

Integrating Traditional Chinese Music into Contemporary Music Education: An Evolutionary Perspective

Shuyue Xie, Tharanat Hin-on, Pongpittaya Sapaso

Faculty of Fine and Applied Arts, Khon Kaen University, Thailand

Abstract

This research investigates and analyzes the integration of traditional Chinese music into contemporary music education systems in Ji'an City, Jiangxi Province, China, from an evolutionary perspective. It emphasizes the importance of traditional music education in preserving cultural heritage, fostering creativity, and enhancing holistic student development within the framework of imaginative culture. The study employs a structured approach using the PRISMA methodology to systematically review relevant literature and assess the current status of music education in Ji'an, focusing on course implementation, teacher qualifications, and educational outcomes. The results reveal significant challenges, including the need for qualified educators, standardized curriculum frameworks, and resource allocation for traditional music. It also highlights the positive impacts of traditional music on students' aesthetic, cognitive, and social development. The discussion integrates these findings with existing literature, suggesting the need for innovative pedagogical strategies and technology integration to enhance traditional music education's effectiveness and appeal. The study concludes that effectively integrating traditional Chinese music into Ji'an's education system can promote cultural preservation and improve educational quality, recommending targeted reforms to address the identified challenges. This research contributes valuable insights for educators, policymakers, and researchers, advocating for a comprehensive and culturally responsive approach to music education.

Keywords: Traditional music education; evolutionary perspective; curriculum integration; imaginative culture; PRISMA.

Music education is crucial for shaping cultural awareness, fostering creativity, and promoting holistic development among students. Integrating traditional music curricula into contemporary education systems is essential for preserving cultural heritage and enriching students' understanding of diverse musical traditions (Bond, 2017; Váradi, 2022). This study aims to investigate and analyze the integration of traditional Chinese music into

contemporary music education systems from an evolutionary perspective.

China boasts a rich musical heritage encompassing many traditional genres, instruments, and performance styles. Chinese traditional music is deeply rooted in history, culture, and societal values, reflecting the diversity and complexity of the nation's cultural landscape. However, contemporary music education often emphasizes Western musical

traditions and modern genres, potentially overshadowing the appreciation and understanding of Chinese traditional music (Howard, 2016; Whitener & Shu, 2018; Bannan, 2022a; Msimango, 2023; Onsrud & Kvinge, 2023). In Ji'an City, situated in Jiangxi Province, traditional music holds profound cultural significance, serving as a cornerstone of local identity and heritage. The city's musical legacy includes ancient melodies, regional folk tunes, and traditional instruments integral to its cultural fabric and imaginative culture (Trehub, 2020; Cheng et al., 2022; Hanif & Sri Maruti, 2024; Liu & Chuangprakhon, 2024).

Despite this rich cultural tapestry, there is a pressing need to integrate Chinese traditional music into modern music education systems effectively. Challenges such as the lack of standardized curriculum frameworks tailored to traditional music, limited resources for teaching traditional instruments, and potential disconnects between modern pedagogical trends and cultural heritage preservation pose significant obstacles to this integration (Lee, 2016; Li, 2021; Chung, 2023; Peng, 2023; Uribe-Banda et al., 2023; Guangguo et al., 2024; Qiu et al., 2024). The primary challenge addressed in this study is the effective integration of Chinese traditional music curricula into the music education systems in Ji'an City, Jiangxi Province. This integration faces multifaceted obstacles, including the absence of comprehensive curriculum guidelines specifically designed for traditional music, inadequate resources for teaching traditional musical instruments, and potential disparities between modern educational trends and cultural heritage preservation goals (Xingchen et al., 2021; Bannan, 2022b; VanTassel-Baska & Wood, 2023; Wang et al., 2024).

This study aims to comprehensively review and analyze the Chinese traditional music curriculum in music education systems in Ji'an City, Jiangxi Province, China. The focus is on integrating Chinese traditional music into modern music education systems, evaluating the educational outcomes, student engagement, and

cultural impact of traditional music integration initiatives in Ji'an City, and providing evidence-based insights, practical recommendations, and innovative approaches to enhance Chinese traditional music education in Ji'an City and similar cultural contexts (Vasil, 2019; Bartleet et al., 2020; Feldman et al., 2020). This research holds significant implications for various stakeholders involved in music education, cultural preservation, and educational policy in Ji'an City, Jiangxi Province, and beyond. Firstly, the research contributes to scholarly discourse by synthesizing diverse perspectives, empirical evidence, and theoretical frameworks related to Chinese traditional music integration. The study aims to advance knowledge, identify best practices, and address challenges in traditional music education by conducting a comprehensive review and analysis (Song et al., 2015; Daubney & Fautley, 2020; Bolden et al., 2021; Norman, 2022; Chang et al., 2024; Kenzhegalieva et al., 2024; Seekhunlio et al., 2024).

