

Practice and Exploration of Intangible Cultural Heritage in South Hubei in Ideological and Political Education of Teachers' College

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Abstract The intangible cultural heritage of south Hubei is rich in profound regional cultural connotations. By integrating such cultural heritage into ideological and political education of teachers' college, it not only helps its inheritance and protection, but also enriches the forms and contents of education, and promotes the innovative development of ideological and political education. In this paper, the integration of the tea-art creation process of green brick tea in southern Hubei and the practice of ideological and political education in teacher education major is selected as a study case, to deeply analyze the integration mechanism. The following integration strategies are proposed: combining ideological and political theory with practice, and adding courses related to tea culture; strengthening the construction of ideological and political practice bases, and enhancing the professional competence of the teaching team; building a "trinity" collaborative training system to ensure the smooth implementation of ideological and political education practice.

Key words South Hubei, Intangible cultural heritage, Ideological and political education

1 Introduction

The southern Hubei region is located in the southern part of Hubei Province, and is an important part of China's cultural treasure house. This land has nurtured a rich and diverse intangible cultural heritage, including traditional dramas, folk skills, traditional festivals, folk dances, folk activities, and other aspects. These cultural heritages are not only the spiritual wealth of the people of southern Hubei, but also an important component of the diverse culture of the Chinese nation^[1]. In the context of the new era, how to integrate the intangible cultural heritage of south Hubei into ideological and political education in teachers' college has become a meaningful exploration. In this paper, the practice paths and effects of the intangible cultural heritage of south Hubei in ideological and political education of teachers' college are explored in depth, with the aim of providing useful references for the innovative development of teacher education.

2 Overview of intangible cultural heritage in south Hubei

The southern Hubei region has been an important area for the intersection of diverse cultures since ancient times, forming a rich and diverse intangible cultural heritage. These heritages include both oral traditions and forms of expression, such as folk stories, legends, ballads, dramas, *etc.*, as well as traditional handicrafts, folk activities, festival ceremonies, *etc.* These cultural heritages

have become the common spiritual home of the people in southern Hubei with their unique charm. According to the *Notice of the State Council on Publishing the Fifth Batch of Intangible Cultural Heritage List*, intangible cultural heritage can be divided into ten categories, namely folk literature, traditional music, traditional dance, traditional drama, Quyi, traditional sports, amusement and acrobatics, traditional art, traditional skills, traditional medicine, folk customs, *etc.*^[2]. The distribution of intangible cultural heritage projects in the southern Hubei region, mainly in Xianning City, shows significant diversity among different types. Seen from Table 1, the number of traditional skills ranks first with 27 items, accounting for 26.21% of the total, demonstrating the rich heritage of Xianning City in traditional handicrafts. The traditional medicine category is following closely behind, with 15 items, accounting for 14.56%. There are 14 items of traditional music and 12 items of traditional art, accounting for 13.79% and 11.65%, respectively. Traditional drama and folk literature also takes up 11.65% and 10.68% of the total, with 12 and 11, respectively, reflecting Xianning City's profound accumulation in the field of traditional culture and art. In addition, there are 5 folk customs, accounting for 4.95%; there are 4 items of traditional sports, entertainment and acrobatics, accounting for 3.98%; there are 3 items of traditional dance, accounting for 2.53%. Although these categories do not have a numerical advantage, they still carry the unique charm and value of local culture. However, there are no records of intangible cultural heritage projects in the field of Quyi in Xianning City, which may mean that further exploration and protection are needed in this field. From the perspective of specific projects, the intangible cultural heritage list of Xianning City covers multiple aspects such as traditional tea making techniques, traditional Chinese medicine diagnosis and treatment, wood carving, tea picking drama, *etc.* These projects not only reflect the local cultural characteristics, but also are an important manifestation of the diversity of

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Chinese culture. For example, the production technique of Zhaoliqiao brick tea, as a representative work of human intangible cultural heritage, not only has an important influence in Xianning City, but also in China and even the world. Projects such as Tongshan woodcarving and Chongyang Tiqin opera showcase Xianning City's unique strengths in traditional craftsmanship and performing arts.

