

The Guangfu Nursery Rhythm Guidebook for Student at Guangzhou College of Technology and Business, Guangzhou

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Abstracts

The objectives of this research were to study the Guangfu nursery rhyme and to construct the Guangfu nursery rhyme guidebook. The study uses a qualitative research method to understand Guangfu nursery rhyme and choreography rhyme creation. Three key information providers are interviewed, and their knowledge is used to create a Guangfu nursery rhythm guidebook. The guidebook will be developed from June to August, focusing on teaching choreographic students at the Guangzhou College of Technology and Business.

The research results found that Guangfu nursery rhymes are a traditional Cantonese folk music genre that reflects the life, culture, and values of local people. Three key informants offer guidance on the classification, characteristics, and significance of Guangfu nursery rhymes, helping to develop teaching materials. They suggest appropriate selection of dance elements and types, integrating local characteristics and cultural connotations, and ensuring the dance's fun and educational nature. The researcher used the results to create a content framework suitable for the Guangfu nursery rhyme guidebook, which covers various types of training, including activity training, orientation training, expression training, head training, shoulder training, hand training, crotch training, foot training, physical training, and comprehensive training. Expert evaluations were conducted to ensure the feasibility and practicability of the Guangfu nursery rhyme guidebook. The evaluation results from experts were at a very good level, with a score of 4.86 on a full score scale of 5.

Keywords: Guangfu; Nursery; Rhythm; Guidebook

Introduction

The Guangfu region refers to the residence of the Guangfu nation, primarily located in the Pearl River Delta and to the west of Lingnan, including Guangdong and Guangxi. In Cantonese, Guangfu encompasses all areas where Cantonese is spoken. The term Guangfu was first mentioned in the Annals of Ming Dynasty Geography in 1368, and it became the nation's name. In the 1930s, Luo Xianglin published *An Introduction to Hakka Studies*, which divided Han residents in Guangdong into Guangfu, Hakka, and Chaoshan, marking the earliest proposed division of Guangfu. Fang & Han (2022: 15–18) suggest that Cantonese was formed gradually through Han immigrants entering Guangdong through various routes and periods, rather than a specific time and place.

In 2017, the central committee and the general office of the state council issued opinions on implementing the project for the inheritance and development of fine traditional Chinese culture, focusing on the protection and inheritance of traditional culture in various areas such as literature, art, history, philosophy, and folk customs. Zongyan et al. (2007: 221-233): The project encourages all sectors of society to participate in the inheritance and promotion of

traditional culture, strengthening traditional culture education. It also promotes the innovation and development of traditional culture, passing on its rich cultural heritage to future generations while playing a greater role in global cultural exchanges. Guangfu culture, originating from the Lingnan region of ancient China, has unique local characteristics, influenced by Confucianism, Taoism, and Buddhism. (Xiaolan et al., 2023: 229–236) It faces challenges in modern society, such as urbanisation, homogenization, and the younger generation's lack of understanding and recognition of traditional culture. To ensure sustainable development and inheritance, Guangfu culture needs to seek innovation and adaptation while maintaining the essence of tradition. Guangfu nursery rhymes, a cultural heritage of Guangdong, reflect the unique history, language, customs, and core concepts of Chinese culture. However, the current education system in Guangfu faces shortcomings and challenges in teaching these nursery rhymes.

Miao (2023: 70-76) An exploration of the local nursery rhyme penetration teaching method in the context of 3-6-year-old children's learning and development guidelines found the following: The experiment selects senior kindergarten students as its research subjects, mostly from the fields of language, art, and health, together with the four bodily characteristics of "ear," "mouth," "body." and Finally, it was suggested that kindergarten teachers should interpret the culture of the local nursery rhymes in accordance with the "Guidelines," carry out penetrating curriculum design, get ready for penetrating teaching and research, and combine with parent resources for advice on homesteading. "Brain" to carry out penetration teaching to cultivate children's listening ability, oral communication ability, physical coordination ability, imagination, creativity, and other comprehensive development. Guangfu nursery rhymes are a significant part of Guangfu national music, reflecting the region's unique history, language, and customs. They embody traditional values like family affection, social harmony, and moral education, reflecting core Chinese culture. (Zheng, 2011: 171–173). However, the current education system in Guangfu faces challenges in teaching these rhymes. The primary school music curriculum lacks attention, and the single teaching method fails to attract students' interest. Additionally, there is a lack of relevant teaching materials and resources, and the cultural value of Guangfu nursery rhymes lacks deep understanding and recognition.

