

## Chinese Folk Music Literacy: A Study on the Liu Sanjie Ge Yao Folk Music in Guangxi Zhuang Autonomous Region

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### ABSTRACT

Liu Sanjie Ge Yao, a significant cultural artifact among the Zhuang people in the Guangxi Zhuang Autonomous Region, faces challenges due to modernization and globalization, threatening its continuity. The primary objective is to investigate and analyze Chinese folk music literacy through the transmission and preservation on the Liu Sanjie Ge Yao folk music within the Guangxi Zhuang Autonomous Region. The research was conducted in the Hechi area of Guangxi, which is known for its rich cultural traditions. Four key informants, including a folk artist, cultural preservationist, educator, and community leader, were interviewed, and data were collected through participant observation during cultural events and document analysis of relevant archival materials. The study employed a qualitative research methodology, with thematic analysis revealing that integrating Liu Sanjie Ge Yao into formal and informal educational settings significantly enhances folk music literacy. However, challenges such as the generational gap in interest and the declining effectiveness of traditional transmission methods were also identified. The study suggests that innovative approaches, including using digital platforms and blending traditional and contemporary musical elements, are essential for the sustainable preservation of Liu Sanjie Ge Yao. Future research should explore the longitudinal impacts of educational programs and strategies to engage younger generations.

**Key words:** Liu Sanjie Ge Yao, Chinese Folk Music Literacy, Cultural Preservation, Zhuang Community, Guangxi

### INTRODUCTION

The Liu Sanjie Ge Yao folk music, originating from the Guangxi Zhuang Autonomous Region, is a significant cultural artifact that embodies the rich heritage and traditions of the Zhuang people. As a form of Chinese folk music, Liu Sanjie Ge Yao is an artistic expression and a medium of storytelling, communication, and cultural transmission. This folk music has been passed down through generations, primarily through oral traditions, and has played a crucial role in preserving the cultural identity of the Zhuang community (Jingfang, 2023; Lin & Liu, 2021; Shun & Boonsrianun, 2023). Despite its importance, the transmission and preservation of Liu Sanjie Ge Yao face numerous challenges in the modern era, where rapid globalization, urbanization, and technological advancements have significantly altered the landscape of cultural practices. Understanding how these changes impact the literacy and transmission of this folk music is crucial for ensuring its survival and relevance in contemporary society (Ho, 2018; Howard, 2016; Liu & Theerapan, 2024).

The problem at the heart of this research is the gradual erosion of traditional folk music literacy within the Zhuang

community, particularly concerning Liu Sanjie Ge Yao. As younger generations increasingly gravitate towards modern, globalized forms of entertainment, there is a growing disconnect between them and their cultural heritage (Norton & Matsumoto, 2018; Wu, 2017). The traditional methods of transmitting Liu Sanjie Ge Yao, such as familial teaching and community gatherings, are becoming less effective in the face of these societal shifts. This disconnection threatens the continuity of this folk music tradition and undermines the broader cultural literacy vital for maintaining a strong sense of identity within the Zhuang community (Lee, 2019; Ishii, 2018; Wang & Thotham, 2024). The research thus seeks to address the gap between the older and younger generations in terms of their engagement with and understanding of Liu Sanjie Ge Yao, focusing on how literacy in this folk music can be fostered and preserved in a rapidly changing world.

The significance of this study extends beyond the immediate context of the Zhuang community and Liu Sanjie Ge Yao. As one of the representative forms of Chinese folk music, the preservation and transmission of Liu Sanjie Ge Yao have broader implications for maintaining intangible cultural heritage within China. In global cultural homogenization, preserving such distinct cultural practices is essential for

maintaining cultural diversity and enriching the global cultural landscape (Guangguo et al., 2024; Helen, 2016; Liu & Karin, 2022; Su, 2019). Moreover, fostering folk music literacy is about preserving songs and melodies and maintaining the values, beliefs, and histories embedded within these art forms. By investigating the transmission and preservation of Liu Sanjie Ge Yao, this research contributes to broader discussions on cultural sustainability, the role of education in cultural conservation, and how traditional cultural practices can be adapted to modern contexts.

