

CONSTRUCTION GUZHENG GUIDEBOOK FOR THE ELDERLY AT QIDONG SENIOR-CITIZEN UNIVERSITY

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ABSTRACT

The objective of the study is (1) To study Guzheng teaching for elderly (2) To construction Guzheng guidebook. (3) To teach the elderly with Guzheng guidebook. (4) Assess the experimental student results. The methodology was mixed research between qualitative research and quantitative research. Qualitative research was conducted by interviewing three key informants. Quantitative research was the quantitative research included teaching experiments using Guzheng Guidebook. The sample 10 students were the Elderly at Qidong Senior-Citizen University. Evaluation measures use Formative test and Summative test.

The research findings were:

1. Study Guzheng teaching for elderly. While improving guzheng technology for the elderly, it can also help prevent aging of finger joints in the elderly. Cultivate sentiment and enhance music appreciation ability.
2. Construction Guzheng guidebook, there are 3 chapters, the chapter 1 to learn the basic knowledge of the guzheng, the chapter 2 to learn the guzheng playing technology, the chapter 3 to learn the music “Yu Mei ren”.
3. The teaching plan consists of 18 lessons, with lessons 1 to 16 learning the basic knowledge of Guzheng, playing technology and music. Lesson 17 Review and prepare for the exam. Lesson 18 Test performances and have them evaluated by experts.
4. Assess the experimental student results. Formative’s average score was 2.88. The average score of Summertime’s totals is 4.49. The total average score of Summative is 1.61 higher than that of Formative. From the perspective of achievement, students have improved their guzheng playing technology through learning.

Keywords: Elderly; Guzheng; Guidebook; Music, Qidong Senior-Citizen University

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1. INTRODUCTION

In China, there are many research results on the music teaching system of primary and secondary schools and universities, but there is too much research on the music teaching system of the elderly in universities. One reason for this is that the elderly are in a certain marginal position in educational research. In the university for the elderly, teachers follow the learning habits of the elderly, adopt the traditional teaching mode, and ignore the physical and mental health development of the elderly and the comprehensive development of the elderly. With the introduction of the national education policy for the aged, the education for the aged has received more and more attention. The Development Plan of Education for the Elderly (2016-2020) has provided important opportunities for the development of education for the elderly. Colleges and universities for the elderly, as the main areas of learning and activities for the elderly, are becoming increasingly prominent. Therefore, the discussion on the teaching mode of the elderly in universities has become a research topic in the field of elderly education.

Music education has a positive effect on brain function in older adults. Studies have shown that music can stimulate multiple brain regions and stimulate neuronal activity in the brain. The people can improve memory, attention and thinking skills by participating in musical activities. Music activities require the elderly to think about the sense of rhythm, pitch, and music theory, which helps to exercise the cognitive ability of the brain and prevent the occurrence of senile dementia and other diseases. The influence of music education for the elderly on the elderly is multifaceted. From the physiological level, music education for the elderly can promote the desire of the elderly to improve their active bodies. Older people often participate in musical activities, which can not only exercise the body, enhance muscle strength and flexibility, but also promote blood circulation. Musical activities can cause various reactions of the body, such as the acceleration of heart rate, the deepening of breathing, help to improve the metabolic level of the body, enhance immunity, reduce the occurrence of diseases. From the psychological level, music education for the elderly can stimulate the interest and enthusiasm of the elderly. With increasing age, older people may feel that life becomes monotonous and lacks motivation and passion. Participating in music education can make the elderly find fun and interest again and add color to their life. Music can arouse people's inner emotions, and let the elderly be immersed in the wonderful music, forget the troubles and worries, and enjoy the emotional experience of happiness and satisfaction. They are recognized and appreciated by others in their musical activities, thus enhancing their self-esteem and self-confidence. This positive psychological state helps the elderly to better adapt to social changes and life challenges and improve the quality of life.

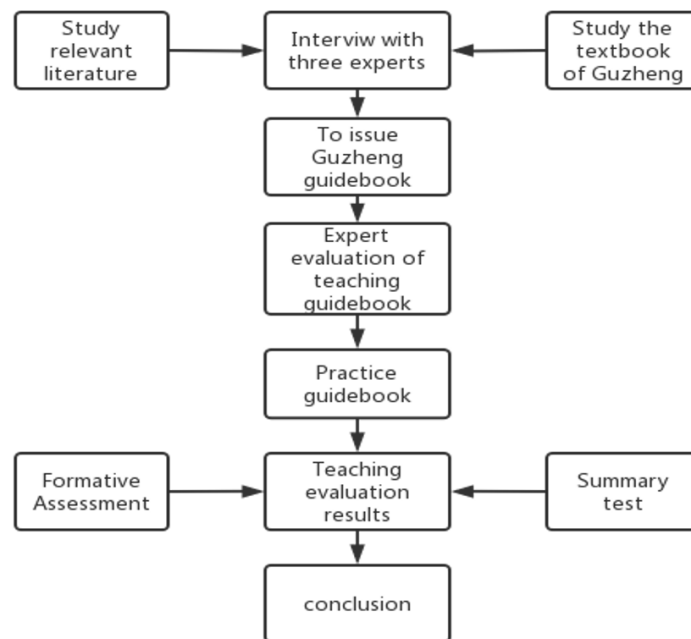
2. RESEARCH OBJECTIVES

1. To study Guzheng teaching for elderly.
2. To construction Guzheng guidebook.
3. To teach the elderly with Guzheng guidebook
4. Assess the experimental student results.

