
Research on Intangible Cultural Heritage Inheritance and Value Guidance of Cultural Tourism Spatial Design Course under the Background of Vocational Education

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Abstract: In the context of the new era, with the implementation of the cultural power strategy and the deep integration of cultural tourism industries, the objectives of Chinese Tourism Spatial Design courses in vocational colleges have evolved. The focus now lies on cultivating applied talents capable of engaging in intangible cultural heritage preservation while mastering modern design concepts and innovative capabilities. Vocational education, characterized by industry-education integration and emphasis on practical training, requires curriculum development grounded in these principles. Current teaching practices reveal several challenges: excessive superficial integration of intangible cultural heritage elements while neglecting their profound cultural significance and craftsmanship spirit; fragmented value-oriented content that lacks cohesive integration throughout the educational process. To address these issues, digital technologies can be leveraged to enhance school-enterprise collaborative education. By establishing blended online-offline teaching environments, developing digital intangible cultural heritage resource libraries, and creating collaborative design platforms, curriculum reforms can be advanced. This approach not only revitalizes the dynamic transmission of intangible cultural heritage but also significantly improves the quality of talent cultivation in cultural tourism spatial design.

Keywords: vocational education; cultural tourism spatial design; intangible cultural heritage inheritance; value guidance

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1. Introduction

Intangible cultural heritage serves as the cultural foundation for cultural tourism spatial design, which plays a vital role in preserving and transmitting intangible cultural heritage through living practices. In vocational education, the effectiveness of cultural tourism spatial design courses directly impacts the application of heritage elements within the tourism industry and the dissemination of cultural values^[1]. Current teaching approaches often lack depth in exploring the essence of heritage preservation, with value guidance limited to didactic lectures in ideological and political theory courses rather than integrating with professional training. Establishing comprehensive curriculum content and innovative teaching methodologies has become imperative for the sustainable development of the cultural tourism sector.

2. The Significance of Intangible Cultural Heritage Inheritance and Value Guidance in Cultural Tourism Space Design Courses

2.1. Activation of Cultural Industries

The integration of intangible cultural heritage (ICH) with modern industrial development hinges on the design quality of living heritage transmission in cultural tourism spaces, which determines their dissemination scope, reach, and enduring vitality. Well-designed heritage spaces can effectively promote cultural outreach while enhancing internal dynamism and competitiveness. Therefore, vocational education must prioritize cultivating specialized professionals in cultural tourism space design. These experts serve as vital bridges connecting abundant ICH resources with the rapidly evolving tourism industry. Through systematic training, designers should master techniques to transform the essence of ICH craftsmanship and its rich cultural narratives into tangible spatial design languages, transforming static exhibitions into dynamic interactive experiences. This approach not only elevates talent development standards but also injects fresh vitality into cultural tourism^[2]. Concurrently, developing ICH-themed homestays and immersive craft workshops can effectively stimulate cultural industry growth, achieving harmonious alignment between cultural value and economic benefits.

2.2. Strengthening Talent Cultivation

Integrating intangible cultural heritage preservation into tourism and leisure space design curricula effectively cultivates students' cultural awareness and identity with local traditions, enhancing their aesthetic sensibilities and artistic literacy. This approach prevents design works from becoming monotonous and lacking distinctive features, while fostering proactive cultural consciousness and social responsibility through value-oriented education. Through structured teaching methodologies, students develop a "design for societal benefit" mindset while strengthening their capabilities in modernizing intangible cultural heritage and ensuring its living inheritance. Such well-rounded talents with sound values align perfectly with contemporary demands for cultural tourism design professionals^[3], ensuring they will possess strong career competitiveness upon entering the workforce.

2.3. Strengthening Cultural Confidence

Students explore local intangible cultural heritage, immersing themselves in the rich traditions and unique charm of cultural heritage. Through hands-on experience, they master traditional crafts while understanding the historical significance and spiritual dimensions embedded within these practices. To ensure these precious cultural assets meet contemporary societal needs and achieve sustainable preservation, students proactively engage in design initiatives seeking modernized approaches to heritage transmission. This innovative transformation helps strengthen cultural identity and national confidence among young generations and society at large. When applying this cultural preservation philosophy to rural tourism space design, it's crucial to consider whether the spaces meet local residents' daily needs and encourage community participation in development^[4]. Such design principles effectively fulfill the cultural mission of serving the people and grassroots communities. By revitalizing traditional culture through modern integration, they provide effective guidance for broader cultural dissemination while preserving authentic cultural roots.