Guangfu nursery rhymes are a significant part of Guangfu national music, reflecting the region's unique history, language, and customs. They embody traditional values like family affection, social harmony, and moral education, reflecting core Chinese culture. However, the current education system in Guangfu faces challenges in teaching these rhymes. The primary school music curriculum lacks attention, and the single teaching method fails to attract students' interest. Additionally, there is a lack of relevant teaching materials and resources, and the cultural value of Guangfu nursery rhymes lacks Guangfu nursery rhythm for constructing the choreography guidebook. Scholars suggest integrating diversified art forms into teaching and learning to promote Guangfu culture and inherit nursery rhymes in model Guangfu nursery rhythm for constructing the choreography guidebook. This approach refines characteristics and uses interactive methods, allowing students to understand local culture more vividly and intuitively. Therefore, this article is the first part of research that focuses on constructing the guidebook by studying with experts who have experienced it and then filtering knowledge to create the quality guidebook. This enhances learners' ability to perceive, understand, and express themselves, ultimately improving the educational inheritance value of Guangfu nursery rhymes.

Research Objectives

1. To study the Guangfu nursery rhyme.
2. To construct the Guangfu nursery rhyme guidebook

Research Methodology

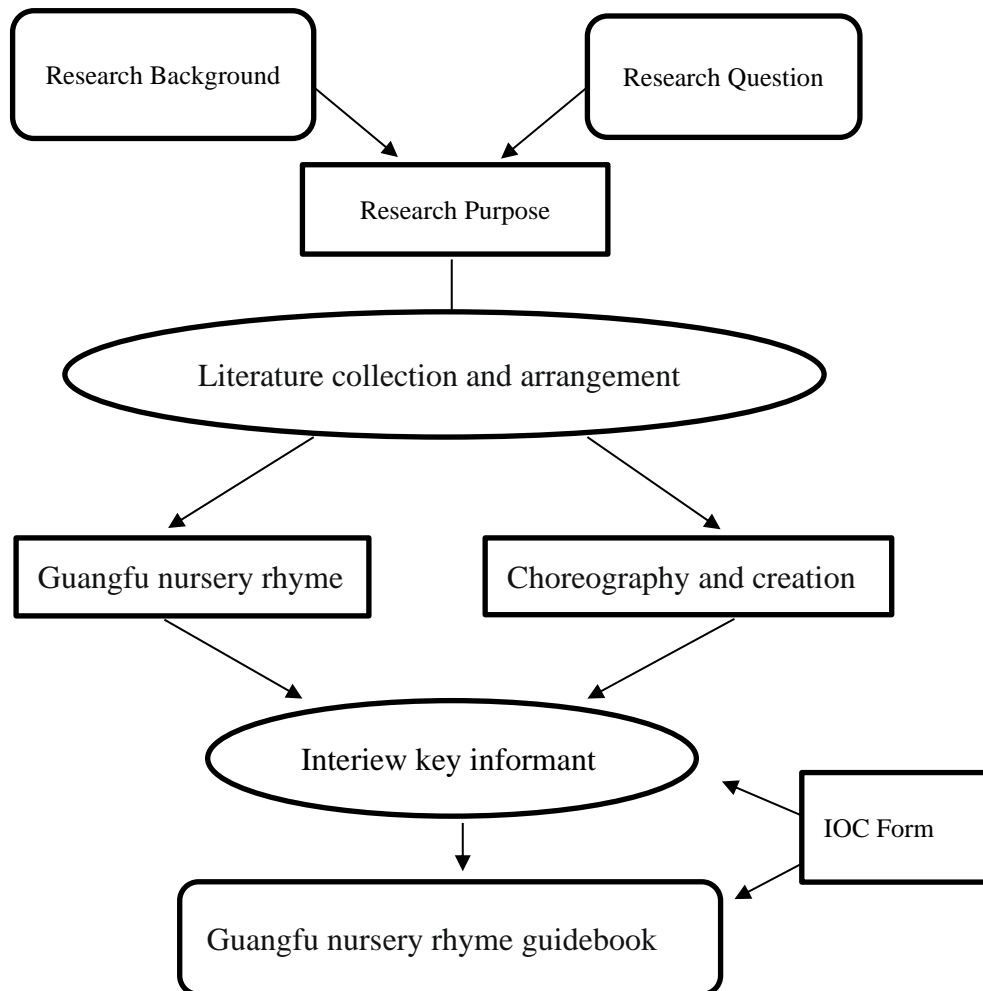
This study is qualitative research. Three keys information providers are interviewed, and the criteria for selecting providers are influential teachers in the fields related to Guangfu nursery rhyme and choreography rhyme creation. Conduct in-depth communication and discussion with key information providers face-to-face to understand their views, experiences, and feelings. Use the knowledge gained to create the Guangfu nursery rhythm for constructing the guidebook, and have the quality checked by academics from three experts universities.

