Original Paper

Research on the Pathways for Deep Integration of Intangible Cultural Heritage and Study Travel in Chengdu under the Background of Cultural-Tourism Integration: A Case Study of Xinjin Rope Weaving

Zongying Yang

Chengdu Textile College, Chengdu, Sichuan, 611731, China

Abstract

This paper discusses the path of deep integration of intangible cultural heritage through rope weaving and study travel, aiming to promote the inheritance and innovation of intangible cultural heritage through the integration of culture and tourism. The research shows that the design of teaching content, the balance of inheritance and innovation, the systematic teacher training, the diversified evaluation mechanism, and cross-regional cooperation and resource sharing are the key paths to the sustainable development of intangible cultural heritage. Through study travel, students can not only master rope weaving skills in practice but also enhance their sense of identity and protection of cultural heritage. However, problems such as resource differences and inconsistent teaching evaluation standards have also been found in the research. In the future, this model needs to be further optimized through empirical research. This paper provides a new perspective and practical path for the combination of the inheritance of intangible cultural heritage and study travel, which has important theoretical and practical significance.

Keywords

Intangible cultural heritage rope weaving, Study travel, Cultural heritage, Teaching innovation, Cross-regional cooperation

1. Introduction

1.1 Research Background

1.1.1 Definition of Cultural and Tourism Integration and Its Impact on Intangible Cultural Heritage

In order to achieve mutual promotion and win-win development for both, the terms "integration of culture and tourism" refer to the close coordination and integration of resource integration, product development, and market promotion in the two domains.

In recent times, the integration of culture and tourism has gained significant momentum in promoting regional economic development, owing to the swift growth of the global cultural industry and tourism. Integrating culture and tourism is crucial for safeguarding and passing down intangible cultural heritage, particularly in China. It also helps to improve the perception of tourism-related products and enhances visitor experiences. Intangible cultural legacy can be shown and distributed more extensively through the fusion of tourism and culture, which will increase its vitality and impact. The general awareness of intangible cultural assets can be effectively raised through the combination of culture and tourism, enabling it to transition from a closed inheritance system to a new open communication era. Simultaneously, the rapid growth of tourism has given intangible cultural assets a larger platform for exhibition, drawing big crowds and investments in social capital. Intangible cultural legacy can be better incorporated into contemporary life by integrating culture and tourism, opening up new avenues for expression and communication. In some places, for instance, intangible cultural heritage can be combined with contemporary tourism products to form a distinctive tourism brand and support the growth of the local economy by setting up intangible cultural heritage experience activities and theme tourist routes. However, there are obstacles to overcome in the integration of culture and tourism, even as it supports the growth of intangible cultural resources. For instance, the propensity for culture to become more commercialized may compromise the authenticity of intangible cultural assets. Thus, ensuring the sustainable growth of intangible cultural assets while striking a balance between economic gains and cultural preservation has emerged as a critical problem that needs to be resolved quickly in the process of integrating cultural tourism.

1.1.2 Overview of Chengdu Intangible Cultural Heritage

Rich in treasures related to intangible cultural heritage, Chengdu is a well-known historical and cultural city in China. These cultural legacies showcase Chengdu's rich historical legacy and cultural accumulation while also showcasing the distinctive regional traits and folklore. In Chengdu, there are currently 95 province and 40 national intangible cultural heritage projects that encompass a variety of subjects, including folklore, traditional music, dance, folk literature, traditional skills, and traditional medicine. Sichuan opera and Chengdu teahouse culture are striking representations of Chengdu's humanistic style, while Sichuan embroidery, Chengdu lacquerware, Sichuan bamboo weaving, and other technical intangible cultural heritages represent the pinnacle of Chengdu's arts and crafts. Chengdu has made notable progress in the last few years in safeguarding and passing on its intangible cultural assets. It has aggressively encouraged the transmission and innovation of intangible cultural assets in addition to fortifying the rescue and protection of heritage projects. By organizing representative inheritors of intangible cultural heritage projects, establishing intangible cultural heritage inheritance bases, and hosting intangible cultural heritage festivals, Chengdu has progressively

developed a comparatively flawless intangible cultural heritage protection system. In order to create a variety of intangible cultural heritage cultural and creative products as well as intangible cultural heritage tourism routes with local characteristics, Chengdu has simultaneously combined intangible cultural heritage with the cultural tourism industry. This has drawn a sizable number of tourists who come to experience and comprehend Chengdu's intangible cultural heritage. These actions not only support the preservation and transfer of intangible cultural assets but also provide Chengdu's social and economic growth new life.
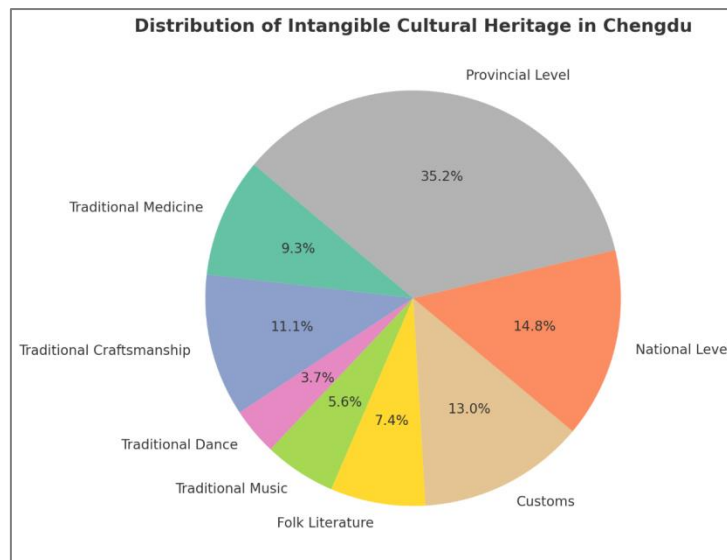

The above pie chart shows the number and proportion of different types of intangible cultural heritage projects in Chengdu. These categories include national, provincial, folk literature, traditional music, traditional dance, traditional skills, traditional medicine and folklore. According to the chart, national and provincial intangible cultural heritages account for a large proportion, with 40 and 95 items respectively, showing Chengdu's outstanding performance in protecting and inheriting high-level intangible cultural heritage projects. The traditional skills and folklore projects also account for a considerable share, with 30 and 35 items respectively, reflecting the rich folk culture and handicraft heritage in Chengdu. The number of folk literature, traditional music, traditional dance and traditional medicine projects is relatively small, but these categories are still an important part of Chengdu's cultural heritage, showing a variety of cultural protection strategies. Through this chart, we can intuitively see the distribution of intangible cultural heritage in Chengdu, reflecting the status of different types of projects in the overall cultural heritage protection. This will help to further explore the strategy and resource allocation of intangible cultural heritage protection in Chengdu.

1.1.3 Current Situation and Development Trend of Study Travel

A type of instructional tourism known as "study travel" has progressively gained popularity in recent years. Encouraging students to partake in the real travel experience blends education with tourism. It

seeks to broaden pupils' perspectives and improve their comprehension of nature, culture, and history. Study travel is becoming a significant add-on to China's educational system, particularly for pupils in primary and secondary schooling. The study tour's itinerary typically consists of going to historical places, museums, and picturesque natural areas in addition to engaging in hands-on activities like scientific and technological experimentation and manual production. This type of travel enhances students' extracurricular activities while also igniting their enthusiasm in education, developing their practical skills, and building teamwork. Study travel has demonstrated a significant development trend because to the ongoing upgrading of educational concepts and the growing demand from parents for high-quality education. The development of study travel has also been strongly aided by the support and promotion of governmental policy. Study travel guidelines and implementation plans have been released by numerous local governments in an effort to standardize and encourage the healthy growth of this new business. Study travel is growing quickly, but it also has to deal with a number of issues and obstacles, like a non-standardized market, severe product homogenization, and a shortage of instructors. Study travel will continue to grow in the future due to the growing attention and demand from society for high-quality education, but it still needs to be further developed in terms of management, innovative content, and security in order to better serve the needs of parents and students and support the industry's sustainable growth.
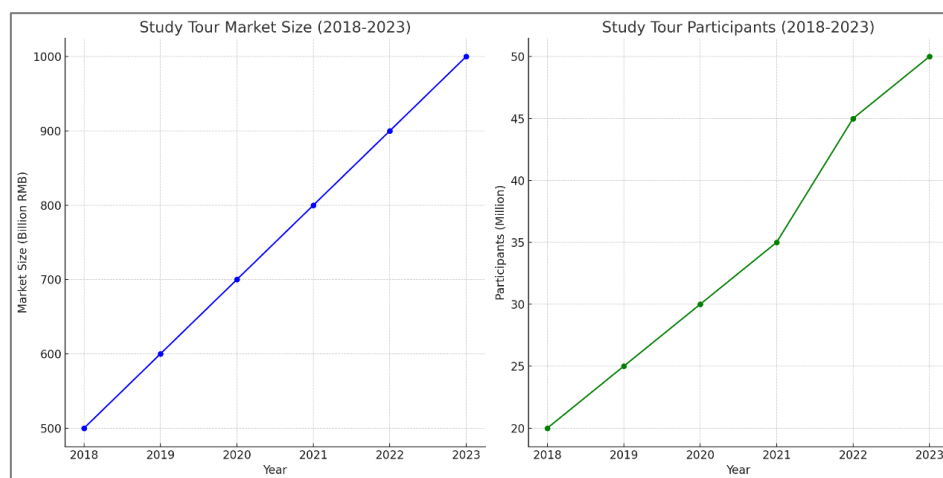
Data source: data report released by market research company

China's study travel market has grown significantly, from RMB50 billion in 2018 to RMB100 billion in 2023. This pattern illustrates how popular and important study travel is becoming as a teaching tool. The number of students engaging in self-directed travel grew from 20 million in 2018 to 50 million in 2023, indicating that parents and students are becoming more aware of and attentive to self-directed travel. This upward trend also illustrates how beneficial student travel is for broadening their perspectives and developing their practical skills.
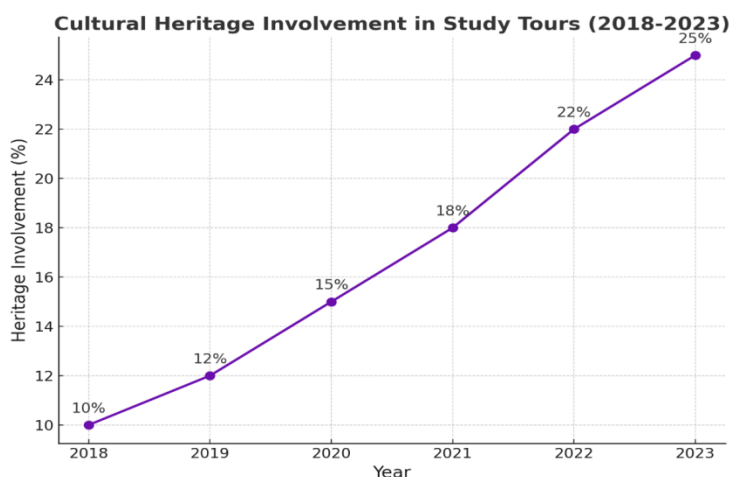
Data source: data report released by market research company

By 2023, study tours will account for 25% of cultural heritage programs, up from 10% in 2018. This pattern indicates that the importance of cultural heritage education in safe travel is growing. A growing number of study abroad programs are incorporating cultural heritage into their curricula to assist students learn about and pass on traditional cultures in real life, in response to the growing societal focus on cultural identity and heredity.

