

The explore of the heritage technique education and product development for traditional native craft using innovation and entrepreneurship education method

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Abstract

Analyzing the actual difficulty of the product development and the heritage technique education for traditional native crafts. We put forward a development path of the product development and the heritage technique education for traditional native crafts. Firstly, the university hired the handicraft artist, formed mentors studio, and offered education and technique guidance of the traditional craft product development for student. Secondly, we formed the practice teaching base of the traditional craft in order to keep simple national elements and characteristics for the university handicraft production. Thirdly, we construct mechanism of school-enterprise closely cooperation in order to building the market channels of the traditional craft. Under the development path, the product development of traditional craft and the heritage technique education for traditional native crafts will form a “instruct – teaching – production – research - pin” innovative entrepreneurial path.

Keywords

Innovation and entrepreneurship education; National cultural heritage education; The traditional craft.

1. Introduction

Guizhou province of China that has a lot of nationalities live together, the long-dwelling people included the Han Chinese, the Bouyei nationality, Dong nationality, Tujia nationality, Yi nationality, Mongoloid and so on. The traditional ethnic arts and crafts were created by blending the multi-ethnic culture and the customs of the nationalities, and were formed the ethnic arts and crafts that have the national characteristics and cultural information. The ethnic arts and crafts were the carrier of national culture, were the important parts of national culture that possess the cultural values, and were the ideological wisdom and the practice of national minority for Guizhou province of China[1]. The development and the distribution of the ethnic arts and crafts of Guizhou province shown that the ethnic arts and crafts were constrained to the geographical environment [2], the mode of production was drawn on local resources and local processing. The characteristic of mode was closed-end development and low degree of industrialization, was mainly distributed in the towns and villages, and formed the self-sufficient natural economy [3]. Since the reform and opening up of China, the ethnic arts and crafts of Guizhou province have met its new opportunity of development, was known around the world, was reach out to the world. Recently, the company of colorful Guizhou cultural industry has established, the company has driven the “colorful Guizhou” market-oriented, the ethnic arts and crafts

of Guizhou province have met the branding and marketization on this platform. The official documents of 《The plan of China's traditional process revitalization》 (No.[2015]36) indicated that the traditional process was conducive to inheritance and development of the Chinese excellent traditional culture, conserving the cultural details, enriching the cultural resources, enhancing the cultural confidence. The official document was help to make better use of the creativity of manual labor, to discover the creative value of manual labor, to cultivate and to promote the spirit of craftsman. The ethnic arts and crafts were help to promote employment, to achieve targeted poverty alleviation, to increase the incomes of urban and countryside residents, to enhance the vitality of traditional blocks and villages. In the atmosphere of mass innovation and entrepreneurship, the national culture that has nationality characteristics, the characteristics was formed by innovation design and industrialization, the handicraft article and nationality was welcoming the development new opportunities. But the lack of national craftsmen and research and development of cultural arts and crafts were the development bottleneck. The University of Minority Nationality is the organization of the historical development organization of human culture and the inheritance of human cultural. It has important duties and obligations to carry out education and research and development of national crafts.

2. The present analysis of education

In detail, national culture technologists mainly live in ethnic towns and village, and was born before 1960. The way of process inheritance was listened to technologist oral instruction. The art and craft have the characteristics of distinctive regional, represented the generation of people's wisdom, were mainly used for self-sufficiency and were less used for bargain[4], for instance, the horsetail-based embroidery, the cold seat, the batik and so on. For the traditional arts and crafts, the production mode was pure hand processing that was single, inefficiency and low degree of industrialization. So the new generation of young adults gets out to the village and to do mechanical manufacturing factories in coastal area in the economic benefits. The adults didn't study the traditional ethnic handicraft production process and due to the technology lost.

