

# **The Construction of Jia Ling Kuo Inheritance Teaching Guidebook for the Students of Vocal Music Elective Course in Guangdong University of Science and Technology**

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## **Abstracts**

The Hezhe nationality is one of the ethnic minorities with a small population in China, which has lived and multiplied in the Heilongjiang, Songhua and Wusuli River basins for generations. This research purposes were 1) To study the "Jia Ling Kuo" of the Hezhe nationality. 2) To Construct the "Jia Ling Kuo" inheritance Teaching Guidebook" for the students of vocal Music elective course in Guangdong University of Science and Technology. 3) To experiment the teaching by using "Jia Ling Kuo" inheritance Teaching Guidebook" for the students of vocal Music elective course 4) To evaluate the efficiency of the teaching by using the "Jia Ling Kuo" inheritance Teaching Guidebook. The methodology was mixed method. The qualitative research collected data by interviewed 3 key informants. Population for experimental research was 30 students studying in the sophomore grade The sample was, 20 students were selected as a sample.

The result found that 1) There are more than 10 kinds of Hezhe folk songs (in Hezhe language), covering all aspects of life, including happy songs, elegy, ancient songs, fishing songs, hunting songs, ritual and vulgar songs, love songs, cradle songs, narrative songs, new folk songs. 2) There are fifteen courses in the course plan. The first part is to learn the basic theoretical knowledge of "Jia Ling kuo", including the origin of "Jia Ling kuo" music, the development history of "Jia Ling kuo" music. 3) In the teaching of sophomore vocal music elective students of Guangdong University of Science and Technology, "Hezhe" Music Teaching Guidebook " Anhui includes the time, place and learning content of each course. 4) More effective innovation and promotion of the music of "Jia Ling kuo" has been carried out, especially the students' singing and acting ability of "Jia Ling kuo" has been improved.

**Keywords:** Jia Ling Kuo Inheritance Teaching Guidebook; Vocal Music Elective Course; Guangdong University of Science and Technology

## **Introduction**

The Hezhe nationality is one of the ethnic minorities with a small population in China, which has lived and multiplied in the Heilongjiang, Songhua and Wusuli River basins for generations. Russian scholar Patkanov estimated that there were 8000-10000 people in the Sanjiang River Basin in China in 1888. According to the statistics of the Japanese General staff from 1904 to 1907, there were 20, 000 people on both sides of the Songhua River alone. During the Japanese invasion of China, there were only more than 300 people left in Shanjiang generation. After the founding of New China, the government encouraged the population of the Hezhe nationality to multiply and develop. According to the national census, the population of the Hezhe nationality was 718 in 1964, 1489 in 1982, 4245 in 1990 and

4664 in 2000. According to the sixth national census, the population of the Hezhe nationality has increased to more than 5354 now. The Hezhe nationality has its own language and belongs to the Altaic language family. The ancestors of the Hezhe nationality belong to the ancient peoples of the Sushen system, such as Yilou, Wuji, Heishui mohe, and savage Nvzhen, which are related to the origin of the Hezhe nationality. In the early Qing Dynasty, the names such as "Heijin", "Heizhen", "Hezhen", "Qileng" and "Hezhe" were recorded in the literature. Between the Qing Dynasty and the Republic of China, it was often referred to as "fish skin Tartars" (Li, 2019:1), Hezhe nationality claim to be different from place to place. The Hezhe nationality has a long history, created material and spiritual wealth with fishing and hunting cultural characteristics, and made outstanding contributions to the formation of China's multi-ethnic country and the progress of human civilization. Like other ethnic minority brothers and sisters in China, the Hezhe nationality love life and singing, and have created rich and colorful folk music. "Jia Ling Kuo" is one of the most representative. The Hezhe nationality call their folk songs "Jia Ling Kuo", which involves a variety of genres, such as children's songs, minor and so on. It can also be said that the Hezhe nationality "Jia Ling Kuo" means a complete folk song, which also includes a ditty or minor, but it cannot be called "Jia Ling Kuo" because it is not complete, so it is called a ditty or minor.

