

Studying the Significance of Aesthetic Education on Choral Classes at Junior High School in Shenyang, for Writing an Aesthetic Education on Choral Guidebook for Teachers

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Abstract

The purpose of this study are (1) To study the significance of Aesthetic Education on choral classes in junior high school. (2) To create a "Choral Aesthetic Education Teaching Guidebook" for Teachers. (3) To use the guidebook for experiment teaching. (4) To evaluate the result of teaching by using the guidebook. The research method is a mixture of qualitative and quantitative methods. The qualitative research was conducted by interviewing 3 experts, making a guidebook for junior high school chorus teaching. Quantitative research is the use of teaching guidebook for experimental teaching. The population consisted of 28 schools participating in Shenyang Junior High School chorus Art Exhibition. Among them, 5 schools were randomly sampled, with 40 students in each school, totaling 200 students.

The research results are as follows: (1) Study a large number books in chorus and aesthetic education, learn Kodaly music teaching method online, learn chorus methods and skills from three chorus experts, and understand the current development of chorus in Shenyang junior high school through key informants. (2) The Choral Aesthetic Education Teaching Guidebook consists of Basic construction of chorus, basic vocal skills, breathing, intonation, rhythm, solfeggio, song analysis and background explanation, etc. (3) The researcher designed 16 teaching plans and carried out experimental teaching according to the teaching guidebook. (4) The teaching effect of the choral teaching guidebook is obvious, This guidebook is used in the chorus teaching of junior high school. The students' learning outcomes are at a good level; This guide is suitable for high level teaching.

Keywords: Chorus; Junior high school; Aesthetic education

Introduction

On April 21, 2022, the Ministry of Education of China released the 2022 version of the art curriculum standards for compulsory education, guides compulsory education schools to better implement art courses, and promotes the development of school aesthetic education with art courses as the main body (Ye, 2022). The correct direction of reform and advanced educational concepts have promoted the fundamental change in the education concept of art teachers, promoted the reform of classroom teaching methods, improved the overall level of the teaching staff, and effectively improved the quality of art teaching in compulsory education. On the whole, there are still some problems, mainly manifested in the lack of rich content in art courses, the lack of links between various fields of art, the lack of systematic learning content and requirements, and the lack of clear evaluation standards and evaluation systems. The new version of the curriculum standards clearly points out that singing is an

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important part of the music curriculum, and grades 7-9 are an important period of compulsory education. It is necessary to attach importance to and strengthen chorus teaching, and actively create conditions to carry out class chorus with full participation. Using model singing, gesture assistance, voice superposition, interval singing and other methods to cultivate students' multi-voice perception ability and chorus ability, cultivate students' collective awareness and coordination and cooperation ability in chorus, and enhance students' self-confidence in performing in front of the public, encourage students to integrate personalized understanding and interpretation in the process of singing, carry out secondary creation and creative expression, and continuously improve the level of artistic expression.

Therefore, under the requirements of the new curriculum standard plan, centering on the core literacy, reflecting the nature of the curriculum, reflecting the curriculum philosophy, and establishing the curriculum goals. With the progress of science and technology and the development of education, the chorus art has also been studied more deeply in the compulsory Educational stage stage. Traditional culture and modern culture are also under impact and change. At present, with the promotion of the compulsory education music and art policy, the country is paying more and more attention to the protection and inheritance of Intangible cultural heritage. However, from the current situation of junior high school choir teaching, Chinese junior high school students are faced with the pressure of further education, students' study time is tight, and the development of class chorus teaching is restricted (Zhang, 2022). Children in the junior high school stage are under great pressure on the proportion of study time in each major subject. Due to the pressure of the senior high school entrance examination, there are certain limitations in the allocation and use of time, resulting in the inability to effectively implement the curriculum objectives and content. Under the Chinese Art Curriculum Standards 2022, Junior high school students class chorus teaching has not yet formed a systematic teaching system, and it is difficult to evaluate the teaching quality during the students' learning process. From the perspective of music, the teaching content and mode of chorus course in most Middle school are still guided by the traditional teaching system, while the chorus aesthetic training of new national Folk music has not received due attention. Therefore, music teachers in Middle school lack in-depth study and research on the teaching content and mode of chorus course. Through the chorus research of Middle school in Shenyang, Liaoning Province, this paper proposes aesthetic training measures to promote the chorus teaching in junior high school, and further promotes the chorus teaching in Middle school to highlight the characteristics of local education. Choral art originated from medieval religious music in Europe and has a history of nearly a thousand years. With the introduction of Western Christianity music and the development of "music and song" activities.

To sum up, this research will start from the choral class teaching in junior high schools, follow the concepts and requirements of the 2022 Chinese Art Curriculum Standard, and set up a choral class teaching guidebook that conforms to the new curriculum standard from the perspective of aesthetic education. The choral class teaching work of the Junior High School in Shenyang, Liaoning Province, China has formulated a teaching plan, Teachers have taught students and set up an evaluation mechanism, so as to improve students' chorus ability and musical literacy in class chorus teaching. Therefore, in the context of the new curriculum standards, the choral teachers of teaching has important research significance for the cultivation of music aesthetics education.

