

SUSTAINABLE STRATEGIES MANAGEMENT OF AESTHETIC LEARNING IN GUANGXI ETHNIC MUSEUM

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Abstract

Sustainable strategies for managing aesthetic learning in Guangxi Ethnic Museum are deeply intertwined with the region's cultural beliefs and religious practices, as they emphasize the preservation and promotion of traditional art forms rooted in local spiritual and cultural identity. By integrating these cultural and religious elements into educational programs, the museum fosters a holistic understanding of the community's heritage, ensuring its continuity through adaptive and responsible stewardship. This article examines sustainable strategies for managing aesthetic learning in the Guangxi Ethnic Museum through the lens of the region's cultural beliefs and religious practices. It delves into how these traditions shape and influence the museum's educational initiatives, ensuring the preservation and transmission of indigenous art forms. By integrating spiritual and cultural values into the museum's aesthetic learning frameworks, the study underscores the significance of culturally responsive management that adapts to the evolving needs of both the community and broader society. This approach highlights the essential role of sustainability in safeguarding the aesthetic and cultural heritage of Guangxi's ethnic communities for future generations. This article presented (1) sustainable strategies management of aesthetic learning in Guangxi ethnic museum, and (2) recommendation for aesthetic education management of Guangxi Ethnic Museum.

Keywords: Sustainable Strategies Management; Aesthetic Learning; Ethnic Museum

Introduction

The Guangxi Ethnic Museum, as a museum with local characteristics and a mission of cultural heritage, bears witness to the inheritance and development of local culture. Its artistic and educational activities may have profound effects on the cognitive development of children in the region. Through in-depth research into the relationship between the museum's artistic and educational management and children's cognitive development, we can trace the evolution of museums in the field of children's education throughout this historical process. This will lead to a better understanding of the evolving role of museums in society. Therefore, delving into the sustainable development of artistic and educational management at the Guangxi Ethnic.

Museum and its connection to children's cognitive development not only helps meet the societal demand for children's education but also provides practical experience and strategies for museum artistic and educational management. This has positive significance for the advancement of cultural education in the Guangxi region and can serve as a beneficial reference for similar museums and cultural institutions nationwide, promoting progress in the entire field of cultural education.

Sustainable Strategies Management of Aesthetic Learning in Guangxi Ethnic Museum

Tailoring Aesthetic Education to Children's Cognitive Stages

The identified differences in children's cognitive patterns based on age imply the necessity of customizing museum educational offerings. Younger children's immediate and surface-level interest can be harnessed through more sensory-rich and simple activities. Older children, with their developing sequential thinking and logical reasoning, will benefit from more complex tasks and discussions. This customization should also consider the cultural and functional significance of exhibits to deepen children's understanding. Museums need to strike a balance between maintaining accessibility for younger kids and providing challenging content for older ones. Educational materials and activities should be developed to smoothly transition children from one cognitive stage to the next.

The immediate and surface-level interest displayed by younger children, along with their limited comprehension of the cultural and functional significance of exhibits, highlights a fundamental challenge. Presenting information in a visually captivating and simplified way is indeed essential. Colourful illustrations and short, simple explanations not only seize their attention in the moment but also plant the seeds for deeper understanding as they mature (Feng, 2015). This approach is supported by research on early childhood education, which emphasizes the importance of sensory-rich and easily digestible stimuli for young minds.

The advancements in sequential thinking, logical reasoning, and longer attention spans seen in older children call for a more sophisticated educational approach. Incorporating complex and in-depth activities like interactive exhibits, group discussions, and guided research projects aligns with theories of cognitive development in older children (Wen, 2020). Such activities provide opportunities for them to apply and expand their developing cognitive skills, fostering a deeper exploration of knowledge. The high level of participant satisfaction is a commendable achievement for the museum's aesthetic education initiatives. However, the identified areas for improvement, particularly strengthening interactivity and providing more guidance, are key to elevating the overall experience. The potential of technologies like virtual reality and augmented reality to enhance interactivity and immersion in the learning process has been demonstrated in recent studies (Lu, 2018).

