

The Relationship of Practical Teaching Competency and Cultural Heritage Renewal: Basis for Paradigm Enhancement

Xiaohong Li

Adamson University, Manila, Philippines;

College of Fine Arts and Art Design, Hunan Institute of Science and Technology, Yongzhou
421500, China.

Abstract

This study verifies the relationship between practical teaching competency and cultural heritage renewal through empirical research, in order to construct a better teaching paradigm and serve as a solid foundation for improving teaching quality. At the same time, this also explores the correlation between the practical teaching competency of art teachers and the renewal of cultural heritage. The results indicate that age, professional title, and service years are important factors that affect the competence of art teachers in practical teaching. Gender and the courses taught are not the key factors affecting teaching practice competency, while analyzing the relevant content of cultural heritage updates. In addition, when analyzing the relationship between teachers' practical teaching competency and cultural heritage renewal, Pearson regression analysis shows that the correlation between art teachers' practical teaching competency and cultural heritage renewal is not significant. This also means that the teaching of cultural heritage in China is in its early stages, and more methods and strategies are needed to improve the teaching of intangible cultural heritage, in order to improve the comprehensive teaching quality.

Keywords

Practical Teaching Competency, Cultural Heritage Renewal, Paradigm Enhancement.

1. Introduction

The culture of today's world is increasingly integrated with politics, economy and technology, and their position and role in the competition for comprehensive national strength are becoming increasingly prominent. The power of culture is deeply embedded in the vitality, creativity, and cohesion of a nation. Therefore, the strength of "cultural strength" has become one of the important indicators for measuring "comprehensive national strength" among major countries. Intangible cultural heritage, as an important component of a country's and a nation's excellent traditional culture, has the value of building a sense of Chinese national community, strengthening cultural confidence, and enhancing the country's cultural soft power. In August 2021, the General Office of the Central Committee of the Communist Party of China and the General Office of the State Council issued the "Opinions on Further Strengthening the Protection of Intangible Cultural Heritage", with a special emphasis on increasing the dissemination and popularization of intangible cultural heritage and incorporating it into the national education system. The Opinion points out that it is necessary to strengthen the construction of intangible cultural heritage disciplines and majors in universities; Strengthen the training of intangible cultural heritage teachers, with a focus on encouraging intangible cultural heritage to enter the campus and cultivating a group of high-quality talents with distinctive professional abilities.

In this era, intangible culture has become one of the teaching contents in universities. As a highly practical art and design major in universities, intangible cultural heritage teaching poses

a great challenge to teachers' practical teaching abilities. The practical teaching ability of art teachers has an important impact on the quality of teaching and the cultivation of students' abilities. The teaching of art and design majors in many universities presents various forms and strengths. However, behind many non colorful teaching forms, there are also some questions that are gradually becoming prominent. Based on the current understanding of the teaching situation in some universities, in the teaching of intangible cultural heritage, whether the art and design teachers in universities have a deep understanding of the teaching process, whether the teaching results meet expectations, whether the teaching methods are appropriate, whether the teaching structure or process should be programmed, whether the evaluation mechanism is sound, and whether the support conditions are perfect. In response to the above issues, analyze the current teaching situation, re-examine whether each teaching element is perfect, whether the teaching system is perfect, and enhance the practical teaching ability of art teachers. Therefore, exploring the relationship between the practical ability of art teachers in universities and the renewal of cultural heritage can seek better forms of practical teaching in universities, optimize the talent cultivation system, guide the formation of students' cultural literacy, promote the improvement of practical teaching reform in university education, and vigorously promote the cultivation of skilled and practical technicians. It is also conducive to achieving China's path to becoming a strong country with "intelligent manufacturing in China".

2. Significance of the Study

Intangible cultural heritage (ICH), as a valuable spiritual asset in the development history of Chinese national culture, is facing the threat of endangerment and weakening in the process of social progress and development. Studying the intangible cultural heritage teaching of art teachers in colleges and universities not only helps to establish a more complete disciplinary development system, enrich the industrial chain, and achieve true coordination with the development of the times, but also allows more students to improve their comprehensive abilities and literacy through learning traditional culture, and gain a deeper understanding and inheritance of national culture. Especially the following persons will gain from this study in various ways:

The Art Education Teachers. The findings will help teachers acquire the knowledge and skills needed in the new cultural era to ensure student learning.

The College Students. The research will help students improve their professional learning skills, understand the new requirements of art education in the creative and cultural era, and help them effectively improve their professional skills while promoting their cultural literacy, so as to achieve the goal of cultivating comprehensive high-quality talents.

The School. The research results will help to promote the improvement of teaching quality, and explore a better teaching paradigm of art education under the conditions of cultural background transition.

The Ministry of Education. This research can serve as a reference for teachers in terms of artistic practice teaching ability and cultural heritage renewal.

