

# Creating Guidebook for Teaching Pingju in the Extended Class of Langfang no.10 Primary School

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## Abstract

The purpose of this study are:(1) To study Pingju in Hebei Province.(2) To create guidebook for teaching Pingju in the extended class of Langfang No.10 primary school.(3) To experiment teaching by using guide book in the extended class of Langfang No.10 primary school.(4) To evaluate teaching by using guide book in the extended class of Langfang No.10 primary school. This study adopts both qualitative and quantitative research methods. In qualitative research, we interviewed experts and developed specific songs suitable for primary school students to sing based on their interview results, aiming to improve students' interest and singing ability in learning Pingju and observe their learning dynamics. In a quantitative study, three experts evaluated Pingju Teaching Guidebook and conducted experiments using students from the Langfang No.10 Primary School who attended extended classes. Combining Pingju Teaching Guidebook, collect and compare test scores through formative tests (twice) and summative tests to test the learning effectiveness of students using Pingju Teaching Guidebook.

The results showed that: (1) Through research and interviews with Pingju experts, four Pingju plays suitable for primary school students to sing and perform were found, and a teaching guide book combining theory and teaching was developed by reading relevant literature on Pingju teaching. (2) The evaluation score for Pingju Teaching Guidebook is 4.5 points. Experts believe that the design and implementation of Pingju Teaching Guidebook are very reliable, reasonable, and comprehensive, in line with the requirements of Pingju Education Guideline, and can be used as a reference for students when learning Pingju. (3) Through three formative test scores and the final summative test scores, from the first formative test score (10% of students obtained B level or above) to the summative test score (100% of students received a B grade or above), the results show that this book has a good guiding effect on improving the ability of students in the extended classroom of Langfang No.10 Primary School to learn Pingju singing, and also proves that these students' enthusiasm for learning Pingju is increasing. (4) Overall, by writing this guidebook, we have provided valuable teaching resources for music educators and students at Langfang No.10 Primary School, and made positive contributions to the inheritance and development of Pingju. I hope this guidebook can help students understand the unique charm of Peking Opera and better inherit and promote this intangible cultural heritage.

**Keywords:** Creating; Guidebook; Teaching; Pingju; Extended Class; Langfang no.10 Primary School

## Introduction

Pingju, spread in northern China, is one of the traditional operas of the Han ethnic group and one of the popular operas among the people, ranking among the five major operas in China. There was a viewpoint that it was the second largest drama genre in China. At the end of the Qing Dynasty, the small song "Lianhua Lao" in the Luanxian area of Hebei Province was formed, first popular in rural areas of Hebei Province, and later entered Tangshan, known as "Tangshan Laozi". Pingju can be divided into East Road and West Road, with East Road Pingju being the main form. On May 20, 2006, Pingju was approved by the State Council to be included in the first batch of national intangible cultural heritage lists. At the 2019 Chinese Opera Culture Week, Pingju participated, and research on its inheritance and development should receive more attention (Zhang, 2004).

Nowadays, with the rapid development of the Internet, the popularity of short videos, the ever-changing news hotspots, and culturally diverse news content, modern people's fast-paced lives are filled. People are gradually paying less attention to traditional Chinese culture, and instead, they are flocking to commercialized, industrialized, and market-oriented popular culture and popular culture. The country has promptly issued relevant documents to guide and guide this phenomenon, such as the Guidelines for Improving Chinese Excellent Traditional Culture Education issued by the Ministry of Education in 2004, which pointed out the strengthening of Chinese excellent traditional culture education (Liu, 2011). In 2015, the General Office of the State Council issued a notice on Several Policies to Support the Inheritance and Development of Traditional Chinese Opera, which mentioned strengthening the education of traditional Chinese opera knowledge in schools. Strengthen the education and teaching of excellent traditional Chinese culture, especially the content of traditional Chinese opera, based on the actual school education. In 2016, the Ministry of Education of the People's Republic of China issued the Implementation Opinions of the Party Group of the Ministry of Education of the Communist Party of China on Deepening Patriotic Education in the Education System, which mentioned respecting and inheriting the history and culture of the Chinese nation, and strengthening the education of excellent traditional Chinese culture (Sun, 2016). In the Opinions on Deepening the Reform of the Education System and Mechanism issued by the General Office of the State Council in 2017, it was mentioned to strengthen the education of excellent traditional Chinese culture and revolutionary socialist advanced culture.

