

Guzheng Music Literacy: Preserving Cultural Heritage Through Music Education in Chinese Universities

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ABSTRACT

The Guzheng, a traditional Chinese zither with over two millennia of history, is a musical instrument and a significant cultural artifact. The objective of this study is to explore the role of Guzheng music literacy in preserving Chinese cultural heritage through music education in Chinese universities. Using a qualitative approach, the study was conducted at selected universities in Shaanxi Province, China, with three informants, including Guzheng educators, students, and cultural experts. Data were collected through semi-structured interviews, participant observations, and document analysis. The findings reveal that while there is a growing interest in Guzheng music among students, the current educational approach often emphasizes technical proficiency at the expense of cultural and historical understanding. Challenges such as the decline of traditional repertoire and the influence of Western music further complicate the preservation of Guzheng music literacy. The study suggests the development of comprehensive teaching materials, enhanced teacher training, and promotion of extracurricular activities as strategies to address these challenges. These efforts are crucial for ensuring that Guzheng music continues to be a vibrant part of China's cultural heritage.

Key words: Guzheng Music Literacy, Cultural Heritage Preservation, Chinese Universities, Traditional Music Education, Qualitative Research

INTRODUCTION

Literacy extends beyond the ability to read and write; it encompasses the knowledge, skills, and cultural competencies necessary to engage with and understand complex systems of meaning. In music, literacy refers to the ability to read, interpret, and perform music and appreciate its cultural and historical significance (Campbell, 2017; Gordon et al., 2015; McBride, 2015). Guzheng music literacy, therefore, involves not only the technical proficiency required to play the instrument but also a deep understanding of its cultural roots, historical evolution, and role in Chinese society. The Guzheng is a significant bearer of cultural heritage as a traditional Chinese musical instrument with a history spanning over two millennia. Its preservation through music education in Chinese universities is critical for maintaining the cultural continuity and identity of the Chinese people (Howard, 2016; Silverberg, 2022; Tang, 2021; Zhao et al., 2023).

In recent years, there has been growing concern over the diminishing presence of traditional music forms in contemporary Chinese society, particularly in educational institutions. With Chinese culture's rapid modernization and globalization, many traditional art forms, including the Guzheng, risk overshadowing Western music influences and contemporary popular culture (Cook, 2021; Zhang et al., 2023). The problem

lies in the potential loss of a rich cultural heritage passed down through generations as younger generations increasingly gravitate towards more globalized forms of music and entertainment. This shift has profound implications for cultural identity, as music literacy in traditional forms like the Guzheng is crucial for understanding and appreciating the unique cultural expressions that have shaped Chinese history. The current challenge is how to effectively integrate Guzheng music literacy into the educational curricula of Chinese universities to ensure that this cultural heritage is preserved and transmitted to future generations (Chen & Boonsrianun, 2024; Liu et al., 2024; Yang & Welch, 2023; Zhu & Sornyai, 2024).

The significance of this research lies in its potential to contribute to the broader discourse on cultural preservation through education. Music literacy, particularly in traditional forms such as the Guzheng, is pivotal in maintaining cultural diversity and promoting intercultural understanding (Li & Choatchamrat, 2024; Yin, 2023). Education can be a powerful tool for preserving cultural heritage by fostering a deep appreciation for traditional musical forms (Campbell, 2017). In the context of Chinese universities, where the pressure to conform to global standards is ever-present, Guzheng music literacy in the curriculum can give students a unique opportunity to engage with their cultural roots. This engagement

is not only beneficial for the preservation of the Guzheng as a musical form but also for the cultivation of a sense of cultural pride and identity among students. Moreover, it can encourage the development of a more inclusive and culturally rich educational environment where diverse forms of cultural expression are valued and promoted (Du & Wang, 2024; Jiao et al., 2024; Li, 2023).

This research explores Guzheng music literacy's role in preserving cultural heritage within Chinese universities. By examining this question, the research aims to uncover how music education can be leveraged to maintain and transmit cultural traditions in a rapidly changing society. It seeks to understand the current state of Guzheng music literacy in Chinese universities, the challenges faced in its implementation, and the potential benefits it offers for cultural preservation. Ultimately, this research will provide insights into how educational institutions can play a more active role in safeguarding cultural heritage through the promotion of music literacy, ensuring that the rich traditions of the Guzheng continue to resonate with future generations (Howard, 2016; Jirajarapat & Yinghua, 2023; Liu & Chuangprakhon, 2024).

