

The study on the construction of technical skills master studios in Zhangjiakou Vocational Colleges under the background of Chinese intangible cultural heritage protection

Zhao Guoxiang¹, Xie Wei², Li Jiancheng³, Liang Ya³

¹University of Mongolian Studies, Ulaanbaatar, Mongolia

²Zhangjiakou No. 5 Middle School, Zhangjiakou, China

³Zhangjiakou No. 7 Middle School, Zhangjiakou, China

Abstract: Situated along the Great Wall and adjacent to the Mongolian steppe to the north, Zhangjiakou is rich in multi-ethnic cultures. Zhangjiakou has a wide range of intangible cultural heritage, including folk literature, traditional dance, traditional arts and crafts, and traditional medicine, it has been selected into the human non-heritage list, the national list of six, the provincial list of 55, the municipal list of 230, with gratifying results. However, due to the change of modern life style and the improvement of people's aesthetic, many items are facing the risk of loss. Author have been engaged in vocational education for many years and know that the legacy of the ICH project is inseparable from the development of the local vocational education. With the aid of the theory of higher vocational education management, this paper makes a quantitative study on the synergetic approaches of Intangible Cultural Heritage Protection and vocational education education in Zhangjiakou, a questionnaire survey was conducted in 17 workshops of five vocational schools in Zhangjiakou. By using the calculation methods of range correlation coefficient, this paper compares and analyzes the collected data from three aspects: the basic situation of the studio, the operation management and the construction efficiency, it then proposes to introduce the local ICH projects into higher vocational education and provide a stable talent guarantee for intangible cultural heritage inheritance through technical skills workshops.

Keywords: Intangible Cultural Heritage Protection, Vocational education, Technical Skills Master Workshop, Zhangjiakou

1. Introduction

The term "Intangible cultural heritage culture" refers to the various forms of traditional cultural expression handed down from generation to generation by peoples and regarded as part of their cultural heritage, as well as the objects and places associated with traditional cultural expression. To preserve and pass on the intangible cultural heritage is not only an urgent need to carry forward the fine traditional culture of the new era, but also a necessary measure to improve the moral quality of the Chinese people and implement the policy of strengthening the country through culture. At this stage, the Chinese government has promulgated and implemented laws and regulations on intangible cultural heritage protection. However, with the participation of the whole society, a relatively complete and scientific legal protection environment of intangible cultural heritage has taken shape (Ping Zhu, 2017). However, in some areas, there are still some government agencies and intangible cultural heritage agencies whose work philosophy falls behind, makes it impossible to promote relevant skills and culture. On the other hand, the material form of intangible cultural heritage is too backward and out of touch with real life to inspire public acceptance. Historically, most intangible cultural heritage were the preserve of royalty and aristocratic families. It has the characteristics of high cost, complex process and rare materials. Some products are still "Luxuries" that are hard for ordinary people to consume today. Moreover, the intangible cultural heritage industry is small and difficult to pass on. Intangible cultural heritage are more prone to dynamic transfer of skills and ideas. Some intangible cultural heritage will disappear as the number of heirs shrinks. The high-quality protection and inheritance of intangible cultural heritage in the new era is the key and core content of the development strategy of China as a "Cultural power". Government Departments should play a leading role in actively interacting with relevant social organizations and intangible cultural bearers on the basis of consolidating the intangible cultural heritage protection and

inheritance system and system, we will increase the publicity and promotion of Intangible Cultural Heritage in society. we should guide the contemporary people to understand the charm of Chinese traditional culture correctly and optimize the long-term mechanism of intangible cultural heritage protection and inheritance. (Xiaoyan Zhang, 2022)

2. Current status of intangible cultural heritage protection in China

Chinese intangible cultural heritage work can be traced back to the 1990s. The education, Science, culture and Health Commission of the National People's Congress (NPC-RRB- has made recommendations to Ministry of Culture on the protection of folk traditional culture after investigating folk art and traditional crafts in places such as Yunnan and China. On February 25, 2011, the 11th National People's Congress passed the law of the People's Republic of China on intangible cultural heritage, demonstrating the importance that the state attaches to the protection of ICH.