1.2 Purpose and Significance of the Study

1.2.1 Discussion on the Protection and Inheritance of Intangible Cultural Heritage under the Background of Cultural and Tourism Integration

The loss of traditional skills and the dating of inheritors are just two of the exceptional problems that intangible cultural heritage is experiencing in the context of rapidly accelerating industrialization and globalization. In this regard, combining culture and tourism has emerged as a cutting-edge strategy for safeguarding and passing down intangible cultural assets. The incorporation of intangible cultural heritage into the tourism industry chain has the potential to augment its economic value while simultaneously elevating society's awareness and appreciation of it. This, in turn, can foster the ongoing transmission and advancement of intangible cultural heritage. This article aims to investigate the ways in which integrating culture and tourism might safeguard intangible cultural assets and encourage living inheritance.

In order to provide theoretical support and useful guidance for the preservation and inheritance of intangible cultural heritage, this paper will analyze successful cases of integrating cultural tourism in order to identify key elements and best practices in the interaction between culture and tourism. It will also make relevant policy recommendations and practical recommendations. In order to maintain the integrity and authenticity of intangible cultural assets, this article will also address how to strike a balance between commercialization and cultural protection during the integration process of cultural tourism.

This research has practical implications for advancing the preservation and inheritance of intangible cultural heritage and aiding in the accomplishment of the twin objectives of cultural heritage protection

131

and economic development in the new era. It also has significant academic value for enhancing the theory of cultural tourism integration.

In addition to having significant academic value for advancing the theory of cultural tourism integration, this research has practical value for advancing the preservation and transfer of intangible cultural heritage, thereby advancing the twin objectives of economic development and cultural heritage preservation in the modern era. Furthermore, it is impossible to overlook how sightseeing fosters students' sense of cultural duty. Many traditional cultural heritages are in danger of being lost or forgotten in the context of globalization. The question of how to preserve and pass on this priceless cultural legacy in contemporary society has become essential. Students participate in cultural heritage through study excursions, in addition to receiving cultural knowledge.

They can gain a profound understanding of the value and brittleness of cultural heritage through their personal involvement in cultural heritage protection activities, such as maintaining monuments, crafting traditional handicrafts, taking part in folk activities, etc. This instills in them a sense of duty to preserve and pass on these cultural treasures. By educating students about their significant role in cultural heritage and encouraging them to actively participate in the practice of cultural heritage protection, this participatory education model not only improves their educational experience but also helps them recognize cultural heritage on an emotional level. Through a variety of activities, the study tour also encourages the development of students' overall quality. Study travel places an emphasis on the integration of practice, experience, and reflection, whereas traditional classroom instruction frequently concentrates on imparting knowledge. This type of instruction places a greater emphasis on developing students' practical skills, sense of teamwork, and creative thinking. During a study tour, for instance, students can be required to finish a job in groups, like documenting and evaluating the current state of a cultural heritage site or creating a plan to protect cultural heritage.

In order to do the assignment, students should not only apply their knowledge but also the division of labor, which fosters teamwork and leadership skills. Study tours also frequently incorporate the application of multidisciplinary knowledge. Integrating their understanding of physics, geography, art, history, and other subjects helps students become more well-rounded and enhances their capacity to apply their information in a comprehensive way. At the same time, students' capacity for cross-cultural understanding has increased as a result of their exploration of historical locations with various cultural backgrounds. They have acquired the ability to accept and value cultural diversity, which is essential for developing modern, globally minded citizens.

However, study travel also faces many challenges in practice. First of all, the organization and implementation of study tours require a lot of resources, including time, money, and manpower, which makes many schools and families unaffordable and leads to an imbalance in the distribution of educational resources. Some areas with poor economic conditions may not be able to provide students with sufficient study travel opportunities, which limits their access to and understanding of cultural heritage. Secondly, the quality of study tours is uneven, and some activity organizations lack scientific

planning and professional guidance, which leads to students' inability to deeply understand the true value of cultural heritage. In addition, the current evaluation system of study travel is not perfect, and the traditional test scores cannot fully reflect the harvest and growth of students in study travel. How to establish a diversified evaluation mechanism to objectively measure the learning effect of students on study travel is still a problem that needs to be studied in depth.

Looking forward to the future, the role of study tours in cultural heritage education will become more and more important. With the continuous renewal of educational concepts and the enhancement of social awareness of cultural heritage protection, study travel is expected to be promoted and popularized in a wider range of contexts. In order to achieve this goal, the education department needs to formulate more perfect policies and measures to support and encourage schools to carry out various forms of study travel activities and to provide the necessary financial support for students with financial difficulties to ensure that every student has the opportunity to participate in these beneficial education activities. At the same time, the organizers of the study tour should also strengthen the design and implementation of the content of the activities to ensure that students can gain something from each trip and truly achieve the dual goals of education and experience. Through these efforts, study travel will not only become an important carrier of cultural heritage education but also a powerful means to cultivate students' comprehensive quality and enhance their sense of cultural identity and responsibility. In the future, in the context of globalization, study tours can also serve as a bridge for cross-cultural exchanges. Students from many nations and areas can learn about each other's cultural history, strengthen ties and understanding among young people worldwide, and work together to save and pass on cultural legacy through international collaboration and exchanges. In summary, the special function and wide range of opportunities presented by sustainable travel in cultural heritage education not only give educators fresh perspectives, but also provide solid backing for the long-term preservation of cultural assets.

2. Overview of Xinjin Rope Weaving

2.1 The Origin and Development of Rope Weaving Skill

2.1.1 Historical Background of Rope Braiding

Rope weaving dates back tens of thousands of years to the prehistoric era, when humans first began creating one of their oldest handicrafts. At that point, early humans started using the natural materials in their environment—vines, grass stems, bark, etc.—to make crude living tools by weaving them together in order to survive. These prehistoric rope artifacts might be fishing nets, hunting traps, bundling tools, and living and building infrastructure. At this point, rope weaving expertise mostly serves as a useful technology that meets humankind's basic production and survival demands. But as human society and civilization have advanced, the ability to weave rope has progressively evolved from a straightforward useful tool to a more intricate and visually pleasing technique. The establishment of agricultural civilization in China is intimately associated with the development of rope

133

weaving skills. Rope weaving started to become more widespread in society around the Neolithic Age, when agriculture and sedentary life started to take hold. The abundance of rope-weaving-related objects and relics that archaeologists have discovered in Neolithic sites, including woven baskets, ropes, fishing nets, and other items, suggests that the craft had advanced to a very high degree at that time. Furthermore, as human knowledge of natural resources has grown, rope weaving skills have also gotten increasingly complex and sophisticated, exhibiting a degree of artistic flair in addition to increased usefulness. For instance, woven artifacts are frequently given symbolic value in certain sacrificial practices to convey the reverence for the gods and the natural world. The ability to weave rope has progressively evolved into a variety of forms and styles throughout history. Different weaving cultures have been established by rope weaving skills in different places, which have been affected by local natural resources, social economics, and cultural practices. With the growth of agriculture, fishing, and trade, rope weaving expertise is getting more and more sophisticated, particularly in southern China. For instance, fishermen in coastal areas use weaving technology to make fishing nets and tools to meet the demands of the local fishery; farmers in developed agricultural areas use weaving technology to make a variety of agricultural tools and everyday necessities, like straw shoes and baskets. These ropes not only serve a practical purpose in daily life but also showcase the ingenuity and wisdom of the local populace.

The Xinjin region has a long history of rope weaving expertise since it is one of the birthplaces of Chinese traditional weaving culture. Historical accounts indicate that Xinjin has long been a significant hub for trade. The wealth of natural resources and a thriving handicraft sector have created the ideal environment for the growth of rope weaving expertise. In this instance, the art of rope weaving serves as both a practical life skill and a cultural icon. Local rope craftsmen have transformed rope weaving products from basic tools to very valuable artistic handicrafts through constant innovation and refinement. These handicrafts demonstrate the locals' quest of beauty in life in addition to reflecting the distinctive geographical and cultural setting of the Xinjin area.

Rope weaving has historically been strongly associated with religious and ceremonial practices. Rope weaving is a talent that is widely used in many ancient sacrifices and rituals to produce various religious utensils and ritual materials. For instance, in certain sacrificial ceremonies, intricately braided ropes and knots serve not only as ornaments but also as a means of blessing-seeking and evil-spirit exorcism. The deep cultural symbolism revealed in these woven textiles frequently symbolizes the ancient people's reverence and wonder for the natural world and its deities. rope weaving skills can become widely accepted in society and progressively incorporated into people's daily lives and spiritual realms through these religious and ceremonial practices. Mechanized production has harmed traditional manual rope weaving skills in modern times, leading to a progressive decline as industrialization has progressed. But in recent years, as people's awareness of the need to safeguard intangible cultural assets has grown, rope weaving has once again become popular. Rope weaving, a significant aspect of Chinese traditional handicrafts, is a vital conduit for Chinese national culture as well as the

crystallization of working-class wisdom. We can gain a deeper understanding of the cultural significance of rope weaving abilities and investigate its innovation and inheritance paths in modern society by researching and uncovering the historical context of this craft.

These days, Chengdu's intangible cultural heritage conservation project includes the rope weaving skill in the Xinjin area, and the local government and cultural institutions are working to preserve and pass on this age-old craft in a number of ways. The art of rope weaving in Xinjin is reviving thanks to the preservation of cultural heritage, the advancement of education, and the growth of the cultural sector. In this process, knowing and researching the history of rope weaving expertise may be extremely beneficial for both safeguarding and passing on this priceless cultural legacy and serving as a rich source of inspiration and resources for the growth of modern creative and cultural businesses. Rope weaving is a vigorous and age-old craft that will continue to write a wonderful chapter in the history of the modern period.

2.1.2 Traditional Crafts and Techniques

Xinjin rope weaving is a significant example of traditional Chinese handicrafts, and it uses special techniques. Traditionally, rope weaving has been done by hand using natural fibers (hemp, cotton, silk, etc.) and various techniques like knotting, winding, and weaving to create a range of functional and ornamental crafts. The fineness and intricacy of the procedure are particularly valued in the Xinjin area's rope weaving skill. The knotting techniques are 120 different types. The choice of materials, twisting, weaving, setting, and other connections are all part of the process flow. Each link demands a very high level of patience and hand dexterity. For instance, in the intricate geometric designs created by interlacing ropes with varying colors and textures, the traditional Xinjin rope weaving skill frequently employs a composite weaving technique. This method increases the rope weaving goods' longevity in addition to their aesthetic appeal.
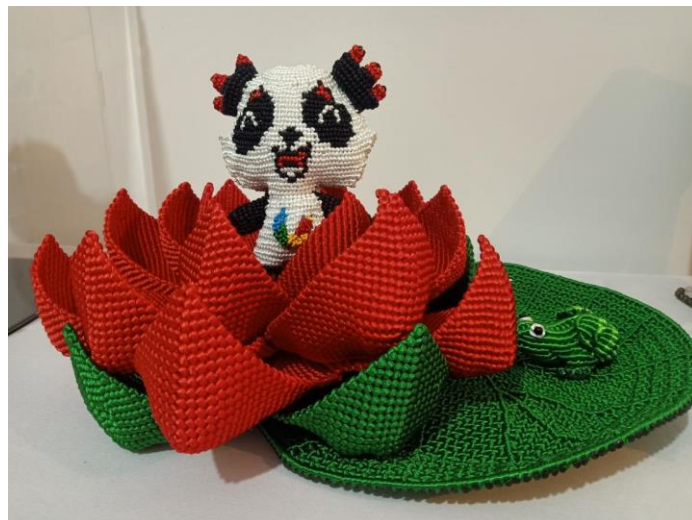
Figure 1-1. Lotus Rongbao (Pictured is the Work of Yang Wenyi Teacher, the Picture was Taken by the Research Group)

135

The Xinjin rope weaving skill pays close attention to overall synchronization and detail processing in terms of process performance. The woven pieces have aesthetic and ornamental significance in addition to their utilitarian value. The traditional new rope weaving skills, however, also have deep cultural meanings. Every weaving method and pattern design alludes to particular cultural icons and proverbs. These abilities have been mentored and passed down via families from generation to generation, and they are now a significant component of the Xinjin area's cultural legacy. But as modern industry picks up speed, traditional rope weaving skills are facing more and more difficulties. As a result, society must protect and give careful consideration to the transmission and advancement of these capabilities.