Research Question

- How does integrating Guzheng music literacy in Chinese university curricula contribute to preserving and transmitting cultural heritage among students?

LITERATURE REVIEW

This review focuses on the theories and frameworks that underpin the understanding of music literacy as a tool for cultural preservation, the challenges associated with integrating traditional music into modern education systems, and the potential benefits of such integration for cultural heritage transmission.

Music Literacy as Cultural Literacy

Music literacy, as an extension of cultural literacy, involves more than just the ability to read and perform musical scores. It encompasses a comprehensive understanding of a particular music form's cultural, historical, and social contexts. In the case of Guzheng music, literacy includes knowledge of the instrument's origins, the evolution of its playing techniques, and its role in Chinese cultural practices and ceremonies. Theories of cultural literacy suggest that understanding and engaging with cultural artifacts such as traditional music are vital for maintaining cultural identity and continuity. In this sense, Guzheng music literacy bridges students with their cultural heritage, enabling them to appreciate and transmit the values and traditions embedded in this art form (Howard, 2016; Kelly, 2018; Pitts, 2017).

Challenges in Integrating Guzheng Music Literacy in Education

Integrating traditional music literacy into modern education systems presents several challenges, particularly in a

rapidly globalizing world. Theories of educational change and curriculum development highlight the tension between maintaining cultural traditions and adapting to contemporary educational demands. A shift in pedagogical approaches is required in Chinese universities, where Western music education models often dominate, including traditional instruments like the Guzheng. The perception that traditional music forms are less relevant in a modern context, which results in their marginalization in formal education, exacerbates this problem. Furthermore, the lack of standardized teaching materials and the need for qualified instructors proficient in Guzheng performance and pedagogy hinder the effective transmission of Guzheng music literacy (Deng, 2020; Li, 2024; Yin, 2023).

The Role of Guzheng Music Literacy in Cultural Heritage Preservation

Theories of cultural preservation emphasize the importance of education in safeguarding intangible cultural heritage. Guzheng music literacy is critical in preserving and transmitting Chinese cultural heritage in this framework. By incorporating Guzheng music literacy into university curricula, educational institutions can create meaningful spaces where students engage with their cultural heritage. This engagement fosters a sense of cultural pride and continuity, essential for the survival of traditional art forms in a rapidly changing society. Moreover, by learning Guzheng music, students develop a deeper understanding of the values, beliefs, and practices that have shaped Chinese culture over centuries. This understanding is crucial for preserving the cultural narratives and identities associated with the Guzheng, ensuring that they are passed down to future generations (Pu et al., 2023; Tian & Woramitmaitee, 2023; Wu, 2023).

METHOD

The qualitative method is well-suited for this research as it allows for an in-depth examination of how Guzheng music literacy is integrated into university curricula and its impact on students' understanding and appreciation of cultural heritage. By engaging directly with individuals intimately involved with Guzheng music, including key informants, general informants, and casual informants, this study seeks to uncover rich, descriptive data that reflects the complex dynamics of cultural transmission through education (Merriam & Tisdell, 2015; Williamon et al., 2021).

Research Design

The research employs a combination of semi-structured interviews, participant observations, and document analysis. These methods provide a comprehensive understanding of the role of Guzheng music literacy in preserving cultural heritage. The semi-structured interviews allow for flexibility in exploring topics while focusing on the research question. Participant observation offers insights into the practical aspects of teaching and learning Guzheng music,

and document analysis provides additional context by examining relevant teaching materials and curricular documents.

Selection of Informants

The selection of informants is crucial to gathering relevant and insightful data. This study identifies three categories of informants: key, general, and casual. Each category is selected based on specific criteria to ensure a comprehensive understanding of the research topic, as shown in Table 1.

Data Collection

The data collection process involves the following steps:

Interviews

Semi-structured interviews are conducted with each category of informants. The interviews focus on understanding their perspectives on integrating Guzheng music literacy into university curricula and its role in cultural preservation. The interviews are recorded and transcribed for analysis.

Participant observation

The researcher observes Guzheng music classes at selected universities to gain first-hand insights into the teaching methods and student engagement with Guzheng music. Observations include classroom dynamics, teaching styles, and student interactions with the music and the instructor.

Document analysis

Relevant curricular documents, teaching materials, and academic publications related to Guzheng music education are analyzed. The analysis focuses on how these documents

address Guzheng music literacy and its role in cultural heritage preservation.