In recent years, intangible cultural heritage protection has increased the demand for high-level technical talents, and explored the effective link between talent training in higher vocational colleges and Intangible Cultural Heritage Inheritance, it is a new exploration direction for higher vocational colleges to activate the development of non-legacy projects by using new teaching management ideas. In 2010, the state council issued the "National work plan for medium- and long-term talents (2010-2020)" in the proposed development of high-tech talent initiatives, put forward by the end of 2020 the state key support to build about 1000 skills master studios. The State Council's decision on strengthening the development of modern vocational education, issued in 2014, clearly states that skill master studios should become an important model for promoting the development of modern vocational education. The Action Plan for innovative development of higher vocational education (2015-2018), issued by the Ministry of Education in 2015, indicates the establishment of around 100 Skills Master Studios. The 2019 State Council circular on the publication of the implementation plan for the National Vocational Education Reform (Guofa [2019] No. 4) explicitly encourages technical skill masters to establish Master Studios, we will support technical and technical masters to work as part-time teachers in vocational colleges and carry out in-depth activities of "Great Nation craftsmen entering campus" to cultivate and pass on the craftsmen's spirit. Thus, the establishment of Skills Master Studios in higher vocational colleges is in line with the National Vocational Education Reform Policy, and is an effective way to train and protect intangible cultural heritage high-quality talents with technical and technical skills.

3. Chinese vocational education

Since the 18th National Congress of the Communist Party of China, The Central Committee of the Communist Party of China attaches great importance to vocational education. Around the essence of vocational education, the central government has issued a series of important speeches, pointing out the development path for vocational education in China. From the report of the 19th National Congress of the Communist Party of China in 2017, which proposed to "improve the vocational education and training system, deepen the integration of industry and education, and school enterprise cooperation", to the revision of the Vocational Education Law of the People's Republic of China by the Standing Committee of the 13th National People's Congress in 2022, various national policies have emphasized that vocational education is an important component of the national education system and human resource development, Shouldering the important responsibility of cultivating diverse talents, inheriting technical skills, and promoting employment and entrepreneurship. (Bing Chen, 2022)

4. Technical Skills Master Studio

The Technical Skills Master Studio is an emerging vocational education management model and one of the key projects implemented by the National High skilled Talent Revitalization Plan. As the national industry shifts from scale expansion to the improvement of technological content, the lack of highly skilled talents has become a shortcoming in China's economic and technological development and national construction. In order to alleviate and change this problem, the country launched the construction project of skill master studios in 2011. The first batch of 50 national level skill master studios were officially awarded to the world, announcing the official operation of a new model for cultivating and training skilled talents in China. With the deepening of the integration of industry and education in vocational colleges, studying the construction and operation mechanism of skill master studios is of great significance for vocational education.

5. Integration of Zhangjiakou Intangible Cultural Heritage Protection and Higher Vocational Education

In recent years, Zhangjiakou has responded to national policy guidance, actively promoted the construction of the two capital districts, and highlighted the regional economic layout of high-quality development; Collaborate with the capital Beijing to build the Beijing Zhangjiakou Sports and Cultural Tourism Belt, with a focus on building the Zhangjiakou sports and cultural tourism industry, and accelerate the pace of green transformation and upgrading of the industry.

In this policy context, it is particularly important to vigorously promote the protection of Zhangjiakou's intangible heritage. Since the implementation of the Action Plan for Innovative Development of Higher Vocational Education in Hebei Province in 2016, in order to improve the modern vocational education system in Zhangjiakou and reflect the "professional responsibility" of vocational colleges in regional economic construction, five vocational colleges in the urban area of Zhangjiakou have successively opened technical skills master workshops. Some workshops are closely integrated with local intangible cultural heritage, playing a significant role in protecting and inheriting traditional cultural skills in the region. Each studio aims to cultivate virtue and cultivate talents, with the responsibility of inheriting and carrying forward the spirit of craftsmanship. It closely follows the unique culture and leading industries of Zhangjiakou, creates new vocational education teaching content, effectively enhances the cultural confidence of college students, and provides a solid talent guarantee for the economic development of Zhangjiakou. After several years of development, various vocational colleges have achieved excellent results in textbook development, curriculum reform, social training, and primary and secondary school research, providing valuable experience for the construction and operation of technical skills master studios in other provinces and cities.