The primary objective of this study is to investigate and analyze Chinese folk music literacy through the transmission and preservation of the Liu Sanjie Ge Yao folk music within the Guangxi Zhuang Autonomous Region. By exploring how this folk music is taught, learned, and transmitted across generations, the research aims to identify the key factors that influence its sustainability. Additionally, the study seeks to understand the challenges and opportunities presented by modern societal changes, such as digitalization and urbanization, in the context of folk music transmission (Du & Wang, 2024; Huang et al., 2024; Meng & Chuangprakhon, 2024; Wang, 2024). Through this analysis, the research will provide insights into how Liu Sanjie Ge Yao can be effectively preserved and passed on to future generations, ensuring that this vital aspect of Zhuang cultural heritage continues to thrive.

### Research Question

- How do the transmission and preservation of the Liu Sanjie Ge Yao folk music contribute to developing Chinese folk music literacy in the Guangxi Zhuang Autonomous Region?

## LITERATURE REVIEW

The study of Chinese folk music literacy, particularly within the context of Liu Sanjie Ge Yao folk music, offers a rich field for exploring the interplay between cultural transmission, preservation, and education. Theories on cultural sustainability, oral tradition, and music education provide a framework for understanding how folk music literacy is developed and maintained within the Zhuang community in Guangxi Zhuang Autonomous Region. This literature review will examine the relevant theoretical perspectives on cultural transmission, the role of oral traditions in preserving folk music, and the impact of music education on fostering literacy in traditional music forms.

### Cultural Transmission and Sustainability

Cultural transmission is central to understanding how Liu Sanjie Ge Yao folk music is preserved and passed down through generations. Cultural transmission theory posits that the survival of cultural practices depends on the effective transfer of knowledge, skills, and values from one generation to the next (Gwervevde & Mthombeni, 2023; Schuller, 2024). In the context of Liu Sanjie Ge Yao, this transmission occurs primarily through oral traditions and

communal practices, where older generations teach younger ones through participation in folk music performances and related cultural activities. However, the challenges posed by modernization, such as the loss of traditional communal spaces and the decline in interest among younger generations, threaten the sustainability of this transmission process. Theories of cultural sustainability emphasize the need for adaptive strategies to integrate modern tools and platforms, such as digital media, to ensure that traditional practices like Liu Sanjie Ge Yao continue to thrive in contemporary society (Kelly, 2015; Lin & Lian, 2018; Song et al., 2019).

### The Role of Oral Tradition in Folk Music Preservation

Oral tradition has been the primary vehicle for preserving Liu Sanjie Ge Yao folk music, and understanding its role is crucial for analyzing the development of folk music literacy. Oral tradition theory suggests transmitting knowledge and culture through spoken word, and the song is inherently dynamic, allowing for variations and adaptations that keep the tradition alive and relevant (Erjian & Chuangprakhon, 2023; Xu & Karin, 2024). In the case of Liu Sanjie Ge Yao, the use of oral tradition has enabled the Zhuang community to maintain a living connection to their cultural heritage, even as the content and form of the music evolve. This theory also highlights the importance of communal participation in the preservation process, as folk music performance in social settings reinforces collective memory and cultural identity. However, the shift away from oral tradition due to the influence of written and digital forms of communication poses a significant challenge to the traditional ways of transmitting folk music literacy (Finnegan, 2018; Lomax, 2017; Shi, 2021).

### Music Education and Folk Music Literacy

The development of folk music literacy is closely linked to the role of education in transmitting cultural knowledge. Theories of music education suggest that structured learning environments, whether formal or informal, play a critical role in cultivating an appreciation for and understanding of traditional music forms (Sina et al., 2023; Zhang & Wu, 2023). In the context of Liu Sanjie Ge Yao, integrating folk music into the educational curriculum can be a powerful tool for preserving this cultural heritage. Music education theories also emphasize the importance of experiential learning, where students engage directly with the music through singing, playing instruments, and participating in performances. This hands-on approach is particularly effective in fostering a deep connection to the music and its cultural significance. However, the challenge lies in balancing the preservation of traditional methods with the incorporation of modern educational techniques, ensuring that the transmission of Liu Sanjie Ge Yao folk music remains vibrant and accessible to new generations (Chandransu, 2019; Li, 2022; Tang & Sornyai, 2023).

