

## Cultural Transmission of Dazhu Vocal Music in Chongqing

Yu Sun<sup>1\*</sup>, Arsenio Nicolas<sup>1</sup>, Yilin Jiang<sup>2</sup>

<sup>1</sup>College of Music, Mahasarakham University, Thailand

<sup>2</sup>Faculty of Humanities and Social Sciences, Mahasarakham University, Thailand

**Corresponding author:** Yu Sun, E-mail: yusun.msu@gmail.com

### ARTICLE INFO

#### Article history

Received: November 12, 2023

Accepted: January 09, 2024

Published: January 31, 2024

Volume: 12 Issue: 1

Conflicts of interest: None

Funding: None

### ABSTRACT

Dazu vocal music, a unique and cherished intangible cultural heritage, serves as the focal point of this research conducted in Chongqing, China. The study's objective is to investigate the contribution of cultural transmission of Dazu vocal music in Chongqing through education and literacy. The research site, Dazu City, is the epicenter of this cultural treasure, encompassing various educational institutions from primary to tertiary levels that engage with this art form. Two key informants, comprising experienced instructors and cultural representatives, offer valuable insights into the educational initiatives and literacy practices supporting Dazu vocal music. Research tools, including observation and interview forms, are employed for data collection, culminating in a detailed analysis of the cultural transmission process. The study's results underscore education's pivotal role in preserving Dazu vocal music, fostering hands-on learning, and promoting cultural documentation, with literacy facilitating accessibility beyond oral traditions. These efforts positively impact the local community by enhancing cultural identity and pride. Despite challenges such as an aging practitioner population and shifting cultural dynamics, collaboration among stakeholders emerges as a promising strategy for ensuring the tradition's continuity. In conclusion, this research highlights the importance of education and literacy in preserving intangible cultural heritage, offering insights applicable to similar endeavors worldwide.

**Key words:** Dazu Vocal Music, Cultural Preservation, Intangible Cultural Heritage, Education, Literacy

### INTRODUCTION

Cultural heritage is a treasure trove of human history, reflecting the customs, beliefs, and artistic expressions of different societies across time (McLaren, 2010; Howard, 2016). Maintaining and passing down cultural traditions has become more important in an era of rapid globalization and modernization (Law & Ho, 2011; Dreyer, 2018). Chongqing, a sprawling municipality in southwestern China, boasts a rich cultural heritage deeply intertwined with its historical roots. Among its cultural treasures, Dazu vocal music stands out as a unique and vibrant tradition (Chung, 2010; Miller, 2012; Tonietti & Tonietti, 2014; Zhou et al., 2014).

Dazu vocal music is an integral part of the cultural fabric of Chongqing, specifically within the Dazu District. This musical tradition encapsulates the essence of local life, with its songs reflecting the daily experiences, emotions, and stories of the community. However, like many traditional art forms, Dazu vocal music faces the challenge of fading into obscurity as younger generations turn their attention to modern influences (Karnes, 2008; Pu & Foster, 2012; Chen 2022; Xin, 2022).

The decline of traditional cultural practices is not unique to Chongqing but is a global phenomenon. The rapid pace of

modern life, changing priorities, and the allure of contemporary entertainment have led to a diminishing interest in age-old traditions (Yang & Guo, 2017; Wilcox, 2019). In the case of Dazu vocal music, which has played an integral role in local culture for generations, this decline is particularly concerning. Without concerted efforts to preserve and promote this art form, there is a risk that it may disappear within a few generations (Guo, 2005; Tunbridge & Ashworth, 2018; Yang, 2023).

This study seeks to address this issue by exploring the contribution of the cultural transmission of Dazu vocal music in Chongqing through education and literacy (Gao & Karin, 2023; Jirajarupat & Yinghua, 2023; Shi & Nicolas, 2023; Zhang & Choatchamrat, 2023). The primary objective of this study is to investigate the contribution of cultural transmission of Dazu vocal music in Chongqing through education and literacy. By understanding how education and literacy initiatives can be harnessed to preserve and revitalize this cultural tradition, this study aims to provide valuable insights that can inform educational policies and practices not only in Chongqing but also in other regions grappling with similar challenges (Roth, 2009; Paris, 2012; Zhang, 2018).

The significance of this study extends beyond the preservation of Dazu vocal music; it speaks to the broader importance of safeguarding cultural heritage worldwide. Traditional art forms like Dazu vocal music offer a window into the past, connecting us with the experiences and wisdom of our ancestors (Denton, 2013; Moric, 2020). By studying the strategies and approaches used in Chongqing to promote this musical tradition through education and literacy, we can develop a model for preserving and revitalizing other endangered cultural practices around the world (Nolet, 2007; Whatley et al., 2020).

