

Pathways for Integrating Chinese Traditional Flower Arrangement Art into Aesthetic Courses in Vocational Undergraduate Education from the Perspective of Intangible Cultural Heritage (ICH)

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Abstract: ICH is an important carrier of excellent traditional Chinese culture, and Aesthetic courses serve as important approaches to cultivating students' aesthetic capabilities, cultural identity, and innovative spirit. Traditional flower arrangement art, as an important part of traditional Chinese culture, embodies rich philosophical thoughts, aesthetic concepts and craft techniques. In the context of the new era, it holds significant educational value. Vocational undergraduate education focuses on cultivating high-caliber technical talents, emphasizing the synergetic development of students' professional skills and comprehensive competencies. Integrating traditional flower arrangement art into the Aesthetic courses in vocational undergraduate education not only facilitates the transmission and innovation of ICH but also helps enhance students' humanistic literacy, aesthetic capabilities, and practical innovation capabilities. From the perspective of integrated development of ICH protection and aesthetic education, this paper analyzes the value implication and practical challenges of integrating traditional flower arrangement art into the Aesthetic courses in vocational undergraduate education. It proposes implementation pathways from curriculum system establishment, teaching model innovation, practice platform construction, digital resource development, school-enterprise collaborative education, and other aspects, aiming to provide reference for the reform of Aesthetic courses in vocational undergraduate institutions and ICH transmission.

Keywords: Intangible Cultural Heritage (ICH); Traditional Flower Arrangement Art; Vocational Undergraduate Education; Aesthetic Course; Curriculum Reform

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1.Introduction

The report of the 20th National Congress of the Communist Party of China states that we should enhance cultural confidence, promote the excellent traditional Chinese culture, and advance cultural confidence and self-strengthening. As an important component of excellent traditional Chinese culture, ICH embodies the historical memory and spiritual pursuits of the Chinese nation. The traditional flower arrangement art has developed into a unique art system after a long period of development. Its aesthetic ideology, such as “the Unity of Humans and Nature”, “Drawing Inspiration from Nature”, “Expressing Emotions Through Floral Materials”, and “Respecting the Natural Form and Growing Environment of Floral Materials”, manifests the spiritual connotation of traditional Chinese culture ^[1]. In 2008, “Traditional Chinese Flower Arrangement Art” was included in the Representative List of State-Level Intangible Cultural Heritage Items in China, further enhancing the influence of traditional flower arrangement art.

As an important component of the modern vocational education system, vocational undergraduate education not only undertakes the task of cultivating technical talents, but also shoulders the mission of cultural transmission and aesthetic education. Current vocational undergraduate Aesthetic courses still suffer from problems such as monotonous curriculum content, insufficient integration of traditional culture, and inadequate practical experience. Integrating traditional flower arrangement art into the Aesthetic courses not only enriches curriculum content, but also achieves the organic integration of knowledge transmission, aesthetic education and cultural transmission. Therefore, it is of great significance to explore the implementation pathways for integrating traditional flower arrangement art into the Aesthetic courses in vocational undergraduate education from the perspective of ICH for promoting the high-performance development of vocational undergraduate education.

2.The Value Implication of Integrating Traditional Flower Arrangement Art into the Aesthetic Courses in Vocational Undergraduate Education from the Perspective of Intangible Cultural Heritage

2.1 Helping to Enhance Cultural Identity and Strengthen Cultural Confidence

Traditional flower arrangement art embodies traditional Chinese philosophy, aesthetic ideology and etiquette culture, serving as an important manifestation of excellent traditional Chinese culture. Integrating it into the vocational undergraduate Aesthetic courses can enable students to deeply understand the connotations of traditional culture during the learning process, enhance their cultural identity and national pride, and promote the creative transformation and innovative development of excellent traditional Chinese culture.

2.2 Helping to Improve Aesthetic Literacy and Artistic Culture

Traditional flower arrangement art emphasizes the harmonious unity of lines, colors, proportions, space and the artistic conception, with high aesthetic value. Through observation, conceptualization and creation, students can not only enhance their artistic appreciation capabilities, but also cultivate the capabilities to discover, appreciate and create beauty, thereby achieving the comprehensive improvement in their aesthetic literacy. Meanwhile, traditional flower arrangement art embodies rich cultural connotations and humanistic spirit. It subtly guides students to develop positive and healthy aesthetic pursuits, enhances their humanistic cultivation, broadens their cultural horizons, and improves the educational quality in aesthetic classrooms [2].

