

Innovative Research on Ethnic Music Performance Models in Southwestern Chinese Universities under Digital Technology

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Abstract

This study aims to explore the integration of digital technology in the performance mode of ethnic music in universities in Southwest China and its social significance, analyze how digital technology promotes innovation in ethnic music performance, and study its role in solving existing problems in the field of ethnic music performance. This study adopts literature analysis, case analysis, and interview methods. The research samples selected Yunnan University of Arts and Guizhou University of Finance and Economics School of Arts, both of which are located in areas with abundant ethnic music resources and have in-depth practice and exploration in the digital application of ethnic music performance. The research tools mainly include literature review, case analysis, and interview outline. In terms of data analysis, by organizing relevant literature, comparing case studies, and interviewing relevant personnel, the following conclusions have been drawn: firstly, digital technology has a significant promoting effect on ethnic music performance modes in cultural inheritance, education and teaching, artistic innovation, etc. Secondly, innovation in teaching content and methods, stage performance forms, and teaching platforms has become the main field for the integration of digital technology and ethnic music performance. The third problem is the high threshold for digital technology, insufficient professional teaching staff, and limited innovation ability of students. In response to the above issues, this article proposes countermeasures and suggestions such as strengthening teacher training, optimizing teaching content, upgrading hardware facilities, and strengthening school enterprise cooperation.

Keywords: Universities in Southwest China; Folk music performance; Digital technology innovation

Introduction

The digital era has brought new opportunities and challenges for the preservation and development of traditional ethnic music performances. Southwest China, as a significant region for ethnic cultural diversity, boasts rich and varied musical resources with deep historical and cultural roots, as well as unique artistic expressions. Universities, as key institutions for cultural transmission and innovation, play an essential role in fostering talent and promoting cultural development. However, in the process of modernization, ethnic music performances still face numerous issues, such as relatively traditional teaching content and methods, limited student innovation capacity, and insufficient integration of digital technologies.

Against this backdrop, the introduction of digital technologies has infused new vitality into ethnic music performances. Tools such as digital audio processing, Virtual Reality (VR),

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and MIDI technology have enabled universities to expand teaching resources, enrich content, and innovate methods, making ethnic music performance forms more modern and diverse. At the same time, these technologies provide students with broader practical platforms to enhance their creative and performance capabilities.

This study aims to explore the pathways for integrating digital technologies with ethnic music performance models in universities in Southwest China. It analyzes the current innovations and challenges in teaching content, methods, and practical platforms, and proposes strategies to optimize performance models. The goal is to advance the modernization of ethnic music performances and provide theoretical support and practical references for their preservation and innovation.

Research Objectives

1. To study the social significance of integrating digital technology into the folk music performance form of universities in southwest China.
2. To analyze the digital technology to promote innovative folk music performance form in universities in southwest China.
3. To study the digital technology to solve the folk music performance problem in universities in southwest China.

Research Methodology

1. Population and sample

Yunnan Province is home to 25 indigenous ethnic minorities, making it the province with the largest number of indigenous ethnic groups, the most cross-border ethnic groups, the most unique ethnic groups, the most ethnic minorities with smaller populations, and the most autonomous regions and ethnic groups practicing regional ethnic autonomy in China. Guizhou, located on the Yunnan-Guizhou Plateau, is inhabited by 18 indigenous ethnic minorities. Both provinces are multi-ethnic regions. Yunnan Arts University is located in Kunming, Yunnan Province, while Guizhou University of Finance and Economics is situated in Guiyang, Guizhou Province. Both universities are located in areas rich in ethnic music resources and cultural backgrounds. Based on this context, this study selects Yunnan Arts University and Guizhou University of Finance and Economics as the case study samples.

