

Studying the Sibo Folk Songs for Teaching in Middle School at Xinjiang Middle School

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Abstract

Sibo folk songs has a long history, as early as in fishing and hunting culture have folk songs, such as "Ya Qi Na" "butterfly dance song" has been in the folk, experienced different historical stage of development, enrich the variety of Sibbo folk songs, not only in Sibbo humanistic spirit and social life is unripe brightness, and become show Sibbo national tradition, national spirit, national form of artistic character. The Sibbo people, who are good at horseback riding and archery, often take hunting and other on as folk songs. Warm and unrestrained full sense of rhythm, and the simple and dynamic singing complement each other. This research use mixed research methods between qualitative and quantitative research. The qualitative research is to conduct in-depth interviews with 2 key informants through in-depth study of Sibbo folk music. The quantitative research was three formative assessment and one summative assessment were collected. Key informants has 2 Sibbo folk singers in the field of Sibbo area music.

The research findings were interview involves an expert in Sibbo folk music education who emphasizes the importance of combining theory with practice in teaching. The expert suggests starting with an introduction to the historical and cultural background of the Sibbo nationality to engage students and enhance their understanding. Students should appreciate and analyze Sibbo folk music by focusing on melody, rhythm, and emotional expression. They should also learn to sing and play Sibbo folk songs, while trying out traditional instruments like the Dongbull. Lastly, interdisciplinary integration and field experiences in Sibbo communities are encouraged to deepen students' understanding and connection to the culture.

Keywords: Studying; Sibbo Folk Songs; Xinjiang Middle School

Introduction

Sibo folk music has a wide range, rich content, distinct national characteristics and strong local style, and is an important part of our national cultural heritage. It is our bounden duty to collect and sort out this heritage, analyze and study it separately, and inherit and carry forward it.

An Introduction to Ethnomusicology is a classic textbook on ethnomusicology written by Wu Guodong. The book provides a comprehensive introduction of the basic concepts, research methods, historical development and relationships of ethnomusicology with other disciplines (Guang, 2013).

First, the book details the definition, research object and scope of ethnomusicology, as well as its cross-relationship with other disciplines such as musicology, folklore, and anthropology. The author emphasizes that ethnomusicology is an interdisciplinary comprehensive discipline, aiming to reveal the diversity and cultural connotation of human music through the study of music in different nationalities, different regions and different cultural backgrounds.

Secondly, the book introduces the research methods and technical means of ethnomusicology, including field investigation, participation in observation, oral tradition analysis, music form analysis and so on. The author emphasizes the importance of field investigation in the study of ethnomusicology, and believes that only by going deep into the field can we truly understand the ecological environment and cultural connotation of music (Wang, 2010).

In addition, the book also introduces the historical development process of folk musicology, from the early comparative musicology to the modern multicultural musicology and post-modern musicology. The authors analyzed the changing research focus and methods of ethnomusicology in various periods and its association with the time background.

Finally, the book also selects some representative research results of ethnomusicology for case analysis, including the Chinese traditional music, ethnic minority music, world folk music and other types of research. These case studies help readers to better understand the practical application and research value of ethnomusicology (Zhang, 2011).

In general, an Introduction to Ethnic musicology is a systematic, comprehensive, clear and simple textbook of ethnic musicology. Through learning this textbook, readers can have a comprehensive understanding of the subject characteristics, research methods and practical application of folk musicology, and lay a solid foundation for further research on folk music.

Research Objectives

1. To study Sibó folk songs
2. To construct Sibó folk songs guidebook
3. To use Sibó folk songs for teach student at Xinjiang middle school
4. To evaluate the teaching by using Sibó folk songs guidebook

Research Methodology

This will use mixed research methods between qualitative and quantitative research. The qualitative research is to conduct in-depth interviews with 2 key informants through in-depth study of Sibó folk music. The quantitative research was three formative assessment and one summative assessment were collected. Key informants has 2 Sibó folk singers in the field of Sibó area music.