In conclusion, this research endeavors to bridge the gap between traditional and modern music education in Ji'an City, Jiangxi Province, China, advocating for a comprehensive and culturally responsive approach to music education. The study aims to advance traditional music education practices, preserve cultural heritage, and nurture a new generation of culturally aware and musically proficient individuals in Ji'an City and beyond through rigorous review, analysis, and innovative recommendations, all framed within an evolutionary perspective on imaginative culture.

Materials and methods

2.1 Analysis Framework

The analysis methods employed in this study were guided by the principles outlined in the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) methodology (Prisma, 2020). The PRISMA framework provides a structured approach for conducting systematic reviews and meta-

analyses, ensuring the analysis process's transparency, reproducibility, and methodological rigor.

2.2 Initial Search Strategy

During the initial phase of the study, we developed a comprehensive search strategy to explore relevant literature in databases about our study topic. This preliminary review was crucial for gaining insights into the existing research landscape and identifying pertinent studies that addressed the objectives of our study.

2.3 Search Keywords and Databases

The initial searches used specific keywords and Boolean operators in databases such as Scopus. The primary keywords used included "Traditional," "Music," and "Curriculum." These keywords were combined using the Boolean operator AND to narrow the search results and focus on literature related to traditional music curriculum.

2.4 Expansion of Search Strategy

Subsequently, we expanded our search strategy by incorporating additional keywords to ensure a comprehensive review of relevant literature. The keywords included "music education" and "Chinese traditional music." Boolean operators such as AND helped refine the search results and capture studies that specifically addressed the integration of Chinese traditional music curriculum into music education systems. The rationale for choosing 2015–2024 was to capture recent developments and trends in integrating traditional music into modern education systems.

2.5 Adherence to PRISMA Guidelines

We strictly adhered to the guidelines outlined in the PRISMA statement throughout the search process. This involved defining our search keywords, selecting appropriate databases, and establishing explicit inclusion and exclusion criteria for screening relevant studies.

2.6 Inclusion/Exclusion Criteria

The inclusion criteria for selecting studies encompassed literature that focused on traditional music curriculum, music education, and Chinese traditional music within the context

of music education systems. Studies were included if they provided insights, analyses, or reviews on integrating traditional music curriculum into music education. Exclusion criteria included studies that did not specifically address traditional music curriculum or those published before 2015.

2.7 Data Extraction and Analysis

Data extraction involved gathering critical information such as study objectives, methodologies, findings, and conclusions from identified relevant studies. The extracted data were then systematically analyzed to fulfill the research objective of investigating and analyzing the integration of traditional Chinese music into contemporary music education systems from an evolutionary perspective in Ji'an City, Jiangxi Province, China, as shown in Figure 1.

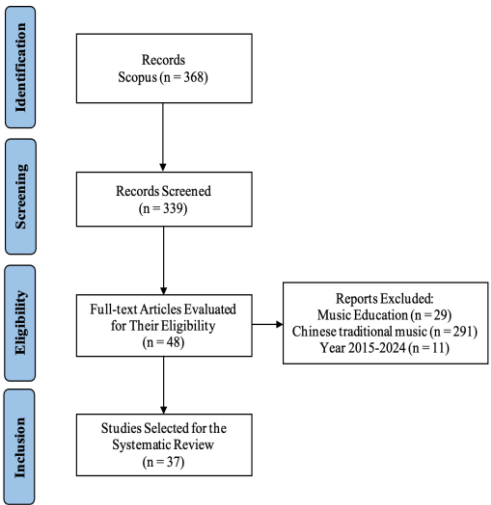


Figure 1. PRISMA flow diagram

The analysis continued to identify themes associated with the traditional music curriculum in music education. Figure 2 presents the network of the co-occurrence of keywords, enabling the identification of thematic associativity through the joint relationship of two or more keywords (Durieux & Gevenois, 2010).

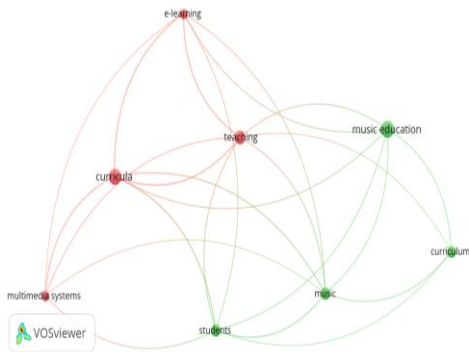


Figure 2. Keyword co-occurrence network

The network analysis provided valuable insights into the interconnectedness of critical themes within the literature related to traditional music curriculum integration into music education. By examining the co-occurrence of keywords, we identified clusters of related topics and themes that emerged frequently in the literature. This approach facilitated a deeper understanding of the multidimensional aspects and interrelationships within the traditional music curriculum discourse in music education.

