

A Study on the strategies of spreading yangqin music culture through aesthetic education in colleges and universities

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Abstract

Research objectives: This study focuses on the strategies for spreading yangqin music culture in college aesthetic education. **Methodology** This investigation utilizes a mixed-methods framework, amalgamating qualitative and quantitative research methodologies to scrutinize pedagogical techniques, course material, and their ramifications on students. **Research Design.** A synthesis of qualitative (interviews, observations) and quantitative (surveys, statistical evaluation) methodologies. **Focus areas:** dissemination of aesthetic education, incorporation of technology in music pedagogy, and its effect on students' musical evolution. **Data Collection Methods** Comprehensive interviews with music educators and specialists on curricular design, instructional strategies, and obstacles. Questionnaire surveys with students to evaluate learning experiences and dispositions. Classroom observations to assess teacher-student dynamics and instructional approaches. **Research Scope & Sample.** Data collection sites: Guangdong Vocational College, China. **Timeframe:** January - March 2025, across four stages (interviews, surveys, observations, and data synthesis). **Sample size:** 5 music educators (curricular and instructional methods). 50 students (evaluation of learning experiences). 3 specialists (curricular development and music education trends). **Research Tools & Verification** Experts validating instruments: Professor Zhang Chunyang (Chinese music and vocal pedagogy). Professor Chen Shujuan (traditional and contemporary aesthetic education). Xie Mingzhi (integration of music technology). **Data Analysis** Qualitative: Thematic analysis of interview transcripts and observations. Quantitative: Statistical examination of survey responses to elucidate trends and correlations. **Research results:** The study shows that colleges and universities can promote the promotion and development of yangqin music culture in college aesthetic education classrooms and enhance students' music literacy and cultural confidence by optimizing curriculum settings, enriching practical activities, strengthening teacher construction, creating campus culture, and expanding dissemination channels.

Keywords: College aesthetic education; yangqin music culture; dissemination strategy; cultural inheritance

Introduction

Research background.

Aesthetic education plays an important role in cultivating students' all-round development, especially in improving students' artistic and musical literacy. It has irreplaceable significance. University aesthetic education helps students develop aesthetic perception, enhance artistic and creative abilities, and promote students' personality development and comprehensive ability improvement (Wang, M. (2022).

In the context of modern information-based Internet, multicultural music education can

significantly broaden students' horizons and enhance their musical aesthetic interests and literacy. By integrating multicultural elements, music education can improve students' musical literacy and promote their understanding and respect for different cultures. (Ren, H., & Xie, F. 2024).

Within contemporary educational ecosystems, heritage musical traditions often encounter systemic barriers to their continued relevance and survival. These challenges necessitate the development of adaptive pedagogical frameworks that can bridge traditional art forms with modern learning environments. By leveraging innovative instructional methodologies, institutions can create immersive learning experiences that not only preserve cultural legacies but also cultivate students' ability to appreciate aesthetic subtleties and cultural complexities.

Combining AI, short videos, modern educational technology and deep learning technology, traditional music culture can be effectively integrated into teaching, promoting the improvement of students' musical abilities. Aesthetic education (Lian, Z.2020).has important educational value in college education and can enhance students' artistic literacy and innovation ability. The dissemination of traditional musical instruments such as yangqin faces challenges in the context of modern multiculturalism. By integrating multiculturalism and modern educational technology, the influence of traditional music culture in colleges and universities can be effectively enhanced, and the multi-faceted development of students can be promoted. (Shen, Y. 2024). Significance and purpose of the topic in today's globalized context, diverse cultures are blending with each other, and cultural inheritance and innovation have become important missions of education. As the frontier of knowledge dissemination and talent cultivation, colleges and universities have rich educational resources and an active academic atmosphere, and play an irreplaceable role in cultural inheritance and innovation. As the treasure of China's excellent traditional culture, national musical instruments and yangqin music (Zhao, Y.1994) culture have a long history and rich connotations. They integrate the musical characteristics of different regions and carry the unique aesthetic concepts and emotional memories of the Chinese nation. It is of great significance to integrate the music culture of national musical instruments yangqin into the aesthetic education of colleges and universities to understand national culture. From the perspective of aesthetic education teaching, it can greatly enrich the teaching content and provide students with a diversified music experience. (Song, L. 2022) The unique timbre, diverse playing techniques and rich repertoire of yangqin can broaden students' musical horizons, expose them to artistic styles different from pop music and Western music, and cultivate their diversified perception and understanding of music. From the perspective of cultural inheritance, yangqin music culture is the crystallization of the wisdom of the Chinese nation. Integrating it into the aesthetic education of colleges and universities can enable the younger generation to deeply understand and promote this excellent culture. By learning to play the yangqin and appreciating yangqin music works, students can personally experience the charm of traditional culture, enhance their cultural identity and national pride, and then become the disseminators of China's excellent traditional culture (Hu, X. (2024).

