# Research on the Teaching Guidebook of Miao Folk Songs at Hunan Huaihua University, China

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## Abstract

Miao folk songs are one of the first ethnic folk intangible cultural heritage in China, with rich connotation and strong characteristics. In 2006, the Miao folk songs in Jingzhou, Hunan province were approved by The State Council to be included in the National Intangible Cultural Heritage List of the Peoples Republic of China, which fully reflects the high value of the Miao folk songs themselves. However, the teaching of Miao folk songs is not systematic and unscientific. The researchers practiced teaching in Huaihua College, the hometown of Miao folk songs. By interviewed the successor of the Miao folk songs, formulated the teaching guide and detailed teaching plan teaching experiment, through the teaching, middle and final test, finally teaching conclusion: researchers teaching laboratory success, after using the Miao folk songs guide teaching practice, students academic performance has improved significantly, work ability has been greatly improved. This is very meaningful for students to work in Miao folk songs after graduating from university.

**Keywords:** Teaching Guidebook; Miao Folk Songs; Hunan Huaihua University; China

## Introduction

Most of the teaching of Miao folk songs is oral communication, and there is no fixed education system, which leads to the teaching fragmentation of Miao folk songs and cannot form a scientific teaching system, which is not conducive to the development of Miao folk songs and creates more good songs to make people like it. With this goal in mind, the Miao folk song course becomes a very important learning course rather than a course that students appreciate (Li, 2016). As one of the Miao folk song course teachers, the study found that there are many problems in the teaching process, including the Miao folk learning problem is the most prominent, such as the Miao folk songs, Miao folk language breathing, different characters of hand eye step (Zhou, 2013), at the same time, there are vocal music teachers teach students to sing Miao folk songs singing part, cause students in the lack of inherent music style and singing style, like the singer the Miao folk song lyrics into singing skills, also can lead to teaching deviation, students in the future learning will be at a disadvantage (Chen, 2010). In the study of Miao folk songs, some teachers think that Mandarin teaching will improve the pronunciation problem, but after the communication and interviews with the intangible cultural heritage experts in Jingzhou, they believe that Miao folk songs are the local treasures of Jingzhou, and if they use Mandarin, they will lose the characteristics of Miao folk songs in Jingzhou County.

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Therefore, selected from the Miao folk songs representative repertoire learning training, absorb the song teaching breathing training method and sound method, writing is suitable for students to learn teaching manual, make students learning more stable, system, faster improve learning efficiency and academic performance, to ensure the systematic learning, this is the important research purpose of this study. Learn Miao folk songs from Miao folk songs experts, formulate a scientific and systematic teaching guide, quickly master the learning methods of Miao folk songs through teaching practice, and improve students academic performance, which is also the great significance of this study.

## Research Objectives

1) to study *Miao* folk songs
2) Develop the learning guidelines for *Miao* folk songs
3) Use the *Miao* folk song guide to teach students
4) Evaluate the teaching effect

## Research Methodology

This study used a mixed research approach combining qualitative and quantitative research.

This paper uses qualitative research to conduct expert interviews, student observation and expert study of Miao folk songs. The quantitative study of q was mainly used to evaluate the experimental results. To evaluate the Miao folk song guidelines, teaching plans, formative tests and summative tests, develop and run the IOC performance test framework to evaluate the effectiveness of the course.

The descriptive analysis of this experiment mainly included interviews with teachers and students, questionnaire results with students, and description and analysis of the data in the charts in the experiment. The statistical analysis mainly focuses on the comparative analysis of the data collected from the previous, formative and summary tests in the experiment. Comparative analysis was performed mainly in the form of graphs and tables. By comparing the data in the chart, we can intuitively understand the changes of students before and after learning Miao folk songs.

