
Integrating 5G-Enabled Teaching Methods in Junior Middle School Music Classrooms

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Abstract

With the rapid updates and development of the internet, people have also entered the 5G era. The transformation brought about by 5G and next-generation information technologies like artificial intelligence has not only changed traditional lifestyles but has also brought new opportunities and challenges. The “5G+” model is now widely applied across various industries, and the education sector is no exception. Therefore, the integration of school music education and 5G deserves further exploration and research. Compared to traditional online education, “5G+ education” effectively addresses the shortcomings of the past. The inherent technological and service advantages of 5G networks can provide schools, teachers, and students with better, faster, and smoother experience, while balancing both teaching and learning.

Keywords: 5G, Music Education, Junior high school music, Instructional design, Internet

1. Introduction

With the advent of the era of big data and AI, online music education has also experienced rapid growth. According to monitoring data from Analysys in 2019, the growth rate of online education in China was approximately 39.2%. As the education industry advances and new technologies develop, more scenarios and innovative models have emerged in China's online education sector. Currently, with the rapid development of internet technology and various advanced technologies, China's music education is undergoing transformations in teaching models, content, methods, and roles, making online music education increasingly intelligent. The introduction of 4G networks has brought VR and AR to the public, but in the past, VR and AR remained lukewarm or even faced “false hype.” Additionally, online course live streaming often suffered from issues like lag and delays. However, the arrival of the 5G era seems to provide a key to unlocking these challenges.

“5G + Music Education” brings many new features and experiences that were impossible in the eras of 2G, 3G, and even 4G. It enables a seamless connection between knowledge in the real and virtual worlds while deeply integrating education with modern educational technology. With the support of 5G technology, VR, AR, and holographic live streaming have been further optimized, simultaneously driving changes in teaching models within the education sector. In the field of music education, leveraging the advantages of 5G-enabled teaching models can significantly enhance the learning experience. This article provides a brief overview and analysis of the advantages of integrating 5G technology into music education through three upgraded teaching models: holographic live streaming, advancements in VR and AR, and the evolution of online music education for remote teaching.

2. Literature review

2.1 5G + Education

5G-related technologies have the capability to drive significant transformations in traditional teaching environments and educational quality, promoting a more personalized, precise, intelligent, and integrated approach to education. 5G technology can support the integration of AR technology into education, enabling an immersive learning experience that merges the virtual and physical worlds, thereby significantly enhancing student engagement and comprehension of complex subjects (Alhujaili et al., 2024). When combined with artificial intelligence, it enables personalized learning pathways and data-driven teaching strategies, improving educational quality and efficiency (Wu et al., 2024).

In rural areas, the adoption rate of 5G-supported e-learning platforms has increased by 30%, and student performance has improved by 25%, indicating the potential of 5G in enhancing educational opportunities and engagement (Apriyanto et al., 2024). The implementation of 5G in Chinese higher education can facilitate the development of smart campuses, improve administrative efficiency, and enhance the overall educational environment (Wang et al., 2024). Rutor et al. (2024) noted that 5G can enhance teaching practices and student engagement; however, educators face both challenges and opportunities in integrating 5G technology.

2.2 5G + Music Education

There are already some articles related to “5G + Education” and “5G + Music Education.” However, few studies focus on the teaching of music courses in primary and secondary schools in China. In 2020, the State Council of China issued the Opinions on Comprehensively Strengthening and Improving Aesthetic Education in Schools in the New Era, which outlined the basic requirements for integrating arts education with academic work. This initiative aims to enhance the quality of aesthetic education and music instruction in primary and secondary schools. The rapid development of internet and information technology has provided new opportunities to

improve school aesthetic education and music teaching. By fully utilizing the inherent technical and service advantages of 5G networks, schools can offer a faster, better, and smoother music classroom experience (State Council of China, 2020). Song (2022) emphasized that developing dedicated 5G infrastructure and further optimizing network performance are crucial for fully realizing the potential of 5G in music applications. Additionally, integrating cognitive computing and artificial intelligence with 5G networks can further enhance music education and performance, offering personalized and adaptive learning experiences (Luo, 2022).

