

Research on the Aesthetic Education Function of Miao Handmade Batik and the Path to Enhancing University Students' Cultural Confidence

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Abstract

Across the vast territory of China, many ethnic groups each have unique traditional cultures. The Miao people, as the fifth largest minority in China, are known for their rich cultural symbols especially batik craftsmanship. Regarding the practice of ideological and political education for contemporary university students, this article, based on the profound heritage of The Miao traditional culture, explores the cultivation paths for enhancing students' cultural aesthetic abilities and cultural confidence by experiencing batik craftsmanship and acquiring relevant knowledge. This initiative aims to deepen students' understanding of The Miao traditional culture and stimulate their sense of national honor and pride, and thereby establish a correct worldview. And this can let them understand the national culture with Chinese characteristics, and firmly uphold cultural confidence.

Keywords

The Miao, handmade batik, aesthetic education function, university students, cultural confidence.

1. Chapter One: Analysis of the Aesthetic Education Value of Miao Handmade Batik

1. The Unique Advantages of Miao Batik as an Aesthetic Education Medium

Miao batik uses patterns, colors, and designs to create beautiful art. Its patterns include symbols of nature worship, ancestral memory, and life philosophy. The production process of batik has three key steps: painting wax, dyeing, and washing the wax. This process shows exquisite craftsmanship and wisdom. Each batik piece shares the Miao people's history, beliefs, and customs, achieving a harmonious unity of practical function and aesthetic value.

2. The Core Aesthetic Education Functions Embodied in Miao Batik

Through in-depth experiences of the formal beauty, technical beauty, and cultural beauty of Miao batik, one can cultivate aesthetic perception. Understanding the ethnic history, cosmology, and values behind the pattern symbols can stimulate cultural identity and promote the innovative recreation of traditional patterns and modern transformation of craftsmanship techniques. Moreover, the focused, patient, and pursuit-of-excellence attitude during the batik production process helps cultivate the spirit of craftsmanship and labor education. As an important representative of Chinese cultural diversity, Miao batik also has the dialogic value in promoting cross-cultural understanding.

2. Chapter Two: Miao Batik Aesthetic Education and University Students' Cultural Confidence: Correlation Mechanism and Current Situation Review

1. Aesthetic education helps students deepen the connection between perceptual cognition and rational identification. As fertile ground for cultivating cultural emotions, it stimulates individuals' love and takes pride in our culture. At the same time, it is also a breeding ground for cultural practical abilities. It promotes cultural inheritance and innovation through creative practical activities. In the field of intangible cultural heritage (ICH) aesthetic education, its uniqueness lies in bridging the past and the present, enhancing individual identity and cultural belonging. Through hands-on practice, students move from simply knowing about their culture to truly believing in its value. [2] This journey from cultural awareness to cultural confidence strengthens both personal identity and national pride.

2. Investigation and Analysis of the Current Situation of Utilizing Miao Batik for Aesthetic Education in colleges and universities

Currently, the setting of related courses and activities in colleges and universities is still insufficient, and is only widely carried out in some minority region universities. In 2023, this study organized 20 college students to participate in a batik technique experience activity. Under the guidance of ICH inheritance teachers, students independently created, using wax to paint patterns, and completing the works through dyeing. After the activity, students had a relatively low understanding of Miao batik knowledge, but had a relatively higher interest in the experience of national cultural.

3. Current Major Problems and Challenges

Colleges and universities have deficiencies in resource integration, and the systematization of the curriculum needs to be strengthened. There is also a shortage of excellent teaching staff, especially traditional craft inheritors on the campus. The depth of the course content is insufficient. It merely focuses on imitative learning of techniques. There is still a lack of exploration and explanation of the profound cultural connotations. In terms of form innovation, the attractiveness, interactivity, and integration with the interests of contemporary university students need improvement. In addition, there is a lack of an effective evaluation system for the effectiveness of aesthetic education and the degree of cultural confidence enhancement. [3] In terms of continuous guarantee, it currently relies on project-based operation and lacks a long-term operational mechanism.

