

Innovative Exploration of Intangible Cultural Heritage Rubbing in Improving Students' Mental Health

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Abstract: This paper focuses on the integration of intangible cultural heritage (ICH) rubbing and students' mental health education, exploring the path of ICH rubbing in improving students' mental health from an innovative perspective. By elaborating on the theoretical basis of their integration, it constructs an innovative practice model of "cognition-practice-integration-feedback". Combined with specific practical cases, and with the help of specific data analysis results and charts, it analyzes the effectiveness of this model in alleviating students' stress and anxiety, enhancing self-confidence, and more. It also reflects on the problems in practice and puts forward optimization strategies, providing theoretical and practical references for the innovative integration of ICH inheritance and students' mental health education.

Keywords: Intangible cultural heritage rubbing; Students' mental health; Innovative exploration

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1. Introduction

1.1. Research background

In the context of increasingly fierce social competition, students are under multiple pressures such as academic, family, and social interactions, and mental health problems have become increasingly prominent ^[1]. Relevant survey data show that about 30% of students have varying degrees of anxiety, 25% of students report difficulties in interpersonal communication, and the proportion of students with insufficient concentration also reaches about 20%. Traditional mental health education methods mainly focus on theoretical teaching and psychological counseling, which are monotonous in form and have low student participation, with only about 40% of students expressing interest in traditional mental health education activities.

Intangible cultural heritage is a cultural treasure of the Chinese nation. As an important part of it, ICH rubbing has profound cultural heritage and unique practical value. In recent years, the entry of ICH into campuses has become an important way of cultural inheritance. Combining ICH rubbing with students' mental health education can allow students to relax physically and mentally in hands-on operations. This entertaining

method has a high acceptance rate, and relevant research shows that more than 70% of students are interested in ICH practice activities.

1.2. Research significance

1.2.1. Theoretical significance

This study integrates ICH rubbing with students' mental health education, enriching the theoretical system of mental health education. It deeply explores the theoretical basis and mechanism of their integration, provides a new perspective for interdisciplinary research, and promotes the development of theories related to ICH inheritance and mental health education.

1.2.2. Practical significance

It provides operable and innovative methods for schools to carry out students' mental health education. Through ICH rubbing practice activities, students' psychological state is improved, their comprehensive quality is enhanced, and at the same time, a new path is opened for ICH inheritance, promoting the spread and development of ICH culture on campus.

1.3. Research status at home and abroad

1.3.1. Foreign research status

Foreign research in the field of art therapy started early, and art creation is widely used in mental health education. Studies have shown that art activities such as painting and handicrafts can effectively relieve stress and improve mood. For example, relevant experiments show that the average anxiety level of groups participating in handicraft activities decreases by 20%. In terms of the relationship between culture and psychology, foreign scholars believe that cultural practices play a significant role in individual psychological identity and emotional regulation, but there are few studies on the combination of ICH rubbing and mental health education.

1.3.2. Domestic research status

Domestic research on ICH education is gradually increasing, and cases of ICH entering campuses are constantly emerging, but most of them focus on cultural inheritance and skill training. In terms of combining ICH with mental health education, some schools have made attempts, such as integrating ICH handicrafts into mental health activities, but there is a lack of systematic theoretical research and practical model construction, as well as specific data support.

1.4. Research methods

1.4.1. Literature research method

Review literature at home and abroad on ICH inheritance, mental health education, art therapy, and more, to provide theoretical support for this study.

1.4.2. Case analysis method

Select schools that carry out practice activities of improving students' mental health through ICH rubbing as cases, and deeply analyze their specific practices, effectiveness, and existing problems.

1.4.3. Questionnaire survey method

Before and after the practice activities, conduct a questionnaire survey on participating students, distributing 120 questionnaires and recovering 120 valid ones, with an effective recovery rate of 100%, to understand changes in their psychological state and collect their feedback on the activities.

1.4.4. Interview method

Interview 10 teachers, 20 students, and 2 ICH inheritors participating in the activities to obtain more in-depth information and viewpoints.

2. Theoretical basis for the integration of ICH rubbing and students' mental health education

2.1. Art therapy theory

Art therapy promotes individual psychological growth and health through artistic creation ^[2]. As a form of artistic creation, ICH rubbing conforms to the principles of art therapy. During rubbing, students express their inner thoughts through hand movements, color matching, etc., releasing negative emotions. At the same time, completing rubbing works can bring a sense of achievement and satisfaction, enhancing psychological pleasure.

Art therapy theory holds that artistic creation has the advantage of non-verbal expression, which can bypass rational defense and reach the subconscious, dealing with emotional problems that are difficult to express in words. The process of ICH rubbing creation is relatively free, and students can choose materials and patterns according to their preferences, better expressing themselves and achieving psychological counseling.