This study began in March 2023 and lasted for 8 months from March 2023 to October 2023. First, relevant literature was collected to understand the characteristics of Miao folk songs, and the requirements of the guide were compiled through expert interviews. Second, the Teaching Guide of Miao Folk Songs was completed and submitted to the expert group to analyze the data results through experiments, and finally summarized.

## Conceptual Framework

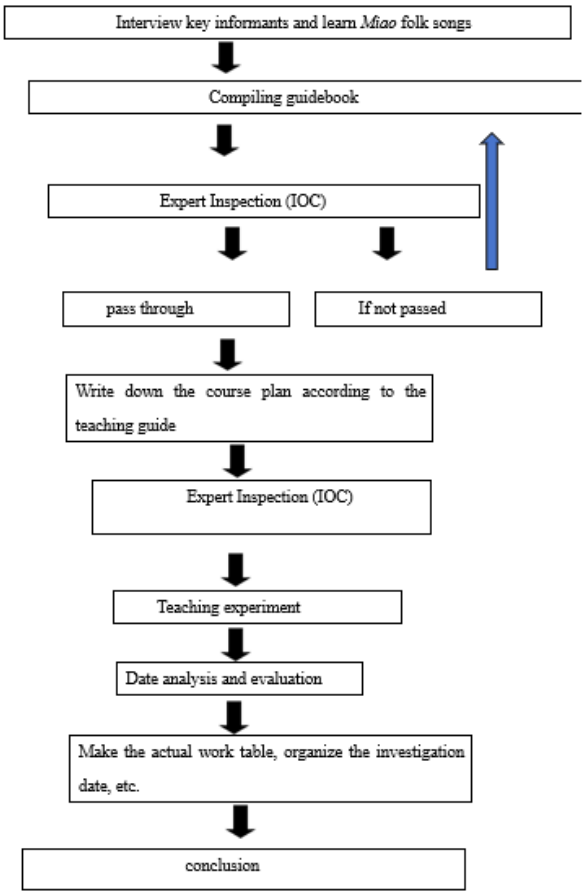



**Figure 1** Conceptual Framework

## Research Findings

The researchers invited teaching experts (the second group of experts) to evaluate the contents of the Guide to *Miao* Folk Songs through the International Olympic Committee, the Department of Science and the Department of Teaching System. The three evaluation experts were satisfied with the guide and thought it was feasible and had teaching continuity.

| Evaluation project | specialist A | | | specialist B | | | specialist C | | | amount to |
|---|---|---|---|---|---|---|---|---|---|---|
| | +1 | 0 | -1 | +1 | 0 | -1 | +1 | 0 | -1 | |
| Basic theoretical knowledge of *Miao* folk songs | 1 | | | 1 | | | 1 | | | 3 |
| Knowledge of *Miao* folk songs | 1 | | | 1 | | | 1 | | | 3 |
| Classification of *Miao* folk songs | 1 | | | | 0 | | 1 | | | 2 |
| Learn the training methods for breathing | 1 | | | 1 | | | 1 | | | 3 |
| exercise | 1 | | | 1 | | | 1 | | | 3 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Jingzhou dialect training | 1 | | | 1 | | | 1 | | | 3 |
| The combination of *Miao* folk songs and musical instruments, | 1 | | | 1 | | | 1 | | | 3 |
| The combination of *Miao* folk songs and a gong | 1 | | | 1 | | | 1 | | | 3 |
| The combination of the *Miao* folk songs and the drum | 1 | | | 1 | | | 1 | | | 3 |
| The combination of *Miao* folk songs and Lusheng | 1 | | | 1 | | | 1 | | | 3 |
| Combination of *Miao* folk songs and dance | 1 | | | 1 | | | 1 | | | 3 |
| *Miao* folk songs and a combination of drum and gong | 1 | | | 1 | | | 1 | | | 3 |
| The combination of the *Miao* folk songs and the three musical instruments | | 0 | | 1 | | | 1 | | | 2 |
| Expression of different roles (hand-eye-body step) | 1 | | | 1 | | | 0 | | | 2 |
| The combination of *Miao* folk songs and music | 1 | | | 1 | | | 1 | | | 3 |
| Selected passages of *Miao* folk songs | | 0 | | 1 | | | 1 | | | 2 |
| **total points** | | | | | | | | | | 14.68 |
| **average** | | | | | | | | | | 0.9175 |