The 5G Art Festival demonstrated the potential of 5G in creating immersive live performances, where artists could collaborate remotely through enhanced audio and video experiences. This was made possible through intelligent network management and IP audio multicast protocols, enabling a professional experience with over 200 audio channels and 20 video streams (Katsaros et al., 2022). Furthermore, immersive audio rendering technology, when combined with 5G-supported architectures, enhances musicians' perception of sharing the same acoustic environment, further enriching collaborative experiences (Turchet et al., 2024).

3 Methodology

This study adopts a qualitative research approach, primarily integrating descriptive research and case study methods. First, the paper systematically describes the application of 5G technology in music education, including holographic live streaming, advancements in VR/AR technology, and network-based music education for remote teaching. This approach is well-suited for analyzing emerging technologies in education, summarizing different teaching models, and exploring their potential benefits. Furthermore, the study incorporates specific case studies of music classroom teaching to illustrate how 5G technology enhances interactivity, immersion, and overall learning outcomes in music education, thereby further validating its practical value in the field.

3.1 Application of the “5G + Music Education” Teaching Model

Integration of Holographic Live Streaming into Music Classrooms

Holographic live-streaming classrooms utilize virtual reality (VR) and augmented reality (AR) technologies to project real-time images of renowned music educators and elite school music lessons through naked-eye 3D holographic projections. The concept of holography was first introduced in 1948 by British scientist Dennis Gabor, who described it as a three-dimensional imaging technology based on the principles of interference and diffraction. With the advancement of next-generation technologies such as 5G, real-time, lag-free, and immersive holographic AR face-to-face learning experiences can now be achieved, providing learners with a highly engaging educational environment.

Holographic classrooms rely on a “holographic podium” and a “holographic live-streaming teaching area” to facilitate interactive teaching. The holographic podium (Figures 1), installed in the listening classroom, employs a holographic screen to display the instructor’s image in naked-eye 3D, offering students an authentic presence. Additionally, high-definition microphones and cameras installed in the listening classroom enable the teacher to monitor students’ reactions in real-time, allowing for timely adjustments to the teaching pace. The holographic live-streaming teaching area (Figures 2) functions similarly to a recording studio, equipped with two television screens, two cameras, a lighting system, a central control system, and an audio system. One television screen is used to preview the teacher’s live stream, while the other monitors the students’ engagement, facilitating real-time interaction between the instructor and learners.

Based on these considerations, incorporating holographic live-streaming classrooms into music education presents a promising approach. This model can help address the unequal distribution of music education resources across different regions, while also enhancing students’ learning motivation and fostering the development of music education. Currently, research on holographic technology in China’s education sector remains limited, with most studies focusing on higher education and core academic subjects. Research and practical applications in primary and secondary education, particularly in music education, are scarce. The author believes that integrating holographic live-streaming technology into music education offers distinct advantages and represents a valuable opportunity for innovation in the field.