3. CONCEPTUAL FRAMEWORK

Figure 1

Research Conceptual Framework



4. RESEARCH METHODOLOGY

1. Qualitative research is divided into the following three steps:

1.1 Planning and formulation: Qualitative research requires careful planning, which is mainly reflected in the following two aspects: First, reasonable arrangement of interview meetings and determination of interviewees. Embodies the purpose and science of qualitative research. Second, formulate the interview question outline. Before the interview, the researcher designed a question outline about the research in advance, and demonstrated whether the questions were usable through the two IOC groups of experts.

1.2 Implementation: Due to the small number of respondents in qualitative research, each respondent's answer will have a greater impact on the whole research result. Therefore, the selection and invitation of experts to work is crucial. Researchers are not biased. The words of the interview do not bring any personal opinions and tendencies, so as to get feedback on the real situation.

1.3 Analysis and application: The researcher must have the professional ability of guzheng, summarize the valuable conclusions that need to be explored from the interview, and apply the conclusions to the guzheng teaching guide.

2. Quantitative research is divided into the following three steps:

OC assessment table for the questions of the experts interviewed. The two groups of experts and three teachers evaluate the interview contents using the Index of Item Objective Congruence (IOC) test. A total of 8 questions are set for the interview. Content ratings of 1 (Congruent), 0 (Incongruent) and -1 (inconsistent) were given. Questions with the maximum score of 1 in the evaluation were identified as those agreed by all experts. Questions with scores between 0.5 and 1 were retained, while those with scores between -1 and 0.5 were modified to optimize the interview content.

Table 1

Result of IOC form for interview question

Result of IOC form for interview question				
Question	Teacher 1	Teacher 2	Teacher 3	Total
1. Is it beneficial for the elderly students to learn the inheritance and development history of Chinese <u>guzheng</u> ?	1	1	1	3
2. What are the benefits of learning <u>guzheng</u> for the elderly?	1	1	1	3
3. How to choose the music in the <u>guzheng</u> teaching guide?	1	1	1	3
4. How to better explain the <u>guzheng</u> playing skills to the elderly students, and what are the key playing points?	1	1	1	3
5. How to better combine the teaching of <u>guzheng</u> in the elderly with its practical application?	1	1	1	3
6. How to effectively overcome the common problems in <u>guzheng</u> performance?	1	1	1	3
7. What good suggestions or opinions for <u>guzheng</u> teaching for the elderly?	1	1	1	3
8. What are the innovation construction of teaching curriculum for the elderly?	1	1	1	3
Total	8	8	8	24

The criteria are as follows:

Congruent = + 1 Questionable = 0 Incongruent = -1

Send questions from to 3 experts. Find consistency valid between each. question with content.

$$IOC = \Sigma$$

When Σ represents the sum of the consideration of the experts.

When N represents a number of experts.

IOC Appropriate = 0.5 up

2.2 The teaching plan shall be formulated and evaluated by the two groups of experts. The Index of Item Objective Congruence (IOC) test is adopted. For the teaching content of each lesson, based on the item rating of -1 to 1, the content ratings of 1 (Congruent), 0 (Incongruent) and -1 (inconsistent) are given. A maximum score of 1 in the assessment is indeed agreed upon by all experts, with a score between 0.5 and 1 retained and a score between -1 and 0.5 modified to optimize the lesson plan.

Assess the experimental student results. Formative's average score was 2.88. The average score of Summertime's totals is 4.49. The total average score of Summative is 1.61 higher than that of Formative. From the perspective of achievement, students have improved their guzheng playing technology through learning.

2.3 Test: 8 formative tests were conducted; At the end of the course, a summative test is given. For each indicator of the test, students scored on a scale of 1 to 5. There are three indexes for the score, namely, the degree of technical completion, the accuracy of rhythm, and the overall completion of the music. The final summative test is examined by three experts. The scores were statistically analyzed by means of average value, using two decimal places.

5. RESULTS

1. Formative test of lesson 1-2,3-4,5-6,7-8,9-10,11-12,13-14,15-18 for 8times; after the final course, take the summary test in Week 19. Use the following test tables:

Table2

Formative testing and summative testing scoring paper

Construction Guzheng guidebook for the Elderly At Qidong Senior-Citizen University						
Formative testing / summative testing						
Student	metric	5	4	3	2	1
1	Degree of skill completion					
	Rhythm accuracy					
	The overall completion degree of the music					
Total score						
Mean						

Formative testing and summative testing, students have a score of 1- 5. There are three indicators used, namely, skill completion, rhythm accuracy and overall completion of music. The final summative test was examined and assessed by three experts.

