

PERSPECTIVE OF GUZHENG TEACHERS ON CHAOZHOU GUZHENG TEXTBOOK FOR CHAOZHOU GUZHENG ASSOCIATION IN XIANG QIAO AREA, CHINA

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Abstract

The research topic “Perspective of Guzheng Teachers on Chaozhou Guzheng Textbook for Chaozhou Guzheng Association in Xiang Qiao Area, China” this research objectives to survey the perspective of Guzheng Teachers on Chaozhou Guzheng Textbook for Guzheng Association in Xiang Qiao Area. The methodology was a mixed method, observing what books are often used by Chaozhou Guzheng teachers, and among the 60 teachers of Chaozhou Guzheng Society, 30 teachers were selected by sampling survey method questionnaire survey.

The research findings were (1) Guzheng teachers of Chaozhou Guzheng Society often use the four books: "Happy Learning Guzheng", "Chinese Guzheng Test Music Collection", "Yuan Sha Guzheng Textbook" and "Guzheng Test Track and Guidance" (2) As for the survey results of "investigating the attitude and views of Chaozhou guzheng teachers on guzheng teaching materials", the use of guzheng teaching materials depends on the learning degree of students. Many teachers think that primary learning is guzheng. Intermediate learning guzheng can use the "Yuan Sha Guzheng Teaching book" book, and advanced guzheng study can use the "Guzheng Test Repertoire and Guidance" book. The reason is that "Happy learning guzheng" is more interesting than "Yuan Sha", beginners are easier to understand; "Yuan Sha Guzheng" is more professional than "Happy learning Guzheng"; "Guzheng grading repertoire" is

more difficult, so it is suitable for advanced guzheng learning use. Chaozhou guzheng teachers choose guzheng materials because the materials are suitable for students, have comprehensive content, are easy to understand, have interesting content, and are suitable for modern teaching.

Keywords: Perspective; Guzheng Textbook; Chaozhou Guzheng

Introduction

Since the beginning of the last century, various Chinese art schools have opened the Guzheng industry, which is the embodiment of China's beginning to attach importance to Guzheng education. The popularity of Guzheng in colleges and universities (Sun, 2022). It has provided an academic research platform for the development of ancient culture, and cultivated a large number of high-quality Guzheng artists and composers with artistic accomplishment. With the establishment of Guzheng major in various art colleges and universities, the way of ancient inheritance which has lasted for thousands of years has changed from ear to ear to a new stage of inheritance in professional art colleges and universities. Guzheng art, as a folk music, has gradually entered the ranks of professional music education. And with the emergence of many new modern Guzheng music, the bold innovation of Guzheng techniques, the creation of ancient repertoire is gradually diversified, and the folk spontaneity, self-entertainment and collective creation into a new stage of professional consciousness, entertainment and individual creation (Xu, 2018). Specialization enables Guzheng education to develop and improve rapidly, and makes Guzheng become an important part of traditional culture education.

In recent years, the popularity of ancient society in society has gradually increased compared with previous years, because with the popularity of quality education, people pay more and more attention to the traditional national culture; on the other hand, due to the improvement of the quality of life, people gradually began to pursue the spiritual life. The art of Guzheng has become a popular art since the end of the 20th century. In this situation, the phenomenon of Guzheng learning fever has appeared in the society, and there are more and more ancient lovers and practitioners. Zheng education institutions and other related construction has obtained rapid development, the ancient from an unpopular. The musical instrument became a popular musical instrument (Shang, 2021).

Research Objective

1. To survey the perspective of Guzheng Teachers on Chaozhou Guzheng Textbook for Guzheng Association in Xiang Qiao Area.