Figure 1: Holographic Classroom Effect Diagram from the *5G Smart White Paper*

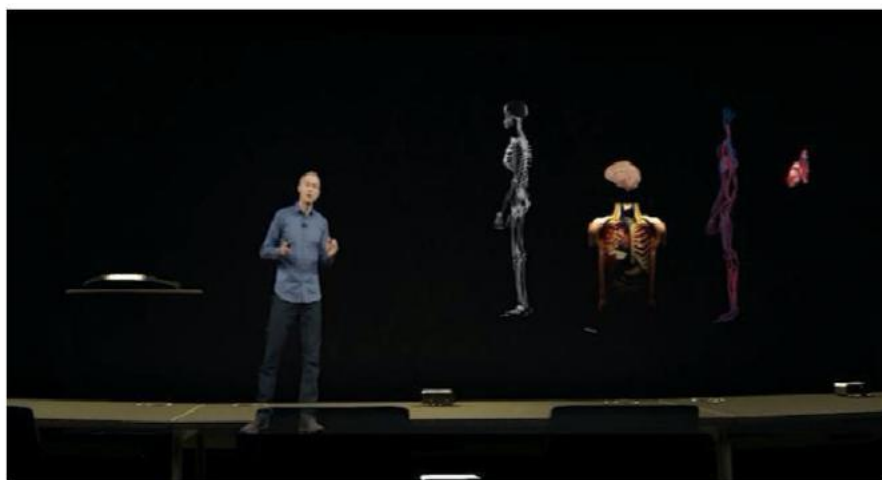
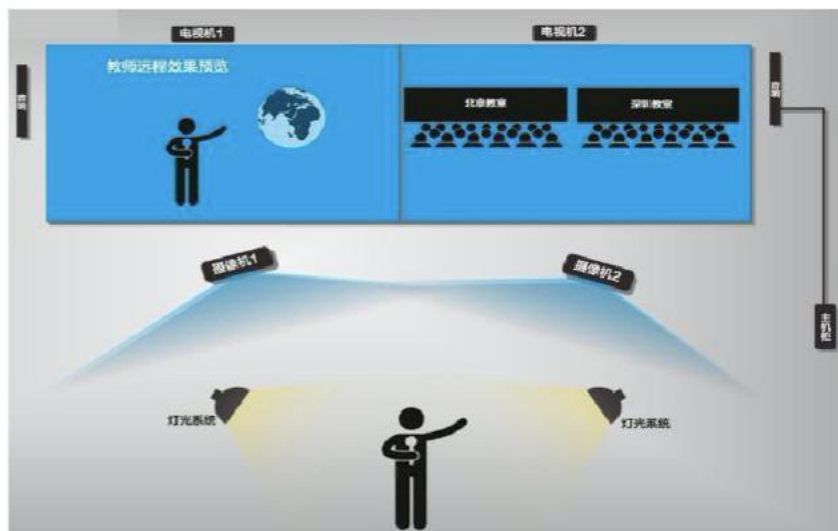


Figure 2: Schematic Diagram of the Holographic Live-Streaming Teaching Area from the 5G Smart White Paper



Integration of VR and AR Upgrades into Music Classrooms

In the context of music education, the author believes that traditional 3G and 4G networks are insufficient to meet the demands of VR and AR-based music teaching, particularly in terms of low latency and immersive experiences. However, with the high bandwidth and low latency characteristics of 5G technology, significant improvements can be achieved in VR and AR music education. These enhancements can be observed in several key aspects:

Firstly, three-dimensional and intuitive teaching content and methods will become more realistic. Teaching materials will no longer be limited to flat, two-dimensional content as seen in traditional classrooms but will instead be transformed into fully immersive 3D experiences. For instance, when teaching ethnic music, VR and AR technologies can simulate a real-life visit to an ethnic region, allowing students to deeply experience the local culture and musical style. Similarly, in music and dance lessons, students can use VR and AR to interact with virtual dance instructors, learning dance steps in a face-to-face simulated environment.

Secondly, interactivity and engagement will be significantly enhanced. With VR and AR, students can see, hear, and physically engage with the learning content, achieving a hands-on learning experience that combines cognitive and physical coordination. This immersive approach stimulates students' enthusiasm and interest in music education. Furthermore, gamified learning will become more diverse—thanks to the visualization and interactivity of VR and AR, engaging and dynamic gamified teaching can be designed to maximize student participation and motivation.

Additionally, the cost of VR implementation is decreasing. From the perspective of VR device structure and cost, 5G technology has introduced significant optimizations. Currently, VR

equipment is expensive, making it unaffordable for many schools. If governments were to equip every school with VR devices, it would require a substantial financial investment. However, with 5G integration, VR chips can be directly connected to the cloud, allowing VR devices to become lighter and more compact while also reducing hardware costs. This advancement paves the way for the widespread adoption of VR technology in schools, facilitating its integration into music education on a broader scale.

Integration of Online Music Enhancements into Music Classrooms

Online music education for remote teaching refers to the combination of online music platforms and traditional volunteer teaching methods, allowing music education resources to be delivered to rural and underprivileged schools through digital networks. This approach aims to address issues such as unequal distribution of music resources and lower-quality music education in rural areas.

In the 5G era, “online volunteer teaching” emerged as a new model for cultural empowerment and educational equity, providing innovative solutions to bridge the gap in music education between urban and rural regions. For example, on October 15, 2021, the 6th Internet Volunteer Teaching Seminar was held with the theme “Opportunities and Challenges of Online Education Development under the 'Double Reduction' Policy.” The seminar brought together leading domestic online education organizations, psychological health institutions, and experts to discuss how to leverage the advantages of online education to support the high-quality development of online volunteer teaching.