Table 1 Statistics of ethnic minorities in Yunnan-Guizhou

Province	Ethnic
Yunnan	Bai, Yi, Hani, Dai, Zhuang, Miao, Hui, Lisu, Lahu, Wa, Naxi, Yao, Jingpo, Tibetan, Blang, Buyi, Achang, Pumi, Mongolian, Nu, Jino, De 'ang, Shui, Manchu, Dulong
Guizhou	Han, Miao, Buyi, Dong, Tujia, Yi, Gez, Water, Hui, Bai, Yao, Zhuang, She, Maonan, Manchu, Mongolian, Muluo, Qiang

2. Research tools

The following three research tools are literature collection, interview, case analysis

to ensure the comprehensiveness and accuracy of the results. Literature analysis method is used to retrieve high-quality literature such as academic journals, conference papers and monographs, screen the materials highly related to research topics, and classify them according to cultural inheritance, digital technology application and educational innovation to ensure the comprehensiveness of theoretical sources. Interview Outline: Design the semi-structured interview outline to collect real feedback from the application of digital technology in the teaching and creation of folk music performance for the students and teachers of Yunnan Art University and the School of Art of Guizhou University of Finance and Economics. Case analysis: By comparing the relevant courses, topics and teaching equipment of Yunnan Institute of Art and The Art Institute of Guizhou University of Finance and Economics, the practical application of folk music education content, educational methods and stage expression forms is explored.

3. Data Collection

Data collection process in this study is as follows:

(1) Consult the relevant literature to obtain the data related to the digital technology and the innovation of folk music performance mode. These documents include academic journals, monographs, conference papers, etc., covering the application of digital technology in ethnic music performance, the status quo of the inheritance and protection of ethnic music, and the innovation mode in education and teaching. These documents provide the theoretical basis and the background support for the research.

(2) Interview the relevant students, and classify and organize the data

(3) Classify and organize the courses, venues, laboratories, teaching methods, and other content related to digital applications and music at Yunnan University of Arts and Guizhou University of Finance and Economics through the school's official website and relevant news.

4. Conceptual framework

The conceptual framework of this study revolves around the core elements of the innovation of folk music performance mode, including hardware facilities, teaching content, teaching methods, teachers, communication and cooperation, etc. Through the in-depth analysis of the two cases, this paper discusses how these elements interact with each other to jointly promote the deep integration of folk music and digital technology, and how to effectively improve students innovation ability and practical ability. At the same time, the framework also focuses on the social significance and cultural inheritance of folk music, and analyzes how to achieve the innovative development of folk music under the digital background, as well as the opportunities and challenges faced, which provides theoretical guidance and practical reference for the future development of folk music education (Figure 1).

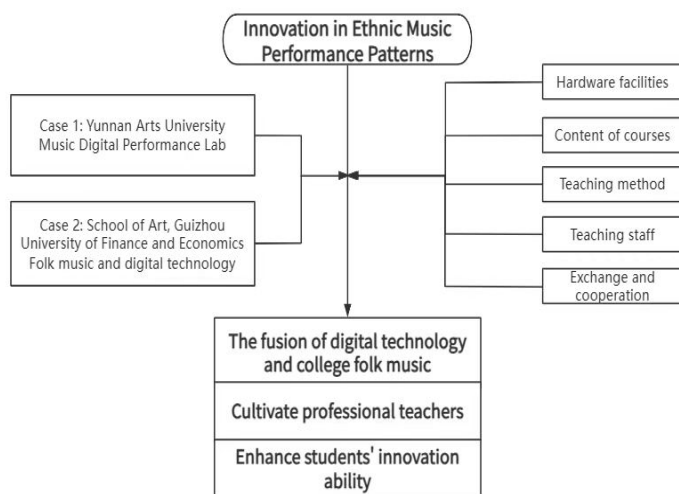


Figure 1
 Conceptual

Framework (Source: Constructed by the researcher, 2024)

Research Findings

Through case analysis, literature collection and relevant personnel interviews, the study obtained the following main results:

1. Comparison of digital resources between the two schools

Yunnan University of the Arts has opened the Theory and Application of Music Technology in the course, which covers music production, music technology and other aspects, focusing on exploring the combination of music and digital technology. Students can master the application of modern music technology by learning the skills of music production software operation, audio editing and post-processing. At the same time, the university has the Key Laboratory of Digital Art Creation in Yunnan Province, which is committed to improving the cutting-edge research level in the field of digital art, and promoting the deep integration of art education and science and technology application through interdisciplinary integration and technological innovation. Although this laboratory is not a specific course, its existence shows that Yunnan Art University has an active exploration and practice in the field of digital art, which provides teachers and students with opportunities for practice and research related to digital music, as well as opportunities for folk music performance and application of digital technology.

