

The Innovative Path of Inheriting Cultural Heritage in Civic and Political Education in Colleges and Universities



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Abstracts: With the acceleration of globalization and the deepening of cultural exchanges, the cultural heritage of various countries and peoples is playing an increasingly important role on the world stage. In this context, higher education, as an important dissemination channel of knowledge and culture, shoulders the important responsibility of passing on and carrying forward the cultural heritage. Especially in Civic and Political Education, it must shoulder the important task of passing on the cultural heritage. The article explores the current situation of the ideological and political education in colleges and universities in the inheritance of cultural heritage and the challenges it faces, such as insufficient breadth and depth of content, insufficient awareness of the importance of the inheritance of cultural heritage by teachers, insufficient development of practical activities and the singularity of the means of inheritance, etc., and gives effective innovative paths in a bid to provide theoretical guidance for the majority of educators.

Keywords: colleges and universities; ideological education; inheritance of cultural heritage; innovative paths

Introduction

Cultural heritage is the concentrated manifestation of the history, culture, and values of a country and nation. In the higher education system, Civic and political education plays a crucial role, which not only cultivates students' ideological and political consciousness but also helps students to establish a sense of national identity and cultural pride. However, how to effectively inherit the cultural heritage in the ideological and political education of colleges and universities to ensure that students can truly understand and cherish these cultural treasures is a problem that needs to be solved urgently, and college and university teachers must make clear the importance of inheriting the cultural heritage in the ideological and political education, to change their educational concepts, to seek for the innovation of the teaching mode, and to do a good

job of the inheritance of the cultural heritage in the ideological and political education. This will not only enrich the content of ideological education in colleges and universities but also help to promote the comprehensive and healthy development of college students.

1. The significance of cultural heritage inheritance in ideological and political education in colleges and universities

Under the background of today's globalization, the ideological education in colleges and universities is by no means a simple inculcation of values or the shaping of ways of thinking but is also related to a generation's knowledge, respect, and inheritance of their own countries and cultures, in which the inheritance of the cultural heritage in the ideological education in colleges and universities is particularly important. As a rich collection of history and cultural traditions of a country or region, cultural heritage not

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only carries the wisdom, experience, and life philosophy of the forefathers but also represents a long history full of ups and downs and glory. Through in-depth excavation and inheritance of cultural heritage in Civic and Political Education, a bridge to the past can be constructed for students, so that they can recognize and reevaluate their own culture and historical traditions in their exploration. Such an educational approach can help students feel their cultural background more deeply, thus cultivating in their hearts a deep emotion and pride in their country and culture. Further, cultural heritage itself is rich in values and ethics, and it provides students with a valuable frame of reference, so that they will not feel lost when facing complex social phenomena and problems, but will be able to stand on their cultural traditions and think independently and critically. Such an ability plays an indispensable role in fostering students' sense of social responsibility and citizenship. In addition, cultural heritage connects the past and the future, presenting students with a continuum of time. When students understand and value their cultural heritage, they will be more motivated to put in efforts to protect and pass on this heritage, as they are well aware of their place in it and what responsibilities and expectations they have for the future. It can be seen that the close integration of cultural heritage into the ideological and political education in colleges and universities not only helps to strengthen the students' deep feelings for their own country and culture but also provides them with a solid cornerstone of values and cultivates them to become citizens with a high sense of national identity and social responsibility (Zheng & Zhang, 2018).

2.The current situation of cultural heritage transmission in the current ideological education in colleges and universities

2.1 Insufficient breadth and depth of cultural heritage content

In the current ideological education in colleges and universities, although cultural heritage has been included in the teaching content, there are still

obvious deficiencies in the breadth and depth of cultural heritage content. First of all, from the breadth point of view, many ideological and political teaching materials only cover the superficial content of cultural heritage and seldom cover more subdivided areas such as intangible cultural heritage, local characteristic culture, minority culture, and so on (Zhou & Long, 2020). And considering the depth, although some well-known cultural heritage or classic stories are included in the textbooks, the historical background, cultural connotations, and social impacts behind them are often only briefly mentioned without in-depth exploration and analysis. Such superficial and simplified treatment not only fails to help students understand and feel the real value of cultural heritage but also tends to make students misunderstand or neglect these valuable heritages. Therefore, to pass on cultural heritage more effectively in Civic Education, universities need to further strengthen the breadth and depth of cultural heritage content, so that it reflects the richness and depth of cultural heritage in both a comprehensive and in-depth way.