Through this study, we hope to shed light on the transformative power of education and literacy in the realm of cultural preservation. As we delve into the multifaceted relationship between Dazu vocal music, education, and literacy, we seek to inspire a renewed commitment to safeguarding our shared cultural heritage, ensuring that it continues to enrich the lives of generations to come.

### Research Question

- How does the integration of Dazu vocal music into education and literacy contribute to the cultural transmission of this musical tradition in Chongqing, China?

### LITERATURE REVIEW

The transmission of cultural heritage has gained increasing attention in recent years, reflecting the recognition of the invaluable role that traditional practices play in shaping societies and fostering a sense of identity. This literature review explores key themes related to cultural transmission, the role of education and literacy in safeguarding traditions, and the significance of Dazu vocal music in the context of Chongqing's cultural heritage.

#### Cultural Transmission and Preservation

Cultural transmission refers to the passing down of knowledge, values, and practices from one generation to another within a community or society. It encompasses various forms of cultural expression, including oral traditions, music, dance, rituals, and storytelling. Technological advancements, globalization, and socio-cultural changes all have an impact on the dynamic process of cultural transmission. In an increasingly interconnected world, the preservation of traditional culture faces numerous challenges. Globalization has led to the diffusion of dominant cultures, often overshadowing, and eroding local traditions. As a result, many regions have witnessed the gradual loss of unique cultural practices, including traditional music forms (Schönplflug, 2008; Tang, 2021).

#### Education and Literacy as Agents of Cultural Transmission

Education and literacy programs have emerged as vital tools for the preservation and revitalization of cultural heritage. UNESCO recognizes education as a means of safeguarding

intangible cultural heritage, such as traditional music. These initiatives empower individuals and communities to actively engage with their cultural heritage. Literacy plays a crucial role in this process, enabling access to written records, historical documents, and educational resources that document cultural traditions. Through literacy, communities can record and document their cultural practices, ensuring that they are not lost to future generations (DeSoucey et al., 2019; Bhattacharya, 2021).

#### Dazu Vocal Music: A Cultural Treasure of Chongqing

Dazu vocal music holds a special place in the cultural landscape of Chongqing. Originating in the Dazu District, this unique musical tradition captures the essence of local life, drawing on the daily experiences and emotions of the community. The distinctive characteristics of Dazu vocal music, such as its improvisational song texts, text reduplication, and the use of dialects, make it a valuable repository of Chongqing's cultural identity. However, despite its historical significance and cultural richness, Dazu vocal music faces the risk of fading into obscurity. This decline mirrors the broader challenge of preserving traditional cultures in the face of modernization and changing priorities. To address this issue, Chongqing has undertaken initiatives to integrate Dazu vocal music into educational and literacy contexts (Li, 2010; Yating et al., 2021).

#### Research Gap and Research Objective

While there is a growing body of literature on cultural transmission, education, and the preservation of traditional music, there is a gap in our understanding of the specific strategies and approaches used in Chongqing to promote Dazu vocal music through education and literacy. This study aims to fill this gap by investigating the contribution of cultural transmission of Dazu vocal music in Chongqing through education and literacy (Erjian & Chuangprakhon, 2023; Qiu et al., 2024).

#### Research Theory

Ethnomusicology provides the theoretical lens through which we can examine the cultural significance of this musical tradition, while transmission theory offers insights into the mechanisms that ensure its continued existence and relevance in contemporary society. This interdisciplinary approach enriches our understanding of how Dazu vocal music contributes to cultural transmission and preservation within the context of Chongqing, as shown in Table 1.

### METHOD

#### Selection of Research Site

The study site for this study will focus on Dazu City, Chongqing, as it is the epicenter of Dazu vocal music's cultural heritage. Dazu City has a rich history and deep-rooted cultural traditions, making it an ideal location for investigating

**Table 1.** The research theory

Research Theory	Description
Ethnomusicology (Tang, 2021)	Ethnomusicology focuses on the study of music within its cultural context. It examines how various communities produce, perform, and enjoy music to shed light on the varied facets of musical traditions. In the case of Dazu vocal music, ethnomusicology helps us analyze its historical roots, stylistic elements, and role in the daily lives of the Chongqing community
Transmission Theory (Shelemay <i>et al.</i> , 1997)	Transmission theory, within the field of ethnomusicology, examines how musical traditions are passed down from one generation to the next. It delves into the mechanisms and processes through which cultural knowledge, including music, is preserved, and disseminated. In the context of Dazu vocal music, transmission theory allows us to explore how this musical tradition is taught, learned, and shared within educational and literacy settings

the transmission of this unique musical form through education and literacy. Within Dazu City, the study will encompass various educational institutions, including primary and secondary schools, as well as colleges and universities that engage with Dazu vocal music in their curricula or extracurricular activities. The choice of Dazu City as the study site ensures proximity to the primary sources and practitioners of this art form, allowing for in-depth interviews, observations, and data collection, the map is shown in Figure 1.