Data Management and Analysis

The data is analyzed using thematic analysis, identifying recurring themes and patterns related to the research question. The researchers familiarize themselves with the data through multiple reviews of interview transcripts, observation notes, and documents. The data is coded to identify key phrases and concepts related to Guzheng music literacy and cultural heritage preservation. Themes are developed from the coded data, focusing on how Guzheng music literacy contributes to cultural heritage preservation. The themes are then interpreted in the research question and objective context.

Ethical Considerations

Ethical considerations are paramount in this research. All informants are informed of the study's purpose, and their consent is obtained before data collection begins. The confidentiality of informants is maintained by anonymizing their names and any identifying information in the research findings. The study adheres to ethical guidelines for research involving human subjects, ensuring that participants' rights and well-being are protected throughout the research process.

RESULTS

By examining the current status of Guzheng music education, the challenges faced in its preservation and transmission, and the strategies employed to enhance Guzheng music literacy, this study sheds light on the effectiveness of integrating traditional music education into university curricula. The findings highlight the importance of literacy in traditional music as a vehicle for cultural preservation and underscore the need for a structured approach to ensure that Guzheng music continues to be a vibrant part of China's cultural heritage.

The Current Status of Guzheng Music Literacy in Chinese Universities

The research findings reveal a mixed landscape in terms of Guzheng musical literacy. Interviews with key educators highlighted university students' growing interest in Guzheng music. However, this interest often needs more depth regarding cultural and historical understanding. While students increasingly engage with Guzheng performance, there is a tendency to focus more on technical proficiency than broader musical literacy, including cultural and historical context. Ms. Sun Zhuo noted that while many students can play the Guzheng well, they need to fully appreciate the cultural significance behind the music, which is a critical component of true musical literacy.

Guzheng courses are now more prevalent in Chinese universities, but the extent to which they contribute to comprehensive musical education varies. Integrating Guzheng

Table 1. Selection criteria for informants

Informant Group	Number	Criteria
Key Informants	1	<ol style="list-style-type: none"> 1. Have grown up in Xi'an, Shaanxi Province 2. Should be the daughter of an inheritor of Shaanxi Guzheng music 2. Possess experience in playing the Guzheng
General Informants	1	<ol style="list-style-type: none"> 1. Have grown up in Shaanxi Province 2. Should be very familiar with Shaanxi Guzheng music 3. Have many years of experience in playing the Guzheng
Casual Informants	1	<ol style="list-style-type: none"> 1. A teacher engaged in Guzheng instruction 2. Should have substantial teaching experience 3. Should possess knowledge of local music, particularly Shaanxi Guzheng music

music into university curricula is often superficial, with many courses offered as electives rather than as a core component of music education programs. This limits the opportunity for students to develop a deep, sustained engagement with Guzheng music. Moreover, in some cases, Guzheng is taught alongside other traditional instruments without a specific focus, which can dilute the unique cultural and musical nuances vital for fostering robust Guzheng music literacy.

Field observations, including those in Figure 1, demonstrate that extracurricular activities such as stage performances are increasingly used to promote Guzheng music literacy. These performances offer students valuable hands-on experience with the instrument and help to contextualize their learning in a real-world setting. However, the impact of these performances on students' overall musical literacy depends mainly on how well they are integrated into the broader educational framework. Without deliberate efforts to connect performance activities with formal learning outcomes, students may miss the opportunity to fully develop their understanding of Guzheng music as a cultural and historical art form.

Moreover, the role of university teaching sites in promoting Guzheng music literacy. These sites are crucial for providing students with access to quality instruction and resources. However, interviews with educators revealed a lack of need for teaching materials and more comprehensive resources that emphasize technical skills and cultural literacy. The absence of such materials makes it challenging for educators to deliver a holistic education encompassing Guzheng music literacy, as shown in Figure 2.

In summary, while Chinese universities are making strides in promoting Guzheng music literacy through courses



Figure 1. Shaanxi Guzheng stage performance
Source: Ying Huang, from fieldwork in July 2023



Figure 2. Shaanxi Guzheng University teaching site
Source: Ying Huang, from fieldwork in July 2023

and extracurricular activities, significant challenges remain. The focus on technical skills often overshadows the broader educational goals of preserving and transmitting the cultural heritage embedded in Guzheng music. To address these challenges, developing more integrated and comprehensive educational approaches that emphasize Guzheng music's technical and cultural aspects is essential, ensuring that students not only play the instrument but also understand and appreciate its rich cultural legacy.

