

# **STUDY THE TEACHING METHOD OF CHINESE MUSICAL FORM AND ANALYSIS COURSE AT LANZHOU CITY UNIVERSITY, RPC CHINA**

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## **Abstract**

The purposes of this study were: 1) To study the Teaching Method of Chinese musical form and analysis course at Lanzhou City University, RPC China, this research was qualitative research, Music Education & Musicology Principal method, Literature research method, Questionnaire survey method, Interview research method, Grounded Theory as well. The findings of this research were as follows: 1) The course of Chinese musical form and analysis is very important in Chinese higher music education. Chinese musical form and analysis course is a comprehensive subject with strong technical theory, and its teaching quality will directly affect the teaching quality and teaching level of music colleges. The teaching of Chinese form and analysis of works must be enhanced. 2) Teaching method is the key to enhance the teaching of Chinese musical forms and works analysis. It is an effective way to change teaching ideas, reform teaching content, adjust teaching methods and explore practical teaching links to enhance the teaching of Chinese musical forms and analysis course.

**Keywords:** Chinese musical forms and analysis course; Teaching method; Higher music education

## **Introduction**

As a part of higher education, higher music education should be enhanced in accordance with the requirements of high level and modernization. At present, China's higher music Education can be roughly divided into two categories. One is Education of music, which usually refers to professional music Education in

comprehensive art colleges or music colleges, normal universities and comprehensive universities. The other kind of Education is Education through music. This kind of music education usually refers to the public music education carried out in ordinary colleges and universities or comprehensive colleges. This research is mainly aimed at professional higher music education.

Chinese musical form and analysis course is a compulsory course for music education major in higher music education which focus on second year and third year music students. Through the study of this course, students can better understand music works from the perspective of form structure, musical expression, style characteristics and so on, and lay a good foundation for better appreciation, performance and understanding of music works. It plays an important role in the whole undergraduate study process, and almost all music courses cannot be separated from the support of Musical Form and Analysis courses. Musical Form and Analysis course is the basic theory course of music learning, music creation and music education. It is a bridge between music theory and music practice. It is also a technical theory course that music workers must master.

Based on the second year's music students on higher music education in Lanzhou City University, this research takes the students majoring in music education in the conservatory of Music as the research object. Lanzhou City University is a provincial full-time undergraduate university approved by the Ministry of Education of China in February 2006. The university is located in Lanzhou, capital of Gansu Province. In 2015, it became one of the first pilot universities of applied Technology in Gansu Province. The university aims to build itself into a high-level application-oriented university with distinctive urban characteristics, and adheres to the orientation of urban, application-oriented and local education. (Lanzhou City University, 2022) Music education major of Lanzhou City University College of Music is a characteristic major of higher education in Gansu Province. This major is to cultivate love for the cause of music education in primary and secondary schools, master the basic knowledge of music subject, basic theory and professional skills, familiar with the primary school music curriculum standards, master a variety of teaching methods, with strong education and teaching ability and comprehensive quality, to become a "multi-ability one specialized" primary and secondary school music teachers (Lanzhou City University, 2022).

Second year's music students of Higher music education are a very key part of higher education. With the increasing expansion of the scale of Higher education in China, there are many problems in the development of higher music education. Whether from the demand of the development of higher music education in Lanzhou City University or the value of Chinese musical form and analysis course itself, enhancing the teaching of Chinese musical form and analysis course in higher music education is a valuable and meaningful topic, but also an urgent problem to be solved. The music teachers in various universities should work together to carry out distinctive Chinese musical form and analysis course teaching activities creatively, enrich students' knowledge of musical form and analysis, improve their practical application ability of musical analysis knowledge, and then improve students' competitiveness in the future employment, and train high quality practitioners to adapt to the future development.

## **Research Objectives**

1.To study the Teaching Method of Chinese musical form and analysis course at Lanzhou City University, RPC China.

## **Literature Reviews**

The music education major of the Conservatory of Music has a history of more than 40 years and a good reputation for running schools, with advanced teaching hardware facilities. In 2006, it became the only teacher education reform pilot college designated by the Ministry of Education in Gansu Province. In 2012, it was selected as a provincial characteristic major by the Gansu Provincial Department of Education. Musicology major has been approved as the provincial first-class undergraduate major construction point in 2021. Adhering to the talent cultivation philosophy of "student-oriented, practice-oriented, skills-oriented and output-oriented", the College aims to cultivate students' comprehensive ability and promotes students' education and teaching ability through activities such as teaching reform practice concert and basic skills competition (College of Music, 2022).

**Chinese musical form and analysis course:** a famous American educator, also summarized the definition of teaching. Teaching is the activity of imparting knowledge or skills. Teaching is expected to promote learners' learning. Teaching must conform to certain ethical standards. Through teaching

and teaching activities, students acquire certain knowledge and skills, form certain ideological and moral character, and lay a solid foundation for future development. At the same time, it emphasizes the operability and consensus of teaching. To sum up, researchers believe that teaching means that teachers and students use classroom as the intermediary to enable students to master certain knowledge and skills and achieve certain development through teaching activities (Peng Zhimin ,1997).

