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Research Article

Research on the Role of College Art Education in Protection and Inheritance of Intangible Cultural Heritage*

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Abstract

This research aims to investigate the contributions of Turkish pre-school children's levels of positive/conflicting relationships with their mothers and close/conflicting relationships with their teachers in predicting their adjustment to school. The sample of the study consists of 190 six-year-old children attending public pre-schools in Adana (a city in southern Turkey), as well as their mothers and teachers. For the data analysis, hierarchical regression analysis has been conducted. The results of the study show the positive relationship established with the mother and teacher to be related to an increase in children's school-adjustment behaviours. A positive relationship has been noted for positive mother-child relationships with children's cooperative participation, self-directedness, and total school adjustment. The results indicate a positive link for closeness in the teacher-child relationship with school liking, cooperative participation, self-directedness, and total school adjustment. Additionally, a positive relationship has been observed for the conflictive teacher-child relationship with school avoidance. An inverse relationship has also been observed for the conflictive teacher-child relationship with cooperative participation, self-directedness, and school adjustment. As conflicts with a teacher increase, the child's school adjustment decreases.

Keywords

College • Art Education • Intangible Cultural Heritage • Protection and Inheritance

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In today's society, culture is a key indicator of a country's comprehensive strength, and intangible cultural heritage is the soul to a nation's culture. It is a witness of the country's history, and carries abundant educational value for innovation, aesthetics, and knowledge (Moghadam & Bagheritari, 2010). Though protection and inheritance of intangible cultural heritage receives wide attention, it is under threat and sabotage from various sources in the world's process towards modernization. Many traditions are on the verge of distinction. To find ways to integrate the intangible cultural heritage into people's life and secure sustainable inheritance is a focus of research for many experts and scholars.

Teaching is an important way to pass down the memories of culture (Stone, Ekern, Logan, Sauge & Sindinglarsen, 2012). It is a key goal of college teaching to protect and pass down intangible cultural heritages. To include intangible cultural heritage into the college teaching programs is an important way to achieve the goal and to realize education for all-around development (Hall, 1999). The foreign countries have a head start in the protection of intangible heritages, and they already have a sound management system where a general principle of government-lead management system on intangible heritage protection is adopted (Pfirman, Hall & Tietenberg, 2005). But the details on protection vary from the east and the west. Japan is the first in the world to launch protection of intangible heritages with its Law for the Protection of Cultural Properties in 1950 (Smolla, 2013). Protecting the integrity is the principle of western European countries in the intangible cultural heritage reservation. As early as in 1964, France conducted a general survey of cultural heritage nation-wide and dedicated a day for "intangible cultural heritage protection" (Feng, 2013). Presently, tangible heritage is a priority of research among Japanese universities, while the intangible cultural heritage is not yet an independent discipline (Schmitt, 2008). In Korea, to protect the traditional arts, the successors are provided with assistance such as social security and establishment of teaching facilities with plans for connection with mandatory teaching systems (Foley, 2014). Overall, governments around the world are fully aware that integration with the formal teaching system is necessary for protection and inheritance of intangible cultural heritage. China has been working actively in the protection of intangible cultural heritage since 2001. Through information collection and analysis, research outcomes in China focus on concept scoping, features, value and functions of intangible cultural heritage, protection and utilization of these heritages, and care and assistance for successors (Arizpe, 2010). China started research on the relation between intangible cultural heritage and college teaching in 2002, covering topics in heritage strategy, practices, and modes (Stephan, 2009). Currently, these efforts are in an early stage.

Based on these analyses, this paper uses questionnaires to survey the understanding of intangible cultural heritage based on reviewing domestic and foreign literature. Using the survey results, we have concluded the role of college art education on the protection and inheritance of intangible cultural heritage.