Institution of higher learning was a main channel of the transmission of cultural knowledge that was the professional skill education and was main position. At the same time, the institution of higher learning has the objective condition of development the education national handicraft, was the main medium of traditional technology of national culture inherits education, was the main protection of study the national cultural handicrafts[5-7]. Institution of higher learning has gathered a large number of excellent adolescent, the comprehension ability of learning, innovation, research and development of knowledge on the traditional process theory of national culture more than the common run of men. University graduates that have the strong ability of national inherits and carries forward were the inheritors and managers of traditional national culture in the future. But the postsecondary teacher which master the production process of national handicraft was very little, the lack of qualified teachers were the bottleneck of carry out craft inheritance education, so dig up folk crafts artists, the crafts artists enter universities and colleges were the measure of folk handicraft inheritance education. The conception of Guizhou Minzu University is the spirit of humanism, scientific spirit and national unity. Guizhou Minzu University has the responsibility of the education of education and national culture inheritance, has shoulder the responsibility of cultivating professional talents of arts and crafts. Since 2011, the university and colleges in Guizhou province are excavating the national craft entertainers, and employing the national craft entertainers as the guidance counselors. At the same time, the colorful Guizhou cultural collaborative innovation center and the colorful Guizhou cultural industry group have established in Guizhou province. The institution is realizing the development, inheritance and development of national cultural products, and is solving the problem of the lack of teachers in education for the traditional national process [8]. But the effect of teaching is not ideal. The reason is the national craft entertainers that hadn't received the system education in the normal university, and they hadn't mastered the methods and the techniques of teaching.

3. The analysis of industrialization status

Guizhou province is the national handicraft resources major province and have the dismiss products, ceramic, wax printing, embroidery and so on. The productions were used to self-sufficiency, such as the horsetail embroidery, the dustpan, and bamboo hat[4, 9]. The production of the folk arts and crafts were stay in the creative level of the original ecology, have the strong and simple national cultural characteristics. But the difference among the craft value and the lifestyle, the practical, the fashionable trend, the refinement lead to the “the value of traditional handicraft the added value of ethnic culture” not achieved the ideal promotion of the value of national cultural products, and the products that made in private workshops were not easily accepted by young consumers. The value of the production was mainly in the collection and decoration, the consumption group was small, it cannot be translated into sufficient economic benefit, so the craftsman’s enthusiasm was damaged [9-11].

In the perspective of income, Because of the added value is inferior to the market value, the circulation value and market participation is small, the position is passive in the market competition, they lead to the reward is lower[12]. In the perspective of country of origin, the traffic in Guizhou is an important factor restricting the economic development of Guizhou, Guizhou province is located in the yunnan-guizhou plateau, and the whole province is dominated by the plateau, mountains, hills and basins. This geography gestated the simple national culture, formed the concentrated distribution of large and small living in small settlement, the influence of the geographical transportation environment and the ethnic groups have preserved the simple national culture, have closed the path of ethnic culture communication. So the casts of national traditional arts and crafts are higher in the part of production, innovation, processing and transportation, the industrialized development is difficult, and it formed the natural economy. Guizhou province is established in the basis of artisanal culture and art, transformed the handicraft with the main value into lifestyle, practical, fashionable, and intensive products though excavating and improve the creativity. The improving prompted the national folk handicrafts and cultural products truly integrated into people’s daily life, expanding consumer groups, establishing a newly circulation mechanism, improving the survival of craftsmen, attracting more young people to learn these traditional skills.

4. Development measures

The official document of *To deepen the implementation of education reform in higher education innovation and entrepreneurship* (No.[2015]36) was issued by general office of the state council in 2015. The file spirit is deepen reform of innovation and entrepreneurship in institutions of higher learning, is implemented national innovation-driven development strategy, is promoted upgrading of the economic quality, is promoted comprehensive reform of education, is promoted higher quality entrepreneurship employment for college graduates. The official document of *the plan of revitalize China’s traditional* (No.[2017]25) was issued by general office of the state council in 2017. The traditional technology contains the cultural values, is intellect wisdom and practical experience of the Chinese nation, and is an important part of intangible cultural heritage of China. Firstly, revitalizing China’s traditional is help inherit and develop outstanding traditional Chinese culture, is cultivating cultural ecology, is enriching cultural resources, and is enhancing cultural confidence. Second, revitalizing China’s traditional must base on the excellent traditional culture of Chinese nation, learn from the excellent achievements of human civilization, discover and the cultural elements and process concepts contained in the traditional process, enrich the traditional craft subject and product variety, improve design and production level, and so on. The results of analysis indicate that China attaches great importance to the innovation and entrepreneurship of university students and the inheritance of education and traditional process protection. The institution of higher learning is the training talent base, is a main position and channel of professional skills education foe cultural knowledge, and is the main medium of the national culture inheriting traditional craft. We must complete the traditional folk craft heritage and innovation education, develop the national crafts, combine the innovation and

entrepreneurship and the tradition of national culture, and perform the duties of institutions of higher learning. According to the characteristics of traditional craft inheritance and handicraft in Guizhou province, we put forward the following education development path.