Challenges in Preserving Guzheng Music Literacy

This section addresses the challenges of preserving Guzheng music literacy within Chinese universities. Despite the efforts to integrate Guzheng into the broader music education curriculum, several obstacles hinder its traditional forms' effective transmission and preservation. These challenges include the decline of traditional repertoire, the growing influence of Western music, and the limitations of current teaching methodologies. The impact of these challenges on students' engagement with and understanding of traditional Guzheng music is also explored, focusing on how these factors affect their overall musical literacy and education.

One of the significant challenges in preserving Guzheng music literacy is the gradual decline of traditional repertoire in university curricula. While proficient in playing the Guzheng, many students often need more exposure to and understanding of traditional pieces essential for a comprehensive musical education. As shown in the analysis of "Wu Yin Lin" music, traditional Guzheng compositions have unique melodies, mode structures, rhythmic patterns, and playing styles essential to the instrument's identification and cultural significance. Modern compositions prioritizing technical complexity over cultural authenticity increasingly overshadow these elements.

The melody of traditional Guzheng music, as shown in Figure 3, often embodies the music's emotional depth and historical context. However, students' familiarity with these melodies diminishes as modern compositions prioritize technical virtuosity and take precedence in educational settings. This shift in focus results in a superficial engagement with Guzheng music, where students excel in technique but need the deeper cultural and emotional connection that traditional melodies provide. The decline in exposure to these traditional melodies is a critical challenge in fostering a holistic musical literacy that includes technical skills and cultural understanding.

Like Western music theory, which is becoming more prevalent, traditional Guzheng music's mode structures and rhythmic patterns are essential to musical literacy. Figure 4

Composer: Wei jun Transcription by ying huang

Lento Wistfully ♩ = 40

Figure 3. The music "Wu Lin Yin" melody
Source: Ying Huang, transcription from fieldwork in July 2023

shows the complex mode structures of traditional Guzheng music, which are often rooted in the pieces' specific cultural and historical contexts. However, adopting Western musical frameworks in teaching has simplified these structures, making them more accessible but less authentic. This simplification not only diminishes the cultural richness of the music but also undermines students' ability to fully appreciate and engage with the traditional aspects of Guzheng music literacy.

The rhythmic patterns, as depicted in Figure 5, are another critical component of traditional Guzheng music that is at risk. Traditional rhythms often reflect the regional and historical influences that have shaped Guzheng music over the centuries. However, the increasing emphasis on Western rhythmic structures and the drive for technical proficiency in modern compositions have led to a neglect of these traditional rhythms. As a result, students may be adept at playing complex rhythms but need an understanding of their cultural significance, which is essential for developing true musical literacy.

The challenges extend to the playing techniques unique to traditional Guzheng music, as shown in Figure 6. Techniques such as the left-hand trills and glissando are essential for mastering the instrument and conveying the music's emotional and cultural nuances. However, these techniques often need to be more emphasized in contemporary teaching practices, where the focus is on developing a broader range of technical skills at the expense of traditional methods. This shift has led to a gap in students' musical literacy, where they may be technically proficient but lack the cultural sensitivity and understanding required to fully engage with traditional Guzheng music.

Figure 4 shows a musical score for the piece "Wu Lin Yin" by Wei Jun. The score is in 2/4 time and features a tempo marking of "Lento" with a metronome marking of 40. The music is transcribed by Ying Huang. The score consists of two staves, with the upper staff in treble clef and the lower staff in bass clef. The key signature is one sharp (F#). The piece begins with a 6-measure introduction. The main melody is marked with a mezzo-piano (*mp*) dynamic.

Figure 4. The music "Wu Lin Yin" mode structures
Source: Ying Huang, transcription from fieldwork in July 2023

Figure 5 shows a musical score for the piece "Wu Lin Yin" by Wei Jun, focusing on rhythmic patterns. The score is in 2/4 time and is transcribed by Ying Huang. The key signature is one sharp (F#). The piece begins with a 14-measure introduction. The main melody is marked with a mezzo-forte (*mf*) dynamic, followed by a mezzo-piano (*mp*) dynamic.

Figure 5. The rhythmic pattern of the music "Wu Lin Yin"
Source: Ying Huang, transcription from fieldwork in July 2023

Figure 6 shows a musical score for the piece "Wu Lin Yin" by Wei Jun, focusing on playing techniques. The score is in 2/4 time and is transcribed by Ying Huang. The key signature is one sharp (F#). The piece begins with a 14-measure introduction. The main melody is marked with a mezzo-forte (*mf*) dynamic, followed by a mezzo-piano (*mp*) dynamic. The score includes various playing techniques such as trills and glissandos, indicated by asterisks and slurs.

