

# Research on the Development and Utilization of Music Curriculum Resources of Li Nationality in Hainan

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**Abstract:** As a unique intangible cultural heritage of Hainan Province, Hainan Li music culture has profound historical deposits and unique artistic charm. However, in the modern education system, the Li nationality music culture is often marginalized. This paper aims to explore the development and utilization strategies of music curriculum resources in Hainan Li, and put forward effective development programs through the analysis of its historical background, current situation and teaching practice, so order to promote Li music culture in primary and secondary schools and higher education, and enhance students' national pride and cultural confidence.

**Keywords:** Music curriculum; Li music culture; Development of curriculum resources

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## Introduction

As one of the main ethnic minorities in Hainan Province, the Li nationality in Hainan has a long history of music and culture, including rich folk songs, dances, Musical Instruments, etc. However, with the acceleration of the globalization process and the change of the modern life style, the music culture of the Li nationality faces the risk of being forgotten and marginalized. Therefore, integrating Li music culture into the school curriculum is not only the protection of national cultural heritage, but also an important way to cultivate students' national pride and cultural confidence.

## 1. History and present situation of Li nationality music culture in Hainan

The Li music culture has a long history, and its formation and development are closely related to the production and life of the Li people. Li music mainly includes folk songs, firewood dancing, instrumental music and other forms. These art forms not only reflect the living customs, religious beliefs and aesthetic concepts of the Li people, but also carry rich historical and cultural information<sup>[1]</sup>.

Although the music culture of Hainan Li nationality has a unique artistic value, its status is not prominent in the modern education system. On the one hand, due to the uneven distribution of educational resources, many schools lack professional music teachers and teaching equipment, making it difficult to offer Li music courses; on the other hand, students have insufficient understanding of local music culture and tend to accept foreign culture such as pop music. Therefore, the inheritance and development of Li music culture are facing many challenges<sup>[2]</sup>.

## 2. Development of music course resources in Hainan

### 2.1 Significance of course resource development

Integrating Li music culture into the school curriculum will not only help to protect and inherit the national cultural heritage, but also enrich the students' spiritual world and cultivate their national pride and cultural confidence. At the same time, through the opening of music courses, it can stimulate students' artistic interest and creativity, and provide strong support for their all-round development.

### 2.2 Principles of course resource development

The development of curriculum resources should be based on the regional and cultural characteristics of Hainan region, and highlight the uniqueness and representativeness of Li music culture. In terms of content selection, it should cover all aspects of Li music, such as folk songs, dances, instrumental music performance, etc., to ensure that students can have a comprehensive understanding of Li music culture<sup>[3]</sup>. Music courses should pay attention to practical teaching, through personal experience and hands-on operation, students have a deep understanding of the connotation and charm of Li music culture. Students can be organized to sing folk songs, dance performances, Musical Instruments and other activities to improve their practical ability and performance level. In the process of curriculum resources development, we should pay attention to innovation, combine modern educational technologies and means, such as micro-video, micro-course, MOOCs, so as to improve the teaching effect and students' interest in learning. At the same time, students can also be encouraged to create and adapt music to cultivate their innovative awareness and ability<sup>[4]</sup>.

### 2.3 The specific development of course resources

According to the characteristics of Li music culture and teaching needs, special teaching materials are compiled. The textbook should cover all aspects of Li music, including historical background, artistic characteristics, representative works, etc., and be equipped with corresponding audio and video materials so that students can learn and appreciate. Strengthen the construction of the teaching staff, and train a group of music teachers with professional quality and teaching experience. Li musicians and inheritors can be invited to teach on campus to teach the essence and skills of Li music culture. At the same time, the professional quality and teaching ability of the existing teachers can also be improved through training and learning. Improve the teaching facilities and equipment to ensure the smooth development of music courses. Special music classrooms and rehearsal rooms can be built, equipped with audio equipment, Musical Instruments and other teaching tools. At the same time, the Internet technology and multimedia teaching methods can also be used to improve the teaching effect and students' interest in learning.

## 3. Utilization of music course resources of Hainan Li nationality

### 3.1 Classroom teaching and extracurricular activities

Li music culture is integrated into classroom teaching, and students can fully understand the connotation and charm of Li music culture through teaching, demonstration and practice. Students can be organized to sing folk songs, dance performances, Musical Instruments and other activities to improve their practical ability and performance level.

