

Constructing Shandong Folk Music Pipa Workbook for Teaching Pipa Students at the College of Arts in Shandong Agricultural University, The People's Republic of China

Zhang Yuqian,
Chutasiri Yodwised and Prasert Khunthongchan
Bangkokthonburi University, Thailand
Corresponding Author, E-mail: zhangyuqian19860703@126.com

Abstract

The purpose of this study is: (1) To study the characteristics of Shandong folk music. (2) To develop the pipa teaching workbook of Shandong folk music. (3) To teach Shandong folk music pipa workbook to the students in our experimental group. (4) To evaluation from using effect Shandong folk music pipa workbook. This study adopts qualitative and quantitative research methods. In the qualitative study, experts were interviewed, and specific repertoire suitable for the third year pipa students was developed based on the experts' interviews, with the aim of improving students' interest in learning Shandong folk music and their playing ability, and observing students' learning dynamics. In the quantitative study, through the IOC's evaluation of the Shandong Folk Music Pipa lesson Plan, 5 samples from the third year were selected from 15 pipa students in the Art College of Shandong Agricultural University for the experiment. In conjunction with the Shandong Folk Music Pipa Lesson Plan, the students' learning effects of using the Shandong Folk Music Pipa Lesson Plan were examined by collecting and comparing test scores through formative tests (twice) and summative tests.

The results show that the Shandong folk music pipa workbook covers the basic knowledge, performance skills and historical of Shandong folk music. Among them, the teaching workbook for college students fully considers students' interests and learning characteristics in content, which makes the teaching guide more practical and operational. The results of three tests show that: Shandong folk music pipa workbook has a good guiding role in improving the ability of Shandong students to learn Shandong folk music, This Shandong folk music pipa workbook is successful and can provide some reference experience for other universities.

Keywords: Chinese culture, Shandong folk music, Pipa teaching, college students, The College of Arts In Shandong Agricultural University

Introduction

The article covers several research perspectives related to Shandong folk music culture and the use of Shandong folk music for pipa teaching. The main focus is to build a workbook on Shandong folk music pipa through the study of Shandong folk music culture to solve this problem of not having Shandong folk music to use and pass on in the teaching of the pipa instrument in the current teaching.

The generation of Shandong folk music is closely related to the people's work and life. Oral instruction is its main inheritance method, and family inheritance and mentoring inheritance are its main inheritance methods. Under the original teaching and inheritance methods, due to the lack of systematic records, Shandong folk music has lost a lot, including classic tracks, lyrics, tunes and so on (Li, 2022).

Pipa is one of the most representative national musical instruments in China. In the field of pipa art specialty in colleges and universities, related teaching also needs to adapt to the new social development situation and make some innovations to give full play to the role and value of pipa teaching. Especially today, with the in-depth development of economic globalization and the prevalence of multiculturalism, foreign culture has had a certain impact on local culture. If our national culture wants to stand out, we must attach importance to the education and inheritance of national culture. Therefore, the pipa teaching course in colleges and universities should actively carry out corresponding reforms according to the teaching status quo, to improve the quality of pipa teaching, give full play to the role of pipa teaching, enhance students' cultural self-confidence while improving their artistic professional quality, and promote the promotion of China's cultural soft power to a certain extent (Wang, 2023).

The purpose of this paper is to use Shandong folk music to teach the performance of the pipa instrument. In teaching, not only is it a better way to pass on the excellent culture of Shandong folk music, but it also allows students to understand and master the stylistic characteristics of Shandong folk music and to use the pipa's unique techniques to perform. In addition, this paper will use assessment tools and methods to score the Shandong folk music pipa course, which can make the effect of teaching more clearly manifested and prove the effectiveness of teaching using the Shandong folk music pipa workbook.

Research Objectives

1. To Study the characteristics of Shandong folk music.
2. To develop the pipa teaching workbook of Shandong folk music.
3. To teach Shandong folk music pipa workbook to the students in our experimental group.
4. To evaluate from using effect Shandong folk music pipa workbook.

