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Inheritance and Innovation of Hainan Intangible Cultural Heritage Folk Song Culture from the Perspective of Higher Vocational Music Education

Jie Tian ^{1,*}

¹ School of Education and Music, Hainan Vocational University of Science and Technology, Haikou, Hainan, 571126, China

* Correspondence: Jie Tian, School of Education and Music, Hainan Vocational University of Science and Technology, Haikou, Hainan, 571126, China

Abstract: This paper focuses on the inheritance and innovation of Hainan intangible cultural heritage folk song culture from the perspective of higher vocational music education. Hainan's folk song culture, as a crucial part of local intangible cultural heritage, features rich regional characteristics and profound cultural connotations. Higher vocational music education, with its unique educational resources and teaching methods, plays a significant role in this process. By integrating Hainan folk song culture into the curriculum system, innovating teaching models, and cultivating professional talents, higher vocational music education can effectively promote the inheritance of Hainan folk song culture. Meanwhile, through modern musical techniques and creative forms, it can also inject new vitality into the innovation of Hainan folk song culture. The paper combines theoretical research with practical exploration, aiming to provide feasible suggestions and references for the sustainable development of Hainan intangible cultural heritage folk song culture in the context of higher vocational music education.

Keywords: Hainan folk song culture; intangible cultural heritage; higher vocational music education; inheritance and innovation

1. Introduction

In the context of globalization and the rapid development of modern culture, the inheritance and innovation of intangible cultural heritage have become crucial issues. Hainan intangible cultural heritage folk songs, as an important part of Hainan's local culture, carry rich historical, cultural, and artistic connotations. Higher vocational music education, with its unique educational functions and advantages, plays an indispensable role in the inheritance and innovation of Hainan intangible cultural heritage folk song culture. This paper will explore the relationship between higher vocational music education and the inheritance and innovation of Hainan intangible cultural heritage folk song culture, analyze the current situation and existing problems, and propose corresponding countermeasures and suggestions.

2. An Overview of Hainan Intangible Cultural Heritage Folk Song Culture

2.1. Classification and Characteristics of Hainan Intangible Cultural Heritage Folk Songs

Hainan intangible cultural heritage folk songs are rich in variety and can be classified into different types according to their themes, forms, and regions. For example, there are labor-themed folk songs that vividly reflect the production and labor scenes of Hainanese people, such as those related to fishing, farming, and handicrafts. Love-themed folk songs

Published: 13 April 2025



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express the sincere emotions between men and women in a simple and straightforward way [1].

In terms of characteristics, Hainan intangible cultural heritage folk songs often have unique melodies. The melodies are deeply influenced by the local natural environment, ethnic cultures, and living habits. They are mostly based on pentatonic scales, with gentle undulations and a strong sense of rhythm, which is easy to sing and remember. The lyrics are also full of local flavor, incorporating a large number of Hainanese dialects, proverbs, and sayings, vividly depicting the local customs, traditions, and people's lives.

2.2. Historical and Cultural Connotations of Hainan Intangible Cultural Heritage Folk Songs

Hainan intangible cultural heritage folk songs have a long history, dating back to ancient times. They are the crystallization of the wisdom of generations of Hainanese people. These folk songs record the historical development of Hainan, from the early days of human settlement, the evolution of production methods, to the exchanges and integrations of different ethnic groups [2].

They also carry rich cultural connotations. They reflect the unique values, beliefs, and aesthetic concepts of Hainanese people. For instance, some folk songs are related to local traditions and rituals, expressing people's respect for nature and ancestors. At the same time, they are an important carrier of Hainan's multi-ethnic culture, as different ethnic groups in Hainan, such as the Li, Miao, and Han ethnic groups, have left their unique imprints on these folk songs.

3. The Role of Higher Vocational Music Education in the Inheritance and Innovation of Hainan Intangible Cultural Heritage Folk Song Culture

3.1. Cultural Inheritance Function

Higher vocational music education serves as an important platform for the inheritance of Hainan intangible cultural heritage folk song culture. By incorporating Hainan intangible cultural heritage folk songs into the teaching curriculum, it can ensure the systematic teaching and dissemination of these folk songs. Students can learn the authentic singing methods, melodies, and lyrics of Hainan intangible cultural heritage folk songs from professional teachers, thus inheriting this precious cultural heritage from generation to generation.

