

Creating the Three Major International Music Teaching Methods Guidebook for Teaching Grade Three Students at Yichang Wulong Primary School, Hubei Province, China

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Abstract

The purpose of the research are: 1) To study the three major international music teaching methods from experts. 2) To create the Three Major International Music Teaching Methods guidebook. 3) To use the three major international music teaching methods guidebook to teach students of Wulong Primary School in Yichang City. 4) To evaluate the effect of teaching. This study employs a mixed-methods approach, combining both qualitative and quantitative research methods. A total of 24 students from Wulong Primary School in Yichang were selected as experimental subjects for the teaching experiment of the three major international music teaching methods. The researchers used qualitative methods to interview key informants and observe the learning conditions of the third-grade students at Wulong Primary School. During the development phase, quantitative analysis methods were used to describe the experimental design and perform statistical analysis of the results. The effectiveness of using the "Three Major International Music Teaching Methods Guidebook" was analyzed through three formative tests and a summative test.

The research findings indicate: 1) Through studying and interviewing key informants on the three major international music teaching methods, six suitable children's songs for third-grade students were selected. A teaching guide that integrates theory and practice was developed based on relevant literature on the three major international music teaching methods. 2) The evaluation score for the "Guide to the Three Major International Music Teaching Methods" was 0.83, which is greater than 0.50. Key informants consider the design and implementation of the guide to be highly reliable, reasonable, and comprehensive. It meets the requirements of the "Teaching Guide Handbook" and can serve as a valuable reference for students learning the three major music teaching methods. 3) Analysis of scores from three formative tests and the final summative test showed a significant improvement: all 24 students scored C or below in the first formative test, while in the summative test, all 24 students achieved scores of B or above. This demonstrates that the guide effectively enhances students' understanding of basic music knowledge and vocal performance. 4) Overall, the creation of this guide has provided valuable teaching resources for primary music educators and students. It has made a positive contribution to the application of the three major international music teaching methods in Chinese primary music education.

Keywords: Creating; International; Music Teaching Methods; Guidebook; Yichang Wulong Primary School; Hubei Province; China

Introduction

Dalcroze Eurhythmics, Kodály Method and Orff Approach are known as the "three major international music teaching methods" in the academic circle. Since their birth, they have had a great impact on music education in primary and secondary schools and kindergartens in the world. They provide an international platform for the development of early music education in various countries and are recognized as scientific and effective music teaching methods in the world (Lu, 2021).

The Dalcroze Eurhythmics was founded by the Swiss musician and educator Dalcroz. Its final establishment went through three stages: from the solfeggio training teaching reform; Later, the exploration and construction of the method and theoretical basis of "body rhythm" took a long time; Finally, with the introduction of impromptu teaching as a symbol, a complete and brand new music education system has been established. Dalcroze Eurhythmics is the real reaction of music between students' psychology and physiology, so that the body and mind can achieve the unity of knowledge, skills and emotions. Rhythm plays a central role in the relationship between reaction and mind and body. The teaching practice of Dalcroz system consists of three parts: body rhythm, solfeggio and improvisation music (Han, 2016).

The content of Dalcroze Eurhythmics is roughly the same as that of basic music lessons, except that it does not focus on teaching, but on listening to music and expressing music with movements. At the beginning, it is emphasized that "music is the art of movement", and the music must reflect its typical characteristics such as breaking and connecting, and the movement should have a musical sense. Such as; "Walk" exercises; Generally start from the teaching speed, let the whole class walk or swing according to the prescribed speed, and then add joy, anger, sadness, fear and other feelings, the speed can not be changed. Also explore the different sense of direction, such as forward, backward, right, etc. Explore the feeling of tension and relaxation, imagine paddling your arms and feet in water, mud, etc. Explore different ways of walking, such as parallel jumping, running jumping, etc., to inspire students' imagination (Liu, 2014).

The Kodály Method, also known as the Kodaly concept, is a method of music education developed by Hungarian Zoltan Kodaly in the mid-20th century. His educational philosophy was the inspiration for this approach, which was subsequently developed by his colleagues over a period of time. In 2016, the method was listed as an intangible cultural heritage by UNESCO. Its main contents are composed of first tune singing, rhythm reading syllable, Curwen hand signs, letter notation, fixed singing, etc., based on collective singing. His teaching approach focuses on improving the overall musical literacy of his students. In his opinion, a person's music literacy is mainly reflected in singing ability, music appreciation and insight ability, music creation ability and so on. All these viewpoints contribute to the perfection of our country's music education system. He attaches great importance to the improvement of musical literacy, and collates a large number of audio-visual practice materials that can exercise students' musical sense. Kodály Method improves vocal skills, rhythmic skills, musical literacy, and the ability to sing increasingly complex music. Moreover, in addition to music, it improves perceptual function, concept formation, motor skills, and performance in other academic areas such as reading and math (Wu, 2018).