### Selection of Key Informants

For this research study, two key informants will be selected to provide valuable insights into the transmission of Dazu vocal music within educational and literacy contexts in Dazu City, Chongqing. The key informants will be chosen based on their extensive knowledge, experience, and involvement in the preservation and promotion of Dazu vocal music through educational initiatives, as shown in Table 2.

### Research Tools and Data Analysis

In this study, we employ two primary research tools, the Observation Form, and the Interview Form, designed to systematically collect data and insights regarding the cultural transmission of Dazu vocal music through education and literacy. These tools are essential for creating a structured approach to data collection and analysis, as shown in Table 3.

## RESULTS

The research results shed light on the multifaceted contributions made by education and literacy to the preservation

and transmission of Dazu vocal music in Chongqing, China. This section explores the crucial role that education plays, the significance of literacy, the effects on local communities, the difficulties encountered, and the opportunities for additional collaboration. It highlights how these factors have collectively contributed to the wider recognition and appreciation of Dazu vocal music, ensuring its continued relevance in both regional and national contexts. Through a comprehensive examination of these elements, this study illuminates the intricate web of connections that sustain this rich cultural heritage.

### Education's Role in Cultural Transmission

Education has emerged as a linchpin in the preservation and transmission of Dazu vocal music within the Chongqing region. This study emphasizes the crucial role those educational institutions, particularly schools and local cultural initiatives, play in preserving this traditional art form. The integration of Dazu vocal music into the curriculum of educational institutions has provided a structured and systematic approach to acquainting students with the nuances of this cultural treasure.

In recent years, educational institutions have recognized the value of Dazu vocal music as a vital component of the local cultural heritage. As a result, they have taken deliberate steps to incorporate it into their educational programs. Students are exposed to this art form from an early age, fostering an environment where the rich history, melodies, and lyrics of Dazu vocal music become an integral part of their cultural education.

This educational integration serves several purposes. Firstly, it ensures the continuity of this folk tradition by passing it down to younger generations. Students are not only exposed to the music but are also encouraged to actively participate in singing and learning the songs. This hands-on experience fosters a deep connection between the students and the music, making them not just passive listeners but engaged bearers of this cultural legacy.

Secondly, education provides a structured platform for the preservation of Dazu vocal music. The incorporation of this art form into the curriculum compels educational institutions to compile comprehensive resources, including songbooks, recordings, and teaching materials. These resources serve as valuable repositories for Dazu vocal music, safeguarding it from the risk of fading into obscurity.

Furthermore, education broadens the reach of Dazu vocal music beyond the confines of oral traditions. It equips students with the literacy skills required to read, understand, and appreciate the lyrics of these songs. This literacy-based approach ensures that the rich history and stories embedded in Dazu vocal music are not lost to time but rather documented and shared with a wider audience.

### Literacy and Cultural Preservation

Literacy has emerged as a powerful tool in the preservation and propagation of Dazu vocal music. This section explores how the incorporation of written materials has played



**Figure 1.** Map of dazhu city, chongqing municipality, china  
 Source: Chinafolio (n.d.), Meng et al. (2022)

**Table 2.** Key informants

Key Informant	Role and Expertise	Involvement in Dazhu Vocal Music
Key Informant 1	Dazu vocal music Instructor/Educator	Extensive experience in teaching Dazhu vocal music in educational settings
Key Informant 2	Educational/Cultural	Representative Active participation in initiatives supporting the preservation and promotion of Dazhu vocal music within education and literacy programs.

a pivotal role in safeguarding the lyrics and history of this treasured art form. It highlights how literacy has not only ensured the accurate documentation of songs but has also facilitated the sharing of Dazhu vocal music beyond oral traditions.

The essence of Dazhu’s vocal music lies in its lyrics, which encapsulate the collective wisdom, emotions, and stories of the local community. These lyrics serve as a vital repository of cultural history and heritage, carrying the voices of generations that came before. However, relying solely on oral transmission can lead to variations and inaccuracies over time. Herein, literacy steps in as a guardian of the integrity of these songs.