6. Existing problems

Although Zhangjiakou vocational education is guided by the top-level design of the "Innovative Development Action Plan", it has not been able to find a benign development model that combines with the protection of intangible cultural heritage due to factors such as the talent cultivation concept of the university itself, campus capital scale, social enterprise cooperation, and student employment. On the one hand, the types of courses in vocational colleges are monotonous and cannot meet the teaching requirements for improving professional abilities; On the other hand, the number of practical teaching is limited, and students lack professional ability training in practical scenarios. (Jiemin Zhang, 2022)[1].

In the current situation where the country vigorously promotes the protection of intangible cultural heritage and advocates cultural confidence, the main research question of this article is how to effectively combine vocational education with the protection of intangible cultural heritage, and explore new models of vocational talent cultivation through vocational education teaching reform.

7. Discoveries and conclusions

In order to clarify the effectiveness of the Technical Skills Master Studio in promoting the development of intangible cultural heritage in the local area, the author conducted a quantitative research method on 17 studios in 5 vocational colleges in Zhangjiakou city, based on a large number of theoretical books and research results related to the protection of intangible cultural heritage and vocational education reform. A survey titled "Survey Questionnaire on the Current Situation of Skill Master Studio Construction" was distributed to various studios one after another (this study conducted a KMO value test on the data, with a KMO value of 0.829, indicating high validity of the questionnaire). Using calculation methods such as range correlation coefficient, the operation and management, construction efficiency, and other situations of studios in various universities were analyzed. Among them, there are 8 studios involved in projects related to Zhangjiakou's intangible cultural heritage, accounting for 47%. The questionnaire conducted a survey on multiple issues, including the level of the studio, construction funds, awarding units, sources of masters, operation modes, service content, team teaching staff, management mechanisms, achievement rewards, existing problems, and future planning. It covered three aspects: basic information on studio construction, operation management, and construction efficiency.[2]

7.1 Basic information of the studio

Statistics show that there are relatively more provincial-level and school level studios, accounting for

37.5% and 50% respectively, while city level studios account for 12.5%, indicating that the local government in Zhangjiakou needs to strengthen its support for the construction of on campus studios. The construction funds in the studios participating in the survey showed a polarized trend, with 37.5% of them exceeding 500000 yuan and 50% below 50000 yuan. Among them, provincial-level and school level supporting funds accounted for a relatively large proportion, while municipal and enterprise special funds were slightly insufficient. 37.5% of studios are co built by schools and enterprises, with provincial-level co built studios accounting for 100%. This indicates that provincial-level studios have stronger capabilities in all aspects and are more closely aligned with the industry, further enriching industry expansion and career direction. From the perspective of the licensing department of the studio, the current construction of technical skills master studios in Zhangjiakou region still relies mainly on independent behavior, with government licensing accounting for 50% and industry and society licensing accounting for 12.5%. Most of the technical skill masters in local colleges and universities come from dual qualified teachers (87.5%) on campus. The proportion of craft masters and enterprise technical backbone in related industries is insufficient, indicating that the integration between local studios and industries is not close enough, and the diversified development of studios needs to be strengthened.[3]

7.2 Regarding the operation and management of the studio

Statistics show that 62.5% of studios need to improve their construction conditions (venues, equipment), work responsibilities (87.5%), daily management systems (75%), assessment and evaluation systems (87.5%), talent training plans (100%), and other operating standards are relatively complete. The functional positioning of studios in various universities mainly includes the following 8 aspects. Among them, participating in professional teaching is the most common, followed by guiding professional construction, driving industry academia research, providing teaching cases, and modern apprenticeship bases. This is also where studios differ from enterprises in terms of functional areas, scale, and teaching staff. Extracurricular interest teaching is currently a commonly used teaching organization form in studios (50%), and more than 25% of studios are trying modular teaching. It is gratifying that the proportion of project-based teaching forms closely integrated with the industry is relatively high (37.5%), and there is a trend of further increase. Each college studio also undertakes pre competition training for various levels and types of participating students, such as vocational skills competitions (50%) and innovation and entrepreneurship competitions (75%), which is closely related to the superior production, teaching and research capabilities of the technical skills master studio.[4]

