

Exploring the Ways of Inheriting and Promoting Intangible Cultural Heritage in Universities

Peng Sun^{1*}, Xiuxiu Yue²

¹Jilin University of Arts, Changchun 137000, Jilin, China

²Jilin University of Architecture and Technology, Changchun 130114, Jilin, China

**Author to whom correspondence should be addressed.*

Copyright: © 2025 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

Abstract: Intangible cultural heritage is the essence of national culture, retaining the historical memory and spiritual connotation of various ethnic groups, and serving as the core carrier of cultural inheritance. As the core area for talent cultivation and cultural dissemination, universities can carry out the inheritance and promotion of intangible cultural heritage. This can not only enhance students' sense of national cultural identity and promote further quality education, but also enrich the connotation of university discipline construction and promote new cultural leaps. Currently, practical activities can be carried out, intangible cultural heritage content can be integrated into classroom teaching systems, and new media platforms can be used to spread, paving the way for the connection between intangible cultural heritage and universities, thereby achieving dynamic preservation and long-term inheritance of intangible cultural heritage.

Keywords: Intangible cultural heritage; Universities; Inheritance and promotion

Online publication: September 26, 2025

1. Introduction

Intangible cultural heritage gathers the wisdom of our ancestors throughout history and is a key symbol of our national cultural identity, maintaining the continuity of cultural heritage. China has long attached great importance to the protection of intangible cultural heritage, providing support for its preservation through the construction of a multi-level protection system and inheritance platforms, demonstrating the importance of cultural inheritance. However, with the rapid changes in social lifestyles, some intangible cultural heritage projects face the dilemma of audience loss and interruption due to narrow communication channels and insufficient connection with contemporary life. Universities have both talent resources and educational resources, as well as cultural innovation capabilities, and undertake the core functions of cultural inheritance and innovation. Exploring feasible channels for universities to inherit and promote intangible cultural heritage can not only give vitality to the times, but it can also guide students to appreciate the charm of traditional culture. It has important practical significance in promoting the inheritance and development of culture.

2. The educational significance of intangible cultural heritage in universities

Universities are actually the main implementers of cultural heritage education and the core source of new cultural trends.

As a key educational force to assist local construction, they should focus on promoting the education, inheritance, protection, and innovative development of intangible cultural heritage by leveraging their unique geographical conditions, research platforms, disciplinary specialties, and human resources advantages. They should also promote the innovation of intangible cultural heritage protection methods and the expansion of dissemination channels. As an important battlefield for intangible cultural heritage protection, universities play a significant role in both academic research and cultural dissemination, and have a prominent position in the theoretical research of intangible cultural heritage^[1].

In terms of cultural inheritance, “intangible cultural heritage” occupies a fundamental position, showcasing the inherent qualities and artistic appeal of traditional culture, reflecting the local identity and emotional attachment of cultural genes. Universities should explore their own resources and advantages, broaden the diverse channels of intangible cultural heritage inheritance, rely on the salvage protection, dynamic transmission, and creative transformation of intangible cultural heritage, focus on cultivating national spirit, strengthening cultural foundation, arousing the patriotism, cultural belonging, and sense of responsibility of university students, enhancing their ability to distinguish traditional aesthetics, and improving their recognition and sense of belonging to their own ethnic culture. Promoting the innovative development of traditional culture construction in universities, intangible cultural heritage inheritance education has played an indispensable role in the construction of practical courses in universities. The content of intangible cultural heritage education is silently intervening in the growth process of university students, focusing on guiding students to establish a cognitive model of cultural protection, collective development, adaptation to the times, and innovation-driven, so that students can maintain a positive and optimistic psychological state with an open and inclusive perspective and rational and confident character^[2].

3. The current status of intangible cultural heritage inheritance

The modernization process is constantly accelerating, and there have been significant changes in cultural and ecological protection work. China’s intangible cultural heritage protection work has entered a new historical stage. It is necessary to systematically analyze the overall significance and implementation methods of the active inheritance of intangible cultural heritage from a broader cognitive perspective. Some universities and research institutions are actively exploring the inheritance and innovation of China’s intangible cultural heritage, prioritizing the protection of high-value and distinctive material cultural heritage. Although cultural management institutions, academic organizations, universities, and performance groups have achieved phased results in the inheritance and innovation of intangible cultural heritage, the work of intangible cultural heritage protection has encountered many obstacles, and the overall progress is not good. Relevant institutions need to deeply recognize the key significance and urgency of intangible cultural heritage protection, and call on all sectors of society to participate in the inheritance and protection of intangible cultural heritage^[3].

The level of academic exploration of intangible cultural heritage is poor, research support is lacking, and a disciplinary framework related to intangible cultural heritage has not yet been established. There are shortcomings in the construction of professional teams for intangible cultural heritage inheritance, and the number of professional talents is limited. In specific cultural contexts, the connection between academic research on intangible cultural heritage and actual inheritance work is insufficient. Therefore, efforts should be made to promote the standardization and organization of disciplinary and knowledge systems. The mass cultivation of social talents in the inheritance of intangible cultural heritage is facing difficulties.

- (1) The protection policies for intangible cultural heritage in universities have not formed a complete system, and schools have not achieved significant results in the innovative inheritance of intangible cultural heritage classification and grading;
- (2) Due to differences in regions, cultural backgrounds, and customs, the level of talent development for the protection of intangible cultural heritage varies, and innovation in team building and training paths is inadequate. The channels for the dissemination of intangible cultural heritage are still single, and universities face a lack of means

and sustainable paths to carry out intangible cultural heritage education.