The literature on cultural transmission, oral tradition, and music education provides valuable insights into the mechanisms that support the development of Chinese folk music literacy, particularly in the context of Liu Sanjie Ge Yao.

These theories highlight the importance of adapting traditional practices to contemporary contexts while maintaining the core elements that define the cultural heritage of the Zhuang people. By exploring these theoretical perspectives, this study aims to contribute to the ongoing efforts to preserve and transmit Liu Sanjie Ge Yao folk music, ensuring its continued relevance and vitality in the Guangxi Zhuang Autonomous Region.

**METHOD**

This study employs a qualitative research methodology to investigate and analyze Chinese folk music literacy through the transmission and preservation of Liu Sanjie Ge Yao folk music within the Guangxi Zhuang Autonomous Region. The qualitative approach allows for an in-depth exploration of the cultural, social, and educational factors that influence the transmission and preservation of Liu Sanjie Ge Yao. The current study utilizes interviews, participant observation, and document analysis to collect and analyze data from key informants and relevant cultural artifacts.

**Research Design**

The research design is structured to capture the complex and multifaceted nature of folk music transmission and literacy development within the Guangxi Zhuang Autonomous Region. The study focuses on understanding how Liu Sanjie Ge Yao is transmitted and preserved and how it contributes to developing Chinese folk music literacy. The design includes selecting research sites, key informants, and specific data collection methods.

**Selection of Research Sites**

The research is conducted in the Hechi area of Guangxi Zhuang Autonomous Region, known for its rich cultural heritage and strong traditions in folk music. Hechi is chosen due to its significance as a cultural hub for Liu Sanjie Ge Yao and its role in preserving Zhuang cultural practices.

**Data Collection and Analysis**

The data collection process is designed to capture the lived experiences and cultural practices surrounding Liu Sanjie Ge Yao. Four key informants are interviewed using semi-structured interview guides, allowing for open-ended responses that provide rich qualitative data. The interviews focus on the informants' roles in the transmission and preservation of Liu Sanjie Ge Yao, their challenges, and their views on the impact of these practices on folk music literacy, as shown in Table 1.

The participant observation is conducted during significant cultural events, such as local festivals and performances, where Liu Sanjie Ge Yao is prominently featured. This method allows observing how different audiences perform, transmit, and receive music. The observations are recorded in detailed field notes, capturing the nuances of the performances and the interactions between performers and audiences.

Document analysis involves the examination of music scores, historical records, and other archival materials related to Liu Sanjie Ge Yao. This analysis provides a historical perspective on the transmission of the music and helps identify changes and continuities in its practice over time.

The data analysis process is iterative and involves coding the data into themes and sub-themes relevant to the research question. Thematic analysis is used to identify patterns and relationships within the data, allowing for a comprehensive understanding of how Liu Sanjie Ge Yao contributes to the development of Chinese folk music literacy. The findings from the analysis are then synthesized to address the research question and provide insights into the transmission and preservation of Liu Sanjie Ge Yao in the Guangxi Zhuang Autonomous Region.

**RESULTS**

The study on Liu Sanjie Ge Yao folk music in the Guangxi Zhuang Autonomous Region highlights the intricate relationship between cultural heritage and Chinese folk music literacy development. This study focuses on how the transmission and preservation of Liu Sanjie Ge Yao contribute to fostering a deeper understanding and appreciation of folk music literacy among the Zhuang people and beyond. By examining cultural literacy, educational practices, and the challenges and innovations involved in this process, the research aims to shed light on the critical role that folk music plays in maintaining and enhancing literacy within this cultural context.