Table 1 List of intangible cultural heritage of Xianning City

Level	Name	Category
National	Making skills of Zhaoliqiao brick tea	Traditional skills
	Zhen's Strychni Semen therapy of rheumatism	Traditional medicine
	Tongshan woodcarving	Traditional skills
	Tiqin opera	Traditional drama
The first batch at the provincial level	The story of sister Qian Liu	Folk literature
	Chongyang folk long poems-Zhongjiu Naocao, Shuanghelian	Folk literature
	The legend of king Li Chuang	Folk literature
	Haocao Luogu	Folk music
	Jiayu Wudu	Folk music
	Chibi foot basin drum	Folk music
	Tongcheng beating dance	Folk dance
	Chongyang Tiqian opera	Traditional drama
	Zhen's therapy of rheumatism and Strychni Semen secret recipe	Traditional medicine
The second batch		
The third batch	Long form narrative mountain song	Folk literature
	Tongshan woodcarving	Traditional art
	Brewing techniques of fermented black beans	Traditional skills
	Papermaking technology	Traditional skills
The fourth batch	Xianning Hu's burn and scald therapy	Traditional medicine
	Tongcheng Daluoqiang	Traditional drama
	Making skills of Zhaoliqiao brick tea	Traditional skills
	Tea picking opera (Tongshan tea picking opera)	Traditional drama
The fifth batch	Yang Fanglin's Yaoshan black tea making techniques	Traditional skills
	Tongcheng Sailuo Sailiang	Folk custom
	Tongshan bamboo carving	Traditional art
The sixth batch	Making skills of Qihuang Paste	Traditional skills
	Xu's ancestral therapy of lithiasis	Traditional medicine
The first batch at the municipal level	Tongshan County: The Legend of King Li Chuang; Xian'an District: The Story of Sister Qian Liu; Tongcheng County: The Story of Zhang's Ten Daughters; Chongyang County: Zhongjiu Naocao; Chongyang County: Shuanghelian; Tongshan County: Tongshan Mountain Song; Tongshan County: Tongshan Divine Song; Tongshan County: Tongshan Mountain Drum; Chibi City: Chibi Foot Basin Drum; Jiayu County: Wudu; Tongcheng County: Beating Song; Tongshan County: Nazha Lamp; Chongyang County: Tiqin Opera	
The second batch	Tongshan County: Yangfang's Ten Scenes; Tongshan County: Tongshan Tea Picking Opera; Xian'an District: Tingsi Dihua Opera; Jiayu County: Paizhou Shuochang; Chibi City: Making Skills of Zhaoliqiao Brick Tea; Xian'an District: Xian'an Mid-autumn Festival Customs——Dawulei Jiyue;	
The third batch	Xianning City: Long Form Narrative Mountain Song; Tongshan County: The Brewing Technique of Yangfang Soy Sauce and Fermented Black Beans; Tongcheng County: Huanglong Paper Making Skills; Xian'an District: Hu's Burn and Scald Therapy;	
The fourth batch	Traditional medicine Matang Zhen's Ancestral Secret Recipe; Chongyang Hongxia Foot Basin Drum; Chongyang flower drum opera Daluoqiang; Tongshan Embroidery; Tongshan Paper Cuttings; Xian'an Bamboo Carving; Making skills of Yang Fanglin Yaoshan Black Tea; Paizhou Yuanzi; Tongcheng Sailuo Sailiang; Making skills of Yangshan Paper; Tongshan Bamboo Carving; Making skills of Qihuang Paste	
The sixth batch	The legend of the Battle of Chibi; Maoping flower drum opera; Chongyang dragon boat racing; Chibi colored buddha statue; Making skills of Shengshenchuan green brick tea; Making skills of Chongyang Tiqin; Brewing techniques of Chongyang Lukou mud jar wine; Xu's ancestral therapy for lithiasis; Yu's ancestral therapy for headache disease; Processing techniques of Reed Rhizome; Tea soaking by Gu Weiqing; Tongshan gate tower culture; Tianhe golden dragon	

(To be continued)