Research Scope

This study adopts a mixed method, combining qualitative and quantitative methods. This study is just the beginning of the manual. The researchers used qualitative methods to collect data and validate research tools developed and accepted by experts. The researcher sets criteria and contacts to select experts with corresponding qualifications, arranges interviews, and evaluates the Guangfu nursery rhyme guidebook.

Data collection and data verification. The researcher carried out the work between January and December 2023. Research topics, directions, and objectives will be determined, discussed, and assessed. The literature will be reviewed, and tools will be developed. From June to August, a guidebook will be constructed through research and analysis of Guangfu nursery rhymes and dance creation books. Interviews with key informants will be conducted for teaching choreographic students in the courses "Guangfu Music Appreciation" and "Children Dance Choreographer" at Guangzhou College of Technology and Business, choreography major of the third grade folk music department of Shanxi Art Vocational College, Shanxi Province, China.

From reviewing documents and experts to study Guangfu nursery rhyme and to construct the Guangfu nursery rhyme guidebook, a conceptual framework can be written as follows:



Picture 1: Conceptual framework

Research Findings

From the objects of this research were to study the Guangfu nursery rhyme and to construct the Guangfu nursery rhyme guidebook, the researcher, reviewing academic documents and interviewing experts found the following issues as a result of the research:

History of Guangfu Nursery rhymes: Guangfu nursery rhymes are a traditional Cantonese folk music category that reflects the life, culture, and values of local people. These traditional children's songs, passed down through generations, have strong regional characteristics and cultural connotations. Qu Dajun's phrase "the good songs of the Cantonese custom" highlights the long-standing musical tradition of Guangfu in all nations. From folk ballads in the early years to cantonese songs in the early 20th century, these songs have regional characteristics and imprints of marine culture. (Wan, 2019; Xiaolan et al., 2023: 229-236). Nursery rhymes are one of the oldest and most basic genres of children's literature, passing down from mouth to ear and closely related to folk customs and dialects. They are simple folk oral literature and art, based on folk customs and dialects, and carried by dialects. They are

strong in region, high in historical value, and rich in cultural connotation. They are the coordinates of childhood memory, the red line of emotional maintenance, the sign of cultural identity, and the serenade of spiritual home.

The three key informants offer guidance on the classification, characteristics, and significance of Guangfu nursery rhyme, helping to develop teaching materials. They suggest appropriate dance elements and types, integrating local characteristics and cultural connotations, and ensuring the dance's fun and educational nature. They also emphasise the inheritance of Guangfu nursery rhyme, allowing the public to understand and feel the local culture while learning. This approach ensures a comprehensive and enjoyable learning experience for children.

