

Research on Cultivating Interest in Learning Chinese Traditional Music Solfeggio and Ear Training for Music Students in Normal Universities

Xiaoyan Wang and Jianmin Huang

Krirk University, Thailand

Corresponding Author, E-mail: la_chada@hotmail.com

Abstracts

Chinese traditional music culture has a long history and is a true portrayal of the wisdom, thoughts, emotions, and history of the Chinese nation for thousands of years. In the process of development and accumulation, the connotation of traditional Chinese music culture has also been continuously extended. This article mainly sorts out relevant research on the cultivation of interest in traditional Chinese music solfeggio and ear training in China, clarifies the essence and connotation of Chinese scholars' research on the cultivation of interest in traditional music learning, deeply analyzes its cultural form and presentation characteristics in solfeggio and ear training courses, as well as the research content and methods of interest cultivation in learning, And propose strategies for cultivating interest in solfeggio and ear training for traditional Chinese music majors in normal universities from a research cultural perspective.

Keywords: Traditional Chinese music, Solfeggio and ear training, and cultivating interest in learning

Introduction

For a long time, research on traditional Chinese music culture has mostly focused on two major fields: the first is the study of musical ideas and concepts, and the second is the study of musical morphology. Chinese music scholars have conducted multi-level discussions and studies on the ideas and concepts of traditional Chinese music, traditional music theories such as rhythm, melody, score, instruments, and music, as well as the ontological form of traditional Chinese music from the perspectives of philosophy, aesthetics, musicology, ethnology, and cultural studies. These academic research contents are also reflected in the research and practical work of education and teaching in universities. In recent years, many fundamental studies have been conducted on the traditional Chinese music culture in terms of educational concepts, subject construction, curriculum design, teaching system, educational objectives, teaching requirements, teaching methods, learning methods, teaching practices, and textbook construction. As for the traditional Chinese music courses offered in current higher music education in China, their teaching content mainly focuses on music ontology analysis and music skills training, especially in solfeggio and ear training courses where teaching is rarely carried out in a cultural context. After China's reform and opening up, the Ministry of Education has carried out multiple reforms on the curriculum of music majors in normal universities. In recent years, the Ministry of Education has continuously issued documents that reflect the country's recognition and importance of the value of traditional cultural education, emphasizing the integration of the characteristics of art majors in education and guiding students to inherit the Chinese cultural heritage.

The solfeggio and ear training course in China has gone through a hundred years since the emergence of the compulsory subject "Silent Score and Rhythm Practice" in the Music Department of Beijing Women's Higher Normal School in 1921. The course names over the past century have evolved from early "silent notation and rhythm practice" to "sightsinging" and "dictation", and now to the current use of "music theory and sightsinging ear training". The changes in course names have already revealed the development of knowledge breadth and depth in the course content. In the early 1980s, with the country's emphasis on education, higher music education in China gradually entered a period of vigorous development. In terms of textbook construction, there are also many innovative works, such as "Lingnan Music Score and Singing" written by Chen Yaxian in 2010, which aims to experience Lingnan music style and culture through score reading and singing. The music composition examples in the textbooks are all based on Lingnan traditional music, which is a typical example of the transformation of local characteristic music culture into the curriculum system; For example, in 2013, the Teaching and Research Office of Chinese Conservatory of Music's Solfeggio and Ear Training compiled the "Basic Course of Chinese Traditional Music Solfeggio and Ear Training". The selection and arrangement of music practice materials are mainly based on traditional Chinese music tunes, with the aim of strengthening the cultivation of students' auditory thinking and basic abilities in traditional Chinese music. This also represents a new milestone in the process of sinicization of college solfeggio and ear training courses. In summary, the solfeggio and ear training courses in Chinese universities have started from learning from the West and gradually moved towards localization and localization through continuous educational reforms.