Network analysis showed that thematic associativity was very helpful in our thorough review and analysis of how the Chinese traditional music curriculum was integrated into music education systems in Ji'an City, Jiangxi Province, China. It allowed us to identify prevalent themes, patterns, and trends, enhancing the depth and breadth of our research findings.

Results

3.1 Teaching Problems and Difficulties Faced by Music Education

Music education courses encompass a range of characteristic music programs, such as song singing and instrumental music performance in art schools, as well as piano performance and children's song accompaniment in preschools. By investigating the current status of music education in these institutions, we identified

internal education issues that are highly relevant to our research objectives from an evolutionary perspective. Our focus areas included:

3.1.1 Implementation and Popularization of Music Courses: Music courses' implementation and widespread adoption in music education impact music's healthy development and progress within colleges and universities. They play a crucial role in fostering students' overall quality and potential talents across various domains during their academic journey.

3.1.2 Classification and Distribution of Music Education: We examined the diverse forms of music education in colleges and universities, categorizing them based on different attributes, such as professional music education in art schools. Analyzing training objectives, curricula, teacher qualifications, and art practice activities in general music education programs, we identified existing issues, deficiencies, and areas needing improvement.

3.1.3 Recommendations for Music Education Improvement: Our study culminated in formulating suggestions and ideas to enhance music education in colleges and universities. Specifically, we explored how music education institutions, particularly those focused on preschool and music education, can develop their unique characteristics amidst competition with other institutions. We also delved into strategies for preserving and promoting local traditional music culture within the framework of music education, addressing evolving educational goals and approaches to cultivating comprehensive societal or professional talents.

Regarding faculty strength, our investigation focused on the number and qualifications of music teachers, including their educational backgrounds, teaching experiences, and professional development. The data below provides an overview of the faculty at Ji'an Vocational and Technical College, as shown in Table 1:

Table 1. Music Teacher Qualifications

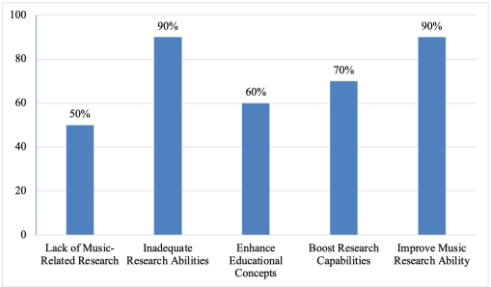
School/Major	Music Teacher's Degree		Title of Music Teacher	
	Master	Bachelor	Senior	Middle Rank
Ji'an Vocational & Technical College/Music Education Major	5	7	1	2
Ji'an Vocational & Technical College/Preschool Education Major	5	8	0	4

The table illustrates that most music teachers in these schools hold bachelor's degrees, with a significant portion having intermediate-level titles or below. Moreover, temporary substitute teachers are present. Music teachers' level of education and professional competence directly impact the quality and innovative aspects of teaching. Their ability to convey traditional cultural values through music education significantly influences students' development. The analysis reveals challenges in enhancing the teaching quality of music courses due to the current composition of music teachers, which in turn affects the preservation and promotion of traditional cultural values.

The Chinese State Education Commission emphasizes the urgent need to strengthen the construction of art teachers' teams, providing qualified professionals to enhance the overall quality of art education. Given the unique historical and cultural context, educators must explore how music education can instill patriotism and a pioneering spirit among students. Therefore, in training music teachers, it is vital to prioritize their role as disseminators of regional traditional music culture. This includes fostering their ability to communicate traditional music culture effectively and integrating it with broader cultural themes, such as revolutionary culture, to enrich students' educational experiences.

Teachers interviewed acknowledge their insufficient teaching experience and limited knowledge in music education research, noting a shortage of unique educational theories and achievements. There is a perceived disparity in resources and materials compared to other

undergraduate music programs. The analysis at Ji'an Vocational and Technical College underscores the need for curricular adjustments catering to regional artistic talent needs and a more enthusiastic approach to teaching and research activities, as shown in Graph 1.



Graph 1. Scientific research capabilities in music education

The data indicates a significant gap in the scientific research capabilities of music department teachers, with approximately 50% lacking in music-related research. A vast majority, 90%, perceive their research abilities as inadequate. For ongoing education, 60% of teachers aim to enhance their understanding of educational concepts, methods, and related knowledge, while 70% focus on boosting their research capabilities—additionally, 90% desire to improve their ability to conduct research in music education.

The college should consider developing a curriculum that aligns with regional cultural characteristics, fostering a unique teaching approach, and establishing a professional academic leadership team. Teachers should

enhance their professional and research skills and integrate local cultural elements in music education to serve and develop the local community while promoting traditional culture.