3. Existing Issues in Intangible Cultural Heritage Inheritance and Value Guidance in Current Curriculum

3.1. Superficial integration of intangible cultural heritage and insufficient capacity for cultural transformation

Currently, most courses introducing intangible cultural heritage (ICH) remain superficial and formalistic, failing to truly grasp the cultural values embedded in ICH or its technical processes. They also lack in-depth research and exploration within local cultural contexts. Course content predominantly follows traditional teaching methods, mechanically reciting textbook materials while neglecting the systematic organization and refinement of locally rich, distinctive ICH traditions.

This results in students' understanding of ICH remaining at a superficial level, focusing only on intuitive elements like patterns and colors. For instance, when teaching Li brocade weaving techniques, instructors typically select iconic Li ethnic motifs such as Hercules patterns, fish designs, and frog motifs for demonstration, overlooking how to transform these cultural symbols into perceptible spatial languages and experiential contexts. Students struggle to master core techniques like extracting essential elements from ICH, modernizing them, and applying them to spatial design. Consequently, their completed works lack depth and soul, failing to reflect the intrinsic value of ICH or its significance for contemporary society.

3.2. Fragmented Value Guidance and Disconnection Between Ideological Education and Professional Integration

The value-oriented components in current curricula predominantly rely on superficial integration of ideological-political education with specialized courses, lacking effective synergy between theoretical frameworks and practical applications in cultural tourism spatial design. Firstly, value guidance content remains overly generalized and disconnected from real-world contexts, often reduced to generic ideological rhetoric that fails to align with the discipline's core characteristics or meet intangible cultural heritage preservation requirements. This approach demonstrates insufficient emphasis on cultural authenticity and responsibility during modernization processes of intangible heritage. Secondly, the evaluation system remains inadequate, with assessment methods primarily focusing on technical proficiency and student skills rather than systematic evaluation of cultural comprehension or value orientation alignment. Such deficiencies render value guidance efforts superficial, making it challenging to effectively implement these principles in classroom practice and achieve their intended educational impact.

3.3. Rigid teaching models and insufficient industry-education collaboration in talent cultivation

In traditional teaching approaches, instructional activities are primarily centered around classroom instruction. However, classroom teaching often overlooks the connection between learning content and local cultural tourism projects, resulting in a disconnect between theory and practice. Teaching methods tend to emphasize theoretical knowledge transmission while neglecting experiential and participatory learning formats such as field surveys, field visits, and demonstrations by intangible cultural heritage inheritors. This approach prevents students from comprehending the value concepts, cultural spirit, and specific requirements inherent in intangible cultural heritage transmission, ultimately hindering their ability to transform these elements into design capabilities and creative works.

Meanwhile, there is a lack of effective mechanisms for collaborative education among schools, local governments, and enterprises, with stable, sustained, and efficient partnerships yet to be established. Few intangible cultural heritage inheritors and corporate mentors participate in these initiatives, while heritage bearers rarely engage in classroom teaching or mentoring. Consequently, students struggle to systematically learn authentic intangible cultural techniques and their cultural significance. On the other hand, substantial corporate resources remain underutilized and fail to be effectively transformed into educational assets, resulting in students' limited understanding of real-world social development. This disconnect leads to most student designs remaining conceptual or paper-based, hindering practical implementation, commercialization, and marketization. Such circumstances hinder talent cultivation and the innovative preservation of intangible cultural heritage.

4. Pathways for Intangible Cultural Heritage Inheritance and Value Guidance in Vocational Education Cultural Tourism Space Design Courses

4.1. Establishing a Curriculum System for Recognition, Appreciation, Transmission, and Innovation

Given the practice-oriented nature of vocational education, it is essential to establish a comprehensive curriculum system comprising four interconnected and interdependent components: cognition, appreciation, inheritance, and innovation, to

achieve holistic and multi-level education on intangible cultural heritage. At the cognitive level, priority should be given to offering introductory courses on regional intangible cultural heritage while organizing field research activities for students. Through face-to-face interactions and the use of equipment like cameras and drones, students should systematically collect and organize local materials to create a “one heritage item, one archive” database, laying a solid foundation. During the appreciation enhancement phase, institutions should leverage partnerships with museums and exhibition halls both on and off campus, utilizing technologies such as virtual galleries and VR to create immersive heritage experience environments. Regular visits by heritage inheritors for demonstrations and guidance will further enhance students’ ability to perceive, appreciate, and discern aesthetic value. For inheritance continuity, a structured teaching mechanism requiring regular on-campus instruction should be implemented to ensure sustained skill transmission. The innovation phase requires courses integrating intangible heritage with modern digital design, where students master parametric design and AR/VR interactive techniques under faculty guidance to revitalize traditional heritage elements through contemporary spatial or digital cultural creations.