Figure 1-2. Panda Rowing Dragon Boat (Pictured is the Work of Yang Wenyi Teacher, the Picture was Taken by the Research Group)

2.2 The Current Situation and Challenges of Xinjin Rope Weaving

2.2.1 Current Inheritance Status

Rope weaving was once a vital aspect of daily life in the Xinjin area, symbolizing a long-standing cultural tradition and life lessons. However, the preservation of this antiquated art is facing enormous obstacles due to the quick changes in modern culture and lifestyle. Although several traditional crafts are still practiced in the Xinjin area, the future of rope weaving skills is now not looking well.

First and foremost, traditional handicrafts' ability to survive has been impacted by the speed of modern life and the extent of industrialization. In today's fast-paced world, rope weaving has gradually lost its practical and financial worth as a handcraft that takes a lot of time and patience. Daily essentials like fishing nets, ropes, and baskets were once produced by hand. However, with the rise in popularity of industrial goods, these handcrafted, traditional items have been supplanted by more accessible and affordable machine-produced alternatives. Hand-woven rope products find it challenging to maintain their competitiveness in the market due to the quality and cost advantages of industrialized alternatives, which causes a dramatic fall in market demand. The livelihood of practitioners is immediately impacted by this shift in the market environment, which in turn has an impact on the interest and willingness of the younger generation to acquire this traditional trade.

Secondly, the legacy of rope weaving skills faces the challenge of a lack of successors due to the aging of the rural population in the Xinjin area and the significant outflow of young laborers. The number of people who stay in rural regions to engage in traditional handicrafts gradually declines as a result of the large number of young people choosing to leave home in search of more secure and well-paying employment prospects. The majority of artisans who continue to practice their craft of rope weaving are elderly. Despite their skill, they have trouble finding new apprentices who are eager to pick up their skills. This flaw in the inheritance mechanism makes the rope weaving skill's survival problem worse.

These days, the ability to weave rope in the Xinjin region is mostly dependent on the perseverance and hard work of a few elderly artisans. Along with producing work of the highest caliber, these artisans also make an effort to teach future generations by word of mouth and personal experience. However, the number of apprentices has been declining annually due to the difficulty of the rope weaving skill itself, the length of the learning curve, and the declining market demand. Many young individuals are unwilling to devote a significant amount of time and energy to learning because they believe this industry has a limited future. These elderly artisans are also concerned about the possibility of errors in their craftsmanship being passed down.

Local governments and cultural institutions have tried to rescue and revitalize this traditional art form in recent years in an effort to deal with this dire scenario. On the one hand, the government supports the retention of traditional craftspeople in the manufacture and instruction of rope weaving skills by instituting a subsidy program for inheritors of intangible cultural assets. These incentives boost the craftsmen's confidence and excitement for passing down skills in addition to giving them financial support. However, in order to foster a new generation of skill inheritors, several kinds of rope weaving skills training courses were arranged to draw participants from the local population and students. These classes, which cover basic weaving techniques, traditional pattern creation, and the actual manufacture of rope preparations, are typically taught by seasoned craftsmen.

Additionally, local governments and cultural institutions regularly host traditional handicraft exhibitions and cultural festivals to raise public awareness and interest in rope weaving skills. They also aim to increase social understanding and attention to this skill by showcasing its historical origins, cultural value, and production process. In addition to offering a stage for the demonstration of rope weaving skills, these exhibitions and cultural events foster a dialogue between viewers and inheritors, thus advancing the preservation and advancement of rope weaving skills.

Although these efforts have achieved certain results, the inheritance of rope weaving skills still faces many challenges. First of all, despite the support of the government and the attention of society, how to reshape the value of rope weaving skills in modern society is still an urgent problem to be solved. In order to regain vitality in the market, rope weaving skill must innovate and improve while maintaining the essence of traditional skills so as to meet the aesthetic needs and practical value of modern consumers. Only by combining rope weaving skill with modern design to develop products that not only have traditional cultural connotations but also conform to modern lifestyles can we attract more

young people and consumers and ensure the sustainable development of this skill. Secondly, the emphasis on traditional handicrafts in the education system is still insufficient. Although training courses and cultural activities can raise public attention in the short term, in order to truly realize the inheritance of skills, it is necessary to incorporate rope weaving skills into the school education system through curriculum setting and practical teaching so that more young people can contact and learn this skill in the process of growth. Only by implanting the genes of traditional culture in education can we fundamentally cultivate a new generation of skill inheritors. Finally, how to maintain the uniqueness and authenticity of rope weaving skills in the context of globalization is also a problem that needs continuous exploration. With the integration of global cultures, traditional skills are facing the risk of being homogenized and commercialized. How to adapt to global market demand while maintaining its traditional essence is a challenge that must be faced in the inheritance of rope weaving skill. In a word, although the inheritance of rope weaving skills in the Xinjin area is facing multiple difficulties, through the support of the government, the participation of society, and the exploration of innovation, this ancient skill still has the opportunity to radiate new vitality in modern society. In the future, it is necessary to further strengthen the protection measures of skills, deepen education promotion, and actively explore new ways of inheritance under the background of marketization and globalization, so as to ensure that rope weaving skills can be passed down from generation to generation and continue its unique cultural charm.

Decline in Xinjin Rope Weaving Inheritors (2018-2023)
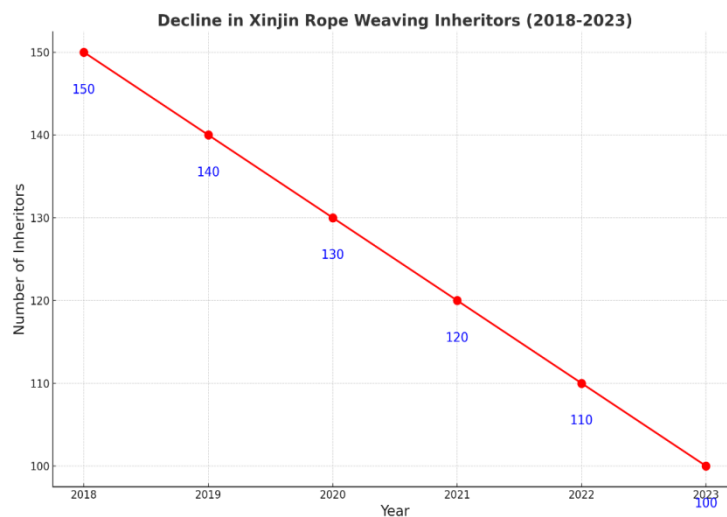
The decline in Xinjin rope weaving skills inheritors from 150 to 100 between 2018 and 2023 underscores the challenge of passing down traditional talents during modernization. First of all, traditional handicrafts have gradually lost their prior competitive advantages due to society's rapid development and accelerated pace of life. This has led to a decline in practitioners' enthusiasm and engagement, particularly among younger generations. The shift in modern lifestyles is somewhat to blame for this predicament. The practicality and market need of handicrafts are progressively displaced

138

by industrialized products. Younger people are more likely to choose modern, technological lifestyles and careers. The decline in inheritors can also be attributed in large part to a lack of social awareness and interest in traditional handicrafts. Many young people lack the opportunity to interact with and comprehend traditional skills because they are not given enough attention or support in the current educational system. Despite their desire, individuals frequently give up on picking up and inheriting these abilities due to a lack of employment opportunities. The future advancement of Xinjin rope weaving skills is seriously threatened by this decrease in inheritors. This traditional talent may face further loss if appropriate actions are not implemented, such as bolstering education promotion, improving the cultural identification of skills as valuable, and extending market uses. Therefore, in order to ensure that this traditional skill can continue to be passed down and developed in modern society, the protection and inheritance of new tsukuni rope weaving skills require not only policy support but also the combined efforts of all sectors of society, particularly to cultivate the interest and identity of the young generation.
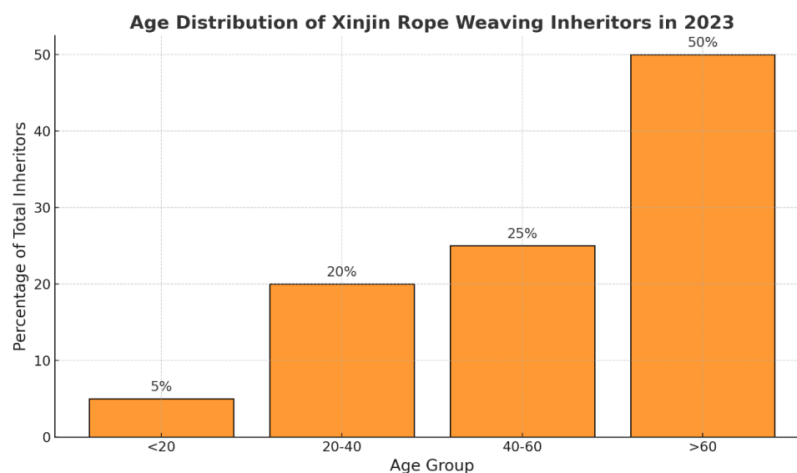
In terms of age distribution, the share of inheritors who are over 60 years old is the highest at 50%, whereas the share of inheritors who are under 20 years old is a mere 5%. This demonstrates that there is a significant intergenerational flaw in the transmission of rope weaving abilities. A major problem that will need to be resolved in the future is how to pull in and raise the next generation of rope weavers as the older inheritors progressively fade away.

These graphs and data make it very evident what inherited problems the new tsukuni weaving technique faces. The ageing of the age structure and the decline in inheritors underscore the necessity and significance of preserving and passing on this age-old ability. These assessments serve as a valuable resource for the creation of safeguards and reward systems.

2.2.2 Main Issues and Challenges

2.2.2.1 Problems Faced

(1) The decline in market demand: The steep drop in market demand is the main issue Xinjin rope weaving talents are facing. Rope items' market share has significantly decreased as a result of mass-produced industrial products increasingly replacing the market for traditional handicrafts as a result of modern industrialization and mechanized production becoming more and more popular. Rope weavers' ability to support themselves through this ancient craft is directly impacted by this predicament, making it harder for them to do so. The pressures imposed by the economy cause many potential inheritors to lose interest in learning this skill, which has an impact on the skill's development and inheritance.

(2) Imperfect inheritance mechanism: There are flaws in the rope weaving skill's inheritance system. In today's world, the conventional family inheritance or mentorship system has progressively failed, and young people have little interest in learning these skills. Simultaneously, the contemporary educational system gives traditional skills insufficient attention, and the dearth of pertinent curriculum content causes the younger generation to be less knowledgeable of rope weaving skills. The viability of rope weaving expertise has been further undermined by the steady decrease of this hereditary channel.

(3) The lack of innovation ability: The inability of the traditional rope weaving technique to innovate and meet the demands of the contemporary market is evident. Even while rope weaving is a profession with a distinct aesthetic value, it frequently lacks vigor in the face of shifting customer demand and new design trends. A lack of innovation coupled with contemporary fashion and functional requirements causes the majority of rope items to remain in the traditional category of utility and beauty, reducing their competitiveness in the contemporary market.

(4) Lack of social cognition: Another significant obstacle to the development of rope weaving skills is their lack of social cognition. Many people underestimate the deep cultural significance and difficulty of rope weaving, viewing it as simply manual work. This cognitive deficiency impairs society's awareness of and efforts to preserve this intangible cultural legacy in addition to decreasing customer interest in rope weaving goods.

