

# Research on Teaching and Practice of Graduation Design from the Perspective of "Internet Plus" with "Intangible Cultural Heritage" Art as the Core

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**Abstract:** Based on the perspective of design innovation, this paper discusses how to transform the rich "intangible cultural heritage" culture into creative resources for the application of art design teaching in college graduation design teaching, and seeks the breakthrough facet and convergence of "intangible cultural heritage" cultural inheritance and design innovation. In addition, the integration of local "intangible cultural heritage" resources has been explored in combination with professional characteristics, forming a set of practical teaching model of graduation design in line with the characteristics of "intangible cultural heritage".

**Keywords:** Internet Plus; intangible cultural heritage; graduation design; teaching practice; innovation; inheritance

## 1. Overview of intangible cultural heritage

By definition, intangible cultural heritage ("intangible cultural heritage" for short) refers to various forms of traditional cultural expression passed down from generation to generation by those of all ethnic groups and regarded as part of their cultural heritage, as well as objects and places related to traditional cultural expression. So to speak, the historical accumulation of a thousand-year ancient civilization, intangible cultural heritage is the treasure of the traditional culture of the Chinese nation, which is not only the historical evidence of the nation's self-identification to ensure the continuation of a nation, but also the foundation and the source of wisdom and strength for us to walk into the future with confidence. Intangible cultural heritages, which take folk literature, folk music, folk dance, traditional drama, folk art, acrobatics and sports, folk art, traditional handicrafts, traditional medicine, folk activities, etc. as forms of cultural expression or cultural space inheritance, together with other historical relics, sites and cultural landscapes, constitute the precious cultural wealth of the Chinese nation, and become an important part of the cultural heritage of all mankind. Nowadays, as the traditional culture, spirit, philosophy and art core contained in China's intangible cultural heritage are increasingly concerned, it has become an important guarantee to restore the cultural ecology and revive the Chinese spirit. However, China's art of "intangible cultural heritage" is limited by its mother nature and original ecological existence form, as well as the traditional communication characteristics of oral and psychological teaching and "dynamic rheology". With the development of the times, the environment of traditional farming culture is shrinking, so it is urgent to facilitate the inheritance and protection of intangible cultural heritage art. The cultural inheritance of "intangible cultural heritage" art should not only be protected within the system, but also be sustainably explored in an open social ecology. In the face of the diversified context of non-genetic inheritance in the transition period of civilization, multi-directional exploration and practice make the intangible cultural heritage fully usher in the inheritance and development stage of the "Internet plus" era.

## 2. The inheritance of "intangible cultural heritage" is consistent with the education of college art design graduation design

In August 2022, the "Fourteenth Five Year" Cultural Development Plan issued by the General Office of the CPC Central Committee and the General Office of the State Council pointed out that we should strengthen the integration of intangible cultural heritage into production and life, carry out innovative thematic communication activities, and promote intangible cultural heritage into schools, communities and networks, thus putting forward new requirements and new ideas for promoting the

creative transformation and innovative development of intangible cultural heritage. With the deepening of the protection of intangible cultural heritage and the development of the national "Internet plus" creative cultural industry, art majors in colleges and universities have sought to break the development trend of popularization and marketization, and sought breakthrough facet and convergence under the unified education mode. Nowadays, the teaching reform of graduation design of art design major in colleges and universities in China is also keeping pace with the times. Under this background, graduation design has been paid more and more attention to improving teaching quality and cultivating students' comprehensive quality, practical ability and innovative ability. For example, the design major of Yunnan Minzu University, relying on its geographical advantages, has introduced Yunnan's rich intangible cultural heritage art resources into featured courses, graduation designs and other teaching methods through "Internet plus", so as to build a talent training model for art design professionals that conforms to the inheritance and development of intangible cultural heritage, providing a theoretical and practical example for the integration and development of China's local "intangible cultural heritage" protection work in the field of art design education in the "Internet plus" era [1].

Colleges and universities, as an important place to cultivate professional oriented and social practical talents, are suitable places for the inheritance of local intangible cultural heritage, especially the practical characteristics of graduation design teaching for art design majors, so that the inheritance and innovation of intangible cultural heritage can be implemented [2]. The effectiveness of teaching management and the quality play of multi-dimensional curriculum design further build the interaction and communication between schools and local areas through the in-depth exploration and research of regional cultural design value. This mode has significant significance for actively integrating into the service of local economic, cultural and social development, exploring the teaching reform of graduation design and protecting regional cultural elements.

### **3. On the Teaching Practice of Graduation Design of Art Design Based on "Intangible Cultural Heritage" Art Inheritance from the Perspective of "Internet plus"**

With the advent of the "Internet Plus" era, traditional culture and its modernization face a new round of conflicts and integration in the time tension. The popularization and daily application of intangible cultural heritage have promoted the resurrection and representation of traditional culture. It can be said that the inheritance of intangible cultural heritage is brewing the trend and cultural waves of the "Internet plus" era in the mixed growth of time awareness. "Intangible Cultural Heritage" art accepts the challenges given to us by this changing era, and applies creative methods to face the inheritance of intangible cultural heritage of different nationalities, different regions, different types and different situations. In the era of "Internet plus", how to integrate the traditional and ancient "intangible cultural heritage" art into the trend of mainstream culture, pay attention to the interaction between the design inner layer and local culture, and return to localized design is a new perspective for the inheritance and protection of intangible cultural heritage, as well as a new model in the field of art design. These considerations also provide new ideas for the reform and practice of graduation design education of art design majors in colleges and universities.