**Chinese Folk Music Literacy in the Transmission of Liu Sanjie Ge Yao**

Chinese folk music literacy is pivotal in transmitting and preserving Liu Sanjie Ge Yao within the Guangxi Zhuang Autonomous Region. This section delves into how the Zhuang people's deep-rooted cultural knowledge and practices contribute to the ongoing vitality of this traditional folk music, ensuring that it remains a living and evolving art form. The concept of literacy here extends beyond mere familiarity with the music; it encompasses a profound understanding

**Table 1.** Research design overview

Key Informants	Roles and Contributions	Interview Focus
Informant 1	Folk artist and performer	Experience in teaching and performing Liu Sanjie Ge Yao
Informant 2	Cultural preservationist	Challenges and strategies in preserving Liu Sanjie Ge Yao
Informant 3	Educator specializing in folk music	Role of education in transmitting Liu Sanjie Ge Yao
Informant 4	Community leader involved in cultural events	Community-based efforts in promoting Liu Sanjie Ge Yao

of the cultural, historical, and social contexts in which this music exists and the technical skills necessary to perform it.

The transmission of Liu Sanjie Ge Yao is closely tied to the Zhuang people's cultural literacy, cultivated over generations through formal and informal means. This literacy includes a comprehensive understanding of the musical structures, lyrical content, and performance practices that define Liu Sanjie Ge Yao. Liu Sanjie Ge Yao's evolution reflects the tradition's gradual development due to various cultural and historical influences, as shown in Figure 1.

This figure highlights the critical stages in the music's development, from its origins in communal singing practices to its recognition as a national intangible cultural heritage. Cultural literacy among the Zhuang people is characterized by their ability to contextualize Liu Sanjie Ge Yao within the broader framework of Chinese folk music. This contextualization involves recognizing the significance of Liu Sanjie Ge Yao as a form of artistic expression and a medium for conveying social values, historical narratives, and communal identities. The Zhuang people's literacy in this regard enables them to adapt the music to contemporary contexts while maintaining its traditional essence. This adaptability is essential for music's survival in a rapidly changing world, where the pressures of modernization and globalization pose challenges to preserving intangible cultural heritage.

Moreover, the literacy of the Zhuang people in transmitting Liu Sanjie Ge Yao is evident in their mastery of the music's distinctive forms and styles. This includes the ability to perform the various song types within the Liu Sanjie Ge Yao repertoire, each serving a specific function within Zhuang society. For example, life, production, love, and ritual songs all carry different meanings and are performed in different contexts, reflecting the diverse ways the Zhuang people use music to navigate their daily lives. The literacy required to perform these songs effectively involves technical proficiency and an understanding of the cultural and emotional nuances embedded in the music.

The process of transmission itself is a demonstration of this deep literacy. As Liu Sanjie Ge Yao is passed down from one generation to the next, younger generations learn to appreciate and continue this tradition through the lens of cultural literacy. They are taught not only the melodies

and lyrics but also the stories and values that the music represents. This holistic approach to transmission ensures that the literacy associated with Liu Sanjie Ge Yao is entirely preserved, encompassing both the tangible and intangible aspects of the music.

In conclusion, Chinese folk music literacy is integral to transmitting and preserving Liu Sanjie Ge Yao within the Guangxi Zhuang Autonomous Region. The Zhuang people's cultural knowledge, as illustrated in the historical development of the music, as shown in Figure 1, supports the continuity of this folk tradition, allowing it to thrive in the modern era. This literacy enables the Zhuang people to maintain the relevance of Liu Sanjie Ge Yao, ensuring that it remains a vibrant part of their cultural identity and a testament to the enduring power of Chinese folk music.

### Educational and Musical Literacy Practices in the Preservation of Liu Sanjie Ge Yao

In preserving Liu Sanjie Ge Yao, educational initiatives and musical literacy practices play a critical role in ensuring this folk music tradition is maintained and passed down to future generations. The integration of these practices into both formal and informal education systems has significantly contributed to enhancing Chinese folk music literacy, particularly within the Guangxi Zhuang Autonomous Region.