3.2 Positive Impact of Traditional Music Courses on Aesthetic Education

The study delves into the crucial role of traditional music in nurturing students' aesthetic taste and enhancing their artistic appreciation skills. Traditional music fosters aesthetic development and refining artistic appreciation, equipping students to navigate various challenges effectively. By immersing themselves in conventional music, students embark on a journey to explore diverse musical styles and emotional expressions rooted in different cultural contexts, enriching their emotional depth. This exposure to various musical elements like melody, rhythm, and harmony fosters a profound understanding of the beauty inherent in music, enhancing their aesthetic sensibilities.

Moreover, traditional music transcends mere auditory pleasure, encapsulating profound cultural nuances and historical narratives. Students not only learn to perform but also decipher the cultural significance embedded within traditional music, thus augmenting their artistic appreciation abilities. Innovative teaching methodologies, such as interdisciplinary integration and merging music with other art forms, broaden students' perspectives, enhancing their holistic artistic appreciation. The contemporary music education landscape faces challenges in captivating student interest and enhancing appreciation skills, necessitating continuous innovation in traditional music education. Leveraging modern information technologies like multimedia teaching and online resources can render traditional music education more engaging, accessible, and beloved by students.

In summary, traditional music is indispensable in nurturing students' aesthetic sensibilities and artistic appreciation. Through traditional music education, students acquire

musical prowess and gain profound insights into their cultural heritage, fostering a deeper appreciation and understanding of beauty and enriching their artistic development within the framework of imaginative culture.

3.3 Comprehensive Impact of Traditional Music Education

Traditional music education significantly influences students' development and cultural understanding. Firstly, it contributes to cultural inheritance and identification by embodying historical memories, artistic spirit, and national identity. Students gain a deeper understanding of their nation's heritage and history through traditional music, which enhances their sense of pride and belonging to their culture. Moreover, traditional music education fosters cross-cultural exchanges, allowing students to showcase their culture and learn from others, promoting cultural understanding and respect.

Secondly, traditional music education helps students understand and respect their cultural heritage by providing insights into historical and cultural aspects. It cultivates a sense of identity and belonging as students immerse themselves in the traditions and practices of their culture. Additionally, proficiency in traditional music nurtures pride and respect for cultural values, affirming the importance of cultural heritage and the role of students as cultural inheritors.

Lastly, traditional music education enhances students' artistic accomplishment and creativity through various methods and practices. Students delve into the theoretical aspects of music, improving their understanding of music's beauty and structure. They actively participate in performances and creative activities, honing their artistic skills and fostering innovation. Integrating modern technology with traditional music education opens creative expression and production avenues. Furthermore, interdisciplinary arts integration and community engagement contribute to a holistic artistic learning experience, as shown in Table 2.

Table 2. Aspect of Traditional Music Education

Aspect	Description
Cultural Inheritance and Identification	Embodying historical memories, cultural spirit, and national identity to enhance students' sense of heritage and pride.
Understanding and Respecting Cultural Heritage	Understanding historical and cultural aspects fosters a sense of identity, pride, and respect for cultural heritage.
Enhancing Artistic Accomplishment and Creativity	Improving theoretical understanding, honing artistic skills, fostering innovation, and providing a holistic artistic learning experience.

3.4 Enhancing Musical Intelligence Through Traditional Music Education

Traditional music learning enhances students' cognitive development by improving memory, attention, logical thinking, and creativity. Students engaged in traditional music education benefit from memory training, which involves remembering tracks, melodies, rhythms, and lyrics. This improves their overall memory capacity, including muscle memory for mastering musical instrument skills. Concentration during music practice and performance enhances students' attention levels and multitasking abilities. Analyzing the structure and logic of music enhances logical thinking, while composition and improvisation activities foster creative thinking and problem-solving skills. The multisensory integration required in music learning contributes to overall brain development and cognitive function. Furthermore, expressing emotions and stories through music helps establish cognitive connections between emotions and logic, fostering emotional intelligence. Traditional music containing lyrics enhances language learning by enhancing vocabulary memory and rhythm perception.

Traditional music education also supports the development of musical intelligence in other subjects. Students' memory is enhanced, aiding the retention of information in various subjects such as language learning and history. Improved attention and concentration from music performance translate into better focus during classroom activities. Analyzing musical

structures develops logical thinking and is beneficial in scientific experiments and mathematical reasoning. Creativity stimulated through music creation and improvisation can lead to innovative thinking in art projects or writing classes. Strengthened language skills from music learning can improve proficiency in both native and foreign languages. Interdisciplinary integration with music enhances understanding of sociology, history, and literature. Emotional awareness and empathy developed through music contribute to a deeper comprehension of human behavior in disciplines like psychology and sociology. Additionally, collaboration skills honed in ensemble performances are transferable to group projects in various disciplines, fostering teamwork abilities, as shown in Table 3.