## Research Objectives

- 1.To study Pingju in Hebei Province.
- 2.To creat guide book for teaching Pingju in the extended class of Langfang No.10 primary school.
- 3.To experiment teaching by using guide book in the extended class of Langfang No.10 primary school.
- 4.To evaluate teaching by using guide book in the extended class of Langfang No.10 primary school.

## **Research Methodology**

1. Qualitative research: interviews and observations

2. Quantitative research: IOC evaluation, formative test, summative test, and performance test

Delimitation of the Study

1. Content

Relevant knowledge of Pingju

The Teaching Status of Pingju

Creating a Teaching Guide for Pingju

The achievements of Pingju were displayed in the delayed classroom of the 10th Primary School in Langfang City.

Evaluation of delayed classroom data for Pingju at the No.10 Primary School in Langfang City.

2. Time

Pingju is currently facing great problems when it enters the campus. Since the No.10 Primary School in Langfang City proposed the concept of "extended classes" in 2022, it has been trying to introduce various interest classes into the campus. In 2023, Pingju was introduced into the extended classroom of the No.10 Primary School in Langfang City, so when collecting and analyzing data, it is necessary to collect data from effective extended classrooms from 2023 to 2024. When analyzing relevant literature, it is necessary to analyze the relevant literature from 2014 to 2024.

3. Place

When studying the development of Pingju, it is necessary to start with its location in Hebei Province, China. When studying students' performance in Pingju, it is necessary to collect research at the 10th Primary School in Langfang City, Hebei Province, China.

## Conceptual Framework

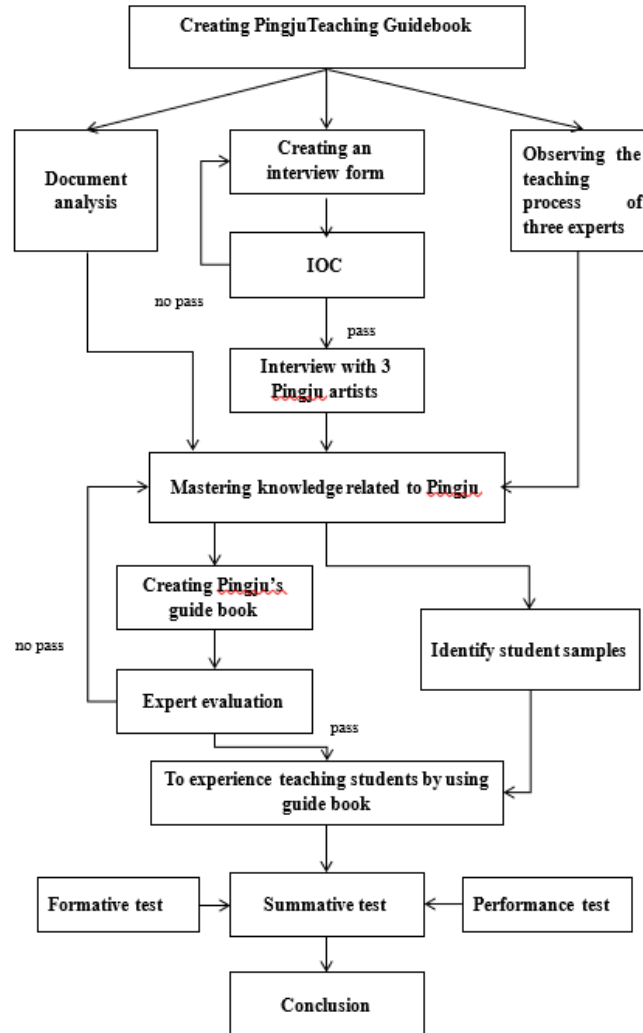


Figure 1. Conceptual Framework

## Research Findings

### To study Pingju in Hebei Province.

The researcher observed and interviewed key informants Gao Maoqiang, Tian Jingshan, and Meng Sha during the teaching process, and recorded their opinions and suggestions. In order to choose songs suitable for elementary school students to learn Pingju.

