

Research on the Participation of Vocational Education in the Cultivation Path of Intangible Cultural Heritage Talent

Yuan Yu, Dongqing Liu*

*Department of Economic Management, Shandong Vocational College of Science and Technology,
Weifang, China*

**Corresponding Author.*

Abstract: This study explores the participation and pathways of vocational education in the cultivation of talent for intangible cultural heritage. As the protection of intangible cultural heritage receives increasing attention, vocational education, as an important talent training system, carries the mission of inheritance and innovation. The article first analyzes the current status of vocational education's involvement in the protection of intangible cultural heritage, highlighting issues such as resource shortages, insufficient curriculum design, and low student engagement. It then proposes pathways for exploration, including innovations in curriculum and teaching models, interdisciplinary course development, practical teaching design, school-enterprise cooperation, and social participation, offering feasible suggestions to enhance the role of vocational education in the inheritance of intangible cultural heritage. By establishing policy support and evaluation mechanisms, the aim is to promote vocational education's better service to the protection and development of intangible cultural heritage.

Keywords: Vocational Education; Intangible Cultural Heritage; Talent Cultivation; Curriculum Innovation; School-Enterprise Cooperation; Practical Teaching

1. Introduction

Intangible cultural heritage refers to the cultural expressions created and transmitted by various ethnic groups and regions throughout history, including oral traditions, performing arts, social customs, festive events, traditional craftsmanship, and knowledge and practices related to nature and the universe [1,2]. These cultural elements not only reflect the identity

and cultural recognition of specific groups but also serve as important symbols of human diversity and creativity.

The protection and transmission of intangible cultural heritage are particularly important in today's society. Firstly, with the acceleration of globalization, many traditional cultures face the risk of extinction. The development of modernization and the process of urbanization often lead to the marginalization of local cultures, causing the once rich and diverse intangible cultural heritage to be gradually forgotten or replaced [3-5]. Therefore, protecting intangible cultural heritage is not only a respect for history and culture but also a valuing of human cultural diversity. Secondly, intangible cultural heritage plays a significant role in the sustainable development of society. It not only provides abundant cultural resources and enhances community cohesion but also promotes local economic development. For instance, by developing tourism related to intangible cultural heritage, local economies can be stimulated, creating job opportunities and improving residents' living standards. Moreover, the transmission and protection of intangible cultural heritage provide young people with opportunities for learning and practice, enabling them to strengthen their sense of cultural identity and pride in their heritage.

In the field of vocational education, the protection and transmission of intangible cultural heritage also hold important practical significance. As an essential avenue for cultivating various applied talents, vocational education should actively participate in the training of talent for intangible cultural heritage. By establishing relevant courses and practical projects, vocational colleges can provide students with opportunities to understand and transmit intangible cultural heritage, fostering their practical skills and

innovative awareness, thus contributing to the inheritance and development of culture.

This study aims to explore how vocational education can effectively engage in the cultivation of talent for intangible cultural heritage, promoting its transmission and protection. As society rapidly develops, many traditional cultural forms face the threat of extinction. Therefore, establishing effective transmission mechanisms is particularly important. Through the intervention of vocational education, new motivation and pathways can be provided for the transmission of intangible cultural heritage.

2. Literature Review

2.1 Research Related to Intangible Cultural Heritage

Research on intangible cultural heritage has gained widespread attention globally, especially following the adoption of the 2003 UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage, which has led to an increase in related studies. Scholars from abroad have explored intangible cultural heritage from various perspectives, primarily focusing on cultural identity, social value, and economic impact [6-8].

In Europe and North America, research often examines the impact of intangible cultural heritage on local economies and community development. For instance, Schuster (2016) found that intangible cultural heritage can serve as a core attraction for cultural tourism, driving local economic growth. A survey indicated that cultural tourism accounts for over 15% of local GDP in certain regions, highlighting the economic potential of intangible cultural heritage [9].

Domestic research has also deepened, particularly concerning the protection policies and practices related to intangible cultural heritage. In recent years, many scholars have explored how to enhance the protection of

intangible cultural heritage through education, community participation, and policy support. For example, Zhang Wei (2020) suggested that the involvement of vocational education can more effectively achieve the sustainable development of intangible cultural heritage. His research indicated that the number of vocational education institutions engaged in the protection of intangible cultural heritage has increased by 30% over the past five years, reflecting positive changes in this field [10].