Table 3. Aspect of Cognitive Development/Musical Intelligence

Aspect	Description
Memory Enhancement	Strengthens long-term and working memory and aids in language learning and historical retention.
Attention and Concentration	Improves focus and sustained attention, beneficial in solving mathematical problems and reading.
Logical Thinking and Problem-Solving	Develops logical reasoning skills and aids in scientific experiments and data analysis.

Creativity and Innovation	Stimulates creativity and leads to original thinking in art and writing projects.
Strengthening Language Skills	It enhances vocabulary memory and rhythm perception and improves language proficiency.
Interdisciplinary Integration	Combines knowledge from music with other subjects for comprehensive understanding.
Emotional Understanding and Empathy	Foster's emotional intelligence deepens comprehension of human behavior.
Collaboration Skills	It enhances teamwork abilities and is beneficial for group projects in various disciplines.

3.5 Communication and Collaboration Through Traditional Music Activities

Traditional music activities, such as ensemble performances and choruses, significantly develop students' teamwork spirit and social skills. These activities require students to collaborate closely, communicate effectively, and support each other to achieve harmonious musical performances. Through these experiences, students learn valuable lessons in teamwork, responsibility, leadership, adaptability, diversity appreciation, conflict resolution, and self-confidence. Traditional music activities enhance students' musical experiences and lay an interpersonal solid foundation for their future education and careers.

Traditional music activities also promote communication and understanding among students in colleges and universities. These activities provide a joint interest base for students to connect, share experiences, and learn from each other. They attract students from diverse cultural backgrounds, fostering cultural integration and mutual appreciation. Participation in ensemble, chorus, or group music activities encourages collaboration, respect for diverse perspectives, and the

development of social networks. Music's emotional resonance helps build deep interpersonal relationships, while interdisciplinary aspects encourage critical thinking and communication from different viewpoints. Public performances and achievements enhance team cohesion and personal friendships, contributing to a supportive and inclusive campus environment, as shown in Table 4.

Table 4. Aspect of Social Development

Aspect	Description
Teamwork, Spirit, and Collaboration	Fosters collaboration, responsibility, leadership, adaptability, and appreciation for diversity.
Communication and Understanding	It provides a platform for students to connect, share experiences, learn from each other, and promote cultural integration.
Social Networks and Relationships	Builds social networks, deepens interpersonal relationships, and enhances campus cohesion and inclusivity.
Emotional Resonance	Facilitates emotional expression and resonance, contributing to deep connections and mutual understanding.
Interdisciplinary Thinking	Encourages critical thinking and communication from diverse perspectives, fostering mutual understanding.
Conflict Resolution and Negotiation	Develops problem-solving skills through negotiation and compromise, promoting positive social interactions.
Mentorship and Trust	Builds trust and understanding between teachers and students, creating cooperative partnerships and supportive learning environments.

3.6 Enhancing Traditional Music Education Through Evaluation

3.6.1 Assessment and Feedback: An effective evaluation system is crucial to measuring students' progress and achievement in traditional music courses. The system should include diversified assessment methods, a combination of formative and final assessment, practice and performance evaluation, personalized feedback, engagement assessment, technical tool utilization, persistence, adaptability, transparency, and impartiality.

3.6.2 Teaching Strategies Adjustment: Teachers adjust teaching strategies based on students' feedback and learning conditions. This includes regular student feedback, observation of classroom performance, designing different activities according to students' levels and needs, incorporating learning theories, encouraging self-evaluation, continuous professional development, interdisciplinary teaching, and technological integration.

3.6.3 Community Participation and Cultural Exchange: Students apply traditional music knowledge through college club activities, art performances, and cultural events. This includes forming music societies, organizing concerts and festivals, participating in community services and cultural exchanges, visiting cultural sites, engaging in creative projects, using media and technology, collecting feedback, and promoting theory-practice integration.

3.6.4 Dissemination and Influence of Traditional Music: Traditional music is disseminated and influential in various community and cultural settings. This includes community music activities, cultural festivals, museums and historic sites, media and radio, tourism, intangible cultural heritage protection, folk art groups, and individual and family inheritance, all contributing to traditional music's preservation, promotion, and development.

Discussion

Integrating traditional Chinese music into the contemporary music education curriculum in Ji'an City, Jiangxi Province, reveals promising prospects and notable challenges from an evolutionary perspective. The research findings resonate with the theoretical principles positing that traditional music education is pivotal in preserving cultural heritage and enhancing students' holistic development (Bond, 2017; Howard, 2016). The study's results are consistent with these principles, highlighting traditional music's role in fostering cultural identity, aesthetic appreciation, and cognitive skills.