2.2 Teachers fail to fully recognize the importance of cultural heritage transmission

In the field of ideological education in colleges and universities, a phenomenon that should not be overlooked is that, although the importance of cultural heritage inheritance has been widely recognized and valued in all walks of life, many teachers still fail to fully recognize its key role in education. This status quo may stem from several factors. On the one hand, traditional Civic Education has long emphasized the preaching of theories and policies, while the exploration of culture and history may be regarded as "non-mainline" content. On the other hand, in-depth understanding and research of cultural heritage requires interdisciplinary knowledge and comprehensive quality, which undoubtedly increases the challenge for some teachers who have been in the fixed teaching system for a long time. Therefore, when faced with the question of how to pass on cultural heritage in the Civics classroom, some teachers may feel overwhelmed or lack

sufficient preparation. This not only restricts the potential of cultural heritage in education from being fully realized but may also lead to a lack of sufficient understanding and recognition of students' cultural traditions and historical heritage in their own countries. To change this situation, universities and education authorities need to strengthen the training and guidance of teachers to ensure that they are fully aware of and have the ability and methods to pass on cultural heritage (Liu, 2020).

2.3 Insufficient development of practical activities

In the ideological education of colleges and universities, although classroom teaching plays an irreplaceable role in passing down the knowledge and theories of cultural heritage, practical activities are also crucial for deepening students' understanding and realization. However, from the current situation, many colleges and universities are relatively insufficient in carrying out practical activities in inheriting cultural heritage. This means that students often only stay at the level of understanding of book knowledge, but lack the opportunity to have a real and vivid experience of cultural heritage. For example, for some monuments, intangible cultural heritages, or local folk arts with profound historical and cultural backgrounds, mere descriptions through pictures and words are far from being comparable to field visits and experiences. The lack of practical activities may cause students' perception of cultural heritage to remain on the surface, lacking in depth perception and identification. This is a certain deviation from the goal of Civic Education aimed at cultivating students' cultural consciousness and national identity. Therefore, to inherit the cultural heritage more effectively in ideological education, colleges and universities should pay more attention to and actively carry out practical activities related to the cultural heritage, so that students can personally experience and deeply feel the charm and value of the cultural heritage.

2.4 The means of inheritance are too single, and students are not interested in it.

In the ideological education of colleges and universities, the inheritance of cultural heritage is

still largely limited by the traditional teaching mode. This mode is often based on classroom lectures, lack of interaction, and experiential, resulting in the inheritance of too single means (Wang et al, 2023). As this teaching mode is relatively stereotyped, it is easy to make students feel bored, especially when it comes to deep historical and cultural content. Many students may think that this knowledge deviates from their daily life and interests, and thus have little enthusiasm for learning and passing on cultural heritage. In the long run, a single means of transmission may lead to students' misunderstanding or neglect of cultural heritage, making it difficult to truly develop deep emotion and sense of identity towards cultural heritage. To effectively pass on cultural heritage, colleges and universities should try to find educational methods that keep pace with the times, innovate teaching methods, and enhance interactivity and experience, to stimulate the interest of students and make them more actively participate in the inheritance of cultural heritage.

3.The innovative path of cultural heritage inheritance in the ideological and political education of colleges and universities

3.1 Utilizing emerging technologies to strengthen the inheritance of cultural heritage in the ideological and political education of colleges and universities

In the modern educational environment, the application of emerging technologies provides a broad innovative space for ideological education in colleges and universities. Especially in the field of cultural heritage inheritance, through the use of emerging technologies, colleges, and universities can allow students to deeply feel and understand cultural heritage more vividly and intuitively. For example, virtual reality (VR) technology can provide students with an immersive experience, allowing them to personally "walk into" ancient palaces, ruins, or theater performances to truly experience the charm of history and culture. In addition, Augmented Reality (AR) technology can superimpose virtual information on the real world to show students the

rich historical stories behind the monuments or sites. Further, through AI technology, personalized learning paths can be constructed to push cultural heritage-related content and resources according to each student's interests and needs. These technologies can not only deepen students' knowledge and understanding of cultural heritage but also stimulate their interest in learning and desire for exploration, to pass on cultural heritage in Civic Education more efficiently (Quiet, 2021).