The assessment of learning outcomes reveals the imperative for a balanced activity design in the future. While strengths in knowledge acquisition and creativity are encouraging, the deficiency in music creation ability cultivation demands focused attention. Integrating music-related activities and resources, such as inviting musicians for workshops or offering access to musical instruments, responds to this need (Song, 2019). This is in line with the growing recognition of the importance of a multi-disciplinary approach to aesthetic education. Customizing aesthetic education based on children's cognitive stages is not only indispensable but also a dynamic process that demands ongoing evaluation and refinement. By staying attuned to feedback and

the latest research, museums can continuously optimize their educational offerings to better meet the evolving needs of children.

Enhancing the Effectiveness of Aesthetic Education Strategies

The high satisfaction with existing aesthetic education activities, along with identified areas for improvement, prompts a reflection on optimizing future strategies. Strengthening interactivity involves incorporating more hands-on elements and group activities. Providing more guidance might require trained educators stationed at key exhibits or dedicated sessions for in-depth exploration. The museum should ensure that these enhancements are sustainable and cost-effective. Technology can play a role in facilitating greater interactivity and guidance.

The common problem-solving methods identified also provide valuable information for museums to better support children's learning and exploration. The conclusion outlining the effectiveness of existing aesthetic education strategies offers a multifaceted perspective on enhancing children's museum experiences, which holds significant implications for the field of childhood education and museum management (Wang & Zheng, 2020). The measures implemented by museum professionals, as mentioned, are not merely surface-level attractions but are fundamental in shaping a stimulating educational atmosphere. Captivating exhibition designs, for instance, go beyond mere visual appeal; they act as conduits for knowledge dissemination, triggering children's curiosity and fostering a desire to explore. Diverse educational activities provide a hands-on approach that caters to different learning styles, facilitating a more immersive and enriching experience.

Children educators' emphasis on the individualized traits of children and their proposed sustainable strategies are in line with contemporary educational paradigms. Regular exhibit updates ensure that the content remains fresh and relevant, keeping pace with the evolving interests and knowledge levels of children. Enhanced school cooperation bridges the gap between formal and informal education, creating a seamless learning continuum (Braxton, 2023). Encouraging children's participation actively engages them in the learning process, promoting autonomy and critical thinking skills.

The contributions from aesthetics professors are highly valuable. Their focus on personalized education and resource integration aligns with the understanding that each child has unique learning needs and preferences. Addressing existing problems and advocating diverse approaches helps break away from traditional, one-size-fits-all educational models, allowing for a more tailored and effective educational experience (Wang, 2014).

Parents' expectations and children's preferences provide crucial feedback for museums. Tailoring offerings based on user preferences ensures that museums remain relevant and engaging. The popularity of certain exhibition areas and interactive projects indicates a need for museums to invest in such areas to maximize educational impact. The significance of visual appeal in capturing children's attention emphasizes the importance of aesthetically pleasing and dynamic displays (Tu, 2023). The identified common problem-solving methods offer practical insights for museums to enhance their support systems. By understanding how children approach and solve problems, museums can better facilitate learning and exploration.