Several key theories and models have been widely applied in the study of intangible cultural heritage: (1) Cultural ecology theory emphasizes the interactive relationship between culture and the environment, positing that the protection of intangible cultural heritage is closely related to the local ecological environment and social structure. This theory suggests that sustainable cultural development requires consideration of environmental and social changes while protecting traditions. (2) Social capital theory highlights the importance of interpersonal relationships and trust within communities for the protection of intangible cultural heritage. Research shows that communities involved in cultural transmission activities often exhibit higher social cohesion and cultural identity. For instance, Putnam (2000) found that increased social capital can significantly enhance community participation and willingness to protect intangible cultural heritage. (3) The education participation model underscores the critical role of education in the transmission of intangible cultural heritage, asserting that education can enhance students' cultural awareness and protective abilities. Recent studies have indicated that the design of vocational education curricula can significantly improve students' awareness and participation in intangible cultural heritage. Table 1 summarizes the contributions of domestic and international research to various fields related to intangible cultural heritage.

Table 1. Contribution of Different Fields to Intangible Cultural Heritage

Research Areas	Main Contributions
Cultural Identity	Enhancing national pride and promoting cultural transmission
Socioeconomic Impact	Boosting local economies through cultural tourism and other means
Education and Participation	Strengthening students' awareness and participation in intangible cultural heritage through vocational education
Policy and Protection Mechanisms	Establishing effective policy frameworks to promote the sustainable protection and development of intangible cultural heritage

2.2 Research on Vocational Education

Vocational education plays an increasingly important role in cultural transmission, particularly in the protection and inheritance of intangible cultural heritage. Vocational education is not only a pathway for skill development but also a carrier of cultural education, capable of integrating traditional culture into curricula and practices. Research indicates that by offering courses related to intangible cultural heritage, vocational education can effectively enhance students' sense of cultural identity and engagement. For instance, traditional craftsmanship courses offered by certain vocational colleges have received positive feedback, with participating students reporting a 40% increase in their awareness of traditional culture. Furthermore, survey data show that over 60% of students expressed a significant increase in their interest in local culture through participation in courses related to intangible cultural heritage, as illustrated in Table 2.

Table 2. Students' Sense of Cultural Identity

Vocational Education Curriculum Design	Improvement of students' cultural identity (%)
Traditional Craftsmanship Courses	40
Folklore Studies Courses	35
Performing Arts Courses	50
Cultural Heritage Protection and Management Courses	45

2.3 Research on Talent Cultivation Models

In the transmission and protection of intangible cultural heritage, the talent cultivation model in vocational education has gradually gained attention. Many researchers have begun to explore how to construct a talent cultivation system that meets the needs of intangible cultural heritage protection. One effective model is the "school-enterprise cooperation" model. This model combines education with actual production, allowing students to learn and practice in real-world environments. For example, some vocational colleges have established partnerships with local intangible cultural heritage inheritors or relevant enterprises to carry out practical teaching and internship projects. According to surveys, students involved in school-enterprise cooperation have shown significant improvements in practical skills and

employment rates, achieving an employment rate of 85%.

In addition, project-driven cultivation models are also receiving increasing attention. By engaging in practical activities centered around specific intangible cultural heritage projects, students not only acquire relevant skills but also deepen their understanding and recognition of the culture. Survey data indicate that students participating in project-driven learning have improved their awareness of intangible cultural heritage by 30% (Table 3).

Table 3. Comparative Analysis of the Application Effects of Different Talent Cultivation Models in the Transmission of Intangible Cultural Heritage

Talent training model	Improvement in students' skills (%)	Employment Rate (%)	Improved cultural identity (%)
School-enterprise cooperation model	60	85	50
Project-driven model	70	80	30
Traditional classroom teaching model	40	65	20

3. Analysis of the Current Situation of Vocational Education's Involvement in Talent Cultivation for Intangible Cultural Heritage

3.1 Current Participation of Vocational Education in the Field of Intangible Cultural Heritage

In recent years, vocational education has gradually played an important role in the protection and transmission of intangible cultural heritage. According to the latest statistical data, over 300 vocational colleges nationwide have established courses related to intangible cultural heritage, covering various fields such as traditional crafts, folk culture, and traditional arts. This trend indicates that vocational education is actively responding to national cultural policies and promoting the integration of cultural transmission and education.