3.2 Change the teaching concept and clarify the importance of cultural heritage inheritance

In the ideological education of colleges and universities, the inheritance of cultural heritage is not only a respect for history and culture but also an important means of constructing a sense of national identity and cultural self-confidence for contemporary young students. To realize this goal more effectively, changing the teaching concept and clarifying the importance of cultural heritage inheritance has become an innovative path. This means that colleges and universities should no longer simply regard Civic Education as a channel for instilling policies and theories, but should see it as a platform for cultivating students' deep cultural emotions and national pride (Liu, 2023). Under the guidance of this concept, educators can dig deeper and show the connotation of cultural heritage, from ancient philosophical thinking, literature, and art to traditional folk customs and skills, all of which become powerful contents of Civic and Political Education. At the same time, educators will pay more attention to cultivating students' independent thinking and critical thinking, encouraging them to explore, study, and pass on cultural heritage on their initiative, rather than just passively accepting it. In this way, when students have a deep understanding and sense of their country's cultural traditions and historical heritage, their sense of belonging to and identification with the country and the nation will be stronger, thus better realizing the goals of Civic Education.

3.3 Strengthening teaching practice and organizing diversified teaching activities

The task of passing on cultural heritage in Civic and Political Education in colleges and universities goes far beyond the dissemination and teaching of theoretical knowledge, and practical experience and participation can often enable students to understand and feel the charm and value of cultural heritage more profoundly. Therefore, strengthening teaching practice and organizing diversified teaching activities have become one of the key strategies for the innovation of Civic and Political Education in colleges and universities. By organizing students to participate in field trips to cultural heritage sites, hands-on experience of traditional folk arts, and in-depth dialogues with protectors and researchers of cultural heritage, students can gain a more comprehensive understanding of cultural heritage from different perspectives and levels. In addition, colleges and universities can encourage students to participate in cultural heritage preservation, research, and dissemination programs, so that they can exercise their abilities, accumulate experience, and develop a deep sense of emotion and responsibility for cultural heritage in practice. When students are no longer bystanders but participants and creators of cultural heritage, their understanding and transmission of cultural heritage will be deeper and more lasting. In general, by strengthening teaching practice and organizing diversified teaching activities, Civic Education in colleges and universities can pass on the cultural heritage more vividly and effectively, and cultivate students' cultural self-awareness and national pride (Liu & Sun, 2022).

3.4 Strengthening cooperation with cultural heritage institutions and experts to optimize teaching content

In the process of passing on cultural heritage in the ideological education of colleges and universities, close cooperation with cultural heritage institutions and experts is particularly important. This kind of cooperation can not only provide colleges and universities with rich and authoritative teaching resources but also help colleges and universities optimize the teaching content so that it can be closer to the real and vivid appearance of cultural heritage.

Cultural heritage institutions usually have a large amount of first-hand information and research results, and the experts' in-depth understanding of cultural heritage and research can provide educators with valuable guidance and inspiration. By cooperating with them, universities can ensure that the content taught has both academic depth and practical significance. For example, experts can be invited to give special lectures to share their research and experiences in the field of cultural heritage, or they can join hands with cultural heritage institutions to organize field trips and practical activities for students (Zhang, 2020). In addition, colleges and universities can work with cultural heritage institutions to develop teaching materials, such as multimedia teaching resources and virtual reality experiences, so that students can be fully satisfied both sensually and intellectually. This kind of cooperation can not only improve the teaching quality and effect of Civic Education but also provide students with a broader and more diversified learning platform so that they can understand, cherish, and pass on cultural heritage more deeply.

Summarize

To summarize, Civic and political education in colleges and universities has an extraordinary responsibility and mission in inheriting cultural heritage. Because of the existing educational challenges, it is especially crucial to adopt diversified and innovative teaching methods. By cooperating with cultural heritage institutions and experts, strengthening teaching practice, applying emerging technologies, and transforming teaching concepts, we can not only improve students' understanding and recognition of cultural heritage, but also cultivate their cultural self-consciousness and national pride, and enable students to have a more in-depth understanding of our country's cultural roots. In the future, colleges and universities should continue to promote the innovative path of inheriting cultural heritage in Civic and Political Education to ensure that cultural heritage is effectively inherited and carried forward in Civic and Political Education.

Conflict of Interest

The authors declare that they have no conflicts of interest to this work.

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How to Cite: Zhu , Z,. (2023). The Innovative Path of Inheriting Cultural Heritage in Civic and Political Education in Colleges and Universities. *Contemporary Education and Teaching Research*, 04(10),544-549.
<https://doi.org/10.61360/BoniCETR232015131010>