The School of Art of Guizhou University of Finance and Economics integrates the rich and colorful folk music resources in Guizhou, and carries out innovative application through digital technology. The college introduces digital audio technology and MIDI technology to provide rich timbre materials for music teaching, expand the expression form of music teaching, and break through the limitations of traditional music teaching. This technical means not only expands the coverage of music education, but also stimulates students initiative to participate in and cooperate with music education. On the equipment, the establishment of digital piano room, concert hall MIDI production room, film and television multimedia laboratory and music workstation and other modern teaching equipment. These practical platforms closely combine traditional folk music theory with modern digital technology, so that students can experience the unique charm of folk music in practice, and create and present it through digital tools.

1.1 Innovation of teaching content and methods

In terms of teaching content, colleges and universities skillfully integrate digital technology, such as music software, virtual reality, etc., to present diversified ethnic music learning resources for students (Hu, 2023). At the same time, interdisciplinary integration has become a new trend. The addition of computer science, digital media art and other disciplines makes the education of folk music performance more three-dimensional and rich. In addition, the two universities not only attach importance to the inheritance of traditional music, but also do not forget to integrate modern elements, so that the teaching content is both old and trendy, full of the sense of The Times. In terms of teaching methods, interactive classroom teaching has become the mainstream. Through discussion, cooperation and other ways, students' interest is stimulated and their independent learning ability is cultivated. The application of digital teaching platform breaks the limitation of time and space, so that students can have access to the knowledge of ethnic music performance anytime and anywhere. The combination of practical teaching and stage performance provides students with a valuable opportunity to exercise and enhances their stage performance. More importantly, the increasingly frequent inter-school cooperation and communication not only broaden the students' horizons, but also promote the exchange and integration of ethnic music performance styles among different universities, and inject new vitality into the innovation and development of ethnic music performance art.

1.2 Innovation of stage performance forms

Digital technology has brought profound change and innovation to the stage performance form of folk music performance in universities in southwest China (Wang, 2022). On the one hand, universities use modern technological means, such as holographic projection, augmented reality (AR), to bring an immersive viewing experience to the audience. These technologies not only enrich the visual effect of the stage, but also make the folk music performance break through the traditional framework in form and present a more diversified and modern style. On the other hand, universities are also actively exploring new modes of online stage performance. Through the network broadcast, virtual reality concerts and other forms, the folk music performance is promoted to a broader audience. This combination of online and offline performance not only breaks the regional restrictions, but also allows ethnic music to cross time and space and share with global audiences. In addition, universities also encourage students to conduct cross-border cooperation, combining folk music with other art forms, such as dance, drama and visual art, to create unique stage performance forms.

1.3 Innovation of teaching platform and resources

In terms of teaching platforms, universities have established interactive teaching platforms that integrate both online and offline components. The online part allows students to watch ethnic music teaching videos, participate in online discussions, and ask questions anytime and anywhere, breaking the constraints of time and space. The offline classes, on the other hand, focus more on practice and interaction, with teachers offering targeted guidance based on students' online learning progress (Zhang, 2020). In terms of resource innovation, digital technology has been used to organize and store ethnic music resources digitally. Rich ethnic music databases have been established, including traditional pieces, performance techniques, and videos of folk artists' performances. Students can use these databases to gain a deeper understanding of the rich content and historical inheritance of ethnic music. Additionally, virtual reality and augmented reality technologies have been introduced, allowing students to immerse themselves in the performance scenes of ethnic music, enhancing the fun and experiential quality of learning (Cui, 2023).

2. Problems in the performance mode of folk music in universities in southwest China under digital technology

2.1 High threshold of digital technology

While digital technology brings innovation opportunities to the performance mode of folk music in universities in southwest China, it also has a high threshold. On the one hand, technical learning is more difficult. Take the Music Digital Performance Laboratory of Yunnan University of Arts and the Integration of Ethnic Music and Digital Technology of Art College of Guizhou University of Finance and Economics as an example, which involves the use of digital audio equipment, the operation of music production software and multimedia performance technology. For traditional music majors, these are completely new areas (Zhao, 2021). Not only do they spend a lot of time to get familiar with the software functions and operation methods, but they also have to understand the professional knowledge such as digital audio processing, which undoubtedly increases the burden of learning. Moreover, digital technology is changing rapidly, and students need to follow up to meet the new requirements. On the other hand, the resource investment requirements are high. Colleges and universities need to invest a lot of resources in the teaching and practice activities of integrating digital technology and ethnic music (Hu&Li, 2021). For example, the professional digital audio equipment and virtual reality performance equipment equipped with the music digital performance laboratory of Yunnan University of the Arts, and the various software and equipment required by the School of the Art of Guizhou University of Finance and Economics all need high capital investment. At the same time, the construction of teachers also needs a lot of resources. For example, when Yunnan University of the Arts establishes a teaching team composed of folk music experts and digital technology professionals, it requires professional training for teachers and professional introduction, which undoubtedly increases the cost of colleges and universities. For some universities with limited resources, it is difficult to bear these costs, which and thus limits the application of digital technology in the innovation of folk music performance mode.