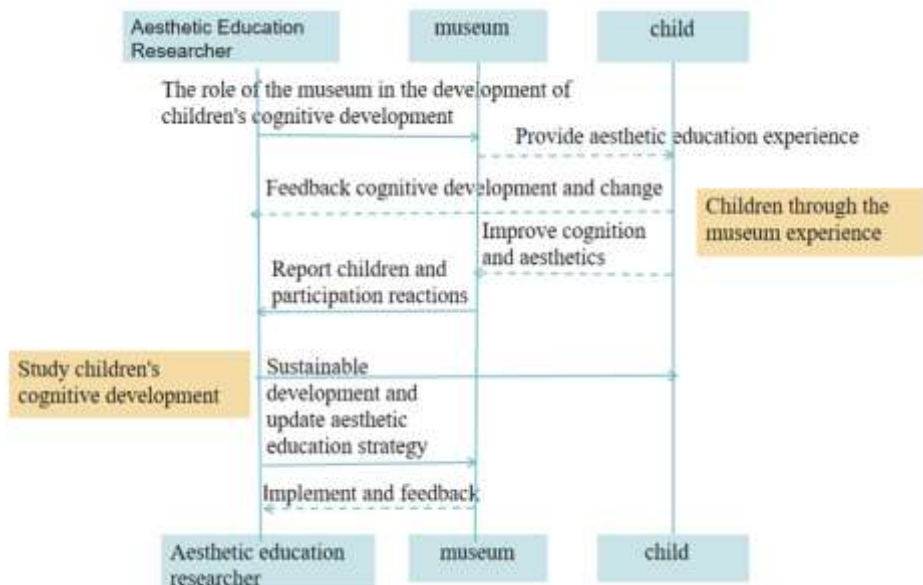


Figure 1: Effective interaction between “aesthetic education researchers”, “museums” and “children” Source: Wang Linlin, 2024.

Holistic Aesthetic Education Management

The gender differences being significant only in the problem-solving ability dimension, with females demonstrating superior performance, poses interesting questions. It could potentially be linked to inherent neurological variations or the influence of gender-specific socialization and educational experiences.

The notable age differences in perceptive ability and attention span, with younger children (3 - 5 years old) showing relatively poorer performance, align with the well-established understanding of cognitive development trajectories. Younger children are still in the process of building these foundational skills, which emphasizes the need for age-appropriate educational stimuli and scaffolding. The better performance of 3 - 5-year-olds in the problem-solving ability dimension might suggest that at this age, certain cognitive processes start to coalesce and enable more effective problem-solving strategies. However, further exploration is needed to understand the specific factors contributing to this phenomenon.

The education stage differences, particularly the poorer performance of kindergarten children in perceptive ability and attention span, call for a reevaluation of educational approaches and resources allocated during this crucial early stage. It might imply that early childhood education programs need to be more targeted and intensive to bridge this gap (Yang & Jing, 2020).

The successful application of the Structural Equation Model (SEM) and the satisfactory results of the convergent validity analysis provide robust statistical support for the relationships identified. The significant positive correlations between problem-solving ability and the other cognitive dimensions highlight the interwoven nature of these skills. It emphasizes the importance of fostering a holistic approach to cognitive development in educational settings, where efforts to enhance one aspect can have positive spill-over effects on others.

Recommendation for Aesthetic Education Management of Guangxi Ethnic Museum

Taking children's aesthetic needs as the starting point, carry out a variety of aesthetic activities

Children are at a special age. Influenced by their way of thinking and cognitive ability, they have special aesthetic needs. When children engage in aesthetic activities, they mainly express themselves in two ways: appreciation and imitation. Museums should focus on the study of children's aesthetic needs and carry out a variety of aesthetic education activities based on this.

When conducting aesthetic education management for children, the Guangxi National Museum should design aesthetic education activities in accordance with the age characteristics and cognitive laws of children, and carry out activities that meet children's aesthetic needs from the perspective of children as much as possible. At the same time, the Guangxi National Museum can also use a variety of methods such as "games" and "competitions" to cultivate children's aesthetic abilities.

When designing aesthetic education activities, museums can design some fun games related to children to improve their aesthetic ability through games. For example, design some "handmade DIY" activities to cultivate children's hands-on ability; design some "parent-child handmade" activities related to children's lives to cultivate parent-child relationships. When carrying out aesthetic education activities, museums should pay attention to combining them with other activities to achieve fun and educational purposes.

Attract children with diversified content

With the continuous development of the times, people's understanding of traditional culture is also deepening. At present, children's understanding of museums is mainly based on "playing". Museums should design diversified and interactive activities for children of different ages in accordance with the requirements of the times. Therefore, the aesthetic education management department of Guangxi Ethnic Museum should give full play to its own advantages, actively adapt to the current social development needs, strengthen

attention and research on children, and innovate aesthetic education management models.