## Literature Review

### Hezhe "Jia Ling kuo"

He Zhe called his folk songs "Jia Ling kuo", involving children's songs, minor tunes and other genres. It can also be said that in the Hezhe people, "Jia Ling kuo" is the meaning of a complete folk song, which also includes a ditty or minor tune but the ditty or minor tune cannot be called "Jia Ling kuo" because it is not complete enough, so it is called a ditty or minor tune.

"Jia Ling kuo" is a kind of emotional simple, gentle and melodious lyric song, which is widely spread, with little change in melody and rhythm. Some songs need to be sung at certain times and on certain occasions. There are also some songs that can be created freely, and the performance is not only random, but also has no time or occasion restrictions. The population of the Hezhe people is small, and there is no writing, let alone professional music recorders, so the music of the Hezhe people mainly relies on generations of folk artists, singing fans memory, oral transmission. In the past, the Hezhe people's production mode was mainly fishing and hunting, among which fishing was the main production tool, and the fishing tool of the net boat was the main production tool, so the music material of the Hezhe people was mostly derived from their life of weaving nets, fishing and hunting. The music rhythm is simple and bright, the melody is fresh and smooth, and it has the charm of drifting with the tide, with the meaning of "singing in the bow, singing in the waves". The melody and basic rhythm are mostly from the action of boating, stretching and gentle, with the characteristics of fisherman's ballads, which are both good and catchy, easy to remember and sing (Qu, 2017:4).

Although the population of the Hezhe people is small, they are good at singing and dancing, and the older Hezhe people can sing several pieces of Hezhe folk songs. These folk songs are closely related to their fishing and hunting production, religious sacrifice, life and entertainment. Most folk songs are improvised according to different environments and different scenes, and then passed down from one generation to another. "Jia Ling kuo" tune fixed, bright and light, very pleasant, soft lyrical, very moving; It is often used to praise the

beautiful nature and express the love for the mountains and rivers and the countryside of home. There are love songs, narrative songs, life songs, and so on, most of which are love songs. A prominent feature of the folk songs of Hezhe is that men and women do not mix and sing. The singing form is mostly solo singing, occasionally there are duet singing, the music form is mostly single piece structure, the rhythm is regular, the pentatonic scale is commonly used, the Zheng, Gong, feather mode is rarely used to change the tone, the tune is graceful and smooth (Wei, 2014:1).

The contrast words of "Jia Ling kuo" are very characteristic, such as "Hehena", "Ajanghena", "Hehena", which can fill the whole song independently, and can also be used as function words interspersed in the lyrics; The feature reference "to root" is often used at the end. The melody of "Jia Ling kuo" has the characteristics of five-tone mode, the melody is clear and light, beautiful and smooth, the mode is mainly palace and characteristic mode, "wave" melody line and "stroke" rhythm with the characteristics of paddling rhythm, etc., constitute the "core style" of the traditional music of the Hezhe nationality. These characteristics are fully reflected in the traditional Hezhe folk song "Hope Lover", which is also the melody prototype of the main part of the "Wusuli Boat Song".

#### **The teaching guide of Hezhe "Jia Ling kuo"**

The guiding principles used in this experiment mainly include two parts: the theoretical knowledge of "Jia Ling kuo" of Hezhe and the practice of folk song singing. The theoretical knowledge is about the living environment of the Hezhe people's "Jia Ling kuo", the introduction of the background of the investigation of the "Jia Ling kuo", the basic knowledge of the "Jia Ling kuo" to the students, and the singing method of the "Jia Ling kuo" to the students. After completing the basic introduction of "Jia Ling kuo" of Hezhe nationality, we will enter the singing practice part, mainly studying the singing skills, stage performance skills, aesthetic characteristics and singing methods of "Jia Ling kuo" of Hezhe nationality. Students sing a minor tune every week according to their singing ability. In the singing process, middle school students need to understand the local dialect, rhyme and other aspects of knowledge. According to the professional singing video of Hezhe "Jia Ling kuo", they can learn the background of song melody and song creation, song theme ideas, and basic singing performance, so as to improve students' comprehensive singing ability (Gao, 2016:6).