As identified in the study, the difficulties in implementing and popularizing traditional music courses reflect broader challenges in integrating traditional music into contemporary education systems. These challenges include the need for qualified teachers, adequate resources, and curriculum frameworks that respect and incorporate traditional music's unique cultural values (Chung, 2023; Peng, 2023). The study's findings align with those of Garzón et al. (2020), emphasizing the importance of innovative pedagogical approaches and technology in enhancing music education's appeal and effectiveness.

From an evolutionary perspective, integrating traditional Chinese music into modern curricula is about preserving the past and adapting and evolving cultural practices to fit contemporary educational contexts. This perspective highlights the dynamic nature of cultural transmission and the need for educational systems to evolve continuously to meet the needs of students and society. The challenges identified, such as the lack of standardized curriculum frameworks and limited resources for teaching traditional instruments, are significant barriers that must be addressed to facilitate this evolutionary process.

Moreover, the positive impacts of traditional music courses on students' aesthetic, cognitive, and social development corroborate previous

research. These benefits underscore the value of traditional music in nurturing a well-rounded educational experience that extends beyond mere musical skills to encompass cultural awareness and appreciation (Bartleet et al., 2020; Feldman et al., 2020; Kenzhegalieva et al., 2024; Msimango, 2023). Traditional music education fosters a deep connection with cultural heritage, enhancing students' sense of identity and belonging. This connection is crucial in an age where global cultural homogenization often overshadows local traditions and values.

The study also highlights the importance of integrating traditional music within the broader framework of imaginative culture. This integration promotes creativity and innovation, encouraging students to explore and reinterpret traditional musical forms in contemporary contexts. Students can develop a nuanced understanding of their cultural heritage by engaging with traditional music while contributing to its evolution. This process is vital for the sustained vitality of cultural traditions, ensuring that they remain relevant and dynamic in modern society.

Innovative pedagogical strategies are essential for overcoming the challenges identified in the study. These strategies include interdisciplinary approaches linking traditional music education with other art forms and academic subjects, broadening students' perspectives, and enhancing their learning experience. Additionally, leveraging modern technology, such as multimedia teaching tools and online resources, can make traditional music education more accessible and engaging for students.

The role of teachers is particularly crucial in this evolutionary process. Teachers must be adequately trained in traditional music performance and theory and innovative pedagogical techniques that can bridge the gap between traditional and contemporary music education. Continuous professional development and support are necessary to effectively equip teachers with the skills and knowledge to

integrate traditional music into the modern curriculum.

In conclusion, integrating traditional Chinese music into contemporary music education systems in Ji'an City, Jiangxi Province, holds significant promise for preserving cultural heritage and enhancing educational outcomes. However, this integration requires a thoughtful and dynamic approach that addresses the identified challenges while leveraging the benefits of traditional music education. By adopting an evolutionary perspective, educators and policymakers can ensure that traditional music remains a vital and vibrant part of the educational landscape, enriching students' lives and contributing to the ongoing evolution of imaginative culture.

Conclusion

This study has demonstrated the significant role of traditional Chinese music education in Ji'an City, Jiangxi Province, in promoting cultural heritage and enhancing students' educational experiences from an evolutionary perspective. The research findings support the theoretical underpinnings that advocate for integrating traditional music into contemporary music education, highlighting its benefits in cultural preservation, aesthetic development, and cognitive and social skill enhancement. However, the study also identifies several challenges that need to be addressed to realize the full potential of traditional music education. These include developing appropriate curricular frameworks, ensuring the availability of qualified teachers, and leveraging technology to make traditional music education more accessible and engaging.

In conclusion, integrating traditional Chinese music into the music education system in Ji'an City is a means of cultural preservation and a vital component of holistic education. Addressing the identified challenges and leveraging the strengths and opportunities within this context can significantly contribute to

advancing music education and promoting cultural heritage. By adopting an evolutionary perspective, educators and policymakers can ensure that traditional music remains a dynamic and integral part of the educational landscape, enriching students' lives and contributing to the ongoing evolution of imaginative culture. This research contributes to the ongoing dialogue in music education, offering insights and

recommendations that could inform policy and practice in Ji'an City and similar cultural contexts. By integrating traditional Chinese music from an evolutionary perspective, this study highlights the importance of adaptive and innovative approaches in preserving and promoting cultural heritage within contemporary educational systems.