Research Methodology

The study used a mixed research design of qualitative and quantitative research methods and was centered around the following areas:

Population

The subjects are 15 students majoring in pipa from the instrumental music class of Shandong Agricultural University Art College.

Sample

The samples choose the third year students, there are five peoples majoring in Pipa.

Descriptive analysis:

1. Conduct interviews with key informants to learn from experts about Shandong folk music knowledge.
2. Create lesson plan based on interviews with experts.
3. Teaching according to the content of the lesson plan.

Statistical analysis:

1. IOC to evaluate lesson plan
2. Formative test and Summative test
3. Performance test

Through the above methods, the study aims to synthesize qualitative and quantitative data to gain insights into students' learning and performance of Shandong folk music, while evaluating the effectiveness of the teaching program with the help of expert interviews and statistical analyses.

Research Conceptual Framework

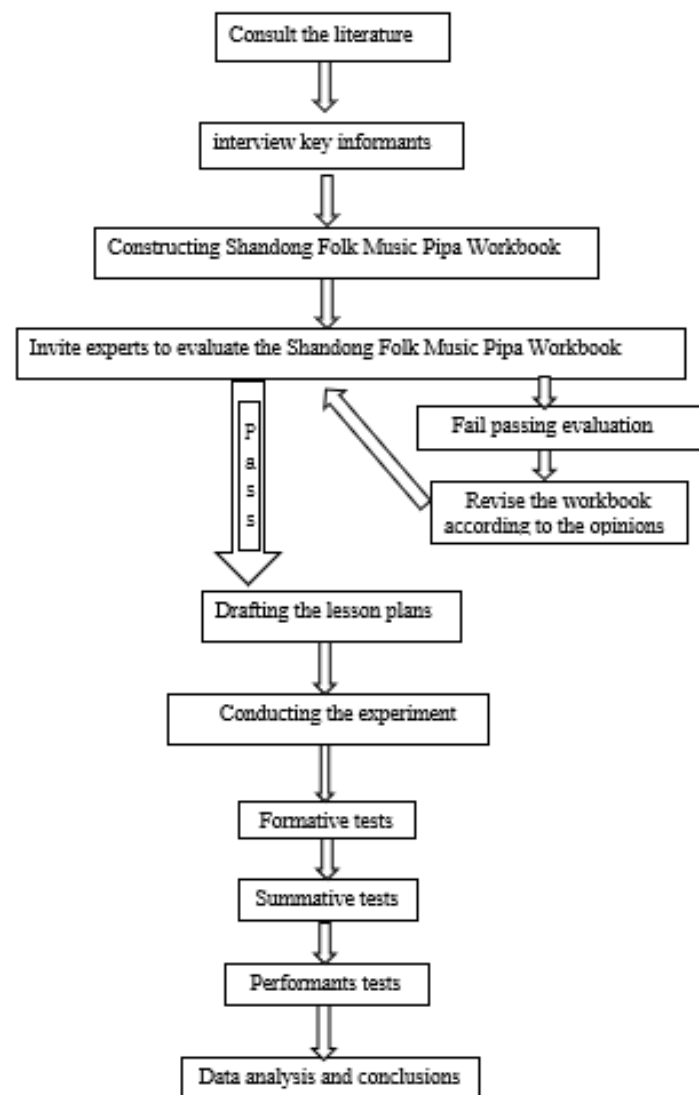


Figure 1 Research Conceptual Framework

Research Results

1. Studying the characteristics of Shandong folk music.

Through interviews with three key informants, the authors have made some constructive comments on the creation of the Shandong Folk Music Pipa Workbook, which cover workbook content, teaching methods, assessment tools and other relevant aspects. These suggestions aim to ensure the comprehensiveness and applicability of the Shandong Folk Music Pipa Workbook so that students can systematically learn and master the theoretical knowledge and performance skills of the Shandong Folk Music Pipa.