Research Objectives

1. To study the significance of Aesthetic Education on choral classes in junior high school.
2. To create an “Choral Aesthetic Education Teaching Guidebook” for Teachers.
3. To use the guidebook for experiment teaching.
4. To evaluate the result of teaching by using the guidebook.

Research Methodology

This research is the mixed method research with used qualitative research and quantitative research. The qualitative research collected data by interviewed 3 experts in choral teaching, Shenyang, Liaoning Province. The experimental subjects were choral teachers from 28 junior high schools who participated in art performances for primary and secondary school students in Shenyang. A simple random sampling of 5 choral teachers, each teacher leading 40 choral members, a total of 200 students.

Population

The experimental subjects were choral teachers from 28 junior high schools who participated in art performances for primary and secondary school students in Shenyang.

Sample

A simple random sampling of 5 choral teachers, each teacher leading 40 choral members, a total of 200 students.

Key informants

3 experts with rich experience in choral teaching, Shenyang, Liaoning Province.

Inclusion

Criteria

Experts in this study must possess the following qualifications:

- (1) Experts are all from universities and have over 20 years of music teaching experience.
- (2) The professional fields related to choral music that experts are involved in are choral music, vocal music, and composition.
- (3) Actively participate in practical teaching or academic achievements in chorus.

Research Result

Student Questionnaires

This study conducted a questionnaire survey to understand the basic situation of choral members before conducting a choral teaching experiment. By asking questions, to understand their level of chorus. The survey questions will also be conducted from shallow to deep to understand the students' foundation. Through a questionnaire survey, it can be learned that (1) the basic situation of the junior high school students, (2) the students' own understanding of chorus, (3) summarize the development problems of choral education and find breakthroughs, and (4) further improve the junior high school choral teaching guidebook through the questionnaire content. The researchers designed a total of 10 questions involving 5 schools participating in the Shenyang Art Exhibition (Chorus). The selection of schools was conducted through random sampling, with 40 students from each school and a total of 200 students. Before the formal questionnaire was sent to the students, experts were invited to perform IOC evaluation on 10 questions, and the expert evaluation result was 0.92. The expert agreed with the design of the questionnaire.

Table 1: Evaluation table of student questionnaires (IOC)

Item	Questionnaires	Expert1	Expert2	Expert3	Total score	IOC Index
1	Do you like singing?	1	1	1	3	1
2	Do you prefer solo or chorus?	1	0.9	0.8	2.7	0.9
3	Have you ever participated in a choir during elementary school?	1	1	1	3	1
4	Do you understand the development background of chorus?	0.9	0.9	0.9	2.7	0.9
5	Do you think singing songs is difficult?	0.8	1	0.9	2.7	0.9
6	What do you think is the most difficult part in chorus?	1	1	1	3	1
7	What style of choral songs do you like?	0.9	0.9	0.9	2.7	0.9
8	Have you learned any other music specialties?	0.8	0.7	0.6	2.1	0.7
9	Do you think vocal training is difficult?	0.9	0.8	1	2.7	0.9
10	Do you want to continue studying in the chorus?	1	1	1	3	1
Total		9.3	9.2	9.1	27.6	9.2
Average						0.92

Table 2 : Individual choral training record sheet Commanding teacher:

Item	Chorus training record	Pre-test	formative test	Summative test
Basic Requirements for Chorus	Standing posture	69	83	92
	breathing	54	78	90
	Intonation accuracy	59	64	88
	Timbre	57	76	94
	Volume	56	89	95
	Rhythm	67	75	90
	Solfege	62	73	86
	Vocal range	68	78	96
	Melody	63	85	94
	Emoticon	60	89	90
Songs analysis	Sentence processing	67	89	90
	The understanding of the lyrics	60	75	98
	An understanding of context	73	84	90
	An understanding of style	56	76	92
	Understanding of structure	72	80	94
Other aspects	Knowledge of voice parts	60	75	90
	Being late and absent from class	65	85	94

Table 3 : Record of average scores of three tests of 5 schools

NO	School Name	Before training	In training	After training
1	School 1	67.2	78.15	91.68
2	School 2	66.33	79.5	92.25
3	School 3	66.45	78.43	92.68
4	School 4	66.38	79.63	92.98
5	School 5	66.33	78.28	91.38
Total		332.69	393.99	460.97
Average		66.54	78.8	92.19

Through three tests of the chorus in five schools, the teachers found that the chorus members' training performance had improved significantly. This fully shows that the learning effect of the choral aesthetic education teaching guidebook is remarkable, and the students in junior high schools also gain a lot through the teaching method of the choral guidebook, which further improves the students' chorus ability, indicating that the guidebook is effective in the training of the choral ability in junior high schools.

