

Research on the Integration and Development Model of Rural Music Education Resources in the Context of Rural Revitalization

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Abstract: This paper focuses on rural music education in the context of rural revitalization, deeply analyzes its current resource situation, and points out that tangible resources face shortages of teachers, inappropriate textbooks, and outdated teaching facilities, while intangible resources are confronted with the loss of folk music culture and the weakening of educational foundations due to cultural ecological changes. Resources are characterized by dispersion, scarcity, and inefficient utilization. In response to these difficulties, this paper proposes integration paths for teachers, textbooks, teaching facilities, and folk music culture resources. Additionally, it constructs a diversified development model that combines rural tourism with music activities, develops characteristic music education industries, and integrates rural cultural construction. Simultaneously, it identifies funding shortages and outdated concepts as major obstacles and proposes targeted strategies such as expanding funding channels and changing inherent concepts. The aim is to promote the development of rural music education and contribute to the revitalization of rural culture.

Keywords: Rural revitalization; Rural music education; Resource integration; Development model

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1. Introduction

In the era of comprehensive promotion of the rural revitalization strategy, the revitalization of rural culture has become a key link in achieving sustainable rural development. As an important carrier of cultural inheritance and aesthetic education, music education is of profound significance in enhancing the aesthetic literacy of rural youth and enriching rural cultural life. However, current rural music education faces difficulties such as resource scarcity, inadequate integration, and a singular development model, which severely restrict the exertion of its educational function and cultural value. Based on the perspective of rural revitalization, this paper deeply analyzes the current situation of rural music education resources, explores resource integration paths and diversified development models, and aims to provide ideas and references for solving development problems and promoting high-quality development of rural music education.

2. Analysis of the current situation of rural music education resources

2.1. Tangible resource status

Music is beneficial to the physical and mental development of young people. For students in urban and rural areas who are new to this subject or have not received guidance, especially those in rural areas, they may feel unfamiliar and find it difficult, which can easily lead to a sense of frustration in the education process. Therefore, providing appropriate guidance to students in urban and rural areas as they participate in music is crucial for them to more properly engage in music education activities and promote healthy physical and mental development. Currently, these issues are widespread in music education in both urban and rural areas ^[1]. The difficulties of rural music education resources are prominent: there is a shortage of teachers, most of whom are part-time and lack professional literacy, and are out of touch with rural realities; textbooks are oriented towards cities, with little local content and slow updates; teaching venues, musical instruments, and multimedia equipment are scarce, seriously restricting educational development ^[2]. In rural music education, conceptual issues severely hinder its progress. School leaders adhere to the “score-only theory” and “ranking-only theory,” viewing music subjects as irrelevant, and teachers of other subjects generally underestimate music courses. This leads to frequent compression of music class time and difficulties in conducting standardized teaching activities. Furthermore, the teacher evaluation system is biased towards core subjects, putting music teachers at a disadvantage in professional title evaluation and hiring, and affecting their teaching enthusiasm. On the parents’ side, they overly focus on scores in main subjects such as Chinese, Math, and English, ignoring the cultivation of their children’s artistic literacy. They believe that music learning is not beneficial for further studies and even consider it a waste of time, not supporting their children’s participation in music learning. Under the dual conceptual influence of schools and families, music teachers lack a sense of presence and teaching motivation; even if students experience pleasure in music classrooms, they gradually doubt the value of music learning due to external conceptual pressures, making it difficult for music education to truly fulfill its educational role and resulting in a vicious cycle.

2.2. Current situation of intangible resources

Although rural areas are endowed with unique music education resources, they face numerous development difficulties. Rich and diverse folk music cultural resources, such as Hunan Dongting fishing songs and Huayao Wuwa mountain songs, carry deep historical connotations and regional characteristics, but they are facing crises under the impact of modernization. The lack of interest among the younger generation, the severe aging of inheritors, coupled with inadequate excavation and protection, and the lack of systematic research, have accelerated the loss of folk music culture. At the same time, rural traditional folk activities once provided a natural platform for music education, and music performances at temple festivals allowed students to experience local culture. However, with the advancement of urban-rural integration, traditional folklore has been replaced by modern entertainment, damaging the richness of rural cultural activities and weakening the cultural foundation of music education. This not only makes it difficult for students to inherit local music culture, but also causes structural imbalances in music education resources, making the development of rural music education more difficult.