Figure 6. The music "Wu Lin Yin" playing techniques
Source: Ying Huang, transcription from fieldwork in July 2023

In conclusion, the preservation of Guzheng music literacy within Chinese universities faces significant challenges, primarily due to the decline of traditional repertoire, the influence of Western music, and the limitations of current teaching methodologies. These challenges have narrowed students' musical literacy, where technical skills are emphasized over cultural understanding and emotional connection. It is essential to reintegrate traditional repertoire, rhythms, and techniques into the curriculum to address these issues, ensuring that students learn to play the Guzheng and develop a deep appreciation and understanding of its cultural heritage. By doing so, Chinese universities can better preserve and transmit the rich legacy of Guzheng music to future generations.

Strategies for Enhancing Guzheng Music Literacy

One effective strategy for enhancing Guzheng music literacy is the integration of specialized educational initiatives that emphasize technical proficiency and cultural understanding. According to interviews with key informants, a significant gap in music education is the need for more focus on Guzheng music's cultural and historical context. To address this, universities should incorporate modules that delve into the historical development of Guzheng, its role in various Chinese dynasties, and its evolution over time. These modules should not only cover the technical aspects of playing the Guzheng but also the cultural significance of its repertoire. By contextualizing the music within its historical and cultural framework, students can develop a deeper appreciation and understanding of Guzheng music, leading to more holistic musical literacy.

Another critical strategy involves developing and using specialized teaching materials focusing on traditional Guzheng music. As highlighted in the research, the existing materials often emphasize modern compositions that, while technically challenging, do not adequately represent the rich cultural heritage of Guzheng music. To counter this, educators should develop and utilize teaching materials that prioritize traditional Guzheng pieces, ensuring that students are exposed to the full spectrum of Guzheng music, from its ancient roots to contemporary interpretations. These materials should include detailed explanations of each piece's cultural context, its melody's historical significance, and the traditional playing techniques required to perform it authentically. By doing so, educators can enhance students' musical literacy, enabling them to engage with Guzheng music as performers and informed cultural practitioners.

Extracurricular activities also play a vital role in promoting Guzheng music literacy among students. Successful initiatives highlighted in the research include the formation of Guzheng ensembles, participation in cultural festivals, and collaborative performances with other traditional Chinese instruments. These activities allow students to apply their classroom learning in real-world contexts, deepening their understanding of Guzheng music and its cultural significance. For instance, participating in a Guzheng ensemble allows students to experience the communal aspect of traditional Chinese music, where individual contributions blend

into a harmonious whole, reflecting the collective cultural identity. Similarly, performing at cultural festivals exposes students to a broader audience, reinforcing the importance of preserving and transmitting Guzheng music as part of China's intangible cultural heritage. These extracurricular activities significantly enhance students' Guzheng music literacy when integrated with formal education.

Moreover, universities can foster Guzheng music literacy by encouraging collaboration between music and cultural studies departments. This interdisciplinary approach can lead to the development of courses that explore the intersections of music, history, and culture, providing students with a comprehensive understanding of Guzheng music. Such courses could include guest lectures from ethnomusicologists, historians, and master Guzheng players, offering students diverse perspectives on the significance of Guzheng music in Chinese culture. This collaborative approach not only enriches the educational experience but also underscores the role of Guzheng music as a living tradition that continues to evolve while retaining its cultural roots.

In conclusion, enhancing Guzheng music literacy within Chinese universities requires a multifaceted approach integrating specialized educational initiatives, the development of culturally rich teaching materials, and promoting extracurricular activities. By adopting these strategies, universities can ensure that students develop a deep and nuanced understanding of Guzheng music, enabling them to preserve and transmit this vital aspect of Chinese cultural heritage to future generations. Through these efforts, Guzheng music literacy can be significantly improved, contributing to the broader goal of cultural preservation and education within the university setting.

DISCUSSION AND CONCLUSION

The findings from this study underscore the critical role of Guzheng music literacy in preserving Chinese cultural heritage, particularly within the context of higher education. The results reveal a significant gap between the technical proficiency of Guzheng's performance and a deeper understanding of its cultural and historical significance. This disparity reflects broader challenges in the literature, where traditional music forms are often marginalized in modern educational settings (Deng, 2020; Li, 2024). Although increasing, integrating Guzheng music into university curricula emphasizes technical skills over comprehensive musical literacy, including cultural and historical knowledge.

