

Feasibility Study on Intangible Cultural Heritage Inheritance Empowering Students' Mental Health Education from the Perspective of the Simultaneous Development of Five Educations

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Abstract: This study aims to conduct an in-depth exploration of the feasibility of intangible cultural heritage (ICH) inheritance enhancing students' mental health education from the perspective of the simultaneous development of Five Educations (moral education, intellectual education, physical education, aesthetic education, and labor education). By excavating the unique values of ICH in moral education, intellectual education, physical education, aesthetic education, and labor education, this study explores effective paths for integrating ICH into mental health education. It provides theoretical support and practical references for enriching and improving the students' mental health education system, and promotes the all-round development and physical and mental health growth of students.

Keywords: Simultaneous development of Five Educations; Intangible cultural heritage inheritance; Students' mental health education

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1. Introduction

Intangible Cultural Heritage (ICH), as a treasure of human civilization, carries rich historical and cultural information as well as national spirit, and possesses unique educational value. Combining ICH inheritance with students' mental health education provides new ideas and approaches for solving students' mental health problems^[1-2]. On the one hand, activities such as handcrafting and artistic performances in the process of ICH inheritance enable students to gain immersive experiences in practice, divert their attention, forget troubles, and achieve the effect of relaxing both body and mind. For example, in the case of ICH techniques like woodblock printing and cloisonné enamel, students can focus on the operation of the techniques when participating in the production process, thereby alleviating psychological pressure. On the other hand, learning and inheriting

ICH culture helps to enhance students' sense of national pride and cultural identity, enabling students to obtain psychological satisfaction and a sense of belonging in the nourishment of culture, and promoting the development of mental health.

2. Definition of core concepts

2.1. Simultaneous promotion of the Five Educations

The “simultaneous promotion of the Five Educations” includes moral education, intellectual education, physical education, aesthetic education, and labor education. It is a crucial component of all-round development education and plays a key role in cultivating talents with all-round development ^[3]. Moral education is the kind of education that fosters students' correct world outlook, outlook on life, values, as well as sound moral qualities and behavioral norms. It aims to guide students in establishing proper value orientations and shaping noble moral sentiments. As the soul of education, it provides directional guidance for all other educational domains. Intellectual education focuses on imparting systematic scientific and cultural knowledge to students, developing their intelligence and abilities, and enhancing their cognitive level and thinking skills, thus laying a knowledge foundation for students' all-round development. Physical education is related to students' physical health. Through sports activities and exercises, it strengthens students' physical fitness and cultivates their sportsmanship and athletic skills. Aesthetic education aims to develop students' aesthetic taste and artistic literacy, improve their ability to perceive, appreciate, and create beauty, and enrich their spiritual world. Labor education emphasizes that students should master labor skills, develop labor concepts and habits by participating in various labor practices, enabling them to realize their self-worth through labor.

2.2. Mental health education

In the modern education system, mental health education has become an indispensable part of quality-oriented education and plays a vital role in students' growth and development ^[4]. It helps students better understand themselves, including their emotions, needs, and values, thereby enabling them to plan their personal development more effectively. It enhances students' psychological quality, improves their abilities in self-awareness, emotion management, and stress coping, cultivates a positive and optimistic mindset, and strengthens their ability to face setbacks and pressures. It promotes students to establish good interpersonal relationships, improves their social adaptability and interpersonal skills, reduces social problems caused by psychological issues, and contributes to the harmonious development of families and society.

3. The inherent connection between the simultaneous promotion of the Five Educations and mental health education

3.1. Moral education and mental health education

Moral education provides an important ideological foundation and value orientation for mental health education during students' growth ^[5]. Primarily by fostering students' correct worldview, outlook on life, and values, moral education guides them to develop a positive attitude towards life, shapes sound moral character and behavioral norms, thereby promoting the development of students' mental health.

In terms of value guidance, moral education helps students clarify the meaning and value of life, enabling them to correctly understand themselves and society, and establish lofty ideals and goals. When students possess

firm value beliefs, they can draw strength from their own value system when facing difficulties and setbacks, maintain a positive and optimistic mindset, and enhance their psychological resilience.

3.2. Intellectual education and mental health education

Intellectual education plays a positive role in promoting mental health education. It helps students improve their cognitive level and enhance their learning abilities, thereby enabling them to better cope with various challenges in study and life and maintain mental health ^[6-7].