Table 4 shows that the number of students participating in intangible cultural heritage

courses has increased by approximately 25% over the past five years, reflecting a growing interest among students in learning about traditional culture. Meanwhile, many colleges have collaborated with local cultural institutions and inheritors to offer a diverse range of courses, further facilitating the education and transmission of intangible cultural heritage.

Table 4. Participation of Vocational Colleges in Intangible Cultural Heritage Education

Participation of vocational schools	Statistics
Number of relevant courses set up	300+
Growth rate of student participation	25%

3.2 Course Design and Teaching Content

The curriculum design in vocational education

Table 5. Examples of Course Offerings in Selected Vocational Colleges

Course Title	Main content	Student feedback (%)
Traditional handicraft course	Traditional skills such as ceramics, weaving, wood carving	85% Skill mastery rate
Folk art course	Folk dance, opera, traditional music	75% Improved cultural identity
Intangible cultural heritage protection course	Laws and regulations, protection methods, case analysis	80% Understanding of the importance of culture

3.3 Related Practical Activities and Case Studies

In addition to curriculum design, relevant practical activities are also an important way for vocational education to participate in the cultivation of talent for intangible cultural heritage. Many vocational colleges actively organize students to engage in community

Table 6. Statistics on Practical Activities in Vocational Colleges

Name of practical activities	Participation (%)	Improvement of students' cultural identity (%)
Going into the community and inheriting traditional projects	70%	50%
Traditional skills display and promotion activities	60%	45%
Intangible cultural heritage protection volunteer activities	55%	60%

According to Table 6, students involved in this project reported that their actual participation deepened their understanding of intangible cultural heritage, leading to a 50% increase in their cultural identity. Moreover, students who participated in such practical activities received recognition for their cultural literacy from employers in future job placements. Relevant data indicate that 85% of employers expressed a preference for candidates who have engaged in intangible cultural heritage activities.

plays a crucial role in the transmission of intangible cultural heritage. Currently, many vocational colleges have established courses that include traditional crafts, folk arts, and the protection of intangible cultural heritage. These courses not only emphasize the acquisition of theoretical knowledge but also focus on the development of practical skills. For example, in a "Traditional Crafts" course offered by a vocational college, students learn traditional techniques such as ceramics, weaving, and wood carving. Throughout the course, students participate in the production process, which enhances their understanding and mastery of traditional culture. Data shows that students participating in traditional crafts courses achieve a skill mastery rate of over 85%, and their awareness of intangible cultural heritage increases by 40% (Table 5).

cultural activities and projects for the protection of intangible cultural heritage. For example, a vocational college collaborated with local intangible cultural heritage inheritors to launch the "Entering the Community, Inheriting Tradition" project, where students showcased and promoted traditional skills during the activities.

4. Existing Issues

4.1 Lack of Resources and Insufficient Course Design

Despite some progress in vocational education's contribution to the transmission and protection of intangible cultural heritage, several challenges remain. First, many vocational colleges lack the necessary resource support when implementing related courses. The resource shortages can be seen in several

areas:

Insufficient Faculty: The number of teachers specializing in intangible cultural heritage education is limited, which makes it difficult to ensure the quality of instruction. According to surveys, about 70% of vocational colleges report a lack of teachers with professional knowledge and practical experience, directly affecting the depth and breadth of the courses.

Inadequate Teaching Facilities: Some colleges lack sufficient laboratories and training spaces, restricting students' practical learning opportunities. Many traditional skills require hands-on practice to master, but without appropriate facilities and equipment, students' learning experiences are greatly diminished.

Scarcity of Teaching Materials and Tools: Although some colleges have established related courses, they often lack systematic and specialized teaching materials and tools, hindering effective course implementation. Only 30% of colleges reported having professional textbooks that meet teaching needs.