Educational programs in Guangxi have incorporated the teachings of Liu Sanjie Ge Yao into school curricula, recognizing the importance of this cultural heritage as a vital component of the region's identity. In primary and secondary schools, students are introduced to the history, lyrical content, and musical structure of Liu Sanjie Ge Yao. This introduction is designed to foster an early appreciation of the music and build a foundational understanding of its cultural significance. Integrating folk music into formal education helps preserve the tradition and contributes to the students' broader literacy in Chinese folk music. By learning to perform these songs, students develop a deeper connection with their cultural heritage, enhancing their musical literacy through practical engagement.

Informal educational settings, such as community workshops and cultural festivals, also significantly promote

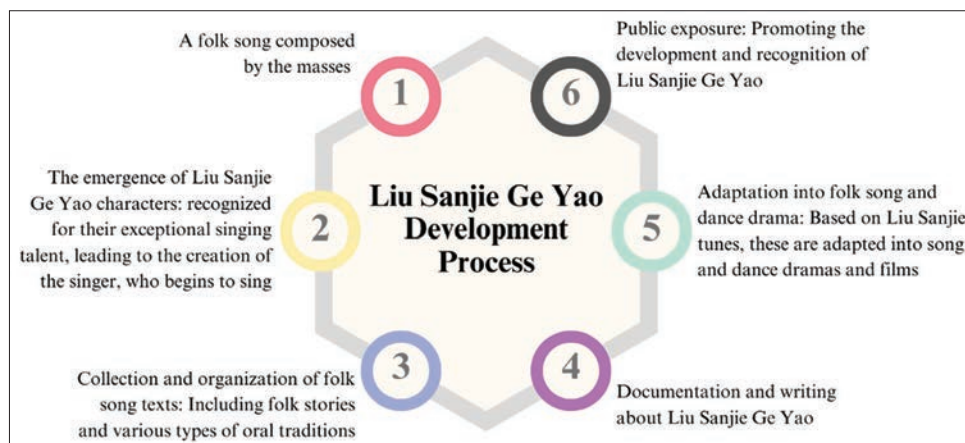


Figure 1. The Liu Sanjie Ge Yao development process

musical literacy related to Liu Sanjie Ge Yao. These settings often provide opportunities for hands-on learning, where participants can engage directly with experienced singers and musicians who are well-versed in the tradition. For example, during the March 3<sup>rd</sup> Ge Xu Festival, celebrated widely in the Zhuang communities, local experts and remaining artists conducted workshops to teach the nuances of Liu Sanjie Ge Yao's melodies and lyrical composition. This practice ensures that the tradition is kept alive in the community and that young and old participants continue to develop their musical literacy in an immersive and culturally relevant environment.

The prominent musical structures in Liu Sanjie Ge Yao, specifically the “Dong Ping Tune,” are shown in Figure 2. This figure is a vital educational tool that helps learners understand the intricacies of the musical form. The “Dong Ping Tune” is characterized by its specific melody and rhythmic patterns taught to students and community members alike. By analyzing such figures, learners can grasp the theoretical aspects of the music, including its modal and rhythmic characteristics, which are crucial for developing comprehensive musical literacy.

Moreover, the use of modern technology in educational initiatives has further enhanced preservation efforts. Digital recordings, online tutorials, and interactive platforms allow a broader audience to access and learn about Liu Sanjie Ge Yao. These resources not only make the music more accessible but also allow for a more flexible learning environment where individuals can engage with the material at their own pace. Incorporating these modern tools into the educational framework represents a significant advancement in preserving folk music literacy.

In conclusion, integrating educational and musical literacy practices into formal and informal systems is essential for preserving and transmitting Liu Sanjie Ge Yao. Through these efforts, the cultural and musical heritage of the Zhuang people is kept alive, ensuring that future generations continue to appreciate and engage with this important aspect of

their identity. Combining traditional teaching methods and modern educational tools creates a dynamic environment where Chinese folk music literacy can flourish, contributing to the ongoing vitality of Liu Sanjie Ge Yao in the Guangxi Zhuang Autonomous Region.