2.2 Lack of professional teachers

The limited number of teachers is a big problem. With the continuous advancement of the integration of folk music and digital technology, the demand for professional teachers who understand both folk music and master digital technology has increased greatly (Han & Xiao, 2023). However, the current number of such compound teachers in colleges and universities is relatively small. Although traditional folk music teachers have rich experience in folk music theory and performance, they may lack professional knowledge and practical skills in the field of digital technology, such as digital audio processing and music production software application (Deng, 2020). However, digital technology professionals often do not have a deep understanding of folk music, and it is difficult to organically combine digital technology with the teaching of folk music, which makes it difficult to comprehensively and deeply guide students in the integrated creation and performance in the teaching. It is also very difficult to train teachers. It is not easy to train teachers who are both professional and proficient in digital technology. Folk music and digital technology belong to different disciplines, and their knowledge system is complex and highly professional. Teachers need to study and practice deeply in two fields, and spend a lot of time and energy. In addition, the current teacher training system for the integration of ethnic music and digital technology is not perfect, and there is a lack of systematic training courses and practical opportunities, which makes it difficult for teachers to quickly improve their professional ability. At the same time, when

introducing and training such teachers, universities are faced with funds and resources, which cannot provide enough funds to support teachers to participate in professional training and academic exchange activities, and it is difficult to purchase advanced digital technology equipment for teachers to practice and research, which further exacerbates the shortage of professional teachers.

2.3 Students innovation ability is limited

According to the following interview table, on the one hand, students have received traditional music education for a long time, and their thinking mode is relatively fixed. Folk music has a profound historical and cultural heritage and specific forms of expression. Students are easy to fall into the imitation and inheritance of the tradition in the learning process, and it is difficult to break through the traditional framework to innovate (Zhang, 2020). Although students can use music production software to arrange and mix music in class, they may be due to the awe and familiarity with traditional folk music, so they will worry about innovation and dare not boldly try new musical styles and techniques of expression. After learning the characteristics of traditional folk music, musical instrument playing skills and other contents, students will be bound by the tradition to a certain extent, and it is difficult to fully release their innovative thinking. On the other hand, the mastery of digital technology also limits students ability to innovate. Although both universities are actively promoting the integration of digital technology and folk music, the digital technology learning is not accomplished overnight for students (Li, 2020). Digital audio processing, music production software application, multimedia performance technology and so on all need a certain amount of time and energy to learn and master. If students are not skilled enough in digital technology, it is difficult to give full play to the advantages of digital technology for innovation.

Table 2 Interview table of the influence of traditional folk Music Performance Education and Digital Technology Learning on students innovative ability

Interview questions	Respondents responded to the record	number of people
Whether your school offers courses related to digital music	yes	3
In the course, do you have the opportunity to make software using MIDI	Yes, it will arrange and remix the music using the MIDI software	2
What do you think the schools of traditional folk music performances have on your ability to innovate	Not too dare to try new styles, more emphasis on imitating traditional folk music	3
What do you think is the biggest challenge of combining traditional folk music with digitalization	How to use the digital technology to express the innovation on the basis of respecting the traditional folk music.	4

3. Innovative countermeasures and suggestions on folk music performance mode in universities in Southwest China under digital technology

