



Research on the Educational Inheritance Value of Chinese National Culture under the Context of Rural Revitalization Strategy and Its Practical Path: A Case Study of Haian Flower-Drum Dancing

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Abstract. The primary purpose of this thesis is to clarify the necessity of cultivating students' good national cultural concepts in the process of implementing the education policy of "developing the country through science and education" and the rural revitalization strategy in colleges and universities. By analyzing the importance of the rural revitalization strategy and the current status of implementing the educational inheritance value in colleges and universities, this thesis proposes strategies to promote the implementation of student's good national cultural concepts. Visits to some colleges and universities and review of relevant literature provide theoretical basis for the argument of this thesis. Taking the national folk dance Haian flower-drum dancing as an example, the analysis and research reveal that the cultivation plan of students' good national cultural concepts in the implementation of the educational inheritance value in colleges and universities under the background of rural revitalization strategy should focus on: cultivating teachers' thinking in rural revitalization strategy, utilizing multimedia equipment, consolidating basic knowledge, and conducting practical activities. By adopting and applying the above strategies, the process of cultivating students' good national cultural concepts in colleges and universities under the background of the rural revitalization strategy can be effectively accelerated, thereby promoting the vigorous development of China's education cause.

Keywords: Rural Revitalization; National Culture; Inheritance Value; Practical Path; Haian Flower-Drum dancing.

1 Introduction

The concept of rural revitalization strategy is a high-quality product based on the rapid development of science and technology in China and the education policy of "developing the country through science and education". With the progress of society, the application of science and technology in education in China is becoming more and

more widespread. As colleges and universities, we should keep pace with the times and apply the concept of rural revitalization strategy, because colleges and universities are educational institutions for cultivating practical technical talents for society, covering various fields of society and leaning towards practical positions, so the students' understanding of knowledge is particularly important. The concept of rural revitalization strategy helps students develop good habits and is an effective channel for cultivating a good national cultural concept[1]. Therefore, the application methods should be flexible and updated in real time with the progress of society. Therefore, the content of this thesis has theoretical significance for improving the quality of educational inheritance value implementation under the education policy of "developing the country through science and education" in China, practical significance for better carrying out the cultivation plan of students' good national cultural concepts in colleges and universities under the background of rural revitalization strategy, and important protective significance for the actual inheritance of local intangible cultural heritage such as Haian flower-drum dancing.

2 Importance of Rural Revitalization Strategy

Please The concept of rural revitalization strategy is a high-quality product of modern education. It emerges as an innovative and optimized approach to implementing educational inheritance values under the basic educational policy of "developing the country through science and education". Its main implementation approach relies on network technology, computers, or multimedia devices, utilizing advanced scientific techniques to achieve educational inheritance value implementation goals. Its role is also diverse. Firstly, the rural revitalization strategy concept can effectively enhance the efficiency of educational inheritance value implementation. By presenting abstract knowledge in a visual manner to students, it helps them better understand conceptual or micro-world knowledge points. Secondly, the rural revitalization strategy concept plays a significant role in enhancing students' interest in learning[2]. Students are often intrigued by advanced technological means such as network technology, leading to increased focus in the classroom, meeting the requirements of modern interest-based education. Lastly, the rural revitalization strategy concept effectively improves the efficiency of educational inheritance value implementation in most schools, enabling teachers to better achieve educational inheritance value implementation goals and promoting the development of China's colleges and universities education industry. It also provides students with more practical opportunities, which promotes their comprehensive development of character and accelerates the process of cultivating students' good national cultural concepts in colleges and universities. The main purpose of this thesis is to design and practice the reform of rural revitalization strategy concept classroom teaching techniques in colleges and universities disciplinary courses. By integrating the rural revitalization strategy concept classroom mode into disciplinary courses, it can effectively enhance students' ability to apply knowledge and practical skills. This research adopts a literature research method, providing some theoretical basis for the analysis of the article through the search of relevant literature.