The research findings align with the theoretical principles of cultural literacy, emphasizing the importance of understanding a music form's cultural and historical context. As Howard (2016) and Kelly (2018) discussed, cultural literacy extends beyond mere technical skills to encompass a broader engagement with cultural artifacts. In this context, Guzheng music literacy involves performing, appreciating, and transmitting the values, traditions, and histories embedded in the music. The results indicate that while students may excel in Guzheng performance, their engagement with the instrument often lacks depth in cultural and historical understanding. This is consistent with Pitts (2017), who argues that

music education should foster lifelong musical engagement, including performance skills and cultural appreciation.

Despite the alignment with cultural literacy theories, the study also highlights inconsistencies with educational change and curriculum development theories. Educational change theories suggest that integrating traditional music forms like Guzheng into modern curricula requires a deliberate and systematic approach, addressing both the content and pedagogical methods (Li, 2023). However, the findings reveal that integrating Guzheng music literacy in Chinese universities is often superficial, with limited emphasis on cultural contexts and traditional repertoire. This inconsistency is particularly evident in the marginalization of traditional Guzheng pieces in favor of modern compositions prioritizing technical virtuosity over cultural authenticity (Pu et al., 2023).

The lack of standardized teaching materials and qualified instructors proficient in Guzheng performance and pedagogy further exacerbates this problem. This finding aligns with the challenges Yin (2023) identified, who noted that the scarcity of culturally rich educational resources hinders the effective transmission of traditional music forms. The study's results suggest that without a more structured and culturally integrated approach, Guzheng music literacy may continue to be undervalued in the broader educational context, potentially leading to a decline in cultural heritage preservation.

Moreover, the implications of these findings extend beyond Guzheng music literacy, highlighting broader concerns for preserving intangible cultural heritage in an increasingly globalized world. The marginalization of traditional music forms in educational institutions reflects a global trend where Western music and contemporary popular culture often dominate curricula, risking the erosion of cultural diversity. This underscores the need for educational policies that actively promote the preservation of traditional arts within formal education systems, ensuring that students can engage with and appreciate their cultural heritage.

The study's findings highlight the need for a holistic approach to Guzheng music education that bridges the gap between technical proficiency and cultural literacy. By integrating Guzheng music literacy into university curricula to emphasize technical skills and cultural understanding, educational institutions can play a pivotal role in preserving and transmitting this vital aspect of Chinese cultural heritage. This approach is consistent with the theories of cultural preservation, which emphasize the role of education in safeguarding intangible cultural heritage (Howard, 2016; Tang, 2021).

Moreover, the study suggests that extracurricular activities and interdisciplinary collaboration between music and cultural studies departments could enhance Guzheng's music literacy by providing students with opportunities to engage with the cultural and historical contexts of the music. This strategy aligns with the findings of Jiao et al. (2024), who advocate for a more inclusive and culturally rich educational environment that values diverse forms of cultural expression.

However, the study is not without its limitations. The focus on a specific cultural context and a limited number of educational institutions may constrain the generalizability of the findings. Future research should consider a broader range

of educational settings, including those outside of China, to explore how Guzheng and similar traditional instruments are integrated into curricula globally. Additionally, the study primarily relies on qualitative data, which, while rich in detail, may benefit from being supplemented by quantitative measures to assess the impact of Guzheng music literacy programs more comprehensively.

In conclusion, this research contributes to the broader discourse on cultural preservation through education, particularly in the context of Guzheng music literacy in Chinese universities. The findings highlight the critical role of Guzheng music literacy in preserving Chinese cultural heritage and underscore the need for a more integrated and comprehensive approach to music education. While the study's results are consistent with the theoretical principles of cultural literacy, they also reveal inconsistencies with the practical application of educational change theories, particularly in integrating traditional music forms into modern curricula.

The study's findings are consistent with the principles of cultural literacy, which emphasize the importance of understanding a particular music form's cultural and historical context. However, the findings also reveal inconsistencies with educational change theories, suggesting that the current approach to integrating Guzheng music literacy into university curricula is inadequate for achieving comprehensive cultural preservation.

Further research is needed to explore the development of standardized teaching materials and pedagogical approaches that prioritize technical skills and cultural understanding in Guzheng music education. Additionally, future studies should investigate the broader implications of integrating traditional music forms into education, considering the role of government policies and institutional support in promoting the preservation of intangible cultural heritage. Research could also explore cross-cultural comparisons to identify best practices in the global preservation of traditional music through education.

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