Based on the interview results of three experts, we have a clear answer to the production and content selection of Pingju Teaching Guidebook. Selected four popular Pingju pieces, with beautiful melodies and skilled techniques. The purpose is to make students enjoy singing Pingju and devote themselves to the inheritance and development of intangible culture.

**To creat guidebook for teaching Pingju in the extended class of Langfang No.10 primary school.**

The content of Pingju Teaching Guidebook is the first chapter, three classes were taught. According to interviews with experts, before singing, we first need to grasp the historical origins, cultural characteristics, and commonly used terminology of Pingju, and then introduce the background of Registration flower and teach singing. Singing teaching starts with appreciating famous singing passages, mastering the singing style and expression methods of the passages, and then through repeated practice in the classroom, finally verifying the teaching effect through classroom demonstrations.

Chapter II is divided into three classes for teaching. According to interviews with experts, before performing Pingju, we should first understand the representative repertoire, inheritance, and protection of Pingju, and then teach the classic singing section Praising in bridal chamber. By mastering melody, intonation, rhythm, singing skills, and singing performance, and evaluating teaching.

In Chapter III, three classes need to be taught. According to interviews with key informants, before performing, we should understand the main genres and groups of Pingju. In the teaching of the Pingju opera Little Sour Jujubes, we need to appreciate the singing of Xin Fengxia, imitate her performance and singing, and finally demonstrate in class through collective singing, and then evaluate the effectiveness of classroom teaching.

In Chapter IV, three lessons need to be taught. Based on interviews with experts, we will explain to students the inheritance and social significance of Pingju, let them know the importance of singing Pingju, appreciate the singing of Luo Huiqin in the teaching of Gedeng's Treasure Hunting, grasp the authenticity of the performance and the brightness and transparency of the singing, and finally present it in the classroom in the form of a team, and then evaluate the effectiveness of classroom teaching.

Through interviews with key informants, the teaching repertoire and content of Pingju have been determined; Through the evaluation of three experts on Pingju Teaching Guidebook, the production standards and content layout of the Pingju Teaching Guidebook have been determined. After these two steps of improvement, the compilation and teaching plan of Pingju Teaching Guidebook have been finally determined. This process is arduous and rigorous, and we hope to bring good grades and performance skills to students.

**To experiment teaching by using guide book in the extended class of Langfang No.10 primary school.**

Pingju Teaching Guidebook aims to improve students' learning ability, mobilize their learning initiative, improve teaching quality, help students inherit excellent traditional culture, and enhance their artistic appreciation ability. It is a practical and effective teaching tool.

In the teaching process, it is important to always pay attention to the learning progress and attitude of students, adjust the learning content and teaching methods in a timely manner, and increase their interest in learning Pingju. Using simple and clear teaching methods can help students quickly master the ability to sing Pingju, and make them more and more fond of singing Pingju. Only in this way can China's traditional culture and intangible cultural heritage be passed down from generation to generation.

### **To evaluate teaching by using guide book in the extended class of Langfang No.10 primary school.**

The following are the changes in the scores of three formative tests and one summative test for 10 students in the expanded classroom of Langfang No.10 Primary School. Based on the results, the effectiveness of Pingju Teaching Guidebook can be judged.

In the first formative test, one student scored B (75-84) and seven students scored C (60-74). Two students scored D (59-0); In the second formative test, 6 students scored B (75-84 points), 4 students scored C (60-74 points), and there was no D level; In the third formative test, one student scored A (85-100 points), nine students scored B (75-84 points), and no students scored C (60-74 points). In the summative test, 9 students scored A (85-100 points) and 1 student scored B (75-84 points). The results indicate that exam scores are on the rise, and all students are on the rise. In the end, 90% of students achieved an A-level, which proves that this guidebook has a good guiding effect on improving students' ability to learn Pingju, and also indicates that students' enthusiasm for learning Pingju is increasing.