4.2. Integration into Real Project Contexts

Through authentic cultural tourism project platforms, we have established a talent development model featuring collaborative participation from schools, governments, enterprises, and communities. This approach enables the integration and mutual reinforcement of intangible cultural heritage preservation, development, and value orientation in practical applications. During project implementation, faculty members primarily provide students with theoretical knowledge and methodology training while assisting corporate mentors in technical implementation and project management. Cultural heritage inheritors focus on interpreting symbolic meanings and offering hands-on production guidance to ensure authentic cultural transmission. Local villagers actively share authentic product usage requirements and emotional attachments to the site, ensuring design works demonstrate cultural accuracy alongside technical feasibility and practical applicability. Throughout this comprehensive process, students recognize that intangible cultural heritage transcends historical preservation—it serves as a driving force for social progress and plays a vital role in personal development, fostering cultural confidence and problem-solving skills.

4.3. Strengthening Digital Technology Empowerment

By leveraging advanced digital technologies, we effectively enhance curriculum instruction and design practice activities to achieve comprehensive innovation improvements, thereby elevating the effectiveness and value orientation of intangible cultural heritage preservation efforts. In classroom teaching, cutting-edge tools such as Geographic Information Systems (GIS), drone aerial photography, and modeling are actively integrated into project field investigations, plan formulation, and final presentation processes, creating dynamic, engaging, and participatory learning experiences. Concurrently, a digital repository for intangible cultural heritage resources is established to systematically organize and manage diverse content including skill demonstration videos, digitized pattern designs, and 3D virtual exhibition halls, providing students with long-term, accessible learning support services. During design training sessions, students are encouraged to utilize Virtual Reality (VR) and Augmented Reality (AR) technologies to develop immersive cultural experience spaces with strong interactivity, enabling them to fully engage with and understand intangible cultural heritage traditions through hands-on immersion.

4.4. Improve the value-guidance mechanism

The core values of cultural confidence, social responsibility, and craftsmanship spirit are consistently integrated throughout the curriculum design. Course objectives explicitly emphasize promoting local traditional culture to support rural revitalization initiatives ^[5]. The content highlights the profound cultural heritage of intangible cultural heritage. For instance, through stories about the time-honored Ma Liu embroidery tradition, students learn about its pursuit of perfection, thereby cultivating craftsmanship spirit and professional ethics. The unity and perseverance embodied in dragon boat

culture further instill strong collectivism and a sense of honor. Additionally, the assessment system has been innovated to incorporate value-based considerations, establishing a comprehensive evaluation framework that assesses professional knowledge, cultural content transformation capabilities, and value alignment. This approach enables more accurate evaluation of students' cultural understanding, practical skills, and implementation of core values.

5. Conclusion and Prospects

In the context of vocational education, integrating intangible cultural heritage (ICH) preservation and value guidance into cultural tourism spatial design curricula serves as a vital approach to achieving dynamic transmission of traditional culture and cultivating applied design professionals. Current challenges in curriculum implementation—including superficial ICH integration, fragmented value guidance, and insufficient industry-education collaboration—require systematic solutions. These include establishing a comprehensive curriculum framework encompassing recognition, appreciation, transmission, and innovation; leveraging authentic project-based learning; utilizing digital technologies to enhance educational outcomes; and developing robust mentorship systems to harmonize ICH inheritance with value-oriented education.

As the cultural tourism industry continues to grow, public expectations for cultural experiences are rising, driving broader adoption of spatial design concepts rooted in local intangible cultural heritage. From a vocational education perspective, teaching reforms in cultural tourism spatial design must keep pace with contemporary trends, aligning with rural revitalization strategies and national cultural development goals while refining methods for integrating heritage elements into curricula. Strengthening school-enterprise partnerships is crucial—expanding collaborations with local heritage conservation organizations and design firms enables students to engage in hands-on projects, deepening their understanding of cultural traditions and fostering cultural identity through practice. Innovative approaches combining digital technologies with heritage preservation should be explored, particularly in virtual exhibitions and digital design tools, to transcend time and space constraints in heritage transmission. This allows students to creatively combine heritage elements into works that blend modern aesthetics with cultural significance and historical value. We encourage vocational institutions to participate in developing replicable teaching methodologies, cultivating design professionals who possess both technical expertise and cultural confidence while upholding core values, ultimately contributing to the industry's advancement.

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