Standard for evaluation:

5=excellent

4=very good

3=good

2=fair

1=poor

2. Comparing formative test with summative test to evaluate students' teaching results.

Table 3

Comparing formative test with summative test to evaluate students' teaching results.

Comparison			
Students	Formative Mean	Summative Mean	Comparing
1	2.75	4.66	F < S
2	3	5	F < S
3	2.5	4	F < S
4	2.75	4.33	F < S
5	3.5	5	F < S
6	2.62	3.66	F < S
7	3.12	4.66	F < S
8	2.87	5	F < S
9	3.12	4.33	F < S
10	2.62	4.33	F < S
Mean	2.88	4.49	F < S

After 18 weeks of teaching, according to the comparison between the results of formative test and summative test, the students' performance in the summative test at the end of the course was better than that of the formative test in class, indicating that the use of Guzheng teaching guide had improved the students' performance level.

6. DISCUSSIONS

The main purpose of the elderly is to enrich their later life, so the education mode should focus on cultivating students' interest and love for music, so that they can get happiness from it. By choosing the music repertoire suitable for the elderly, organizing concerts and performances, students can have the opportunity to show their talents and enhance their enthusiasm and satisfaction of participation.

Universities for the elderly should focus on creating a positive learning environment. Elderly students should feel relaxed, comfortable, and pleasant during the music learning process. Teachers can guide students to participate in musical activities and instrumental music ensemble to create a positive learning atmosphere. At the same time, the layout of the classroom environment, music selection and teaching resources and other aspects can consider the needs and preferences of students, increase students' interest in learning and happiness.

According to students' learning style and interest, senior university music teachers can flexibly use different teaching methods, such as explanation, demonstration, practice, group cooperation, etc., so as to improve students' learning effect and interest. At the same time, teachers can also adopt different teaching strategies, according to students' learning ability and progress, such as stratified teaching, individual tutoring, etc., to promote students' individual development. At the level of stratified teaching design, the university for the elderly should do a good job of maintaining the interest of the elderly in learning. The level of interest and ability of the elderly in the class are different, therefore, the educational model should be differentiated instructional design according to the individual differences of the students. Teachers can develop personalized learning plans and curriculum setting by understanding the students' interests, music background and learning needs. For example, different learning stages and course difficulties can be set up, so that students can choose and learn according to their own interests and abilities, so as to increase students' learning motivation and satisfaction.

Music teachers in senior universities should give personalized feedback and evaluation according to the actual performance of students. The rapid development of science and technology has largely made up for the shortcomings of traditional teaching. The development of the network and the rich teaching resources supplement the shortage of traditional teaching. The feedback evaluation system should be designed to be specific and clear, with positive encouragement to promote the learning progress and self-development of elderly students.

7. RESEARCH RECOMMENDATIONS

1. Course arrangement of Guzheng teaching guide

Paying attention to fingering practice is the basis of Guzheng learning, which mainly includes fingering, rhythm pattern, tune, and other aspects of practice. Beginners can start with simple pieces and gradually master various fingering and rhythmic patterns. At the same time, through continuous practice, gradually familiar with the guzheng timbre and expressive force, and then master the playing skills of various tunes.

On the basis of mastering basic fingering and tunes, Guzheng learners can gradually try more complex musical works. For different styles of music works, it is necessary to continuously improve and expand the playing

skills of Guzheng. At the same time, for the difficult points in performance, such as fast fingering, arpeggio and finger wagging, special training and analysis are needed in order to overcome technical problems.

The purpose of the guide is to provide a comprehensive and systematic guzheng teaching program for elderly students, which is helpful to improve the teaching quality of guzheng and students' performance level. At the same time, it is hoped that the teaching guide can inspire people's love for traditional music culture and awareness of inheritance, and contribute to the popularization and development of Guzheng art.

2. Optimize the teaching method of guzheng for the elderly and improve the teaching quality of the course

Optimizing the teaching method of guzheng for the elderly and improving the teaching quality of the course can be carried out from the following aspects:

Individualized teaching plan: Develop individualized teaching plan according to the learning needs and characteristics of the elderly. Fully understand each student's musical background, learning goals and learning difficulties, so that the appropriate teaching content and progress can be tailored to them.

For the learning ability and finger flexibility of the elderly, choose the repertoire and practice methods suitable for them. The teaching content pays attention to the basic and simple, and gradually increases the difficulty, so that they can learn the guzheng in a relaxed and happy atmosphere.

Adopt a variety of teaching methods, such as demonstration teaching, graphic teaching, scene teaching, etc., in order to increase the interest and participation of the elderly in learning Guzheng. At the same time, with the help of modern scientific and technological means, such as video teaching, WeChat group communication, etc., to improve the teaching effect and students' independent learning ability.

Create an interactive learning atmosphere in the classroom to encourage students to communicate with each other, learn from each other and help each other. Regularly organize group discussions, music appreciation and observation activities, so that students can promote each other and improve together in the process of learning Guzheng.

Affective factors should be emphasized when evaluating the learning outcomes of the elderly. It is based on students' learning progress and participation, supplemented by playing skills and theoretical knowledge. Timely encouragement and support to improve their learning motivation and self-confidence.

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