2.2.2.2 Challenges

(1) With the decline of market demand and the weakening of young people's interest, it is more and more difficult to inherit rope weaving skills. Many young people are reluctant to invest a lot of time and energy to learn this complex and time-consuming craft, resulting in a decrease in the number of skill inheritors and an increase in the risk of skill dating. How to attract more young people to study and inherit this skill in modern society has become a huge challenge.

(2) Difficulty in the integration of tradition and modernity: rope weaving skill needs modern innovation and integration while maintaining the core of traditional skills. In this process, balancing the relationship between tradition and modernity so that the rope products not only retain their cultural essence but also meet the needs of the modern market is a major challenge. The modernization of traditional skills requires not only technological innovation but also an in-depth understanding of the needs and aesthetic trends of modern consumers.

140

(3) Promotion and recognition of cultural values: How to enhance the social recognition of the cultural value of rope weaving skills is another important challenge. At present, society generally lacks in-depth understanding and recognition of rope weaving skills, and many people only regard it as a general handmade product. How to make more people aware of the cultural value of rope weaving skills through education, publicity, and cultural activities and form a broad recognition of this skill at the social level is a challenge that must be faced in the promotion of rope weaving skills.

(4) Integration and optimization of resources: the development of rope weaving skill is also facing the challenge of how to integrate and optimize resources. Due to the limitations of the region and its resources, how to effectively integrate all kinds of resources, including manpower, material resources, and funds, promote the protection, inheritance, and promotion of rope weaving skills, and ensure its sustainable development is an urgent problem to be solved in the Xinjin area. Optimizing the allocation of resources and promoting cooperation among all parties will be the keys to promoting the development of rope weaving skill in the future.

3. Study Travel Mode under the Integration of Culture and Tourism

3.1 Key Elements of Cultural and Tourism Integration

3.1.1 Resource Integration and Innovation

Under the background of cultural and tourism integration, resource integration and innovation are the key elements to promote the development of study travel modes. Resource integration not only includes the combination of natural resources and cultural resources but also involves the organic integration of educational resources and tourism resources. By integrating different types of resources, unique study travel projects can be created, which can not only attract the interest of students and parents but also achieve the dual purpose of education and entertainment. For example, by combining local intangible cultural heritage with natural scenic spots, a research route with both cultural depth and ornamental value is designed so that students can deeply understand the local cultural background and historical heritage in the process of visiting tourism. In addition, innovation is also one of the cores of resource integration. Through innovative ways, applying modern scientific and technological means to study travel, such as using virtual reality technology to reproduce historical scenes or enhancing students' sense of participation and experience through interactive games, can greatly enhance the attractiveness and educational effect of study travel. Resource integration and innovation not only help to improve the quality of study travel but also promote the common development of culture and the tourism industry and create greater social and economic benefits. Therefore, under the general trend of cultural and tourism integration, how to effectively integrate and innovate resources has become an important link that cannot be ignored in the design and implementation of study travel.

3.1.2 Cross-border Cooperation and Development

The integration of culture and tourism is not only a simple superposition of resources but also needs the deep promotion of cross-border cooperation and development. Cross-border cooperation is an

141

important way to successfully implement the integration of culture and tourism, involving cooperation and interaction in many fields, such as government, educational institutions, tourism enterprises, cultural units, and so on. Through cross-border cooperation, all parties can give full play to their respective advantages and realize resource sharing and complementary advantages so as to promote the diversification and depth of study travel modes. For example, educational institutions can provide professional curriculum design and educational resources, while tourism enterprises can use their rich operational experience and market resources to jointly create study travel projects with educational significance and market competitiveness. In addition, cross-border cooperation can also promote the extension of the industrial chain and the promotion of the value chain. For example, through the development of cultural and creative products, the content and form of study travel can be further enriched, and students' sense of participation and belonging can be enhanced. In practice, the success of cross-border cooperation often depends on the communication and coordination abilities of all parties, as well as the understanding and recognition of common goals. Therefore, in the context of the integration of culture and tourism, the development of study travel requires not only the active participation of all parties but also the establishment of a long-term cooperation mechanism to ensure the sustainability and effectiveness of cooperation. Cross-border cooperation and development are not only important paths for the integration of culture and tourism but also powerful driving forces for the innovation and upgrading of the study travel mode.

3.2 Design and Implementation of a Study Tour

3.2.1 Activity Content and Form Design

The activity content and form design of the study tour are the keys to its success. An excellent study tour project must be both educational and interesting in content and form to attract students' participation and input. In terms of content design, topics with educational significance should be selected according to students' age, interests, and learning needs, such as historical culture, natural science, and artistic creation. The choice of content should not only broaden students' horizons but also stimulate their interest in learning. For example, in the study tour of history and culture, you can arrange to visit museums and historical sites or invite experts to explain on-site so that students can gain knowledge from the experience. At the same time, form design is also crucial. The traditional explanation-based education model has found it difficult to meet the needs of modern students. Therefore, study travel should adopt more interactive and experiential forms, such as role-playing, field visits, and hands-on production. Through these innovative forms, students can participate more actively in learning and improve the overall effect of study travel. The design of activity content and form should not only pay attention to the realization of educational goals but also consider the participation experience of students to ensure that they can acquire knowledge and grow in a relaxed and pleasant atmosphere. Therefore, careful content planning and various forms of innovation are the keys to improving the quality of study travel.

3.2.2 Educational Objectives and Actual Effects

As a new educational model that combines education and tourism, study travel has received more and more attention and application worldwide in recent years. Its core is to help students acquire knowledge, improve their abilities, and stimulate their emotional resonance in the real environment through field experience and interdisciplinary learning. However, in order to achieve these expected educational goals and ensure the actual effect of the study tour, educators must closely follow the clear educational goals in the design and implementation process and carry out refined management and evaluation.

First of all, the setting of educational goals is the basis and compass of study travel design. The educational objectives of a successful study tour project must meet the students' cognitive level and development needs and be able to fully cover multiple levels of knowledge transfer, ability training, and emotional education. For example, in the study of cultural heritage, the goal of education is not only to let students understand the history and background of a cultural heritage but also to cultivate their sense of identity and pride in local culture and enhance their sense of social responsibility to protect and inherit culture. Similarly, in the study tour of natural science, the educational goal should focus on improving students' scientific literacy, stimulating their curiosity about nature, and cultivating their practical and problem-solving abilities. These educational goals need to be clear and operable so that they can be implemented in actual research activities.

In order to ensure that these educational goals can be achieved during the study tour, the design and implementation of the entire study process must be carefully planned and interlocked. From the beginning of pre-course preparation, educators need to formulate detailed teaching plans and activity arrangements in combination with research topics. For example, before the cultural heritage research trip, students can understand the relevant historical background and cultural knowledge in advance through classroom teaching, data reading, and multimedia display so as to fully prepare for the field trip. In the actual study tour, educators need to flexibly adjust the content of activities according to the actual situation of the site so as to ensure that each student can actively participate in and obtain a meaningful learning experience. For example, organizing interactive activities such as group discussion, role-playing, or on-site creation can not only deepen their understanding of cultural heritage but also exercise their communication and cooperation abilities and creativity.

The actual effect of study travel depends not only on the performance of students in the activities but also on the systematic measurement and feedback through scientific evaluation methods. Evaluation methods can be varied, including questionnaire surveys, experience, field assessments, and so on. These assessment tools can help educators understand students' learning outcomes, emotional experiences, and feelings of participation in study tours. For example, through a questionnaire survey, educators can collect students' satisfaction evaluations of research activities and understand their learning gains and shortcomings in the activities; through the writing of experience, students can summarize what they see, hear, and think in their study travel so as to deepen their understanding and internalization of knowledge. In addition, educators can also evaluate students' actual performance in

143

study travel through field assessment, such as their observation ability, hands-on operation ability, and teamwork ability.

However, the significance of evaluation is not only to measure the learning effect of students but also to provide a basis for improvement for future study travel. Through the analysis of the evaluation results, educators can find out the problems existing in the design and implementation of study travel and adjust and optimize the course content, activity form, and management mode accordingly. For example, if the evaluation results show that a certain form of activity fails to effectively stimulate students' interest, educators can try new ways of interaction in the next study tour or add more practical links to enhance students' sense of participation and experience. In this way, the educational objectives and actual effects of study travel can form a virtuous circle and continuously improve the quality and effect of study travel.

In addition, the success of study travel is not only to achieve the preset educational goals but also to leave a profound learning experience in the hearts of students so that they can truly learn something in the process of pleasant travel. Edutainment is an important concept of study travel, and it is also the biggest difference between it and the traditional form of education. In this process, students are not only the recipients of knowledge but also the active participants and experiencers of learning. Through personal contact with cultural heritage or the natural environment, they can stimulate interest in intuitive feelings, enhance skills in practical operations, and cultivate a sense of responsibility and collaboration in teamwork. These valuable learning experiences not only help students improve their overall quality but also stimulate their internal learning motivation and lay a good foundation for future learning and development.

The educational goals and actual effects of study travel must complement each other. The coordination and unity of the two are the keys to ensuring the success of the study travel model. The clear setting of educational goals points out the direction for study travel, and the evaluation and feedback of actual effects ensure that this direction can be implemented and realized in specific educational practices. In the future, with the continuous promotion and deepening of study travel, how to further optimize the setting of educational goals and the evaluation of actual effects will become an important issue that educators and policymakers need to explore. Only by finding the best balance between educational goals and actual effects can study travel truly exert its unique educational value and provide students with a richer and more diverse learning experience.

4. Case Analysis of Xinjin Rope Weaving Compilation Study Travel

4.1 Typical Study Travel Project Cases

4.1.1 Project Background and Objectives

The background of the establishment of the Xinjin rope weaving study travel project is derived from the long tradition of rope weaving skills in the Xinjin District of Chengdu and its inheritance dilemma in modern society. The launch of this project is the result of the joint efforts of local governments and

cultural institutions. It aims to cope with the current situation of the endangered intangible cultural heritage and explore its inheritance and innovation path in the new era. The Xinjin area is famous for its profound historical and cultural accumulation and rich handicraft tradition. As an important part of it, rope weaving skill once played an important role in the lives of local people. However, with the rapid change of society and the advancement of industrialization, traditional handicrafts, including rope weaving, have gradually been replaced by mechanized production products, resulting in increasingly scarce inheritors of skills, and the younger generation's interest in and understanding of this ancient skill is also decreasing. The crisis of this inheritance fault makes the protection and revival of rope weaving skill a top priority. In this context, the Xinjin rope weaving study travel project came into being. It aims to combine rope weaving skills with modern education in innovative ways. With the help of the new education model of study travel, students can experience and learn this ancient handicraft skill in a real-world environment. The establishment of the project is not only to protect a skill but also to stimulate young people's interest in and love of traditional culture in the context of the new era so as to lay a solid foundation for the sustainable inheritance of rope weaving skills. The primary goal of the project is to inherit and protect the new rope weaving skills. Through the well-designed study travel activities, students have the opportunity to master the basic rope weaving skills in their own practice and understand the historical background and cultural connotation of this skill. The project will invite the inheritors and experts of rope weaving skills to guide the students so that they can feel the charm of traditional handicrafts in practice. This direct experiential learning can not only help students master basic skills but also cultivate their deep interest in rope weaving skills and the culture behind them, thus subtly stimulating their love and recognition of traditional culture.