Score description: score + 1 indicates the items of content as determined; score 0 indicates uncertainty; score-1 indicates the items of content as negative; the criteria for determining the IOC value: if the value is 0.50 or above, the problem is measured by purpose. Represents that the problem is valid. The IOCs final average is 0.9 175. The data values show that the expert group is very satisfied with the feasibility of the *Miao* folk song guide.

The purpose of this study is to construct the *Miao* folk song teaching guide for the second grade students of the experts, to conduct the teaching experiment on 6 students and evaluate the teaching effect. The main purpose of this guide is to help students learn the knowledge of *Miao* folk songs and improve their mastery of their performance skills so that they can benefit from future work. *Miao* folk song teaching guide is an important carrier of *Miao* folk song teaching practice. The book consists of four parts. The first part is *Miao* folk songs and their related knowledge, the second part is the breathing use, sound requirements and rhythm training of *Miao* folk songs, the third part is the combination of *Miao* folk songs and rhythmic instruments, and the fourth part is the comprehensive study of different songs and *Miao* folk songs.

Before writing the *Miao* folk song course plan, the researchers will consult the experts in advance and write the course plan according to the opinions of the three experts. After the course plan is completed, the researchers will provide the course plan for each class to the experts for inspection and evaluation. Experts evaluated the knowledge points of the *Miao* folk songs, their training skills, explanation, demonstration, targeted practice, time arrangement and the practicability of the course plan. Here is a summary of the 17th course experts throughout the semester.

The form of the test is that the students score the performance of an exercise question, which is divided into four grades: A (16), B (12), C (8) and D (4).

After five sessions, a classroom test was scheduled to measure student progress over time, with four items, each scored 5 and a total score of 20.

**Table 1. Formative Test 1**

| **Class Test 1 (20 points)** | | | | | |
|---|---|---|---|---|---|
| **student** | ***Miao* folk song knowledge** （5） | **Breathing, voice** （5） | **Local dialect** （5） | **Combining rhythm instruments (5)** | **amount to fraction** （20） |
| Student 1 | 3 | 3 | 3 | 3 | 1 2 |
| Student 2 | 3 | 3 | 3 | 3 | 12 |
| Student 3 | 3 | 3 | 2 | 3 | 1 0 |
| Student 4 | 3 | 2 | 3 | 3 | 1 1 |
| Student 5 | 4 | 3 | 3 | 2 | 1 2 |
| Student 6 | 4 | 3 | 2 | 3 | 1 2 |

In the third week of the course (the fifth time), all 6 students took the first formative test. According to the test data, the students made progress in all aspects. The test results: B4 students (12) and C2 students (8), an average of 11.5. Through testing and conversations with students, we find that the reason for the rapid improvement in their basic knowledge of *Miao* folk songs is that this knowledge can be rapidly improved through memory. In terms of breathing and vocal music, the original school has vocal music courses, but the *Miao* folk music and vocal music learning vocal music, as long as the adjustment, you can master it relatively quickly, in terms of language, in six students, four is Hunan, the other two is Shandong, basic master, for rhythm instruments and *Miao* folk songs, the main problem is the mastery of the *Miao* folk songs.