3.1 Strengthen the training of teachers digital technology application ability

Facing the problem of insufficient professional teachers, colleges and universities should make systematic training plans. According to the existing knowledge structure and skill level of the teachers, the digital technology training is carried out at different levels and stages. For traditional folk music teachers, we can focus on the training of digital audio processing, music production software application and other basic technologies, through case analysis, practical operation and other methods, so that they can quickly master the application method of digital technology in ethnic music teaching. For digital technology professionals, the training of folk music theory and performance skills can be strengthened, so that they can better combine digital technology with the teaching of folk music. Secondly, actively expand the training channels. Colleges and universities can cooperate with professional digital technology enterprises and music production companies to invite industry experts for lectures and training, so that teachers can know the latest development trends and application cases of digital technology. At the same time, teachers are encouraged to participate in academic exchange activities and professional training courses at home and abroad, so as to broaden their horizons and improve their professional level. In addition, establish an incentive mechanism. Colleges and universities can encourage teachers to actively participate in digital technology training and application by setting up special awards and giving priority to the promotion of professional titles. Teachers who have made outstanding achievements in the integration of digital technology and folk music teaching will be given full affirmation and reward to stimulate their enthusiasm and creativity. It can also carry out mutual learning between teachers. Teachers are organized to set up a teaching team integrating digital technology and folk music, and regularly carry out teaching discussion, experience exchange and other activities, so that teachers can jointly improve the application ability of digital technology in mutual learning.

3.2 Update and upgrade the teaching facilities for music performance

In order to better promote the innovation of ethnic music performance mode in colleges and universities in southwest China under the digital technology, colleges and universities should first vigorously increase the investment in hardware facilities[14]. Actively purchase advanced digital audio equipment, music production software and virtual reality performance equipment, to create a richer and more professional creative and performance tools for students. High-quality digital audio equipment allows students to listen to the details of folk music, making them more comfortable in arranging and mixing music. Virtual reality performance equipment brings students an immersive performance experience and fully inspires their innovative inspiration. For example, students can use advanced digital audio equipment to carefully process folk music and discover more unique music elements; use virtual reality performance equipment, as if in different ethnic scenes, to add more emotion and creativity to the performance. In addition, the update of software facilities can not be ignored. With the rapid development of digital technology, music production software and multimedia performance technology are also constantly innovating. Colleges and universities should ensure that the software is updated in a timely manner, so that students are always exposed to the latest technologies and tools. At the same time, software specifically for folk music performance can be developed to perfectly integrate the characteristics of folk music with digital technology, so as to provide students with a more convenient and efficient platform for creation. For example, develop software with ethnic music characteristics, so that students can easily integrate ethnic elements into their creation. Moreover, colleges and universities

canEstablish a digital music performance laboratory. Here, students are able to experiment and create various digital technologies combined with folk music performances. Provide professional instructors to provide technical support and guidance for students to promote them to better complete their works. In addition, the laboratory can cooperate with enterprises and art institutions to carry out project cooperation and practical activities to provide students with rich practical opportunities and display level

3.3 Optimize the teaching content and methods of the folk music performance course

In terms of teaching content, we should not only inherit the traditional characteristics of folk music, but also increase the proportion of modern elements. It can introduce music creation concepts and digital technology application cases with a sense of The Times to stimulate students interest and desire for innovation (Hong, 2024). For example, to display the excellent works that use digital technology to innovate and adapt the classical folk music, so that students can truly feel the charm of the integration of tradition and modernity. At the same time, the integration of interdisciplinary content is strengthened. In addition to computer science, digital media art and other disciplines, psychology, sociology and other knowledge are introduced to help students understand ethnic music performance from multiple perspectives and expand their innovative ideas.

In terms of teaching methods, students participation and initiative should be improved. Interactive classroom teaching should be more rich and diversified, and digital creative competitions of folk music can be organized to encourage students to use what they have learned in innovative practice. For the digital teaching platform, its functions are continuously optimized and personalized learning recommendation and interactive communication modules are added so that students can learn according to their own needs. The combination of practical teaching and stage performance should be more close, and we can cooperate with professional performance institutions to provide students with more real stage performance opportunities. In addition, strengthen inter-school cooperation and exchanges, and share high-quality teaching resources and innovative experience. Regular folk music performance innovation seminars and workshops are held, and teachers and students from different universities are invited to participate to promote the collision and exchange of ideas. Joint teaching programs are carried out to help students learn and grow in different teaching environments, broaden their horizons and inspire innovation. Finally, pay attention to cultivating students independent learning ability and innovative thinking. Guide students to actively explore the application of digital technology in folk music performance, and encourage them to put forward new ideas and ideas. Innovative thinking training courses and programs are offered to help students break the traditional thinking mode and cultivate the spirit of innovation and attempt.