Conceptual Framework

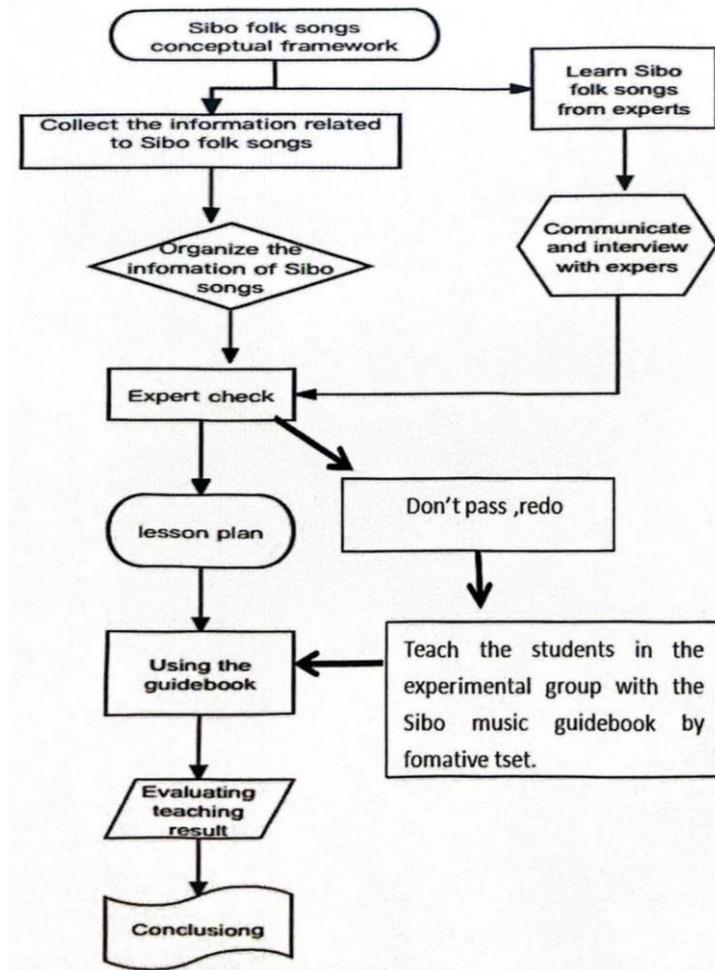


Figure 1 Conceptual Framework

Research Findings

1. Teaching methods of Sibbo folk songs for first-grade middle school students

This interview of experts is an expert in the field of Sibbo folk music education, has rich experience in folk music teaching and research background, through interviews with experts, to the middle school on-the-spot investigation, unlock Sibbo folk music teaching literature, mastered the Sibbo folk music songs teaching method and method, enrich the teaching experience. The investigators summarized and summarized the results of interviews with the experts. Experts agree that Sibbo folk songs teaching should not be simply conducted, but should be combined with Sibbo theory and practice. First of all, theoretical study should be carried out to master the historical background and cultural characteristics of the Sibbo nationality, so as to stimulate students' interest in learning folk songs, and avoid only singing songs without understanding theories, singing without feelings and unknown folk songs singing skills. To actively make the middle school students to the theoretical knowledge into the brain, simple

and correctly grasp the folk background, avoid the middle school students teaching boring and understanding, teaching can also increase audio, multimedia, video, pictures, audio, expert interview interactive teaching methods, to stimulate students' interest in learning folk songs, easy to learn folk songs and can correctly understand the singing.

First of all, before teaching, we will introduce the history, geographical location and cultural characteristics of the students, so that the students can understand the national culture of the Sibbo nationality and lay a foundation for the learning of Sibbo folk music. The next step is to appreciate and analyze the students to feel the emotion and cultural connotation contained in the excellent Sibbo folk music works, and guide the students to analyze the melody, rhythm, emotional expression and other elements of the song. Then learn to sing and play, organize students to learn the lyrics and melody of Sibbo folk music, guide students to sing the emotion of Sibbo folk songs, and at the same time, allow students to try to play Sibbo characteristic instruments, such as Dongbull. The next step is innovation and performance, encouraging students to participate in the innovation of Sibbo folk music, and allowing students to innovate the expression form of Sibbo style songs according to their own understanding and feelings. And organize students to perform to show their creative achievements. Then, interdisciplinary integration can combine Sibbo folk music with history, geography, literature and other disciplines to promote students' comprehensive understanding and experience of Sibbo culture. Finally, field experience: organize students to conduct field investigation and experience, and walk into Sibbo communities or cultural places to feel the life atmosphere and cultural inheritance of Sibbo folk song music.

Of course, learning Sibbo folk music has many benefits.

First of all, from the perspective of education, learning Sibbo folk songs is helpful to cultivate students' musical literacy and comprehensive ability. It can improve the sense of rhythm, intonation and singing skills, and enhance the musical expression and creativity.