Literature Reviews

Guzheng teaching: Zheng, also known as "Qin Zheng", has gradually spread to all parts of the country since the Qin and Han dynasties, gradually forming schools with local characteristics, such as Shandong Zheng, Henan Zheng, Zhejiang Zheng, Hakka Zheng, Hakka Zheng, Chaozhou Zheng, Fujian Zheng, Inner Mongolia Zheng, Korean Yanbian Zheng Gayageum and Shaanxi Zheng. During the Han and Wei dynasties, the folk assembly Zheng was not Can be the lack of accompaniment instruments, " play zheng Yan Yi sound, new seconds absorbed. "This sentence vividly describes the moving artistic charm of Zheng. During the Tang Dynasty, Zheng was widely spread among the people, and many famous performers appeared, such as Shi Cong, Chang ben, Li Congzhou, Xie Hao, Li Qingqing and so on. In the Yuan Dynasty, Yang Weizhen wrote a poem in his "Palace Ci", "The Legend of the founding music, Bai Ling flying to the thirteen strings". The novel notes of the Ming and Qing Dynasties also involve Zheng, which shows that Zheng was widely popular in the folk music life at that time. During the Warring States Period, Zheng was five strings, and later developed into twelve, thirteen, fourteen, fifteen and sixteen strings. It was a folk instrument with both refined and popular tastes. In modern times, Zheng was used in folk rap music and local music ensemble. In the 1950s, Zheng had a great change, expanded the vocal range, increased the volume, convenient to change the tune, the performance technology has been rapidly developed, the history and performance skills of Guzheng history and performance skills playing, ensemble, accompaniment, ensemble can show it Unique artistic (Chen, 2020).

The structure of the Guzheng: With the development of Guzheng playing, the increase of Guzheng strings broadens the sound range of Guzheng and amplified the sound of the structure of Guzheng, and along with the development of science and technology. At present, the production technology of Guzheng in each region of China is different. Nowadays, the most common specification of Guzheng is 1.63m and 21 strings. A Guzheng is composed of hundreds of parts, which is mainly composed of the following parts: strings,

piano code, piano box. Among them, the panel, bottom plate, side plate, Zheng head plate, Zheng tail plate, string shaft plate constitute the piano box. The piano box is the main sound body of the Guzheng. In the Zhou Dynasty, Musical Instruments were classified according to different production materials, namely: gold, stone, earth, silk, wood, leather, pao and bamboo, among which Guzheng belonged to the wood. Thus, wood is extremely important for the production of Guzheng. Guzheng is the string as the initial vibration sound body, the string vibration causes the vibration of the panel, the panel drives the backboard to resonate in the speaker, and then through the resonance box will be amplified and beautified to the air, so that we can hear the beautiful music (Gao, 1974).

Guzheng playing skills: In 1953, Mr. Zhao Yuzhai created the Year of Qingfeng, which liberated the left hand. He used polyphonic in the tune, alternating the left and right hands and multi-voice playing techniques, which greatly enriched the playing skills and made the playing technology of Guzheng get a breakthrough development. In 1965, Wang Changyuan successfully created Guzheng song "war typhoon", the birth of the song, the Guzheng playing technology, skills into a new height, thus the end of the Guzheng can only play slow kneading era, the sweep of four, roll, buckle, scraping and use invalid area noise to make typhoon effect techniques, are innovative techniques, greatly improve and enrich the artistic expression of the Zheng. In the 1970s, Zhao Manqin in playing practice, create the use of double string transition slip, chord long, quick dial and 1 / 5 overtone new skills, and break through the traditional octave symmetry mode, created by the wheel finger, wheel, and dozens of new sequence of "fast sequence technique system", make the Zheng need not change set single-handed play five, seven and changing scale of fast melody, for Zheng by color instrument into often instrument laid a solid foundation (Zhao, 2011). Since the 1990s, the creation of Guzheng has ushered in the spring of flowers. Fu from Central Guizhou. the performance of the use of pile shaking and hanging pile shaking alternating technique and become a highlight playing techniques of the right hand: there are many playing techniques of the right hand, including support, split, pick, wipe, pick, hook, shake, pinch, arpeggio, scraping, chord, etc., among which the most characteristic is scraping and chord music, also known as the flower finger, has a great influence on the expression and melody of the melody (Ling, 2012).

Left hand playing techniques: the left-hand playing techniques of Zheng are press, slide, knead, tremble, sound, overtone, etc. Zheng is a semi-fixed scale instrument, it uses the five-tone scale, the so-called "to complement the rhyme" is the left hand according to the sound, pop up the sound of the string is called rhyme. By highlighting the left hand to shake the rhyme, enrich the expression of Zheng, highlighting the unique personality of Zheng melody.