### **Research Objectives**

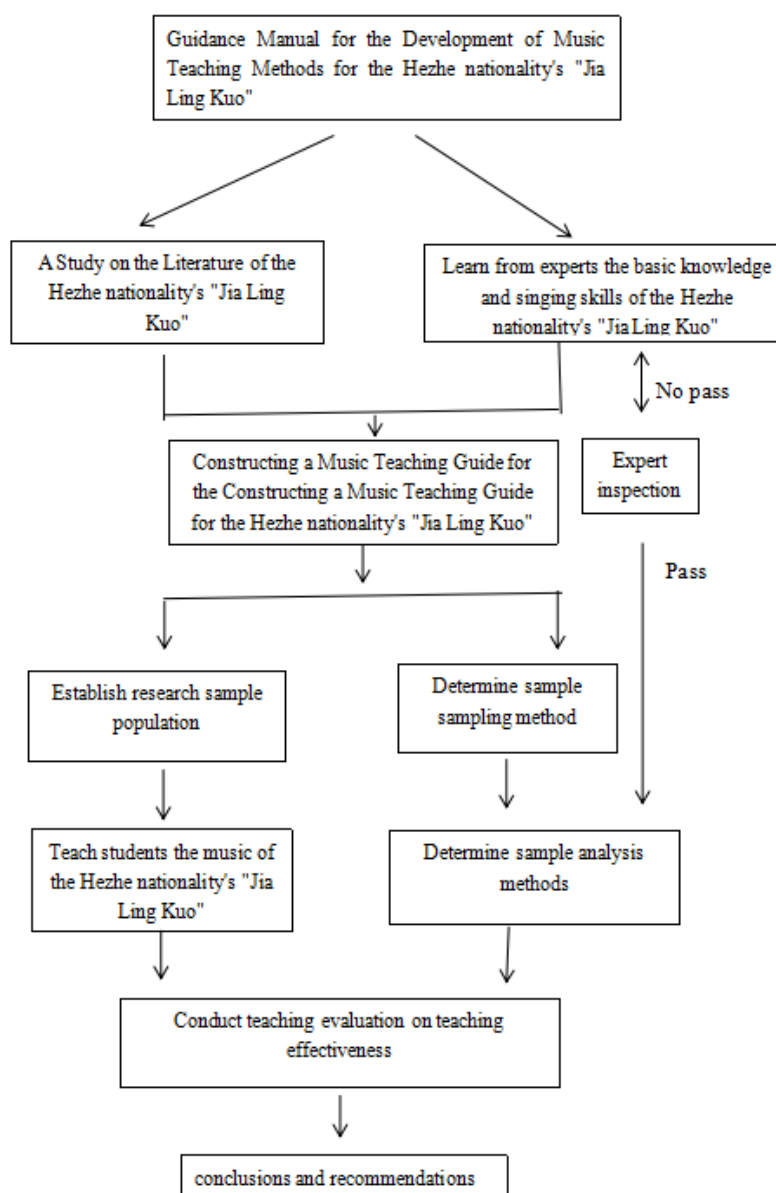
1. To study the "Jia Ling Kuo" of the Hezhe nationality
2. To Construct the "Jia Ling Kuo" inheritance Teaching Guidebook" for the students of vocal Music elective course in Guangdong University of Science and Technology
3. To experiment the teaching by using "Jia Ling Kuo" inheritance Teaching Guidebook" for the students of vocal Music elective course in Guangdong University of Science and Technology
4. To evaluate the efficiency of the teaching by using the "Jia Ling Kuo" inheritance Teaching Guidebook

## Research Methodology

This study is a mixed qualitative and quantitative study: using observation and interview 3 key informants to collect field data, using quantitative research to collect data through questionnaires, and using statistical data for data analysis. The first is to study the marriage order of the Hezhe nationality, which is used to understand the satisfaction of the rich learners of the Hezhe nationality.

Population for experimental research was 30 students studying in the sophomore grade of vocal music and elective courses of Guangdong University of Science and Technology. The sample was, 20 students attending sophomore vocal elective courses at Guangdong University of Science and Technology were selected as a sample.