At the same time, through the study and research of Sibbo folk songs, it can also train the students' thinking ability, memory and concentration. From the perspective of cultural inheritance, Sibbo nationality folk songs carry the long history and unique cultural connotation of Xibe nationality. Learning Sibbo folk songs is helpful to inherit and protect the cultural heritage of this nation, and to make the precious continuation and development of national culture. Through music, people can have a deep understanding of the customs, lifestyles and values of the Sibbo people, and enhance respect and tolerance for multicultural. In terms of artistic aesthetics, the Sibbo folk songs have a unique musical style, including elements such as melody, rhythm, and harmony. Learning these folk songs can broaden the personal musical aesthetic vision and enrich the perception and understanding of musical beauty. Its beautiful melody, changing rhythm and sincere emotional expression can cultivate people's sensitivity and appreciation of beauty. Sibbo folk songs are also a powerful tool for personal emotional expression and psychological adjustment. Music is a borderless language that can help people express their inner feelings. The joys and sorrows contained in the Sibbo folk songs can make learners find resonance, release pressure, regulate emotions, and obtain spiritual comfort and satisfaction.

Finally, from the perspective of the establishment of national identity and the sense of belonging, learning the folk songs of their own nation or other nationalities can enhance the sense of identity and belonging to the national family. Promote the unity and cohesion among all ethnic groups, and build a harmonious and diverse society.

To sum up, learning Sibbo folk songs and music not only enriches the personal cultural heritage and artistic accomplishment, but also is of great significance to the harmonious development of the society and cultural prosperity.

2. Construction of middle school students to learn Sibbo folk music songs teaching guidebook for Xinjiang middle school students

The researchers produced a guide to teaching Sibbo folk music for middle school students in Xinjiang, with 15 courses in the guide. The first part is theoretically based. Each course contains a Sibbo ethnic knowledge point, which is explained in detail in the content. At the same time, discussions are arranged to promote the communication, mastery and understanding among students, so as to achieve a consistent understanding of folk songs. These theoretical knowledge and singing knowledge of folk songs are also combined with videos, interviews, pictures, etc., so that students' interest in learning Xibe music again, which can enhance their sense of identity and belonging to the national family. After writing the Sibbo Folk Music Teaching Guide, three Sibbo experts will be invited to evaluate the construction of the guide.

The three experts agreed that the middle school students' learning of Sibbo folk music teaching guide has rich content and knowledge, and the construction system is relatively complete and specific, involving all aspects of Sibbo life, customs, music, sports and so on. The teaching guide can be implemented and is an important part of the teaching of Sibbo folk songs. This is a key step to promote the reform of music teaching in Xinjiang middle schools.

3. Use middle school students learning Sibbo folk song music teaching guide for teaching experiment Xinjiang middle school students

In Xinjiang middle school students learning Xibe folk music teaching, teaching guidelines include course time, requirements, difficulties, key points, teaching content, etc. These are pre-and post-teaching examinations that have passed, and changes in student test scores are studied and analyzed. Through the study of using middle school students to learn Sibbo folk music teaching guide, the effect of middle school students can be seen from the data analysis results. There are fifteen lessons in the teaching guide. It is divided into two parts. The first part is theoretically based. Each course contains a Sibbo ethnic knowledge point, which is explained in detail in the content.

At the same time, discussions are arranged to promote the communication, mastery and understanding among students, so as to achieve a consistent understanding of folk songs. These theoretical knowledge and singing knowledge of folk songs are also combined with videos, interviews, pictures, etc., so that students' interest in learning Sibbo music again, which can enhance their sense of identity and belonging to the national family.◦

4. Use teaching guidebook for teaching evaluation

It is feasible to learn the teaching guide to Xinjiang middle school music classroom teaching. Through the analysis of the formative and summative test data, and through the teaching practice of 15 weeks and 15 class hours in one semester, the teaching effect has been significantly improved after the implementation of "Middle School Students learning Sibbo folk music songs Teaching".

The teaching of Sibbo folk music teaching in middle schools has been more effectively innovated and promoted, especially the middle school students' ability to grasp the rhythm, timbre, the meaning of lyrics and the words has been improved. The implementation of the teaching guidebook

of this course is satisfactory. Through data analysis, both students and teachers agree with the teaching guide, which can effectively improve students' interest in minority folk songs and their ability to receive different music types. Average of formative score was 67.7 and summative score was 93.1.