In the aspect of cognitive development, intellectual education enriches students' knowledge reserves, broadens their horizons, and promotes the development of their thinking abilities. With the continuous accumulation of knowledge and the improvement of thinking abilities, students can understand the world and themselves more comprehensively and in-depth, and enhance their ability to analyze and solve problems. When students have strong cognitive abilities, they can think more rationally when facing complex learning tasks and life problems, and avoid negative emotions such as anxiety and fear caused by cognitive biases.

3.3. Physical education and mental health education

Physical education is an important way to promote students' physical health, and it also has a positive impact on students' mental health ^[8]. Physical activities not only strengthen students' physical fitness but also promote the development of their mental health by relieving pressure, regulating emotions, and cultivating willpower.

Physical exercise can enhance physical fitness, providing a material foundation for mental health ^[9]. Moreover, physical activities help cultivate students' willpower, such as perseverance, stamina, courage, and teamwork spirit. In sports competitions, students need to face fierce competition and various difficulties, such as fatigue, injuries, and strong opponents. Only with strong willpower can they overcome these difficulties and persist until the end, thereby gaining a sense of belonging and identity and improving their mental health.

3.4. Aesthetic education and mental health education

Aesthetic education is the education that cultivates students' aesthetic taste and ability. Through artistic activities, appreciation of nature, and other methods, it guides students to perceive beauty, appreciate beauty, and create beauty, thereby enriching their spiritual world and promoting the development of their mental health ^[10]. For example, art forms such as painting, music, dance, and drama allow students to express their inner emotions and thoughts in a unique way during the process of creation and performance, achieving emotional release and satisfaction, and thus enhancing their sense of happiness and life satisfaction.

3.5. Labor education and mental health education

Labor education is the education that cultivates students' labor concepts, labor skills, and labor habits. Through labor practice activities, it enables students to experience the process of labor and feel the value of labor, thereby promoting their all-round development and playing an important role in strengthening students' mental health.

4. The unique value of intangible cultural heritage inheritance (ICH) for students' mental health education

4.1. Emotional regulation and stress relief

In modern society, students face pressure from multiple aspects such as academic studies, examinations, and

interpersonal relationships, making them prone to negative emotions like anxiety, depression, and irritability^[11]. ICH practice activities provide students with a platform to relax, divert their attention, help them regulate emotions, and relieve stress.

Studies have shown that when people engage in handcrafting activities, the brain secretes neurotransmitters such as endorphins. These substances can regulate emotions and evoke a sense of pleasure and well-being. Therefore, by allowing students to focus on the handcrafting process, ICH practice activities not only cultivate students' interests, hobbies, and hands-on skills but also play a positive role in emotional regulation and stress relief, thereby promoting students' mental health.

4.2. Self-cognition and self-confidence enhancement

Self-cognition refers to an individual's understanding and evaluation of themselves, including knowledge of their own interests, abilities, personality, and other aspects^[12]. Self-confidence is an individual's trust and recognition of their own abilities and values. In the process of learning and inheriting ICH techniques, students can continuously explore their interests and potential, gain a better understanding of themselves, and at the same time, enhance their self-confidence through the achievements they have made and the recognition from others.

Furthermore, ICH inheritance activities also provide students with a platform to showcase themselves. Students can display their works and skills to others by participating in ICH exhibitions, performances, and other activities, thereby gaining more attention and recognition. During communication and interaction with others, students can receive different opinions and suggestions, further understand their own strengths and weaknesses, so as to better improve themselves and enhance their self-confidence.

4.3. Improvement of social skills and expansion of interpersonal relationships

Social skills refer to an individual's ability to communicate, cooperate, and coordinate with others in social interactions. Positive interpersonal relationships play a crucial role in promoting students' mental health and personal growth^[13]. ICH inheritance activities are usually characterized by collectiveness and interactivity, which provide students with abundant social opportunities and help promote their interpersonal communication and improve their interpersonal relationships.

5. The implementation path of intangible cultural heritage inheritance to enhance students' mental health education from the perspective of the simultaneous promotion of the Five Educations

5.1. Developing specialized courses

The development of specialized courses integrating intangible cultural heritage (ICH) and mental health education aims to enable students to gain an in-depth understanding of ICH culture through systematic teaching, while mastering mental health knowledge and skills, so as to promote their all-round development and mental health^[14].

The knowledge module of mental health education addresses common psychological issues among students and explains knowledge and skills in areas such as emotion management, stress relief, self-awareness, and interpersonal communication. For instance, through case studies, it teaches students how to identify their own emotions and use methods like deep breathing and meditation to regulate emotions; it also introduces communication skills in interpersonal interactions to help students improve their relationships. The practical

operation module organizes students to participate in intangible cultural heritage (ICH) practice activities, such as handcrafting and folk custom experiences. These activities allow students to experience the charm of ICH in practice while applying mental health knowledge for self-regulation. For example, when learning pottery making, students may encounter failures in their work. At such times, they are guided to apply stress-coping skills, maintain a positive mindset, and continue their attempts.

