

The Development and Teaching Application of Zhuang Folk Arts and Crafts Resources

Xiaofang Zhang, Jinyi Huang

College of Arts and Design, Guangxi Science & Technology Normal University, Laibin Guangxi 546100, China

ABSTRACT

The development and teaching of Zhuang folk arts and crafts resources are helpful to protect and inherit the unique folk arts and crafts cultural heritage of Zhuang, and promote the innovation of higher education. To this end, the modern educational technology can be combined with Zhuang craft characteristics to inspire students' innovative thinking. Field trips and practical activities can be organized to improve students' practical operation ability. The interdisciplinary teaching method can be used to enhance the depth of teaching. And the Zhuang arts and crafts resource database can be established to promote the data preservation and academic research.

KEYWORDS

Zhuang nationality; Arts and crafts resources; Development; Teaching

1 Introduction

The unique folk arts and crafts resources of the Zhuang nationality have always been a significant symbol of the cultural identity and history, and also a valuable member of the treasure house of the global cultural diversity. With the rapid advancement of the modernization, the marginalization risk of these traditional crafts is becoming increasingly serious, so it is particularly urgent to effectively protect, inherit and promote the development of Zhuang folk arts and crafts resources. Through the detailed analysis and field investigation, this paper deeply discusses the development and teaching application of Zhuang folk arts and crafts resources, and strives to provide a new perspective for the protection and development of folk arts and crafts resources.

2 The Significance of Development and Teaching of Zhuang Folk Arts and Crafts Resources

2.1 Protect and Inherit the Unique Folk Arts and Crafts Cultural Heritage of the Zhuang Nationality

As one of the major ethnic minorities in the south of China, the Zhuang people have rich folk arts and crafts such as brocade, embroidery, ceramics and silver jewelry, which carry the wisdom and history of the nation. With the advancement of modernization, these traditional crafts are gradually facing the crisis to be lost. However, through the systematic development and teaching application, the Zhuang folk arts and crafts resources can be effectively preserved and inherited and promoted in a wider social and cultural background. Through courses, workshops and exhibitions, colleges

and other educational institutions directly expose students to these skills and make them understand the cultural implications of these skills, thereby stimulating students' respect for and interest in traditional culture and enhancing their identity with the Zhuang culture. These developments and educational practices have also stimulated academic interest in Zhuang arts and crafts in the educational circles, and deepened the understanding of their artistic value and technical characteristics. Researchers trace the historical development path of Zhuang arts and crafts, and explore their role in socio-economic and cultural exchanges, and how these crafts reflect the Zhuang philosophy and way of life. This expands the academic boundaries of ethnology and art history, and contributes to the formation of policies to further support and protect these valuable cultural assets^[1]. It can be seen that the Zhuang folk arts and crafts resources incorporated into the education system have promoted a multi-party protection and inheritance network involving educators, students, craftspeople, cultural workers and policy makers, enhanced the social attention to Zhuang folk arts and crafts resources, and injected new vitality and development opportunities for traditional arts.

2.2 Promote the Innovation of Higher Education

In China's education system, the traditional education model mainly focuses on theoretical learning, but with the introduction of Zhuang folk arts and crafts resources, the education system has integrated a new practice-centered teaching model, which not only focuses on the transfer of skills, but also the inculcation of cultural spirit and aesthetic concepts. The Zhuang folk arts and crafts highlight the harmonious symbiosis with nature, such as the common patterns of butterflies, flowers and birds, which are profound symbols of nature and life, and provide students with a unique cultural and aesthetic perspective. In addition, the Zhuang arts and crafts included in the education curriculum are not only skills teaching, but also the cultivation of cultural understanding and innovative thinking. For example, the Zhuang brocade technology is not only a manual skill, but also an art integrating the totem culture, color application and material selection, which are deeply rooted in the history and philosophy of the Zhuang people^[2]. Learning these elements not only promotes students' respect for and understanding of the cultural diversity, but also inspires their innovative thinking in artistic creation and other fields. At the same time, the teaching of Zhuang arts and crafts also promotes the interdisciplinary integration of educational content, which combines the art education with sociology, history, engineering and other disciplines, so that students not only master specific skills, but also learn how to comprehensively apply the knowledge of various disciplines to solve complex problems. For example, when learning the production of Zhuang silver jewelry, students need to master the fine metal processing technology, understand the cultural significance of it, explore the materials science and technology, and take into account the factors of the market economy. Such teaching practice greatly broadens the depth and breadth of the subject, brings innovations to the entire education system, and helps to train future talents with comprehensive development and innovative capabilities who can adapt to the multicultural and rapidly changing global environment.