The Orff Approach is a music teaching method designed for children by the famous composer Carl Orff in the 20th century. The creativity and inspiration has been widely recognized by music teachers and music lovers around the world, especially the emphasis on using local cultural characteristics and materials to open children's artistic horizons in a simple, natural and lively way. Carl Orff emphasized that students should "move" and learn music "comprehensively and impromptu". He pointed out that students must use their brains, hands, feet, heart and soul to feel and express music in learning, so he invented a set of "element" Orff instruments, which are a group of percussion instruments that are easy to master. At the same time, he also makes full use of the sounds that may be emitted by various parts of the human body to participate in the performance, known as the "human instrument". The Orff Approach mainly includes rhythm, singing, instrumental ensembles and improvisation, and encourages children to feel a variety of natural movements. The curriculum design emphasizes gradual progress, based on domestic nursery rhymes and folk songs, and emphasizes localization. In addition, it is recommended to play with body instruments, percussion instruments, Orff instruments and flute, from solo to ensemble. The biggest characteristic of Orff's music is that it pays attention to the development of children's inner world. Through this way of learning, children will not learn music as a burden and trouble, but with their own body, language and Musical Instruments wholeheartedly into the music world, in a unique way to express their inner world.

The purpose of music education is to cultivate children's aesthetic ability of music. Good music education can cultivate children's sentiment, exercise their creativity, tap their imagination in the brain, and contribute to improving students' comprehensive quality. For 8-9 year old primary school students, they can not stay on the same thing for too long, they are active, and are full of curiosity about everything around them, so this kind of vivid, novel and pictorial things are easier to attract their attention. Therefore, fully mobilizing students' learning enthusiasm, developing students' intelligence, and cultivating students' imagination, creativity and other comprehensive abilities are the important educational goals of primary school music education. In the whole process of music teaching, students' personality development should be respected, because it helps students understand their unique advantages in music activities, which is also in line with the relevant concepts of the three international music teaching methods (Li, 2009).

In recent years, the teaching methods named Dalcroze, Orff and Kodaly have been widely used and disseminated among scholars and people of insight around the world. At present, the three major international music teaching methods have been introduced into the music classroom of basic education in China. However, there are still some primary and secondary schools in less developed areas that have not popularized these three methods of music teaching, which presents the following problems: insufficient research on these three international music teaching methods, and inadequate analysis of students' psychological and behavioral characteristics at different stages. The existing music teaching methods lack of innovation. Based on the above questions, the researchers conducted this study.

Research Objectives

1. To study the three major international music teaching methods.
2. To create the Three Major International Music Teaching Methods guidebook.
3. To use the three major international music teaching methods guidebook to teach students of Wulong Primary School in Yichang City.
4. To evaluate the effect of teaching.

Research Methodology

This study adopted a mixed research method of qualitative and quantitative research.

Qualitative research is used in the stages of literature review, learning teaching methods, and interviewing experts. Quantitative research is a stage used to evaluate teaching outcomes and effectiveness. Population are 264 third-grade students of Wulong Primary School in Yichang City. There are four classes in third-grade of Wulong Primary School, each class has 45 people, and 6 people are drawn from each class by drawing lots, and the total number of samples is 24.