Discussion

Through expert interviews and literature search, I have mastered the teaching skills of learning Sibbo folk music for middle school students, and enriched my teaching experience. The researchers summarized the results of interviews with experts, who agreed that students should learn ethnic minority folk songs. In the field of music education, it is an important mission to inherit and carry forward the ethnic music culture. As the treasure of Chinese folk music, how to effectively teach Sibbo folk songs to the first grade of middle school students is a topic worthy of further discussion. In the teaching session, we can play a video or audio of the Sibbo folk songs to let the students initially feel their unique music style. Then, we can introduce the history, customs and folk background of Sibbo people to students, so as to stimulate students' interest in learning. In the aspect of song teaching, the model singing method can be adopted to let the students follow the teacher to imitate the singing sentence by sentence, and pay attention to correct the students' pronunciation and rhythm (Mi, 2015).

In order to make the students better understand the emotional connotation of the song, the students can be guided to recite the lyrics and experience the emotional expression. After that, we had a clearer understanding of the teaching method of Sibbo folk music in middle school. It is believed that with the joint efforts of music educators, Sibbo folk songs, a treasure of national music, will be more brilliant in the middle school music class, and inject new vitality into students' musical literacy and cultural inheritance (Zhang, 2016).

The researchers wrote a course on teaching Sibbo folk music for students at Xinjiang Middle School and learned it from Sibbo experts. There are fifteen courses in the course plan. The first part of each chapter is to learn the basic theoretical knowledge and skills of the Sibbo people, including cultural background, introduction of folk songs, introduction of festival festivals, etc. The second part is the method of playing, including how to play each technique. The third part is to review the basic theoretical knowledge or singing skills of each class. After compiling the guidelines, three experts will be invited to evaluate the guidelines. The three experts agreed that the Sibbo Folk Song Music Guide textbook is rich in content and has a wide range of knowledge (Qin, 2019). Experts believe that the teaching guidelines can be implemented. In the teaching research of Sibbo folk music, the researchers combined with the expert interview, analysis and statistics to construct the preliminary folk song teaching guide, which is an innovative result of the researchers.

First of all, local education bureaus and schools should strengthen the construction of folk song teachers, train teachers who have the ability to teach ethnic minorities, culture and folk songs, and study and formulate teaching contents according to the Teaching Guide of Sibol Folk Songs. Second, after repeated demonstration by experts, the music course of Xinjiang Middle School has arranged the correct teaching plan and selected the appropriate teaching materials to ensure the combination of the course content with practice, providing more learning opportunities for students, so that students can really feel their unique charm. Finally, the course should be conducted through competitions, performances, interactions, lectures and field practice, such as inviting Sibol experts and inheritors to expand the publicity of ethnic minority history, the singing of folk songs, and the protection of intangible cultural heritage, so as to provide opportunities for students to perform and communicate (Deng, 2018).

Recommendations

Practical Recommendations

Regular teacher training, teachers provide special training courses for music teachers, including singing skills, cultural connotation, teaching methods and other training, so that teachers can teach more professionally. Invite Sibol folk song experts or folk artists to communicate and guide with teachers. Integrate teaching resources, collect and sort out the relevant materials of Sibol folk songs, such as music score, audio recording, video recording, etc., and establish a teaching resource database to facilitate the access of teachers and students. Use the Internet platform to share high-quality Sibol folk song teaching resources and promote the communication and cooperation among teachers. More practical activities should be carried out to organize students to participate in Sibol folk activities, such as festival celebrations, singing and dancing performances, so that students can personally experience the cultural atmosphere of Sibol folk songs. The Sibol folk song singing competition and creation competition are carried out to stimulate students' interest and enthusiasm in learning. Implement home-school cooperation. Parents are encouraged to participate in the teaching activities of Sibol folk songs, such as assisting schools to organize related activities, learning and appreciating Sibol folk songs with students.

1. Recommendation for future research

Enhance the interactive experience. Students can be organized to participate in the traditional music games or activities of Sibol people, so that they can feel the charm of folk songs through personal experience. Secondly, students are encouraged to discuss in groups, share their personal feelings and understanding of Sibol folk songs, and promote the exchange of ideas among students. It is not only limited to teaching materials and common musical materials, but also can introduce folk stories and legends of Sibol folk songs to enrich the teaching content.

Linkage mechanism. Contact local cultural centers, museums and other institutions to obtain more physical objects, pictures or video resources. Then, interdisciplinary integration with history and geography, and the influence of the formation of folk songs; combined with Chinese writing courses, the students create poems or essays according to the artistic conception of Sibol folk songs. Emphasize the importance of cultural inheritance, guide students to think about the current status and challenges of the inheritance of Sibol folk music songs in contemporary society, cultivate their awareness of cultural protection and encourage students to spread Sibol folk music songs in their families and communities, and expand their influence.

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