During the sixth week of the course (after 12 classifications), all 6 students took the second formative test with the following results:

**Table 2. Formative Test 2**

| Class Test 1 (20 points) | | | | | |
|---|---|---|---|---|---|
| **student** | ***Miao* folk song knowledge** （5） | **Breathing, voice** （5） | **Local dialect** （5） | **Combining rhythm instruments (5)** | **amount to fraction** （20） |
| Student 1 | 3.5 | 4 | 3 .5 | 4 | 1 5 |
| Student 2 | 4 | 4 | 3.5 | 4 | 15.5 |
| Student 3 | 4.5 | 4 | 3.5 | 3 | 1 5 |
| Student 4 | 3 | 4 | 3 .5 | 3 .5 | 1 4 |
| Student 5 | 4 | 4 | 3 | 3.5 | 1 4.5 |
| Student 6 | 4 | 4 | 3.5 | 3 .5 | 1 5 |

Overall, students performance improved significantly compared with the first time: 6 student scores B (12), the total score of students was 89, with an average of 14.83, and an average score of 11.5, with an average increase of 3.33, and a growth rate of 16.65%. Students knowledge of *Miao* folk songs has steadily improved. For breathing and sound cooperation, for the first time after the exam, teachers guidance, and vocal music courses, students adjust better, although students dialect itself has any problem, but with the improvement of learning difficulty, achievement growth is not fast, it is normal, because the rhythm of the *Miao* folk music instrument, fixed a relatively small beat, students in the continuity of learning can gradually stable.

During Week 8 of the course (after 17 sessions), all 6 students took summative testing with the following results:

**Table 3. Summary tests:**

| Class test 1 (20 points) | | | | | |
|---|---|---|---|---|---|
| **student** | ***Miao* folk song knowledge** （5） | **Breathing, voice** （5） | **Local dialect** （5） | **Combining rhythm instruments (5)** | **amount to fraction** （20） |
| Student 1 | 4.5 | 5 | 4 | 4.5 | 1 8 |
| Student 2 | 4.5 | 5 | 4.5 | 4.5 | 18.5 |
| Student 3 | 4.5 | 5 | 5 | 4 | 1 8.5 |
| Student 4 | 4 | 5 | 4.5 | 4.5 | 1 8 |
| Student 5 | 3 | 4.5 | 4 | 4 | 1 5.5 |
| Student 6 | 4 .5 | 5 | 4 | 4.5 | 1 7 |

In week 8 of the semester, 6 students summarized the test, and the test results showed that 5 students got one (16) and 1 students got B (12), with an average of 17.58, reaching this score. Compared with the first two tests, after class 16, the students made great progress.

**Table 4. Comparison of the results**

| Horizontal of consequence | The results are compared | | |
|---|---|---|---|
| | Formative test 1 | Formative test 2 | Summary test |
| A | 0 | 0 | 18(83.3%) |
| B | 12(83.33%) | 14.83(100%) | 15.5(16.7%) |
| C | 11.5(16.66%) | 0 | 0 |
| D | 0 | 0 | 0 |
| average | 11.5 | 14.83 | 17.58 |

After more than two months of study and to the final test of the third month, the students have made great progress in the final test results compared with the previous test results. Five students received A (16) and one student won B (12). The students have a solid grasp of the historical origin, development of *Miao* folk songs, representative figures, repertoire and basic knowledge of *Miao* folk songs. He is also proficient in breathing and sounding, and the local dialects of Hmong folk songs. In terms of the selection of *Miao* folk songs, students can also integrate the performance into the repertoire. The teaching guide of *Miao* folk songs has been successfully made, and the teaching experiment has been successful, which has achieved good teaching results.

This study shows that Miao folk songs, as a national intangible cultural heritage, are of great significance in teaching in universities, and explore a good way for the inheritance and future development of Miao folk songs. As the papers of Luo Chunwen and other authors say, the inheritance and popularization of Miao songs in teaching is still applicable to local middle school music classes, but the practical research in teaching can be more in-depth. The Miao song lack of system research, the specific teaching strategy is still in the stage of exploration and trying to, and in the middle school and university Miao song teaching strategy research should also be extended, for example, teachers can for examples and design the development of practical teaching case, aims to promote Miao song through the design of reasonable applied teaching strategy in the middle school teaching practice research. The author thinks that under the impact of the Internet age of economic globalization, inheriting Miao song culture is imminent, is the necessary cultural confidence, we should effectively combine Miao song culture and modern civilization, and choose to adapt to the development of healthy positive path, explore the Miao song culture education popularization and shortcut, further into the compulsory education, make its rapid development, cultivate talents ladder team, spread Chinese excellent traditional culture.

