

Construction of a Professional Development Support System for Rural Music Teachers from the Perspective of UGS Collaboration

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Abstract

Rural music education is a key carrier for aesthetic education to take root in rural areas, and the core of improving its quality lies in teachers' professional development. Currently, rural music teachers face practical difficulties in professional growth, such as scattered resources, disconnected support, and insufficient motivation. Based on the concept of UGS collaboration, this paper constructs a multi-stakeholder-linked professional development support system, integrating high-quality resources from universities, governments, and rural schools. Through collaboration, it addresses the problem of resource silos, provides precise and sustained personalized support, and stimulates endogenous educational motivation. With a collaborative platform as the foundation, local curriculum as the core, multi-evaluation as the guide, and digital resources as the support, the system builds a comprehensive path for rural music teachers' professional growth, helping high-quality development of rural aesthetic education and promoting the effective implementation of educational equity.

Keywords

UGS collaboration; Rural music teachers; Professional development; Support system; Rural aesthetic education

Online publication: September 26, 2025

1. Introduction

The revitalization of rural education cannot be separated from the empowerment of aesthetic education. As an important part of aesthetic education, music education plays an irreplaceable role in cultivating rural students' aesthetic taste, inheriting local culture, and shaping sound personalities. Rural music teachers are the core force in implementing aesthetic education tasks, and their

professional literacy directly determines the quality of rural music education implementation. However, rural music education in China has long been in a weak state, and teachers face many obstacles in professional development. In the traditional support model, there is a lack of effective linkage among universities, governments, and rural schools, resulting in unbalanced resource allocation and formalized training, which is difficult to meet teachers' actual growth

needs ^[1]. The UGS collaboration model emphasizes the complementary advantages and in-depth cooperation among universities, governments, and schools, providing new ideas for solving the dilemmas of rural music teachers' professional development ^[2]. In this context, based on the reality of rural education, constructing a professional development support system for rural music teachers from the perspective of UGS collaboration, integrating resources from all parties, and optimizing support paths are of great practical significance for improving rural music teachers' professional capabilities, improving the rural aesthetic education system, and promoting balanced educational development.

2. Necessity of constructing a professional development support system for rural music teachers from the perspective of UGS collaboration

2.1. Addressing the dilemma of isolated rural aesthetic education resources

Rural music education resources have long been in a scattered and closed state, facing the dilemma of resource silos. Most rural schools are located in remote areas, lacking music teaching equipment, and are insufficient in basic resources such as musical instruments and music scores. High-quality music education resources within counties are concentrated in a few urban schools, making it difficult for rural schools to access them. Various resources belong to different subjects: government departments hold policy and financial resources, universities possess teacher and scientific research resources, and rural schools have accumulated teaching practice resources. These resources are fragmented and lack overall integration ^[3]. Through establishing a multi-stakeholder collaboration mechanism, UGS collaboration breaks resource barriers, promotes the cross-subject flow and optimal allocation of policies, funds, teachers, scientific research and other resources, connects scattered resources into a network, forms a synergy in resource supply, effectively addresses the problem of scattered and closed rural aesthetic education resources, and provides sufficient resource guarantee for rural music teachers' professional development.

2.2. Achieving teachers' targeted and sustained development

Traditional training for rural music teachers mostly adopts centralized teaching and short-term intensive training models, which have obvious limitations. Training content is mostly unified theoretical knowledge and general teaching methods, ignoring differences in teaching environments of different rural schools, teachers' individual ability shortcomings, and development needs, making it difficult to achieve targeted empowerment. After training, there is a lack of follow-up guidance and support, so teachers cannot get timely answers to problems encountered in practice, and it is difficult to effectively transform the learned knowledge and skills. Under the UGS collaboration model, the government formulates training directions, universities conduct demand surveys relying on professional advantages, and rural schools provide teachers' actual teaching situations ^[4]. The three parties jointly develop personalized training programs. By establishing a long-term tracking mechanism, university experts form pairs to assist backbone teachers, and government departments provide policy guarantees, realizing a seamless connection between training and practice, providing long-term and personalized professional support for teachers, and helping them grow continuously.

2.3. Stimulating endogenous vitality of rural music education

A support model relying solely on external training is difficult to sustain rural music teachers' long-term professional development. In traditional training, teachers are mostly in a passive acceptance state, lacking enthusiasm and creativity for active participation, and the training effect is difficult to sustain. Rural schools lack a voice in the development of music education and are unable to lead the direction of teachers' professional development according to their own needs. UGS collaboration emphasizes stimulating the endogenous motivation of teachers and schools ^[5]. By endowing rural schools and teachers with more participation rights and autonomy, teachers are deeply involved in training program design, curriculum development, resource construction, and other links. The government provides policy incentives, universities offer professional guidance, guiding teachers to carry out research and innovation combined with teaching

practice, and encouraging schools to build characteristic music education brands ^[6]. This collaborative model can arouse teachers' professional awareness, stimulate schools' development enthusiasm, form an endogenous development mechanism driven by demand, practical exploration, and feedback optimization, and inject lasting motivation into rural music teachers' professional development.