2. Developing the pipa teaching workbook of Shandong folk music.

According to the interviews with key informants, the content of the first chapter is the theoretical knowledge part about Shandong folk music. The second chapter introduces the pipa playing techniques needed to play Shandong folk music, categorized into left-hand techniques and right-hand techniques. The third chapter contains pipa scores of classic Shandong folk music repertoire. Based on the experts' opinions, nine pieces were selected.

The Shandong Folk Music Pipa Workbook was submitted to a group of experts for evaluation. Three experts assessed the feasibility of the Shandong Folk Music Pipa Workbook through the IOC and the consistency, feasibility and effectiveness of the project objectives through the IOC. The final score was $0.901 > 0.50$, which means that this Shandong Folk Music Pipa Workbook is usable and has specific validity.

3. Teaching Shandong folk music pipa workbook to the students in our experimental group.

The researcher developed a teaching plan based on the Shandong Folk Music Pipa Teaching Manual, which included 16 lessons, once a week for 90 minutes. According to the teaching plan, one semester of study was scheduled. Three formative tests were given in weeks 4, 8 and 12. Summative tests were given at the end of the course and a performance test was administered. The researcher also designed observational assessments in the teaching program to assess the students' learning status, emotional state, understanding of the characteristics of Shandong folk songs in the classroom, the students' mastery of the important and difficult content during the learning process, and their understanding of the theoretical knowledge of performing Shandong folk song pieces. This helped the researcher to understand students' feedback in the classroom and to further grasp the practical application of the workbook.

4. Evaluating from using effect Shandong folk music pipa workbook.

To further understand the results of the experiment, the researchers administered three formative tests to the students in weeks 4, 8 and 12 and a summative test in week 16. A performance test was administered at the end of the program. Students were graded on their performance of playing a piece of music or an exercise and graded according to the grading principle into four grades, A (>85), B (80-85), C (70-79) and D (60-69).

Week 4: Five students took the first formative test and the results were as follows: three students received a grade of D (60-69) and two students received a grade of C (70-79) with an average score of 67. Since the students had not studied Shandong folk music before, they were not prepared for this test, were unfamiliar with the Shandong style of pipa playing techniques, and were not accurate enough in mastering left and right hand techniques.

Week 8: Five students took the second formative test and the results were as follows: two students received a grade D (60-69 points) and three students received a grade C (70-79

points), with an average score of 71.6 points. The students made progress in mastering the performance skills of Shandong folk music styles.

Week 12: Five students took the third formative test. The results were as follows: two students received grade C (70-79 points), three students received grade B (80-85 points), with an average score of 79.4. Students made great progress in their skills in playing Shandong folk music style pipa.

Week 16: In the 16th week of the semester, all five students took a summative test with the following results: four students belonged to Group A (>85 points), one student belonged to Group B (80-85 points), and the average score was 88. In week 16 of the semester, five students took a summative test that required them to play a solo piece of the Shandong folk music pipa repertoire they had studied, which had to be formally performed on stage and preceded by an introduction to the theoretical knowledge of Shandong folk music of the piece they were playing. Compared to the results of the formative test in week 8, after one semester of study, the students had achieved a wealth of knowledge in the theoretical knowledge of Shandong folk music, as well as a great deal of progress in their performance skills on the Shandong folk music pipa.

The study was based on the Shandong Folk Music Pipa Workbook, which was used as a teaching test to analyze its effectiveness among five students in the third year of the Art College of Shandong Agricultural University. In order to verify the validity of this workbook, the resultant data of the Formative test was compared with that of the Summative test.

The researchers conducted 16 weeks teaching experiment with five pipa students, with one 90 minutes lesson per week for a total of 16 lessons. To further understand the results of the experiment, the researchers administered three formative tests to the students in weeks 4, 8 and 12, and a summative test in week 16. A performance test was administered at the end of the course. Students were graded on their performance of a piece of music or an exercise, and were scored according to the grading principles, which were divided into four grades: A (>85), B (80-85), C (70-79), and D (60-69).

