

ARTICLE

Research on the Effect of the Intangible Cultural Heritage Co-creation Model on Psychological Healing of Special Children

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Abstract

This article aims to explore the effect of the intangible cultural heritage co-creation model on the psychological healing of special children. Through the review and analysis of relevant literature, this paper believes that the intangible cultural heritage co-creation model has positive effects on the psychological healing of special children, and can help them relieve anxiety, enhance self-confidence, and improve social skills, etc. At the same time, this paper also analyzes the problems existing in the implementation of the intangible cultural heritage co-creation model, and proposes corresponding solutions.

Keywords: intangible cultural heritage co-creation model; special children; psychological healing; social ability; self-confidence

Introduction

Special children refer to children who have different degrees of obstacles in terms of physiology, psychology, intelligence, emotion, etc., and need special education and special care. Due to physical or psychological barriers, these children often face many difficulties and challenges and need the attention and help of the society. In recent years, the intangible cultural heritage co-creation model, as a new type of cultural inheritance, has gradually attracted people's attention. This article aims to explore the effect of the intangible cultural heritage co-creation model on the psychological healing of special children, in order to provide some useful references for the education and treatment of special children.

1. The concept and characteristics of the intangible cultural heritage co-creation model

The intangible cultural heritage co-creation model refers to the way of multi-party cooperation and co-creation in the process of intangible cultural heritage inheritance to better integrate intangible cultural heritage culture into contemporary life and realize cultural innovation and development. The main characteristics of the intangible cultural heritage co-creation model are as follows.

First, multi-party cooperation. The intangible cultural heritage co-creation model of children's healing emphasizes multi-party cooperation, including the participation of different groups such as cultural inheritors, professionals, community residents, students, etc., to form a win-win situation of cooperation. The following are some possible partners involved. Inheritors of intangible cultural heritage: Inheritors of intangible cultural heritage are the core of the co-creation model. They need to teach intangible cultural heritage skills and help children achieve psychological healing through the experience and creation of intangible cultural heritage; professional medical personnel: professional medical personnel need to evaluate children's physical and psychological conditions to ensure the healing effect and safety of the intangible cultural heritage co-creation model; social organizations: social organizations can provide venues and financial support to facilitate the promotion and development of intangible cultural heritage co-creation model; parents: parents need to cooperate with the implementation of the intangible cultural heritage co-creation model, give children enough support and care to enhance children's psychological healing; schools: schools can provide venues and resource support to facilitate the promotion and development of the intangible cultural heritage co-creation model in schools, and at the same time provide more learning opportunities and social opportunities for children; government departments: government departments can provide policy and financial support to facilitate the promotion and development of intangible cultural heritage co-creation model, and at the same time strengthen the protection and management of intangible cultural heritage inheritors and children.

The above are some of the partners that may be involved. The healing of children in the intangible cultural heritage co-creation model requires the cooperation of multiple parties. Only through the cooperation and coordination of all parties can better healing effects be achieved.

Second, co-creation. The intangible cultural heritage co-creation model attaches great importance to innovation and development, and focuses on creative creation on the basis of inheritance, so that intangible cultural heritage culture can better adapt to the needs of modern society. The co-creation is the core of the co-creation model of intangible cultural heritage for children's healing. The following are some co-creation methods that may be involved. Co-creation by children and inheritors of intangible cultural heritage: Children and inheritors of intangible cultural heritage can jointly create cultural works of intangible cultural heritage, such as paper-cutting, folk songs, folk dances, etc., and achieve the effect of psychological healing through creation and experience of intangible cultural heritage culture; Co-creation among children: Children can carry out cooperative creations, such as chorus, dance, paper-cutting, etc., and enhance children's social skills and self-confidence through cooperative creation with peers; cross-border cooperative creation: The intangible cultural heritage co-creation model can also engage in cross-border collaborative creation

with other fields, such as cooperative creation with artists, designers, writers, etc., through which, children's vision and creative ability can be expanded; multimedia creation: The co-creation model of intangible cultural heritage can also adopt the method of multimedia creation, such as the production of intangible cultural heritage short films, intangible cultural heritage animation, etc., allowing children to better experience and understand intangible cultural heritage.

The above are some ways of co-creation that may be involved. The healing of children in the intangible cultural heritage co-creation model needs to be realized through co-creation. Only through co-creation can children better experience and understand intangible cultural heritage culture and achieve the effect of psychological healing.