The Future Researchers. This study can provide a wealth of information for future researchers about teaching competencies and teaching practices in art courses.

3. Statement of the Problem

This study aims to determine the relationship between practical teaching competency and cultural heritage renewal as basis for paradigm enhancement.

Specifically, the study seeks answers to the following questions:

1. What is the profile of the respondents in terms of:

- 1.1 age;
- 1.2 sex;
- 1.3 rank;
- 1.4 type of subject taught; and
- 1.5 years of teaching?
2. What is the respondents' assessment of their practical teaching competency in Art Design Courses in terms of:
 - 2.1. cognitive skills;
 - 2.2. knowledge of teaching methods;
 - 2.3. accomplishment of teaching objectives; and
 - 2.4. clarity of teaching structure/procedures?
3. When grouped according to their profile, are there significant differences in the respondents' practical teaching competency?
4. What is the respondents' assessment of cultural heritage renewal?
5. Is there a significant relationship between the respondents' practical art teaching competency and their cultural heritage renewal?
6. What output may be proposed to enhance the competency of teachers?

4. Sample collection , research instrument and data analysis results

4.1. Sample collection

The study tried the total enumeration sampling, however only 300 of the 317 total population of art teachers responded. This made a 94.6% response rate. These respondents are from the art and design majors of four local college in Hunan Province.

4.2. Research instrument

The instrument was used to gather data on profile of the respondents, assessment of practical art teaching competency, and cultural heritage renewal. The instrument was validated and pilot tested to thirty art teachers outside the research locales. The five sections of the instruments have Cronbach alphas of 0.71 (cognitive skills), 0.73 (knowledge of teaching), 0.73 (accomplishment of teaching), and 0.72 (clarity of teaching structure). All the alpha values were within the acceptable range of 0.70-0.90 and therefore, the instrument was reliable.

4.3. Data analysis results

Based on the findings of this study, the researcher came up with the following conclusions.

1. The study surveyed teacher respondents who are mostly middle-aged female with the age range of 31 to 40 years old and lecturer /middle title. Most of them are product design teachers, and in the early to middle years of their teaching career.
2. On the extent of Practical Teaching Competency as assessed by the teachers in selected schools, it shows that the respondents' practical teaching abilities have basically reached a high level. This means that their practical teaching abilities in terms of cognitive ability, knowledge of teaching method, acceptance of teaching objectives, and clarity of teaching structure/procedure can greatly improve teaching quality.
3. Regarding the evaluation of cultural heritage renewal, respondents have a high degree of cultural heritage knowledge and literacy and mastered certain cultural heritage teaching strategies. This means that teachers often improve their cultural heritage knowledge and literacy through various learning methods, and would try different teaching strategies in the practical teaching of cultural heritage to meet more teaching needs.

4. When grouped according to their profile, most of the respondent-teachers showed significant differences in cognitive ability, knowledge of teaching methods, achievement of teaching objectives, and clarity of teaching structures/procedures. This means that teachers with different ages, genders, professional titles, courses taught and service time will mostly show differences in practical teaching ability, and only individual factors will show consistency.

5. There is no significant correlation relationship of practical art teaching competency to the cultural heritage renewal as determined by the respondent teachers. According to Pearson's regression analysis, it is explained that the practical teaching competency of art teachers will not be affected by the renewal of material cultural heritage. As things stand, the correlation is thin.

6. The study's output is the "Cultural heritage teaching competency enhancement model."

5. Research recommendations

The dissertation study determined the relationship between the practical teaching competency of the surveyed teachers and the renewal of cultural heritage, and laid the foundation for the improvement of teaching model recommendations .

5.1. For school administrators.

(1) The introduction or training of teaching talents.

School administrators should establish the connection between non-genetic inheritors and colleges through the government and relevant associations, recommend certified skilled craftsmen or regular inheritors, train craftsmen and technicians who can engage in full-time or part-time teaching and training of intangible cultural heritage in colleges and universities, and gradually expand the contingent of intangible cultural heritage teachers.

(2) Strengthen scientific research and project cooperation.

Teachers and inheritors of colleges and universities should participate in the related topics of intangible cultural heritage research, project cooperation and further enhance the theoretical understanding and academic attainments of inheritors in this field and improve the teaching quality through joint cooperation such as investigation, field visit and discussion.

(3) Increase capital investment and policy support

Increase capital investment to provide good teaching hardware conditions and policy support for intangible cultural heritage teaching, including the required instruments and equipment, funds required for teachers' further education and field visits, and formulate support policies for relevant scientific research projects to provide a good environment and policy guarantee for intangible cultural heritage teaching.

5.2. To school heads.

(1) Conduct regular skill training for teachers.

Teachers should be given professional "skill training" on intangible cultural heritage techniques that fit in with regional culture and majors or encouraged to participate in "training courses for intangible cultural heritage teachers in colleges and universities," so as to conduct more systematic and professional training for teachers.