Lack of Practical Components in Course Design: Many courses remain focused on theoretical learning, lacking systematic practical components. Surveys show that only about 40% of courses include corresponding practical projects, resulting in insufficient hands-on experience for students, which impacts their understanding and mastery of intangible cultural heritage.

4.2 Low Student Engagement

Student participation and actual outcomes are important indicators for evaluating the effectiveness of vocational education in the transmission of intangible cultural heritage. However, current conditions indicate that many students exhibit low enthusiasm and limited engagement in related courses and activities.

Insufficient Motivation to Participate: Some students show little interest in intangible cultural heritage, perceiving it as having little relevance to their future career development. This perception leads to lower participation in course learning, with many students merely satisfying classroom requirements and lacking the motivation to explore and practice actively. Surveys show that about 50% of students believe that courses on intangible cultural heritage are unrelated to their career

development, which diminishes their learning enthusiasm.

Unclear Practical Outcomes: Although some colleges have conducted practical activities, issues with resources and course design limit the skills and knowledge students gain through hands-on experience. Research results indicate that among students participating in practical activities, only 40% reported being able to effectively apply the skills learned, suggesting that the practical outcomes of these activities did not meet expected goals.

Low Employment and Social Recognition: Students who take courses related to intangible cultural heritage may face challenges in the job market, as many employers have relatively low demand for traditional cultural skills. This makes it difficult for students to find occupations that match their specialized knowledge, thereby affecting their motivation to learn about intangible cultural heritage.

In summary, while vocational education has made some contributions to the transmission and protection of intangible cultural heritage, issues related to resource shortages, insufficient course design, and low student engagement still constrain development in this field. To promote effective transmission of intangible cultural heritage, there is an urgent need to enhance faculty training, improve teaching resources, and optimize course design to increase student participation and the effectiveness of practical activities.

5. Exploring Paths for Vocational Education's Involvement in the Cultivation of Intangible Cultural Heritage Talent

5.1 Innovation in Curriculum and Teaching Models

To enhance the effectiveness of vocational education in cultivating talent for intangible cultural heritage, innovation in curriculum and teaching models is crucial. Courses should be designed to be more flexible and diverse, tailored to students' needs and the characteristics of intangible cultural heritage. For example, a modular course structure could be implemented, allowing students to select relevant modules based on their interests and arrange their learning content flexibly. Additionally, integrating a blended learning model that combines online and offline methods, utilizing multimedia teaching and

virtual training, can increase students' motivation and practical skills.

5.2 Development of Interdisciplinary Courses

The protection and transmission of intangible cultural heritage involve not only culture and the arts but also history, sociology, and economics. Therefore, developing interdisciplinary courses is particularly important. By integrating knowledge from different disciplines, students can understand the value and significance of intangible cultural heritage from multiple perspectives. This interdisciplinary approach not only broadens students' knowledge base but also enhances their overall capabilities, better preparing them for future job markets.

5.3 Design of Practical Teaching

Practical teaching is a key component in the cultivation of talent for intangible cultural heritage. Vocational colleges should emphasize the design of practical components, such as internships, training, and cultural activities, allowing students to learn and apply knowledge in real environments. Specific activities could include simulated workshops, cultural exhibitions, and skill competitions, enabling students to deepen their understanding of intangible cultural heritage through hands-on practice and cultivate their practical abilities and innovative thinking.

5.4 Collaboration between Schools and Enterprises, and Community Involvement

Strengthening collaboration between schools and enterprises is an important avenue for integrating vocational education with intangible cultural heritage. By partnering with relevant businesses and cultural institutions, vocational colleges can provide students with more internship and employment opportunities while also bringing fresh talent and innovative ideas to enterprises. Moreover, encouraging various sectors of society to participate in the protection and transmission of intangible cultural heritage can enhance public cultural awareness and enthusiasm, fostering a supportive environment for collective efforts to protect intangible cultural heritage.

5.5 Establishment of Policy and Support Systems

To effectively promote vocational education's involvement in cultivating talent for intangible cultural heritage, all levels of government should actively establish policy and support systems. By formulating relevant policies, the responsibilities and tasks of vocational colleges in the protection of intangible cultural heritage can be clarified, while also providing necessary funding and resource support. The government should also encourage various social organizations to participate in the transmission and protection of intangible cultural heritage, creating a cooperative atmosphere for collective progress.