WORKS CITED

- Bannan, N. (2022a). Two Servants, One Master: The Common Acoustic Origins of the Divergent Communicative Media of Music and Speech. *Evolutionary Studies in Imaginative Culture*, 6(2), 21-42. <https://doi.org/10.26613/esic.6.2.297>
- Bannan, N. (2022b). Ancient voices, contemporary practice, and human musicality. *Evolutionary Studies in Imaginative Culture*, 6(2), 71-80. <https://doi.org/10.26613/esic.6.2.300>
- Bartleet, B. L., Grant, C., Mani, C., & Tomlinson, V. (2020). Global mobility in music higher education: Reflections on how intercultural music-making can enhance students' musical practices and identities. *International Journal of Music Education*, 38(2), 161-17. <https://doi.org/10.1177/0255761419890943>
- Bolden, B., Corcoran, S., & Butler, A. (2021). A scoping review of research that examines El Sistema and Sistema-inspired music education programmes. *Review of Education*, 9(3), e3267. <https://doi.org/10.1002/rev3.3267>
- Bond, V. L. (2017). Culturally responsive education in music education: A literature review. *Contributions to Music Education*, 42, 153-180.
- Chang, J., Seekhunlio, W., Chuangprakhon, S., Chen, Q., Santaveesuk, P., & Maphet, T. (2024). Reviewing the current status of the preservation of Gannan Tea Picking opera. *Multidisciplinary Reviews*, 7(9), 2024184. <https://doi.org/10.31893/multirev.2024184>
- Cheng, M., Pang, B., Zeng, X., Xu, W., & Chang, Y. (2022). Integration of the traditions of folk-instrumental art into the works of Chinese composers of the 20th and 21st centuries. *Rupkatha Journal on Interdisciplinary Studies in Humanities*, 14(2), 1-17. <https://doi.org/10.21659/rupkatha.v14n2.19>
- Chung, F. M. Y. (2023). Implementing moral and character education policy through music integration: Perspectives of school leaders in Hong Kong. *Cogent Education*, 10(2), 2286416. <https://doi.org/10.1080/2331186X.2023.2286416>
- Daubney, A., & Fautley, M. (2020). Editorial Research: Music education in a time of pandemic. *British Journal of Music Education*, 37(2), 107-114. <https://doi.org/10.1017/S0265051720000133>
- Durieux, V., & Gevenois, P. A. (2010). Bibliometric indicators: Quality measurements of scientific publication. *Radiology*, 255(2), 342-351. <https://doi.org/10.1148/radiol.09090626>
- Feldman, E., Lutch, M., Contzius, A., & Bugaj, K. (2020). *Instrumental music education: Teaching with the musical and practical in harmony*. Routledge. <https://doi.org/10.4324/9780429028700>
- Garzón, J., Baldiris, S., Gutiérrez, J., & Pavón, J. (2020). How do pedagogical approaches affect the impact of augmented reality on education? A meta-analysis and research synthesis. *Educational Research Review*, 31, 100334. <https://doi.org/10.1016/j.edurev.2020.100334>
- Guangguo, W., Chuangprakhon, S., Liu, S., Jian, S., & Santaveesuk, P. (2024). The role of Zhuang stringed instruments in the Zhuang autonomous region of Guangxi, China: A cultural analysis. *Multidisciplinary Reviews*, 7(8), 2024178-2024178. <https://doi.org/10.31893/multirev.2024178>
- Hanif, M., & Sri Maruti, E. (2024). The role of traditional music 'Karawitan'in building community resilience in the Sodong Ponorogo Buddhist Village East Java Indonesia to facing the Covid-19 pandemic. *Cogent Arts & Humanities*, 11(1), 2311004. <https://doi.org/10.1080/23311983.2024.2311004>
- Howard, K. (Ed.). (2016). *Music as intangible cultural heritage: Policy, ideology, and practice in the preservation of East Asian traditions*. Routledge. <https://doi.org/10.4324/9781315596723>