Secondly, the project is also committed to improving the overall quality of students, especially hands-on ability and innovative thinking. Modern education not only pays attention to students' knowledge accumulation but also emphasizes the cultivation of practical ability and innovative spirit. Through the study of rope weaving skills, students can exercise their hand-eye coordination ability, patience, and nuanced process attitude. At the same time, the project encourages students to make innovative attempts on the basis of mastering traditional skills, combining rope weaving skills with modern design concepts, and creating new rope weaving products with contemporary aesthetic value. This innovative practice can not only enrich students' learning experience but also cultivate their creativity and problem-solving abilities and help them benefit a lot in their future studies and lives. In addition, the Xinjin rope compilation study travel project also has the goal of promoting local economic development. As a new economic form, cultural tourism has the potential to drive local economic development. By combining rope weaving skills with study travel, it can not only attract more tourists and students to Xinjin and experience the unique cultural charm of the local area, but also promote the upgrading and development of the local cultural and creative industries. The successful implementation of the study tour project can inject new economic vitality into the Xinjin area, create more employment opportunities, and promote the diversified development of cultural products so as to achieve a win-win

145

situation between culture and economy. Therefore, the Xinjin rope compilation and study travel project not only aims to teach a traditional skill, but more importantly, through this process, it conveys a cultural spirit, stimulates students' cultural self-confidence and identity, and injects new vitality into the inheritance of traditional culture. Today, with the rapid development of globalization, the protection and inheritance of traditional cultures are facing unprecedented challenges. Under this background, through innovative education and rich cultural experience, the Xinjin sheng Editing and study travel Project has explored a way of inheritance that meets the needs of the times. The successful implementation of the project not only opens up a new way for the protection of cultural heritage in the Xinjin area but also provides a useful reference for the inheritance of traditional handicrafts in the whole country and even in the world. Through the promotion of this project, we hope to stimulate more young people's interest in and love of traditional culture at a broader social level and contribute to the sustainable inheritance of Chinese culture.

4.1.2 Implementation Process and Effect Analysis

The implementation of the Xinjin rope weaving study travel project is divided into multiple stages to ensure that students can systematically learn and master rope weaving skills through experience. First of all, in the early stages of the project, students will visit the exhibition hall of Shinjin rope weaving culture to understand the historical background and cultural connotation of rope weaving skills. Subsequently, under the guidance of professional instructors, students began to make actual ropes and learn basic weaving techniques and skills. The project specially sets up interactive links, and students can choose different weaving patterns and types of works according to their own interests, so as to stimulate their creativity and imagination. In addition to hands-on production, the project also arranged expert lectures and cultural seminars to help students better understand the cultural significance and social value of rope weaving skills. In the final stage of the project, students' works will be displayed and evaluated, and excellent works will be recommended to participate in regional exhibitions, which not only encourages students' enthusiasm for participation but also provides them with a platform to show themselves. By analyzing the implementation effect of the project, it was found that students have significantly improved their hands-on ability, creative thinking, and cultural identity. In addition, the project has also been widely recognized by all sectors of society, attracting the attention and participation of more schools and parents. However, some problems have also been exposed in the implementation of the project, such as a tight schedule and the uneven learning progress of some students. These problems need to be improved in future projects.
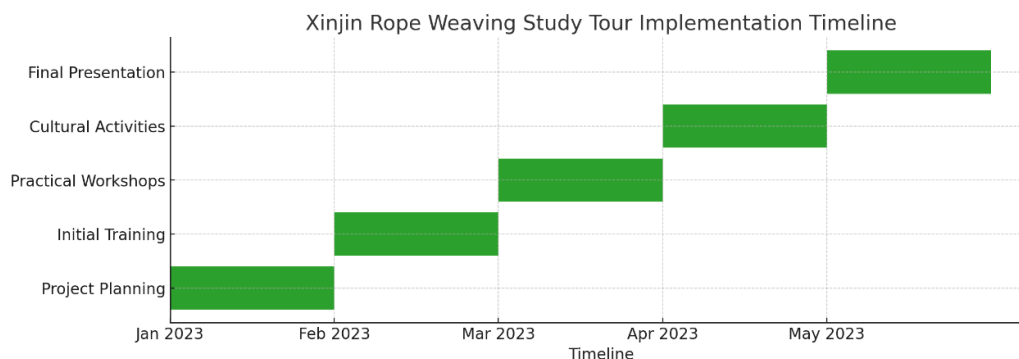
The timeline of project implementation clearly shows the whole process, from planning to final display. The project is divided into five main stages: project planning, initial training, practice workshop, cultural activities, and final display. This process ensures the students' all-round participation, from theoretical study to practical operation and cultural identity in the study tour, so that they can deeply understand and master the rope weaving skills. Each stage of the time arrangement is reasonable, step by step, to ensure that students in each link have enough time to learn and practice.
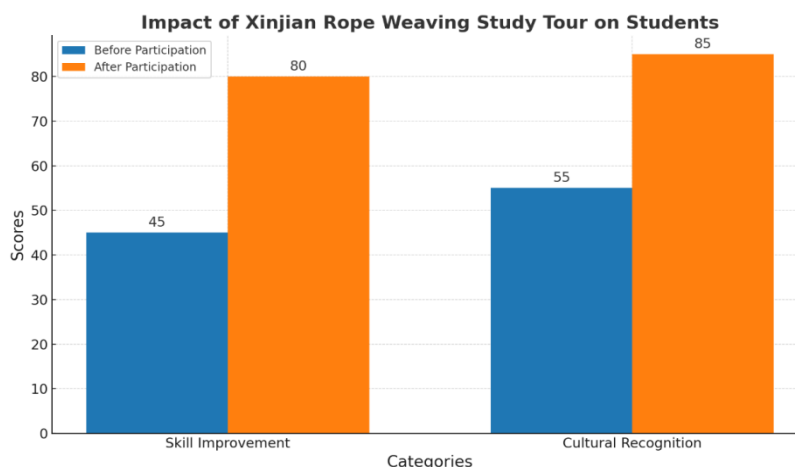
The above picture shows the changes in students' mastery of skills and cultural identity before and after participating in the Shinjinsuo Editing and study travel Project. After participating in the project, the students' skill mastery increased from 40 points to 80 points, and their cultural identity increased from 50 points to 90 points. This shows that the project has achieved remarkable results in improving students' practical skills and enhancing their sense of identity with traditional culture. Through practice and cultural activities, students not only master the rope weaving skills but also deepen their understanding of their cultural value.

These charts effectively show the implementation process and effect of Xinjin Rope's study travel project and prove that this form of education plays a significant role in inheriting traditional skills and cultivating cultural identity.

147

4.2 Successful Experience and Existing Problems

4.2.1 Summary of Successful Experience

The successful experience of Xinjin Rope's study travel project is mainly reflected in several aspects. The first is the effective integration and utilization of resources. By combining the traditional cultural resource of rope weaving skill with the modern educational concept, the project successfully integrates cultural inheritance and educational practice and achieves the effect of entertaining. Secondly, the project focuses on the actual participation and experience of students. This teaching method greatly enhances students' interest in and enthusiasm for learning. Through hands-on practice and creative expression, students not only master the basic skills of rope weaving but also cultivate their innovative thinking and teamwork spirit. In addition, the project also makes full use of local cultural resources, such as the Xinjin Rope Culture Exhibition Hall and the Intangible Cultural Heritage Workshop, so that students can learn in a real cultural environment and enhance their sense of identity and responsibility for traditional culture. In the process of implementation, the project also focuses on diversified teaching methods, such as lectures, field visits, hands-on production, etc., to ensure that students with different learning styles can benefit from it. Finally, the success of the project is inseparable from the support and cooperation of all parties, especially the close cooperation between educational institutions, cultural departments, and local governments, which provides a solid guarantee for the smooth implementation of the project. These successful experiences provide valuable references for other regions to carry out similar study travel projects.

4.2.2 Problems Encountered and Solutions

Although the Xinjin rope compilation study travel project has achieved remarkable results in cultural inheritance and education, it still faces some challenges and problems in the specific implementation process. These problems have affected the effectiveness and promotion of the project to a certain extent. In order to ensure the sustainable development of the project and further enhance its influence, it is necessary to propose practical solutions to these problems.

(1) Time arrangement problem

The problem of time arrangement is one of the primary challenges faced by Shin-Tsutomu's study tour project. Due to the rich content of the project, which includes a historical and cultural background introduction, skill demonstration, practical operation, innovative design, and other links, it is difficult for students to fully grasp the essence of rope weaving skills in a short time. This tense schedule may cause students to feel too much pressure in the process of participation, affecting their learning experience and interest. In order to solve this problem, future project design can consider extending the activity time so that students have more time to practice, reflect, and gradually digest the learning content. In addition, the course content can be divided into multiple modules for arrangement. For example, the basic skills learning, historical and cultural explanation, and innovative design practice are carried out separately. There is enough time between each module so that students can better master the rope weaving skills step by step. Another possible solution is to add preparatory courses or online

148

learning resources. Before the start of the study tour, students can learn the relevant basic knowledge and simple skills in advance through the online platform, which can reduce the time investment in basic content in practical activities so that students can focus more on in-depth learning and creative practice. This combination of online and offline teaching methods can not only improve learning efficiency but also help students better prepare for and participate in practical operations.

(2) The problem of uneven learning progress among students

The uneven progress of students' learning is another problem that needs attention. Due to the different practical ability, understanding, and learning speed of each student, it is inevitable that there will be different learning progress in the process of research. For some students with weak hands-on ability or slow understanding, they may feel unable to keep up with the pace of teaching and feel frustrated, which not only affects their learning effect but also weakens their interest in rope weaving skills. In order to solve this problem, the project can introduce the strategies of stratified teaching and group teaching according to the students' learning levels. Specifically, the project can initially understand each student's basic skill level and learning ability through simple tests or observations and then divide the students into different groups for targeted teaching. For example, for students with a better foundation, more challenging tasks or innovative projects can be arranged, while for students with a weaker foundation, more guidance and support can be provided to help them gradually improve. In addition, in the teaching process, teachers can adopt personalized guidance according to the needs of different students for individual counseling to ensure that each student can learn and progress in their own rhythm.

(3) The shortage of teachers

The shortage of teachers is another important factor restricting the development of the Xinjin rope compilation and study travel projects. As a kind of traditional handicraft with strong professionalism, rope weaving skill has higher requirements for the skill level and teaching ability of instructors. However, at present, the number of qualified teachers with these abilities is limited, especially in the teaching mode of study travel. Teachers not only need to have profound technical skills but also need to be able to vividly impart traditional culture to students, which puts forward higher requirements for teachers. In order to solve this problem, the project can strengthen the reserve of teachers in the following ways: First of all, regular teacher training can be carried out to invite senior inheritors of rope weaving skills and education experts to systematically train existing teachers to improve their skills and teaching abilities. This kind of training can not only improve teachers' professional quality but also help them better adapt to the new education mode of study travel. Secondly, the project can consider introducing the 'master-apprenticeship' teaching mode so that senior rope inheritors can lead young teachers to impart skills and teaching experience to a new generation of teachers through practical teaching and on-site guidance. In addition, the project can also invite more non-genetic inheritors to participate in teaching, which can not only enrich the teaching staff but also provide students with a more real and vivid learning experience.

(4) Project promotion and publicity issues

Although the Xinjin rope compilation study travel project has achieved certain popularity and influence in the local area, the promotion and publicity work in a wider range still needs to be strengthened. At present, the participants in the project are mainly concentrated in local schools and some surrounding areas, and the scale of participation is relatively limited. In order to further expand the influence of the project and attract more schools and students to participate, the project needs to invest more resources and energy in promotion and publicity. To this end, the project can adopt a multi-channel, multi-level publicity strategy. For example, through cooperation with the education sector, cultural institutions, and the media, a series of promotional activities can be launched, including special reports, promotional film production, expert interviews, etc., to introduce rope weaving skills and their cultural values to the wider public. In addition, the project can also attract more students and parents by holding events such as rope weaving skills competitions, exhibitions, and cultural festivals. These activities can not only improve the popularity of the project but also provide students with opportunities to show their talents, exchange learning, and further enhance their interest in and identity in rope weaving skills. At the same time, the project can also use social media and Internet platforms to create an online publicity matrix and publish content related to rope weaving skills, such as teaching videos, student work displays, online interactive classrooms, etc., to attract more young people's attention and participation. This combination of online and offline publicity can more effectively expand the scope of the project so that more people can understand the unique value and significance of the new Jinsheng compilation and study travel project.

