

Exploration of Innovative Paths of National Music art Inheritance Education under the Perspective of Cultural Guidance

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ABSTRACT

This paper focuses on the inheritance and education of ethnic music art from the perspective of cultural guidance. It first clarifies its core connotation, including the educational objectives guided by cultural orientation and the integrated content framework of "skill-culture-transmission". Then it elaborates on the practical value of cultural guidance, covering ensuring precise educational goals, enhancing the depth of content systems, optimizing methodological adaptability, and strengthening connections with social and cultural development. Subsequently, it identifies challenges in education such as the disconnect between educational objectives and cultural guidance, fragmented and superficial content, lack of collaborative mechanisms among stakeholders, and absence of institutional cultural orientation. Finally, it proposes innovative approaches including reconstructing educational goal systems, establishing content frameworks, creating collaborative mechanisms among stakeholders, and improving institutional systems. The aim is to provide systematic theoretical and practical references for the inheritance and education of ethnic music art, promoting effective cultural preservation.

KEYWORDS

Cultural guidance; Ethnic music art; Inheritance education; Innovative pathways; Educational system

1 Introduction

Ethnic music art serves as a vital carrier of national culture, embodying cultural genes, values, and spiritual characteristics. Its inheritance and education play a crucial role in sustaining national cultural continuity. In the context of the new era, the inheritance and education of ethnic music art must address challenges from multicultural impacts and internal developmental obstacles. The traditional model centered on skill transmission can no longer meet the demands of cultural inheritance. Cultural guidance, as a crucial framework for advancing the education and development of ethnic music heritage, provides clear direction for educational initiatives. It integrates educational resources, coordinates stakeholders, and addresses potential issues like goal deviations and fragmented content in the learning process. This ensures that ethnic music education remains rooted in cultural essence, effectively transmitting and perpetuating ethnic musical traditions across generations.

2 The Core Connotation of National Music Art Inheritance Education from the Perspective of Cultural Guidance

2.1 The Positioning of Educational Objectives under Cultural Guidance

From the perspective of cultural guidance, the goal of ethnic music education should be positioned to achieve the coordinated unity of "skill inheritance" and "cultural inheritance," guided by the cultural genes, values, and spiritual characteristics embodied in ethnic music. This objective transcends the traditional single-dimensional approach of skill transmission, requiring students to not only master technical elements like performance techniques and musical structures, but also develop a deep understanding and internalization of ethnic music's historical origins, cultural context, and aesthetic paradigms. The goal-setting process must avoid utilitarian tendencies. Through systematic educational activities, we should cultivate students' cultural identity and inheritance awareness in ethnic music, ensuring that educational activities consistently focus on cultural transmission. This approach fosters a mutually reinforcing relationship between technical learning and cultural comprehension, rather than isolating skill training.

2.2 An Integrated Educational Framework of "Skills, Culture, and Heritage"

The educational framework is structured around cultural guidance, forming an integrated system of "skills-culture-heritage" that combines technical mastery, cultural understanding, and traditional preservation. The skills module covers essential techniques including ethnic music performance, vocal standards, and instrument handling, providing students with professional foundations. The culture module explores historical development, regional cultural connections, and aesthetic interpretations, building a comprehensive cultural framework^[1]. The heritage module focuses on transmission mechanisms, conservation policies, and dissemination strategies, cultivating practical inheritance skills. These three modules are logically interconnected and mutually reinforcing, preventing fragmented content delivery. This approach ensures synchronized advancement of technical instruction and cultural transmission, ultimately serving the effective preservation and continuation of ethnic music heritage.