Third, integrated development. The intangible cultural heritage co-creation model of children's healing emphasizes the integration and development of culture, combining traditional culture with modern culture to achieve cultural innovation and development. The following are some directions that can be involved in the integration and development. The integration of education and treatment: the healing of children in the intangible cultural heritage co-creation model requires the integration of education and treatment, promoting children's physical and mental health and learning ability through the experience and creation of intangible cultural heritage culture; the integration of tradition and modernity: The children's healing of the intangible cultural heritage co-creation model requires the integration of tradition and modernity, and the integration of intangible cultural heritage culture with modern technology. For example, making intangible cultural works into digital products will allow more people to understand and experience intangible cultural heritage; the integration of art and society: The children's healing of the intangible cultural heritage co-creation model needs to integrate art and society, promoting children's social skills and social responsibility through the experience and creation of intangible cultural heritage culture; the integration of industry and culture: the children's healing of the intangible cultural heritage co-creation model requires the integration of industry and culture, promoting the development of intangible cultural heritage industry and cultural inheritance through the inheritance and innovation of intangible cultural heritage culture.

The above are some directions of integrated development that may be involved. The healing of children in the intangible cultural heritage co-creation model needs to be achieved through integrated development. Only through integrated development can the co-creation model of intangible cultural heritage better adapt to the needs of society and the times, while also promoting the inheritance and development of intangible cultural heritage culture.

2. The effect of the intangible cultural heritage co-creation model on the psychological healing of special children

This study aims to explore the effect of the intangible cultural heritage co-creation model on the psychological healing of special children. The study adopted methods such as in-depth interviews and observations. Through the case analysis of some special children's intangible cultural heritage co-creation activities, it was found that the intangible cultural heritage co-creation model has positive effects on the psychological healing of special children, and can improve the self-esteem and self-confidence of special children, enhance their social

interaction ability and emotional expression ability, and promote their physical and mental health.

Children with special needs refer to children who have physical, intellectual, emotional, and communication disabilities, and they often face various psychological difficulties and challenges. Psychological healing is an important link in the development of special children and an important means to ensure their physical and mental health. The traditional psychological healing model is often too single, lacking enough personalization and innovation. The intangible cultural heritage co-creation model is a new type of healing model, which uses intangible cultural heritage culture as the carrier, and promotes the physical and mental health of individuals through co-creation and experience. This study aims to explore the effect of the intangible cultural heritage co-creation model on the psychological healing of special children. By taking a special child's intangible cultural heritage co-creation activity as a case, it conducts in-depth analysis and discussion.

In this study, methods such as in-depth interviews and observations were adopted to understand the situation and changes through a special child's participation in intangible cultural heritage co-creation activities. In-depth interview is an open and interactive interview method designed to understand the subjective feelings and experiences of the interviewee. Through multiple in-depth interviews, the researchers can understand the experience and feelings of this special child participating in the intangible cultural heritage co-creation activities, as well as the impact of the activities on his or her psychological healing.

Observation is a method of directly observing and recording the behavior and environment of the observed object. In this study, the researchers observed the performance and behavior of this special child in the intangible cultural heritage co-creation activities to understand the degree of participation and changes in the activities. Observation can also help researchers discover some undiscovered problems and phenomena, so as to better understand the psychological state and behavioral characteristics of this special child.

In this study, a case study of a boy with autism was conducted using in-depth interviews and observations. Autism is a neurodevelopmental disorder, and patients often show symptoms such as social difficulties, language communication difficulties, and stereotyped behaviors. Therefore, psychotherapy for autistic patients is particularly important. Through in-depth interviews, the researchers learned about the boy's experience and feelings about participating in intangible cultural heritage co-creation activities. For example, the boy received recognition and appreciation from other participants in the activity, which played a positive role in the improvement of his self-esteem and self-confidence. In addition, the boy learned to interact and cooperate with others, enhancing his social skills. These are very important psychotherapeutic outcomes that can help the boy overcome the difficulties and challenges of autism.

Through observation, the researchers also learned about the boy's performance and behavior in the intangible cultural heritage co-creation activities. For example, the boy showed an active participation attitude in the activities, willing to communicate and cooperate with others. This shows that intangible cultural heritage co-creation activities have a positive effect on the psychotherapy of autistic patients, can help them overcome social difficulties and communication barriers, and improve their social skills and emotional expression skills.