Conceptual Framework

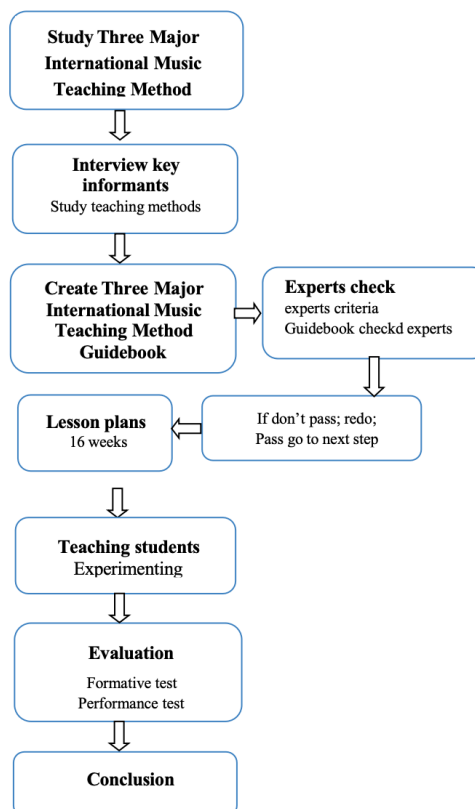


Figure 1 Conceptual Framework

Research Findings

1. To study Three Major International Music Teaching Methods

Through interviews with six key informants, the researcher primarily learned the following:

1) Theoretical Knowledge of the Three Major International Music Teaching Methods: This includes the historical background, core principles, characteristics, strategies, and practicality of each method.

The Dalcroze Eurhythmics, created by Swiss music educator Émile Jaques-Dalcroze, utilizes physical movement to learn music. It emphasizes experiencing and perceiving music's rhythm, structure, and expression through body movements, thus enhancing musical expressiveness and understanding. This method helps students grasp musical concepts through hands-on experience, making it particularly suited for early music education and improving students' sense of rhythm and musical expressiveness.

The Kodály Method, developed by Hungarian music educator Zoltán Kodály, improves music recognition skills through singing and pitch exercises. It emphasizes that music education should start early, focusing on vocal training and rhythm. The method uses solfège and hand signs (such as Kodály hand signs) to help students understand and identify musical notes. This approach effectively enhances students' music reading skills and pitch recognition, fostering their musical abilities and understanding.

The Orff's Approach method, founded by German music educator Carl Orff, uses movement, games, and improvisation to learn music. It highlights the playfulness and creativity in music education, employing a wide range of percussion instruments (such as xylophones and drums) and simple instruments for teaching. This method encourages students to explore music through instruments and physical activities, making music learning engaging and interactive, and enhancing students' musical skills and creativity.

In summary, the characteristics of each teaching method are central to the learning process. The framework of the guidebook and the sequence of teaching the three major international music teaching methods are designed based on these characteristics.

2) Comparison of the Three Major International Music Teaching Methods: The similarities among the methods were summarized based on aspects such as overall teaching goals, teaching approach, learning content, rhythm education, and melodic improvisation. Differences were identified based on core principles, teaching methods, use of instruments, and teaching objectives. By comparing their similarities and differences, the most suitable content for teaching music to third-grade students was determined.

3) Guidebook: The guidebook was written for the target audience, focusing on the characteristics of the three major international music teaching methods. It includes the selection of content most appropriate for third-grade students at Yichang Wulong Primary School. This involves choosing suitable teaching tools such as Orff instruments; easily singable songs like "Little Bird, Little Bird," "Oh, Ten Minutes," "Ode to Joy," and others; acceptable sheet music that mixes staff notation and simplified notation; appropriate assessment methods, including formative and summative tests; and comprehensive evaluation criteria covering theoretical knowledge, rhythm accuracy, completeness of performance, singing skills, emotional expression, and other aspects.

2. To create Three Major International Music Teaching Method guidebook

Through interviews with six key informants, the researcher learned the relevant theoretical knowledge and practical activities of the three major international music pedagogies, especially the characteristics of each method. The researcher has followed the advice of key informants to create a guidebook for third-grade students at Wulong Primary School in Yichang City. The guidebook is divided into three chapters, each consisting of two units and four weeks.

In the first chapter, the teacher conducted a four-week course. According to the key informants, students should understand the relevant knowledge of the Orff Approach. For third-grade students, Orff Approach elements such as gestures and instruments are particularly helpful in understanding rhythm and melody. The key informants believe that the songs "Birds Birds" and "Oh, Ten Minutes" are very suitable for beginners of the Orff Approach. The distinct rhythms and melodies of these songs are highly beneficial for teaching Orff gestures. With the help of gesture-based teaching, students can more easily learn and express the emotions of these songs. These catchy and familiar songs further highlight the advantages of the Orff Approach. This aligns with the key informants' recommendation that learning the Orff Approach should follow the principle of starting with simpler content and gradually progressing to more complex material. The teacher evaluates teaching effectiveness through classroom presentations.