In 2020, China Mobile, China Mobile Charity, Migu Music, Universal Music, and various other music organizations and social welfare groups jointly launched the “5G Music Public Welfare Classroom.” This program aims to provide rich, practical, and professional music education to underprivileged children in remote areas of China. According to project organizers, the program invited renowned musicians such as Ping An, Qi Qin, Xu Peidong (Vice Chairman of the Chinese Musicians’ Association), and Wei Depan (a national first-class composer) to deliver music lessons to students in rural areas. Utilizing 5G HD live-streaming technology, these experts were able to bring high-quality music education directly to elementary and middle school students in mountainous regions

3.2 Teaching Design of the “5G + Music Education” Model in Junior High School Music Classes

This study focuses on the teaching design for junior high school students. Unlike elementary school students, junior high school students are in adolescence, developing their own personalities and unique perspectives on music. However, they often lack aesthetic appreciation and require guidance in forming correct values regarding music. According to China’s New Curriculum Standards, junior high school music education should be closely integrated with real-life experiences. This study will use the Renyin Edition Junior High School Music Textbook to design music lessons under the “5G + Music Education” model, aiming to enhance teaching effectiveness and align with modern educational approaches.

In the teaching design of Youth Dance from the People's Music Publishing House (Renyin Edition) Seventh Grade, Second Semester Music Textbook, the author integrates the holographic music live-streaming classroom model. By using holographic projection technology, real-life images of Xinjiang, Xinjiang dancers, and Xinjiang singers are presented to students through glasses-free 3D live streaming. This technology enables real-time, delay-free, and immersive holographic AR face-to-face interactions between performers from Xinjiang and the classroom, providing seventh-grade students with an engaging and immersive music learning experience.

With holographic projection, Xinjiang people singing and dancing can be vividly displayed, allowing students to experience the unique characteristics of Xinjiang music firsthand. This approach helps alleviate the dullness of textbooks, enhance students' interest, build a future-oriented music learning environment, and enrich the music curriculum. For example, in the dance learning section, the teacher can demonstrate each movement remotely in real-time and provide instant corrections for students with improper postures. In the melody learning section, a Uyghur music teacher can use holographic live streaming to play the melody on the piano remotely and teach the song phrase by phrase without delay. In the instrument introduction section, various Uyghur musical instruments can be displayed in glasses-free 3D, allowing students to see them up close and listen to high-fidelity live performances (see Appendix for detailed teaching design).

4 Results and discussion

On November 16, 2021, China News Service reported that China currently possesses the world's largest 5G network and the most advanced network technology. Over 1.15 million 5G base stations have been constructed, accounting for 70% of the global total. It is estimated that by 2025, China's investment in 5G network construction will reach 1.2 trillion yuan, leading to a significant increase in demand for 5G-related industries. Former Director of the Office of Educational Technology at the U.S. Department of Education, Ronald, mentioned that in a 5G-powered music learning environment, students would be able to collaborate with peers from anywhere in the world to perform symphonic music together.

Music education under 5G encourages original thinking, enhances students' creativity, and promotes their overall personal development (Huang, 2022). Additionally, this technology provides students with a diverse range of teaching materials, making music education more engaging and relevant to contemporary society (Barzilay, 2022). The integration of digital technologies in music education has been shown to enhance the learning process, making it more effective and accessible (Rexhepi, 2024).

5 Conclusion and recommendations

5.1 Conclusion

This paper analyzes the advantages, methods, and strategies of applying the “5G + Music Education” teaching model in junior high school music classrooms. It holds significant practical and theoretical value. The integration of 5G technology with music education represents an innovative approach to utilizing 5G-related technologies in the junior high school music curriculum. This enriches the application of 5G in the field of music education and contributes to the transformation of music education by incorporating 5G technology into junior high school music classroom research. With the rapid development of information technology in China and the arrival of the 5G era, schools, teachers, and students can benefit from a better, faster, and smoother music education experience. The new “5G + Music Education” model, incorporating technologies such as holographic music classrooms and VR/AR enhancements, enables teachers to present textbook content more accurately, clearly, and effectively to students. This approach maximizes the advantages of educational materials and transforms students' learning from passive reception to active participation through immersive environments. Furthermore, it aids students in understanding diverse cultures and promoting traditional ethnic music.