3 The Development and Teaching Application Strategies of Zhuang Folk Arts and Crafts Resources

3.1 Combine the Modern Educational Technology with the Zhuang Craftsmanship Features to Inspire students' Innovating Thinking

Teachers can integrate the modern educational technology with the unique style of Zhuang

craftsmanship to create an interactive and technologically advanced learning environment, so that students can learn traditional skills and use modern tools to make innovative practice.

First of all, teachers can use the virtual reality (VR) technology to accurately reproduce the traditional production environment of Zhuang crafts, such as the brocade scene or silver jewelry workshop, so that students can intuitively experience and understand the complex process and fine operation of traditional crafts without the field travel, which greatly enhances the intuitiveness and perceptual depth of learning. Teachers should also combine the interactive teaching mode to allow students to try various craft techniques in a virtual environment and receive immediate operational feedback to adjust and perfect their skills.

Secondly, teachers can use digital tools to record and analyze each process step, such as showing every detail of manual operation through high-definition videos and slow motion playbacks, to help students to observe and master key technologies in depth, and to serve as valuable resources for the future educational research and curriculum development^[3].

Thirdly, teachers can introduce the computer-aided design (CAD) technology, so that students can use CAD software to design Zhuang patterns and crafts to improve the efficiency of design, and test the effect of different materials and structures through the software to achieve higher design accuracy and innovation. When the design is completed, teachers should guide students to use the 3D printing technology to make handicraft prototypes, which is an integrated process from design to physical object, and can greatly expand students' creativity and experimental consciousness.

Finally, teachers should encourage students to apply these technologies to innovative projects, such as designing modern home products or fashion accessories that incorporate traditional Zhuang elements, which can give students a deep understanding of the adaptability of traditional crafts to the modern life and inspire them to explore new expressions and business models.

3.2 Organize Field Trips and Practical Activities to Improve Students' Practical Operation Ability

Teachers can organize field visits and practical activities to directly guide students to enter the actual production environment of Zhuang folk arts and crafts, so that students can deeply understand the essence of Zhuang culture and the unique charm of arts and crafts, and master relevant traditional technologies.

Schools should work with local artisans to arrange for students to visit craft studios or craft villages on a regular basis, so that students can witness how artisans use traditional tools and techniques to do a creation, and participate in the process of brocade, weaving, ceramic or silver jewelry making, so as to gain knowledge from the source and fully understand the various stages of material selection, craft skills and artistic creation.

Field visits should also be extended to local cultural festivals, such as the lunar March 3rd and the June 6th Lantern riddle-guessing Festival of the Zhuang people. These activities not only display the Zhuang arts and crafts, but also integrate cultural elements such as singing, dancing and food, providing students with an excellent platform to comprehensively understand the Zhuang culture, and allowing students to deeply understand the cultural background and social significance of Zhuang people, and further grasp the cultural connotation and aesthetic characteristics of handicrafts^[4].

In order to enhance the teaching effect, schools can set up special funds or scholarships to support students to carry out in-depth and on-site learning and researches, so as to reduce the financial burden of students, encourage them to deeply explore the resources of Zhuang arts and crafts, and cultivate their profound understanding and enthusiasm for traditional culture.

3.3 Use Interdisciplinary Teaching Methods to Enhance the Depth of Teaching

Teachers should use interdisciplinary teaching methods and integrate multidisciplinary perspectives and technologies to transform the Zhuang arts and crafts into a multidisciplinary meeting point, and explore their broad values in the fields of culture, history, art, science and technology, and even economy.