2.3. Problems with resources

On the whole, rural music education resources are scattered, scarce, and inefficiently utilized, which multiple obstacles hinder the development of music education. In terms of resource fragmentation, there is a lack of effective integration mechanisms between tangible resources such as teachers, textbooks, and teaching facilities,

and intangible resources such as folk music culture, making it difficult to form synergies and resulting in low resource utilization. The scarcity of resources is reflected in the shortage of teachers, textbooks that do not meet the actual needs of rural areas, and outdated teaching facilities, which severely restrict the normal development of music courses and the improvement of teaching quality ^[3]. The inefficient utilization of resources is prominently manifested in the insufficient excavation and protection of rich folk music cultural resources in rural areas, and the failure of many excellent traditional cultural forms to be integrated into the music education system, resulting in resource waste and loss. The long-term existence of these problems not only lowers the overall level of rural music education but also hinders the achievement of cultural revitalization goals in the rural revitalization strategy.

3. Integration path of rural music education resources in the context of rural revitalization

3.1. Integration of teacher resources

The development of rural music education relies on a high-quality teaching team, but currently, there is a widespread problem of insufficient music teachers and a lack of professional literacy in rural areas. To address this challenge, efforts can be made from two aspects: strengthening teacher training and introducing high-quality teachers. Universities can set up targeted course modules such as folk music culture research and rural music teaching methods based on the actual needs of rural music education, to cultivate professionals who are adapted to the rural education environment. At the same time, by regularly organizing special training and inviting expert lectures, they can help in-service teachers update their knowledge structure and improve their teaching skills to better meet the music learning needs of rural students ^[4]. Furthermore, effective mechanisms can be established to attract city music teachers and music professionals to teach or work part-time in rural areas, such as providing subsidies, giving preferential policies for professional title evaluation, and utilizing internet technology to carry out remote teaching, realizing the sharing and complementarity of urban and rural music education resources. These multi-pronged approaches can not only alleviate the shortage of rural music teachers but also inject new vitality into rural music education.

3.2. Integration of teaching material resources

Teaching materials, as the core carrier of music education, directly affect the effectiveness of teaching. However, the current rural music textbooks generally suffer from a disconnect with local realities, making it difficult to stimulate students' enthusiasm for learning. To effectively improve this situation, the integration of teaching material resources can be focused on two aspects: developing local textbooks and optimizing existing textbooks.

In developing local textbooks, we should deeply explore the rich folk music cultural resources in rural areas and create music textbooks with distinct local characteristics. Taking Hunan as an example, musical cultural elements with strong regional flavors such as Dongting fishing songs and Xiangxi Miao drum dances can be integrated into school-based courses, allowing students to experience the unique charm of local culture at close range during the learning process. Such localized textbooks not only enhance students' sense of identity and belonging to their hometown culture but also inject new vitality into the inheritance and development of local music culture.

For existing textbooks, systematic screening and adaptation are needed to make them more suitable for the actual needs of rural music education. In the adaptation process, full consideration should be given to the cognitive characteristics and receptive abilities of rural students, abstract theoretical content should

be streamlined, practical interactive links and interesting designs should be increased, and modern musical elements should be organically integrated to help students broaden their musical horizons and enhance their artistic appreciation abilities.

3.3. Integration of teaching facility resources

The improvement of teaching facilities is a basic condition for ensuring the quality of music education. However, the current scarcity of music teaching facilities in rural areas seriously restricts teaching activities. Therefore, the integration of teaching facility resources can be promoted from two aspects: improving existing facilities and utilizing modern technology. The government can provide special funds to support the construction of music classrooms in rural schools, purchase basic musical instruments, and equip them with audio equipment. Simultaneously, various sectors of society can also donate musical instruments or provide technical support through public welfare projects, gradually improving the configuration of rural music teaching venues, musical instrument equipment, and multimedia teaching tools^[5]. At the technical application level, we should actively explore the practice of internet and multimedia technology in music teaching to compensate for the lack of hardware facilities. Teachers can use online platforms to access a wealth of music teaching resources, providing students with diversified learning experiences through video teaching, virtual musical instrument simulation, and other methods. This model, which combines technology with traditional teaching, can not only expand teaching space but also effectively improve teaching effectiveness.

3.4. Integration of folk music cultural resources

The rich folk music cultural resources in rural areas are not only an important component of rural culture but also valuable material for music education. However, due to the lack of systematic excavation and protection, many excellent folk music cultures are on the verge of being lost. The integration of folk music cultural resources can be promoted from two aspects: excavation and protection, as well as integration into teaching. In terms of excavation and protection, it is necessary to systematically organize and study rural folk music culture, establish and improve archive databases, and use digital means to record and preserve it. Experts and scholars can be invited to conduct field investigations in rural areas, collect audio and video materials such as folk songs and ethnic musical instrument performances, and achieve long-term preservation and dissemination through digital technology. At the same time, relying on policy support and funding, local intangible cultural heritage inheritors are encouraged to participate in protection work to ensure the continuation of folk music culture^[6]. At the level of integration into teaching, it is necessary to explore effective ways to integrate folk music culture into music classrooms and extracurricular activities. Local characteristic songs such as Huayao Wuwa Mountain Songs and Lishui Boatman's Chant can be introduced into classroom teaching to allow students to experience the charm of local music. By organizing extracurricular interest groups and holding music festivals and other activities, students' understanding and identification with folk music culture can be deepened. Combining cultural inheritance with educational practice can not only enrich the content of music education but also add a profound cultural foundation to rural revitalization.