3. Current situation of the professional development support system for rural music teachers

3.1. Scattered support subjects and lack of collaborative linkage

In the current professional development support work for rural music teachers, universities, governments, and rural schools act independently, failing to form effective collaboration. Government education departments focus on policy formulation and fund allocation, but lack the ability to track policy implementation effects and coordinate resources; universities mainly carry out short-term training and theoretical guidance, which are not closely combined with the actual teaching of rural schools, and scientific research achievements are difficult to transform into practical support; as the main battlefield for teachers' professional development, rural schools lack regular communication channels with universities and governments, making it difficult to accurately express their needs. The three forces are scattered, resource allocation is redundant and inefficient, and a closed loop of policy guidance, professional support, and practical implementation has not been formed, resulting in greatly reduced support effects ^[7].

3.2. Disconnected training content and difficulty in application

Existing training content is mostly designed by universities or training institutions, showing obvious theoretical and urban tendencies. Training courses mostly focus on general music teaching theories and teaching cases of urban schools, ignoring the teaching condition constraints, students' cognitive characteristics, and the local cultural background of rural schools. Training content is disconnected from the actual needs of rural music teaching, lacking the excavation and integration

of local cultural resources such as local folk songs and operas, and failing to provide solutions for common scenarios in rural music teaching, such as small-class teaching and multi-disciplinary integrated teaching ^[8]. After participating in training, teachers find it difficult to apply the learned knowledge and skills to actual teaching. The training lacks practicality and pertinence, making it difficult to truly improve teaching ability.

3.3. Single development path and rigid evaluation mechanism

Rural music teachers have narrow professional development channels and relatively single paths. Most teachers' professional growth relies on limited offline training and self-exploration, lacking diversified development opportunities such as external exchanges, teaching and research collaboration, and project research ^[9]. The evaluation mechanism has obvious rigidity problems, overemphasizing quantitative indicators such as paper publication and competition awards, while ignoring teachers' practical results in rural music teaching, contributions to local curriculum development, and actual effects on improving students' aesthetic literacy. This evaluation standard, which only values papers and awards, is disconnected from the actual work of rural music teachers, making it difficult to fully reflect teachers' professional capabilities and work value, dampening their enthusiasm for professional development, and restricting their growth space.

3.4. Insufficient resource supply and lack of follow-up support

The hardware facilities for music education in rural schools are generally backward. Most schools lack professional music classrooms, musical instruments, and other basic teaching equipment, and some remote rural schools have no basic music teaching tools. The supply of digital resources is seriously insufficient. High-quality digital teaching resources such as teaching plans, micro-lessons, and teaching videos are scarce, making it difficult for teachers to obtain cutting-edge teaching concepts and methods. More prominently, teachers lack continuous follow-up support after training. After the training, teachers cannot get timely guidance on problems encountered in practical application, and it is difficult

to consolidate and deepen the learned knowledge and skills^[10]. At the same time, there is a lack of dynamically updated resource libraries and regular teaching and research exchange platforms, so teachers' professional development lacks continuous resource guarantee and academic support, and professional growth is difficult to advance sustainably.

4. Strategies for constructing a professional development support system for rural music teachers from the perspective of UGS collaboration

4.1. Building a collaborative platform to achieve multi-stakeholder linked governance

The core of constructing a professional development support system for rural music teachers is to build a UGS tripartite collaborative platform and form a multi-stakeholder-linked governance structure. Led by local government education departments, it is responsible for overall policy formulation, fund investment, and overall planning, clarifying the responsibilities and collaboration mechanisms of the three parties, and incorporating rural music teachers' professional development into the local overall plan for aesthetic education development. Universities play a leading professional role, taking the lead in establishing a rural aesthetic education development community, integrating music discipline teachers, scientific research forces, and teaching resources to provide professional support for collaborative work^[11]. As the main practice subject, rural schools actively participate in the construction of the community, feeding back teachers' development needs and actual teaching situations. Establish a regular consultation mechanism, hold tripartite collaboration meetings regularly to communicate work progress and solve practical problems. Build an online-offline integrated collaboration platform, establish real-time communication channels online, and carry out activities such as joint teaching and research and paired assistance offline^[12]. Through the platform, organic integration of policy resources, teacher resources, and teaching resources is realized, breaking the barriers among the three parties, forming a linked governance model of government coordination, university leadership, and

school practice, and gathering multi-stakeholder synergy for rural music teachers' professional development.