Research Methodology

(1) Qualitative investigation: Use the observation method to observe what books the Chaozhou Guzheng teachers often use

(2) Quantitative study: Using a questionnaire survey, Learn the Chaozhou Guzheng teacher's attitude and views on the Guzheng teaching books

Results

Observe Guzheng text book in Chaozhou

Through 20 years of Guzheng learning experience and 6 years of Guzheng teaching experience, the researcher has learned about many Guzheng books. From 2022, researcher began to extract materials and found that the five books used by Chaozhou Guzheng teachers: Happy to learn Guzheng, Guzheng Exam Repertoire and Guidance, Chinese Guzheng Grade Test Collection, Yuan Sha Guzheng Textbook and China Conservatory of Music Guzheng Grading Examination.

1) Classroom observation: observe the textbooks used by Chaozhou Guzheng teachers in class, as well as their attitude and frequency of using these books.

2) Participate in activities: Participate in the performance or lecture activities of Chaozhou Guzheng teachers, and observe which books came from in the music score they used during the performance.

Investigate the views and attitudes of Guzheng teachers on Guzheng textbook

1) The questionnaire was made. 2) A total of 60 Guzheng teachers from Chaozhou Guzheng Society, and half of them were randomly selected to fill in the questionnaire (30).

Questionnaire data analysis: Basic information analysis Questionnaire survey on Guzheng textbooks. The sample source is 60 teachers from Chaozhou Chaozhou Guzheng Society. The number of participants in the questionnaire was 30 based on the proportion of 50%

Questionnaire survey data: Reliability analysis is used to study the reliable accuracy of quantitative data (especially the attitude scale questions); first, first analyze the α coefficient, If this value is above 0.8, It indicates a high reliability; If this value is between 0.7 and 0.8, It means that the reliability is good; If this value is between 0.6 and 0.7, It means that the reliability is acceptable; If this value is less than 0.6, Explain poor reliability; second: if the CITC value is below 0.3, This deletion may be considered; third, if the "deleted α coefficient" value is significantly higher than the α coefficient, Consider the item after the analysis; fourth: summarize the analysis.

It can be seen from the figure that the reliability coefficient value is 0.606, which is greater than 0.6, so that the reliability quality of the research data is acceptable.

Cronbach Reliability Analysis- -in a simplified format

number of terms	sample capacity	Cronbach α Coefficient
12	30	0.606

Analysis Suggestions



Frequency analysis is used to study the distribution of classified data, select the frequency and percentage respectively; first, describe the basic information of research data; second, analyze each analysis item one by one, and select the options with more proportion; third, summarize the analysis.

Intelligent analysis

From the above table, the proportion of "20-29year" is 33.33%. And 33.33% of the sample was 30-39year.40.00% of the samples were "Under graduate".40.00% of the samples were "3-10years".50.00% of the samples were "Happy learning Guzhen".80.00% of the samples were "Yuan Sha Guzhen Textbook". follow. Which of the following books is your favorite in the advanced Guzhen teaching process? In see, more than 60 percent of the samples were "Guzhen Exam Repertoire and Guidance". From In the process of primary Guzhen teaching, "Learn Guzhen Happy" is more interesting than "Guzhen Teaching in Yuan Sha". How much do you agree? In sample, "4" was relatively large, with a proportion of 36.67%. The proportion of the other 5 samples was 36.67%. in the process of primary Guzhen teaching, Yuan Sha Guzhen Teaching is more professional than Happy Guzhen. How much do you agree? Medium, "4", was selected for more than 50% of the samples. And 43.33% of the sample was 5. For In the process of intermediate Guzhen teaching, "Yuan Sha Guzhen Teaching" is more novel than "China Guzhen Test Grade". How much do you agree? In speaking, "5" accounted for the highest 50.00%. In the process of intermediate Guzhen teaching, "Yuan Sha Guzhen Teaching" is more comprehensive and specific than "China Guzhen Test Grade". How much do you agree? In distribution, most of the samples were "5", with a proportion of 43.33%. For In the advanced Guzhen teaching, the "Guzhen Examination and Music Guide" is more difficult than the "Yuan Sha Guzhen Teaching". How much do you agree? In terms, "5" accounted for the highest 46.67%. From In advanced Guzhen teaching, Yuan Sha Guzhen Teaching is more comprehensive than Guzhen Examination and Music Guide. How much do you agree? In sample, "5" was relatively large, with a proportion of 46.67%.

