

# Research on the Integration of Cultural Resources of Shaanxi Museum into the Aesthetic Education System of Colleges and Universities

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## ABSTRACT

This article aims to explore how to effectively integrate Shaanxi's rich museum cultural resources into the aesthetic education system of colleges and universities, in order to enhance students' aesthetic literacy and cultural confidence. Through literature review, practical strategies, and case analysis, this article analyzes the characteristics of cultural resources in Shaanxi museums and their current application status in aesthetic education in colleges and universities, and proposes specific integration strategies and implementation suggestions.

**Keywords:** Museum, Cultural resources, College aesthetic education, Aesthetic literacy, Cultural confidence.

## 1. INTRODUCTION

In 2015, General Secretary Xi Jinping said during his research at the Xi'an Museum: "A museum is like a university. We must protect and manage the cultural relics that embody the traditional culture of the Chinese nation, while strengthening research and utilization, allowing history to speak and cultural relics to speak." [1] The cultural resources of museums are an important path to achieving aesthetic education in universities. Vibrant cultural resources are not only traces of history, but also become a vivid and educational textbook. The theme of the 48th International Museum Day is "Museums Committed to Education and Research", and the educational function of museums has become an important way for them to expand their social influence.

The integration of cultural and artistic resources in museums with aesthetic education in colleges and universities is a vivid way to present the historical and cultural connotations of cultural relics, making their value "alive" and achieving the infiltration effect of aesthetic education. It is also an important carrier for communication between society and campus aesthetic education. By excavating and utilizing the cultural resources of

the Shaanxi Museum, more regionally distinctive aesthetic education teaching content can be explored. Academically, specialized research can be conducted on Shaanxi's characteristic cultural content such as Zhou, Qin, Han, Tang, and revolutionary history. This study takes traditional culture as a carrier and has strategic value in expanding interdisciplinary research, inheriting excellent traditional Chinese culture, telling Chinese stories well, and constructing a comprehensive aesthetic education system.

This integration not only promotes the innovation and development of aesthetic education in universities, but also has the significance of promoting the protection and inheritance of cultural heritage, promoting the inheritance and development of local culture in Shaanxi, enhancing the soft power of local culture, improving students' cultural literacy, and demonstrating cultural confidence.

## 2. A REVIEW OF ART EDUCATION RESEARCH IN MUSEUMS

The research on art education in museums can be divided into the following perspectives:

## **2.1 Research on the Concept and Function of Aesthetic Education in Museums**

As early as the beginning of the 20th century, Mr. Cai Yuanpei proposed the correlation between museums and aesthetic education: "Museum studies, on the one hand, are applied for utilitarianism. On the one hand, in terms of appearance, it is mostly aesthetic." [2] He believed that museums are social places for implementing aesthetic education. The exploration of the aesthetic education function of museums re-entered the academic field in the early 20th century, such as, Wu Weiyang proposed that museums should shift their emphasis from "objects" to "people" (2007). [3] From an aesthetic perspective, Xu Wang considered how museums can create aesthetic contexts around the aesthetic education field of museums (2022). [4]

## **2.2 Research on the Strategic Policy of Integrating Museum Cultural Resources into School Aesthetic Education**

As an important partner of school aesthetic education, museums should focus on resource sharing, complementary advantages, and collaborative development in their strategic positioning. Shao Mengxian analyzed the similarities and differences between art museums and school aesthetic education, and proposed the idea of art museum public education radiating school aesthetic education (2021). [5] Liu Dan established a museum school cooperation model based on the Dongyang Museum to develop aesthetic education courses using museum resources (2023). [6]

## **2.3 Research on the Implementation Strategies of Integrating Museum Cultural Resources into College Art Education**

In recent years, more and more colleges and universities have begun to try to integrate museum cultural resources into aesthetic education courses, and related research has shown an increasing trend in recent years. Jiang Wei and Wang Yun proposed using museum resources for experiential teaching of aesthetic education (2014). [7] Zhang Xiaopeng analyzed the practical path of museum aesthetic education from the aspects of aesthetic education resources, real situations, and "diversified approaches" curriculum design (2021). [8]

In summary, previous research has fully affirmed the aesthetic education function of museums and analyzed their educational practice methods from different perspectives. However, there are still weak areas in the research on integrating museums into university aesthetic education. Especially how to utilize the cultural resource advantages of local museums to promote the improvement of the school's aesthetic education system has not yet formed systematic research. Based on the above analysis, this article proposes a research approach consisting of three steps: "excavating cultural resources - exploring museum school cooperation models - designing implementation plans".