This thesis combines the meaning of the rural revitalization strategy concept classroom mode with the analysis of teaching problems in disciplinary courses, which to a certain extent can promote the reform of colleges and universities curriculum teaching and lay a solid foundation for students' comprehensive development. With the rapid development of China's education cause, the cultivation of high-quality, versatile talents adapted to social and economic development has become the focus of attention for many teachers. From the current situation, most universities are gradually transitioning to applied schools to cultivate more students with strong knowledge application abilities. Therefore, university teachers should integrate the rural revitalization strategy concept classroom mode into teaching, design different teaching plans based on students' national cultural concepts, and strengthen the mastery of management-related skills through the use of modern information technology, providing a basic guarantee for curriculum reform in colleges and universities. In the perspective of rural revitalization, Nantong Institute of Technology has established the "Folk Five Generations Haiian Flower-Drum Dancing Art Research Center," with the "Haiian Flower-Drum Dancing Cultural and Creative Design Studio" under it. It organizes teachers and students to design and process cultural and creative products related to Haiian flower-drum dancing, including modeling and movements. The school also offers four elective courses related to Haiian flower-drum dancing, inviting "Haiian Flower-Drum Dancing Intangible Cultural Heritage Inheritors" to teach music, movements, and choreography of Haiian flower-drum dancing on campus.

3 Status Quo of Educational Inheritance Value Transformation in Teaching at Colleges and Universities under the Context of Rural Revitalization Strategy

3.1 Traditional Implementation Methods of Educational Inheritance Value

Traditional teaching methods have become inadequate to meet the psychological needs of contemporary university students. In the process of disciplinary teaching at colleges and universities, the teaching plans designed by teachers are often dull and monotonous, making it difficult for students to concentrate in class and engage in learning. Most teachers still rely on traditional teaching methods, lacking vividness and humor in their teaching styles, which fails to stimulate students' interest in learning. Furthermore, teachers often focus solely on explaining new vocabulary, translating between English and Chinese, and analyzing grammar, without effectively communicating with students[3]. As a result, the classroom atmosphere becomes dull, leading to a gradual decrease in students' enthusiasm for participating in practical activities. Moreover, teachers have not incorporated newly released national educational concepts into their teaching, deviating from the normal teaching track, resulting in a failed teaching task and significantly affecting students' future learning. From a practical perspective, traditional teaching methods have become obstacles for students to absorb excellent traditional national culture. Therefore, teachers need to change their teaching methods, enrich teaching approaches, make the classroom atmosphere

vibrant and lively, stimulate students' interest in learning through interesting practical activities, and better integrate Chinese excellent traditional national culture into disciplinary teaching at colleges and universities. Teachers are the main source of knowledge acquisition for students in colleges and universities. Therefore, teachers' methods of implementing educational inheritance values will greatly affect students' learning efficiency and understanding of knowledge. Hence, teachers' methods of implementing educational inheritance values should be diverse and targeted. The rural revitalization strategy concept classroom teaching mode refers to students independently learning by watching videos of teachers' course explanations prepared in advance before or outside of class. In this mode, teachers do not use class time to impart knowledge to students, but the classroom becomes an important place for effective interaction and communication between teachers and students, further enhancing the teaching effectiveness. From a practical perspective, the rural revitalization strategy concept classroom teaching mode addresses the shortcomings of traditional teaching methods, stimulates students' learning interests, enhances their independent national cultural concepts, strengthens the relationship between students and teachers, improves students' practical abilities, and promotes their future development[4]. However, in the actual implementation of educational inheritance values in education, many teachers still only use traditional oral teaching methods, and after class, they continue to use rote memorization tactics, striving to achieve qualitative changes through quantitative changes. While this approach is not entirely ineffective, it is inefficient and tends to be boring for students with inadequate self-control, failing to achieve the desired learning objectives. The traditional implementation methods of educational inheritance values are influenced by the traditional exam-oriented education system, believing in the system of practice makes perfect. In the new era, educational institutions should pay more attention to the diversified development of students, use strengths to drive weaknesses, and steadily develop with the goal of cultivating students' good national cultural concepts and promoting diversified development.

3.2 Lack of Interest in Learning

Traditional teaching methods are no longer able to meet the needs of modern students. Most disciplinary courses in universities adopt a monotonous and uninteresting teaching mode, where teachers simply impart theoretical knowledge orally. Throughout the course, outdated and complex cases are inserted, causing a decline in students' interest in learning and making the classroom atmosphere even more dull. This often leads to students feeling bored and disinterested. Through practical investigations, it is found that university students perceive disciplinary course content as overly complex and theoretical, lacking practical relevance to daily life. Consequently, students may skip classes, feeling that the content taught by teachers is hollow and disconnected from reality. Traditional teaching methods may help students understand management principles and theoretical knowledge deeply, but they often fail to integrate theory with practice. As a result, students may struggle to comprehend the related knowledge thoroughly, lack practical skills, and fail to solve real-life problems.