## Research Conceptual Framework



**Figure 1** Research Conceptual Framework

## Research Findings

### 1. The "Jia Ling Kuo" of the Hezhe nationality.

Through the interview of experts and literature search, the researcher have mastered the singing skills of "Jia Ling kuo" of the Hezhe and enriched my teaching experience. The researchers summarized the results of the interviews with the experts, who jointly believed that the students should learn the basic knowledge of the folk music, the singing background and the songs of the "Jia Ling kuo" of the Hezhe. In teaching, we should start with the simplest basic knowledge of "Jia Ling kuo" music, so as to avoid students feeling the difficulty in learning, and the occurrence of rejection and weariness. Using some interesting teaching methods to help students learn the "Jia Ling kuo" music of Hezhe, such as picture display, music appreciation, video appreciation, etc., which is helpful to stimulate students' interest and enthusiasm of learning "marriage". Professional tests were used in the evaluation to examine student learning outcomes.

There are more than 10 kinds of Hezhe folk songs (in Hezhe language), covering all aspects of life, including happy songs, elegy, ancient songs, fishing songs, hunting songs, ritual and vulgar songs, love songs, cradle songs, narrative songs, new folk songs and so on. Women love to sing "Jia Ling kuo" (similar to folk tunes), the old man love to sing "Emma". "Imakan" is a literary form of folk rap, similar to the big drum in the north. The form is epic. It is often sung in hunting grounds, net beaches or thatched houses built in fishing villages. "Imaan" has its own fixed tune when singing. The bright moon in the sky, the bonfire, the village is full of joy atmosphere. The minor tones of the Hezhe people are beautiful, both the tune and rhythm, will make people feel the fluctuation of the river waves and the light swing of the fishing boat. With their courage and diligence, the Hezhe people have created and developed their rich material culture and colorful spiritual culture in their unique fishing and hunting life, among which the Hezhe folk songs (rich in the Hezhe language) are the magnificent chapter. But all men and women, old and young, can touch the scene, sing a few impromptu tunes. The main tunes are Heni tune, Jia Ling kuo order, shaman, shaman, white tone, white book, happy, sad, old man tone, girl tone and so on. The charming charm of traditional music mainly focuses on its cultural and aesthetic elements. Therefore, music education, regardless of the content, method or environment, needs to let teachers and students in the atmosphere of beauty. Therefore, in the reform of music education in colleges and universities, we must pay attention to the aesthetic education of traditional music culture for students and cultivate students' aesthetic ability. Specifically speaking, traditional music culture elements should be more integrated into the selection of textbooks and content, as an important way to promote and develop traditional music culture. Traditional music culture has been spread in the long history and has a high artistic value. Many classic traditional music works have distinct and moving melody, rhythm, artistic conception, structure and melody, which are the aesthetic elements contained in traditional music culture. In the music education of colleges and universities, teachers can give full play to their own professional music knowledge and conduct in-depth analysis of the aesthetic elements, so that students can appreciate the colorful traditional music culture while learning music knowledge, so as to have a strong interest in the beauty of national folk music. It lays a good foundation for students to learn the "Jia Ling kuo" of the Hezhe, and actively spreads and inherits the intangible cultural heritage of the "Jia Ling kuo".

## **2. Constructing the "Jia Ling Kuo" inheritance Teaching Guidebook" for the students of vocal Music elective course in Guangdong University of Science and Technology**