In the second chapter, the teacher conducted a four-week course. According to the key informants, students should understand the relevant knowledge of the Kodály method. For third-grade students, Kodály elements such as Kodály hand signs are particularly beneficial for understanding notes and pitch. The key informants believe that the songs "Ode to Joy" and "Solfeggio" are very suitable for beginners of the Kodály method. The two-part choral song "Solfeggio" is an entry-level choral piece with simple parts and lyrics, and a beautiful melody, all within the range suitable for third-grade students. As one of the characteristics of the Kodály method, choral singing can develop students' teamwork and expressiveness, significantly enhancing their musical literacy. This aligns with the key informants' recommendations to focus on the characteristics of the Kodály method, cultivate students' moral values, and increase their interest in music learning. The teacher evaluates teaching effectiveness through classroom presentations.

In the third chapter, the teacher conducted a three-week teaching session. According to the key informants feedback, students should be familiar with the Dalcroze Eurhythmics method. This is particularly suitable for third-grade elementary students, as the bodily movements in the Dalcroze eurhythmics are ideal for experiencing and learning musical expression. The key informants believe that the songs "French Horn" and "The Golden Peacock Dances Lightly" are very appropriate for beginners in the Dalcroze eurhythmics. The melodies in 3/4 time are very danceable and rhythmic, making it easy for students to dance gracefully under the teacher's guidance and better appreciate the beauty of the music. This aligns with the key informants' recommendations to leverage the characteristics of the Dalcroze eurhythmics to enhance students' musical literacy and foster their engagement. The teacher assesses the effectiveness of the teaching through classroom demonstrations.

3. To use Three Major International Music Teaching Method guidebook for teaching third-grade student student

Before the course began, the researcher selected 4 students from each of the six classes by drawing lots, totaling 24 students as the research sample. Researchers tested the efficacy of three pedagogical approaches to international music education over the course of a semester, with students showing marked improvement. After four weeks of instruction, students took the first formative test at week 5, the second formative test at week 10, and the third formative test at week 14. A full review was conducted in week 15, after which students took a summative exam in week 16.

When using the "Three Major International Music Teaching Methods Guidebook" in the classroom, the teaching process can be divided into four parts. The first part introduces the basic theoretical knowledge of the three major music teaching methods. The second part teaches fundamental music concepts, such as rhythm, notes, and melody, according to the characteristics of each of the three methods. The third part involves group practice and individual guidance. The fourth part focuses on evaluating the effectiveness of the classroom instruction.

4. To evaluate the teaching result of guidebook

In this dissertation, following the recommendations of key informants, the researcher conducted a total of four assessments to evaluate the learning progress of 24 students, comprising three formative tests and one summative test, conducted in the 5th week, 10th week, 14th week, and 16th week. The assessment criteria primarily include five aspects: Theoretical knowledge, Accurate rhythm, Complete performance, Singing skill, and Emotional expression. The total score is 100 points, with each criterion worth 20 points.

In the first formative test, the average score of the 24 students was 69.00, with a highest score of 72.50 and a lowest score of 65.00. In the second formative test, the average score was 72.38, with a highest score of 76.17 and a lowest score of 67.83. In the third formative test, the average score was 79.40, with a highest score of 82.17 and a lowest score of 75.33. In the summative test, the average score was 84.85, with a highest score of 88.17 and a lowest score of 80.17. The average score of the first three formative tests was 73.59, which was very different from the average score of 84.85 in the last summative test, indicating that the overall knowledge level of the students had improved greatly through the re-study adjustment. In addition, the summative test was higher than the investigators expected, and the study assumed that the average student score would not be less than 70.00.

The above results show that this strongly demonstrates that the guidebook effectively enhances students' music learning abilities using the three major international music teaching methods and indicates a growing enthusiasm among students for these methods. The success of this guidebook can serve as a reference for other schools and institutions using the three international music teaching methods to teach music courses.

Discussion

According to the purpose of the study, before writing the Three Major International Music Teaching Methods Guidebook, according to the research purpose the following contents were discussed:

Dalcroze Eurhythmics, Kodály Method and Orff Approach are known as the "three major international music teaching methods" in the academic circle. Since their birth, they have had a great impact on music education in primary and secondary schools and kindergartens in the world. They provide an international platform for the development of early music education in various countries and are recognized as scientific and effective music teaching methods in the world (Lu, 2021).

Dalcroz believes that in classroom teaching, attention should be paid to inspiring and guiding students' common and coordinated development of body, psychology, melody, rhythm and thinking perception, breaking through established thinking patterns and rote teaching processes, and achieving internal sublimation of body, mind and emotion. Body rhythm is based on this idea, body language, musical vocabulary, inner perception through the mutual experience of students' perception, hearing and thinking to achieve the ideal teaching effect (Han, 2016).