## **3. OVERVIEW OF CULTURAL RESOURCES IN SHAANXI MUSEUM**

As one of the important birthplaces of Chinese civilization, Shaanxi has rich historical and cultural relics. Its museum cultural resources are known for their large quantity, wide variety, and high value, providing important support for the development of China's cultural and museum industry. These resources not only showcase the profound historical and cultural heritage of Shaanxi, but also provide unique conditions for the construction of the aesthetic education system in colleges and universities.

### **3.1 Distribution and Characteristics of Shaanxi Museum Resources**

Shaanxi Museum has the characteristics of wide distribution, long history, rich collections, and distinct regional characteristics.

- **Wide Distribution:** Shaanxi region has numerous museums located throughout the province, ranging from the provincial capital Xi'an to other cities and regions with museums of different sizes and themes. These include the famous Shaanxi History Museum and the Terra Cotta Warriors Museum of the First Emperor of Qin. The museums span a wide range of regions and involve numerous themes.
- **Long History:** The museum resources in Shaanxi mainly consist of historical relics, covering a wide range of historical periods and cultural fields. For example, the Shaanxi History Museum has collected over 1.7 million cultural relics, ranging from simple stone tools used by prehistoric

and ancient humans in their early stages to modern artifacts, covering various historical periods.

- **Rich Collection:** For example, the Xi'an Museum houses over 110,000 precious cultural relics, which are not only witnesses to history, but also inheritors of the profound cultural heritage of the ancient capital Xi'an. These cultural relics, from ancient pottery and bronze vessels to paintings, calligraphy, and stone carvings, each carry rich historical information and artistic value, telling the glory and vicissitudes of the ancient capital Xi'an.
- **Distinctive Regional Characteristics:** Shaanxi Province has rich ancient cultural and artistic resources, such as the Terra Cotta Warriors of the First Emperor of the Qin Dynasty, murals of the Tang Dynasty, pottery figurines, and cultural relics from the Xi'an Incident, which demonstrate the profound cultural heritage of Shaanxi and even China. Classified by theme, it can be divided into exhibition themes such as ancient history and culture, folk art, ancient technology, and revolutionary history, forming a more rich, three-dimensional, and diverse historical and cultural picture of the ancient capital Xi'an. During the visit, the audience can more intuitively feel the historical changes and cultural development of the ancient capital Xi'an, and have a deeper understanding of the long and profound history of Chinese civilization.

In summary, museums in Shaanxi have abundant cultural and museum resources, including cultural relics, artworks, historical stories, etc., which have extremely high artistic and educational value. By deeply exploring and utilizing these cultural resources, rich teaching materials and practical platforms can be provided for aesthetic education in colleges and universities.

### ***3.2 The Educational Potential of Cultural Resources in Shaanxi Museum***

At present, there are still some shortcomings in the curriculum design, teaching methods, and practical aspects of the aesthetic education system in colleges and universities. For example, some universities' aesthetic education courses have relatively single content and lack integration with local cultural resources; The teaching method overly relies on theoretical lectures and lacks opportunities for practical experience. The cultural

resources of museums in Shaanxi have significant educational value, and their rich content and diverse forms provide a wealth of reference materials for aesthetic education in universities. Integrating the cultural resources of Shaanxi Museum into the aesthetic education system of universities is expected to provide new ideas and approaches for solving these problems.

Taking Shaanxi History Museum as an example, its exhibitions cover the complete historical context from primitive society to the Ming and Qing dynasties, providing students with a visual window to understand Chinese history. In addition, the calligraphy and stone carvings in the Beilin Museum and the metal craftsmanship in the Bronze Museum can not only inspire students' interest in traditional art forms, but also cultivate their cultural pride and aesthetic appreciation. The cultural resources of Shaanxi Museum provide localized theoretical inspiration and practical approaches for aesthetic education in colleges and universities.