7.3 In terms of efficiency in studio construction

Statistics show that studios have achieved significant results in optimizing the training of dual teacher teachers (75%), enriching teaching resources (62.5%), and promoting the integration of industry and education (87.5%). Secondly, mobilizing students' learning enthusiasm (87.5%), driving the development of similar majors (62.5%), and promoting student employment (62.5%) have all been recognized by most universities. However, while acknowledging the achievements, we should also recognize that the lack of financial support (87.5%), unstable personnel (62.5%), insufficient venues (75%), and hardware (75%) are also unfavorable factors hindering the development of each studio. In addition, four issues have been mentioned more frequently: low compensation, low team polarity, lack of close integration between course content and professional development, overlapping teaching and rest time, and leadership team building.[5]

7.4 Research conclusion

Through the above research, it has been found that various universities in the urban area of Zhangjiakou generally attach importance to the construction of technical skills master studios. All vocational colleges have different levels of master studios, with standardized studio management and complete information. Most of the on campus studios are led by renowned dual teacher teachers from our school, and some schools are also exploring new teaching organizational forms that are suitable for their students. They have made bold attempts in introducing enterprise project teaching, which is conducive to the effective integration of teaching content and industry demand, and promotes employment and entrepreneurship among college students.

In summary, the construction of technical skill master studios in various colleges and universities in the urban area of Zhangjiakou has achieved good results, playing a certain role in ensuring the orderly inheritance of intangible cultural heritage and skills, and providing sufficient high skilled talent protection

for intangible cultural heritage.

8. Suggestions

The Technical Skills Master Studio has a unique "professional" advantage in inheriting and promoting the cultural dissemination and craft inheritance of intangible cultural heritage in Zhangjiakou. Based on the Technical Skills Master Studio, it can connect and integrate resources from universities, enterprises, industry associations, and other aspects, which is an extremely effective way to enhance the vitality of intangible cultural heritage project inheritance.

Firstly, with the university technology and skills master studio as the core, the government, social organizations, and industry enterprises can gather strength to promote and spread intangible cultural heritage. Firstly, it is conducive to showcasing the sound, image, and physical aspects of intangible cultural heritage to more people through methods such as physical display, technological restoration, practical teaching, academic research, and cultural activities. Secondly, through various projects, we can vigorously promote the construction of intangible cultural heritage exhibition halls, enrich the variety of exhibits, and provide a channel for the general public to understand local intangible cultural heritage projects. Thirdly, we can protect folk art in the form of industry, promote product innovation, and make intangible cultural heritage projects a new characteristic tourism resource in Zhangjiakou.

Secondly, reconstruct the curriculum system based on the production process of intangible cultural heritage projects. Relying on the excellent technology, well-equipped facilities, sufficient teaching staff, and excellent practical venues of the studio, we will build a brand new modular curriculum system to support it. Based on the modern apprenticeship concept, the operation requirements of the Technical Skills Master Studio are to provide high-quality soil for the development of intangible cultural heritage projects, starting from multiple aspects such as cultural excavation, product design, process innovation, material application, inheritor training, and brand building.

Thirdly, develop course resources. Led by the studio master and team members, a course resource development working group is formed to closely select course content based on the unique cultural and tourism handicraft market needs of Zhangjiakou area, refine the studio's production tasks, design learning projects, and create first-class online and offline high-quality courses. Relying on digital and information-based teaching, we will spread the intangible cultural heritage skills.

Fourthly, innovate teaching organization. Studio teaching is a typical modern apprenticeship teaching model that combines learning and teaching. Students learn as apprentices in the studio, and professional backbone teachers complement each other's strengths through training and skill masters, collaborating to serve as teaching mentors. In a studio, the theoretical area, practical area, and discussion area should be independent and connected to each other, and the assignments of apprentices and studio projects should be combined to varying degrees.

It can be seen that the Technical Skills Master Studio plays an extremely important role in guiding apprentices to pass on skills, tackling technical challenges, developing courses, and cultivating talents. Therefore, introducing the Dongkou saddle technique into vocational education and utilizing the educational management methods of the Technical Skills Master Studio can provide effective support for the inheritance and development of Dongkou saddle.

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