First, teachers can combine the history and ethnology courses in teaching to guide students to study the historical roots and evolution of Zhuang folk arts and crafts, as well as how the Zhuang folk arts and crafts reflect the structure and cultural values of Zhuang society. For example, the Zhuang brocade is not only a display of technology or art, but also a carrier of history and social functions, recording events, expressing beliefs and social identities.

Second, teachers can introduce an economic perspective into the teaching to analyze the market value of Zhuang arts and crafts, and explore how to enhance the market influence and economic benefits of Zhuang crafts through innovative marketing strategies, such as positioning Zhuang silver jewelry as a high-end brand element, or developing tourism products and experience services with Zhuang crafts as the theme.

Third, teachers can combine art with environmental protection, and research with students how to inherit and innovate the traditional Zhuang crafts while protecting the environment, so as to promote the practical application of environmentally friendly materials and sustainable technologies in Zhuang handicraft manufacturing, and promote the transformation of traditional crafts to modernization.

3.4 Establish a Database of Zhuang Arts and Crafts Resources to Promote the Data Preservation and Academic Research

Schools should also build a digital archive of Zhuang arts and crafts resources to thoroughly digitize and systematically classify traditional Zhuang arts and crafts resources through the modern information technology, so as to simplify the process of access, research and promotion, and ensure that these resources are protected from time and environmental factors.

First of all, the school should conduct detailed collections and records of various forms of Zhuang arts and crafts, especially the brocade, embroidery, wood carving, ceramics and metal crafts, etc. The production materials, technical processes, cultural backgrounds and roles and uses in Zhuang culture of each handicraft should be documented in detail. Schools can use various means such as high-definition photography, video recordings and oral histories to collect data^[5].

Secondly, schools should convert the collected data into the digital format and upload it to a dedicated online database. The database should not only be equipped with an efficient search engine and user-friendly interface, but also support advanced data analysis functions such as the image recognition and pattern analysis, so that researchers can study the evolution and impact of Zhuang craftsmanship across regions.

In addition, the school's digital archive should be designed as an open resource platform for academic researchers, students and even the public, so as to enhance the public's awareness and appreciation of Zhuang arts and crafts. Schools should organize online exhibitions, interactive lectures and virtual workshops, etc., so that more people can experience and learn traditional arts and crafts resources of Zhuang nationality in various ways, so as to promote the cultural exchange and dissemination.

Finally, the school's digital archive should also be connected with other cultural and art archive resources at home and abroad to form a cultural data sharing system, so as to promote the international dissemination of Zhuang arts and crafts resources and deepen the global understanding and research of Zhuang and other ethnic minority cultures.

4 Conclusion

This paper deeply studies the development and educational application of Zhuang folk arts and crafts resources, which opens up a new living space for Zhuang folk arts and crafts resources, and also provides a new mode and idea for the protection of global cultural diversity. Learning and disseminating Zhuang folk arts and crafts resources not only preserves the historical memory of a nation, but also maintains the cultural diversity of all mankind. It is hoped that there will be more such research and practice in the future, so as to jointly promote the protection and development of world cultural heritages and create a more colorful world for all mankind.

Funding

2022 Undergraduate Teaching Reform Project at the University Level “Exploring and Practising the Integration of Guangxi Ethnic Minority Characteristic Culture into Fine Arts Majors of Local Undergraduate Colleges and Universities” (2022GKSYGA15)

References

- [1] PAN Q H. Research on protection, inheritance and development of zhuang folk arts and crafts resources in baise city, Guangxi[J]. Grand View (Forum), 2019, 12: 148-149.
- [2] LIANG Z H, REN X H, LIU J Y, et al. Research on the application of local art resources in the pattern curriculum[J]. Beauty and Times (Middle), 2020, 9: 84-86.
- [3] XIE Y I. Research on the application of zhuang totem animal patterns in the junior high school art teaching[D]. Nanning: Nanning Normal University, 2023.
- [4] XU Q. Practice research on integrating zhuang characteristic resources into fine arts course teaching of normal majors in undergraduate colleges[J]. Literature of Fine Arts, 2023, 5: 107-109.
- [5] TAN L. Application research on the introduction of zhuang bronze drum art resources into the primary school art classroom teaching[D]. Nanning: Nanning Normal University, 2023.