#### ***3.1 The innovative topic selection of the graduation project has activated the artistic inheritance of "intangible cultural heritage"***

The communication and innovative development of intangible cultural heritage art focus on the use of new technology in thinking and aesthetic innovation. Qi Qingfu once put forward that the fundamental purpose of intangible cultural heritage protection is to preserve the "living state inheritance". Living is the main feature of the intangible cultural heritage and the core of living protection of the intangible cultural heritage. "Intangible cultural heritage" is not only a specimen of cultural diversity and a witness of historical development, but also provides rich and diversified content materials and creative resources for the development of cultural industry. In the process of integrating the protection and inheritance of intangible cultural heritage with the relevant content of art design specialty, we can use the power of contemporary design, take the perspective of scientific and technological innovation, deeply tap the original ecological intangible cultural heritage resources, and integrate "intangible cultural heritage" art into the graduation design teaching of art design specialty in colleges and universities. In addition, it is necessary to deeply study the exploration and attempt of teaching methods with intangible cultural heritage characteristics, and guide students to carry out cultural creativity practice teaching in combination with regional intangible cultural heritage culture and traditional folk skills. "Internet plus" thinking, new Internet technology and "Internet plus" media

improve students' design ability for national cultural design innovation, and radiate new vitality of traditional "intangible heritage" art. Students choose the design direction closely combined with the local cultural characteristics of "intangible cultural heritage", which not only avoids the homogenization of design themes, but also combines modern design with national culture, so as to explore new cultural and creative trends. The instructor guides students to extract folk arts and crafts "intangible cultural heritage" resources for creative design in the graduation design teaching course, so that students can resonate with the "intangible cultural heritage" culture and bring them better design inspiration and ideas. The graduation design combines the media and communication forms of "Internet plus", connects cultural inheritance with the market economy, helps students refine the shapes, patterns, cultural arts, etc. in the "intangible cultural heritage" culture, flexibly applies them to the graduation design projects, and skillfully carries out the era grafting of intangible cultural resources, so that the intangible cultural heritage of handicrafts can be better protected and inherited among the young generation [3].

### ***3.2 "Intangible cultural heritage" art inheritance promotes the teaching practice process of integration of production and teaching in graduation design***

The inheritance of "intangible cultural heritage" is not in its inherent form, but in a form and way that better adapts to the development needs of modern society. The intervention of "Internet Plus" is not only a revolution in information dissemination, but also an opportunity and innovation in the field of innovation. The linear, interactive and virtual reality characteristics of digital art provide a wider space for the development of China's ancient "intangible cultural heritage" art, and also provide more possibilities for contemporary design aesthetics. In the teaching of graduation design of art major, the instructor led students to deeply explore the "intangible cultural heritage" resources of folk arts and crafts and study their artistic value, combined with the regional diversity of intangible cultural heritage and traditional folk skills, to carry out practical teaching, visit the inheritors of "intangible cultural heritage" and relevant institutions and enterprises, and help students find the intersection of "intangible cultural heritage" culture and the direction of graduation design in practice, so as to better deepen the inheritance of intangible cultural heritage. In the process of teaching content of graduation project, teachers should improve the original teaching method of graduation project, and integrate the theory part of professional courses into the content of intangible cultural heritage. Combined with the digital technology and communication form of "Internet plus", the cultural value, aesthetic value, emotional value and modern art value of "intangible cultural heritage" resources will be deeply explored to improve students' creativity and thinking ability. This approach can be rich and unique "intangible" vision of creativity in the design of resource factors, advancing with the times in various forms of design works reflect the contemporary of intangible cultural heritage protection and inheritance, so as to promote the art design major in the era of "Internet plus" during the education teaching practice process of "intangible" art inheritance communion.

### ***3.3 The combination of "intangible cultural heritage" production and learning builds a practical teaching system for graduation design that serves local society***

Nowadays, we have witnessed the arrival of the "Internet Plus" era, the progress of technology, the transformation and upgrading of industry, and the new changes in the content, form and means of design. By giving full play to the innovation advantages of "Internet Plus", the new changes strengthen the organic combination of industry and education, build the promotion platform of "intangible cultural heritage" art and literature, and promote the transformation of graduation design teaching results. On the one hand, it is necessary to learn the advanced teaching concepts and operation modes of intangible cultural heritage at home and abroad, start with the protection and inheritance of local intangible cultural heritage from the perspective of "Internet plus" design and innovation, and practice and explore in multiple aspects from teaching content to teaching form, improve students' understanding, perception and innovative practice of traditional culture through the teaching and practice of graduation design with the theme of "intangible cultural heritage" culture, improve students' comprehensive design ability and practical literacy, so as to match the design with the local social development. It is time to integrate local intangible cultural heritage resources based on their own professional characteristics, form a set of graduation design practice teaching mode that conforms to local culture or regional characteristics, build a graduation design practice teaching system of art design major that serves local society, and practice the design value of local economy and local culture services.

#### 4. Conclusion

A series of scientific and technological progress and changes in communication concepts brought by "Internet plus" not only reshape the original cultural connotation of "living cultural memory" of intangible cultural heritage art, but also make it possible to develop renewable resources of "intangible cultural heritage" art. The teaching of graduation design of art design major should be sensitive to the development trend of the times. With the gradual deepening of teaching practice, the teaching content and teaching form of the graduation project combined with the "intangible cultural heritage" culture will be more diversified, striving to dig deeply into the humanistic spirit of "intangible cultural heritage" culture and promote the protection and inheritance of "intangible cultural heritage" art. This will play a greater role in promoting the innovative practice teaching of graduation design for art design majors in colleges and universities.

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