During the fourth week of this class, five students studying the Shandong folk music pipa took their first formative test. The results of the test were as follows: three students received a grade of D (60-69 points), two students received a grade of C (70-79 points), and the average score was 67. In the 8th week of the program, five students studying Shandong folk music pipa took the second formative test. The results of the test were as follows: two students received a D grade (60-69 points) and three students received a C grade (70-79 points), with an average score of 71.6. In the 12th week of the program, five students studying Shandong folk music pipa took the third formative test. The results of the test were as follows: two students received a C grade (70-79 points), three students received a B grade (80-85 points), and the average score was 79.4 points. During week 16, all five students took the summative test. The test results were as follows: four students were in Level A (>85 points) and one student was in Level B (80-85 points) with an average score of 88.

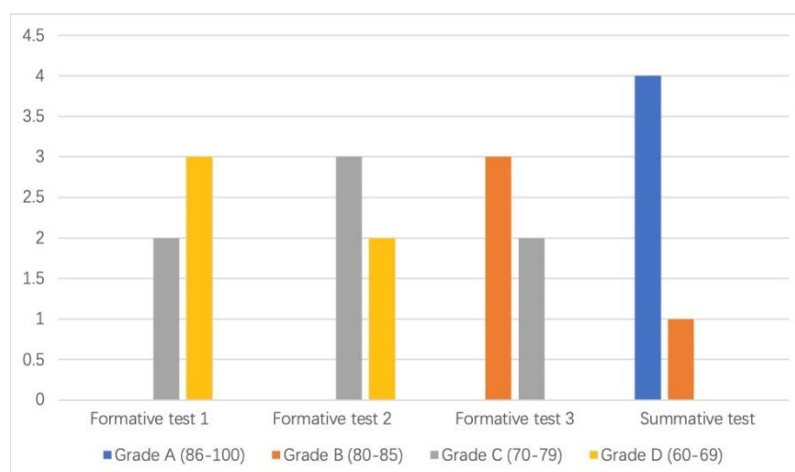


Figure 2 Grade distribution of test scores

Discussion

Learning the theoretical knowledge of Shandong folk music

When reading literature, We learned that Shandong folk music is one of the colorful musical traditions in China, which combines regional culture, historical heritage, and folk customs. Here are some characteristics and elements about Shandong folk music: Shandong is a vast province, and its different regions possess unique musical traditions. The musical styles of each region are influenced by geography, history and ethnic culture and show diversity. Much Shandong folk music is passed down orally, from generation to generation. This oral tradition emphasizes direct transmission between master and disciple, allowing music to take root in families and communities (Wang, 2023).

Overall, Shandong folk music reflects the region's rich cultural heritage and deep historical traditions. These musical elements are an excellent cultural heritage that is well worth passing on and are the basis for building a workbook on Shandong folk music for Pipa.

Preparation of a workbook on Shandong folk music Pipa

Before writing the Shandong Folk Music Pipa Workbook based on the purpose of the study, we discussed the content of the workbook: the workbook needs to be "a comprehensive and systematic introduction to all aspects of Shandong folk music, from theoretical content to Pipa playing techniques, and from performance repertoire, so that the learner can fully understand Shandong folk music culture.

Shandong folk music culture has a long history. As early as the Longshan culture period, there was Shao music that made Confucius "not know the taste of meat for three months". Shandong folk music is very rich in content. According to statistics, there are more than 8,000 folk songs, more than 4,000 folk instrumental music, more than 30 kinds of operas, more than 20 kinds of folk art and more than 100 kinds of dance with songs, which are both rich and complete (Feng, 2021).