3.2. Talent Cultivation Function

It plays a key role in cultivating professional talents for the inheritance and innovation of Hainan intangible cultural heritage folk song culture. Higher vocational music education can train students not only with professional music skills, such as singing, composing, and arranging, but also with a deep understanding and love for local cultural heritage. These students can become the main force in the future to carry out in-depth research on Hainan intangible cultural heritage folk songs, innovate their forms of expression, and promote their spread.

3.3. Cultural Promotion Function

Higher vocational music education can promote the wider spread of Hainan intangible cultural heritage folk song culture. Through various forms of performances, competitions, and cultural exchange activities organized by higher vocational colleges, Hainan intangible cultural heritage folk songs can be presented to a wider audience, both at home and abroad. This not only increases the popularity of Hainan intangible cultural heritage folk song culture but also promotes cultural exchanges and integrations between different regions and ethnic groups.

4. The Current Situation of the Inheritance and Innovation of Hainan Intangible Cultural Heritage Folk Song Culture in Higher Vocational Music Education

4.1. Positive Aspects

In recent years, some higher vocational colleges in Hainan have gradually recognized the importance of Hainan intangible cultural heritage folk song culture and have taken certain measures. For example, some colleges have added relevant elective courses on Hainan intangible cultural heritage folk songs, enabling students to have the opportunity to come into contact with and learn these folk songs. Some colleges have also invited local folk artists to give lectures and demonstrations, bringing the authentic charm of Hainan intangible cultural heritage folk songs to the campus [3].

Moreover, some higher vocational music education programs have carried out research projects on Hainan intangible cultural heritage folk songs, exploring their historical origins, cultural connotations, and artistic features. These research results have provided a certain theoretical basis for the inheritance and innovation of Hainan intangible cultural heritage folk song culture.

4.2. Existing Problems

However, there are still many problems in the inheritance and innovation of Hainan intangible cultural heritage folk song culture in higher vocational music education. Firstly, the teaching system is not perfect. The curriculum design lacks systematicity and comprehensiveness. The teaching content is often limited to simple singing, without in-depth exploration of the cultural connotations, historical backgrounds, and artistic values of Hainan intangible cultural heritage folk songs [4].

Secondly, the teaching methods are relatively traditional. Most of the teaching still focuses on the teacher-centered model, lacking interactive and practical teaching methods. This makes it difficult for students to fully understand and master the essence of Hainan intangible cultural heritage folk song culture, which also restricts students' creativity and initiative in learning.

Thirdly, the lack of professional teachers is a prominent problem. There are a few teachers who have in-depth knowledge and professional skills in Hainan intangible cultural heritage folk song culture. Most music teachers in higher vocational colleges are trained in mainstream music education systems, lacking the necessary understanding and research on local intangible cultural heritage folk songs.

Finally, the integration with modern elements is insufficient. In the context of modern society, Hainan intangible cultural heritage folk song culture needs to combine with modern music concepts, production techniques, and dissemination methods. However, in current higher vocational music education, the exploration and practice of integrating Hainan intangible cultural heritage folk songs with modern elements are still in the initial stage.

5. Strategies for the Inheritance and Innovation of Hainan Intangible Cultural Heritage Folk Song Culture in Higher Vocational Music Education

5.1. Optimize the Teaching System

Higher vocational colleges should establish a more scientific and complete teaching system for Hainan intangible cultural heritage folk song culture. The curriculum should include not only singing courses but also courses on the history, culture, and art of Hainan intangible cultural heritage folk songs. For example, courses on the historical evolution of Hainan folk songs, the cultural connotations of different types of folk songs, and the artistic features of Hainan intangible cultural heritage folk song melodies can be set up. At the same time, the teaching content should be updated regularly according to the latest research results and cultural developments.

5.2. Innovate Teaching Methods

Adopt diversified teaching methods to improve students' learning enthusiasm and initiative. For example, use project-based teaching methods, where students can be organized to carry out in-depth research on a certain type of Hainan intangible cultural heritage folk song, including field investigations, data collection, and analysis. Interactive teaching methods can also be used, such as group discussions, singing competitions, and cultural salons, to encourage students to actively participate in the learning process and exchange their experiences and understandings. In addition, make full use of modern educational technology, such as multimedia teaching, online courses, and virtual reality technology, to make the teaching of Hainan intangible cultural heritage folk song culture more vivid and interesting.