2、 Literature review

2.1 The Meaning of Learning Interest

The term 'interest' is widely used, but the definition and analysis of interest are not entirely consistent in academic circles both domestically and internationally. Chinese Eastern Han writer Xu Shen explained the meaning of the word of interest in "Shuowen Jiezi" as follows: "Xing, from the same, from the same force, from the same interest, from the same interest, from the walk". The original intention of using interest together is to move towards something with gravity, and its meaning implies cooperation and interaction, while interest is a later extended meaning. In recent years, many scholars have conducted discussions and empirical studies on interest from different perspectives in the fields of education and psychology, sorting out researchers' discussions on learning interest in different fields, which is conducive to a more comprehensive understanding of the concept and connotation of learning interest. Many scholars believe that interest carries an emotional tendency to understand or a psychological intention. As Gong Yaoxian (2012) proposed, interest has two meanings: firstly, it refers to an individual's strong preference for a certain object, goal, skill, knowledge, or other activity; The second is the psychological tendency to strive to understand and explore things. Yuan Qiuju and Gao Hui (2018) proposed that interest is an understanding or exploration based on external needs, which is an important motivation for people to understand things and explore the truth. Another viewpoint holds that interest is an attitude, and Guo Geze (2016) who elaborated on the characteristics of interest from five aspects: positivity, directionality, ability, activity, and ego. There are three main opinions on the discussion of interest among domestic scholars:

firstly, regarding interest as an attitude; 2、 Treat interest as a motivation; 3、 Interest is an emotional cognitive tendency or psychological intention.

2.2 Classification of interests

Many researchers have proposed different interest classification theories based on their respective professional fields. Herbart (1806) systematically classified interests in his work "General Education". He divided interests into two major parts: cognition and emotion, and further subdivided these two parts into six types of interests. He proposed dividing subject courses based on interests and designing corresponding course content based on students' experience and interests. In the 1990s, scholars such as Heidi classified interests into two categories based on the theory of interaction between humans and the environment: individual interests and situational interests. This classification has been widely recognized in the academic community. Afterwards, Desi (1992) further subdivided individual interests into two parts: actual individual interests and potential individual interests; Schraw and Leham subdivided situational interests into textual, task-based, and knowledge-based types.

Many Chinese scholars have similarities and different understandings of interest classification research. For example, Yin Hongzao and Bi Hualin (2000) conducted classified research on the content, value orientation, tendency, depth, scope, and stability of interest in "Learning Abilities". Divide interests into noble and vulgar values; Divided into direct interest and indirect interest according to their tendency; Divided into three levels based on depth, scope, and stability: beginner level (fun), higher level (fun), and higher level (interest). Xu Kai (2016) proposed the classification of social interest in addition to spiritual interest, material interest, direct interest, and indirect interest. Liu Chunzhi, Jiang Ying, and Han Ying (2016) proposed a classification based on social interests that corresponds to personal interests and social interests.

2.3 Learning interest structure and its influencing factors

Currently, the classification of interests in the field of educational research is mostly based on Heidi、 Krapp and Schraw (Hidi, 1990, 1992; A. Krapp, 1992; G. Schraw, 1995; Schraw, Lehman, 2001). The classification method of individual interests and situational interests proposed by scholars such as Schraw, S. Lehman (2001) is mainly focused on. Summarizing Heidi, Desi, and others' research on learning interests, it was found that individual interests are mainly closely related to intrinsic motivation, while situational interests are more closely related to extrinsic motivation. Although individual interests and situational interests have differences, Heidi and Lenninger studied the relationship between them and believed that they are interrelated, and proposed four stages of gradual transformation from situational interests to individual interests. The first stage is the stimulation of learning interest, which is the origin stage of learning interest. Research has confirmed that group activities, games, and other learning environments and teaching activities can stimulate students' situational interest. The situational interest in this stage is temporary, but when individuals pay attention to the characteristics of the situation, it is inevitable that they will connect their existing knowledge and situation, and thus lay the foundation for the next stage. The second stage is the maintenance of situational interest, in which sustained situational stimuli and the evaluation and understanding of the value of knowledge and activity content are of great significance. These factors affect the retention and persistence of situational interest. The third stage is the transition from situational interest to individual interest. Based on previous situational stimuli, learners internalize the content and activities they participate in, become curious about the issues related to the interest content, actively pay attention to, accumulate

knowledge, and feel value, combined with a favorable teaching environment and individual existing knowledge The knowledge and value of specific content can promote the development of individual interests in the embryonic stage and gradually form stable individual interests. How to stimulate interest in specific situations is crucial in these four stages.