Discussion

Study the significance of Aesthetic Education on choral classes in junior high school

The researcher's junior high school choral aesthetic education teaching is constructed from multiple perspectives and levels, designing choral teaching content from both the perspectives of teachers and students. Through the establishment of basic chorus, the development of chorus, and the basic training of chorus, including warm-up, breathing, vocalization, singing resonance, enunciation, etc., detailed explanations of basic training were provided. With the foundation of choral singing, they can grasp the singing characteristics and style of the work as a whole, and feel the role of choral aesthetic education through the work. mentioned that basic training in choir is crucial, and for choir, the first step in vocal training is to train good breathing. From this, it can be seen that the basic training stage of

chorus is crucial. The construction and cultivation of junior high school choral aesthetic education is reflected in every step of the training process, and the establishment of each link is the key to promoting the overall construction of choral aesthetic education. The significance of junior high school choral aesthetic education is holistic, multifaceted establishment and synthesis.

Create a “Choral Aesthetic Education Teaching Guidebook” for Teachers

Through the compilation of the "Teaching Guidebook for Choral Aesthetics Education", researchers have found that it is related to the content in Yang Hongnian's "Choral Training", and the content areas involved are more focused on basic training of choral music. Different from the researchers, they emphasize that the chorus teaching is more theoretical (Li, 2022). When making the guidebook, the researchers focus more on the combination of theory and practice teaching, and pay attention to the practice of sight singing and the singing of Chinese chorus works to inherit Music of China culture. Singing national Folk music is also a teaching suggestion put forward in the new curriculum standard, so that junior high school students can learn to cooperate through collective singing, and it effectively improves the construction of comprehensive abilities for junior high school students.



Figure 1 : Examples of vocal exercise

This exercise can be combined with Kodaly scale gestures, if the members do not respond, you can change da ba, into du du and Kodaly gesture to introduce the members to the concept of pitch.

Use the guidebook for experiment teaching

In the process of using the teaching guide book, it is not difficult to see that junior high school students still have a limited understanding of the traditional concept of choral singing, the historical origins and development of choral singing, and the initial concept of choral singing has not yet been established (Qin, 2013). The basic training of choral singing is believed to only involve a single vocal practice, and other aspects and skills of basic practice are not known, and there are few choral works performed. By singing different styles of choir works to design different basic vocal exercises for each class, students' interest in choir can be gradually cultivated in daily learning and training (Zhu, 2023). The establishment of collaborative singing aesthetic education cannot be separated from the setting of choral links, and the improvement of students' singing skills. Choral experts believe that such a choir teaching design is helpful for middle school students' choral learning, scientifically and effectively improving their choral skills, and gradually improving the establishment of choral aesthetic education teaching work (Hu, 2018).

Evaluate the result of teaching by using the guidebook

In order to understand whether students' choir level has improved in teaching, researchers designed three testing stages and standards, namely pre-test, formative test, and summative test. The test is scored by three choir experts, and researchers summarize and analyze the results of the three tests to create tables and illustrations to show the differences between students before and after using the guide book. Through testing and practical teaching, it can be clearly seen that junior high school students have made significant progress in their choral foundation, with significant improvements in the accuracy of sight singing exercises and vocal training of choral works. Through testing, three experts believe that it is scientific and standard, and the design of choir teaching methods and links is effective. During the process of choral learning, students' interest in choir learning has become stronger, their liking for choral works has also significantly deepened, and their expressive power towards the works has also undergone unprecedented changes (Tang, 2023).

Recommendation

1. Practical Recommendations

The establishment of choral aesthetic education requires the establishment of mechanisms from the perspective of sustainable development education. Similarly, the development of choral classes in junior high schools in Shenyang requires national policy support, support from local education bureaus, and effective construction of choral teacher teams, which is the prerequisite for achieving choral development. The experimental subjects of the researchers were randomly sampled choral students from five Middle school in Shenyang, and the experimental teaching scope was relatively small. The teaching objectives of junior high school choral courses should be applicable to the development needs of this stage, and continue to promote and promote the teaching settings of junior high school chorus, effectively cultivating students' comprehensive abilities such as choir ability, cooperation ability, singing skills, and work performance. Under the premise of high pressure in junior high school students' cultural courses, through choir teaching, we can find channels to relieve pressure, At the same time, it further improves the troubles brought to junior high school students during the voice change period, improves oneself through scientific singing skills, gradually cultivates confidence, and improves students' aesthetic ability and core literacy.

2. Recommendation for future research

In the development of junior high school choral aesthetic education, attention and promotion of junior high school choral should be comprehensively strengthened. With the background support of the 2022 curriculum standards, researchers hope that middle school schools across the country can support and strengthen the conceptual understanding of choral teaching. Through the establishment of school choral classes, students can gain a deeper understanding of the teaching significance of choral aesthetic education, enabling them to love singing, cultivate their collaborative ability, cultivate their musical interest, understand the development of chorus, and improve their singing skills to love singing. Based on Kodaly's music teaching philosophy, he advocates the concept of "human voice is the most beautiful voice in the world" and attaches great importance to cultivating choral art. This study has certain limitations in practical teaching and can provide teaching activities for all schools in Shenyang. The experimental teaching song test can only be recorded through a unified chorus track, and its teaching content can be further expanded. The use of evaluation methods for

students' chorus should be recorded based on the options in the evaluation criteria, in order to cultivate students' comprehensive abilities from multiple perspectives, and further achieve the aesthetic education and significance of choir teaching.

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