3.4 Actively seek opportunities to cooperate with social institutions and enterprises

The innovation of folk music performance mode in universities in southwest China needs to actively seek cooperation opportunities with social institutions and enterprises. On the one hand, the cooperation with social and cultural institutions can bring a broader space for the development of folk music performance in colleges and universities. Socio-cultural institutions usually have rich cultural resources and activity experience, and the cooperation with them can broaden the communication channels of folk music. For example, we will cooperate with local cultural centers and museums to hold folk music exhibitions, performances and other activities, so that more people can understand and appreciate folk music. At the same time, social and cultural institutions can also provide folk music and artists by inviting them to give lectures

and performances, so as to enrich students learning experience and enhance students sense of identity with traditional folk music. In addition, through the cooperation with cultural institutions to carry out ethnic music research projects, the cultural connotation of ethnic music can be deeply explored to provide theoretical support for the innovation of folk music performance. On the other hand, the cooperation with enterprises can bring financial support and technical resources to the ethnic music performance in colleges and universities. Enterprises usually have strong financial strength and technological innovation ability, and cooperating with them can solve the financial and technical problems faced by universities in the application of digital technology. For example, enterprises can provide digital audio equipment and virtual reality performance equipment. This sponsorship, or to jointly develop folk music teaching software and platform with universities. Enterprises can also provide students with internship and employment opportunities, so that students can better master digital technology and ethnic music performance skills in practice

3.5 Pay attention to the cultivation of students innovation ability

In teaching, we should break the shackles of traditional educational thinking and encourage students to think critically and boldly question traditional folk music. Teachers guide students to analyze the advantages and disadvantages of traditional folk music performance, and inspire them to find an innovative entry point. For example, comparing different forms of folk music performance, thinking about the innovative interpretation way of combining modern elements. At the same time, folk music innovation seminars are organized to create an open innovation atmosphere and let students share innovative ideas. Strengthening digital technology training is indispensable. Colleges and universities should increase the investment in digital technology teaching and provide systematic and comprehensive courses. Professionals can be invited to teach or cooperate with enterprises to carry out internship projects, such as digital audio processing and music production software application training courses, and regular competitions to promote learning, so as to improve students mastery of digital technology and improve their learning enthusiasm and innovation ability. To promote cross-border cooperation and exchanges. Students are encouraged to cooperate with students of different majors, such as creating performance works with students majoring in dance, drama and visual arts, contacting with different artistic thinking and creative methods, and broadening their innovative horizons. We will actively carry out international exchange activities, exchange and cooperate with foreign university students, and absorb advanced innovative ideas and technologies. Finally, establish the innovation incentive mechanism. Colleges and universities can set up folk music performance innovation awards, such as the best innovative work award, the best innovation performance award, to commend and reward outstanding students, encourage them to actively participate in innovation activities. It provides a platform for students to display their innovative works, hold innovative performance parties or promote them on the network platform, so that students can feel the value and achievement of innovation, and pay real attention to the training of students innovative ability

Discussion

1. Research objectives

The purpose of this study is to study and analyze the influence of the application of digital technology on the mode of folk music performance in universities in Southwest China. According to the research, the digital technology shows that it plays a driving role in promoting the ethnic music performance, which is conducive to the innovation of the teaching content and

stage performance form of the ethnic music performance in colleges and universities, and plays an important role in inheriting the ethnic music performance culture in colleges and universities.

2. Research results

The research results show that it is found that the integration of digital technology in folk music education and performance is still in the early stage, but the potential of transformation is huge. The integration between the two plays a certain role in promoting cultural inheritance and protection, education and teaching, and artistic innovation and development. The integration of digital technology not only improves the communication efficiency of folk music performance, but also enhances students interest and participation in learning. Through the digital technology, students can understand the music theory more intuitively, and at the same time, the interaction of the digital platform also promotes the communication and cooperation between students. In addition, the application of digital technology also provides new possibilities for the innovation of folk music, enabling the traditional music to be presented to the public in a more modern form.

3. Reflection

The research points out that at present, digital technology is still in the relatively preliminary stage of ethnic music performance in universities in southwest China. Although digital technology has brought many positive effects to ethnic music performance, there are also some challenges. Successful integration of digital technologies requires not only technical infrastructure, but also changes in teaching methods and teacher mentality. For example, how to balance the integration of traditional and modern elements, how to ensure that the technology application will not weaken the original emotional expression of music, and how to effectively integrate interdisciplinary knowledge in teaching, etc., the successful integration of digital technology needs to change the education concept, emphasizes the digital tools can complement traditional folk music, rather than replace tradition.

