsmanship is often closely tied to a community's history and way of life. Skills and techniques are passed down through generations, preserving not only the artistry but also knowledge of materials and production methods. By studying these crafts, researchers can gain insights into the historical context in which they were created and the cultural significance they hold in contemporary society. Rituals and ceremonies are integral parts of intangible cultural heritage, as they reflect a community's belief systems and spiritual practices. These rituals are often performed to mark important life events, such as births, weddings, or funerals. Through studying the symbolism, actions, and meanings behind these rituals, researchers can gain a

deeper understanding of a community's values and worldview. Lastly, oral traditions encompass a wide range of intangible cultural heritage, including storytelling, proverbs, and folklore. These narratives are passed down through generations, often serving as a means of conveying history, moral lessons, and cultural knowledge. By analyzing the content, structure, and transmission of oral traditions, researchers can unravel the cultural significance and societal impact of these stories. In conclusion, studying and understanding the historical and cultural significance of various intangible cultural heritage elements is a multidimensional endeavor. It requires delving into the realms of traditional music, dance, crafts, rituals, and oral traditions, and exploring their origins, evolution, and cultural significance. By doing so, researchers can gain a deeper appreciation for the rich heritage that these elements hold and contribute to the preservation and promotion of intangible cultural heritage for future generations.

5.5. The Origins, Evolution, and Significance of These Cultural Practices

By conducting in-depth research, scholars and experts can gain valuable insights into the origins, evolution, and significance of various cultural practices. This research is crucial for understanding and preserving these practices for future generations. Through their studies, researchers can uncover the historical context and development of these cultural practices. They can trace their roots back to ancient civilizations and analyze how they have evolved over time. This knowledge helps to provide a comprehensive understanding of the cultural significance of these practices. In addition to understanding the origins and evolution, research also allows experts to delve into the deeper meanings and symbolism behind these cultural practices [12]. By studying the rituals, traditions, and customs associated with these practices, scholars can uncover the underlying beliefs and values of the community that practices them. Furthermore, research on cultural practices is essential for their preservation and transmission. By documenting and studying these practices, scholars can ensure that they are not lost to time. This documentation serves as a valuable resource for future generations to understand and appreciate the richness and diversity of human culture. By conducting extensive research, scholars and experts play a crucial role in preserving and passing down cultural practices. Their work helps to safeguard the intangible heritage of communities and ensures that these practices continue to thrive and be appreciated in the modern world. Another important aspect of cultural preservation is the promotion and revitalization of intangible cultural heritage. This involves creating awareness and appreciation among the general public, especially the younger generation, about the value and importance of these cultural traditions.

This task involves expanding the given sentence into multiple paragraphs, with the output language being English. The given sentence emphasizes the importance of creating awareness and appreciation for cultural traditions among the general public, particularly the younger generation. It highlights the value and significance of these traditions in our society. Cultural traditions play a crucial role in shaping our identity and preserving our heritage [6]. They provide us with a sense of belonging and connect us to our roots. By understanding and appreciating these traditions, we can gain a deeper understanding of our cultural heritage and the values it represents. In today's fast-paced and globalized world, it is imperative to ensure that these cultural traditions are not forgotten or overshadowed. The younger generation, in particular, needs to be educated about the importance of these traditions and encouraged to actively engage with them. This can be achieved through various means such as education, cultural events, and community initiatives. Education plays a vital role in creating awareness among the younger generation. Schools and educational institutions can incorporate cultural traditions into their curriculum, providing students with opportunities to learn about and appreciate different traditions. By including cultural activities and celebrations, students can actively participate and gain firsthand experience of these traditions.

6. Conclusions

In conclusion, problem-oriented teaching combined with exploratory learning provides an effective approach to the study and preservation of Chinese intangible cultural heritage. This approach allows students to actively engage in the learning process, fostering a deeper understanding and appreciation for these cultural traditions. By encouraging students to explore and solve real-world problems related to intangible cultural heritage, they develop critical thinking skills and become active participants in cultural preservation efforts. Additionally, this approach promotes cultural diversity and inclusivity, as students are exposed to a wide range of cultural practices and traditions. Overall, the integration of problem-oriented teaching and exploratory learning offers a promising avenue for the exploration and promotion of China's rich and diverse intangible cultural heritage.