Among children, many have their own unique ideas and insights. In view of this situation, the aesthetic education management department of the Guangxi Ethnic Museum should use the unique way of thinking of children to design the content of activities. For example, during the Spring Festival in 2020, the Guangxi Ethnic Museum and the School of Fine Arts of Guangxi Normal University jointly launched the "Spring Festival Handmade DIY" activity. This activity uses handmade production as a carrier to allow children to experience Chinese traditional culture through the production process. In the activity, children can use their imagination and creativity to complete the items they want to make.

Utilize rich educational resources to motivate children to participate actively

Museums are important platforms for spreading and promoting excellent traditional culture. Their aesthetic education management is an important means to realize the educational function of museums, and plays a positive role in improving the quality of visitors and promoting social progress. When organizing aesthetic education activities, museums should make full use of their own resource advantages and give play to their social education functions, so that children can understand the connotation and value of traditional culture in interactive experience, thereby mobilizing children's enthusiasm for participation. The aesthetic education management of Guangxi Ethnic Museum adheres to the concept of people-oriented and harmonious development, actively explores new methods, new approaches and new models for youth education in the new era, and continuously improves the awareness and participation of young audiences in museum education activities. Through a series of vivid and interesting interactive experience activities, the majority of young audiences can feel the cultural charm and educational value of the museum in an entertaining way, and improve their cultural quality (Jiang, 2013).

Use multimedia technology to increase the fun of children's participation experience

The widespread application of multimedia technology makes the activities that children participate in and experience more interesting, and allows children to learn while "playing". Guangxi Ethnic Museum uses multimedia technology and cooperates with the School of Life Sciences of Guangxi University to carry out the "Museum Multimedia Interactive Experience Activity", which allows children to learn through games, experience through entertainment, and learn in happiness. In this project, multimedia technology is used to simulate the display, dissemination and related activities of museum exhibition content through high-tech means such as three-dimensional animation, virtual reality technology, and somatosensory technology to stimulate children's interest in museum exhibitions. Through such interactive experience activities, children can not only learn more knowledge, but also exercise their hands-on ability and teamwork ability, and promote the comprehensive development of children's body and mind. At present, the project has been successfully held for two sessions and has received unanimous praise from parents and children.

Carry out art education to cultivate children's ability to discover and create beauty

Children's needs in art education are diverse, and the aesthetic requirements for children of different ages are also different. For example, the aesthetic requirements of children under 5 years old are bright colours and shapes, and building blocks and other methods can be used to meet their needs for beauty. However, children aged 5-6 already have certain aesthetic abilities in terms of aesthetic needs, and can use painting, hand-made and other methods to meet their needs for beauty. In children's art education, we must respect children's needs for beauty and design activity content according to their own age characteristics. For example, "Creative Painting" activities are carried out among children under 5 years old, allowing children to freely use their imagination to create paintings, such as using building blocks to build animals, characters and other shapes. These activities can cultivate children's ability to discover and create beauty, and can also cultivate their good artistic literacy and aesthetic taste (Zhu, 2018).

Focus on improving teacher quality and promoting children's understanding of knowledge

In terms of children's cognitive development characteristics, Guangxi Ethnic Museum mainly stimulates children's enthusiasm and initiative in learning through multi-angle and multi-form interactive experience activities. Due to the characteristics of children's cognitive development, when carrying out interactive experience activities, teachers should take children's cognitive characteristics into consideration when designing and organizing activities. In addition, teachers should also focus on improving their own quality and promoting children's understanding of knowledge. Design according to the cognitive characteristics of children of different ages. For example, for children in kindergarten, Guangxi Ethnic Museum mainly uses game activities; for students in primary school, it mainly uses independent exploration; and for students in middle school, it mainly uses interactive experience. Pay attention to the main position of children in activities. When conducting interactive experience activities, teachers should take into account the main position of children in the activities, and actively guide and encourage children to participate in the activities. For example, for children in kindergarten, an education method based on games can be adopted; and for children in primary school, an education method based on independent exploration can be adopted.