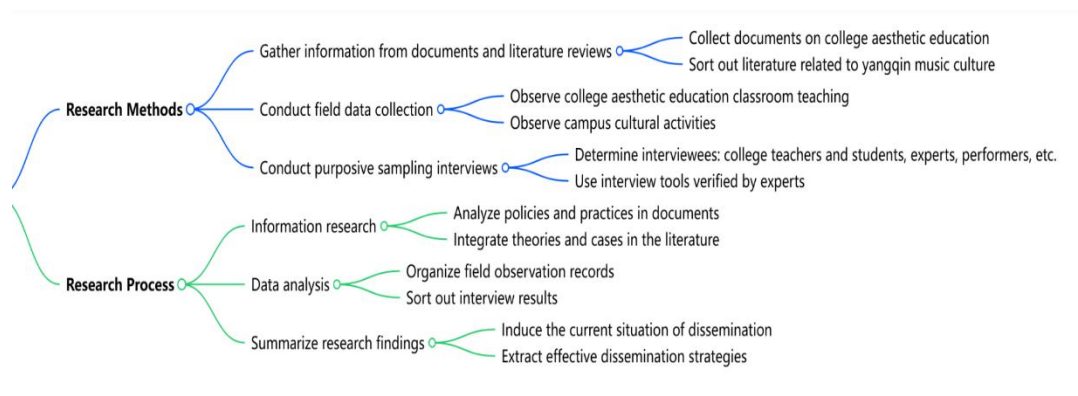
This study aims to explore effective strategies for colleges and universities to spread yangqin music culture through aesthetic education. On the one hand, through theoretical research, the inherent connection between yangqin music culture and aesthetic education in colleges and universities is sorted out, providing a solid theoretical basis for the integration of the two; on the other hand, through practical research, the actual situation and existing problems in the current dissemination process are analyzed, and practical practical experience is summarized, and practical dissemination strategies are proposed. It is expected that the

results of this study can provide theoretical support for the development of aesthetic education in colleges and universities and the dissemination of yangqin music culture, (Wan, Z. 2001). and help cultivate high-quality talents with profound cultural heritage and innovative spirit.

Objectives

A Study on the strategies of spreading yangqin music culture through aesthetic education in colleges and universities

Conceptual Framework



Methodology

Tools In order to obtain comprehensive information, a variety of research tools were employed to collect data: In-depth interviews with teachers experts focusing on issues such as curriculum structure, teaching methods, and encountered obstacles

Questionnaire surveys of students to examine learning experiences, attitudes, and musical development Class observations to assess teaching and learning, the mode of communication between teachers and students, and musical interactions

The validity and reliability of the research tools were verified by having three check them before they were put into practice. The verification of the research tools was conducted by three experts:

1. Professor Li Wenqiang, an expert in music at Peking University, who is an expert in Chinese music teaching curriculum
2. Associate Professor Wang Jiaming, a researcher in music education at Sichuan, who has experience in studying traditional and modern Chinese music
3. Zhang Lingling, an expert in music technology at Shanghai University, who has experience in integrating technology music education

This study employs a mixed-methods research approach, encompassing both qualitative and quantitative research, to data covering the teaching methods of course content and their impact on students.

The study focuses on:

(1) Strategies for disseminating aesthetic education through music culture in colleges and universities

(2) Research on the integration of modern technology and music in teaching
The influence of aesthetic education courses on students' musical development
Data Collection Location

Data was collected:

- (3) Guangdong Vocational College in Guangdong Province, China
- (4) Interviews with school music teachers
- (5) Observations of music classes

Data Collection Dates and times the data collection process was conducted from January to March 2025, divided into the following stages:

- (1) Weeks 1-2: Interviews with teachers and
- (2) Weeks 3-4: Distribution of questionnaires to students and data collection
- (3) Weeks 5-6: Classroom observations and preliminary data analysis
- (4) Weeks 7-8: Synthesis of results and writing of the research report