5.3. Strengthen the Construction of the Teaching Staff

Higher vocational colleges should strengthen the construction of the teaching staff for Hainan intangible cultural heritage folk song culture. On the one hand, encourage existing music teachers to participate in relevant training programs, research projects, and field investigations to improve their understanding and professional skills in Hainan intangible cultural heritage folk song culture. On the other hand, introduce professional talents in this field, such as local folk artists, cultural researchers, and musicians with in-depth knowledge of Hainan intangible cultural heritage folk songs. These talents can bring rich practical experience and in-depth theoretical knowledge to the teaching, and promote the professional development of the teaching staff.

5.4. Promote the Integration with Modern Elements

In the process of inheritance and innovation, actively promote the integration of Hainan intangible cultural heritage folk song culture with modern elements. In terms of music production, combine modern music production techniques, such as electronic music production, digital audio processing, with the traditional melodies and rhythms of Hainan intangible cultural heritage folk songs to create more contemporary-style music works. In terms of dissemination, use modern media platforms, such as social media, music streaming platforms, and short-video platforms, to widely spread Hainan intangible cultural heritage folk song culture. At the same time, integrate Hainan intangible cultural heritage folk song culture into modern cultural and creative products, such as cultural and creative handicrafts, music-themed souvenirs, to expand its influence and market value.

6. Case Studies of the Inheritance and Innovation of Hainan Intangible Cultural Heritage Folk Song Culture in Higher Vocational Music Education

6.1. Case 1: A Higher Vocational College's Exploration of Integrating Hainan Intangible Cultural Heritage Folk Songs into the Curriculum

A certain higher vocational college has undertaken meaningful efforts to incorporate Hainan's intangible cultural heritage folk songs into its curriculum. They have set up a series of courses on Hainan intangible cultural heritage folk songs, including basic singing courses, cultural research courses, and creative practice courses. In the teaching process, they combine classroom teaching with field trips. Students are organized to visit local villages where Hainan intangible cultural heritage folk songs are still popular, communicate with local folk singers, and learn the authentic singing skills and cultural backgrounds. Through these measures, students' interest in Hainan intangible cultural heritage folk songs has been greatly enhanced, and some students have even created their own works based on Hainan intangible cultural heritage folk songs, which have achieved good results in local cultural competitions.

6.2. Case 2: Innovation in Teaching Methods for Hainan Intangible Cultural Heritage Folk Song Culture at Another Higher Vocational College

Another higher vocational college has been at the forefront of innovating teaching methods for Hainan's intangible cultural heritage folk song culture. They use a combination of online and offline teaching. Online, they provide rich learning resources, such as video tutorials of Hainan intangible cultural heritage folk song singing, historical documentaries, and academic lectures. Offline, they organize various practical activities, such as folk song singing competitions, cultural exchange evenings, and creative workshops. Through this way of teaching, students can learn at any time and place, and at the same time, they can fully participate in practical activities to improve their practical ability and innovation ability. The college has also established a student-led folk song club, where students can communicate and cooperate with each other, and jointly promote the inheritance and innovation of Hainan intangible cultural heritage folk song culture.

7. Conclusion

The inheritance and innovation of Hainan intangible cultural heritage folk song culture in higher vocational music education is of great significance. It not only helps to preserve and promote the unique local culture of Hainan but also enriches the content and form of higher vocational music education. Although there are still some problems in the current inheritance and innovation process, through optimizing the teaching system, innovating teaching methods, strengthening the construction of the teaching staff, and promoting the integration with modern elements, we can effectively promote the inheritance and innovation of Hainan intangible cultural heritage folk song culture. In the future, higher vocational music education should continue to explore and practice, so that Hainan intangible cultural heritage folk song culture can thrive in the modern era and make important contributions to the inheritance and development of Chinese excellent traditional culture.

Funding: The Key Research Project at the University Level of Hainan Vocational University of Science and Technology in 2023: Research on the Red Culture in Hainan Folk Songs and Its Inheritance and Innovation (Project No.: HKKY2023-ZD-03).

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