5.2. Integrating into existing courses

In moral education courses, rich moral education resources embedded in ICH are thoroughly explored, and ICH culture is closely integrated with the education of socialist core values ^[15]. By telling the stories of ICH inheritors, students learn about the professional dedication, craftsmanship spirit, and perseverance in and passion for traditional culture that these inheritors demonstrate in the process of ICH inheritance. This guides students to establish correct values and professional ethics.

In intellectual education courses, ICH projects are used to cultivate students' innovative thinking and practical abilities. In science courses, traditional ICH items such as astronomical calendars and knowledge of traditional Chinese medicine (TCM) can be introduced to guide students in exploring the scientific principles behind them, thereby stimulating students' interest in science and the spirit of exploration. In language and literature courses, students learn ICH-related literary works-such as folk tales, poems, and songs-to deepen their understanding and perception of ICH culture, while improving their literary literacy and language expression skills.

Physical education courses are combined with traditional sports in ICH, which not only enriches the content of physical education but also allows students to experience the unique charm of traditional sports. Traditional sports like martial arts, Tai Chi, and dragon-lion dancing are incorporated into physical education curricula. Through learning these traditional sports, students not only exercise their bodies but also inherit and promote the excellent traditional Chinese culture, enhancing their sense of national pride.

In aesthetic education courses, the artistic elements of ICH are fully utilized to cultivate students' aesthetic ability and artistic literacy. In art courses, students are guided to appreciate traditional artworks such as paper-cutting, embroidery, and New Year paintings, and learn their unique modeling styles, color schemes, and expressive techniques-helping students feel the simplicity and vitality of folk art.

Labor education courses take ICH inheritance as a carrier, enabling students to master labor skills and develop labor concepts and habits through practice. Learning traditional craftsmanship requires patience and carefulness in every step. Students are organized to participate in ICH inheritance activities, such as assisting inheritors in organizing exhibitions or participating in the arrangement of folk custom events. These practices help students develop their organizational skills and teamwork abilities, while further deepening their understanding of the value of labor.

6. Innovation in teaching methods

6.1. Experiential teaching

Experiential teaching organizes students to participate in intangible cultural heritage (ICH) practical activities, allowing students to perceive the charm of ICH culture through personal experience, while achieving psychological adjustment and growth.

To ensure the effectiveness of experiential teaching, teachers must make adequate preparations before the activities, including the arrangement of activity venues, the preparation of tools and materials, and the explanation of safety precautions. During the activities, teachers should provide students with sufficient guidance and assistance, encouraging them to actively participate and dare to try. After the activities, teachers should organize students to reflect and communicate, guide them to share their experiences and feelings, further deepen students' understanding and perception of ICH culture, and promote their psychological growth.

6.2. Situational teaching

Situational teaching creates teaching scenarios related to ICH, enabling students to feel the atmosphere of ICH culture in specific situations, stimulate their learning interest and emotional resonance, and guide them to solve psychological problems.

Simulating ICH inheritance scenarios is also an effective method of situational teaching. Teachers can organize students to conduct role-playing activities, simulating the life and work scenarios of ICH inheritors. When simulating the inheritance scenario of traditional handicrafts, students play the roles of craftsmen and apprentices, respectively. By imitating the production process of craftsmen, students learn ICH techniques and, at the same time, experience the responsibilities and missions of inheritors. The design of scenarios should be combined with teaching objectives and students' actual situations, with a certain degree of challenge and inspiration, which can guide students to think actively and explore independently. Teachers should also pay attention to students' emotional experiences in the scenarios, provide timely encouragement and support, help students overcome difficulties, and achieve psychological growth and development.

6.3. Cooperative learning

Cooperative learning organizes students to carry out group cooperative learning and jointly complete the ICH project research or practical activities, so as to cultivate students' social skills, team spirit, and problem-solving abilities.

Jointly completing the ICH project practical activities is also an important part of cooperative learning. During the practice, group members need to cooperate closely, divide work according to their respective strengths and advantages, and jointly complete the design, production, and decoration of works. For example, when cooperatively making paper-cut works, some students are responsible for designing patterns, some for cutting, and some for pasting. Through joint efforts to complete an exquisite work, students can experience the power of team cooperation and enhance their self-confidence and sense of accomplishment.

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