Part one Basic information

Age distribution

age distribution	subtotal	scale
20-29year	10	 33.33%
30-39year	10	 33.33%

40-49year	6	<div><div></div></div> 20%
50-59year	4	<div><div></div></div> 13.33%
60 and over	0	<div><div></div></div> 0%
This question is valid for filling in the number of people	30	

The maximum number of teachers in this survey was between 20-39,10 respectively, a total of 20, accounting for 66% of the total. The least age group was between 50 – 59 years, representing approximately 13%. No teachers over 60 years old participated in the survey.

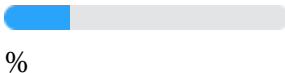
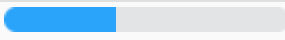
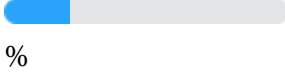
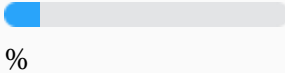
Education

option	subto tal	scale
Under graduate	12	<div><div></div></div> 40%
Master	9	<div><div></div></div> 30%
Ph.D	9	<div><div></div></div> 30%
This question is valid for filling in the number of people	30	

The number of teachers surveyed with an education degree is 12, accounting for 40% of the total number The number of master's studies is 9, or 30% of the total. The number of doctors is 9, or 30% of the total

Teaching age

option	subto tal	scale

1-3years	7	 23.33%
3-10years	12	 40%
Over 10 years	7	 23.33%
Over 20 years	4	 13.33%
This question is valid for filling in the number of people	30	

In this survey, the maximum length of teaching guzheng time, most in 3-10 years, has 12 people, accounting for 40% of the total number. The least is in more than 20 years, with 4 people, accounting for 13% of the total number.

ANOVA

option	sample capacity	mean value	standard deviation
20-29year	10	4.70	0.48
30-39year	10	3.70	0.95
40-49year	6	3.67	1.03
50-59year	4	3.25	1.50
F	3.377		
p	0.033		

Analysis of variance (ANOVA) is a statistical method used to compare significant differences between three or more groups. F values are the ANOVance statistics stic to compare differences between group variance and

within-group variance. The p-value is the probability calculated from the F value and used to determine whether the difference is statistically significant.

Discussions

The research conducted on the "Guzheng Teachers' Textbook" sheds light on an essential aspect of the Guzheng educational landscape. The findings of this study have significant implications for the development and enhancement of Guzheng pedagogy. In this discussion, we will delve into the key insights and implications of this research, providing a comprehensive overview. The research findings highlight the importance of a standardized and comprehensive textbook for Guzheng teachers. Such a resource can serve as a fundamental tool for instructors, enabling them to provide structured and consistent lessons to their students. This consistency is critical in preserving the traditional teaching methods and ensuring the transmission of Guzheng skills across generations. One of the key takeaways from the research is the importance of incorporating regional variations and traditions within the textbook (Chen, 2020). Guzheng is a diverse instrument with numerous regional styles, and a well-rounded textbook should acknowledge and incorporate these differences. This approach not only ensures a comprehensive curriculum but also respects the rich cultural heritage associated with the Guzheng.