3 The Practical Value of Cultural Guidance to the Inheritance and Education of National Music Art

3.1 Ensure the Accuracy and Cultural Consistency of the Educational Objectives of Ethnic Music Art Inheritance

Cultural guidance establishes a clear compass for the education of ethnic music heritage, ensuring educational objectives remain anchored in the cultural essence of traditional music while preventing their distortion into utilitarian or superficial pursuits. Through this cultural framework, the mission of ethnic music education becomes explicitly focused on transmitting and perpetuating the cultural DNA of ethnic music. The core objective prioritizes cultivating learners' cognitive understanding and internalization of cultural connotations, rather than merely teaching technical skills. This strategic alignment ensures educational practices resonate with the fundamental needs of cultural preservation, enabling tangible impacts on intergenerational transmission of ethnic music traditions. By avoiding resource wastage and misguided educational approaches, this methodology significantly enhances the synergy between educational initiatives and the authentic requirements of cultural inheritance.

3.2 Improve the Systematicness and Cultural Depth of the Inheritance and Education of Ethnic Music Art

Cultural guidance drives the advancement of ethnic music education by transcending fragmented and superficial limitations in content development. This approach establishes a systematic framework that encompasses the historical evolution, cultural context, aesthetic paradigms, and transmission mechanisms of ethnic music. Under cultural leadership, educational content no longer isolates technical elements but integrates skill transmission with cultural interpretation. It enriches the curriculum by incorporating the cultural background, core values, and social functions underlying ethnic music, thereby expanding its cultural dimensions. Simultaneously, cultural guidance facilitates continuous integration of research findings in ethnic music culture, enabling dynamic updates to the content system. This ensures educational materials reflect the essential characteristics and contemporary evolution of ethnic music culture, enhancing professional expertise and cultural depth while building a comprehensive cognitive framework for learners.

3.3 Optimize the Adaptability and Effectiveness of the Inheritance and Education Methods of Ethnic Music Art

Cultural guidance drives innovative approaches to preserving and educating about ethnic music traditions, moving beyond conventional teaching models. By adopting educational methods that align with the inherent patterns of ethnic music dissemination, we enhance the synergy between pedagogical strategies and cultural essence. When designing curricula, educators must fully consider the cultural expressions, social contexts, and audience characteristics of ethnic music, steering clear of rigid, formulaic approaches that clash with its cultural attributes. Through cultural leadership, teaching methodologies now prioritize authentic recreation of musical cultural contexts, actively promoting immersive and experiential learning methods that meet the needs of cultural transmission^[2]. This approach not only elevates the emotional impact and appeal of educational activities but also lowers the cognitive barriers for learners, ultimately improving the efficiency and effectiveness of cultural knowledge delivery.

4 Problems in the Inheritance and Education of National Music Art From the Perspective of Cultural Guidance

4.1 The Disconnection Between Educational Goals and Cultural Guidance

In the educational objectives for preserving ethnic music traditions, the cultural guidance dimension exhibits structural deficiencies. Some programs narrowly focus on technical competencies like performance techniques and repertoire memorization, neglecting to integrate cultural transmission, identity cultivation, and heritage preservation into their frameworks. This creates a disconnect between educational goals and the core requirements of cultural guidance. The objectives fail to establish a progressive framework of "skill mastery → cultural understanding → heritage practice," remaining confined to technical training. By overlooking learners' needs for historical context, core values, aesthetic paradigms, and cultural context understanding, the system fails to align educational goals with the essential requirements of cultural inheritance. Consequently, these programs cannot effectively fulfill their cultural guidance functions, making it difficult to foster deep understanding and emotional connection with ethnic music culture among learners. Ultimately, this results in educational outcomes that cannot sustain the intergenerational transmission of ethnic music traditions.

4.2 Cultural Fragmentation and Superficiality of Educational Content

In the educational framework for preserving ethnic music traditions, cultural elements remain fragmented. The curriculum fails to systematically integrate cultural contexts, social functions, transmission mechanisms, and aesthetic standards according to the inherent logic of ethnic music culture. Instead, it merely sporadically incorporates cultural symbols during technical instruction, creating an incomplete cognitive framework for learners. Moreover, the educational

content remains superficial in exploring the cultural essence of ethnic music. It fails to delve into the cultural DNA, spiritual characteristics, and value systems embedded in these musical traditions, focusing only on surface-level information like instrument designs and regional musical heritage. The lack of in-depth analysis of cultural contexts, aesthetic principles, and emotional expressions results in educational content that fails to meet the systematic and profound requirements of cultural education^[3]. This ultimately hinders learners' understanding and internalization of ethnic music's core values, making it difficult for them to develop a holistic perception of this cultural heritage.