4. Construction of a diversified development model for rural music education in the context of rural revitalization

4.1. Combining rural tourism with music activities

Under the rural revitalization strategy, rural tourism has become a new growth point for the rural economy. As

a core element of cultural experience, music activities are crucial to enhancing the attractiveness and cultural connotation of rural tourism. Organizing music performances, music festivals, and other activities can not only enrich tourists' experiences but also spread traditional music culture. By holding folk music-themed performances that integrate traditional and modern music forms, as well as music festivals where professionals and folk artists perform on the same stage, the needs of tourists can be met in diverse ways, promoting cultural inheritance and the integration of culture and tourism. Establishing a benefit linkage mechanism between music activities and rural tourism requires multi-party collaboration. Local governments should play a guiding role, encouraging all parties to participate in creating distinctive music brand activities through policy support and capital investment to maximize economic benefits. At the same time, a benefit-sharing mechanism should be constructed, integrating music activities into tourism routes and developing music experience packages to drive the development of related industries. In addition, emphasis should be placed on the participation of local residents, providing job opportunities and skills training to enable farmers to deeply participate in activity operations, ultimately achieving a win-win situation of cultural inheritance and economic development^[7].

4.2. Developing a rural characteristic music education industry

In the context of rural revitalization, developing the rural characteristic music education industry is of great significance to increasing farmers' income and inheriting and innovating rural music culture. This can be achieved through innovative industrial models and coordinated efforts between policy and the market. In exploring industrial models, we can rely on rural folk music resources to offer music training courses for all age groups, covering content such as folk song singing and ethnic instrument playing, to attract students from surrounding areas. With the help of modern technology, we can develop online education platforms to expand the coverage of resources. At the same time, we should develop the music creation industry, hold creation competitions, establish bases, promote cooperation between professionals and folk artists, create works that combine local characteristics with modern aesthetics, and enhance market competitiveness^[8]. At the policy and market level, the government should introduce special support policies, establish special funds to support institution building, teacher training, and creative projects, and strengthen market regulation. At the same time, we should actively introduce social capital, encourage cooperation between enterprises and rural cooperatives, develop music textbooks, cultural and creative derivatives, etc., to extend the industry chain^[9]. In addition, the government should build an industrial exchange platform to promote supply and demand matching, create a good environment for industrial development, and achieve a unity of economic and cultural benefits.

4.3. Integrating into rural cultural construction

Rural music education is an important force in rural cultural construction and can promote the development of rural culture through participation in cultural activities and the creation of a cultural atmosphere. In terms of participation in cultural activities, rural music education should be deeply integrated into rural folklore and display scenes. During traditional festivals and celebrations, organize team performances of folk songs and ethnic instrument playing to showcase the charm of music culture; combine rural cultural exhibitions to hold music-themed activities, showcase cultural achievements, enhance farmers' cultural identity, and attract external attention. At the same time, promote cross-border cooperation between music education and dance, drama, etc., to enrich the connotation of rural culture. In terms of creating a cultural atmosphere, rural music education can enhance farmers' cultural self-confidence in various ways. Conduct music interest classes and competitions in schools and communities to stimulate farmers' enthusiasm for music; create public spaces such as music

cultural squares and theme parks to provide display and exchange platforms; use the internet and multimedia technology to produce and disseminate promotional videos and short videos to expand cultural influence^[10]. These measures help deepen farmers' understanding of local music culture, stimulate their enthusiasm for participating in rural cultural construction, and provide spiritual motivation for rural revitalization.

5. Conclusion

Rural music education occupies an important position in the process of rural revitalization, but its development is hindered by multiple obstacles such as resource constraints, traditional concepts, and funding restrictions. Through systematic resource integration, optimizing the teaching team, innovating teaching materials, improving teaching facilities, and tapping into folk music cultural resources, we can lay a solid foundation for rural music education. Building a diversified development model and promoting the deep integration of music education with rural tourism, industrial development, and cultural construction can give new vitality and development momentum to rural music education. To solve the problem of funding shortages, it is necessary to build a diversified funding supply system led by the government, with social participation and industrial feedback. To change backward concepts, multi-dimensional measures such as publicity and guidance, policy constraints, and case demonstrations are needed. Only by breaking through these bottlenecks can we achieve high-quality development of rural music education and fully leverage its important role in inheriting local culture, improving farmers' cultural literacy, and promoting comprehensive rural revitalization.

Disclosure statement

The author declares no conflict of interest.

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