## Discussion

The findings of this study indicate that the *Miao Folk Song Teaching Guide* is a valuable and effective educational resource for teaching Miao folk songs to second-grade students at Yunnan Tourism College. The high satisfaction ratings from expert evaluations confirm the guide's feasibility, continuity, and pedagogical validity. With an IOC average of 0.9175, experts agreed that the guide effectively integrates theoretical knowledge, vocal techniques, dialect training, and instrumental accompaniment. This validation underscores the guide's structured approach in preserving and disseminating Miao folk music.

The formative and summative test results further demonstrate the teaching guide's effectiveness in improving students' knowledge and performance skills. Over the eight-week study period, students showed steady progress in areas such as Miao folk song knowledge, breathing techniques, dialect pronunciation, and rhythmic accompaniment. The initial formative test revealed an average score of 11.5, which increased to 14.83 in the second formative test and reached 17.58 in the summative test. This upward trend suggests that structured learning and guided instruction significantly enhance students' musical and technical competencies.

One of the most notable improvements was in the students' ability to integrate Miao folk songs with instrumental rhythms, a skill that was initially challenging. The study also highlights the importance of prior vocal training, as students with a background in vocal music adapted more quickly to Miao folk singing techniques (Tong, 2016). However, dialect mastery showed slower progress, indicating that language acquisition requires extended practice and immersion.

The study reinforces the cultural and educational significance of Miao folk songs, affirming their place in university music curricula. It also suggests that further efforts should be made to expand this instructional approach beyond the university level, potentially incorporating Miao folk songs into secondary school music programs (Cao, 2018). Given the globalization of education and the digital era's influence on traditional culture, integrating modern teaching strategies—such as digital resources and interactive learning—could further enhance the effectiveness of Miao folk song education.

## Recommendations

### 1. Practical Recommendations

Based on the study's findings, several practical recommendations can enhance the teaching and learning of Miao folk songs. First, the *Miao Folk Song Teaching Guide* should be further refined and expanded to include more interactive and digital resources, such as video demonstrations, online tutorials, and multimedia content, to support student learning beyond the classroom. Second, educators should incorporate immersive language training to improve dialect proficiency by organizing language workshops or cultural exchange activities with native Miao speakers. Third, integrating Miao folk song instruction into secondary school music curricula can help establish a stronger foundation for students before they enter university-level music programs. Additionally, future implementations should consider collaboration with local Miao musicians and cultural institutions to provide authentic learning experiences. Lastly, continued research and curriculum development should focus on refining teaching methodologies, particularly in rhythm training and instrumental accompaniment**, to** further enhance students' performance skills and cultural understanding.

**2. Recommendation for future research**

Future research should expand on the findings of this study by increasing the sample size to include a more diverse group of students from different regions and educational backgrounds, allowing for a broader understanding of the effectiveness of the *Miao Folk Song Teaching Guide*. Additionally, longitudinal studies should be conducted to assess the long-term impact of this teaching approach on students' mastery and retention of Miao folk songs. Further research could also explore the integration of digital learning tools, such as virtual reality (VR) or artificial intelligence (AI)-assisted instruction, to enhance the teaching of Miao folk songs. Moreover, comparative studies between traditional and modern teaching methods could provide deeper insights into the most effective strategies for preserving and transmitting Miao folk music. Finally, interdisciplinary research combining ethnomusicology, education, and cultural studies could help develop more comprehensive approaches to incorporating Miao folk music into mainstream music education while ensuring its authenticity and cultural significance.

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