

recommendations, this paper advocates for the integration of robust mentorship systems as a cornerstone of teacher education programs, ultimately contributing to the cultivation of transformative leaders in the field of education (Martinez & Wilson, 2023).

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RESEARCH ON PROFESSIONAL DEVELOPMENT OF MUSIC TEACHERS IN MINORITY AREAS IN NORTHWEST CHINA FROM THE PERSPECTIVE OF LOCAL KNOWLEDGE

Music embodies culture and culture contains music. As a special culture, education is not only a component of culture, but also an important means to protect, inherit and create culture. For music teachers in the northwest minority areas, their biggest and most special advantage is to make full use of their own «local knowledge» to improve their professional development, and seek professional survival and accurate positioning in the context of resource sharing. Yugu is a small ethnic group with a small population but the highest education among all ethnic groups. It has a profound cultural heritage and rich artistic resources. Yugu people are «able to speak, sing, walk and dance.» As a unique educational resource, «local knowledge» can not only provide a special and effective constructive way for the professional development of music teachers, but also provide artistic support and contribution to the inheritance carrier for the developed oral inheritance of Yugu people who have language and no words.

Under the guidance of relevant theoretical documents, this study uses «qualitative research» as the main research method, and «quantitative research» as the auxiliary research method, and takes researchers as research tools to systematically investigate the following four phenomena in Sunan Yugu area under natural circumstances. The

first part is the general situation of the field from the perspective of geo culture. This part is mainly from four aspects: the natural environment and human environment, music and culture, the brief development process of education, and the story of researchers in the Yugu community. The second part is the investigation and analysis of the current situation of the local knowledge of the music teachers in the Yugu inhabited areas. This part is mainly from four aspects: the influence of the local knowledge on the professional development of the teachers, the structure of the local knowledge of the teachers, the application of the local knowledge in the music education of the Yugu inhabited areas and the reasons for the lack of the application of the local knowledge of the music teachers. Explore. Through the research and analysis of the above problems, it is found that the improvement of teachers' local knowledge system is one of the important factors to ensure the realization of teachers' value and the sustainable professional development. However, teachers' personal, school and society are all important factors that hinder the development of teachers' local knowledge. From the perspective of teachers themselves, their professional structure and the attitude of «moving but not acting» ethnic culture inheritance make them lack the internal driving force for the development of local knowledge; from the perspective of school and society, the complex and changeable work network hinders the smooth experience of teachers and the direction of ethnic music and dance. The lack of subject leaders, the language confusion of «can't learn that flavor», the gradual lack of the field of development of ethnic music, the interest of new media to the audience of ethnic music, etc. will indirectly affect the development of teachers' local knowledge. Based on the above confusion, this study puts forward a targeted reference solution, suggesting that teachers take root in the local area and improve their professional structure; do not be a visionary and implement their beliefs into action; create a sound integration course and seek for the best complementary board of cooperation; return to the local area and rationally accept the traditional art and new media achievements and other series of suggestions, with a view to serving the music of the Yugu community. Teachers explore an effective way to promote professional development.

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