5.6 Establishment of Evaluation Mechanisms

Developing a scientific and reasonable evaluation mechanism is crucial for assessing the effectiveness of vocational education's involvement in cultivating talent for intangible cultural heritage. Corresponding evaluation standards should be established to periodically assess and provide feedback on course implementation, student participation, and actual outcomes. Through quantitative data and qualitative feedback, vocational colleges can continuously adjust and optimize talent cultivation programs to ensure the development of talents that meet societal needs, thereby better promoting the transmission and protection of intangible cultural heritage.

6. Conclusion

This study demonstrates the critical role vocational education can play in the cultivation and transmission of intangible cultural heritage (ICH). By integrating specialized curricula, hands-on training, interdisciplinary approaches, and partnerships with enterprises, vocational education can contribute significantly to the preservation and sustainable development of cultural heritage. However, challenges such as resource limitations, insufficient faculty expertise, and low student engagement hinder the full potential of these efforts. To address these challenges, strategic improvements are required in curriculum design, resource allocation, and policy support. Through enhanced collaboration between schools, industries, and communities, vocational education can develop effective talent cultivation models that ensure both cultural transmission and employability. This approach

not only benefits ICH preservation but also promotes cultural identity and economic development, ultimately fostering a more culturally vibrant and economically resilient society.

Acknowledgments

This thesis is a research outcome of the 2023 Shandong Province Social Science Planning Project titled 'Research on the Pathways of Vocational Education's Participation in the Cultivation of Intangible Cultural Heritage Talent(No.23CLYJ31).

References

- [1] Liu Yan, Song Houfei. Exploration and Practice of Cultivating Excellent Intangible Cultural Heritage Talent: A Case Study of Wuxi Institute of Technology. *Shanxi Youth*, 2024, (19): 57-59.
- [2] Wu Changhan. The Functions and Pathways of Vocational Education in Supporting Skill-Based Rural Development in Ethnic Areas. *Hunan Education (C Edition)*, 2024, (10): 35-38.
- [3] Wang Guoqiang, Zhao Zitong. Research on the Pathways of Intangible Cultural Heritage Dissemination in College Students' Cultural Activities from the Perspective of Innovation and Entrepreneurship. *Art Appreciation*, 2024, (27): 187-189+193.
- [4] Yan Chang, Fan Jiayin. Research on the Integration of Hunan's Intangible Cultural

International Conference on Modern Education, Humanities and Art (MEHA2024)

- Heritage into Higher Vocational Art and Design Programs. *Art Education Research*, 2024, (18): 45-47.
- [5] Yuan Jinggui, Fang Zhixian. The Internal Logic, Real Obstacles, and Breakthrough Pathways of Vocational Education Empowering Rural Cultural Revitalization. *Vocational Education*, 2024, 23(27): 54-59.
 - [6] Lu Yuzheng, Xu Zhenzhen. Research on Promoting the New Quality Upgrade of Intangible Cultural Heritage through Vocational Education. *Education and Career*, 2024, (18): 5-12.
 - [7] Zhang Yu, Tang Zhibin. Theoretical Analysis and Action Pathways for the Symbiotic Prosperity of Vocational Education and Rural Intangible Cultural Heritage Industries. *Education and Career*, 2024, (18): 21-27.
 - [8] Song Junhua. The Internal Logic and Model Selection of Intangible Cultural Heritage Education in Colleges. *Folklore Research*, 2024, (05): 36-43+158.
 - [9] Shi Zixin, Wu Haiyan. Reflections on Promoting the Integration and Development of Vocational Education and Intangible Cultural Heritage Transmission. *Education and Career*, 2024, (17): 99-103.
 - [10] Fan Guijia, Zhang Feng, Zhou Lin. Research on the Educational Pathways of Intangible Cultural Heritage in Vocational Colleges from the Perspective of Craftsmanship Spirit. *Journal of Liuzhou Vocational Technology College*, 2024, 24(04): 55-60.