2.3 Helping to Cultivate Innovative Thinking and Practical Capabilities

Vocational undergraduate education emphasizes praxis and innovation. Traditional flower arrangement art integrates both artistry and praxis, with considerable creative space in terms of material selection, spatial composition, and artistic conception expression. During the practice process, students can enhance their hands-on skills, innovation capabilities and teamwork skills and achieve the coordinated development of vocational skills and comprehensive competencies.

2.4 Helping to Promote the Living Transmission of ICH

China's approach to ICH protection emphasizes the principle of “seeing inheritors, seeing cultural objects, and seeing everyday life,” which underscores the importance of safeguarding intangible cultural heritage through its bearers, material carriers, and living cultural contexts. Only by integrating traditional flower arrangement art into the modern education system can it achieve living transmission. Vocational undergraduate education institutions possess abundant educational resources and practice platforms. Incorporating traditional flower arrangement art into the Aesthetic courses is conducive to cultivating youth inheritors, and injecting new energy into the ICH protection and transmission.

3.Practical Challenges in Integrating Traditional Flower Arrangement Art into the Aesthetic Courses in Vocational Undergraduate Education

3.1 Relatively Low Proportion of Traditional Culture in the Aesthetic Education Curriculum System

Currently, Aesthetic courses in some vocational undergraduate education institutions mainly cover content such as art theory and art appreciation, developing and leveraging ICH resources relatively insufficiently, involving few courses on traditional flower arrangement art, failing to establish a systematic and hierarchical curriculum system, struggling to fully uncover the educational value potential of traditional flower arrangement art in aesthetic education, cultural transmission and innovation practice.

3.2 Monolithic Teaching Models and Insufficient Practical Experience

Traditional flower arrangement art is an inherently practice-intensive discipline. However, at present, some courses still mainly focus on theory teaching, and lacking experiential and project-based teaching components, resulting in low student participation, struggling to achieve deep aesthetic experience and cultural cognition.

3.3 Relatively Weak Capabilities of Faculty

Traditional flower arrangement art encompasses multiple sectors such as botany, arts, aesthetics and traditional culture, setting high requirements for faculty's comprehensive competencies. Currently, the number of teachers with traditional flower arrangement expertise is limited in vocational undergraduate education institutions, and some teachers lack practical experience in ICH, affecting the quality of the courses.

3.4 Insufficient Construction of Digital Teaching Resources

In the context of digital education, the resource construction is relatively backward in traditional flower arrangement art courses. There are a lack of online excellent courses, virtual simulation resources and digital case libraries, which makes it difficult to meet the personalized learning needs of students and impedes the dissemination and promotion of ICH.

3.5 Superficial School-Enterprise Cooperation and Insufficient Utilization of Social Resources

The transmission of traditional flower arrangement art requires the joint participation of industry associations, ICH inheritors and enterprises. However, currently, some cooperation is not deep enough between universities and relevant institutions, with insufficient construction of practice platforms, imposing restrictions on the cultivation of students' practical capabilities.

4. Implementation Pathways for Integrating Traditional Flower Arrangement Art into Aesthetic Courses in Vocational Undergraduate Education from the Perspective of ICH

4.1 Establishing an "ICH + Aesthetic Education" Curriculum System

Vocational undergraduate education institutions should take fostering virtue and cultivating talents as the fundamental task, and establish a hierarchical and modular aesthetic education curriculum system for traditional flower arrangement art. The courses can be divided into the fundamental cognition module, the artistic practice module, and the innovative expansion module.

The fundamental cognition module mainly covers the development history, artistic schools, cultural connotations and aesthetic characteristics of traditional Chinese flower arrangement art. The artistic practice module includes fundamental technique training such as flower arrangement in vases, flower arrangement in plates, flower arrangement in bowls, and flower arrangement in cylinders. The innovative expansion module integrates modern design philosophy to explore the application of traditional flower arrangement art in space design, cultural and creative product design, and life aesthetics, achieving the integration of traditional culture and modern life.