(5) Funding and resource constraints

In spite of the remarkable achievements in the fields of cultural heritage and education, the project still faces a major challenge in terms of funding and resource constraints. Since the study tour involves various expenses such as teacher training, material procurement, site leasing, and student transportation and accommodation, these expenses restrict the scale and influence of the project to a certain extent. In addition, due to the strong professionalism of the rope weaving skill, the materials and tools required are relatively special, which further increases the cost burden of the project. In order to solve the problem of financial and resource constraints, the project can take the following measures: First of all, we should actively seek the support of the government and all sectors of society and obtain more financial support by applying for special funds such as the Cultural Heritage Protection Fund and the Education Development Fund. In addition, social capital investment can be attracted through cooperation with enterprises. For example, you can invite relevant companies to become sponsors of the project or obtain financial support through corporate social responsibility projects. Secondly, the project can consider carrying out diversified fundraising activities, such as organizing charity sales, cultural lectures, rope weaving skills workshops, etc., and use the proceeds for the operation and expansion of the project. In addition, the project can also reduce unnecessary expenses through resource sharing. For example, cooperating with local educational institutions, cultural venues, free or

150

low-cost use of teaching venues, or through cooperation with other cultural projects to share resources and facilities, thereby reducing the operating costs of the project,.

(6) Student safety and management issues

In the study tour, the safety and management of students is a problem that must be highly valued. Because study travel involves a large number of outdoor activities and practical operations, there are certain security risks, such as improper use of tools, safety risks at venues, traffic safety, etc. In addition, since students come from different schools and regions, how to effectively organize and manage them is also an important challenge in the implementation of the project. In order to solve the problem of student safety and management, the project can take the following measures: First, strengthen safety education and training. Before the start of the study tour, the project should provide students and teachers with comprehensive safety education, introduce the correct use of rope-weaving tools, safety precautions at the event venue, and emergency response measures. Secondly, a detailed safety management plan is formulated, including a list of emergency contacts, the emergency handling process, and the division of safety responsibilities, so as to ensure a rapid response when an emergency occurs. In addition, the risk of safety accidents can be reduced by increasing the allocation of teachers and staff to ensure that there are enough personnel to guide and supervise each activity. In terms of transportation and accommodation, the project should select a reputable service provider and sign a security agreement with it to ensure the safety of transportation and accommodation for students during their study tour.

(7) Project sustainability and long-term development issues

Although the Xinjin rope compilation study travel project has achieved good results in the early stages, how to ensure its sustainability and long-term development is still an urgent problem to be solved. Over time, if the project lacks innovation and continuous support, it may face problems such as reduced student interest, reduced participation, and resource depletion, which in turn affects the overall effectiveness and impact of the project. In order to solve the problem of sustainability and the long-term development of the project, it can start with the following aspects: First, continue to innovate course content and teaching methods to maintain students' interest and participation. For example, you can regularly update the course content, add new elements of rope weaving skills, or introduce other related handicraft courses to enrich the student's learning experience. In addition, students' participation opportunities can be increased, and their creativity and enthusiasm can be stimulated by regularly holding rope weaving skills competitions, cultural exchange activities, creative exhibitions after study tours, etc. Secondly, the project should establish a stable source of funding and support network. In addition to relying on the support of the government and enterprises, the project can consider the establishment of a special foundation to attract donations and funding from all sectors of society to provide financial support for the long-term development of the project. In addition, through the brand operation of the project, cultural and creative products with market potential can be developed, such as rope weaving crafts, cultural and creative gifts, etc., to increase the self-hematopoietic ability of the

project and ensure its sustainable development. Finally, the project can strengthen cooperation with other cultural heritage projects at home and abroad to form a win-win cooperation network. By collaborating with cultural projects in other regions, the project can not only share experience and resources but also promote the new tsuga weaving skills and enhance its visibility and influence on a wider scale. At the same time, international cooperation and exchanges can also introduce new ideas and methods for the project and promote its continuous innovation and progress.

(8) Parents and social cognitive problems.

Although the Xinjin rope compilation study travel project has received positive responses from students, there is still a problem of insufficient cognition at the level of parents and the broader society. Some parents may think that the study tour is only a short-term outing activity, which is difficult to have a substantial impact on their children's academic and future development, so they do not pay enough attention to it. This lack of cognition may lead to insufficient support from parents for the project, which in turn affects students' enthusiasm for participation and the promotion effect of the project. In addition, society's cognition of the value of traditional handicrafts is also relatively limited. Some people still regard rope weaving as an outdated skill, ignoring the importance and educational value of its cultural heritage. In order to solve the problem of insufficient cognition by parents and society, the project can adopt the following strategies: First of all, strengthen publicity and education to enhance parents and society's understanding of study travel and rope weaving skills. The project can introduce parents and community residents to the educational objectives, teaching contents, and positive effects of study travel on students' growth through parents' meetings, community lectures, and public displays. At the same time, the project can invite parents to participate in some study travel activities so that they can experience the teaching process and effects of the project and increase their understanding and support of the project.

5. Strategic Suggestions for the Deep Integration of Intangible Cultural Heritage, Rope Weaving, and Study Travel

5.1 Activity Design and Implementation Improvement

Activity design is the core of study travel, and its quality directly determines students' participation and learning effect. At present, the design of study travel activities often has the problem of homogenization, which makes it difficult to meet the increasingly diverse needs of students. Therefore, future activity design should focus on personalization and diversification and provide multi-level activity choices for students of different ages, interests, and learning abilities. For example, modern technology, such as virtual reality (VR)) and augmented reality (AR)), can be used to bring students into historical scenes, allowing them to 'experience' the cultural background of rope weaving skills. At the same time, the implementation of activities should pay attention to interactivity and practicality and encourage students to learn and innovate in hands-on operations. This can not only improve the learning effect but also enhance students' sense of identity with their cultural heritage. In addition, in terms of time

arrangement, students' academic pressure should be considered, and extracurricular time or holidays should be used flexibly to ensure the consistency and depth of study travel.

5.2 Promotion and Publicity Strategy

Promotion and publicity are the keys to ensuring the wide participation of study travelers. In order to make more students and parents understand and participate in the study tour, it is necessary to adopt a variety of promotion strategies. First of all, propaganda through social media and digital platforms is the most direct and effective way at present. The production of exquisite promotional videos and graphic content through WeChat, Weibo, TikTok, and other platforms can quickly attract the target audience. At the same time, students and parents who have participated in research trips can be encouraged to share their experiences, and the credibility and influence of publicity can be enhanced through real-life cases. Secondly, cooperation with schools and educational institutions is crucial. Through cooperation with schools, the study tour project can be incorporated into the school's extracurricular activities and quality education system to achieve wider coverage. In addition, through cooperation with local governments and cultural sectors, their resources and platforms can be used to expand the scope of publicity and enhance the social impact of study tours. In terms of offline promotion, special booths can be set up at school education exhibitions and open days to introduce the significance and advantages of study travel to parents and students and ensure extensive participation and in-depth promotion of study travel through the combination of online and offline.

5.3 The Combination of Teaching Content and Intangible Cultural Heritage

The combination of the inheritance of intangible cultural heritage and modern education is an important way to realize the sustainable development of intangible cultural heritage. In the study tour, the teaching content should fully integrate the essence of intangible cultural heritage, especially traditional handicrafts such as rope weaving. First of all, different levels of teaching content can be developed, and rope weaving skills courses with different difficulties can be designed for primary school students, middle school students, and even college students. For example, lower-grade students can learn simple weaving techniques and learn about the application of rope weaving skills in their daily lives in an entertaining way; senior students can learn more complex weaving patterns and techniques and explore the cultural background and historical stories contained therein. In addition, the teaching content should also pay attention to interdisciplinary integration, such as the combination of history, geography, art, and other disciplines with rope weaving skills to form a comprehensive learning course. This can not only improve students' interest in learning but also enhance their sense of identity with intangible cultural heritage. At the same time, by organizing students to participate in practical operations and work displays, their practical ability and innovative thinking are improved, so that the inheritance of intangible cultural heritage is more vivid and specific.

5.4 Balance between Inheritance and Innovation

In the process of protecting and ingesting intangible cultural heritage, how to balance the preservation of traditional skills with the needs of modern innovation is a key issue. As a traditional handicraft, the

153

essence of rope weaving lies in the inheritance of traditional techniques and the preservation of cultural connotation. Therefore, in the study tour, we should first ensure that students can master the basic techniques and traditional process of rope weaving and understand the cultural significance contained therein. However, with the development of society, the innovation of intangible cultural heritage skills is also an important way to adapt to modern society. Innovation is not only reflected in the techniques but also includes the modernization of the design concept. For example, it can guide students to design modern rope-weaving works, such as fashion jewelry and home furnishings, while learning the basic techniques of rope-weaving, combined with modern aesthetics and market demand. In this way, it can not only retain the traditional characteristics of rope weaving skill but also give it new vitality so that it can be inherited and developed in modern society.

5.5 Teacher Training and Capacity Building

High-quality teachers are the basis for the successful implementation of study travel. In order to ensure that the non-legacy rope weaving skills can be effectively inherited and promoted on research trips, it is necessary to strengthen teacher training and ability improvement. First of all, a systematic teacher training program should be established to provide teachers with comprehensive training in intangible cultural heritage and rope weaving skills. The training content should include the historical background, basic techniques, and teaching methods of rope weaving skills so as to ensure that teachers have solid professional knowledge and teaching skills. In addition, non-genetic heirs should also be invited to participate in the training, providing teachers with practical guidance and practical opportunities to help them better master the skills and pass them on to students. While improving teachers' professional skills, we should also pay attention to their innovation in teaching methods. By introducing modern teaching methods, such as multimedia teaching and interactive classrooms, the teaching effect can be improved so that students can understand the rope weaving skills more intuitively and vividly. Finally, a mechanism of communication and cooperation among teachers should be established to promote the common progress of the teacher team through regular teaching seminars and experience sharing, so as to provide a solid teacher guarantee for the smooth implementation of study travel.

5.6 Diversified Evaluation Mechanisms

In the implementation of study travel, the establishment of a diversified evaluation mechanism is an important means to ensure the quality of teaching. Traditional evaluation methods tend to focus on the results, ignoring the growth and progress of students in the learning process. Therefore, a comprehensive evaluation system should be established, combining process evaluation and result evaluation to fully reflect students' learning situations. For example, it can be comprehensively evaluated by students' participation in study travel, quality of work, innovation, and so on. Process evaluation can include stage task completion, classroom performance, mutual evaluation, and self-evaluation, while result evaluation can be carried out through work displays, learning reports, and so on. In addition, parents and social forces can also be introduced to participate in the evaluation, forming a multi-angle feedback mechanism to help improve the teaching content and activity design

154

and improve the overall quality of study travel.

5.7 Cross-regional Cooperation and Resource Sharing

In order to promote the extensive dissemination and deep integration of intangible cultural heritage, rope weaving skills, and study travel, cross-regional cooperation and resource sharing are necessary paths. Through cultural exchanges and cooperation in different regions, the spread of intangible cultural heritage can be expanded, and its social influence can be enhanced. For example, cross-regional study tours can be organized to allow students to experience the intangible cultural heritage and rope weaving skills in different regions and enhance their understanding and respect for multiculturalism. In addition, through the sharing of resources between regions, such as teaching videos, teaching materials, expert resources, etc., the overall quality of study travel can be improved and the repeated development of resources can be avoided. Interregional cooperation can also focus on the display and promotion of non-heritage rope weaving skills through joint large-scale research activities or cultural festivals, attracting more people to pay attention to and participate in the process of cultural inheritance.