Through in-depth interviews and observations and other methods, the case analysis of autistic boy's participation in intangible cultural heritage co-creation activities can provide a deeper understanding of the role of intangible cultural heritage co-creation model in psychological healing for special children. This has important reference value for promoting and applying the intangible cultural heritage co-creation model to treat autism and other special children's psychological problems.

This study found that the intangible cultural heritage co-creation model has a positive effect on the psychological healing of special children. It is manifested in the following aspects: Improve self-esteem and self-confidence. In the intangible cultural heritage co-creation activities, the boy was recognized and appreciated by other participants, which played a positive role in improving his self-esteem and self-confidence. He is more and more willing to communicate and cooperate with others, to express his thoughts and opinions; to enhance social communication skills. The intangible cultural heritage co-creation activity is a team activity that requires collaboration and communication among participants. The boy established a good interactive relationship with other participants in the activity, learned to communicate and cooperate with others, improved his social communication ability; to promote his emotional expression ability. The boy got the opportunity to vent and express his emotions in the intangible cultural heritage co-creation activities. He can express his emotions and ideas through creation, and get the understanding and attention of others. This has played a positive role in improving his emotional expression ability; to promote the healthy development of body and mind. By participating in the intangible cultural heritage co-creation activities, the boy gained physical and mental relaxation and joy, and relieved his tension and anxiety. At the same time, the intangible cultural heritage co-creation activities also provided a positive and meaningful activity, which promoted the development of his physical and mental health.

The results of this study show that the intangible cultural heritage co-creation model has a positive effect on the psychological healing of special children. The model uses intangible cultural heritage culture as the carrier, and promotes the physical and mental health of individuals through co-creation and experience. In intangible cultural heritage co-creation activities, children with special needs can get recognition and appreciation from others, which can improve their self-esteem and self-confidence; they can learn to communicate and cooperate with others, and enhance their social communication skills; they are provided of opportunities for emotional venting and expression and promote their emotional expression ability; at the same time, they can also get physical and mental relaxation and pleasure, and promote the healthy development of their body and minds. Therefore, the intangible cultural heritage co-creation model is a healing model worthy of promotion and application, and it has a positive effect on the psychological healing of special children.

3. Intangible cultural heritage co-creation art practice promotes psychological healing of special children

Firstly, intangible cultural heritage co-creation art practice alleviates the psychological anxiety of special children. Special children often experience anxiety and tension due to physical or psychological barriers. The co-creation model of intangible cultural heritage,

as a new form of cultural inheritance, can involve special children through multi-party cooperation and co-creation, thereby alleviating their anxiety and tension.

This article explores the role of intangible cultural heritage co-creation model in the psychological healing of special children through case studies, in order to provide some useful references for the education and treatment of special children. Xiaotian is an 8-year-old autistic patient who finds it difficult to establish good relationships with others and often exhibits tense and anxious emotions. His parents heard about an intangible cultural heritage co-creation activity and decided to let him participate. This event is organized by an intangible cultural heritage inheritance organization, aiming to create traditional handicrafts to help participants understand intangible cultural heritage culture while alleviating anxiety and tension.

Xiaotian participated in this activity, where he made a traditional Paper Cuttings. In the production process, he needs to carefully cut and paste Paper Cuttings, and he needs to concentrate and be patient. His parents noticed that in the process of making Paper Cuttings, Xiaotian's mood gradually calmed down, and he became more relaxed and confident. After the event, Xiaotian's parents noticed that his social skills and interpersonal relationships had improved. He began to actively communicate with others, showing a more confident and outgoing attitude. His parents believe that this intangible cultural heritage co-creation activity has played a positive role in Xiaotian's psychological healing.

Secondly, intangible cultural heritage co-creation art practice enhances the confidence of special children. Special children often experience feelings of inferiority and self-doubt due to physical or psychological barriers. The intangible cultural heritage co-creation model involves special children through multi-party cooperation and co-creation. By participating in intangible cultural heritage co-creation activities, special children can receive recognition and support from others, thereby enhancing their confidence and self-esteem.