### Challenges and Innovations in Folk Music Literacy for Liu Sanjie Ge Yao

The preservation and transmission of Liu Sanjie Ge Yao, a cornerstone of Chinese folk music literacy, faces several challenges in contemporary society. These challenges stem from external societal changes and internal factors within the tradition. However, alongside these challenges, significant innovations provide new avenues for enhancing and continuing this rich cultural heritage.

One of the primary challenges in maintaining folk music literacy related to Liu Sanjie Ge Yao is the declining interest among younger generations. As urbanization and modernization sweep the Guangxi Zhuang Autonomous Region, many young people are increasingly disconnected from traditional cultural practices. The allure of contemporary global music and entertainment often overshadows the appeal of local folk traditions, leading to a potential loss of cultural knowledge and literacy. This generational gap poses a significant threat to the transmission of Liu Sanjie Ge Yao, as the younger population, who are supposed to be the carriers of this tradition, may lack the motivation or interest to engage with and learn folk music.

Moreover, the traditional modes of transmission, which rely heavily on oral instruction and community-based learning, are becoming less effective in a rapidly changing social environment. The communal gatherings and informal learning sessions once central to the transmission of Liu Sanjie Ge Yao are less common as people's lifestyles become more individualistic and time-constrained. This shift challenges the sustainability of folk music literacy, as the contexts in which these songs were traditionally learned and performed are disappearing.

The image shows a musical score for the Dong Ping Tune in A-mode. It consists of four staves of music in treble clef, with a key signature of one sharp (F#) and a 2/4 time signature. The lyrics are written below the notes. The score is annotated with several colored boxes: a blue circle around the first staff's key signature, an orange box around the first two staves, a purple box around the 'li' notes in the first and third staves, a green box around the 'he' notes in the second and fourth staves, and a blue circle around the final 'he' note. A box labeled 'Highest note' points to the highest note in the first staff, and a box labeled 'Lowest note' points to the lowest note in the fourth staff.

Figure 2. The Dong Ping Tune music score

Despite these challenges, there have been several innovative approaches to revitalizing and maintaining Liu Sanjie Ge Yao in the modern era. One significant innovation is the incorporation of Liu Sanjie Ge Yao into formal education curricula, as discussed in the previous section. By embedding this folk music into the educational system, the music is preserved, and students are also given the tools to engage with it critically, fostering a deeper literacy in both the music and its cultural contexts.

Another innovative approach is using digital technology to reach a broader audience. Online platforms, such as social media and specialized websites, have become effective tools for teaching and disseminating Liu Sanjie Ge Yao. These platforms allow for the creation of virtual communities where individuals from different parts of the world can learn about and practice this folk tradition. Digital archives and interactive tutorials make the music accessible to those who may not have direct access to traditional learning environments, thereby expanding the reach and impact of Chinese folk music literacy.

Additionally, there have been efforts to innovate within the music, blending traditional Liu Sanjie Ge Yao with contemporary musical elements. This fusion makes the music more appealing to younger audiences and remains relevant in today's diverse musical landscape. These creative adaptations serve as a bridge between the past and the present, allowing Liu Sanjie Ge Yao to evolve while still retaining its core cultural significance. This approach supports the development of a dynamic form of folk music literacy, where understanding and appreciation of the tradition are enhanced by its adaptation to modern tastes and sensibilities.

In conclusion, while the transmission and preservation of Liu Sanjie Ge Yao face significant challenges in modern society, numerous innovations offer hope for its continued relevance and vitality. By addressing the generational gap, leveraging digital technology, and creatively adapting the music to contemporary contexts, stakeholders can ensure that folk music literacy related to Liu Sanjie Ge Yao is maintained and strengthened for future generations. These efforts are crucial for preserving the Guangxi Zhuang Autonomous Region's cultural heritage and fostering a deeper, more resilient form of Chinese folk music literacy.

