
Research on the Model of Li Miao Music Education Serving the Free Trade Port Cultural and Tourism Industry from the Perspective of Industry Education Integration

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Abstract: The construction of the Hainan Free Trade Port International Tourism Consumption Center has put forward an urgent need for upgrading the characteristic cultural and tourism industry. As a core ethnic cultural resource in Hainan, the dynamic inheritance and industrial transformation of Li Miao music cannot be separated from educational support. Based on the concept of industry education integration, this article explores the inherent compatibility between Li Miao music education and the cultural and tourism industry of the Free Trade Port. The article analyzes the current difficulties in the integration process of the two, such as talent supply-demand mismatch, curriculum system detachment from the industry, and imperfect collaboration mechanisms. The article constructs a multi-dimensional collaborative service model of “government school enterprise research and transmission”, including a talent training model of “engineering alternation+dual mentor system”, a curriculum optimization model of “industry demand orientation”, and a platform co-construction model of “resource sharing+value co-creation.” The aim is to achieve a win-win situation for the inheritance of Li Miao music culture, the improvement of music education, and the upgrading of the cultural and tourism industry, and provide intellectual support and cultural motivation for the high-quality development of the characteristic cultural and tourism industry of the Free Trade Port.

Keywords: Li Miao music education; Integration of industry and education; Hainan Free Trade Port; Cultural and tourism industry; Service model

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1. Introduction

The construction of Hainan Free Trade Port is a major strategic deployment of the country. The “Implementation Plan for Building an International Tourism Consumption Center in Hainan Province” clearly proposes to “promote the deep integration of tourism, culture and sports, health and medical care, elderly care and health around the construction of an international tourism consumption center.” Enhance cultural tourism consumption and promote the deep integration of ethnic culture and tourism. As a spiritual and cultural treasure of the Li and Miao ethnic groups, Li and Miao music covers

various forms such as mountain songs, nose xiao performances, and lusheng music, and is the core cultural IP of Hainan's characteristic cultural tourism industry. Currently, Baoting Li and Miao Autonomous County has activated the vitality of Li and Miao literature and art through copyright protection, and scenic spots such as Binglang Valley have achieved cultural and creative sales growth through Li and Miao music exhibitions, confirming the industrial value of Li and Miao music. The integration of industry and education, as a key path to breaking down barriers between education and industry, has shown results in the talent cultivation model of "thriving industry and neglecting education" in Hainan. Based on this, this article explores a feasible model for Li Miao music education to serve the cultural and tourism industry of the free trade port from the perspective of industry education integration. It is not only an inevitable requirement for promoting the dynamic inheritance of Li Miao culture, but also an important exploration for the differentiated development of the cultural and tourism industry in the free trade port, which has important academic value and practical significance ^[1].

2. The basic conditions for the integration of Li Miao music education and the free trade port cultural tourism industry

2.1. The intrinsic compatibility between cultural value and industrial demand

Li Miao music embodies the historical memory and life wisdom of Hainan's ethnic minorities, with unique melodies, rhythms, performance forms, and cultural connotations, forming an important advantage in the differentiated competition of the free trade port's cultural and tourism industry. With the construction of international tourism consumption centers, the cultural and tourism industry has shifted from sightseeing-oriented to experiential-oriented. Tourists have an increasing demand for local cultural experiences, and Li Miao music, as an important carrier of immersive cultural experiences, continues to increase in market demand. The dilemma of inheriting Li Miao music provides opportunities for educational intervention. At present, there is a serious phenomenon of aging inheritors, and the younger generation lacks the willingness to inherit. By integrating industry and education, the study combines the needs of inheritance and industry, providing practical venues for music education and talent for the cultural tourism industry, forming a positive interaction between cultural inheritance and industrial development ^[2].

2.2. Dual guarantee of policy support and practical exploration

The construction of Hainan Free Trade Port provides a solid policy guarantee for the integration of Li Miao music education and the tourism industry. Hainan Province has successively issued policies such as the "Three Year Action Plan for Tourism, Culture, Radio, Television, and Sports Talent Construction (2024–2026)" and the "Hainan Free Trade Port Cultural and Sports Talent Development Plan (2021–2025)", and has established a "strong magnetic field" for cultural and tourism talent cultivation through innovative measures such as "promoting industry and neglecting learning" and "academic migratory birds." The "flourishing industry and neglecting learning" model adopts a combination of engineering and political school enterprise cooperation, providing free academic education and technical training for nearly 30000 tourism industry employees, providing a practical paradigm for the integration of music education and cultural tourism industry in the Li Miao region. From the perspective of educational practice, Hainan Vocational University of Science and Technology and other universities have launched a special activity called "Visiting Enterprises and Expanding Posts", exploring cooperation with cultural and tourism enterprises such as Binglang Valley on joint training of Li and Miao music talents, curriculum co-construction, and proposing specific plans such as introducing Li ethnic folk songs into the classroom and creating characteristic works using Li and Miao dance as materials, laying a preliminary foundation for the construction of the industry education integration model. In addition, the implementation of Baoting's action plan to create a "Li Miao Culture Protection and Inheritance Exhibition Experience Zone" has formed a complete cultural service chain with exhibition, experience, inheritance, and development as its content, providing a practical platform for the deep integration of Li Miao music education and the cultural tourism industry ^[3].