References

- [1] Başaran Mehmet & İter Merve. (2023) *Investigation of the relationship between teachers' inquiry-based teaching self-efficiency for STEM+S and their computational thinking skills. Research on Education and Media*, 15, 2, 1-9.
- [2] Blanda Stephanie A. (2024) *An Inquiry-Based Learning Approach to Teaching Undergraduate Cryptology. PRIMUS*, 34, 1, 65-77.
- [3] Broadbelt Nalini V. , Jana Nevila, Van Dellen Katrina, Petersen Kristen, Gardner Martha & Young Michelle A. (2024) *Development of a Problem-Based Learning (PBL) Course at a Health Professions University. Journal of College Science Teaching*, 53, 2, 187-194.
- [4] D. Mani Sheba, Shankar Pathiyil Ravi & Munohsamy Thulasimani. (2024) *Inquiry-based approach to pandemics throughout history: understanding healthcare students' learning experience. Learning: Research and Practice*, 10, 1, 29-43.
- [5] Erin Ingram, Trish Wonch Hill, Dena Harshbarger & Jenny Keshwani. (2024) *Improving Elementary Pre-Service Teachers' Science Teaching Self-Efficacy through Garden-Based Technology Integration. Education Sciences*, 14, 1, 56.
- [6] Gillies Robyn M. (2023) *Dialogic teaching in a Year 5 classroom during cooperative inquiry-based science. International Journal of Educational Research Open*, 5, 2, 67.
- [7] Jeffries Stephanie. (2024) *Teaching Trees: Revisions to an Inquiry-Based, Service-Learning Field Lab Broaden Student Learning and Better Align With Learning Outcomes. Journal of College Science Teaching*, 53, 3, 285-292.
- [8] Kamarudin Muhammad Zufadhli, Mat Noor Mohd Syaftiq Aiman & Omar Romarzila. (2024) *'How do plants grow?' teaching photosynthesis using digital inquiry-based science learning. Science Activities*, 61, 3, 118-131.
- [9] Kersting Magdalena, Karlsen Solveig, Ødegaard Marianne, Olufsen Magne, Kjærnsli Marit & Suhr Lunde Mai Lill. (2023) *Studying the quality of inquiry-based teaching in science classrooms. A systematic video study of inquiry-based science teaching in primary and lower-secondary schools. International Journal of Science Education*, 45, 17, 1463-1484.
- [10] Li Xiaoling, Li Zhongxuan. (2024) *Core Competency Oriented Problem-Solving Teaching---Taking "Solving Application Problems with a System of Equations" as An Example. Pacific International Journal*, 6, 2, 78.
- [11] Paulina Kryg, Bartłomiej Mazela, Waldemar Perdoch & Magdalena Broda. (2024) *Challenges and Prospects of Applying Nanocellulose for the Conservation of Wooden Cultural Heritage—A Review Forests*, 14, 7, 1174.
- [12] Ruiying Kuang, Changping Hu, Shiyu Huo, Yitian Shi, Xinai Tang & Lulu Mao. (2024) *Study on the Psychological Effects of Intangible Cultural Heritage Advertising with Different Degrees of Situational Involvement. Behavioral Sciences* 14, 7, 623.
- [13] Rusty Bresser & Sharon Fargason. (2023) *Becoming Scientists: Inquiry-Based Teaching in Diverse Classrooms, Grades 3-5, Taylor and Francis*, 4, 1, 78.
- [14] Twizeyimana Etienne, Shyiramunda Theophile, Dufitumukiza Balthazard & Niyitegeka Gratien. (2024) *Tea ching and learning science as inquiry: an outlook of teachers in science education. SN Social Sciences*, 4, 2, 143.
- [15] Yánez Pérez Iraya, Toma Radu Bogdan & Meneses Villagrà Jesús Ángel. (2024) *The IndagApp mobile app: an inquiry-based science teaching resource: usability evaluation with pre-service teachers. Journal of New Approaches in Educational Research*, 13, 1, 45.