

# Construction of Teaching Guidebook for Music Interdisciplinary Comprehensive Activities for Third-year Students Majoring in Music Education in Tianshui Normal University, Gansu Province, China

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## Abstract

Since china made comprehensive practical courses a compulsory course in the compulsory education stage in 2001, in 2017, it released the "Comprehensive Practical Activities Curriculum Guidance Outline for Primary and Secondary School Students" to the "Compulsory Education Curriculum Plan and Curriculum Standards (2022 Edition)" to determine how the individuality and music disciplines should highlight the curriculum. Holisticness and systematicity have become key points in implementing core competencies. Setting up 10% of interdisciplinary theme learning activities in the total course hours further clarifies the overall requirements for strengthening the connection between disciplines, enhancing the comprehensiveness and practicality of the course, and further improving the course content structure. It can be seen that taking educating people as the core, benchmarking core competencies, giving equal attention to the five educations, highlighting the integrity, systematicness, comprehensiveness and practicality of the course content, and cultivating all-round development people are the "Music Interdisciplinary Comprehensive" practical activities that serve The entire sports people's mission of the times. Music interdisciplinary comprehensive practice activities as an emerging.

Music interdisciplinary comprehensive practice activities as an emerging, In terms of curriculum form, there are few comprehensive practical activities, and they have not been fully popularized. Overall, there is a lack of systematic structure, in-depth exploration and practical verification of practical activities. Therefore, a comprehensive cross-disciplinary music practice guide was created, and through the three-level analysis of music education in Tianshui Normal University The teaching experiment of 10 students in grade 1 improves students' comprehensive ability in music interdisciplinary activities and truly has the value of educating people.

**Keywords:** Construction; Teaching Guidebook; Music Interdisciplinary; Comprehensive Activities; Tianshui Normal University; Gansu Province; China

## Introduction

Since China listed comprehensive practical courses as compulsory courses in compulsory education in 2001, from the release of the "Guidance Outline for Comprehensive Practical Activities Courses for Primary and Secondary School Students" in 2017 to the introduction of the "Compulsory Education Curriculum Plan and Curriculum Standards (2022 Edition)", how can the music discipline be highlighted? The holistic and systematic nature of the curriculum has become a key point in implementing core competencies. Setting up 10% of interdisciplinary theme learning activities in the total course hours further clarifies the overall requirements for strengthening the correlation between disciplines, enhancing the comprehensiveness and practicality of the course, and further improving the course content structure (Tang, 2022). It can be seen that "music interdisciplinary comprehensive practice activities" serve the whole by focusing on educating people, benchmarking core competencies, giving equal emphasis to the five educations, highlighting the integrity, systematicness, comprehensiveness and practicality of the course content, and cultivating all-round development of people. The mission of the times to educate people (Cui, 2022).

This research mainly takes music as the main body as the core, the synthesis of music and other art disciplines, and the comprehensive practical activities of art and other disciplines. Under such guidance, students majoring in music education in normal colleges must not only possess professional qualities in the music discipline, but also possess a certain awareness of curriculum integration and corresponding interdisciplinary teaching knowledge and skills in order to adapt to new requirements. Music teachers in the future curriculum standards Music education majors must adapt to the art curriculum standards of music teaching and continuously improve their professional quality and comprehensive teaching capabilities.

## Research Objectives

1. To learn the theoretical knowledge of music interdisciplinary comprehensive practical course.
2. To construct a guidebook of comprehensive interdisciplinary practical activities in music.
3. To use the "Teaching Guide for Music Interdisciplinary Comprehensive Practical Activities" to teach junior students majoring in music education at Tianshui Normal University.
4. To study the teaching effect evaluation.