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Level	Name
The seventh batch	The legend of Ge Hong; Guqin art (Mei'an Sect); Xian'an mountain songs; Gaoqiao folk gongs and drums; Chibi Zheping gongs and drums; Damu Gaoqiang (East Road Flower Drum Opera); Dupu dragon boat; Tongshan Yue-style boxing; Chongyang Zimen short pile fist; making skills of Tongshan Baotuo; making skills of Daban crisp cake; making skills of Maishi bean products; making skills of Tongcheng Bingzhe; making skills of Tongcheng Zengzhenggao; making skills of Chibi Yugao (Gongsao Yugao); making skills of Jiayu wild lotus root hanging pot; making skills of Xiao (Hu Jincai's making skills of Xiao); making skills of Yangloudong oil paper flower umbrella; Acupuncture and moxibustion (Tang Poxue's ancient acupuncture and moxibustion); Yin's orthopedic therapy; Yin's rubbing orthopedic therapy; Tongshan burn and scald therapy; Wood carving (Chibi wood carving)

3 Value analysis of the intangible cultural heritage of south Hubei in ideological and political education for teachers' college

3.1 Value of ideological and political education The value of intangible cultural heritage of south Hubei in ideological and political education for teachers' college is significant and multidimensional. Firstly, its unique cultural characteristics and regional cultural features add liveliness and interest to ideological and political education, making the teaching content more diverse and rich. This not only stimulates the interest of normal students in traditional culture, but also enhances their sense of identity and pride in national culture^[3]. By incorporating intangible cultural heritage such as folk stories, legends, and songs from southern Hubei into the classroom, not only have the cases and materials of ideological and political education been enriched, but innovation in teaching methods and approaches has also been promoted. For example, new teaching models such as seminar-based and project-based approaches are adopted, and modern technological means such as multimedia and virtual reality are combined, making that intangible cultural heritage can be presented in an intuitive and vivid way, and greatly improving teaching effectiveness. In addition, this process also helps to cultivate the cultural literacy and comprehensive abilities of normal students, including ideological and political practice ability, innovation ability, and teamwork ability, and laying a solid foundation for their future education and teaching work^[4]. More importantly, it can help cultivate the awareness of intangible cultural heritage protection and the sense of responsibility for inheritance among normal students by introducing intangible cultural heritage into ideological and political education for teachers' college, promote the inheritance and development of intangible cultural heritage, and enable them to actively promote and inherit this valuable cultural heritage in future educational and ideological practices^[5-7]. Therefore, it is an important way to enhance the comprehensive quality of normal students and promote cultural inheritance and development by combining the intangible cultural heritage of south Hubei with ideological and political education in teachers' college.

3.2 Cultural and artistic value Xianning has a rich variety of intangible cultural heritage and a profound historical background. Intangible cultural heritage sites, ancient towns and villages, traditional intangible cultural heritage tools, intangible cultural heritage documents, traditional intangible cultural heritage technologies, intangible cultural heritage folk customs, *etc.* are all inheritances of local intangible cultural heritage. Intangible cultural her-

itage sites such as Yaojialin Site, Chongyang Baini Ancient Weir, and Neichong Yao Village Ancient Well are typical agricultural civilization relics, reflecting the social lifestyle and situation at that time. Ancient towns and villages such as Liujiqiao Village and Yangloudong Village are cultural villages naturally formed by the Xianning ancestors, full of historical evolution and changes of the times, and rich in folk culture. Traditional intangible cultural heritage tools, intangible cultural heritage technologies, and intangible cultural heritage culture are witnesses and records of the rich experience accumulated by people who have rooted themselves in Xianning and engaged in intangible cultural heritage production, and are carriers of local sentiment. The intangible cultural heritage folk culture determines the life way of the Xianning people and shapes the essence of Xianning folk culture itself. The Tongshan Tea Picking Drama, Tongcheng Sailuo Sailiang, *etc.* originate from intangible cultural heritage life and are endowed with artistic sentiment and emotional expression, which is the artistic transformation of intangible cultural heritage culture. It can be said that these are the cultural essence and artistic treasures left by Xianning, with great cultural and artistic value.