The researcher has studied various important issues. In interviews, conversations and asking various questions In the following issues:

Table 1: Guangfu nursery rhymes in choreography teaching

Guangfu Nursery Rhymes:
<ol style="list-style-type: none"> 1) Unique in musical rhythm, melody, and emotional expression. 2) Popular in Guangdong for children's enlightenment. 3) Can be used in dance creation with elements of rhythm and melody. 4) Balancing originality and innovation is crucial. 5) Dance can better convey rhythm and emotion. 6) Storylines or plots inspire choreography.
The importance of integrating Guangfu nursery rhymes
<ol style="list-style-type: none"> 1) Importance of integrating rhymes into dances. 2) Challenges and possibilities of rhyme-dance combination. 3) Innovative ways to make rhymes more appealing. 4) Potential of rhymes in emotional expression and rhythm change. 5) Maintenance of interest and education in choreography. 6) Advice for choreographers and modern children's aesthetics.
Integrating Guangfu Nursery Rhymes into Children's Teaching
<ol style="list-style-type: none"> 1) Enhances children's interest and engagement in learning. 2) Enhances the quality and effect of dance teaching. 3) Practical teaching strategies maximize the advantages of Guangfu nursery rhymes. 4) Shares successful cases of integrating rhymes into dance teaching. 5) Suggests creating a Guangfu nursery rhyme children's dance textbook. 6) Suggests adapting the teaching material to meet modern children's learning needs.

After the study, the researcher used the results to create a content framework suitable for the Guangfu nursery rhyme guidebook, as follows: This text provides a comprehensive guide to various types of training, including activity training, orientation training, expression training, head training, shoulder training, hand training, crotch training, foot training, physical

training, and comprehensive training. It covers various topics such as location awareness, expression training, head movement skills, shoulder action, hand training, crotch technique, foot training, physical training, and comprehensive training. The guide emphasises the importance of location awareness, expression training, head movement skills, shoulder action, hand training, crotch technique, foot training, physical training, and comprehensive training. It can be created as a table as follows:

Table 2: Comprehensive guidebook of Guangfu nursery rhymes

Comprehensive Guidebook	
Covers activity, orientation, expression, head, shoulder, hand, crotch, foot, physical, comprehensive training.	Emphasizes location awareness, expression, head movement, shoulder action, hand, crotch technique, foot, physical, comprehensive training.

Three key informants are interviewed and Guangfu nursery rhyme guidebook is constructed. From this knowledge framework, the researcher created 10 lessons, with the details of the lessons as follows:

Catalogue

Introduction

Chapter 1. Activity training

- 1.1 Purpose and method of activity training
- 1.2 Practical activities and cases

Chapter 2. Orientation training

- 2.1 The importance of location awareness
- 2.2 Orientation training exercises

Chapter 3. Expression training

- 3.1 Skills for expressing emotions
- 3.2 Expression training example

Chapter 4. Head training

- 4.1 Head movement skills
- 4.2 Head training exercises

Chapter 5. Shoulder training

- 5.1 The importance of shoulder action
- 5.2 Shoulder training methods

Chapter 6. Hand training

- 6.1 The expressive power of gestures
- 6.2 Hand training practice

Chapter 7. Crotch training

- 7.1 Crotch technique
- 7.2 Crotch training exercises

Chapter 8. Foot training

8.1 The importance of foot and leg training

8.2 Foot training methods

Chapter 9. Physical training

9.1 Physical improvement and maintenance

9.2 Physical training case

Chapter 10. Comprehensive training

10.1 Integrated training of all skills

10.2 Practical methods of comprehensive training

Results from expert evaluations: Researchers will write the Guangfu nursery rhyme guidebook. Practice is based on previous studies of books and literature, observation and teaching, and expert interviews. Then, through the teaching and implementation of the guidebook, in order to ensure the feasibility and practicability of the guidebook "Guangfu Nursery Rhyme Dance Creation Practice," three experts were invited to evaluate in seven aspects: the theoretical basis and logical structure of the content of the guidebook; the practicability of teaching methods and training systems; case studies and practical teaching materials; the balance between cultural inheritance and innovation; the adequacy of teaching resources; adaptability and universality; and the evaluation results of teaching effects. Finally, the evaluation results from experts were at a very good level. (4.86 on a full score scale of 5).