5.2 Practice Implication

Combining 5G with education and integrating specific 5G technologies, such as VR and AR, into junior high school music classrooms can create an immersive teaching and learning experience for both teachers and students. This enhances engagement, improves teaching efficiency, and allows for a deeper emotional and aesthetic appreciation of music. The diverse teaching models enabled by 5G, along with its technological advantages, can accelerate the digital transformation of education, address regional disparities in educational resources, and provide practical teaching strategies for educators in basic education.

Currently, the application of 5G in education is still in an exploratory phase. Although pilot programs, such as 5G holographic classrooms and 5G + VR/AR/MR immersive teaching, have demonstrated promising results and gained positive feedback from participants, 5G-related technologies are still under development and have not yet reached full maturity. The “5G + Music

Education” model, along with its required technologies and infrastructure, remains a work in progress and requires further refinement. Moreover, integrating 5G-driven thinking into junior high school music education represents the future direction of music teaching at this level. The 5G era will fundamentally transform existing educational models and reshape the development of music education. The immersive experiences, diverse teaching methods, and advanced pedagogical approaches made possible by 5G will play a leading role in the future of music education in China. However, since 5G is still in its early developmental and exploratory stages, research on “5G + Music Education” remains relatively limited. Further exploration and in-depth studies from experts across various fields will be necessary in the coming years.

Finally, this study represents only a preliminary exploration of applying “5G + Music Education” to junior high school music classrooms. There are still gaps and limitations that need further improvement. However, as technology and educational philosophies continue to evolve, the application of “5G +” will continue to expand. The technologies and user experience associated with “5G + Music Education” will steadily improve, ultimately providing better services for society, the nation, schools, teachers, and students.

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Appendix

Teaching Design for Comprehensive Singing Lesson “Youth Dance”

Lesson Title: “Youth Dance”

Subject: Music

Grade: 7th Grade (First Year of Middle School)

Lesson Type: Comprehensive Singing Lesson

Teaching Time: One Class Period

Teaching Objectives:

1. Students can sing the song “Youth Dance” with lively and cheerful voices.
2. Students can experience the musical style of Xinjiang and learn simple Uyghur dance movements.
3. Students will develop an interest in the folk music of Xinjiang Uyghur culture, be willing to learn about minority music, and understand the fleeting nature of youth and the importance of cherishing time through the song.

Teaching Focus:

1. Singing “Youth Dance” with a lively and cheerful tone.
2. Experiencing the style of Xinjiang songs and learning simple Xinjiang dance movements.

Teaching Difficulty: Deeply experiencing the music of Xinjiang Uyghur culture.

Teaching Methods: Holographic live demonstration, rhythm movement, discussion, remote observation.

Teaching Preparation: Holographic live classroom

I. Classroom Organization

Greetings between teacher and students.

II. Introduction

1. The school teacher uses the holographic platform to receive audio and video data from the Xinjiang holographic live teaching area for the students.

Teacher: “Class, today we will connect online with a teacher from afar. Please guess where this teacher is from based on their greeting.”

2. The Uyghur teacher in the holographic live area greets the students using a “Uyghur gesture greeting” along with a verbal greeting.

Uyghur Teacher: Places the right hand on the left side of the chest, slightly leans forward, and says, “Essalammu-eleykom” (meaning “Hello” in Chinese).

Teacher: “The teacher is saying 'Hello' to everyone. Can you guess which region this teacher is from? Please respond in their way.”

Students: “Xinjiang, Uyghur...” They imitate the Uyghur teacher by placing their right hand on the left side of the chest, slightly leaning forward, and saying, “Essalammu-eleykom. Hello, teacher!”

Teacher: “Today, let our wonderful Uyghur teacher take us to beautiful Xinjiang!”

III. New Lesson Learning

(1) Discovering Beautiful Xinjiang

1. The Uyghur teacher introduces the Xinjiang region to the students through holographic live streaming (with local film audio) and explains Uyghur customs.

2. The Uyghur teacher observes the students' engagement through the display, interacts in real time, and answers questions from remote students.