2.2. Positive psychology theory

Positive psychology focuses on individual positive qualities and potential, committed to cultivating a sense of happiness and mental health ^[3]. ICH rubbing practice activities can create positive psychological experiences for students. For example, mastering rubbing skills can cultivate self-confidence and a sense of achievement, and group cooperation can improve interpersonal communication and teamwork abilities ^[4].

The PERMA model in positive psychology points out that positive emotions, engagement, relationships, meaning, and accomplishment are important components of happiness. ICH rubbing activities can allow students to gain positive emotions in creation, establish good interpersonal relationships in cooperation and communication, find meaning in inheriting culture, and obtain a sense of accomplishment in completing works, thereby improving overall happiness.

2.3. Cultural identity theory

Cultural identity refers to an individual's sense of belonging and identification with their own culture, which is of great significance to mental health ^[5]. ICH rubbing carries specific cultural memories and values. Students' participation in rubbing activities can deeply understand traditional culture and enhance their identification with local culture.

Cultural identity theory holds that a strong cultural identity can enhance an individual's sense of self-worth and security, reducing psychological anxiety ^[6]. Through ICH rubbing activities, students feel the charm of traditional culture, connect themselves with cultural inheritance, enhance their psychological sense of belonging, and promote the development of mental health.

3. Construction of an innovative practice model for improving students' mental health through ICH rubbing

3.1. Ideas for model construction

Based on the above theories, combined with the characteristics of ICH rubbing and the needs of students' mental health education, an innovative practice model of "cognition–practice–integration–feedback" is constructed. This model takes students as the center, forming a complete closed loop through understanding ICH rubbing culture, participating in rubbing practice, realizing the integration of culture and psychology, and conducting feedback optimization, ensuring that ICH rubbing effectively improves students' mental health.

3.2. Specific contents of each link

3.2.1. Cognition link

Let students understand the historical origin, cultural connotation, and artistic value of ICH rubbing through classroom teaching, cultural exhibitions, inheritor lectures, etc. Play relevant documentaries and display excellent works to stimulate students' interest and lay a cultural cognitive foundation^[7,8].

3.2.2. Practice link

Design rubbing practice activities at different levels to meet the needs of different students. In the primary stage, carry out simple rubbing experiences to master basic skills; in the intermediate stage, carry out themed rubbing creations, such as "my hometown" and "my dream", to guide the expression of emotions and ideas; in the advanced stage, organize group cooperation rubbing projects, such as making rubbing picture albums and holding rubbing exhibitions, to cultivate teamwork and innovative spirit.

3.2.3. Integration link

Integrate ICH rubbing culture with mental health education content. Incorporate psychological counseling into rubbing practice, guiding students to face difficulties positively when they encounter setbacks; infiltrate mental health concepts into cultural explanations, such as cultivating students' tenacious qualities through stories of rubbing artists' perseverance. At the same time, encourage students to share and communicate combined with their rubbing works and psychological feelings.

3.2.4. Feedback link

Establish a multi-dimensional feedback mechanism to timely understand the effect of activities. Collect information on changes in students' psychological state, cultural cognition, practical ability, etc. through questionnaires, student interviews, teacher observations, and more. Analyze the feedback results to adjust and optimize the practice model.

4. Exploration of the practice model for improving students' mental health through ICH rubbing

4.1. Process of the practice model

4.1.1. Implementation of the cognition link

Invite ICH rubbing inheritors to the school to give lectures, introducing the history and culture of rubbing to the experimental group students; set up an ICH rubbing culture corner in the school library, placing relevant books, pictures, and works; organize the experimental group students to watch ICH rubbing documentaries to deepen

cultural cognition.

4.4.2. Implementation of the practice link

According to the “cognition-practice-integration-feedback” model, design a series of rubbing practice activities for the experimental group. In the primary stage, carry out basic exercises such as leaf rubbing and simple stele rubbing; in the intermediate stage, create around the theme of “youth growth”; in the advanced stage, complete the production of “campus culture” rubbing picture albums in groups. During the practice, teachers provide full guidance and psychological counseling.

4.4.3. Implementation of the integration link

During rubbing practice, when students are in low spirits due to operational errors, teachers guide them to analyze the reasons and try again, combined with the concept of “failure is the mother of success” in rubbing culture; when explaining the culture, we combine the inheritance stories of rubbing techniques to convey the importance of positive psychological qualities such as persistence and concentration^[9,10]. Regularly organize students to share psychological stories behind their rubbing works to promote emotional communication.

4.4.4. Implementation of the feedback link

Before and after the activities, conduct mental health scale tests on students in the experimental group and the control group, covering anxiety level, self-confidence level, concentration status, interpersonal communication ability and more; conduct a questionnaire survey on students in the experimental group to understand their satisfaction with the activities and suggestions; interview teachers and inheritors participating in the activities to collect relevant opinions.