4. Consistent/inconsistent

In recent years, the research findings related to the integration of digital technology and ethnic music performance align with the findings of this study. With the rapid development of digital technology, an increasing number of studies have focused on its application in ethnic music performance and the transformations it brings. The findings of this research are consistent with recent results, both indicating that digital technology has injected new vitality into ethnic music performance, promoting cultural inheritance and innovation. In the article "Music Visualization Design Based on Digital Media Technology – A Case Study of the Ethnic Percussion Piece 'Dragon Rising, Tiger Leaping'" by Han Xu and Xiao Qin, it is mentioned that music visualization design based on digital media technology enriches the audience's aesthetic experience, enhances the dissemination and cultural value of ethnic music, and breaks the limitations of time and space through digital forms. This allows ethnic music to be widely disseminated, increasing its influence and appeal, and promoting its inheritance and development, enabling it to better adapt to the needs and aesthetic concepts of modern society. In the article "The Impact of Modern Technology on Ethnic Music Creation and Dissemination" by Ying Guodong, it is stated that the involvement of modern technology has begun to change the creation pattern of ethnic music. Various advanced music creation tools and techniques provide musicians with broader creative space and bring new elements and expressive methods to their works.

Although many documents mentioned that digital technology has greatly improved the protection, inheritance and the change of related communication modes of folk music, there are not many research documents related to the performance mode of folk music in universities in southwest China, and the research results are few. It is hoped that in the future, more scholars can study the content of this direction, so as to better explore the use of digital means to inherit the local folk music performances in universities in southwest China.

5. Conclusion

The integration of digital technology and the performance mode of university folk music is the trend of The Times, which can not only promote the inheritance and development of folk music, but also provide students with a broader platform to study and practice. In the future, we should further explore how to integrate digital technology into folk music performance and education, while focusing on cultivating students' innovative ability and critical thinking..

Recommendations

1. Theoretical Recommendations

To enhance the integration of digital technology in folk music education, a theoretical framework should be established to guide both teaching and research. First, universities should focus on deepening the understanding of the interaction between digital technology and traditional folk music. This can be achieved by encouraging theoretical studies that explore how digital tools and new media can transform the learning, creation, and performance of ethnic music. Researchers should investigate the intersection of music theory, technology, and culture, examining the potential impact of digital technologies on the preservation and innovation of folk music traditions. Furthermore, interdisciplinary research should be promoted, combining musicology with fields such as digital media art, psychology, and cultural studies, to explore how digital technology can enrich the emotional and artistic expression of folk music.

2. Policy Recommendations

In terms of policy, universities should prioritize the establishment of a structured and supportive environment for the application of digital technologies in folk music education. This includes the development of comprehensive teacher training programs, where instructors are given access to digital technology training that matches their existing skill levels. Such programs should focus on both the technical aspects (e.g., digital audio processing, music production software) and the pedagogical integration of these tools into folk music instruction. Additionally, universities should invest in state-of-the-art teaching facilities, including high-quality digital audio equipment, virtual reality tools for immersive performance experiences, and the latest software for music production and folk music creation. These investments will provide students with the tools they need to innovate and refine their skills. Furthermore, fostering cooperation between academic institutions and external enterprises or cultural organizations can bridge the gap between educational theory and real-world application. By forming partnerships with industry experts and cultural institutions, universities can provide students with access to cutting-edge technology and practical experience in the field.

3. Further Research Suggestions

Further research is essential to deepen our understanding of how digital technology can enhance folk music education. Studies should focus on the development of specialized software for folk music performance, as well as exploring new tools and methods that integrate

traditional music with modern technology. Research could also investigate the cultural implications of digitally mediated performances, considering how technology might alter the audience's engagement with folk music traditions. Additionally, empirical studies that assess the effectiveness of various teaching strategies, digital platforms, and performance tools in fostering students' creativity and innovation are needed. Collaborative research with enterprises and cultural institutions could also explore how digital technology can be used to create new folk music genres and educational tools. Lastly, a comparative analysis of international practices in integrating digital technology into folk music education could provide valuable insights and inform the development of best practices in different cultural contexts.

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