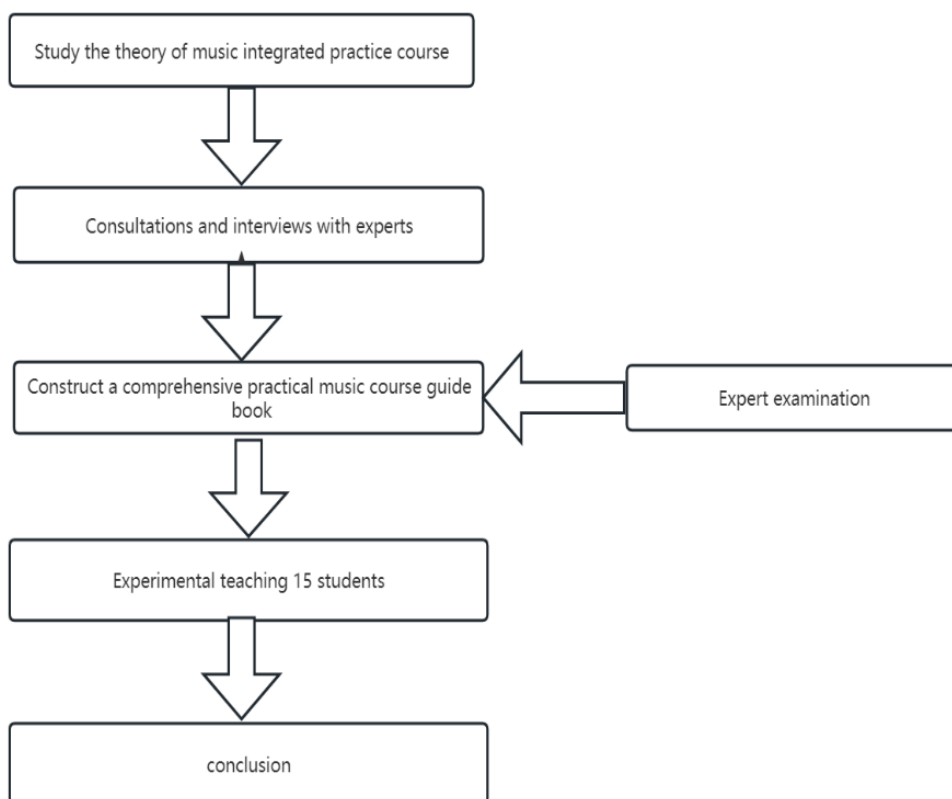
## Research Methodology

This study adopts literature research and a research method that combines qualitative and quantitative methods. Literature research method is the basis of music education research. Through the collection, analysis and summary of relevant literature, the information required by researchers can be obtained. Qualitative research: Use interview research methods to interview music experts and observe students' learning ability, performance and acceptance before and after the experiment. Quantitative Research: In this study, students were tested and their data were compiled and analyzed.

Descriptive analysis: Interview the expert group, analyze the interview content, and learn from the expert group the characteristics of music interdisciplinary and the requirements for comprehensive music interdisciplinary practice activities. Observe students' lessons and analyze them. Comparative analysis of results Description of student performance in formative tests and summative examinations in the experiment. 2) Statistical analysis, IOC of instruction book evaluation, and analysis of experimental data and teaching evaluation criteria of 10 music education students.

This research started in April 2023 and lasted a year. The first was to collect relevant literature and understand the characteristics of music interdisciplinary and the requirements for writing guidelines through expert interviews. The second was to complete the "Teaching Guidance Manual for Music Interdisciplinary Comprehensive Practical Activities" » and submit it to the expert group. The experimental group will use this instruction manual to analyze the data results through experiments and finally make a summary.

## Conceptual Framework



**Figure 1** Conceptual Framework

## Research Findings

Three experts evaluated the feasibility of the "Teaching Guidance Manual for Music Interdisciplinary Comprehensive Practical Activities" and evaluated the consistency, feasibility and effectiveness of the project goals through IOC. IOC index=1+1+1+1+0.67+1+0.67+1=7.33, and the final IOC score is 0.92. According to the data, IOC's final score was 7.33, with an average of 0.92. This data value shows that the expert group is very satisfied with the feasibility of the "Teaching Guidelines for Comprehensive Practical Activities across Music Interdisciplines".

The "Teaching Guide for Comprehensive Music Interdisciplinary Practical Activities" is designed to help students learn four types of comprehensive music interdisciplinary activity knowledge. It includes the historical background and characteristics of music interdisciplinary comprehensive practice activities, and clarifies the types of music interdisciplinary comprehensive practice activities. Methods and methods to help students understand the knowledge of interdisciplinary integrated practical activities in music. This book not only contains relevant theoretical knowledge, but also combines practical case analysis and research to provide in-depth analysis of how to interdisciplinary and the difficulties of interdisciplinary practice, which can help students understand the characteristics of comprehensive interdisciplinary practice activities in music. At the same time, the "Guide" includes 6 cases, which are of certain difficulty and reference value. It not only has the characteristics of music interdisciplinary comprehensive practice activities, but also incorporates the methods and types of music interdisciplinary comprehensive practice activities, which can help students master interdisciplinary music practice. Comprehensive practical knowledge of disciplines.