The researcher constructed the music Teaching Guide of "Jia Ling kuo" for the sophomore vocal music elective course of Guangdong University of Science and Technology and learned from the provincial and municipal inheritors of "Jia Ling kuo" of Hezhe. There are fifteen courses in the course plan. The first part is to learn the basic theoretical knowledge of "Jia Ling kuo", including the origin of "Jia Ling kuo" music, the development history of "Jia Ling kuo" music, the performance form of "Jia Ling kuo", the singing method of "Jia Ling kuo" and the singing of 10 famous "Jia Ling kuo". The second part is the practical training of "Jia Ling kuo" singing of Hezhe people, including the lyrics, pitch rhythm, singing skills and local language pronunciation of each song. In the teaching and singing practice part, the professors learned different singing skills and singing methods according to different song writing backgrounds, so that the students could easily master the singing skills and singing characteristics of the songs in an easy-to-understand way. The third part analyzes the key points and difficult points of the teaching materials, analyzes and interprets the key points and difficult points of different styles of song teaching, improves the singing ability of students' works to different degrees, and gives students greater vitality to learn the "Jia Ling kuo" of the Hezhe. The fourth part is the final exam and summary of the course. After the compilation of the "Jia Ling kuo" music teaching Guidebook, three teaching guidebook experts will be invited to evaluate. The three experts agree that the "Jia Ling kuo" music teaching guidebook is rich in content and wide in knowledge, and the experts believe that the teaching guide can be implemented. College students should pay attention to the study of ethnic minority songs and ethnic culture, and actively spread and inherit the intangible cultural heritage of "Jia Ling kuo".

## **3. Experimenting the teaching by using "Jia Ling Kuo" inheritance Teaching Guidebook" for the students of vocal Music elective course in Guangdong University of Science and Technology**

In the teaching of sophomore vocal music elective students of Guangdong University of Science and Technology, "Hezhe" Music Teaching Guidebook " Anhui includes the time, place and learning content of each course. The effect of singing the "Jia Ling kuo" passed the pre-teaching test and the post-teaching test, and was analyzed through the change of the test scores of the taught students. Through a period of study of the music teaching guide of the Hezhe people, we can see the progress and changes of the students after learning the teaching guide book of the Hezhe people.

## **4. Evaluate the efficiency of the teaching by using the "Jia Ling Kuo" inheritance Teaching Guidebook**

It is feasible to put the music teaching Guide " into use among students of vocal music elective course of Guangdong University of Science and Technology. Through the teaching practice of 15 weeks and 30 class hours in one semester, on the basis of the analysis of the students' pre-test and post-test data, the teaching effect of the teachers in the implementation of the book has been significantly improved. More effective innovation and promotion of the music of "Jia Ling kuo" has been carried out, especially the students' singing and acting ability of "Jia Ling kuo" has been improved. The use of "music teaching Guide" in teaching is quite satisfactory. According to the data analysis, both students and teachers believe that the "Music Teaching Guide" can effectively improve their singing and acting skills.

## Discussion

The teaching of "Jia Ling Kuo" within the Hezhe nationality represents a significant aspect of their cultural heritage and language preservation efforts. In this section, we will discuss the key findings from our research, their implications, and the broader significance of this teaching method within the context of the Hezhe culture. Our findings resonate with previous research on the role of oral traditions in preserving cultural heritage (Qu, 2017:4). Studies on indigenous cultures across the world have consistently demonstrated the resilience of oral traditions in safeguarding cultural practices and knowledge. For instance, research on Hezhe has shown that storytelling and oral rituals are central to the transmission of cultural values (Wei, 2014:1). In the case of the Hezhe people, "Jia Ling Kuo" serves a similar function, acting as a repository of their unique cultural identity.

The teaching guide provides detailed teaching methods and guidance plans, including teaching strategies and practice content for different types of folk songs, which can help teachers better organize teaching activities, improve teaching effectiveness and quality. The teaching guide provides rich practical singing exercises for Hezhe ethnic minority folk songs, providing detailed explanations from the perspectives of lyrics, melody, emotional expression, etc. (Li, 2019:1), to help students more comprehensively understand and master the singing techniques and cultural connotations of Hezhe ethnic minority folk songs.

The teaching guide provides a detailed introduction to the historical origins and cultural background of the Hezhen ethnic folk songs, helping students better understand and inherit the cultural connotations and artistic forms of folk songs. This research similar with the research on the construct the teaching guidebook of Heilongjiang's Hezhe minorities folk songs (Guo, 2023:6).

## Recommendation

### 1. Practical Recommendations

In the context of globalization, national culture, local culture and native language culture have become the focus and focus of social attention. How to protect the excellent traditional culture of our nation? How to inherit the national intangible cultural heritage? How to inherit the ethnic music culture in the school music education? These are the important problems that must be faced in the theory and practice of music education in China.