4.1 Introducing the nationality technologist, establishing the national craft tutor library, perfecting the national traditional technology to inherit the education system.

The bottleneck of the national traditional technology inherits education and national handicraft development is the lack of national process tutor, the solution is the folk artists enter the campus. The specific plan is established the college students innovation and entrepreneurship college in campus, and form the school secondary management mode. In the terms of what the tradition of national tradition education teaching, the innovation and entrepreneurship formulated the training programs and training programs, set up the credit system management for the major student, and set up the way of elective courses for the other student. The coursework program may be awarded the bachelor's degree as they have completed specified courses and credits. In the terms of what the study and development of the ethnic traditional arts and crafts, the mentor studio set up the handicraft development project fund, the fund projects declare open to all students, the student apply to the study for the fund project and completed the corresponding crafts study under the guidance of mentors. On this basis, innovation and entrepreneurship institute will develop successful products to incubate, to market, to drive study and development team student's employment and entrepreneurship.

4.2 Establish national crafts practice education base, perfect practice innovation education.

Due to the particularity of the ethnic craft heritage education and arts, just rely on institution of higher learning education and producing crafts may deviate from the original national characteristics and style, weaken the national added value on some way. So in order to guarantee the connection between the ethnic elements and the national culture not art and craft, the development of the national folk process must closely to the national traditional technology education and national craft production. The solution is establish the education base of national handicraft, ensured the relationship between education and the national folk culture were closed. The national crafts practice education base is the bridge links the traditional technology inherits education and the national and folk culture. The base is possible to realize the practice teaching base of education and develop the traditional process of national handicraft. Established the base for the construction of colleges and national handicraft management committee, set at the national handicraft excavating ground with the purpose of collect the ethnic arts and crafts, guiding and track the whole process of national handicraft development.

4.3 Building the mechanism for school-enterprise cooperation and expand the sales market of ethnic arts and crafts.

The national traditional handicraft is in the state of this development , the most fundamental reason is the market of the national traditional arts and crafts is narrow, the economic benefits is poor. This current situation leads to the artists turned into other industries and national process lost. Therefore, the expanding of the national crafts market is a major step in the development of national handicrafts. The colleges and universities to take the way of school-enterprise joint operation. The ethnic arts and crafts of the national elements added to the brand of the enterprise with the aid of enterprise established in the sales market sales channel, the advantages of the sales experience, and the help of enterprise's brand unique aspect of campus and platform of ethnic arts and crafts, realizing the arts and crafts - school - enterprise win-win.

5. Conclusion

Analyzing the actual difficulty of the product development for traditional craft and the heritage education for traditional native crafts technique, and combining with the file spirit of state council general office No.[2015]36 and [2017]25. We put forward a development path of the product

development for traditional craft and the heritage education for traditional native crafts technique. Firstly, university hired the handicraft artist, formed mentors studio, and offered education and technique guidance of the traditional craft product development for student. Secondly, we forming the practice teaching base of the traditional craft in order to keeping simple national elements and characteristics for the university national handicraft production. Thirdly, we construct mechanism of school-enterprise closely cooperation in order to building the market channels of the traditional craft. The product development for traditional craft and the heritage education for traditional native crafts technique will form a “instruct – teaching – production – research - pin” innovative entrepreneurial path.

Acknowledgements

The science and technology foundation of Guizhou Province, China (NO.LH[2016]7077 and NO.LH[2015]7218), the youth science and technology talents growth fund program of Guizhou province education department, China (NO.KY[2016]166,) and This research was supported by Innovation Group Major Program of Guizhou Province (No.KY[2016]029).

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