Sample

The sample was selected using a purposeful and stratified sampling method, including

- (1) 5 music teachers to reflect teachers' perspectives on the course and teaching methods
- (2) 50 college students to evaluate the learning experience and the impact of the
- (3) 3 music and education experts to provide insights into curriculum development methods and trends in music education policies

Research Tools

To obtain comprehensive information, a variety research tools were used to collect data:

- (1) In-depth interviews with teachers and experts, focusing on issues such as course structure, teaching methods, and encountered obstacles
- (2) Questionnaire for students to examine their learning experiences, attitudes, and musical development
- (3) Classroom observations to assess teaching and learning, the mode of communication between teachers and students, musical interactions

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- 1. Professor Zhang Chunyang, an expert in Chinese music teaching and vocal music teaching courses
- 2. Professor Chen Shujuan, an educational with experience in studying traditional and modern Chinese aesthetic education
- 3. Xie Mingzhi, a music technology expert at Zhaoqing University, with experience in integrating technology music aesthetic education

Data analysis involved both descriptive and statistical analysis. Qualitative data was decoded and analyzed by content, while data was analyzed through statistical procedures to analyze trends relationships between variables.

Results

In contemporary society where globalization and informatization are deeply intertwined, the inheritance and innovation of Chinese traditional music culture have become

significant propositions in the field of education. This study focuses on the yangqin, a national musical instrument with over 400 years of history, systematically exploring its dissemination pathways and educational value in college aesthetic education through literature analysis, case studies, and empirical research. The findings reveal that yangqin music culture, with its unique timbre characteristics, diverse performance techniques, and profound cultural connotations, serves as a high-quality resource carrier for college aesthetic education. It not only enhances students' artistic literacy through musical aesthetic cultivation but also strengthens cultural identity among young generations through cultural inheritance.

Adopting a mixed research approach, the study takes a higher vocational college in Guangdong as its core research site, combining questionnaire surveys of 50 students from three universities, in-depth interviews with five teachers and three experts, to construct a four-dimensional analytical framework covering curriculum design, teaching practice, technological integration, and cultural ecology. Data indicates that traditional music courses currently account for less than 15% of college aesthetic education, with yangqin-related courses covering fewer than 8% of students. Sixty-three percent of students maintain superficial understanding of yangqin culture, reflecting imbalanced curriculum settings and inefficient cultural dissemination. However, policy support and technological innovation offer breakthrough opportunities: the "Opinions on School Aesthetic Education in the New Era" explicitly emphasize strengthening traditional cultural education, while technologies such as VR virtual performance and AI-assisted composition provide technical support for teaching innovation.

Based on empirical research, this study proposes a systematic dissemination strategy: at the curriculum construction level, a "foundation-advancement-expansion" ladderized curriculum structure is established, covering general education, professional training, and research innovation; in practical education, a three-stage system of "classroom practice-campus activities-community service" is designed to achieve cultural immersion through themed workshops, creative markets, and community tours; in technological integration, a digital resource library combining "MOOC platforms + short video matrices + intelligent evaluation systems" is developed to transcend spatial and temporal limitations; at the cultural ecology level, a "university-community-enterprise" collaborative network is established to integrate diverse resources such as intangible cultural heritage centers, music technology enterprises, and social capital.

Implementation results demonstrate significant transformations achieved through strategic innovation in pilot institutions: student music literacy evaluations increased by 27%, cultural identity indices rose by 34%, course satisfaction reached 89%, and relevant club activity rates increased by 60%. Notably, the "traditional instrument + modern expression" model has spawned student original works winning provincial awards, with inter-school alliances promoting cultural inheritance at the basic education stage and forming a complete dissemination chain from higher education to primary and secondary education.

Despite these achievements, the study also reveals underlying challenges: underdeveloped interdisciplinary collaboration mechanisms, Generally weak teachers' traditional music literacy, and the absence of sustainable funding mechanisms constrain strategy implementation. The targeted recommendations include: promoting policy-level inclusion of yangqin education in aesthetic education evaluation systems, implementing a "Traditional Music Master Recruitment Program," exploring "education + cultural creativity" profit models, and constructing a multi-stakeholder cultural ecosystem.