As Shan Jixiang said, "Cultural relics collections are undoubtedly the cornerstone of the development of the museum industry, but the main purpose of preserving and researching museum cultural relics collections is ultimately for the dissemination and inheritance of civilization. On the premise of properly protecting and researching cultural relics and collections, according to the needs of practical development, we should reasonably release the cultural connotations contained in museum collections, so that more people can feel the richness, brilliance, and glory of human civilization achievements, and enable the general public to learn from, absorb, and inherit the survival wisdom and development experience of predecessors." [9] Therefore, excavating museum resources and integrating them into university aesthetic education is not only a requirement for improving the aesthetic education system, but also a way to revitalize museum collections.

Museums have collections and exhibition resources, educational resources, and expert resources. Firstly, museums can regularly provide exhibition information and guide materials to schools. Its intuitiveness and authenticity help students deeply appreciate the charm of historical culture, and enhance their understanding and identification with traditional culture through personal experience. Secondly, museums can open up their educational resource libraries, such as pictures, videos, teaching materials, etc., which can be used for classroom teaching, project research, or

student self-learning, enhancing the richness and interactivity of aesthetic education courses. Finally, experts and scholars from museums can participate in the school's aesthetic education teaching activities, such as giving lectures, seminars, or workshops, to share research results and professional knowledge.

#### **4. STRATEGIES AND PRACTICAL APPROACHES OF THE INTEGRATION OF MUSEUMS INTO UNIVERSITY AESTHETIC EDUCATION**

Based on the analysis of the cultural resources of Shaanxi Museum and the aesthetic education system of colleges and universities, this study explores how to effectively integrate the two through resource sharing, curriculum construction, and practical activities, develops a deep cooperation model between museums and schools, and innovates the aesthetic education system.

Museums and schools jointly design aesthetic education courses, activate classrooms with cultural relics, and create multidimensional aesthetic education spaces, forming a model that combines the education and teaching system of "curriculum teaching, practical activities, and campus culture" with cultural inheritance.

##### ***4.1 Expansion and Reform of Aesthetic Education Curriculum Content***

The cultural resources of museums have artistic intuitiveness and are high-quality aesthetic education resources. Schools can invite museum experts to participate in the teaching of art education courses in colleges and universities, and develop art education courses with local characteristics based on the collections and exhibitions of Shaanxi Museum. If the history of creation in the Zhou, Qin, Han, and Tang dynasties, as well as the aesthetic culture of the Han and Tang dynasties, are integrated into the curriculum, it will cover multiple aspects such as local cultural history, art history, art appreciation, and artistic creation. It is necessary to achieve multi-level and multi-dimensional education in the classroom, from objects, to people, to emotions, and further to aesthetic feelings, that is, from viewing a museum artifact, to thinking about the lives of the people behind it, to interpreting the spirit and emotions of ancient people, and finally to understanding

aesthetic culture, in order to enhance students' cultural literacy.

##### ***4.2 The Creation of Aesthetic Education Scenarios in Museums and the Expansion of Aesthetic Education Practice Activities***

Art education is an education that warms the soul and stimulates innovation and creativity. Museum cultural resources are the carrier for realizing the infiltration function of aesthetic education, and have a natural fit in aesthetic education practice. Schools can integrate the cultural resources and aesthetic education context of museums into the aesthetic education practice of colleges and universities, which can expand the forms of practical activities, such as the following three aspects:

- **Visiting and Studying:** Colleges and universities organize museum visits to visit the collections and exhibitions of Shaanxi Museum on site, helping students better understand historical, cultural, and artistic knowledge, and personally experience the beauty of cultural relics.
- **Workshop:** Museums offer workshop activities where students can personally create museum cultural and creative products, archaeological simulations, or restore cultural relics, cultivating their practical abilities and innovative spirit.
- **Art Creation:** Museums and schools collaborate to hold art creation competitions or exhibitions, such as developing cultural and creative products around the exhibits of Shaanxi History Museum, in order to stimulate students' creativity and innovative spirit.

##### ***4.3 The Activation of Cultural Resources Enriching Campus Cultural Life***

It is necessary to promote the revitalization of cultural resources of Shaanxi Museum in universities, and bring cultural relics, historical stories, etc. into the campus. For example, the following campus cultural activities can be carried out:

- **Art Exhibition:** Schools can organize themed art exhibitions around museums, such as simulating the posture of Tang Dynasty female figurines arranged in Chinese classical dance at Xi'an Museum.