3.3 Social and economic value The intangible cultural heritage of Xianning has a profound impact on the local society, economy, and cultural development due to its local characteristics, industrial adaptability, and cultural locality. In addition, its unique resources and ecological system are of great significance in cultural and tourism development, ecological balance, and other aspects^[8]. Firstly, the economic development of Xianning's intangible cultural heritage mainly comes from social demand, especially people's demand for food and intangible cultural heritage products, such as Chibi green brick tea, Xian'an osmanthus, Jiayu Yuyuan, *etc.*, which are all local characteristic food industries. Secondly, important intangible cultural heritage has the characteristics of a long history, excellent varieties, or unique features, thus enjoying a good reputation in society, having advantages in the marketization of intangible cultural heritage products, and bringing market economic value. The "Wanli Tea Road" is an economic artery connecting Asia and Europe, and the main type of tea on the Wanli Tea Road is Chibi green brick tea. In addition to its inherent commodity economic value, it plays a key role in maintaining stability in China's border areas and forging a sense of community for the Chinese nation^[9]. Intangible cultural heritage also has tourism resource value due to its landscape resources or heritage with special ethnic characteristics and regional styles, attracting more and more urbanites to come and enjoy the beautiful countryside, such as Baishuifan Radish Town, Maqiao Rapeseed Flower Sea Town,

Chongyang Honeydew Town, Yangloudong Brick Tea Town, and so on. Intangible cultural heritage also has rich biodiversity, such as osmanthus germplasm resources preserved in the ancient osmanthus group of Xian'an, and bamboo germplasm resources preserved in places like Xingxing Bamboo Sea and Qianshan Bamboo Sea, *etc.*

4 Promoting the integration of innovative green brick tea art into ideological and political education for teachers' college majors

The culture of green brick tea not only carries the spiritual traits of diligence, integrity, and indifference to fame and fortune of tea people in southern Hubei, but also cultivates professional ethics of dedication, humanistic cultivation of knowledge and etiquette, as well as correct values and moral cultivation among normal students. By normal students participating in tea art creation and performance, it can effectively enhance the basic teaching skills such as teamwork, teaching style, and teaching design. With the help of a comprehensive assessment system, it can also enhance their cultural literacy, aesthetic appreciation, and emotional regulation abilities. In addition, it helps to enhance the stress resistance, teaching skills, and innovative adaptability of normal students by participating in tea related activities, providing assistance for their challenges in social resource integration and employment.

4.1 Combining theory and practice, and adding tea culture courses For teachers' college majors, it is recommended to add tea culture as a compulsory or elective course, and consider incorporating other traditional culture related courses to innovate educational models. In the curriculum development system, local traditional culture and tea culture elements are integrated to strengthen the psychological and spiritual cultivation of normal students. When increasing the practical courses of ideological and political education for normal students, an ideological and political practice course with the theme of green brick tea art creation could be added to guide normal university students to carry out tea art creation activities and comprehensively improve their teaching skills and personal qualities. It is suggested to arrange the ideological and political practice course of tea art in the second year of university, in sync with the basic courses of teachers' college majors, with a practical duration of about six weeks, including one week of social ideological and political practice. By connecting with society in advance, normal students can promptly identify their deficiencies in vocational skills and make targeted supplements and improvements.

4.2 Strengthening the construction of ideological and political education practice bases, and improving the professional level of the teaching staff Based on inheritance and dissemination bases of local culture (such as museums, cultural centers, intangible cultural heritage centers, humanities and social science research bases, *etc.*), a practice base for ideological and political education of normal students should be established. It should implement a "dual mentor system" between universities and bases, strengthen the construction of the teaching staff, and provide professional training on tea culture and tea art to the teaching staff, guiding them to actively participate in off campus ideological and political education practices of teacher training skills. Universities should provide corresponding policy support to comprehensively

enhance the teaching and ideological and political education practical abilities of the teaching staff. It should establish a two-way assessment mechanism between universities and ideological and political practice bases, regularly screen ideological and political practice bases, construct a comprehensive evaluation system for the ideological and political practice teaching process of normal university students, and ensure the smooth implementation of ideological and political practice teaching in normal majors.

4.3 Establishing a collaborative training mechanism of "trinity" among universities, local governments, and ideological and political practice bases to ensure the implementation of ideological and political practice of teaching The "trinity" education model enhances the ideological and political practice ability of normal students through close cooperation among universities, local governments, and ideological and political practice bases. Universities should put students at the core and integrate multiple resources, such as organizing campus activities in conjunction with traditional culture and arranging tea culture teaching for normal students in primary and secondary schools, in order to enhance their teaching skills and professional confidence. Local governments should carry out macro-control of the education system, innovate education models based on local cultural characteristics, and cultivate students' sense of belonging to their hometowns and retain talents through policy support and guarantee measures. Specific measures include establishing traditional culture propaganda teams, conducting educational activities, and providing internship opportunities and preferential employment policies for normal students.

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