Discussion

Based on qualitative research methods, in-depth interviews involve several key elements in gathering knowledge. These include the methodology used, such as whether the interview is unstructured, semi-structured, or structured. The location of the interview is another consideration, as it can impact the dynamics and outcomes of the conversation. This is consistent with the report of Osborne & Grant-Smith (2021: 105–125). Additionally, data capture, transcription, and analysis methods are important for ensuring the richness and quality of the interview data. It is important to review knowledge before the interview in order to gain knowledge. Discover your strengths and weaknesses first. Then collect and sequence the various points. Go interview an expert. Overall, in-depth interviews require careful attention to these elements in order to effectively gather knowledge and insights from participants. The researcher was aware of this issue and used the in-depth interview method to collect data and analyse it efficiently.

From the research results, it is in the same direction as Zhu Chenguang's (2020: 26–27) research, which explores the significance of contemporary Guangfu nursery rhymes, focusing on their cultural symbols and educational value in the memory of Guangfu culture. Chen Shuyi's (2023) research aims to analyse and practice teaching problems in children's creative dance courses for college students majoring in early childhood education, aiming to expand the reasonable perspective of the course design and develop teaching methods to enhance students' theoretical knowledge and practical skills in infant dance creation. Jin Zhenli's (2019: 123-125) research suggests integrating Guangfu nursery rhymes into music teaching activities in preschool education majors in normal schools. This not only enriches the

teaching content but also promotes the inheritance and development of Guangfu nursery rhymes, preserving traditional Chinese culture. Through teaching methods such as language recitation, nursery rhyme games, and scene reappearance, the rhyme beauty, children's interest beauty, and folk beauty of Guangfu nursery rhymes are demonstrated, achieving the integration of Guangfu nursery rhymes with the music teaching of preschool education majors in normal schools.

In addition to this, the results of writing the guidebook are also consistent with the report. Qiao (2019: 72–74), *The Influence of Dance Education Elements on Children's Physical and Mental Growth*, primarily examines the value of Guangfu nursery rhymes for children's aesthetic education as well as their application in the practice of aesthetic education in her research on the value of children's aesthetic education from the perspective of educational anthropology. Li (2022: 52–54) discovered that the majority of the present educational application confines itself to the obvious meaning of acting and singing. The absence of competent instructors, training connected to Guangfu nursery rhymes, and instructional materials is one of the causes. It is recommended that we place emphasis on the creation of a living environment for the aesthetic education of Guangfu nursery rhymes; emphasise the need to foster children's interest in Guangfu nursery rhymes; and emphasise the use of Guangfu nursery rhymes in the creation of comprehensive art forms.

The method of revising Chinese scholars' Guangfu nursery rhymes for children's guides involves transforming the Chinese characters into pinyin characters and then replacing the pinyin phrases with correct Chinese character phrases. This ensures that the target words and sentences are translated accurately. Wu & Pan (2023) present the report *Multimodality in Translation Studies: Themes and Models*. In line with the revised nursery rhymes in contemporary picturebooks, they adapt traditional Chinese rhymes to suit the interests and lifestyle of modern children. The didactical function and political implications of the original rhymes are often omitted or weakened in the adaptation process, according to Zhang & Wang (2021). Therefore, as an academic and a researcher, compiling and developing various course manuals to be up-to-date and appropriate for students and teachers is something that the researcher is aware of and has continued to do.

Recommendations

1. Practical Recommendations

The review aims to establish an analytical framework for examining melody in Guangfu nursery rhymes, covering aesthetics, practice, composition, analysis, and performance.

Provide opportunities for feedback and interaction in the guide book so that readers can ask questions and share experiences.

2. Recommendation for future research

Further research should evaluate methodologies used in performing these rhymes, considering proficiency levels for beginners, intermediates, and advanced players. This comprehensive framework aims to develop Guangfu nursery rhymes for international adoption.

Consider regularly updating the content of the guidebook to reflect the latest research findings and teaching methods.

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