- Kenzhegalieva, A., Muratova, A., & Kudarova, G. (2024). Cultural Harmony in Education: A Comparative Study of Traditional and Modern Music Teaching Methods in Kazakhstan. *Eurasian Science Review An International peer-reviewed multidisciplinary journal*, 2(2), 112-117.
- Lee, A. (2016). Implementing character education program through music and integrated activities in early childhood settings in Taiwan. *International Journal of Music Education*, 34(3), 340-351. <https://doi.org/10.1177/0255761414563195>
- Leung, B. W. (2024). Transmission of Cantonese opera in school music education: A survey of Hong Kong and Guangdong music teachers for policy review. *Arts Education Policy Review*, 125(2), 108-123. <https://doi.org/10.1080/10632913.2021.1992325>
- Li, Y. (2021). Educational psychology-based strategy for instrumental music teaching in normal college. *Frontiers in Psychology*, 12, 657788. <https://doi.org/10.3389/fpsyg.2021.657788>
- Liu, Q., Çolak, F. Z., & Agirdag, O. (2020). Characteristics, issues, and future directions in Chinese multicultural education: A review of selected research 2000-2018. *Asia Pacific Education Review*, 21(2), 279-294. <https://doi.org/10.1007/s12564-020-09624-2>
- Liu, S., & Chuangprakhon, S. (2024). Reviewing the current situation of Huadengxi Chinese folk songs in Yunnan Province. *Multidisciplinary Reviews*, 7(5), 2024109. <https://doi.org/10.31893/multirev.2024109>
- Msimango, L. N. P. (2023). Implementing and enacting a music curriculum in magnet schools, Gauteng Province: The educators' knowledge. *Cogent Education*, 10(2), 2250697. <https://doi.org/10.1080/2331186X.2023.2250697>
- Norman, T. D. (2022). A scoping review of international mindedness and related concepts in music education, 2000-2020. *Review of Education*, 10(1), e3347. <https://doi.org/10.1002/rev3.3347>
- Onsrud, S. V., & Kvinge, Ø. (2023). Ideological processes and discursive tensions in Norwegian music teacher education. *Cogent Education*, 10(2), 2259740. <https://doi.org/10.1080/2331186X.2023.2259740>
- Peng, F. (2023). Music copywriting and the problems of music education: overcoming prohibitions and the use of music in teaching. *Music Education Research*, 25(1), 1-12. <https://doi.org/10.1080/14613808.2022.2128319>
- Prisma. (2020). Preferred Reporting Items for Systematic Reviews and Meta-Analyses. <http://prisma-statement.org>
- Qiu, L., Chuangprakhon, S., & Jian, S. (2024). Qualitative analysis of the transmission and preservation strategies for Qin'an Xiaoqu folk music in Gansu, China. *Multidisciplinary Science Journal*, 6(4), 2024048-2024048. <https://doi.org/10.31893/multiscience.2024048>
- Seekhunlio, W., Chuangprakhon, S., & Phiwhphuy, K. (2024). The preservation of Isan folk music with digital sound technology. *Multidisciplinary Science Journal*, 6(4), 2024058-2024058. <https://doi.org/10.31893/multiscience.2024058>
- Song, X., Zhang, J., Zhan, C., Xuan, Y., Ye, M., & Xu, C. (2015). Global sensitivity analysis in hydrological modeling: Review of concepts, methods, theoretical framework, and applications. *Journal of hydrology*, 523, 739-757. <https://doi.org/10.1016/j.jhydrol.2015.02.013>
- Trehub, S. E. (2020). Divergent Perspectives on Musical Knowledge, Expertise, and Science. *Evolutionary Studies in Imaginative Culture*, 4(2), 121-134. <https://doi.org/10.26613/esic.4.2.194>
- Uribe-Banda, C., Wood, E., Gottardo, A., Biddle, J., Ghaa, C., Iminza, R., ... & Korir, E. (2023). Assessing blended and online-only delivery formats for teacher professional development in Kenya. *Cogent Education*, 10(1), 2191414. <https://doi.org/10.1080/2331186X.2023.2191414>
- VanTassel-Baska, J., & Wood, S. M. (2023). The integrated curriculum model. In *Systems and models for developing programs for the gifted and talented* (pp. 655-691). Routledge. <https://doi.org/10.4324/9781003419426-24>
- Váradi, J. (2022). A review of the literature on the relationship of music education to the development of socio-emotional learning. *Sage Open*, 12(1), 21582440211068501. <https://doi.org/10.1177/21582440211068501>
- Vasil, M. (2019). Integrating popular music and informal music learning practices: A multiple case study of secondary school music teachers enacting change in music education. *International Journal of Music Education*, 37(2), 298-310. <https://doi.org/10.1177/0255761419827367>

- Wang, X., Chuangprakhon, S., Jian, S., & Wang, G. (2024). Educational resources and instructional approaches for Chinese Hua'er Folk Songs in Gansu and Ningxia. *Journal of Education and Learning (EduLearn)*, 18(3), 914-922. <https://doi.org/10.11591/edulearn.v18i3.21589>
- Whitener, J. L., & Shu, F. (2018). Sharing global musics: An introduction to the music of China. *Music Educators Journal*, 105(2), 18-27. <https://doi.org/10.1177/0027432118811587>
- Xingchen, L., Chuangprakhon, S., & Karin, K. (2021). The Making Craftsmanship of Yuping Xiaodi Musical Instrument in Yuping County, Guizhou Province, China. *Review of International Geographical Education Online*, 11(5), 2776-2789. <https://doi.org/10.48047/rigeo.11.05.175>
- Yun, M., Chuangphakhon, S., & Karin, K. (2022). The Impact of Politics on Traditional Chinese Culture: Charting the Development of the Banhu from 1949 to 2021. *The International Journal of Critical Cultural Studies*, 20(1), 73. <https://doi.org/10.18848/2327-0055/CGP/v20i01/73-82>