Furthermore, the research highlights the significance of teacher feedback and contributions in the development of the textbook. Involving experienced Guzheng teachers in the creation and revision of the textbook is crucial for its relevance and effectiveness. Their insights and expertise can help fine-tune the content, making it more suitable for the needs of both instructors and learners. The research findings also suggest that modern educational technologies should be considered in the development of the Guzheng textbook (Zhao, 2011). With the integration of multimedia elements such as video tutorials, audio recordings, and interactive exercises, the textbook can cater to a wider range of learners, including those who prefer digital resources. Additionally, the research emphasizes the necessity of a dynamic and adaptable textbook that can evolve with changing pedagogical methods and learning trends. This adaptability is essential for keeping the Guzheng curriculum current and responsive to the needs of contemporary learners. In conclusion, the research on the "Guzheng

Teachers' Textbook" highlights its pivotal role in the preservation and propagation of Guzheng music. By considering regional variations, involving experienced teachers, integrating modern technologies, and ensuring adaptability, the development of such a textbook can contribute significantly to the advancement of Guzheng education. This research provides a strong foundation for the ongoing efforts to create an effective and comprehensive Guzheng textbook, fostering the continued appreciation and mastery of this traditional musical art.

New Knowledges

Through this questionnaire form survey, I have basically come to the following conclusions:

(1) 50% teachers think that the book "Happy Learning Guzheng" is suitable for junior students to study, because this book is more interesting

(2) 80% teachers think that the book "Yuan Sha Guzheng Textbook" is suitable for intermediate students to learn, because compared with the book of "Happy Learning Guzheng", the book is more comprehensive and the repertoire is more novel.

(3) 60% teachers think that the book "Guzheng Test Track and Guidance" is suitable for senior students, because it is more professional than the book and more difficult.

(4) Most teachers agree that the textbook should be interesting, comprehensive, easy to understand, and suitable for students

Full content: The book, when music theory knowledge or new techniques appear, is explained behind the music, making it easier for students to understand. It includes not only the basic notes and melodies of Guzheng music, but also the basic music theory knowledge through the learning process. It is very helpful for students' music learning.

Conclusions

Chaozhou Zheng originated from the Central Plains Guzheng, and is popular in Guangdong Chaozhou, Jieyang, Shantou and other Chaozhou language areas. It is an important part of Chaozhou string poetry music in Chaozhou music, and is widely spread in Southeast Asia. Guzheng has a long

history in Chaozhou. Nowadays, many Chaozhou traditional music uses Guzheng. And Guzheng lessons are very popular in Chaozhou now. But ten years ago, there were not many Guzheng teachers in Chaozhou, so there were not many people studying Guzheng. Since the Guzheng entered the university classroom, the Guzheng has developed very rapidly in this decade. The number of Guzheng teachers in Chaozhou is also increasing, but the Guzheng teaching has not been well developed due to regional restrictions. Many teachers from professional colleges and universities will teach in other places, but they did not choose to return to Chaozhou to teach Guzheng. Therefore, in the selection of Guzheng teaching materials, due to the limitations of knowledge, there is no good choice of Guzheng teaching materials suitable for students for teaching. However, Guzheng lessons need to be learned from an early age.

So, the present problems are as follow. In Chaozhou, people don't pay enough attention to Guzheng enlightenment lessons. There are many kinds of Guzheng ' lesson books. Key points and difficulties of Guzheng enlightenment lessons. Students are not interested in learning Guzheng enlightenment lessons. Many teachers are still using backward Guzheng teaching materials, and the music used inside is old and out of track with The Times, which is not suitable for the current Guzheng fingering teaching and modern music aesthetics. Many children also don't want to learn Guzheng because the old textbooks are too boring, or give up half of the study.

In cultural inheritance, there is an old saying in China that "take the essence and discard the dross". In opinion, the Guzheng teaching and inheritance should also be retained with the original content and innovative elements. More suitable for today's children to learn, will not feel boring.

Therefore, the researcher did this study to understand which books the Chaozhou Guzheng teachers use most often and what are the reasons for them, and concluded a most suitable for the book of Guzheng teaching in Chaozhou. Let Chaozhou Guzheng teachers know that this book is suitable for use in Guzheng teaching, and why it is suitable for use in Guzheng teaching, what are the advantages of this book. To improve the teaching quality of Chaozhou Guzheng teaching. Let Chaozhou learn Guzheng students get a better education. The researchers conducted a sample survey among the teachers of Chaozhou Guzheng Society. The total number of teachers of Chaozhou Guzheng Society

was 60, and 30 teachers of half of the teachers were selected according to the sample survey.

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