4.2. Developing a local curriculum to promote targeted training empowerment

The accuracy of training content directly determines the effect of teachers' professional development. It is necessary to rely on UGS collaboration to develop a local curriculum that fits rural reality. University music education experts conduct in-depth research in rural schools, fully understanding rural teaching environments, student characteristics, and teachers' ability shortcomings, and excavating local intangible cultural heritage and rural music resources such as local folk songs, operas, and folk dances. Rural music teachers, combined with their own teaching experience, participate in curriculum design and content selection to ensure that the curriculum meets the actual needs of teaching^[13]. Government education departments provide policy support and financial guarantee, encouraging the three parties to jointly form a curriculum development team to develop a training curriculum system. The curriculum content includes both basic music teaching theories and skills, and pays more attention to integrating local cultural elements, developing teaching cases, lesson plans, and teaching tools with regional characteristics. The training form adopts a combination of theoretical explanation, practical operation, case discussion, and on-site observation. Organize university experts and backbone teachers to carry out embedded training in rural schools, setting the training classroom at the front line of teaching. By accurately connecting teachers' needs with rural reality, the training content truly fits teaching practice, improving teachers' ability to transform theoretical knowledge into teaching ability and realizing targeted empowerment^[14].

4.3. Innovating the evaluation mechanism to expand teachers' growth channels

Break the rigid evaluation model and establish a multi-dimensional value-added evaluation system involving the UGS tripartite, expanding growth channels for rural music teachers' professional development. The evaluation subject shifts from a single one to a multi-dimensional one: universities are responsible for professional competence assessment, education departments lead the implementation of policy standards, and rural schools focus on evaluating

teaching practice effects ^[15]. The three parties jointly formulate evaluation indicators and processes to ensure comprehensive and objective evaluation. The evaluation content breaks through the limitation of only valuing papers and awards, incorporating local curriculum development achievements, the effect of improving students' artistic literacy, the effect of guiding music clubs, and the organization of aesthetic education practice activities into the evaluation system, highlighting teachers' practical contributions and local value. The evaluation method combines process evaluation and summative evaluation, focusing on tracking and recording the process of teachers' professional growth, and paying attention to teachers' progress in teaching ability, scientific research level, and cultural inheritance. Establish a system linking evaluation results with incentive mechanisms, taking evaluation results as an important basis for teachers' selection and commendation, professional title evaluation, and training further study. Improve the preferential policies for rural music teachers' professional title promotion, providing more development opportunities for teachers who take root in rural areas and have outstanding achievements. Through multi-dimensional evaluation and incentive mechanisms, stimulate teachers' endogenous motivation for professional development and expand their growth space.

4.4. Co-building a digital resource library to provide sustained development support

Relying on information technology, the UGS tripartite collaboratively builds a rural music education cloud platform, providing sustained support for teachers' professional development. The government is responsible for fund investment and policy guarantee for platform construction, coordinating relevant departments to solve technical and resource integration problems in platform construction; universities give play to their professional advantages, organizing backbone teachers and experts to screen and produce high-quality digital teaching resources, including lesson plans, micro-lessons, teaching videos, and musical instrument performance tutorials; rural schools organize teachers to participate in

resource uploading and updating, sharing teaching practice cases and experience ^[16]. The platform sets up functional modules such as high-quality resource sharing, online workshops, expert Q&A communities, and teaching and research exchange forums, gathering high-quality resources from all parties to meet teachers' diverse learning needs. Establish a dynamic resource update mechanism, regularly supplementing and updating resource content according to the development of rural music education and changes in teachers' needs, ensuring the timeliness and practicality of resources ^[17]. Through online workshops and expert Q&A communities, we realize real-time interaction between university experts and rural teachers, providing regular professional guidance for teachers. The cloud platform breaks geographical restrictions, reduces the cost of resource acquisition, realizes the wide coverage and co-construction and sharing of high-quality resources, builds a teaching and research platform for rural music teachers, and provides sustained and stable professional development support.

5. Conclusion

The professional development of rural music teachers is a core link in the revitalization of rural aesthetic education. Constructing a professional development support system from the perspective of UGS collaboration is an effective path to solve current dilemmas. This system integrates multi-stakeholder resources by building a collaborative platform, achieves targeted empowerment by developing a local curriculum, expands growth channels by innovating evaluation mechanisms, and provides sustained support by co-building a digital resource library, forming a professional development ecology of collaborative linkage, precision, and efficiency, endogenous drive, and sustainable development. The UGS collaboration model breaks the barriers and limitations of the traditional support model, organically combining universities' professional advantages, governments' policy resources, and rural schools' practical foundations, providing comprehensive and multi-level support for rural music teachers' professional growth.

Disclosure statement

The authors declare no conflict of interest.

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