2.4 Measurement of learning interest

In the field of interest measurement research, early scholars mainly focused on measuring professional and social interests. It was not until the 1980s that the measurement of learning interest gradually began to receive attention from scholars. Researchers conducted more in-depth analysis on measurement content, reliability, and validity, and believed that interest can affect people's learning. Although there are different research perspectives on the measurement of learning interest, most scholars choose one or both of them based on their research purposes, from the perspectives of situational interest and individual interest. Kim (2007) measured students' interest in classroom learning materials through data such as daily learner questionnaires, final learner questionnaires, semi-structured weekly interviews with learners, and classroom behavior observations. He proposed that using a mixed data collection method can improve the credibility of the study. Relatively speaking, the research foundation for measuring learning interest in China is relatively weak. In the late 1990s, some scholars conducted measurement research on the learning interest of middle and high school students from different disciplinary perspectives. Some scholars have also conducted comparative studies between China and foreign countries on the measurement of learning interests. For example, Du Limin and Wang Dan (2017) proposed in their article "Research on Learning Interest Abroad: Course, Concept, Classification, and Measurement" that domestic research on measuring learning interest is based on subject categories, while foreign research focuses on individual interests and situational interests. However, there is a lack of breadth, depth, and accuracy in interest testing tools. Li Huanyu, Li Weidong, etc. (2020), from the perspective of learning interest cultivation, measured the impact of the actual combat situation curriculum model on college students' sports learning situation interest by using the method of multiple analysis of covariance analysis, and confirmed that the actual combat situation curriculum model is conducive to promoting students' active learning and improving learning interest.

2.5 Cultivating interest in learning

Regarding the research on cultivating students' interest in learning, Zhang Tao (2019) explored the path of cultivating students' learning interest in Japanese language teaching in universities under the framework of the new national standard; Zhu Shiqiu, Gan Dechang, Liu Yuying and Jia Guiru (2017) believed that teaching reform should be carried out from three aspects: teaching methods, teaching content and teaching objectives to stimulate students' interest in college physics learning and cultivate students' scientific literacy. The focus of teaching is to understand their physical thinking, emphasize thinking methods and inspire students' interdisciplinary thinking. In the study of cultivating music interest, Chen Huanyi (2019) discussed the cultivation of music learning interest among students in university general education from three aspects: innovative teaching models, strengthening subject integration, and using popular music as a carrier.

3、 Summary

Overall, there is currently no systematic and mature research method for interest research. From the current research results, there are generally three types: first, the description of the experience summary category with the largest number; The second is a relatively abstract pure theoretical exploration; The third is empirical research. In terms of research objects, there are more studies targeting primary and secondary school students than those targeting university students; In terms of disciplines, mathematics, physics, chemistry, English and other subjects are more than arts; In the research on the learning interests of college students, there are more studies on general courses and professional learning interests. In terms of research types, there are more descriptive and analytical studies based on literature induction, while there are relatively few quantitative and empirical studies based on real classroom teaching situations. Scholars have mainly analyzed and elaborated on the ways to cultivate the learning interest of college students from the perspectives of teaching concepts, teaching objectives, teaching models, teaching objects, teaching content, teaching methods, learning methods, learning motivation, teaching environment, assessment and evaluation, and teacher literacy.