Currently, regardless of the subject, examinations are typically the sole determinant of academic performance. This assessment method merely reflects the outcomes without shedding light on the process of controlling course teaching. Moreover, exam papers mainly consist of simple analysis and multiple-choice questions, which only assess students' grasp of theoretical knowledge without evaluating their ability to apply knowledge. Consequently, students may adopt a mindset of memorizing key points before exams without improving their ability to apply knowledge.

Interests are vital in students' education, as developing interest leads to the formation of better study habits and increased initiative in learning. Interest education has always been one of the essential components of modern quality education. However, in the actual implementation of educational inheritance values, various factors may prevent the cultivation of interest in learning. Objectively, many teachers have a single approach to implementing educational inheritance values, lacking flexibility and tailored teaching methods, leading some students to gradually develop feelings of boredom, severely hindering the cultivation of interest in learning. Subjectively, there are many tempting factors in the learning process, such as electronic games and online novels. Without good self-control, students may become addicted to these distractions, severely impacting their learning efficiency, hindering the formation of learning interests and habits, and fostering laziness with far-reaching consequences.

3.3 Neglect of Student Habit Formation

Colleges and universities prioritize the cultivation of talents with strong social adaptability and high-quality applied skills. Disciplinary foundational courses are complex professional courses, and they are also compulsory courses for management majors. They cover a wide range of applications, aiming to equip students with basic management skills. Through practical investigations, it is observed that colleges and universities are developing slowly, failing to keep pace with the times. Consequently, most schools are either in the early stages of development or in a transitional phase, still emphasizing theoretical knowledge as the main teaching content. Furthermore, some colleges and universities overly emphasize students' mastery of theoretical knowledge related to management basic functions in disciplinary courses. They fail to integrate practical activities into teaching, neglecting hands-on operational skills. In class, teachers still use traditional teaching methods, focusing solely on explaining theoretical knowledge. For example, when teaching the chapter on communication, teachers only impart the process and theoretical knowledge and skills of communication to students, without engaging in additional interaction and communication. This inability to keep up with the teacher's thinking leads to students losing interest and enthusiasm in participating in teaching activities and prevents them from applying communication skills flexibly in real life. Colleges and universities need to set cultivating applied talents as teaching goals, requiring students to thoroughly understand theoretical knowledge and possess relevant skills to handle management issues. However, the teaching mode of courses does not align with the goal of talent cultivation, which to some extent affects the quality and efficiency of course teaching. Learning habits are gradually formed proactive learning behaviors developed over years. The

formation of learning habits can effectively improve students' time management skills, among other benefits. However, in actual learning life, many students suffer from procrastination, prioritizing entertainment over completing tasks. Over time, learning becomes a passive task, hindering the development of initiative and severely restricting the formation of students' learning habits. Additionally, teachers often quantify assignments without providing opportunities for expansion, causing students lacking in initiative to fail to achieve the expected learning goals.

3.4 Insufficient Development of School National Culture

The optimal entry point for the technological reform of rural revitalization strategy classroom teaching in disciplinary foundational courses primarily focuses on cultivating students' strong management skills[5]. It follows the steps of pre-class knowledge dissemination, in-class knowledge digestion, and post-class summary and integration: First, modularize and preview disciplinary foundational knowledge. Second, exchange knowledge digestion with imparting theoretical disciplinary professional knowledge, fully leveraging the role of multimedia technology to allow students to grasp the knowledge of each module before class through videos. In the classroom of disciplinary courses, teachers answer students' questions and organize teaching activities to enhance students' application of knowledge. The main task after class is to summarize the teacher's teaching process and teaching mode, understand students' mastery of knowledge, and consolidate it. Through practical investigations, it is found that whether before or after class, students can effectively communicate on platforms such as QQ or WeChat. Teachers can design assessment standards corresponding to each module through this method, abandoning the original teaching mode. Additionally, teachers can organize some corresponding teaching activities based on the learning content of modules to stimulate students' interest in learning, integrate theoretical teaching with practical teaching activities, and enable students to use theoretical knowledge to solve management problems encountered in practice, thereby enhancing management abilities[6]. The level of development of a school's national culture to a certain extent represents the learning environment and atmosphere of the school. A good learning atmosphere can help students form a positive competition, learn from each other, and progress together. Conversely, a poor learning environment and atmosphere may lead students astray unconsciously. In actual implementation of educational inheritance values, some colleges and universities do not establish typical models or perfect strict systems. Many students engage in marginal behavior, and the school just lets it go. Over time, the school atmosphere deteriorates, and behaviors such as fighting and campus bullying may occur.