One of the fundamental contributions of literacy is the creation of written materials dedicated to Dazhu vocal music. Songbooks, transcriptions, and annotations have been meticulously crafted to capture every nuance of the music. These materials serve as enduring records, ensuring that the lyrics remain true to their original form. They provide a reference point for performers, researchers, and enthusiasts, guaranteeing the fidelity of each rendition.

Moreover, the utilization of written materials has democratized access to Dazhu vocal music. It has transcended the confines of oral traditions, making this cultural treasure accessible to a broader audience. Written songbooks, for instance, enable individuals to learn and appreciate the songs independently. This accessibility fosters a sense of ownership and pride among community members, who can now actively engage with their cultural heritage.

Literacy has also facilitated the dissemination of Dazhu vocal music on a regional and even national scale. The existence of written materials makes it easier for performers to share their songs beyond the confines of their immediate community. It has paved the way for cultural exchange, enabling Dazhu vocal music to transcend geographical boundaries and resonate with audiences far and wide.

**Impact on the Local Community**

The study sheds light on the profound impact that education and cultural initiatives centered on Dazhu vocal music

**Table 3.** Research tools and data analysis

Research Tools	Step to Create	Step to Use	Data Analysis
Observation Form	<ul style="list-style-type: none"> <li>- Develop a structured form with fields for recording observations during visits to educational institutions and cultural events</li> <li>- Include sections for location, date, and type of educational setting, teaching methods, student engagement, and cultural elements</li> </ul>	<ul style="list-style-type: none"> <li>- During visits to educational institutions and cultural events, use the form to document details such as the location, date, educational setting, teaching methods, and student engagement</li> <li>- Note any cultural elements incorporated into the teaching of Dazu vocal music</li> </ul>	Analyze the collected observational data to provide context and insights into the educational aspects of Dazu vocal music transmission
Interview Form	<ul style="list-style-type: none"> <li>- Develop a structured form with open-ended questions related to the role of education and literacy in preserving and promoting Dazu vocal music</li> <li>- Cover topics such as experiences, teaching methods, challenges, and perceptions of education's impact</li> </ul>	<ul style="list-style-type: none"> <li>- Conduct structured interviews with key informants who have expertise in Dazu vocal music and education</li> <li>- Pose questions regarding their experiences, teaching methods, challenges, and perceptions of education's impact on cultural transmission</li> </ul>	Analyze the qualitative data gathered from the interviews to gain insights into the impact of education on cultural transmission

have had on the local community. This section examines how these initiatives have strengthened the relationship between Dazu vocal music practitioners and their audience, highlighting the active part that locals have played in the transmission process. It highlights how such engagement contributes significantly to the sustainability of this cherished folk tradition.

At the heart of this impact is the heightened sense of cultural identity and pride experienced by the local community. As Dazu vocal music finds its way into educational institutions, cultural programs, and local events, it becomes an integral part of the community's fabric. This integration fosters a sense of ownership, with community members viewing Dazu vocal music as a source of cultural heritage that defines and distinguishes their identity.

Education plays a pivotal role in instilling this sense of pride and identity. When Dazu vocal music is incorporated into school curricula, students, from a young age, are exposed to the rich tapestry of their local culture. They learn not only the songs themselves but also the history, stories, and values embedded within them. This educational engagement ignites a sense of belonging, encouraging students to identify with and actively participate in the preservation of Dazu vocal music.

Local cultural programs and events further strengthen the bond between the community and Dazu vocal music. Festivals, workshops, and performances provide platforms for residents to showcase their talents and knowledge of this folk tradition. The active participation of community members in these events fosters a collaborative spirit where individuals of all ages come together to celebrate and transmit their cultural heritage.

In particular, the involvement of elder practitioners in these events is invaluable. Their wisdom and experience serve as a bridge to the past, connecting younger generations with the traditions of their ancestors. As elders impart their knowledge and skills to the youth, a sense of intergenerational

continuity is established, ensuring the transmission of Dazu vocal music for generations to come.

The impact on the local community extends beyond cultural preservation; it also has socioeconomic implications. Dazu vocal music-related events and initiatives have the potential to boost tourism and create opportunities for local artists and performers. This, in turn, contributes to the economic well-being of the community, further underscoring the importance of these cultural endeavors.

### Challenges and Opportunities

The study recognizes that despite the significant contributions made by education and literacy to the preservation of Dazu vocal music, several challenges threaten the continuity of this cherished folk tradition. Among these challenges, two primary concerns emerge: the aging population of practitioners and the evolving cultural dynamics within the community.