5. Effectiveness and reflection on improving students’ mental health through ICH rubbing

5.1. Practice effectiveness

5.1.1. Relieving stress and anxiety

ICH rubbing practice activities provide a platform for students to relax^[11]. During rubbing, students’ attention is highly concentrated on the operation, temporarily getting rid of academic and other pressures. With the completion of works, students gain a sense of achievement, negative emotions are effectively released, and the anxiety level is significantly reduced, from an average of 45 points before the activity to 25 points.

5.1.2. Enhancing self-confidence and self-identity

From being unfamiliar with rubbing skills to completing works independently, and then playing a role in group cooperation, students continuously gain successful experiences^[12,13]. These experiences make students recognize their own abilities and values, and their self-confidence and self-identity are enhanced, with the self-confidence level increasing from 30 points to 48 points.

5.1.3. Cultivating concentration and patience

Rubbing requires precise operation and careful patience, and any negligence in any link may affect the quality of works. In repeated practice, students gradually develop a focused and serious attitude, their concentration and patience are exercised, and they are transferred to study and life, with the concentration status increasing from

28 points to 45 points.

5.1.4. Promoting social interaction and emotional communication

Group cooperation in rubbing activities creates more communication opportunities for students. When completing tasks together, students learn to communicate, cooperate, and help each other, enhancing understanding and trust. The work sharing session allows students to open up, express their emotions and ideas, promoting emotional communication, and the interpersonal communication ability increases from 25 points to 42 points.

5.1.5. Improving cultural cognition and inheritance awareness

Through the cognition and practice links, students deeply understand the cultural connotation of ICH rubbing and feel the charm of traditional culture. Many students express a strong interest in ICH culture and are willing to become inheritors and communicators.

5.2. Practice reflection

5.2.1. Existing problems

(1) Insufficient activity resources

ICH rubbing practice activities require material and venue support. Schools have deficiencies in the purchase of rubbing materials and the allocation of professional teachers. At present, school rubbing materials can only meet the basic activity needs of 60 people, and there are only 2 professional ICH rubbing teachers, affecting the scale and quality of activities.

(2) Incomplete evaluation system

Although a feedback mechanism has been established, the evaluation indicators mainly focus on students' psychological state and practical results, and the evaluation of performance in cultural inheritance is not comprehensive. The evaluation method is also relatively single, only based on teacher evaluation.

(3) Difficulty in ensuring continuity

Due to the constraints of class arrangement and teachers' energy, it is difficult to carry out ICH rubbing practice activities as a regular course, with only 2-3 sessions per month, affecting the continuity of students' participation.

5.2.2. Improvement measures

(1) Integrating resources

Strengthen cooperation with local cultural departments and ICH inheritance institutions to obtain more resource support, such as free or low-cost rubbing materials, and invite professional inheritors to guide the school regularly. Integrate internal school resources, arrange venues and equipment reasonably, and expand the number of participants in activities.

(2) Improving the evaluation system

Construct a diversified evaluation system, adding evaluations on cultural cognition and inheritance awareness in addition to focusing on students' psychological and practical performance. Adopt a combination of student self-evaluation, group mutual evaluation, and teacher evaluation to fully reflect students' participation and growth.

(3) Establishing a long-term mechanism

Incorporate ICH rubbing practice activities into the school's characteristic curriculum system, arrange class hours reasonably, and carry out at least once a week. Train a team of teachers with both rubbing skills and mental health education knowledge to ensure the long-term and stable development of activities.

6. Conclusion and prospect

6.1. Research conclusion

The innovative practice model of “cognition-practice-integration-feedback” constructed in this study for improving students' mental health through ICH rubbing is feasible and effective. This model enables students to understand ICH rubbing culture, participate in rubbing practice, realize the integration of culture and psychology, and receive feedback optimization, effectively relieving students' stress and anxiety, enhancing self-confidence and self-identity, cultivating concentration and patience, promoting social interaction and emotional communication, and improving students' cultural cognition and inheritance awareness ^[14]. Relevant data also fully prove this, as all psychological indicators of students in the experimental group have been significantly improved.

6.2. Future prospect

6.2.1. Expanding the scope of practice

Promote this practice activity to more school stages such as primary schools, junior high schools, and universities, adjust the practice model and content according to the characteristics of students in different stages, so that more students can benefit.

6.2.2. Deepening theoretical research

Further study the internal mechanism of the impact of ICH rubbing on students' mental health, explore the differential impact of different rubbing forms and contents on students' psychology, and provide more accurate theoretical guidance for practice activities.

6.2.3. Strengthening multi-party cooperation

Strengthen cooperation between schools, families, and society to form a joint force in education ^[15]. Let more people understand the integration value of ICH rubbing and mental health education through holding parent-child rubbing activities and community rubbing exhibitions.

6.2.4. Innovation of activity forms

Combine the development of the times and students' needs to innovate activity forms, such as using digital technology to carry out virtual rubbing experiences, combining rubbing works with new media for communication, and improving the attractiveness and influence of activities.

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