4 Educational Inheritance Value Transformation Strategy in Colleges and Universities Teaching Based on the Rural Revitalization Strategy Context

Under the context of rural revitalization strategy, the transformation strategy for educational inheritance values in colleges and universities teaching encompasses several specific designs for disciplinary foundational courses: ① Content Integration and Practical Integration: Firstly, colleges and universities divide the content of disciplinary courses into four major modules: leadership, decision-making, organization, and control. These modules are then reorganized, broken down into multiple projects, and integrated with practical work tasks to form a cohesive whole. This approach enhances students' practical abilities. Notably, Nantong Institute of Technology emphasizes the infusion of national traditional culture into student education. At the institutional level, it establishes the "National Folk Dance Haian Flower-drum Dancing Research Center" and offers four public elective courses on Haian Flower-drum Dancing. ② Establishing a group learning model is an effective measure to enhance students' practical management abilities. This model not only stimulates students' interest in learning but also promotes communication among students, allowing them to learn from each other's study skills and ideas. For instance, Nantong Institute of Technology initiates the "Ten Haian Flower-drum Dancing Inheritors" project, forming teacher and student Haian Flower-drum Dancing teams to carry out inheritance and research activities. ③ Clear and Specific Teaching Tasks: Teaching tasks are indispensable in the rural revitalization strategy classroom model and should be emphasized and clearly defined. To ensure students effectively grasp pre-class knowledge, teaching tasks should have clear learning objectives, highlighting the key aspects of each module's learning tasks. The teaching approach involves focusing on the key and difficult points of each module, designing tasks, utilizing videos for knowledge explanation, recording questions, conducting group discussions, and summarizing by the teacher. These tasks are communicated to students through the teaching platform, enabling students to establish their learning objectives and ultimately enhancing their management abilities. Nantong Institute of Technology leverages resources from the school's 3D printing research institute to conduct Haian Flower-drum Dancing modeling design and printing, and utilizes the virtual research lab of the Computer and Information Engineering College to conduct research on Haian Flower-drum Dancing rhythm. ④ Recording relevant course videos ensures students solidify their grasp of professional theoretical knowledge. These instructional videos, recorded by teachers, should feature clear language, explicit learning objectives, and detailed knowledge explanations. Once recorded, they are uploaded to the teaching platform for students to complete their learning tasks.

The steps for internalizing classroom knowledge are mainly designed as follows: the teacher answers students' questions, establishes groups for discussion, shares students' achievements, and conducts summary and evaluation. In the teaching classroom, students are divided into several groups, with each group presenting the key difficulties encountered in their learning, and the teacher answers them one by one.

Secondly, each group is required to discuss and exchange views on pre-class cases, and present them in the form of slides to the whole class; finally, the teacher summarizes and evaluates the students' performance. By utilizing the school management system, data analysis is conducted on students' online assignments, questionnaires, reports, discussion topics, and behavior logs. Students can discover new learning structures, methods, and rules. A comprehensive understanding, recording, and analysis of students' different learning characteristics, foundations, and behaviors can help identify students' learning needs and obstacles, and then effectively provide accurate and personalized teaching models. To achieve the efficiency of the school management system, it is necessary to go beyond traditional teacher-oriented education, emphasize the construction of teaching resources, and engage in various learning data analysis and the development of student-oriented learning resources, especially considering students' affinity for images, articles, films, and short videos. The construction of learning resources in the school management system is based on an analysis of the rural revitalization strategy for college students, conducting targeted and personalized resource teaching. Therefore, "data-driven teaching" can realize a high-quality teaching evaluation mechanism, which is an important way for student management education to effectively achieve its goals. The Haian Flower-drum Dancing Research Center of Nantong Institute of Technology has introduced an evaluation mechanism, organizing teachers and students to evaluate and provide feedback on the teaching process and results of Haian Flower-drum Dancing, and uploading the data to the academic affairs system for sharing with students.