Uyghur Teacher: "We Uyghur people are warm and hospitable, with many customs in etiquette. When meeting, we usually greet with formal gestures, and even in casual encounters, we shake hands and exchange greetings. In terms of addressing each other, we are very particular and attentive."

Student: "Teacher, what are the common greetings? And what should we pay attention to when addressing each other?"

Uyghur Teacher: "Our common greeting is 'Tishlikmo' (meaning 'peace'). For addressing, we add 'Jiang' after a boy's name and 'Guli' or 'Kiz' after a girl's name as terms of endearment."

(II) Experiencing the Song's Style

1. Listen to the complete song, then the Uyghur teacher asks about the students' feelings.

Uyghur Teacher: "How do you feel after listening? How is it different from the music you usually hear?"

Students raise their hands to answer.

Uyghur Teacher: "I hear most of you feel very happy and joyful after listening. The overall mood of our 'Youth Dance' is lively and cheerful. But just listening isn't enough - now I'll show you authentic Uyghur dancing."

2. The Uyghur teacher invites several Uyghur students to perform a dance adapted to "Youth Dance," allowing remote students to watch the Uyghur dance in naked-eye 3D, deepening their understanding of the song's overall style and mood.

Students: [Applause enthusiastically]

Uyghur Teacher: "Would you like to join us?"

Students: "Yes!"

Uyghur Teacher: "Come on, let's dance together to 'Youth Dance!'"

3. Through delay-free live streaming, the Uyghur teacher and students interact face-to-face with classroom students, learning Uyghur dance in an immersive way to experience "Youth Dance" through authentic Uyghur dance.

(III) Melody Learning

The Uyghur teacher uses holographic live streaming to play the melody on piano remotely, singing phrase by phrase with students.

Uyghur Teacher: "Our holographic live streaming has no delay. Please follow me and the piano, first humming the main melody with 'la!'"

(IV) Lyrics Learning

1. The Uyghur teacher explains the meaning of the lyrics to students.

Uyghur Teacher: "First, think about what the lyrics of this song describe."

Students raise their hands to answer.

2. The Uyghur teacher summarizes in real time.

Uyghur Teacher: “The lyrics tell us that in our short lives, some things can come back, but many things - like time and our youth - will never return once gone, just like birds that fly away never to return. So while you're young, cherish the present, make the most of your time, and do meaningful things you won't regret.”

(V) Complete Performance

1. All students sing the complete song with lyrics, accompanied by the Uyghur teacher's real-time piano performance.

2. Collaborative performance: Uyghur students lead Group A in Uyghur dance, the Uyghur teacher plays the “Rawap” instrument, the local teacher accompanies on piano, and Group B sings “Youth Dance” with lively voices.

3. Record the performances from both ends of the holographic classroom for students to review and study later.

IV. Extension and Summary

1. The Uyghur teacher introduces the “Rawap” instrument used in the earlier performance.

Uyghur Teacher: “Does anyone recognize this instrument?”

Uyghur Teacher: “This is a traditional plucked string instrument popular in our Xinjiang Uyghur region. It's called 'Rawap,' also known as Rewapu, Lawapu or Rabab. Please look closely - the body is made of wood, the soundbox is hemispherical and covered with sheepskin, donkey hide, horsehide or python skin. The neck is slender with a curved top. Would you like to hear how it sounds?”

Students: “Yes!”

2. The Uyghur teacher positions the instrument horizontally across the chest, with the soundbox placed against the right chest (skin side up), the left curve pressed against the right pectoral muscles, and begins playing the Rawap.

3. Real-time Q&A session with no streaming delay.

Uyghur Teacher: “What else would you like to know about Xinjiang or our Uyghur culture? Feel free to ask any questions.”

Students ask questions freely.

4. Uyghur teacher's concluding remarks.

Uyghur Teacher: “I'm truly happy to have had this close interaction with all of you today, chatting and learning together. We've studied this lively and cheerful Xinjiang song 'Youth Dance,' and I believe you've gained some basic understanding of our beautiful Xinjiang. I hope you'll come to appreciate our culture - because only what is authentically national can become truly global. Most importantly, I hope you all understand that youth, like time, passes and never returns - so cherish every moment. If you have more questions in the future, we can connect again through live streaming. Class dismissed! Goodbye everyone!”

Students: “Thank you teacher! Goodbye teacher!”