5.8 Community Participation and Social Support

Community participation and social support play a vital role in the successful implementation of study tours. In order to achieve sustainable development, it is necessary to incorporate local communities and broader social forces into the design and implementation of the project. The community is the birthplace of intangible cultural heritage and the foundation of its inheritance. By mobilizing the enthusiasm of the community, it can provide rich cultural resources and practical scenarios for the project. First of all, the project should actively invite local community members, especially non-genetic inheritors, to participate in the teaching and practice of study travel. For example, the old craftsmen in the community can serve as invited tutors to teach students the essence of rope weaving skills and tell the stories and cultural connotations behind the skills. This not only helps to enhance the learning effect of students but also stimulates the sense of honor and participation of community members and promotes the interaction and cooperation between the community, schools, and students. Secondly, the project should attract the support of social forces through various forms, such as corporate sponsorship, social donations, voluntary services, etc., to provide more adequate resources for study travel. In cooperation with social welfare organizations, carry out non-legacy cultural publicity and education activities to enhance social awareness and attention to non-legacy culture. At the same time, parents and community members can be encouraged to participate in the organization and implementation of study tours to provide more support and guidance for students' learning. In this way, it can not only enrich the content and form of the project but also enhance the influence of the project in the community and society and form a broader social support network.

5.9 Project Sustainable Development Strategy

In order to ensure the long-term success and continuous impact of Xinjinsheng's study travel project, it is very important to formulate and implement an effective sustainable development strategy. The sustainable development of the project not only depends on the existing resources and support but also

requires continuous innovation and strategic planning to cope with future challenges and changes. First of all, the project should set long-term goals and plans to ensure steady progress in the next few years. For example, phased goals can be set, such as increasing the number of participating schools and students each year, expanding the areas covered by the project, or introducing new courses and activities at a specific time. Long-term planning and goal setting contribute to the steady development of the project and ensure that the project has a clear direction and motivation in its daily operations. Secondly, the project should actively carry out innovation, research, and development work and continuously improve the teaching content and activity form. For example, combined with modern scientific and technological means, such as digital displays, online learning platforms, etc., new teaching resources and tools are developed to make study travel more attractive and educational.

6. Suggestions on the Path of Deep Integration of Intangible Cultural Heritage, Rope Weaving, and Study Travel

In the combination of intangible cultural heritage rope weaving skill and study travel, how to effectively realize the deep integration of cultural inheritance and educational objectives is the key to promoting the development of this model. This section will explore specific paths from the perspectives of teaching design, innovation and inheritance, teacher construction, evaluation mechanisms, and regional cooperation.

6.1 Teaching Content Design and Cultural Heritage

In the study tour, the design of teaching content should not only serve the educational needs of students but also undertake the mission of inheriting intangible cultural heritage. As an intangible cultural heritage, rope weaving skill contains rich historical and cultural connotations, which should be skillfully integrated into the curriculum system. First of all, for different age groups of students, teaching content can be designed as a as a hierarchical learning path. For junior students, teaching can be carried out around basic rope weaving skills and intangible cultural heritage stories. Through simple and easy-to-understand knitting activities, such as making basic handicrafts such as bracelets and bookmarks, students can experience the fun of knitting in the process of hands-on practice. At the same time, the historical background and cultural significance of rope weaving skill are introduced in the form of stories to stimulate their interest in traditional culture. For senior students, more complex rope weaving skills can be introduced, such as multi-strand weaving and complex knotting. At the same time, increase the discussion of the historical background and cultural value of rope weaving so that students can deeply understand the significance of the cultural inheritance behind it in the process of learning skills and enhance cultural identity and historical responsibility. Curriculum design should also pay attention to the combination of theory and practice. The theoretical part can teach the development process, technical characteristics, and cultural connotation of rope weaving skills through classroom teaching, cultural lectures, and other forms; the practice part should arrange for students to visit the rope weaving workshop and experience the production process of handicrafts. This combination of

156

theory and practice can not only enhance students' understanding of rope weaving skills but also cultivate their practical ability and innovative consciousness. In addition, the design of teaching content should also have a certain degree of flexibility and interactivity through role-playing, teamwork, and other forms of activities to enhance the interest in the course and the participation of students. Through carefully designed teaching content, the non-legacy rope weaving skills can not only be effectively inherited among students but also spread and promoted among a wider group through education.

6.2 The Balance between Innovative Teaching Modes and Cultural Inheritance

In the process of promoting the inheritance of intangible cultural heritage, how to balance the preservation of traditional skills with the innovation of modern teaching methods is a problem that needs to be discussed in depth. As a new form of education, study travel provides a new opportunity for the inheritance of intangible cultural heritage rope weaving skills, but it also poses new challenges. In the process of teaching, we must find a way to not only retain the traditional essence of rope weaving skills but also adapt to the learning needs and aesthetic orientation of modern students. Therefore, the balance between innovative teaching methods and cultural inheritance is particularly important. First of all, the innovation of the teaching mode can be reflected in the introduction of project-based learning. Project-based learning emphasizes students' mastery of knowledge and skills through independent learning and cooperative inquiry on specific projects. In the teaching of rope weaving skills, teachers can guide students to design and produce rope weaving crafts in line with contemporary aesthetics in the form of teams and combined with modern design concepts. Through such projects, students can not only learn traditional rope weaving skills but also stimulate their own innovative thinking in the creative process, combine traditional skills with modern fashion elements, and create new cultural products. The organic combination of innovation and inheritance not only protects the core connotation of rope weaving skill but also endows it with new-era significance and market value. Secondly, in the teaching process, we should pay attention to the integration of traditional culture with modern science and technology. For example, virtual reality (VR)) technology can be used to enable students to learn and experience rope weaving skills in a virtual environment, thereby enhancing the fun and immersion of learning. At the same time, modern multimedia means, such as teaching video, animation demonstrations, etc., can help students more intuitively understand and master complex weaving techniques. In short, through reasonable teaching mode innovation, it can not only maintain the traditional charm of intangible cultural heritage rope weaving skills but also stimulate students' interest in learning and innovation ability and truly realize the deep integration of cultural heritage and modern education.

6.3 Systematization of Teacher Construction and Ability Improvement

The construction of teaching staff is the key to the success of study travel, especially in the inheritance and education of intangible cultural heritage. Teachers should not only have solid professional skills but also be able to effectively impart these skills and stimulate students' interest. Therefore, systematic teacher construction and ability improvement are very important for the education and promotion of

non-legacy rope weaving skills. First of all, a professional training system for rope weaving skills should be established. This training system should include two aspects: skill teaching and modern teaching methods. On the one hand, by inviting experts such as intangible cultural heritage inheritors and crafts masters, it is ensured that teachers can master the core techniques of rope weaving skill and understand its cultural background and historical origin; on the other hand, by introducing education experts, teachers can master modern teaching theories and methods and improve their teaching ability in the classroom. In addition, teaching seminars and exchange activities should be organized regularly to allow teachers to share experience and exchange ideas in practical teaching. In this way, it can not only promote mutual learning and common progress among teachers but also continuously optimize and improve teaching content and methods to form a dynamic teaching system. In order to ensure the sustainable development of the teaching staff, we can also consider cooperating with universities and research institutions to set up a teacher training base for non-legacy rope education, regularly transport new forces, and enrich the teaching staff. At the same time, a set of incentive mechanisms should be established to encourage teachers to continuously improve their professional quality and teaching level by selecting excellent teachers and providing further education opportunities, so as to ensure that intangible cultural heritage education can be inherited and developed into high-quality teaching.

6.4 The Construction and Application of Multiple Evaluation Systems

In the educational integration of intangible cultural heritage, rope weaving skills, and study travel, the construction of an evaluation system is the key to ensuring the teaching effect. Traditional evaluation methods often only focus on the final learning outcomes while ignoring the performance and progress of students in the learning process. In order to comprehensively evaluate students' learning effects, a multi-evaluation system covering process evaluation and result evaluation should be constructed. First of all, in the learning process, teachers can track students' learning progress and performance in real time through staged presentations, homework submissions, etc. The phased display can not only help teachers understand students' mastery of skills but also enable students to stimulate their creative inspiration and sense of competition by observing and learning from each other. At the same time, students' works can be comprehensively evaluated through various forms, such as work evaluation, students' mutual evaluation, and self-evaluation. In the process of evaluation, we should not only examine the skill level of the work but also pay attention to the expression of creativity and cultural connotation. In this way, it can not only stimulate students' progress in skills but also cultivate their innovative ability and cultural expression ability. In order to fully reflect the students' learning gains, we can increase the sharing of learning experiences so that students can express their experiences and perceptions during the study tour through an oral report or written summary. This can not only help students consolidate what they have learned but also enable teachers to have a more comprehensive understanding of students' learning status and mental processes and provide references for subsequent teaching. Finally, the construction of multiple evaluation systems should pay attention to the feedback and application of evaluation results. According to the evaluation results, teachers should adjust and

158

optimize the teaching content and methods in time to ensure that the teaching can better meet the needs of students. At the same time, the evaluation results can be incorporated into the students' comprehensive quality evaluation system to provide strong support for their all-round development. Through the scientific application of the multi-evaluation system, the teaching of non-legacy rope weaving skills will be more accurate and effective, and the deep integration of cultural heritage and educational goals will be truly realized.

6.5 The Deepening of Cross-regional Cooperation and Cultural Exchanges

Expanding the impact of intangible cultural assets, rope weaving skills, and sustainable travel are all made possible by cross-regional collaboration and cultural exchanges. More students can interact with and comprehend the intangible cultural assets of other regions and improve their respect for and recognition of cultural diversity through visitation exchanges and resource sharing between regions. Initially, it is possible to arrange for cross-regional study travel activities and to set up field trips and studies for students at various intangible cultural heritage locations.

For example, students in the eastern region can travel to the western region to understand the rope weaving skills and cultural backgrounds of different regions and experience different cultural features and lifestyles. Such cross-regional communication can not only broaden students' horizons but also enhance their sense of identity and pride in their own culture. In addition, cross-regional cooperation can also realize the sharing of intangible cultural heritage education resources through modern scientific and technological means. Establish an inter-regional intangible cultural heritage education resource sharing platform; through this platform, local educational resources can achieve interoperability. For example, resources such as teaching videos, curriculum designs, and expert lectures can be shared so that students in different regions can have access to high-quality non-heritage education resources. Through this kind of resource sharing, it can not only improve the overall quality of research and study travel but also promote the mutual learning of intangible cultural heritage skills in different regions and the inheritance and innovation of intangible cultural heritage culture. Finally, cross-regional cooperation and cultural exchanges can further expand the social influence of non-legacy rope weaving skills by jointly organizing non-legacy cultural festivals, skill exhibitions, and other activities. Through these activities, we can not only show the cultural achievements of intangible cultural heritage in various places but also attract more social attention and participation and inject new vitality into the protection and inheritance of intangible cultural heritage. The deepening of cross-regional cooperation and cultural exchanges will open up a broader space for the inheritance and development of non-legacy rope weaving skills and give this traditional skill a new vitality in modern society.