In terms of student management, the use of the rural revitalization strategy can help students develop clear career plans for the future. College students usually learn a lot, and it is difficult to collect this data using traditional management methods. By leveraging the widespread application of rural revitalization strategy technology, it is easy to collect data on each student's learning situation and participation in activities, and conduct differentiated data analysis based on students' different situations to provide career planning advice suitable for their own efficiency. By utilizing the rural revitalization strategy to understand the current social demand for talents, students can plan their career paths from the beginning of their university education. This allows students to understand the current employment situation and industry trends, and guides them in their career development direction, enabling them to better engage in learning activities. During their university years, students can fully learn relevant job skills and seek multiple employment channels for themselves upon graduation, thereby enhancing their core competitiveness. The Haian Flower-drum Dancing Research Center of Nantong Institute of Technology, targeting the rural revitalization strategy, encourages students to use Haian Flower-drum Dancing cultural and creative products combined with new media technology to carry out innovative entrepreneurial practices, achieving remarkable results.

After the course ends, teachers need to summarize and consolidate, while students need to engage in self-reflection and contemplation. Learning management knowledge for students is not limited to the content taught in videos; it also requires summarizing and organizing the learned content after class, and deepening the understanding and mastery of knowledge through relevant books. Teachers need to organ-

ize and evaluate students' work, summarize all aspects of the teaching process, and utilize platforms such as QQ or WeChat to encourage students to discuss what they have learned, thereby strengthening students' ability to apply knowledge.

From the current situation, the application of the rural revitalization strategy concept in classroom teaching in colleges and universities is still in its infancy. Some teachers still adhere to traditional teaching concepts and methods, failing to fully recognize the positive role of the rural revitalization strategy concept in classroom teaching. Due to the rapid pace of updating management knowledge and the complexity of the cases discussed, teachers face significant challenges and need to invest a great deal of energy both in and out of class. As a result, teachers of such courses face dual pressures. Therefore, schools should focus on changing teachers' attitudes, making teachers recognize the teaching mode of the rural revitalization strategy concept, and understanding its promoting role and positive significance. Encouraging teachers to try the teaching mode of the rural revitalization strategy concept is essential.

In the process of implementing the teaching model of the rural revitalization strategy concept, teachers should possess strong skills in video production and the construction of teaching internet platforms. Most teachers of basic theoretical courses lack strong computer technology skills, while the teaching model of the rural revitalization strategy concept has strict requirements for video production. Therefore, teachers of basic theoretical courses should put more effort into video production and develop their abilities to perform in front of the camera. Additionally, activities organized by student associations such as photography associations and computer associations can be utilized to refine the recorded teaching videos, thereby stimulating students' interest in video learning. Regarding the construction of internet platforms, colleges and universities need to allocate funds to purchase relevant equipment and establish campus internet platforms to ensure the smooth operation of the teaching model of the rural revitalization strategy concept.

An effective way to improve the teaching quality of this model is to design a diversified subject course assessment system that conforms to the teaching model of the rural revitalization strategy concept. In this teaching model, students need to use videos to complete management theory knowledge before class. In-class, teachers need to organize activities such as classroom speeches or role-playing. During the process of pre-class learning and in-class activities, a reasonable assessment system needs to be established to stimulate students' enthusiasm for autonomous learning. Therefore, teachers need to integrate personal performance, pre-class learning effects, classroom discussions, and other content with the course assessment indicators, allocate proportions reasonably, and establish a diversified course assessment system to create a good learning environment. Through analysis and research, it is found that the integration of the teaching model of the rural revitalization strategy concept into college subject courses is necessary to promote the transformation of colleges and universities to applied types and to improve student management quality. The application of the teaching model of the rural revitalization strategy concept can not only enable students to master relevant management skills but also promote the development of colleges and universities[7]. From a practical perspective, the reform of college courses

can cultivate talents with strong knowledge application capabilities for the country, thereby continuously promoting the development of China's education industry.