Innovative inheritance concepts and methods have not made significant progress. In addition, the channels and forms of intangible cultural heritage promotion are not diverse enough, and there is a significant lack of public awareness of the value of intangible cultural heritage. A long-term model to support the inheritance of intangible cultural heritage has not been established, and the cooperation between various entities in intangible cultural heritage inheritance has not been formed. The use of single forms and the use of conventional forms have led to weak innovative ideas and limited development ^[4].

4. Ways to inherit and promote intangible cultural heritage in universities

4.1. Organize on-site observation and learning activities for teachers and students

To enhance students' practical experience in society and strengthen their understanding of local culture, teachers can use weekends to lead students to conduct practical research on local intangible cultural heritage resources, communicate and exchange ideas with intangible cultural heritage inheritors, observe and imitate operational steps up close, and allow students to personally experience the historical heritage and production methods of intangible cultural heritage skills. For example, during the first intangible cultural heritage festival in the square, teachers organized multidisciplinary students to conduct on-site inspections and data collection for the festival, and then turned the research results into graphic and textual materials for effective dissemination. The implementation of this activity fully mobilized students' enthusiasm and deepened their understanding of intangible cultural heritage.

4.2. Integrating intangible cultural heritage into classroom teaching

In the face of the era of globalization and informatization, higher education needs to thoroughly reform its teaching content and methods, and strengthen students' creativity and core competitiveness. School education relies on the classroom, and the core responsibility of teachers is to play the role of the classroom, efficiently achieve talent cultivation and educational goals, and also carry out intangible cultural heritage teaching based on subject strengths. Expanding students' cognitive fields and enhancing professional abilities can be achieved through relevant elective modules. Taking the diversity of Manchu intangible cultural heritage resources as an example, teaching modules such as Manchu pearl ball and Donghai Mang style dance can be designed according to disciplinary directions. Combining the characteristics of the curriculum, intangible cultural heritage elements can be integrated into the teaching content. There are many legendary stories in folk literature, intangible cultural heritage, such as the love story of Liang Zhu, the legend of Meng Jiangnu, the story of Yang Jiajiang, and the West Lake. These materials can be used as writing themes and mini speech question banks for university Chinese courses, thereby improving students' writing and oral expression levels.

4.3. Utilizing new media to promote the dissemination and inheritance of intangible cultural heritage

The internet and smart terminals have become extremely common in modern people's lives, and new media applications are rapidly becoming popular, which has changed people's social habits. The rapid advancement of digital media has brought profound changes in behavior, consumption logic, and knowledge acquisition, providing new means for the preservation and inheritance of traditional handicrafts. Through platforms such as QQ and WeChat, images and videos related to intangible cultural heritage courses are pushed to students, creating a complete learning chain. Documentaries such as "The Four Treasures of Chinese Study" and "The Amazing Craftsman" are worth recommending. Cloud services such as Blue Ink Cloud Class and Himalaya are used to produce audio and video uploads of students' intangible cultural heritage social practice achievements. Folk literature intangible cultural heritage content presents diversified characteristics. In order to improve students' literary literacy and expression quality, selected myths and legends are presented through the Himalaya platform, enhancing students' sense of self-identity.

4.4. Enhancing cultural interest through campus cultural activities

On the occasion of the annual “Cultural Heritage Day”, a series of themed activities can be planned to enhance the publicity, education, and protection of folk cultural heritage. The younger generation’s enthusiasm for traditional ethnic culture has increased. Schools may invite folk experts or inheritors of intangible cultural heritage to hold special lectures, then establish intangible cultural heritage student organizations to carry out practical activities, expand students’ understanding, and finally invite inheritors of intangible cultural heritage to give teaching lectures and live performances, which will have significant effects.

5. Conclusion

The implementation of the inheritance and promotion of intangible cultural heritage in universities not only has educational significance in improving students’ cultural literacy and establishing a sound quality education system, but also provides the main method for eliminating inheritance difficulties and achieving lively continuation of intangible cultural heritage. The methods mentioned in the article, such as organizing on-site inspections for teachers and students, incorporating them into classroom teaching, utilizing new media dissemination, and relying on campus cultural activities, provide practical and feasible directions for universities to carry out intangible cultural heritage work, and can effectively build an interactive bridge between intangible cultural heritage and the campus. Universities can further integrate internal and external resources, enhance the level of deep cooperation with intangible cultural heritage inheritors, continuously innovate inheritance styles, make intangible cultural heritage more appropriately integrated into campus life, and further expand the radiation range to the social level, helping intangible cultural heritage to show long-term display in the new era. Vitality, to build a solid foundation for the construction of a cultural powerhouse.

Disclosure statement

The author declares no conflict of interest.

References

- [1] Lu J, 2025, Exploration on the Path of Integrating Excellent Traditional Chinese Culture into Ideological and Political Education in Colleges and Universities. *Journal of Contemporary Educational Research*, 9(8): 268–274.
- [2] Xin F, 2025, Research on the Revitalization and Inheritance of Traditional Chinese Cultural Elements in College Art Education. *Journal of Contemporary Educational Research*, 9(8): 343–347.
- [3] Jia Q, Jiang X, 2025, Integration of Fine Traditional Chinese Culture into Ideological and Political Education in Engineering Universities from the Perspective of Cultural Confidence. *Journal of International Education and Science Studies*, 2(9): 95–101.
- [4] Xiong T, 2025, Analysis on the Optimization Path of Integrating Chinese Excellent Traditional Culture into Ideological and Political Course Teaching in Colleges and Universities. *Education Insights*, 2(8): 1–5.

Publisher’s note

Whioce Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.