4、 Research recommendations

4.1 There are several suggestions from the perspective of teaching philosophy:

4.1.1 Play the role of students and explore their potential

Although the current solfeggio and ear training courses in China can play a certain promoting role in students' learning, there are still shortcomings in certain aspects, so relevant personnel need to improve them. Firstly, in the process of conducting classroom teaching activities, music teachers should understand modern teaching concepts, change students' passive position in the classroom learning process, actively play their role, and enable students to engage in autonomous learning. For example, during the process of appreciating music, teachers should communicate and exchange ideas with students, listen to their feelings after appreciating the work, and engage in discussions. Secondly, teachers should focus on tapping into students' potential. Human potential and talent are infinite, and the reason why most people do not fully utilize their role is mainly due to a lack of effective exploration and encouragement. Therefore, music teachers should actively motivate students in the process of carrying out educational and teaching activities, allowing them to constantly express themselves and break through during the learning process.

4.1.2 Enrich teaching methods and introduce modern technology

Solfeggio and ear training teaching requires the use of music playback and music score viewing. In traditional classrooms, due to insufficient teaching conditions, music is only played through broadcasting and other devices. The rudimentary equipment makes it difficult to fully utilize the teaching effectiveness of solfeggio and ear training courses. In future education and teaching, music teachers can introduce modern technology, use multimedia equipment and modern solfeggio classrooms for solfeggio teaching, so that students can receive better support in the process of listening, appreciating music, and singing music scores. In addition, colleges and universities with conditions should also lead students out of the classroom to watch performances in actual concerts, so that students can have a more intuitive and specific understanding of music performance, and deepen their mastery of music.

4.1.3 Reform teaching philosophy and focus on teacher training

In traditional music education, music teachers are the main body of the classroom, but with the development of modern education, this subjectivity of music teachers has begun to change. Therefore, in the actual education and teaching process, in order to promote the innovation and development of solfeggio and ear training teaching, music teachers should achieve the following aspects: firstly, reform the teaching philosophy. The teaching concepts vary under different historical backgrounds, and music teachers should have a sense of keeping up with the times in their thinking to ensure the smooth development of solfeggio and ear training teaching; Secondly, focus on improving one's own quality. The improvement of music teachers' quality mainly includes two aspects: on the one hand, it is the improvement of their own professional quality, including their ability to appreciate music and the level of teaching music knowledge. On the other hand, it is the innovative ability in education and teaching. When dealing with the improvement of these abilities, music teachers generally start from the perspective of thinking, strengthen ideological learning, improve ideological awareness, and guide and influence the development of education and teaching.

Music education majors attach great importance to the teaching of basic courses in the process of education and teaching. Sightseeing and ear training courses are one of the basic courses of music education majors, and they have certain advantages in strengthening students' basic knowledge and promoting their personal development in the process of application. Therefore, music teachers should attach importance to the solfeggio and ear training courses, and promote their continuous development and improvement.

4.2. From the perspective of course design, there are several suggestions:

4.2.1 Reasonably arranging teaching time is beneficial for improving teaching effectiveness

Solfeggio and ear training class is a course that requires the use of the brain to memorize and combine with written practice. We need to arrange the class time and class density reasonably. If the class arrangement is too dense, it is not conducive to students' memory and knowledge consolidation, and there is not enough time left for students to practice and practice after class. In addition, the memory characteristics of pitch and rhythm are different from ordinary words and pictures, Tending towards sensibility requires time to perceive and adapt, requiring frequent comparison and practice.

4.2.2 Better teaching effect through grouping and grading

4.2.2.1 Graded teaching. Nowadays, many music majors in universities have implemented graded and grouped teaching for courses such as piano and vocal music, which grades the songs that students need to complete during their college years in order of difficulty. Students can choose corresponding groups according to their own level of learning. This not only helps to integrate student resources without increasing the burden on teaching teachers, but also fully mobilizes students' enthusiasm, Enhance students' interest in learning and teachers' teaching efficiency.

4.2.2.2 Group teaching. Group teaching, as the name suggests, is to divide students into several groups according to their level of instruction. After freshmen enter the school, they can undergo a solfeggio and ear training test. Students are divided into groups based on their grades. Students with good foundations are divided into groups, while students with poor foundations are divided into groups, and targeted teaching is provided. Introduce a competitive mechanism and adjust the grouping every six months to encourage students who

have made significant progress and punish students who have not worked hard and have regressed. Although doing so will to some extent increase students' enthusiasm for learning.

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