In the last class of this semester, the researchers invited three expert judges to conduct a performance test on the 10 students in the experimental group and rated their overall performance. The exam location is selected at the Yibai Theater in Langfang City, and students are required to wear makeup and clothing to participate in the performance.

### **Discussion**

According to the research objectives, the discussion content is as follows:

(1) When reading literature on the teaching of singing in Pingju, the topics discussed include singing techniques, the historical and cultural background of Pingju, factors influencing its singing, teaching methods and practices, etc., in order to help researchers better understand the art and teaching of Pingju singing. Researchers have found that the research on Pingju is mostly related to the characteristics of Pingju itself, and the phenomenon of teaching Pingju on campus is not common. I hope this guidebook can convey the teaching techniques of Pingju to readers, and improve students' singing enthusiasm and ability (Yan, 2016).

Before compiling the Pingju Teaching Guidebook, based on the research objectives, the discussion content is as follows:

(1) The content and structure of the guide: We discussed the content and structure of the guide. The guidebook needs to comprehensively and systematically introduce all aspects of Pingju, from historical background to singing skills, from stage performances to traditional stories, so that readers can fully understand this art form. We also discussed how to enhance the practicality and interactivity of the guidebook through multimedia methods such as charts, images, and audio (Yan, 2009).

(2) Stimulating interest in learning: We discussed how to stimulate students' interest in Pingju. We hope that this guidebook can attract active learning and participation from students through vivid and interesting cases and examples, as well as engaging layout and illustrations, thereby improving learning effectiveness.

This discussion laid a solid foundation for the compilation of the Pingju Teaching Guidebook. We believe that through our efforts, this guidebook will become a valuable resource to help more people understand and learn about this precious local cultural and artistic heritage.

When discussing how to use the guidebook to teach students to evaluate Pingju in the extended class of Langfang No.10 Primary School, we carefully considered the research objectives and came up with the following key points:

(1) Expert participation: We emphasize the importance of inviting experienced Pingju actors, teachers, and scholars as guest teachers. Their professional knowledge and personal experience not only enrich students' learning experience, but also stimulate their appreciation of this art form (Liu, 2011).

(2) Evaluation and feedback: We emphasize the importance of continuous evaluation and feedback. Regular evaluations will help track student progress, identify areas for improvement, and ensure the effectiveness of teaching methods (Wu, 2011).

## **Recommendation**

### **1. Practical Recommendations**

To ensure the successful implementation of Pingju teaching in primary schools, we propose several practical application suggestions. Firstly, teachers should be provided with comprehensive training on Pingju, including its history, vocal techniques, performance skills, and cultural significance. This training should be ongoing and updated to keep pace with the evolving nature of the art form.

Secondly, Pingju performances should be regularly organized within the school and community to provide students with opportunities to showcase their skills and gain confidence. These performances can also serve as a platform for parents and the general public to appreciate Pingju and understand its cultural value.

Lastly, the integration of Pingju into various subjects within the curriculum can be explored. For instance, Pingju stories can be used as reading materials in language classes, while Pingju music and dance can be incorporated into music and dance classes. This cross-curricular approach can enhance students' interest in Pingju and promote its integration into their daily learning.

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

While the suggestions outlined above aim to provide a framework for the integration of Pingju into primary school education, there is still much to be explored in this area. Firstly, further research could delve deeper into the specific impact of Pingju education on students' cognitive, emotional, and social development. By conducting longitudinal studies, we can gain a more nuanced understanding of how Pingju education shapes students' personal and academic growth.

Research on the sustainability of Pingju education is needed. While initial funding and support may be available, ensuring the long-term viability of Pingju programs requires continuous investment and advocacy. Further research could explore ways to mobilize community resources, develop partnerships, and create sustainable funding models for Pingju education.

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