4.1 Cultivating Teachers with the Conceptual Thinking of Rural Revitalization Strategy

Schools should regularly train teachers to keep pace with modernization and apply scientific and technological advancements to educational practices[8]. For instance, Nantong Institute of Technology invited over 80 senior local inheritors of intangible cultural heritage, such as the Haian flower-drum dancing, to conduct cultural inheritance lectures on campus. Simultaneously, they assisted the elder inheritors in learning basic operations of new media and encouraged younger Haian flower-drum dancing inheritors to innovate their educational practices. Regular report meetings are held and outstanding examples are elected to help other teachers improve the quality of educational inheritance implementation[9].

4.2 Utilizing Multimedia Equipment

Schools should equip every classroom with multimedia devices and regularly maintain and repair them. Additionally, teachers should be trained regularly on how to use these devices, and open classes should be conducted periodically, requiring teachers to integrate courseware and other equipment into their teaching methods. For instance, Nantong Institute of Technology applied for provincial-level recognition as an outstanding traditional Chinese cultural inheritance construction unit and increased investment to purchase advanced equipment for the inheritance and research of Haian flower-drum dancing[10].

4.3 Consolidating Basic Knowledge

Basic knowledge serves as the foundation for expanding knowledge. Therefore, both students and teachers should grasp fundamental concepts, prioritize basic knowledge, and review them repeatedly to ensure the steady improvement of students' understanding of national culture concepts[11]. Excessive pursuit of speed can lead to unstable foundations and unreliable knowledge mastery. For example, the Haian flower-drum dancing research center at Nantong Institute of Technology delves into the lives of elder inheritors, learning about the "past and present" of Haian flower-drum dancing, thereby solidifying the artistic foundation of Haian flower-drum dancing.

4.4 Conducting Practical Activities

Practical activities provide students with the only channel to verify basic knowledge. Engaging in such activities can effectively enhance students' practical skills and their ability to apply knowledge flexibly. Classes should regularly hold meetings, debates, or speeches to boost students' courage and logical thinking[12]. Schools should also

organize regular national culture construction activities of a certain scale, visit educational sites, and cultivate students' correct and positive outlook on life, worldviews, values, and social responsibilities. For instance, Nantong Institute of Technology places great importance on the dissemination and practice of national folk dance Haian flower-drum dancing, launching the "Ten-Hundred-Thousand-Ten Thousand" project, which includes forming ten teams of young teacher artistic inheritors, establishing hundred-member Haian flower-drum dancing interest groups, holding thousand-member campus-wide Haian flower-drum dancing performances, and hosting ten-thousand-member local Haian flower-drum dancing exchange competitions.

5 National Culture Coordinates for Teaching in Colleges and Universities Based on the Rural Revitalization Strategy

Campus behavior national culture not only reflects the level of civilization of a school but also demonstrates the educational and managerial level of the institution. Schools should earnestly implement the Student Code of Conduct and Student Daily Behavioral Norms, actively carry out the "cultivation of morality" project, and guide students to engage in moral education, psychological health education, physical and aesthetic education activities, and scientific and technological innovation activities. This fosters the development of innovative talents who possess comprehensive moral, intellectual, physical, and aesthetic qualities.

6 Conclusion

Through the analysis and research in this thesis it is evident that in the rapidly developing education industry, the cultivation of students' sound national culture concepts is not only necessary for the implementation of educational inheritance values in colleges and universities under the background of the rural revitalization strategy but also essential for the overall improvement of students' comprehensive qualities and the diversified development of their characters in China. Therefore, this thesis proposes the following strategies based on the analysis of the importance of the rural revitalization strategy concept and the current status of educational inheritance value implementation in colleges and universities, combined with the practices of Haian flower-drum dancing inheritance at Nantong Institute of Technology: cultivating teachers' conceptual thinking of the rural revitalization strategy, leveraging multimedia equipment, consolidating basic knowledge, and conducting practical activities. These strategies address the three aspects of colleges and universities, teachers, and students, aiming to facilitate the comprehensive implementation of student cultivation plans for sound national culture concepts under the background of the rural revitalization strategy. This approach aims to promote the overall improvement of students' comprehensive qualities, thereby driving the vigorous development of China's education industry.

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