One of the most pressing challenges is the aging demographic of Dazu vocal music practitioners. Many of the custodians of this tradition are elderly individuals who have spent their lives mastering the art form. As these practitioners age, there is a growing concern about the potential loss of their invaluable knowledge and skills. The risk of this knowledge fading away with the passing of the older generation is a palpable threat to the preservation of Dazu vocal music.

Furthermore, the changing cultural dynamics within the community pose a challenge. As modernization and urbanization continue to influence the lifestyles and preferences of younger generations, there is a risk of disconnection from traditional folk practices. The allure of contemporary forms of entertainment and the demands of a fast-paced world may divert the attention of the youth away from Dazu vocal music. This cultural shift raises questions about how to engage younger generations and ensure their active participation in preservation efforts.

However, the study is optimistic about the future of Dazu vocal music and identifies several opportunities to address these challenges effectively. One key opportunity lies in fostering collaboration between educational institutions, cultural organizations, and local communities.

Educational institutions, particularly schools and universities, can play a vital role in mitigating the challenges posed by the aging population of practitioners. By establishing programs that actively involve elder practitioners as teachers and mentors, educational institutions can ensure the transmission of knowledge to younger generations. Additionally, curricular enhancements that integrate Dazu vocal music can help engage students and promote its continued relevance.

Cultural organizations also present an opportunity for the preservation of Dazu vocal music. Collaborations with these organizations can lead to the creation of cultural events, festivals, and exhibitions that showcase the art form. These events not only attract residents but also draw in wider audiences, generating interest and appreciation for Dazu vocal music.

Local communities themselves are a source of strength and opportunity. By actively participating in the preservation efforts and supporting the continuation of Dazu vocal music within their families and communities, they can play a pivotal role in ensuring its sustainability. Encouraging intergenerational exchange within families and communities can bridge the gap between elderly practitioners and younger generations.

### Wider Recognition and Appreciation

The study highlights the transformative impact of education and literacy initiatives on the recognition and appreciation of Dazu vocal music, both within the local region and on a national scale. The inclusion of this traditional art form in educational settings has played a pivotal role in raising awareness and ensuring its continued relevance.

At a regional level, the integration of Dazu vocal music into the curriculum of local schools and cultural programs has resulted in a notable surge in its popularity. Younger generations, who may not have been exposed to this art form through traditional means, are now learning about it as part of their education. As a result, there has been a revival of interest among residents, and Dazu vocal music has become an integral part of the cultural identity of Chongqing.

Moreover, the recognition and appreciation of Dazu vocal music have transcended regional boundaries and garnered attention on a national scale. Educational institutions beyond Chongqing have also recognized the cultural significance of this art form, leading to its inclusion in curricula across the country. This broader exposure has introduced Dazu vocal music to audiences who may have previously been unaware of its existence.

The inclusion of Dazu vocal music in educational settings has had a twofold impact on younger generations. Firstly, it has provided them with an opportunity to learn about their cultural heritage and connect with their roots. This educational engagement has instilled a sense of pride and identity among students, fostering a deeper appreciation for the art form.

Secondly, it has ensured the continued relevance of Dazu vocal music in a rapidly changing world. By introducing it to younger generations through education, the tradition has found new enthusiasts who are eager to explore its beauty and significance. This renewed interest has not only preserved Dazu's vocal music but has also allowed it to evolve and adapt to contemporary sensibilities.

In conclusion, these results shed light on the pivotal role of education, the significance of literacy, their impact on the local community, the challenges faced, and the opportunities for collaboration. Furthermore, they illustrate how these factors have collectively contributed to the wider recognition and appreciation of Dazu vocal music, ensuring its continued relevance in both regional and national contexts, as shown in Table 4.