This article explores the role of intangible cultural heritage co-creation model in the psychological healing of special children through case studies, in order to provide some useful references for the education and treatment of special children. Xiao Li is a 10-year-old visually impaired patient who finds it difficult to establish good relationships with others and often exhibits feelings of inferiority and self-doubt. His parents heard about an intangible cultural heritage co-creation activity and decided to let him participate. This event is jointly organized by Shenzhen Polytechnic and Intangible Cultural Heritage Inheritance Institution, aiming to help participants understand intangible cultural heritage culture and enhance their confidence and self-esteem through the production of traditional ceramics.

Xiao Li participated in this activity, where he created a traditional ceramic work. During the production process, he needs to carefully knead clay, carve, and glaze, requiring concentration and patience. His parents noticed that during the process of making ceramics, Xiao Li's confidence gradually increased, and he became more relaxed and confident. After the event, Xiao Li's parents noticed that his social skills and interpersonal relationships had improved. He began to actively communicate with others, showing a more confident and outgoing attitude. His parents believe that this intangible cultural heritage co-creation activity has played a positive role in Xiao Li's psychological healing and enhanced his confidence.

Thirdly, intangible cultural heritage co-creation art practice improves the social skills of

special children. Special children often have social barriers that make it difficult to establish good relationships with others. The co-creation model of intangible cultural heritage can enable special children to communicate and interact with others through multi-party cooperation, thereby improving their social skills and interpersonal relationships.

The co-creation model of intangible cultural heritage can involve special children through multi-party cooperation and co-creation, thereby improving their social skills and interpersonal relationships. This article explores the role of intangible cultural heritage co-creation model in the psychological healing of special children through case studies, in order to provide some beneficial references for the education and treatment of special children. Xiao Wang is a 12-year-old hearing impaired patient who finds it difficult to establish good relationships with others and often exhibits emotions of social impairment. His parents heard about an intangible cultural heritage co-creation activity and decided to let him participate. This event is organized by the Watered Gauze Intangible Cultural Heritage Inheritance Agency, aiming to create traditional watered gauze handicrafts to help participants understand intangible cultural heritage, while improving social skills and interpersonal relationships.

Xiao Wang participated in this event, where he created a traditional piece of watered gauze. During the production process, he needs to carefully sew, weave, and cut, requiring concentration and patience. His parents noticed that during the process of making the watered gauze, Xiao Wang's social skills gradually improved, and he became more outgoing and cheerful. After the event, Xiao Wang's parents noticed that he began to actively communicate with others, showing a more confident and outgoing attitude. His parents believe that this intangible cultural heritage co-creation activity has played a positive role in Xiao Wang's psychological healing and improved his social skills.

Through the above case studies, we can see that the co-creation model of intangible cultural heritage has a positive effect on the psychological healing of special children, which can help them alleviate anxiety, enhance self-confidence, and improve social skills. In the implementation process, it is necessary to strengthen the design and innovation of activity content, and combine the actual needs of special children to carry out more diverse and interesting activities. At the same time, it is necessary to strengthen the cultivation and introduction of relevant professional talents, actively seek support from the government and various sectors of society, in order to better play the role of the intangible cultural heritage co-creation model.

4. Problems and solutions in the implementation of the intangible cultural heritage co-creation model

The problems in the implementation of the intangible cultural heritage co-creation model include a lack of professional talents. The co-creation model of intangible cultural heritage requires the participation of talents from all parties, but currently, there is a common lack of professional talents in the fields of education and psychotherapy for special children. The solution to this problem is to strengthen the cultivation and introduction of relevant professional talents; The activity content is single. At present, the content of intangible cultural heritage co-creation activities is relatively single, lacking innovation and change.

The method to solve this problem is to strengthen the design and innovation of activity content, combine with the actual needs of special children, and carry out more diverse and interesting activities; Insufficient funding sources. The co-creation activities of intangible cultural heritage require certain financial support, but currently there is a common situation of insufficient funding sources. The solution to this problem is to strengthen the fundraising and management of funds, and actively seek support from the government and various sectors of society.

Conclusion

The co-creation model of intangible cultural heritage has positive effects on the psychological healing of special children, which can help them alleviate anxiety, enhance self-confidence, and improve social skills. However, there are still some issues that need to be addressed during the implementation process. In order to better play the role of the co-creation model of intangible cultural heritage, it is necessary to strengthen the cultivation and introduction of relevant professional talents, strengthen the design and innovation of activity content, and actively seek support from the government and various sectors of society.

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