## DISCUSSION AND CONCLUSION

The study's findings are consistent with cultural transmission and sustainability theories, emphasizing the importance of passing down cultural practices through generations to ensure survival (Kelly, 2015; Song et al., 2019). The transmission of Liu Sanjie Ge Yao within the Zhuang community, as observed through formal and informal educational practices, aligns with these theories. The active participation of older generations in teaching younger members and integrating Liu Sanjie Ge Yao into school curricula supports the argument that effective cultural transmission is critical for maintaining cultural literacy (Lin & Lian, 2018). However, the study also highlights the challenges posed by modernization and urbanization, which threaten the sustainability of these transmission processes. The decline in communal

gatherings and the younger generation's growing disinterest in traditional practices indicate that the traditional modes of transmission are increasingly insufficient, necessitating innovative approaches to ensure sustainability.

As detailed in the study, the role of oral tradition in preserving Liu Sanjie Ge Yao also resonates with existing literature on the subject (Finnegan, 2018; Lomax, 2017). Oral traditions have historically been the primary means of transmitting folk music within the Zhuang community, enabling the preservation of the music itself and the cultural values and historical narratives embedded within it. The study's findings confirm that oral transmission remains a vital aspect of maintaining Liu Sanjie Ge Yao, even as written and digital forms of communication become more prevalent. However, the shift towards digital platforms and the decreasing reliance on oral tradition observed in the study suggest that while oral tradition is essential, it must adapt to contemporary contexts to remain effective.

The integration of Liu Sanjie Ge Yao into educational curricula, both formal and informal, has been shown to significantly enhance folk music literacy among the Zhuang people. This finding is consistent with theories of music education that stress the importance of experiential learning in fostering a deep understanding of traditional music forms (Chandransu, 2019; Li, 2022). By engaging students directly with the music, educational programs help bridge the gap between traditional and modern practices, ensuring that Liu Sanjie Ge Yao remains relevant to new generations. The study also highlights modern technology in education as a critical innovation in promoting folk music literacy. Digital tools and platforms have expanded access to Liu Sanjie Ge Yao, allowing a broader audience to engage with this tradition, consistent with the findings of Shi (2021) on the role of digital media in cultural preservation.

While the study confirms the theoretical principles of cultural transmission and music education, it also reveals significant challenges threatening the preservation of Liu Sanjie Ge Yao. The generational gap in interest and engagement with traditional folk music is a critical issue that requires attention. The study's findings suggest that while formal education and digital platforms offer new avenues for preserving folk music literacy, they must be complemented by efforts to revitalize interest in traditional practices among younger generations (Huang et al., 2024; Wang, 2024). The creative adaptations of Liu Sanjie Ge Yao, blending traditional elements with contemporary music, represent a promising innovation that aligns with the broader need for cultural practices to evolve while maintaining their core significance (Su, 2019).

Future research should investigate integrating digital technologies with traditional teaching methods to engage younger generations effectively, as Kelly (2015) and Shi (2021) suggested. Additionally, blending traditional and contemporary elements in folk music could offer practical insights into maintaining cultural relevance (Su, 2019). Longitudinal studies could assess the long-term impact of these strategies on folk music literacy and cultural heritage preservation (Lin & Lian, 2018).

This study provides valuable insights into the transmission and preservation of Liu Sanjie Ge Yao folk music within the Guangxi Zhuang Autonomous Region, contributing to the broader discourse on Chinese folk music literacy. The findings confirm the importance of cultural transmission, particularly through oral tradition and education, in maintaining the vitality of this folk music tradition. However, the study also highlights the challenges posed by modernization, which necessitate innovative approaches to ensure the sustainability of Liu Sanjie Ge Yao.

Integrating Liu Sanjie Ge Yao into educational curricula and digital platforms represents significant advancements in promoting folk music literacy. These initiatives have the potential to bridge the generational gap and ensure that this cultural heritage remains relevant in contemporary society. However, the success of these efforts depends on their ability to engage younger generations meaningfully, fostering a deep appreciation for their cultural roots.

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