(2) Hold intangible cultural heritage skills teaching competition.

Skills competitions in the field of intangible cultural heritage can be held to further improve teachers' non-inherited literacy in an open and fair display platform, so as to implement teaching more effectively.

5.3. To teachers.

(1) Improve knowledge of intangible cultural heritage.

Art teachers should combine their own interests and hobbies, study more, think more frequently, and actively conduct spontaneous research and training. Read a wide range of material and cultural heritage-related books, constantly enrich and update their professional knowledge, understand the true meaning of life, situational classroom teaching, improve teachers' integration ability of cultural heritage knowledge and curriculum, and strengthen the integration ability of interdisciplinary knowledge.

(2) Enhance the charm of personal cultural quality.

Art teachers should enhance their spiritual charm, national belief, and other humanistic qualities, and improve cultural heritage quality and teachers' personality, morality, knowledge, intelligence, and other tastes. Because education is a creative work, creativity is the highest level of teaching art, and only by continuously improving personal charm can we manage an inspiring classroom well.

(3) Summarize and accumulate teaching experience.

Teachers must continue to be learners and engage in front-line teaching for a long time to accumulate teaching experience and methods in order to produce the best teaching methods and introduce the intangible cultural heritage teaching content and technology suitable for their classroom and students' specific needs.

(4) Establish an intangible cultural heritage teaching team.

Teachers should systematically train and improve their skills, establishing an intangible cultural heritage teaching team, and make the intangible cultural heritage teaching team more professional and ensure the quality of intangible cultural heritage teaching.

5.4. Improve the effectiveness of intangible cultural heritage teaching.

(1) Establish a systematic and comprehensive teaching evaluation system.

Teaching evaluation adopts a variety of evaluation subjects, combining teacher evaluation with student mutual evaluation, to achieve a diversity of evaluation standards, evaluation content, and methods. It adopts theoretical tests, skill tests, practical tests, optional tests, demonstration tests, and experiential tests, and establishes a systematic and comprehensive teaching evaluation system in the practice of students' knowledge application and problem-solving.

(2) Various forms of teaching and forms.

With the implementation of "online + offline," "campus + off-campus," and "theory + practice" teaching forms, students can easily access online resources, in order to get help in the case of actual access to teachers.

(3) Strengthen hands-on practice and promote the transformation of achievements.

Industrialization and marketization are the bottleneck problems restricting the protection and inheritance of intangible cultural heritage. The university takes the initiative to meet the transformation and development needs of cultural and creative industries, so that intangible cultural heritage can win new life in industrialization and marketization, at the same time have an effective practice place, actively combining theory with practice, which is also the best demonstration of the improvement of teaching quality.

Acknowledgements

First of all, I would like to express my sincere thanks to my adviser, Dr. Erlinda D. Serrano, for her efforts in the topic selection, design, investigation and research methods, and finalization of the dissertation, helping me to clarify my thoughts, looking for a breakthrough. Also, I would like to express my gratitude to Dr. Rodil Fadri for his assistance in my dissertation. Finally, thank Adamson University for cultivating me. Wishing everything goes well.

References

- [1] Hou Yuqi. (2020). Exploration on the current situation and reform of art design education in colleges and universities. *China Off-Campus Education*. (06), 51-52.
- [2] Zhu Ya. (2014). Research on the Ways and Mechanisms of Improving the Teaching Ability of Art Design Teachers in Local Universities. *Journal of Jilin Engineering Technology Teachers College*. Jilin. (03), 60-61.
- [3] Dong Xuemei. Lu Ying (2022). Research on quantitative Method of teacher teaching ability evaluation System. *Economist*. Taiyuan. (01):177-178.
- [4] Ni Longjiao. (2009). Strive to improve the practical teaching ability of art design teachers. *The Grand View of Fine Arts*. (12), 170-171. China National Standardization Management Committee. Specifications of Crane Design (China Standardization Press, China 2008), p. 16-19.
- [5] Lei Guosheng.(2019). Explore the current situation and innovative ideas of practical teaching of art design in colleges and universities. *China New Communication*.(17), 195. Q. D. Zeng, Q. E. Li: *Progress in Civil Engineering*, Vol. 32 (2012) No. 9, p. 3077-3080.
- [6] Qin Xiaozhi (2006). *Research on Teaching Ability and Cultivation of University Teachers*. Hunan University. Changsha.
- [7] Qi Weihe (2017). *Research on Teaching Ability of Teachers in Colleges and Universities*. Northwest A&F University. Xianyang.
- [8] Zhang Xia Okun. (2021). Analysis of the innovative art teaching mode in art vocational colleges to promote the improvement of teaching ability: Taking Heilongjiang Art Vocational College as an example. *China National Expo*.(06), 82-83.