- **Museum Art Education Lectures:** A series of art education lectures can be held in colleges and universities around themes such as the prosperous Tang Dynasty, the glory of the ancient capital Chang'an, archaeological discoveries in Shaanxi, the starting point of the Silk Road, and cultural exchanges.
- **Organizing Seminars:** Schools can organize exploratory cultural activities and engage in interactive communication with students.

## 5. CASE ANALYSIS OF SHAANXI MUSEUM'S INTEGRATION INTO UNIVERSITY AESTHETIC EDUCATION

Schools can leverage the regional advantages of Shaanxi's archaeological and cultural resources, design teaching plans and implementation plans based on cooperation models, and clarify teaching objectives, content, and methods, ensuring the implementation of research results through the design of implementation plans.

Taking museums in Shaanxi as an example, a series of aesthetic education practice activities are designed in cooperation with universities in Xi'an, as follows.

### 5.1 Course on "Qin and Han Cultural Tour"

University teachers and museum experts visit the Shaanxi History Museum to jointly develop the "Qin and Han Cultural Tour" characteristic course, which combines the museum's Qin and Han cultural relics and exhibitions to tell the historical, cultural, and artistic characteristics of the Qin and Han dynasties. The course and on-site visits to museums allow students to understand the exquisite craftsmanship of Han Dynasty palace artifacts, learn about the real life of the Han Dynasty royal family through the transfer of artifact logistics to history, and understand the Taoist philosophical ideas and ancient incense traditions behind the artifacts through the form of Boshan furnaces. This can enable students to have a deeper understanding of Qin and Han culture.

After conducting on-site visits and research, students can group together to discuss and give classroom speeches based on the exhibition content, exploring the historical and cultural stories behind cultural relics, extending from artifacts to the lives

of ancient people, returning to historical scenes, and thinking about what kind of thoughts and concepts ancient people reflected in cultural relics, finally entering the field of aesthetics. It follows the learning logic from "tool" to "path".

### 5.2 Mural Art Workshop Practice Activity

Schools have organized students to visit the Shaanxi Archaeological Museum's exhibition of ancient wall paintings unearthed in Shaanxi, titled "Chinese Color Out of Dust, Shining Plain Walls". Through expert lectures, exhibition tours, interpretation of works, cultural relic restoration and copying experiences, cultural and creative design activities, students can observe wall paintings unearthed in Shaanxi from the Longshan period of the Neolithic Age to the Qing Dynasty. The activity allows students to practice copying murals such as Tang Dynasty dancers, experience distinctive character images and modeling features, and explore the current status of traditional mural protection and restoration, as well as production materials and techniques. The activity aims to strengthen the integration of science and art, understand the application of science and technology in current cultural relics archaeology and protection, and explore the ways of cultural innovation and inheritance in a problem-based manner. This practical activity explores the integrated path of "tourism learning research transmission" in the inheritance of aesthetic education, and carries out art popularization and innovative inheritance in a dynamic form.

## 6. CONCLUSION

The integration of museum resources and university aesthetic education can achieve the following goals: firstly, this integration can enrich the curriculum and practical system of university aesthetic education. To achieve the three-dimensional educational goal of knowledge ability value, the article re-examines the cultural resources of museums from various aspects such as history, religion, philosophy, culture, science, and art, achieving the goal of aesthetic education. Secondly, integration can expand the path of aesthetic education inheritance between universities and archaeological and cultural institutions, promote industry university research cooperation and resource sharing, and construct a framework for the aesthetic education curriculum system in universities based on museum cultural resources, and improve the content and system of aesthetic

education in universities. Finally, integration can enhance students' cultural literacy and national pride, establish cultural confidence, and achieve the goal of ideological and political education through the immersion effect of aesthetic education. The fundamental purpose of tracing history is to enhance Chinese national cultural confidence and explore the power of inheritance and innovation. The author has developed an effective implementation plan for aesthetic education practice activities, leveraging the immersive power of aesthetic education professionals to effectively utilize museum resources both inside and outside the classroom, and enabling students to experience Chinese culture through cultural relics and touch the imprint of contemporary civilization.

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