4.3 The Lack of Coordination Mechanism Among Education Subjects

The multi-stakeholder framework for ethnic music heritage education (inheritor, educational institutions, research entities, and administrative departments) lacks a coordinated mechanism centered on cultural guidance. Ambiguous responsibility boundaries, inefficient information flow, and significant collaboration barriers exist among these entities. During implementation, inheritors focus on technical instruction without establishing regular communication channels with research entities, resulting in ineffective integration of academic findings. Educational institutions fail to align with administrative requirements regarding cultural guidance when designing curricula and teaching plans, leading to misalignment between educational objectives and heritage preservation policies. Research outcomes lack practical application pathways, struggle to integrate into educational systems, and fail to provide theoretical support for teaching activities. This fragmented approach causes stakeholders to operate in silos, preventing cultural guidance from being systematically implemented throughout education and ultimately undermining the effectiveness of cultural transmission in educational practices.

4.4 Lack of Cultural Orientation of Education System

The institutional framework for ethnic music education suffers from a glaring absence of cultural guidance provisions. Current regulations fail to incorporate cultural leadership requirements into core standards, leaving educational activities without institutional constraints or support at the cultural level. The content review system lacks specialized criteria for ethnic music's cultural attributes, relying solely on technical specifications to ensure accuracy, completeness, and depth of educational materials. The quality assessment mechanism overemphasizes quantifiable skill evaluations, neglecting cultural awareness, identity recognition, and practical inheritance capabilities – failing to drive educational reforms through cultural leadership. Moreover, copyright protection mechanisms for educational adaptations and reinterpretations lack sufficient safeguards, with ambiguous requirements for preserving cultural authenticity. This creates loopholes for cultural distortion and alteration, undermining institutional guarantees for cultural guidance and creating systemic barriers to ethnic music heritage preservation.

5 Innovative Approaches to the Inheritance and Education of National Music Art from the Perspective of Cultural Guidance

5.1 Reconstruct the Educational Goal System with Cultural Guidance as the Core

The educational objectives are centered on three core dimensions: transmitting the cultural essence of ethnic music, fostering cultural identity, and cultivating inheritance awareness. A progressive framework of "skill mastery-cultural cognition-inheritance practice" has been established. For quantifiable goals, the cultural cognition dimension specifies learners' required competencies including historical stages of ethnic music development, regional cultural context differences, and core aesthetic paradigm characteristics, with corresponding cognitive achievement benchmarks. The inheritance practice dimension details practical skills such as cultural promotion, grassroots teaching support, and traditional repertoire performance, each with defined evaluation criteria. An adaptive adjustment mechanism ensures annual recalibration of objective weights based on new research findings and regional inheritance surveys. Technical indicators disconnected from cultural preservation needs are phased out, while contemporary cultural dissemination objectives are added. This approach maintains cultural leadership in educational goals while avoiding the pitfalls of technology-driven dominance.