Survey on Understanding of Intangible Cultural Heritage among College Faculty and Students

To understand the role of art education in protection and inheritance of intangible cultural heritage, this paper selects two comprehensive universities in Beijing and surveys faculty and students from their art

programs. 300 questionnaires were delivered to students with an effective rate of 96%, and 40 questionnaires to faculty with effective rate 100%. SPSS was used for statistical analysis of survey results.

Survey and Analysis of Students' Understanding

Survey on Student's Understanding of Intangible Cultural Heritage Fig 1 shows the results of the survey. It is clear that more than half of the surveyed students do not understand the topic. Only 6% claim they have good understanding of intangible cultural heritage.

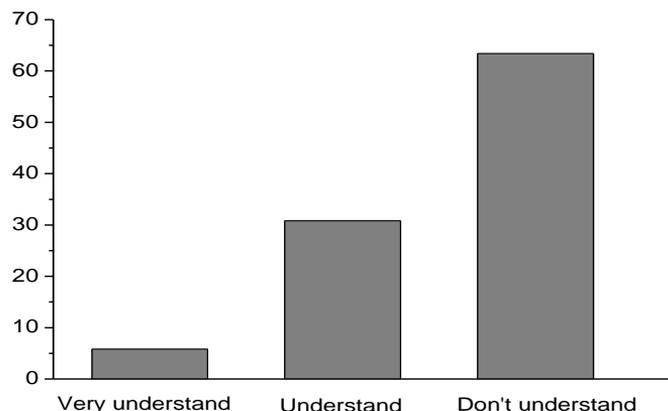


Figure 1. Student survey on the intangible cultural heritage.

Channel of Learning about Intangible Cultural Heritage for Students As part of the survey, students answered if they want to learn about intangible cultural heritage and through what channel they would want to learn, most of the surveyed students claims they want to learn more about it, and about 40% want to learn from teachers/faculty, and about 35% want to learn from successors. See results in Fig 2.

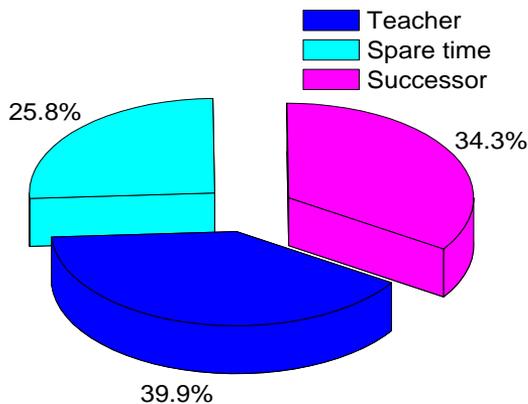


Figure 2. How do students want to understand intangible cultural heritage.

From these results, we can see that though a majority of students do not have good understanding of intangible cultural heritage, most of them are willing to or tend to learn about it from teachers or other channels.

Survey and Analysis of Faculty’s Understanding

Faculty’s View on Whether College Art Education Needs to Integrate Intangible Cultural Heritage

Results in Fig 3 show that 84.5% of surveyed teachers believe that it is very necessary for college art education to integrate intangible cultural heritage, and that it will help enhance students’ capacity in art appreciation, observation, mind-set, and imagination by learning about intangible cultural heritage as it is important carriers of the Chinese culture and cherishes high artistic value.

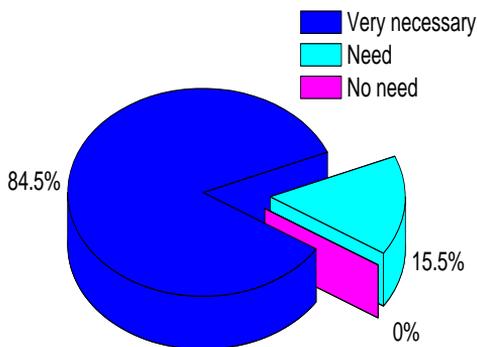


Figure 3. Teachers' Views on Whether College Art Education Needs to Integrate into Intangible Cultural Heritage.