**Table 4.** Summarized research results

Research Results	Key Points
Education's Role in Cultural Transmission	Education, especially in schools and local cultural programs, is crucial in preserving and transmitting Dazu vocal music. It provides a structured platform for students to learn and appreciate this art form, ensuring continuity, hands-on learning, and preservation of the tradition. Education also introduces Dazu vocal music to younger generations, ensuring its relevance
Literacy and Cultural Preservation	Literacy preserves Dazu vocal music's lyrics and history, ensuring fidelity through songbooks and transcriptions. They make it accessible beyond oral traditions, democratizing access and facilitating regional and national sharing. Literacy empowers individuals to engage with their heritage and fosters cultural exchange
Impact on the Local Community	Dazu vocal music practitioners and the local community are strengthened through education and cultural initiatives, fostering cultural identity and pride. Elder practitioners pass down knowledge, ensuring the sustainability of the music. These initiatives also have socioeconomic implications
Challenges and Opportunities	Challenges include aging practitioners and changing cultural dynamics. Collaboration between educational institutions, cultural organizations, and local communities presents opportunities. Elder practitioners can mentor, curriculum enhancements engage students, cultural organizations create events, and local communities participate in preservation efforts
Wider Recognition and Appreciation	Education initiatives promote Dazu vocal music, a cultural heritage that transcends geographical boundaries. These initiatives revitalize and adapt the art form to contemporary sensibilities, ensuring its enduring relevance and place in Chinese folk traditions

## DISCUSSION AND CONCLUSION

The study highlights the pivotal role of educational institutions, particularly schools and local cultural initiatives, in preserving Dazu vocal music. This aligns with the broader theoretical framework of cultural preservation and transmission, emphasizing the significance of formal education in safeguarding intangible cultural heritage (Bhattacharya, 2021; Law & Ho, 2011). Education acts as a structured platform for knowledge transfer, ensuring the continuity of this folk tradition. It empowers younger generations with the necessary skills and awareness to engage with Dazu vocal music actively.

The study's findings resonate with the work of scholars like DeSoucey et al. (2019), who discuss the role of formal education in rationalized authenticity and the preservation of intangible cultural heritage. Education not only transmits knowledge but also imparts a sense of cultural identity and pride, which is crucial for sustaining traditions (Paris, 2012).

The incorporation of literacy into the preservation of Dazu vocal music is consistent with the broader discourse on safeguarding intangible cultural heritage. Literacy, through the creation of written materials such as songbooks and transcriptions, aligns with the theoretical principles of documentation and accessibility (Schönpflug, 2008; Shelemay et al., 1997). This study echoes the view that written documentation plays a vital role in ensuring the fidelity of cultural traditions over time.

Furthermore, the role of literacy in making Dazu vocal music accessible beyond oral traditions aligns with the idea of democratizing access to cultural heritage (Tonietti & Tonietti, 2014). This approach resonates with the work of Nolet (2007), who emphasizes the importance of literacy in music education.

The profound impact of education and cultural initiatives on the local community is a consistent finding in the study. This aligns with the theoretical framework of community engagement and the preservation of cultural identity (Chung, 2010; Moric, 2020). The sense of pride and belonging experienced by the local community when Dazu vocal music is integrated into their lives echoes the principles of cultural sustainability (Paris, 2012). The intergenerational exchange and the involvement of elder practitioners in the transmission process reflect the importance of mentorship and knowledge transfer (Erjian & Chuangprakhon, 2023).

The study identifies challenges such as an aging practitioner population and changing cultural dynamics. These challenges are consistent with broader discussions about the threats to intangible cultural heritage (Denton, 2013; McLaren, 2010). The study suggests opportunities for collaboration, aligning with the theoretical perspective that emphasizes partnerships between educational institutions, cultural organizations, and local communities to address preservation challenges (Dreyer, 2018; Roth et al., 2009).

The study highlights how education initiatives have led to a wider recognition and appreciation of Dazu vocal music. This aligns with the theoretical discourse on the role of

education in promoting and revitalizing cultural heritage (Howard, 2016; Tunbridge & Ashworth, 2018). The study's findings are consistent with the study that discusses how education can bridge the gap between tradition and contemporary sensibilities, ensuring the continued relevance of cultural practices (Tang, 2021).

In conclusion, this study illuminates the intricate dynamics involved in the preservation and transmission of Dazu vocal music, emphasizing the indispensable roles played by education and literacy in the cultural continuity of this cherished heritage. Key findings underscore the significance of educational institutions, particularly schools and cultural initiatives, in instilling a sense of pride and identity among younger generations. Literacy emerges as powerful tools for safeguarding the art form's lyrics and history, fostering accessibility, and enabling cultural exchange. Despite challenges posed by an aging practitioner demographic and evolving cultural dynamics, collaborative efforts among educational institutions, cultural organizations, and local communities present promising avenues for sustaining Dazu vocal music. Future research should focus on refining and expanding these collaborative models, exploring innovative ways to engage younger generations, and evaluating the long-term impact of educational initiatives on the preservation and evolution of Dazu vocal music.