4.2 Innovating Project-based and Experiential Teaching Models

During the teaching process, vocational undergraduate education institutions should change the insular theoretical instruction model to adopt project-based, situational and experiential teaching methods^[3], using projects such as "Flower Arrangement in Twenty-Four Solar Terms", "Traditional Festival Floral Design" and "Regional Plants' Flower Arrangement Creation" as carriers to guide students to complete their works in real-world situations.

Concurrently, they can adopt a "classroom instruction + workshop + exhibition display" teaching model, leveraging group collaboration, case analysis, work evaluation, etc. to enhance students' interest in learning and participation, and strengthen their aesthetic experience and innovative consciousness.

4.3 Strengthening the Construction of the "Dual-Mentor" System

Vocational undergraduate education institutions should strengthen the construction of traditional flower arrangement art faculty and establish an in-house teacher + industry expert collaborative education mechanism. On the one hand, they should enhance the professional skills of teachers through training, further education and enterprise practice. On the other hand, they should employ ICH inheritors, floral art masters and industry experts to serve as part-time teachers, building teaching teams integrating full-time and part-time teachers.

Concurrently, vocational undergraduate education institutions can establish "ICH master studios", integrating

the transmission of traditional craftsmanship with classroom teaching to achieve the synergetic development of teaching, practice and cultural dissemination.

4.4 Accelerating the Construction of Digital Resources and Innovating Communication Methods

The evolution of digital technology has provided new pathways for ICH transmission. Vocational undergraduate education institutions should fully leverage information technology to build online excellent courses on traditional flower arrangement art, digital resource libraries, and virtual simulation practical training platforms.

Vocational undergraduate education institutions can leverage micro-lectures, MOOCs, virtual reality (VR) and AI technology to establish online-offline blended teaching model so as to achieve the digital dissemination of traditional flower arrangement art. Concurrently, they can leverage new media such as short-video platforms and WeChat official accounts to carry out flower arrangement culture dissemination activities, thereby increasing student engagement and reinforcing the social impact.

4.5 Establishing School-Enterprise Collaborative Platforms

Vocational undergraduate education institutions should proactively build cooperative relationships with flower enterprises, ICH protection institutions, industry associations, and cultural centers, etc., to jointly construct practice teaching bases, and provide students with practice platforms by organizing traditional flower arrangement competition, ICH culture festivals, floral art exhibitions and social service projects.

Concurrently, vocational undergraduate education institutions can integrate indigenous characteristic plant resources and regional culture to develop unique flower arrangement art courses with indigenous characteristics, thereby promoting the integration of traditional flower arrangement art with rural revitalization, cultural tourism industry, and cultural & creative industry, and achieving the effective alignment between talent cultivation and social needs.

4.6 Constructing a “Course-Activity-Practice” Triune Education Model

Aesthetic education should do not remain merely confined to classroom teaching, but integrate throughout the entire process of campus culture construction. Vocational undergraduate education institutions can construct a “curriculum teaching + campus activities + social practice” triune educational model by establishing flower arrangement clubs, holding traditional flower arrangement competition, organizing festival floral art activities, and conduct ICH study tour and practice, etc.

Vocational undergraduate education institutions can leverage rich and diverse practical activities to enable students to experience the charm of traditional culture in an immersive way, improve their aesthetic literacy and cultural cultivation, and achieve the integrated development of aesthetic education, moral education and labor education.

5. Conclusion

Against the backdrop of integrated development of ICH protection and aesthetic education, integrating traditional flower arrangement art into the Aesthetic courses in vocational undergraduate education is an important initiative to fulfill the fundamental task of fostering virtue & cultivating talents and accelerating the transmission of excellent traditional Chinese culture. Traditional flower arrangement art can not only enhance students’ aesthetic literacy and innovation capabilities, but also strengthen cultural identity and promote the living transmission of ICH. To address current challenges such as the incomplete curriculum systems, monotonous teaching models, insufficient capabilities of the faculty, and lagging resource construction, vocational undergraduate education institutions should jointly make efforts in curriculum system construction, teaching model innovation, faculty team building, digital resource development, and school-enterprise collaborative education to establish an aesthetic education system for traditional flower arrangement art with vocational undergraduate characteristics, thereby achieving the deep integration of ICH transmission and talent cultivation, and providing culture support and aesthetic education

safeguards for the cultivation of high-caliber technical talents with moral competence and professional skills.

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