Teachers' Views on Whether College Art Education Contributes to the Protection and Inheritance of Intangible Cultural Heritage

The goal of college art education is to train the professionals and artists with know-how and skills, and also to cultivate aesthetics appreciation in people for comprehensive development. Intangible cultural heritage provides abundant educational value for innovation, aesthetics and knowledge. 90% of surveyed teachers believe that to integrate intangible cultural heritage into college art education contributes to protection and inheritance of the heritage, and also helps with realization of art teaching goals.

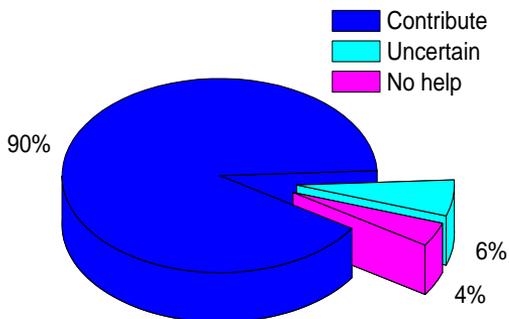


Figure 4. Teachers' views on whether college art education contributes to the protection and inheritance of intangible cultural heritage.

The results indicate that college faculty are positive about the integration of intangible cultural heritage into art education, and believe that it will be helpful to enhance students' overall competency, and promote protection and inheritance of the heritage.

Role of College Art Education in Protection and Inheritance of Intangible Cultural Heritage

Expand Coverage of Successors

Public communication, organizational communication, interpersonal communication and self-communication are categorized by scope and scale by the theoreticians in communication. As the intangible cultural heritage in on the verge of distinction, reliance on interpersonal communication for most of the traditional heritage, and partial utilization of public communication and organizational communication has played a part in this situation. Due to preferences of the audience, these methods did not turn out well. From our research, it is clear that students are positive about learning about intangible cultural heritage. So there is a good audience base. In the meantime, faculty is also positive about integrating intangible cultural heritage into art education. As a result, college art education can promote protection and inheritance of intangible cultural heritage, expand coverage of successors, and enhance the communicative effects on intangible cultural heritages through means such as art events, student's groups, and modern communication media so that more can learn about it.

Stimulate Inherent Growth of Culture

For successful protection and inheritance of intangible cultural heritage, on one hand we should upgrade and innovate the heritage based on their original artistic value to meet the esthetic needs of contemporary audience; and on the other hand, we should utilize a communication medium that suits society's development. Education is an effective medium for cultural exchanges and communication, and colleges/universities have capacity to store, organize, innovate and upgrade cultural heritage. Colleges can host research efforts on culture, and also train professionals for promoting the upgrading and development of culture. Integrating intangible cultural heritages in college art education contributes to formation of learning base for intangible cultural heritage in colleges, and stimulation of inherent growth of culture. It is necessary for realization of protection and inheritance of intangible cultural heritage.

Enhance Students' Awareness of Intangible Cultural Heritage Protection and Inheritance

Though China has abundant resources in intangible cultural heritage, the public has low level of understanding. Mostly it is a result of insufficient communication and protection in China. College students are future successors of China, and play important roles in the protection and inheritance of intangible cultural

heritage. It is important that we enhance their awareness to love, protect, and inherit intangible cultural heritage in college years.

Conclusion

This paper studies the role of college art education in protection and inheritance of intangible cultural heritages with conclusions below:

The survey results show that college students are willing to or tend to learn about intangible cultural heritage from teachers or other channels. College students can be a good audience for this topic.

The survey results for teachers show that integration of intangible art education into college art education can improve students' overall competence, and enhance protection and inheritance of intangible cultural heritage.

Based on results collected on the survey questionnaires, this paper conclude that college art education can expand coverage of successors, stimulate inherent growth in culture, and enhance students' awareness of protection and inheritance of intangible cultural heritage.

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