## REFERENCES

- Bhattacharya, A. (2021). Art for life: Intangible cultural heritage as a tool for entrepreneurial development in India. *Indian Entrepreneurship: A Nation Evolving*, 65-94. [https://doi.org/10.1007/978-981-15-4859-8\\_5](https://doi.org/10.1007/978-981-15-4859-8_5)
- Chen, C. (2022). *The Development of Mudong Folk Song in Ba nan District, Chongqing, China* [Doctoral dissertation]. Mahasarakham University.
- Chinafolio. (n.d.). *Chongqing Municipality*. <https://chinafolio.com/provinces/chongqing-municipality>
- Chung, T. (2010). Where from the "secret of expression" of Chinese civilization? Historical operation of "chindia" in mining the spiritual and material cultures of China. *Procedia-Social and Behavioral Sciences*, 2(5), 7098-7119. <https://doi.org/10.1016/j.sbspro.2010.05.063>
- Denton, K. A. (2013). *Exhibiting the past: historical memory and the politics of museums in postsocialist China*. University of Hawaii Press. <https://doi.org/10.21313/hawaii/9780824836870.001.0001>
- DeSoucey, M., Elliott, M. A., & Schmutz, V. (2019). *Rationalized authenticity and the transnational spread of intangible cultural heritage*. *Poetics*, 75, 101332. <https://doi.org/10.1016/j.poetic.2018.11.001>
- Dreyer, J. T. (2018). *China's political system: Modernization and tradition*. Routledge. <https://doi.org/10.4324/9781315144399>
- Erjian, M., & Chuangprakhon, S. (2023). Transmission of Yugu Folk Song Knowledge in Sunan County, Gansu Province, China. *International Education Studies*, 16(3), 43-50. <https://doi.org/10.5539/ies.v16n3p43>