The Kodály method can enhance vocal techniques, rhythmic skills, musical literacy, and the ability to perform increasingly complex pieces. Its main components include solfège, rhythmic syllable reading, Curwen hand signs, letter notation, fixed do, and group singing. According to Kodály, a person's musical literacy is primarily reflected in their singing ability, musical appreciation and comprehension, as well as their creativity in music. These ideas can contribute positively to the development of our country's music education system (Wu, 2018).

The Orff approach emphasizes "learning by doing," advocating for students to explore and discover through hands-on experiences in music activities. This student-centered teaching method effectively stimulates children's creativity and sense of participation. The Orff Approachology focuses on the integration of music and movement, encouraging students to learn through singing, dancing, and playing instruments. This interactive learning style not only enhances students' musical skills but also fosters their social abilities and emotional expression (Flohr & Trollinger, 2015).

In designing the guide, Reacher researched national and international books on the creation of the guidebook, and key informants provided good advice, and according to the research objectives, the following were discussed:

A guidebook is a systematic resource designed to guide readers in conducting content analysis using specific methods and techniques. This book not only provides the theoretical foundations of content analysis but also includes detailed steps and best practices to help researchers and students enhance the effectiveness and reliability of their work in practical applications. The guidebook serves not only as a technical manual but also as an important tool for promoting learning and practice.

A guidebook should provide a clear framework and steps that enable researchers to effectively design, implement, and analyze qualitative research. Through specific case studies, tips, and best practices, readers can gain a deep theoretical understanding and practical experience, allowing them to conduct research with greater confidence. Additionally, the guidebook should offer a wealth of resources, including research tools and data analysis methods, to help readers stay organized and systematic throughout the research process.

When creating a guidebook for children, it's essential to have a clear structure and friendly language to capture young readers' attention. Understanding their interests and needs is crucial for building an engaging narrative, incorporating vibrant characters and imaginative settings. Illustrations should be used effectively, as they play a vital role in children's books by helping to explain complex concepts and enhancing the overall reading experience (Lamb, 2001).

Recommendations

Practical Recommendations

1) Teacher training: Incorporate the three major pedagogies into continuing education, organize training and exchanges, establish a platform for music teachers to communicate, and encourage teachers to share their experiences and achievements in the process of applying the three major pedagogies, so as to promote common progress. Reward teachers who actively apply.

2) Curriculum standards and teaching materials: Integrate the concept of pedagogy, and encourage textbook writers to reflect the content of the three major pedagogies in music teaching materials, such as rhythm games, posture and rhythm, chorus and other activities, so that students can feel the charm of music in practice. Develop supporting resources, such as teaching videos, audio materials, lesson plan examples, etc., to support teachers in implementing the three pedagogies.

3) Teaching Evaluation: Establish a teaching evaluation system based on the three major international music teaching methods, focusing on the cultivation of students' participation, creativity and comprehensive music literacy. Regularly monitor the quality of music teaching in the school, understand the implementation of the three major teaching methods, find problems in time and put forward suggestions for improvement. The improvement of students' interest, participation and music literacy in music was taken as an important indicator to evaluate the quality of music education in schools.

2. Recommendation for future research

This paper explores the relationship between the three major pedagogies and contemporary educational theories such as constructivism and multiple intelligences, and explores how to organically integrate them into contemporary music education. This paper studies the effectiveness of the three major pedagogies in cultivating students' innovative thinking, critical thinking, and cooperation ability, so as to provide strong support for quality education.

The teaching experiment was carefully designed to compare the differences between the three teaching methods and the traditional teaching mode in terms of students' interest in music learning, mastery of musical skills, and musical creativity. Combined with the actual situation of the school, the unique school-based music curriculum is designed, and the three major teaching methods are effectively integrated into daily teaching. To study the professional development path of teachers in the process of applying the three major pedagogies, and to provide teachers with targeted training and development suggestions.

Explore how to use multimedia technology, such as music software, online teaching platforms, etc., to assist in the teaching and implementation of the three major teaching methods. Research on how to combine information technology with three pedagogies to carry out online music teaching, distance learning and blended teaching. Explore the use of cutting-edge technologies such as virtual reality and augmented reality to create a richer music learning experience for students.

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