Music education in colleges and universities undertakes the historical mission of ethnic music culture inheritance, and is the bridge and link of ethnic music culture inheritance. The characteristics, mode, pattern and system of university music education provide the conditions and guarantee for the effective inheritance of national music culture. At the same time, the folk music culture also acts on the music education in colleges and universities

It provides a higher career and vision for school music education, is the necessary guarantee for cultivating students' sound personality and all-round development, and the enrichment and deepening of school music education.

As an important carrier of national culture, Chinese folk music has experienced the tempering of history and has a strong vitality. Local folk music can convey the excellent ideas of the nation from melody to lyrics. It has a long history, various kinds and different styles. Learning local folk music can not only inherit the national spirit and enhance the national cohesion, but also stimulate people's national pride, self-confidence and cultural identity. The young local music education has important practical significance, which is conducive to the

teaching reform and the formation of a set of organic teaching ideas and teaching system. Through the teaching activities, students not only have a more intuitive, profound and unforgettable cognition of local music, but also understand the unique spiritual temperament and charm of local folk music.

In the development of "Jia Ling kuo" music of the Hezhe people, teaching resources should be fully developed to let students know deeply about "Jia Ling kuo", help them get close contact with folk songs and understand their cultural connotation. It is not only helpful for singing skills, but also can change people's view of learning traditional music. Therefore, as long as students can consciously understand the local music culture, accept and form a correct understanding of folk songs, they will love the "Jia Ling kuo" music of the Hezhe more. It is more conducive to the development of the "Jia Ling kuo", the integration with the world music, the development of students' comprehensive ability, the cultivation of spiritual civilization, and has the role of educating people.

## **2. Recommendation for future research**

The splendid Chinese culture is created by all ethnic groups, and their cultures complement each other. The music of "Jia Ling kuo" is loved by local people because of its vitality, easy to understand and close to folk life. "Jia Ling kuo" of Hezhe has been listed in the national intangible cultural heritage list. The music is the accumulation of the Hezhe ethnic group culture and an important part of the traditional culture. It has a strong national cohesion strength in the national music culture.

Chinese folk music is an important part of the excellent traditional Chinese culture. Chinese folk music has a long history and embodies the essence of the Chinese traditional culture, including the Han and ethnic minorities. There is not only the commonness of Chinese traditional culture, but also the unique music culture of various nationalities. It is an important part of folk music. Folk songs are a part of human culture, and the history of folk songs is the history of human civilization progress. Folk songs originate from the folk, are the unique cultural carrier of the Chinese nation, and are the precious intangible cultural heritage, reflecting the unique history and culture, astronomy and geography, local conditions, customs, thoughts and emotions, and national spirit. Marx said, "Folk songs are the only history left

Legends and the chronicles." This shows that learning folk songs is an important part of inheriting excellent traditional Chinese culture, which is exactly consistent with the idea of 'cultivating people by virtue' emphasized in the report of the 18th National Congress of the CPC and the requirement of 'moral education first and ability first' proposed in the Outline of the National Medium and Long-term Education Reform and Development Plan (2010-2020).

The core literacy system of Chinese college students fully inherits and embodies the core thought of moral cultivation in Chinese excellent traditional culture, as well as the ethics and moral education in traditional education. Traditional Chinese culture contains rich thoughts on personal cultivation, many of which still have great reference and inheritance value today, such as benevolence, filial piety and patriotism, humility, politeness, honesty and self-discipline. The main content of traditional education has an important inheritance and educational value in today's school education.

With further thinking on the issue of national inheritance, we find that the university music education course has a positive attitude towards local traditional music. We should further explore how to make more effective use of the advantages of local universities to inherit the excellent local music culture tradition in China.



College students are the future pillars of the country, and they are the builders of The Times. College students' cognition of the music of "Jia Ling kuo" influenced the later development of "Jia Ling kuo". Students should not only inherit and perform, but also play a role of appreciating local music and creation. Therefore, the introduction, publicity and teaching of the "Jia Ling kuo" music in the Hezhe is the best inheritance and protection of the music in local universities.

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