The researchers conducted a 16-week experiment with 10 music education students, with one 90-minute lesson per week, for a total of 16 lessons. In order to further understand the experimental results, the researchers conducted six process tests and one final test, respectively in the fifth week, seventh week, ninth week, eleventh week, thirteenth week, fifteenth week, and Summative testing was conducted at 16 weeks. The examination format is based on comprehensive interdisciplinary music practice activities designed by students and scored according to the scoring principles. Divided into four levels: A (>85), B (80-85), C (70-79) and D (60-69).

During the fifth week of the course, all 10 students took the first formative test. Teachers observe students' five behavioral performances (learning interest, in-depth learning, reflective ability, innovative thinking and teamwork ability) in class, and present a report with the final score as the test standard. The test results are: 9 students obtained C grade (70-79), 1 student obtained C and D grades (60-69), and the average score was 75.2 points. The average score for girls was 75.8 and the average score for boys was 75.2.

Since this is the fourth part of the course, students overall are not well prepared for this exam. They are unfamiliar with the curriculum of comprehensive interdisciplinary music practice activities and have relatively little understanding of interdisciplinary music. Motivation, reflection, creativity, cooperation, etc. are not sure enough. However, through testing, students' academic performance can be tested and teachers can better understand students' problems.

During the seventh week of the course, all 10 students took a second formative test. Each student takes the interdisciplinary learning of musical instrument production as the research object, and uses five behaviors in the classroom and the presentation of the final results as the scoring criteria. The test results are: 2 students at grade B (80-85) and 2 students at grade C (70-79). 8 people, with an average score of 76.7, which is 1.5 points higher than the preliminary test score (75.2). The average score of girls is 76.4, and the score of boys is 76.7.

The overall level of students has been improved. The results showed that after 7 weeks of study, the students passed the test. They have a certain understanding of the design and implementation of comprehensive interdisciplinary music practice activities, and also discovered some problems. Students have mastered simple design ideas, but complex skills still need to be developed. Learn and explore further. The subjects involved in this case include music, history, physics, art, and mathematics.

In week 9 of the course, all 10 students took a third formative test. This test takes the charming interdisciplinary folk song "Jasmine" as the research object. The five behaviors in class and the final grade display are used as the scoring criteria. The test results are: 4 people are in Grade B (80-85), 6 people are in Grade C (70-70), 79), the average score is: 78.7, the average score of girls is 78.6, the average score of boys is 78.8, which is the same as the first and second. Compared with the results of the Formative test, there has been great progress. The test results further show that through the study of three case courses, the level of music interdisciplinary ability has been improved. The subjects involved in this case include music, art, geography, Chinese, information technology.

During week 11 of the course, all 10 students took a third formative test. The test is based on interesting interdisciplinary research into the earliest musical instruments and the earliest musical compositions. The five behaviors in the classroom and the final grade display are used as the scoring criteria. The test results are: 6 people rated it as B (80-85), and 4 people rated it as C (70-70) (79). The average score is: 80.5, the average score of girls is 79.2, and the average score of boys is 81.8. It has been greatly improved compared with the results of the first three rounds of Formative tests. The test results further show that through the study of four case courses, students' music interdisciplinary ability level has been improved, and their design ideas, problem solving, problem discovery, innovative thinking and cooperation abilities have been improved. The subjects involved in this case include music, art, history, geography, Chinese, and information technology.

During week 13 of the course, all 10 students took the fifth formative test. Through an interdisciplinary study of music in baroque art. The five behaviors in class and the final grade display are used as the scoring criteria. The test results are: 1 person rated it as A (86-90), 6 people rated it as B (80-85), and 3 people rated it as C (70-70) (79). The average score is: 81.1, the average score of girls is 80.8, and the average score of boys is 81.6. There is a great improvement overall compared with the results of the first four rounds of formative tests. Boys have stronger abilities in discovering and solving problems. The test results further show that through the study of four case courses, students' music interdisciplinary abilities have been improved, including interest in activities, accumulation of problem discovery, and problem-solving methods. and methods, critical thinking, innovative thinking, creativity, etc. And the cooperation ability has also been greatly improved. The subjects involved in this case include music, art, history, information technology.

During week 15 of the course, all 10 students took the sixth formative test. Through an interdisciplinary study of bird concert music. The five behaviors in class and the final grade display are used as the scoring criteria. The test results are: 3 people rated it as A (86-90), and 7 people rated it as B (80-85). Average score: 84 points. The average score of girls is 83.6, and the average score of boys is 84. Compared with the first five rounds of Formative Test, students' interest and acumen in finding problems have been greatly improved, their methods of solving problems are also diversified, and their innovative thinking, creativity, and cooperation abilities have improved. Much improved. Great progress has been made, and the subjects involved in this case include music, biology, geography, Chinese, and dance.