Colorful extracurricular activities, such as music competitions, cultural festivals, exhibitions, etc., to provide a platform for students to show their talents and exchange and learn. Students can be organized to participate in various music competitions and performances to improve their confidence and expressiveness. At the same time, teachers and students from other schools can also be invited to the school for exchange and learning to promote inter-school cooperation and communication.

### 3.2 Social practice

Organize students to participate in social practice activities, such as field investigation, community service, etc., so that they can have a deep understanding of the actual situation and development needs of Li music culture. To organize students to come to Li villages to understand the living customs and music culture; to participate in community cultural activities and perform Li music programs for community residents.

## 4. Teaching effect and reflection

### 4.1 Knowledge mastery and understanding, and innovation ability cultivation

Students' understanding of Li music culture has been significantly deepened. Through the course study, they can master the basic knowledge of Li music, including historical background, artistic characteristics, types of Musical Instruments and playing skills, etc. In addition, the students also learned to sing many Li folk songs, and understood the cultural connotation and symbolic significance behind them. Practical operation occupies an important position in the curriculum. Through regular music practice classes, students play traditional Li Musical Instruments (such as nasal xiao, Ding Dong, etc.), participate in dance rehearsals such as firewood dance, as well as folk chorus and solo performance. These activities not only improve the students' musical performance and performance ability, but also cultivate their team spirit and stage performance.

Through learning and experiencing the Li music culture, the students' sense of identity with the local culture has been significantly enhanced. They began to cherish and respect their national cultural traditions more, and actively spread and carry forward the Li music culture in their daily life. This promotion of cultural identity helps to cultivate students' national pride and cultural confidence. In the development of curriculum resources, we pay special attention to the cultivation of students' innovative ability. By organizing music creation and adaptation activities, students are encouraged to integrate modern elements into the Li music and create new works with the characteristics of The Times. These activities not only stimulate students' creative inspiration and imagination, but also improve their innovative ability and practical ability.

### 4.2 Specific practical operation cases

We invited Li musical instrument production masters to enter the campus to hold musical instrument production and playing workshops for students. Under the guidance of the master, the students made traditional Li instruments (such as a simple version of nasal xiao or Ding Dong), and understood the structure and principle of the instruments during the production process. Later, they use their own instruments to play exercises and feel the charm of the music. Organize students to conduct field investigation and style collection activities, and go deep into the Li nationality village to understand the local music and culture. Students interview Li singers and musicians in the village, collect folk songs and dance materials; observe and learn local dance movements and musical instrument playing skills; participate in local music activi-

ties and festivals. These activities not only allow students to experience the charm of Li music culture, but also provide them with rich creative inspiration and materials.

## 5. Hainan Li nationality music course construction

Explain the origin, classification and performance forms of Li dance, such as firewood dance, Qian Jinling double dao dance, etc. Emphasize the importance of inheritance and performance of Li dance in collective activities, and show dance video or live performance. It introduces the characteristics and production techniques of Li costumes, including the material, pattern and color of the costumes. Emphasize the important role of Li costume in cultural inheritance, and display the clothing styles of different regions. Summarize the artistic achievements of Li nationality in sculpture and painting, such as the unique pattern of Li nationality. Show the real objects or pictures of Li nationality artworks, so that students can intuitively feel their artistic charm. It introduces the natural environment characteristics of Li area, including forest, water, wildlife and other resources. Highlight the Li people's sense of respecting and protecting the natural environment, as well as their traditional way of life and habits. It describes the ecological protection policies and measures implemented by the government in the Li nationality area, such as returning farmland to forest and wildlife protection. To guide students to think about the importance of ecological protection for the sustainable development of the Li nationality area.

## 6. Summary

Through the implementation of this course, we have achieved remarkable teaching results. Students' understanding of Li music culture has been significantly deepened, their practical ability has been improved, their cultural identity has been enhanced, and their innovation ability has also been cultivated. They began to cherish and respect their national cultural traditions more, and actively spread and carry forward the Li music culture in their daily life.

We will continue to strengthen teacher training to improve their teaching level and professionalism, increase investment in teaching facilities and equipment to improve teaching conditions, and actively explore more effective teaching methods and means to further improve the quality and effectiveness of teaching. We firmly believe that with the joint efforts of all the teachers and students, Li music culture will be better inherited and developed in the campus and make greater contribution to the prosperity of Chinese national culture.

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