3. The realistic dilemma of Li Miao music education serving the cultural and tourism industry of the free trade port

3.1. There is a structural mismatch between talent cultivation and industry demand

At present, there is a problem of emphasizing theory over practice and skills over industry in music education in the Li and Miao ethnic groups. The quality of talent is not difficult to meet the needs of the development of the cultural and tourism industry. Most of the music-related courses for Li and Miao in higher education mainly focus on theoretical lectures or technical training, lacking the cultivation of core competencies in cultural and tourism scenes, cultural and creative product development, cross-cultural communication, and other industries. This results in graduates having difficulty adapting to the needs of positions such as scenic area exhibition planning, ethnic music, cultural and creative design, and international tourist cultural explanation. From the perspective of the industry, cultural and tourism enterprises have a high demand for composite talents who not only understand Li and Miao music skills, but also provide tourism services, market operations, and foreign language communication. However, the proportion of such talents in the existing talent supply is very low, resulting in a situation where “enterprises face a shortage of work opportunities” and “graduates face difficulties in finding employment.” At the same time, the tidal phenomenon in the tourism industry has exacerbated the contradiction between talent supply and demand, with a severe shortage of professional talent during peak seasons and a serious loss of talent during off-season. The existing Li Miao music education system lacks a flexible training mechanism to cope with this phenomenon.

3.2. The curriculum system is disconnected from industrial development, and the core of cultural inheritance is weakened

There are two main problems with the existing curriculum system of Li Miao music. Firstly, the curriculum content lags behind the development of the industry and lacks systematic teaching on the transformation path of the Li Miao music industry. Modern industrial technologies, such as copyright registration, cultural and creative product research and development, and digital music dissemination, have not yet been included in the curriculum system, which is detached from the practical needs of Baoting County to activate cultural vitality and promote cultural tourism integration through copyright protection. Secondly, the curriculum design ignores the cultural core inheritance of Li Miao music, and insufficient exploration of the ethnic history, folk etiquette, cultural symbols, and other contents behind the music, resulting in students only staying at the surface level of performance skills, making it difficult to accurately convey the cultural connotation of Li Miao music and affecting the quality of cultural tourism experience. In addition, the teaching method of the course is relatively single, mostly through classroom lectures, lacking a practical connection with cultural and tourism enterprises. Students find it difficult to truly feel the industry’s demand for Li Miao music, and the teaching effect is greatly reduced.

3.3. The collaborative mechanism between industry and education is not perfect, and the efficiency of resource integration is difficult to achieve

The integration of Li Miao music education and cultural tourism industry has not yet formed a stable collaborative mechanism, and it is difficult to effectively integrate resources from government, schools, enterprises, research, and transmission. From the perspective of cooperation entities, the government’s policy guidance is not precise enough, and there is a lack of special support policies and incentive mechanisms for the integration of the Li Miao music industry and education, resulting in low enthusiasm for cooperation between universities and enterprises. As the main body of talent cultivation, universities lack the motivation to actively connect with industry needs, and the transformation of scientific research results is weak. It is difficult to transform Li Miao music research results into industry services. Cultural and tourism enterprises have insufficient depth in participating in talent cultivation, mostly staying at the shallow level of providing internship positions and not participating in core aspects such as talent cultivation plan formulation, curriculum setting, and teaching evaluation. As the core carrier of culture, the inheritors of Li Miao music have not fully utilized their works, and their cooperation with universities is mostly sporadic lectures or performances, without forming a normalized teaching cooperation model. The cultural resources of Li and Miao music, higher education resources, and industrial

resources of enterprises are distributed in different places, lacking a unified sharing platform, resulting in the coexistence of resource waste and insufficient supply ^[4].