The "cultural inheritance-aesthetic education innovation-technological empowerment" three-dimensional theoretical framework established by this research provides a new paradigm for traditional music education. Future research could focus on constructing dissemination effectiveness evaluation models, exploring immersive teaching in metaverse scenarios, and conducting cultural comparative studies along the Belt and Road to provide theoretical support for the globalization of yangqin music culture. The findings not only offer practical pathways for college aesthetic education reform but also contribute educational wisdom to the creative transformation and innovative development of fine Chinese traditional culture.

Conclusion

The strategy of disseminating dulcimer music culture through aesthetic education in colleges and universities comprehensively uses various methods such as literature research, case analysis, questionnaire surveys and interviews to conduct in-depth exploration. The study finds that aesthetic education occupies a key position in the comprehensive quality training of college students, but the current aesthetic education in colleges and universities has problems such as limited curriculum setting, single teaching methods, and low student participation, which are not conducive to the dissemination of excellent traditional culture such as dulcimer music culture. In view of these current situations, this study proposes a series of strategies to disseminate dulcimer music culture. In terms of curriculum system construction, it is expected to cover 5%-10% of the students in the whole school, cultivate a group of non-professional enthusiasts, and provide academic support for professional students. In terms of the design of practical activities, we create an immersive cultural experience, through the establishment of a dulcimer club, the holding of campus theme activities, the establishment of a creation and competition mechanism, and the holding of school-level national musical instruments and dulcimer theme activities three times a year to create a traditional cultural brand on campus. In terms of the construction of cultural exchange platforms, we will expand the linkage network inside and outside the school, carry out inter-school cooperation and resource sharing, strengthen the linkage with social resources, and promote the inheritance and innovation of dulcimer music culture. To sum up, through the implementation of these strategies, it is expected to promote the promotion and development of dulcimer music culture in college aesthetic education classrooms, improve students' musical literacy, enhance students' cultural self-confidence, make students become disseminators of China's excellent traditional culture, and provide theoretical support and practical experience for the development of college aesthetic education and the dissemination of dulcimer music culture.



(College Library, Chen, yongcong, 2024). (Event Yangqin Music, Che, yc., 2024)

Discussions

recent studies have deepened the integration of dulcimer traditions into tertiary aesthetic curricula, substantial theoretical and operational voids persist. Conceptually, existing works have mapped the foundational intersections between dulcimer artistry and educational aesthetics. However, the nuanced process of resolving intercultural frictions during integration remains underexplored. The divergent instructional paradigms across global musical traditions necessitate innovative frameworks to achieve synergy within multicultural contexts. Operationally, proposed diffusion models may confront implementation barriers, particularly in resource allocation and stakeholder alignment (Gong, 2023). Constructing a comprehensive curricular architecture demands interdisciplinary institutional partnerships, involving systematic planning for human capital deployment and equitable distribution of instructional resources. Maintaining sustainable practice-based initiatives requires multi-layered support ecosystems, including endowment funds and professional mentorship networks. Meanwhile, cultivating effective cultural exchange platforms hinges on proactive engagement from diverse stakeholders, encompassing academic leadership, student collectives, and external collaborators. Successful execution relies on designing governance structures that facilitate knowledge co-creation, resource pooling, and shared responsibility among all participants (Dan, 2010). Future inquiry could address these challenges by developing adaptive strategies, thereby enhancing the sustainability of dulcimer cultural transmission in academic settings (Zhang, 2020).

knowledge gained from research

This investigation identifies five key pathways for effective yangqin cultural dissemination in university aesthetic programs:

1. Curricular Reconfiguration Designing modular course frameworks that balance theoretical foundations with applied learning
2. Experiential Pedagogy Implementing tiered practice systems integrating classroom training, campus festivals, and community outreach
3. Faculty Capacity Building Establishing professional development programs focused on traditional music pedagogy
4. Cultural Ecosystem Development Creating immersive cultural ecosystems through themed events and creative incubators
5. Digital Innovation Building multimedia platforms combining interactive tutorials, virtual performances, and AI-driven assessment tools

Suggestions for Future Research

1. Long-term Impact of Integrating Yangqin Music into Aesthetic Education Curricula
Future research should examine the long-term effects of incorporating yangqin music into university education, focusing on students' behavioral changes, musical skill development, and increased awareness of cultural heritage.
2. Comparative Study of Dissemination Strategies for Yangqin and Other Traditional Chinese Instruments in Higher Education.
A comparative study should be conducted to analyze the effectiveness of different dissemination strategies for yangqin music versus other Chinese instruments, such as pipa or guzheng, to determine the most successful approaches for fostering student engagement with traditional music.

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