New Knowledges Remark

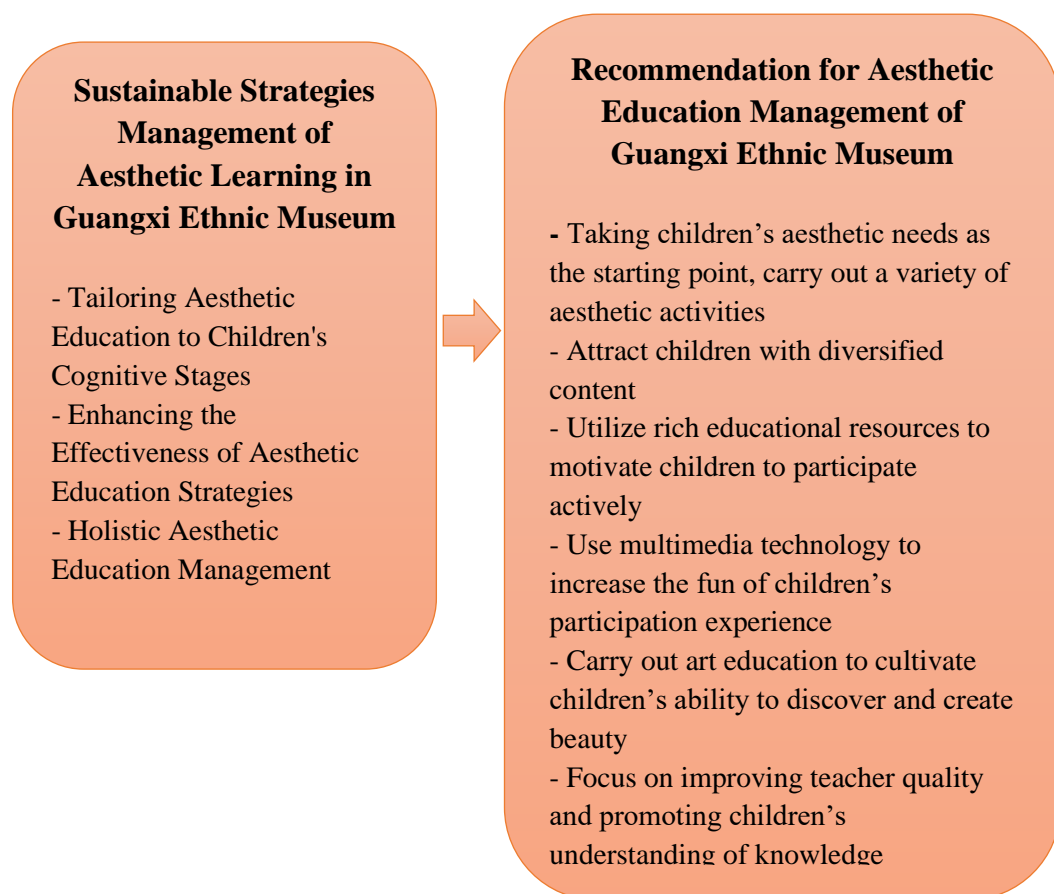


Figure 1: Diagram Show the Sustainable Strategies Management of Aesthetic Learning in Guangxi Ethnic Museum.

Conclusions

Guangxi Ethnic Museum uses its own unique advantages to strive to build the museum into a cultural communication center, academic research center, social service center, education and training center, and cultural exchange center, and become an important cultural window facing ASEAN and an important platform for displaying Chinese culture. In order to meet the learning needs of the general public and young audiences in Guangxi, Guangxi

Ethnic Museum continues to innovate and explore educational models that conform to the laws of physical and mental development of children of different ages. Through innovative design of different educational activities, it improves the aesthetic ability of young people, cultivates their aesthetic awareness, and improves their aesthetic level. Guangxi Ethnic Museum combines youth education with social practice, organizes young people to participate in social practice activities, learns knowledge, cultivates skills, cultivates sentiments, and exercises will in the activities, and can also enhance their sense of identity and pride in the motherland. Guangxi Ethnic Museum can also use its own educational resource advantages to actively organize young people to participate in social practice activities and continuously enrich their social experience. By carrying out different forms of aesthetic education activities, it can help young people establish a correct outlook on life, world outlook and values, which is of great significance to their future growth and development.

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