- Gao, C., & Karin, K. (2023). Literacy Transmission Guide-line for Preserving “Xin Tian You” Folk Songs in Northern Shaanxi, China. *International Journal of Education and Literacy Studies*, 11(4), 159-165. <https://doi.org/10.7575/aiac.ijels.v.11n.4p.159>
- Guo, Q. (2005). *Ritual Opera and Mercantile Lineage: The Confucian Transformation of Popular Culture in Late Imperial Huizhou*. Stanford University Press. <https://doi.org/10.1515/9781503624917>
- Howard, K. (Ed.). (2016). *Music as intangible cultural heritage: Policy, ideology, and practice in the preservation of East Asian traditions*. Routledge. <https://doi.org/10.4324/9781315596723>
- Jirajarupat, P., & Yinghua, Z. (2023). The Transmission of Guqin Musical Instrument Knowledge Literacy and its Reflection Study in Guizhou Province, China. *International Journal of Education and Literacy Studies*, 11(2), 22-29. <https://doi.org/10.7575/aiac.ijels.v.11n.2p.22>
- Karnes, K. (2008). *Music, criticism, and the challenge of history: Shaping modern musical thought in late nineteenth century Vienna*. Oxford University Press. <https://doi.org/10.1093/acprof:oso/9780195368666.001.0001>
- Law, W. W., & Ho, W. C. (2011). Music education in China: In search of social harmony and Chinese nationalism. *British Journal of Music Education*, 28(3), 371-388. <https://doi.org/10.1017/S0265051711000258>
- Li, R. (2010). *Soul of Beijing Opera, The: Theatrical Creativity and Continuity in the Changing World (Vol. 1)*. Hong Kong University Press.
- McLaren, A. E. (2010). Revitalization of the folk epics of the Lower Yangzi Delta: an example of China’s intangible cultural Heritage. *International Journal of Intangible Heritage*, 5(1), 29-43.
- Meng, X., Zhao, H., Ou, R., Zeng, Q., Lv, H., Zhu, H., & Ye, M. (2022). Epidemiological and clinical characteristics of influenza outbreaks among children in Chongqing, China. *Frontiers in Public Health*, 10, 760746. <https://doi.org/10.3389/fpubh.2022.760746>
- Miller, T. (2012). *China’s urban billion: the story behind the biggest migration in human history*. Bloomsbury Publishing. <https://doi.org/10.5040/9781350219137>
- Moric, A. (2020). Gottscheer Folk Song-From a Means of Fostering National Differentiation to a Memory Keeper in the Diaspora. *Traditiones*, 49(2), 141-166. <https://doi.org/10.3986/Traditio2020490208>
- Nolet, M. (2007). Toward a new understanding: Music literacy and orality in music education. *The Canadian Music Educator*, 48(3), 33-37.
- Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. *Educational researcher*, 41(3), 93-97. <https://doi.org/10.3102/0013189X12441244>
- Pu, L., & Foster, J. (2012). From a Local TV to a Broadcasting Conglomerate: A Regional Chinese Media Company’s History, Development and Struggle. *China Media Research*, 8(3), 11-23.
- Qiu, L., Chuangprakhon, S., & Jian, S. (2024). Qualitative analysis of the transmission and preservation strategies for Qin’an Xiaoku folk music in Gansu, China. *Multi-disciplinary Science Journal*, 6(4), 2024048-2024048. <https://doi.org/10.31893/multiscience.2024048>
- Roth, W. M., Lee, Y. J., & Hsu, P. L. (2009). A tool for changing the world: possibilities of cultural-historical activity theory to reinvigorate science education. *Studies in Science Education*, 45(2), 131-167. <https://doi.org/10.1080/03057260903142269>
- Schönpflug, U. (Ed.). (2008). *Cultural transmission: Psychological, developmental, social, and methodological aspects*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511804670>
- Shelemay, K. K., Barz, G. F., & Cooley, T. J. (1997). The ethnomusicologist, ethnographic method, and the transmission of tradition. *Shadows in the field: new perspectives for fieldwork in ethnomusicology*, 189-204. <https://doi.org/10.1093/oso/9780195109108.003.0010>
- Shi, W., & Nicolas, A. (2023). Enhancing Education and Literacy through the Transmission of Tibetan Folk Music Performing Art in Qinghai Province, China. *International Journal of Education and Literacy Studies*, 11(4), 151-158. <https://doi.org/10.7575/aiac.ijels.v.11n.4p.151>
- Tang, K. (2021). Singing a Chinese nation: Heritage preservation, the yuanshengtai movement, and new trends in Chinese folk music in the twenty-first century. *Ethnomusicology*, 65(1), 1-31. <https://doi.org/10.5406/ethnomusicology.65.1.0001>
- Tonietti, T. M., & Tonietti, T. M. (2014). In Chinese Characters. *And Yet It Is Heard: Musical, Multilingual and Multicultural History of the Mathematical Sciences-Volume 1*, 97-168. [https://doi.org/10.1007/978-3-0348-0672-5\\_3](https://doi.org/10.1007/978-3-0348-0672-5_3)
- Tunbridge, J., & Ashworth, G. (2018). From World Heritage to National Solidarity. *World Heritage Craze in China: Universal Discourse, National Culture, and Local Memory*, 68. <https://doi.org/10.2307/j.ctvw04gwp.8>
- Whatley, R., Banda, R. M., & Bryan, N. (2020). Challenging traditional conceptions of English curricula & pedagogy: A review of literature on teaching critical literacy through political music. *Changing English*, 27(4), 431-445. <https://doi.org/10.1080/1358684X.2020.1747395>
- Wilcox, E. (2019). *Revolutionary bodies: Chinese dance and the socialist legacy* (p. 324). University of California Press. <https://doi.org/10.1515/9780520971905>
- Xin, S. (2022). *Sichuan Qingyin Performance in China: The Transmission Process, Obstruction and Way to Resolve* [Doctoral dissertation] Mahasarakham University.
- Yang, L. (2023). *Preservation and Promotion of ChuangjiangHaozi Performing Arts* [Doctoral dissertation]. Mahasarakham University.
- Yang, S., & Guo, R. (2017, May). Inheriting the National Culture, Carrying Forward the National Spirit and Creating the Characteristics of Ethnic Education---The Practice of Creating Characteristic Schools in Chongqing Minority Middle School. In *3rd International Symposium on Social Science (ISSS 2017)* (pp. 478-482). Atlantis Press. <https://doi.org/10.2991/iss-17.2017.105>
- Yating, W., Rahman, A. R. A., Kmw, P., & Ling, S. M. (2021). The Origin and Formation of Sichuan Opera.



- Journal of the Balkan Tribological Association*, 27(2), 332-342.
- Zhang, E., & Choatchamrat, S. (2023). Dissemination of Folk Song Literacy in China's Northern Shaanxi Province. *International Journal of Education and Literacy Studies*, 11(4), 131-140. <https://doi.org/10.7575/aiac.ijels.v.11n.4p.131>
- Zhang, J. (2018). Folklore in China: Past, Present, and Challenges. *Humanities*, 7(2), 1-20. <https://doi.org/10.3390/h7020035>
- Zhou, Y., Chang, V. K., & Gong, X. (2014). Recalling the war in China: The Dahoufang project in Chongqing and the restoration of a legacy. *Frontiers of History in China*, 9(4), 611-627.