6.6 The Promotion of Social Participation and Community Building

The inheritance of intangible cultural heritage rope weaving skills not only depends on the promotion of the education system but also requires the extensive participation of society and the joint efforts of the community. Through social participation and community co-construction, the dissemination and

159

inheritance of intangible cultural heritage can be more effectively realized. First of all, through cooperation with community organizations and cultural groups, we can promote the popularization and promotion of rope weaving skills in the community. For example, the community can regularly hold rope weaving workshops, invite local intangible cultural heritage inheritors or master craftsmen to provide free skills training for residents and students, and enhance the interest and identity of community residents in traditional culture. At the same time, it can also organize rope weaving skills exhibitions, cultural festivals, and other activities to show the weaving works of community members and encourage more people to participate in the protection and inheritance of intangible cultural heritage. In addition, cooperation between schools and communities is also an important way to promote intangible cultural heritage education. Through the construction of off-campus practice bases, students can carry out actual weaving operations and cultural research in the community to enhance their intuitive feelings and understanding of intangible cultural heritage. This combination of in-school and out-of-school education can not only enrich students' learning experiences but also promote cultural interaction and resource sharing between communities and schools. In order to promote the deepening of social participation, social media platforms can also be used to carry out online rope weaving skill displays and teaching to attract more young people to pay attention to and learn intangible cultural heritage skills. Through these measures, the promotion of social participation and community co-construction will provide a solid social foundation for the protection and inheritance of intangible cultural heritage rope weaving skills.

6.7 Exploration of Industrialization Development and Marketization Promotion

To provide fresh life to the non-legacy rope weaving craft in today's world, we must investigate its industrialization, development, and marketing trajectory. In order to achieve the sustainable growth of intangible cultural heritage technology, we may generate cultural products with market competitiveness by fusing our expertise in rope weaving with contemporary design and fashion sectors. Initially, the ability to weave ropes can be utilized in apparel, jewelry, home goods, and other industries in collaboration with designers and businesses to create products that have both contemporary aesthetic value and historic cultural significance.Through market promotion, these items can not only enhance the forms of intangible cultural heritage culture but also increase awareness of and appreciation for the intangible cultural heritage rope weaving abilities. Furthermore, the industrialization and advancement of rope weaving skills as an intangible cultural asset also require the establishment of a strong brand and marketing infrastructure. An intangible cultural heritage brand with distinctive cultural traits can help increase a product's competitiveness and market recognition. Simultaneously, the utilization of e-commerce platforms to encourage the online sales of products related to intangible cultural heritage broadens the range of market channels and sales opportunities. In order to suit the individualized needs of customers, we can also blend the traits of the creative and cultural sectors during the market promotion process to create cultural experience products, such as rope weaving DIY kits, cultural experience courses, etc. In addition to increasing the social impact of intangible cultural heritage rope

160

weaving skills, exploring industrialization development and marketization promotion can also increase the economic benefits for practitioners and inheritors and support the long-term preservation and advancement of intangible cultural heritage culture.

6.8 The Strengthening of Policy Support and Legal Protection

rope weaving skill is an intangible cultural legacy, and its development and inheritance are inextricably linked to the government's policy support and legal protection. To make sure that this cultural asset is not lost in the process of modernization, the government should develop focused conservation measures and offer intangible cultural heritage skills greater support and attention at the policy level. The government should, first and foremost, establish special funding for the preservation, transfer, and advancement of talents as well as increase financial support for skills related to intangible cultural heritage. In order to increase convenience and assurance for their lives and productivity, local governments should be urged to enact pertinent laws, such as tax breaks for non-genetic inheritors and practitioners.

Regarding legal safeguards, the government ought to enhance the existing legal structure pertaining to intangible cultural assets and fortify the safeguarding of intellectual property rights within it. For instance, patents, copyrights, and other legal protections can be employed to safeguard the unique design and artistic inventiveness of rope weaving skills, preventing unauthorized use and illegal copying. In order to guarantee that inheritors of intangible cultural heritage skills enjoy their rightful place and participate in the process of teaching skills and promoting culture, it is also necessary to increase the identification and protection of these individuals.

To guarantee that this priceless cultural heritage can be better inherited and developed in the future, the government should also support the inclusion of intangible cultural heritage education in the national education system, encourage educational institutions to offer courses on intangible cultural heritage, and emphasize the inheritance and protection of intangible cultural heritage as a national strategy. The inheritance and development of rope weaving skills that are part of intangible cultural assets will be more effectively safeguarded to ensure that they continue to radiate new energy in modern society through the enhancement of policy support and legal protection.

7. Conclusion

This paper illustrates how study travel, in conjunction with the deep integration path of intangible cultural heritage rope weaving skill, can effectively support the inheritance and development of intangible cultural heritage culture against the backdrop of contemporary education. The study demonstrates that a workable route for the sustainable succession of intangible cultural heritage is one that involves creative skill inheritance techniques, comprehensive teacher preparation, varied assessment methodologies, cross-regional collaboration and exchanges, and well-designed instructional materials. The study does have several drawbacks, though.

For instance, the real impact of study travel may differ due to geographical variations and unequal resource distribution; further empirical study and data support are required in the development of innovative teaching materials and assessment standards. In the future, study travel and intangible cultural heritage will open up new development opportunities due to the advancement of educational technology and the heightened social awareness of cultural heritage. The application effects of various areas and intangible cultural heritage initiatives in study travel can be further explored in future studies, with a focus on how to preserve the distinctiveness and authenticity of culture in large-scale promotion. To further improve the flexibility and effect of intangible cultural heritage culture in the context of globalization and to create a larger platform for its invention and inheritance in contemporary society, more multidisciplinary and cross-cultural collaboration models need to be investigated.

References

Alahakoon Thilini, Udunuwara Maduka. Intangible cultural heritage as a peak touristic experience in Sri Lanka. *Journal of Heritage Tourism*, 2022, *17*(3), 312-326.

Cerquetti Mara, Ferrara Concetta, Romagnoli Annamaria, Vagnarelli Gianluca. Enhancing Intangible Cultural Heritage for Sustainable Tourism Development in Rural Areas: The Case of the "Marche Food and Wine Memories" Project (Italy). *Sustainability*, 2022, *14*(24), 16893-16893.

Chang Bianrong, Ding Xinjun, Xi Jianchao, Zhang Ruiying, Lv Xianhong. Spatial-Temporal Distribution Pattern and Tourism Utilization Potential of Intangible Cultural Heritage Resources in the Yellow River Basin. *Sustainability*, 2023, *15*(3), 2611-2611.

Chen Lu, Zhang Zhonglai. The Integration Mechanism of Music Intangible Cultural Heritage and Tourism Industry in the Internet of Things Environment. *Security and Communication Networks*, 2022.

Ding Yue. Fuzhou practice of the deep integration and development of intangible cultural heritage and tourism. *China National Expo*, 2023, (22), 37-39.

Intelligence And Neuroscience Computational. Retracted: Extraction of Intangible Cultural Heritage Visual Elements by Deep Learning and Its Application in Grassland Tourism of the Silk Road Culture. *Computational intelligence and neuroscience*, 2023, 20239836591-9836591.

Leonardo D'Amico. Ethnic tourism and Folksongs: A case study among the Blang (Bulang) of Yunnan, China. *Asiatische Studien - Études Asiatiques*, 2023, *77*(3-4), 565-605.

Lihua Cheng, Eral Jimenez. New Construction of the Integration of Intangible Cultural Heritage and Tourism Industry. *International Journal of Frontiers in Sociology*, 2024, *6*(3).

Lin Jifu. Cultural Empowerment : Research on the Integrated Development of Intangible Cultural Heritage and Tourism. Journal of Yangtze University (Social Science Edition), 2023,46 (04) : 29-35.

Lin Minpei, MarineRoig Estela, LlonchMolina Nayra. Gastronomy as a Sign of the Identity and Cultural Heritage of Tourist Destinations: A Bibliometric Analysis 2001–2020. *Sustainability*, 2021, *13*(22), 12531-12531.

Lonardi Serena, Unterpertinger Yvonne. The Relevance of Intangible Cultural Heritage and Traditional Languages for the Tourism Experience: The Case of Ladin in South Tyrol. *Sustainability*, 2022, *14*(5), 2729-2729.

Martina Shakya, Gianluca Vagnarelli. Creating value from intangible cultural heritage—the role of innovation for sustainable tourism and regional rural development. *European Journal of Cultural Management and Policy*, 2024, 14.

Ni Gong. Study on Tourism Activation Effect Evaluation of Intangible Cultural Heritage in Yuanjia Village. *Tourism Management and Technology Economy*, 2022, *5*(3).

Ni Jianfa, Qiu Xuguang, Zhang Haiqiong. An empirical study on the deep integration of intangible cultural heritage and tourism-based on the investigation of the integration of intangible cultural heritage and tourism in Wenzhou. *Journal of Zhejiang Industry and Trade Vocational and Technical College*, 2024, *24*(01), 36-43.

Qiumei Yu.Innovation and Promotion of Hainan Li Ethnic Intangible Cultural Heritage Tourism Products. *Tourism Management and Technology Economy*, 2023, *6*(7).

Ranwa Ruchika. Impact of tourism on intangible cultural heritage: case of Kalbeliyas from Rajasthan, India. *Journal of Tourism and Cultural Change*, 2022, *20*(1-2), 20-36.

Roger, Yang Shaojun, Tan Chao. The integrated development of intangible cultural heritage protection and rural tourism economy-Taking Leshan City as an example. *Journal of Shanxi University of Finance and Economics*, 2024, *46*(S1), 127-129.

Wang Fu. Research on the integration development path of intangible cultural heritage and tourism in Changzhou. *Journal of Changzhou College of Information Technology*, 2023, *22*(06), 81-85.

Wang Jie, Chen Jinwen. Research on the path of integrated development of intangible cultural heritage and rural tourism - A case study of Qiguan Village in Zhoushan, Zhejiang. *Comparative study of cultural innovation*, 2023, *7*(25), 118-121 + 126.

Wen Bin, Li Jingjing, Hu Juanjuan, Chen Jiajia, Hu Yanyan. Research on the deep integration and development of intangible cultural heritage and tourism-Taking the Grand Canal (Anhui section) as an example. *Journal of Zhoukou Normal University*, 2023, *40*(04), 139-146.

Xiang Longhui. Research on the deep integration of intangible cultural heritage and tourism in Dazhou. *Comparative study of cultural innovation*, 2024, *8*(04), 125-130.

Xiao Lingling. Intangible Cultural Heritage Reproduction and Revitalization: Value Feedback, Practice, and Exploration Based on the IPA Model. *Computational Intelligence and Neuroscience*, 2022,

20228411999-8411999.

Xiaoling Yu. The Realistic Dilemma and Innovative Path of Intangible Cultural Heritage Tourism Development in the Information Age. *International Journal of Frontiers in Sociology*, 2023, *5*(15).

Yan Jiyao, Zhao Yuan, Guo Yu, Zhu Xingyu. Research on the spatial differentiation of intangible cultural heritage in China and its integration with tourism. *Geography and Geographic Information Science*, 2023, *39*(04), 86-95.

Yang Ningdong, Yang Yan. Research on the deep integration and development of intangible cultural heritage and tourism in Chengdu. *Journal of Chengdu Administrative College*, 2023, (06), 96-105 + 120.

Yuan Chuanchuan, Gan Li, Zhuo Huili. Coupling Mechanisms and Development Patterns of Revitalizing Intangible Cultural Heritage by Integrating Cultural Tourism: The Case of Hunan Province, China. *Sustainability*, 2022, *14*(12), 6994-6994.

Zegeng Chen, Shimin Fu. Research on the Evaluation of the Effect of Tourism Revitalization of Intangible Cultural Heritage in China in the Context of New Media. *Applied Mathematics and Nonlinear Sciences*, 2024, *9*(1).

Zheng Qiang, Wang Min, Ruan Honglin. Research on the innovation mode and realization path of intangible cultural heritage tourism development under the background of cultural tourism integration - Taking Sichuan ethnic areas as an example. *Journal of Sichuan Tourism University*, 2024, (03), 51-56.

Zhu Bo, Tian Siqi, Wang ChienChih. Improving the Sustainability Effectiveness of Traditional Arts and Crafts Using Supply–Demand and Ordered Logistic Regression Techniques in Taiyuan, China. *Sustainability*, 2021, *13*(21), 11725-11725.