During the sixteen weeks of the course, all 10 students took the summative test and were divided into two groups based on the themes given by the teacher. They began to design comprehensive interdisciplinary music practice activities and display them in the form of results. The five behaviors of the test and the final performance display are used as the scoring criteria. The test results are: 3 people rated it as A (86-90), and 7 people rated it as B (80-85). Average score: 88 points. Compared with the first five rounds of Formative Test, the summative test is a collaborative design activity by students in groups. During the activity, students' interest and acumen in discovering problems have been greatly improved. There are also various ways to solve problems and innovative thinking. creativity, and cooperation abilities have improved. Much improved. great progress.

In the seven tests, boys and girls each accounted for 50% of the total. Through the test, it was found that everyone's abilities have been significantly improved. The boys showed clear differences in the tests. It can be seen that there is a gradual development trend in thinking ability, cooperation ability and creativity; but there is no significant difference in learning motivation.

The original intention of this exhibition is to provide a natural display of students' research activities and results of interdisciplinary comprehensive music practice activities, rather than a report performance. Through natural classroom presentations, students can be completely autonomous, The students conducted comprehensive exploration of interdisciplinary practical activities, gave full play to their autonomy and cooperation, and completed various research tasks extremely well in group project-based cooperation. Through aspects such as independence, self-creation, self-direction, and self-performance, students' self-confidence has been enhanced. Strong and courageous to perform, it also deepens the understanding of classmates, enhances communication and communication between each other, and enhances class cohesion and group cooperation ability. In terms of the quality of the output products, they are not only musical, but also academic, and some are even rich in philosophy.

## Discussion

In terms of knowledge, the course teaching allows students to achieve four progressive stages of “unknown – understanding – understanding – mastering” in the cognitive interdisciplinary comprehensive practical activities of music. From the perspective of teaching philosophy, she has moved from the “subject center”, “knowledge center” and “textbook center” to the interdisciplinary field of music, inspiring and improving the teacher’s own understanding of holistic thinking and in-depth learning thinking; from the perspective of teaching methods, helping teachers move from a one-way classroom teaching model to a multi-field, flexible, and in-class and extra-curricular practice model, refreshing traditional teaching cognition (Xu, 2013).

In the process of comprehensive practical activities, students’ self-confidence is enhanced through expression, communication and display; in the process of ability development, music interdisciplinary comprehensive practical activities can not only help students enhance their interest in learning music subjects and Intrinsic motivation also improves their musical sensibility and creativity (Zhou, 2010). In addition, interdisciplinary learning can not only improve students’ understanding of things, but also improve their ability to understand and remember. Not only that, the course can also help students learn from the holistic thinking of connections Generate awareness of deep learning and develop students’ ability to transfer and apply interdisciplinary knowledge. What is even more gratifying is that through the study of music interdisciplinary comprehensive practical activities, students can learn to combine perceptual cognition and rational thinking in life scenes, and feel the complete cognitive world, and realize the interdisciplinary comprehensive practice of music. The role of activities in cultivating all-round development of people (Tang, 2022).

## Recommendations

### 1. Practical Recommendations

To enhance the effectiveness of the teaching guidebook for music interdisciplinary comprehensive activities for third-year students majoring in Music Education at Tianshui Normal University, it is recommended to integrate diverse pedagogical strategies that align with the students' educational needs and professional development goals. The guidebook should emphasize a balance between theoretical knowledge and practical application, encouraging active participation in interdisciplinary projects that combine music with other arts or academic subjects. Incorporating case studies, collaborative tasks, and reflective practices will help students develop critical thinking, creativity, and a deeper understanding of the role of music education in a broader context. Additionally, ongoing assessment and feedback mechanisms should be embedded to continuously improve the guidebook's relevance and effectiveness in fostering well-rounded music educators.

### 2. Recommendation for future research

For future research on the construction of teaching guidebooks for music interdisciplinary comprehensive activities at Tianshui Normal University, it is recommended to explore the long-term impact of these guidebooks on students' professional trajectories in music education. Investigating how these interdisciplinary approaches influence students' teaching practices, adaptability in diverse educational settings, and their ability to innovate within the curriculum would provide valuable insights. Additionally, comparative studies with other universities or educational contexts could offer a broader perspective on the effectiveness

and adaptability of the guidebook. Incorporating student feedback and exploring technological integration in the guidebook could further enhance its relevance in the evolving educational landscape.

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