Pipa is one of the traditional Chinese musical instruments, and its playing techniques cover a rich range of dimensions, including: Fingering techniques: Pipa's fingering is one of the keys, and the player needs to be proficient in a variety of fingerings, including single tones, glissandos, and vibrato, to express different musical emotions. Right hand technique: The right hand is mainly responsible for playing the Pipa, including playing chords, strumming, sweeping

and other techniques. A skillful right hand technique can produce rich tones and sound effects. Left Hand Technique: The left hand holds the pitch, and by pressing the strings on the fingerboard, the player can produce notes of different pitches. Left hand dexterity and accuracy are critical to playing with precision (Shu, 2022).

After the discussion, the preparation of exercise books for Shandong folk music Pipa and the teaching of national folk culture in the field of Pipa art in colleges and universities are to a certain extent improving the quality of students and conducive to the promotion of Shandong folk culture inheritance.

Teaching students with the Shandong Folk Music Pipa Workbook.

In the teaching discussion, we discussed about teaching methods, lesson plan development and so on.

The Chinese Pipa has a long history of development and is an ancient instrument of our nation. In the past, Pipa teaching was mostly done by passing on the instrument. Nowadays, Pipa teaching is also absorbing international excellent teaching methods. Utilizing a series of scientific teaching methods is of great practical significance to improve students' practical ability and creativity. Moreover, scientific teaching methods can greatly stimulate students' enthusiasm for learning, so that Pipa music can be recreated in students' active creative thinking (Tian, 2023).

The teaching plan is to design the course into a diagram according to the student activity system that will include the class materials, learning content, evaluation, feedback, and prediction in each stage. Classroom teaching plans can build the best classroom environment and materials without wasting time and resources and are tools to help teachers formulate courses suitable for students' learning level (McKinney, 2020).

By discussing each of the key elements of the instructional lesson plans, we believe that the implementation of instruction guided by this Shandong Folk Music Pipa Workbook will create training and learning experiences that are unique to the student.

Evaluating teaching effectiveness.

In discussing how to evaluate the effectiveness of the teaching, we carefully considered the objectives of the study and came up with the following:

1) Assessment of academic performance: the importance of evaluating students' academic performance to measure the effectiveness of the teaching was explored. This evaluation will include assessing students' knowledge of Shandong folk music theory, and mastery of Pipa performance skills.

2) Performance assessment: formative tests were administered in weeks 4, 8 and 12, and a summative test was administered in week 16. In each of these four tests, students performed Shandong folk music Pipa performance pieces. Students' grades increased and their skills improved.

3) Comparative analysis: We compared the results of the three formative and summative tests, and the results of the summative test were significantly higher than those of the formative test.

4) Research results: After getting suggestions from key informants, we prepared the Shandong Folk Music Pipa Workbook, which was evaluated by experts and used for teaching, and was found to be very useful for the sample students to improve.

Recommendation

Based on the results of our research and our experience in preparing workbooks, we make the following recommendations to ensure that workbooks are used to best effect in teaching practice:

1. Practical Recommendations

1) It is recommended to increase the knowledge of Shandong folk music, which can expand the study of theoretical contents other than the curriculum, and to have enough knowledge reserves of Shandong folk music culture to have a clear understanding of the teaching contents and the use of teaching methods when teaching the knowledge, and to be able to apply them correctly to the teaching practice.

2) Suggestions for practical application Encourage students to utilize musical instruments to carry out effective inheritance of Shandong folk music culture and improve students' acceptance of traditional Chinese culture.

2. Recommendation for future research

1) Continuous improvement: Regularly evaluate the teaching effect of the exercise book, listen to the feedback from experts and students, and continuously improve and perfect the content and teaching methods of the exercise book.

2) Continue to create a more perfect curriculum system on the basis of the Shandong Folk Music Pipa Workbook, which can add Shandong Folk Music Pipa Ensemble and Shandong Folk Music Chamber Music courses.

In conclusion, the preparation of "Shandong Folk Music Pipa Exercise Book" provides a good way for the inheritance of Shandong folk music culture and expands the technical ability of pipa majors to play various styles of repertoire. It is hoped that this guidebook will help students to understand the treasures of Shandong folk music and to better transmit and carry forward this valuable local cultural heritage.

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