5.2 Build a Systematic and in-Depth Education Content Structure

Guided by the inherent logic of ethnic music culture, we have developed a three-dimensional framework integrating cultural context, social functions, inheritance mechanisms, and aesthetic standards through the "Cultural Foundation Module-Artistic Core Module-Inheritance Practice Module" structure. The Cultural Foundation Module systematically traces the genealogical lineage of ethnic music culture, elucidating the origins and evolutionary trajectories of cultural elements. It further analyzes the spiritual essence of ethnic music, exploring the connection between musical forms and national ethos, while supplementing explanations of cultural values to reveal ethical norms and cultural stances embedded in musical expressions. The Artistic Core Module enhances each skill instruction with contextual analyses, detailing cultural motivations behind techniques and their practical applications in ethnic communities. It also decodes the symbolic relationships between artistic expressions and cultural icons, decoding the cultural significance embedded

in performance gestures and timbre choices. The Inheritance Practice Module introduces cultural dissemination strategies encompassing online platform management and offline event organization, along with educational support training covering curriculum design and assessment methodologies. Practical copyright protection content clarifies boundaries and application procedures for adaptations and reinterpretations in educational settings. A quarterly content update mechanism ensures continuous refinement, incorporating cutting-edge research and authentic inheritance cases while phasing out outdated interpretations and ineffective practices.

5.3 Establish a Mechanism for Multi-Stakeholder Coordination and Linkage

Clarify the responsibilities of inheritors, educational institutions, research entities, and administrative departments through a collaborative authority list: Inheritors are responsible for teaching skills and transmitting cultural knowledge; educational institutions manage teaching organization and resource integration; research entities provide theoretical support and content review; administrative departments guide policies and allocate resources. Establish a cross-entity information-sharing platform with sections for cultural research databases, teaching implementation databases, and policy documents. All entities can upload and access relevant information according to their permissions, enabling real-time data interoperability. Create a regular coordination mechanism between inheritors and research entities, organizing monthly cultural seminars for inheritors and conducting joint research projects every six months to translate findings into practical teaching content. Promote collaboration between educational institutions and administrative departments through quarterly policy interpretation meetings, where institutions adjust curricula based on policy updates and departments optimize support policies through teaching feedback. Build a cooperative mechanism between research entities and educational institutions, involving research entities in curriculum design and textbook development. Each semester, educational institutions review the cultural accuracy of teaching content while providing practical research scenarios and data support for research entities.

5.4 Improve the Educational System with Cultural Orientation

A specialized cultural review system for educational content has been established, with a review panel jointly composed of research institutions and cultural inheritors as the authorized body. The review process evaluates three key aspects: accuracy of cultural interpretation, completeness of cultural elements, and depth of cultural understanding. The procedure consists of three phases: preliminary review, re-review, and public announcement. Content failing the review must undergo revisions based on feedback before resubmission. The education quality assessment system has been optimized with three new evaluation indicators: 1) Cultural literacy assessment through written tests to evaluate mastery of ethnic music knowledge; 2) Cultural identity assessment via interviews and questionnaires to measure students' cultural emotional orientation; 3) Cultural transmission practice assessment through practical operations to evaluate students' abilities in cultural dissemination and teaching support. Evaluation results are categorized as excellent, qualified, or unqualified, with unqualified candidates required to complete supplementary training^[4]. The copyright protection system for ethnic music has been revised to include: 1) Cultural authenticity requirements in adaptation and reinterpretation clauses, prohibiting alteration of core cultural connotations or removal of key cultural symbols; 2) Clear boundaries defining adjustable technical details and non-modifiable cultural elements; 3) Sanctions including suspension of teaching qualifications and revocation of resource support for cultural distortion or alteration. These measures ensure the system provides robust safeguards for cultural leadership.

6 Conclusion

Cultural guidance serves as the cornerstone for the development of ethnic music education. By establishing clear educational objectives, refining content frameworks, coordinating stakeholder collaboration, and improving institutional safeguards, it provides direction and support for cultural preservation. Ethnic music education must fundamentally adhere to cultural guidance to address issues like goal misalignment, fragmented content, insufficient coordination among stakeholders, and institutional gaps. Through reconstructing objectives, building content frameworks, establishing collaborative mechanisms, and optimizing systems, we can achieve the integration of skill transmission and cultural inheritance. This approach facilitates intergenerational transmission of ethnic music culture through educational channels, ensuring its sustainable development under cultural guidance.

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