3. Chapter Three: Construction of Practical Paths for Enhancing University Students' Cultural Confidence through Miao Batik Aesthetic Education

Based on the core concepts of cultivating people through culture, educating people through beauty, and the unity of knowledge and action, this study designs a systematic implementation path. The aim is to deepen cultural cognition, enhance cultural emotional identification, stimulate cultural innovation vitality, and guide cultural self-awareness practice. It designs a systematic implementation path.

1. Integration into the First Classroom: Constructing a Multi-level Curriculum System

Integrate the Miao art and culture module into the comprehensive quality courses, guiding students to consciously explore the excellent cultural heritage of the Chinese nation. For students from art majors, elective courses related to design, fine arts, folklore are set up, while for students from other majors can experience batik techniques through labor education or practical courses. Through comprehensive teaching contents such as knowledge imparting

(including cultural background and pattern interpretation), aesthetic analysis, practical experience, and value guidance (cultural spirit), students' cultural literacy can be cultivated.

2. Expansion of the Second Classroom: Creating an Immersive Experience Platform

The school sets up workshops for intangible cultural heritage inheritors and master workshops to achieve regular teaching and skill transmission. [1]At the same time, student clubs such as the Batik Club and the Folk Art Club are established, and theme exhibitions, lectures, and performances are held in conjunction with campus culture and art festivals. Actively organize social practice and research activities, such as field trips to areas where the Miao people live, museums, and heritage bases. Digital experiences are expanded, such as VR/AR displays, online museums, and interactive mini-programs. Encourage students to engage in creative activities based on batik elements. For instance, design cultural and creative products, clothing and graphic design, and hold theme design competitions, exhibitions, transformation and connection of achievements. The integration and innovation of batik with modern art, life aesthetics, and technology, such as digital batik art, are explored to promote innovation through inheritance and enhance cultural confidence through innovation.

3. Building a Cultural Atmosphere: The Subtle Influence through the Environment

Batik elements into the campus environment are integrated, such as public space decoration and the construction of cultural corridors. The batik culture, related activity information, and student works are widely publicized through new media platforms to shape a campus cultural atmosphere that respects intangible cultural heritage and loves traditional culture.

4. Establishing a Guarantee Mechanism

Professional teachers are introduced and cultivated, and a stable "school-locality-traditional inheritors" mechanism of three-party collaboration is established. Resources are integrated to build a teaching resource library including videos, diagrams, and lesson plans, as well as on-campus and off-campus practice bases. A diversified evaluation system is constructed, combining process evaluation with result evaluation. Moreover, the focus is placed on students' growth and changes in aesthetic literacy, cultural understanding, innovation ability, and cultural confidence. The integration of aesthetic education and cultural education into the overall school planning is pursued, and corresponding special funds are sought for support.

4. Chapter Four :Conclusion

This research through an in-depth exploration of the aesthetic education function of the Miao handmade batik and the path to enhancing university students' cultural confidence. It reveals the unique advantages and core aesthetic education functions of Miao batik as an aesthetic education carrier. The research points out that Miao batik not only contains rich aesthetic implications and cultural connotations, but also can effectively enhance students' cultural aesthetics and cultural confidence through experience and practice. At the same time, the research also discovers the problems and challenges existing in the current universities' utilization of Miao batik for aesthetic education, such as insufficient resource integration, insufficient curriculum system, and lack of high-quality teachers. In response to these problems, this research constructs a practical path for enhancing university students' cultural confidence through Miao batik aesthetic education, including integration into the first classroom, expansion of the second classroom, creation of a cultural atmosphere, and construction of guarantee mechanisms. These paths aim to achieve a leap from cultural self-awareness to cultural confidence through systematic design and implementation. And it promotes university students' correct understanding and firm confidence in the national culture with Chinese characteristics.

In conclusion, Miao handmade batik as an important part of Chinese excellent traditional culture, has unique aesthetic education value and cultural significance. Through excavating

deeply and inheriting of Miao batik techniques, it not only helps to enrich university students' cultural experiences and aesthetic perceptions, but also contributes to the realization of cultural confidence and national rejuvenation.

References

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