4. The model construction of li miao music education serving the free trade port cultural and tourism industry from the perspective of industry education integration

4.1. Constructing a talent cultivation model of “engineering alternation+dual mentor system”

Drawing on the successful experience of the “prosperous work and weak learning” model in Hainan, and based on the characteristics of Li Miao music education, create a flexible talent cultivation model of alternating work and study. Reasonably arrange teaching plans based on the peak and off peak seasons of the cultural and tourism industry, and organize students to participate in practical work such as Li Miao music performances, cultural explanations, and cultural and creative product sales in tourism enterprises such as Binglang Valley and Yanoda during peak seasons, in order to achieve precise talent supply; During the off-season, organize students to return to campus for theoretical learning and technical improvement, and transform the problems discovered in practice into teaching priorities, forming a closed-loop cultivation of practice, learning, and repractice. At the same time, a three-mentor system will be implemented, consisting of school mentors, enterprise mentors, and inheritors. School mentors are responsible for theoretical teaching and academic guidance, while enterprise mentors are responsible for cultivating practical skills to help students master the professional skills required by the industry. Li Miao music inheritors will impart core skills and cultural connotations to ensure that talent cultivation meets industry needs while retaining cultural essence. Establish a course certificate integration system of “1 academic certificate+X vocational qualification certificates”, incorporating vocational skill certifications related to Li Miao music performance, cultural and tourism services, copyright registration, etc., into the training program to enhance students’ employment competitiveness.

4.2. Creating an optimized curriculum model guided by industry demand

Based on the demand of the cultural and tourism industry in the free trade port, reconstruct the Li Miao music curriculum system to accurately match the curriculum content with the industry demand. In terms of course module design, a three-in-one curriculum system of “cultural foundation+professional skills difficulty+industry should pass” should be created. The cultural foundation module explores the historical culture, folk etiquette, cultural symbols, and other content behind Li Miao music, and offers courses such as Introduction to Li Miao Music Culture and Interpretation of Hainan Minority Cultural Symbols. The professional skills module strengthens the cultivation of core Li Miao music skills and offers courses such as Li ethnic mountain song singing, Miao ethnic reed sheng performance, and Li Miao musical instrument production. The industry should focus on the actual needs of the cultural and tourism industry through modules, and offer courses such as Li Miao music cultural and tourism performance planning, ethnic music cultural and creative product development, Li Miao music digital dissemination, and tourism foreign languages to enhance students’ adaptability to the industry. In terms of teaching methods, educators will promote a diversified teaching model that combines classroom teaching, enterprise practice, and project-driven learning. Educators will introduce real projects from cultural and tourism enterprises into the classroom, organize students to participate in the planning of cultural and tourism enterprise Li Miao music exhibitions, and use the quality of project completion as an important basis for teaching evaluation to improve students’ practical skills ^[5].

4.3. Building a collaborative platform between industry and education that combines resource sharing and value co-creation

Create a diversified collaborative platform for “government school enterprise research and transmission” led by the government, with universities as the main body, enterprises as the support, and inheritors as the basis, to achieve resource sharing and value co-creation. Establish a library of Li Miao music and cultural resources based on platform functionality, integrating cultural resources such as Li Miao music scores, audio, video, and inheritor materials to provide support for teaching and industrial development; Build a talent cultivation and employment docking platform to achieve precise

matching between the supply of talents in universities and the demand for talents in enterprises; Establish a research achievement transformation platform to transform the research achievements of universities on Li Miao music into cultural and tourism products and services, such as Li Miao music cultural and creative products, digital music experience projects, etc. In terms of cooperation mechanism, establish a normalized cooperation discussion mechanism, led by the government, and regularly hold cooperation meetings with universities, enterprises, and inheritors to coordinate and solve problems encountered in cooperation; Establish a mechanism for sharing benefits, and achieve a win-win situation among universities, enterprises, and inheritors through school enterprise cooperation in running schools and joint product development, mobilizing the enthusiasm of all parties to cooperate; Establish a normalized mechanism for inheritors to participate in teaching, hire Li Miao music inheritors as part-time teachers in universities, offer characteristic courses or workshops, and systematically impart Li Miao music skills and cultural connotations.

5. Conclusion

The integration of Li Miao music education and the cultural and tourism industry of the Free Trade Port is a win-win path for the dynamic inheritance of Li Miao culture, the improvement of music education quality, and the upgrading of the cultural and tourism industry. At present, there are challenges in the integration of the two, such as talent supply-demand mismatch, curriculum system disconnection, and inadequate collaborative mechanisms, which need to be overcome through innovative models. The talent cultivation model of “engineering alternation+dual mentor system”, the curriculum optimization model of “industry demand orientation”, and the industry education collaboration platform of “resource sharing+value co-creation” constructed in this article effectively break down the barriers between education and industry, and achieve precise docking in all aspects. With the continuous deepening of the integration of industry and education, Li Miao music education will provide more and more high-quality, specialized talents and cultural support for the cultural and tourism industry of the free trade port, innovate in inheritance and develop in innovation, and help the construction of the Hainan Free Trade Port International Tourism Consumption Center to the next level.

Disclosure statement

The author declares no conflict of interest.

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