Chinese music education has a long history. According to historians and existing data, it is speculated that in the end of the clan society, the artistic conception may have produced social institutions engaged in music education. According to Zheng Xuan, a scholar of Han Dynasty, "Cheng Jun" was the earliest school in our country where music was the main teaching content. The history of the emergence and development of Western music courses can be traced back to ancient Greece. (In Theory of Music Course and Education ,2006), Professor Yin Aiqing of Art Education Committee of Ministry of Education of China pointed out that music curriculum and teaching is a process of constant reform, music teaching is the process of music curriculum development, and music curriculum is the event of music teaching.

American Music educator David J. Elot's Music Matters: A New PhilosoPhy of Music Education holds that through critical discussion and the development of practical principles, it aims to build A philosophical basis for people to obtain the most complete understanding and input Of Music production and Music listening. The most important thing about this book is that it advocates a new idea for the development of music course in music teaching.

**Teaching methods:** Cooperative learning is a kind of organizational teaching method. It emerged in the early 1970s and made in-depth research progress from the mid-1970s to the mid-1980s, becoming one of the contemporary mainstream teaching theories and strategies. Scholars have similar views on cooperative learning. (Li Jiti, 2004)) of the Cooperative Learning Center of the University of Minnesota believe that cooperative learning is the use of groups in teaching, so that students can work together to promote their own and others' learning to the greatest extent. of Hopkins University believed that cooperative learning refers to the classroom teaching technology in which students engage in learning activities in a group and obtain rewards or

recognition based on the performance of the whole group. (Gao Weijie and Chen Danbu ,2006).) from Tel Aviv University pointed out that cooperative learning is the general term for a series of methods to organize and promote classroom teaching. Wang a Chinese educational scholar, believes that cooperative learning is a teaching strategy system that promotes students to help each other and cooperate in a group to achieve a common learning goal, and takes the overall performance of the group as the basis of reward. As can be seen from the above information, cooperative learning refers to the group mutual learning conducted by students in order to complete common tasks (Chen Lei,2019).

## Research Methodology

This research was qualitative research, Music Education & Musicology Principal method, Literature research method, Questionnaire survey method, Interview research method, Grounded Theory as well. Firstly, through field research, questionnaire survey and interview were conducted on teachers of Lanzhou City University about Chinese musical form analysis course. Find out the common problems in the teaching of Chinese musical form analysis course, especially in the practical application of Chinese musical form analysis course. Through interviews with one pioneer and four experts, this paper explores how to enhance the teaching of Musical form and analysis course and how to apply the knowledge of musical form and analysis to practical music activities after students learn Musical form and analysis course. At the same time, according to the suggestions and opinions of the expert group, design, research and develop the construction of effective teaching methods of Chinese musical form analysis course. To actively explore the teaching of higher music education, provide theoretical basis for the teaching and implementation of Chinese Musical Forms and Analysis course in higher music education, and provide reference for other music theory courses.

**Research Instrument:** The research tools of this research mainly include eight aspects: the questionnaire of Chinese musical form and analysis course, the interview of Chinese musical form and analysis course, Chinese musical form and analysis course handbook, Chinese music form and analysis course syllabus, Chinese musical form and analysis course lesson plan, Chinese musical form and analysis course observation form, the test and

assessment standard of Chinese musical form and analysis course, and the questionnaire of student satisfaction. Through the questionnaire and interview of the Chinese musical form and analysis course of higher music education in four universities in China, the problems in the Chinese musical form and analysis course teaching are clarified, the design scheme of the Chinese musical form and analysis course handbook is determined, and the construction of the Chinese musical form and analysis course handbook is completed. After the assessment of the expert group, the Chinese musical form and analysis course handbook was revised again according to the recommendations of the experts group.

**Instrument development:** The development of the instrument was as follows. First, all concepts, theories and the research concerning transformational leadership and school management in digital era both in Thailand and other countries were content analysed and synthesized. Then the researcher created the opinionnaire and translated it from English into Thai before having it checked by experts. Afterwards, the content validity and the language use of the questionnaire were checked by 5 experts. Content validity was measured by item objective congruence (IOC), and all items were found qualified with IOC between 0.6-1.0.

**Data collection:** Through the data collection of the questionnaire of teachers in Lanzhou City University. **Data analysis:** The unit of analysis applied in this research was Through the data analysis of the questionnaire of Chinese musical form and analysis courses.

## Result

**The teaching method of Chinese musical form and analysis course:** The study of Chinese musical form and analysis is crucial for students aspiring to comprehend the intricacies of traditional Chinese music. This article discusses the importance of selecting appropriate teaching methods that cater to the unique characteristics of Chinese musical structures and compositions.

**Teaching methods:** Cooperative learning is a teaching approach that emphasizes collaborative efforts among students to achieve common educational objectives. This method involves dividing students into small groups where they work together on tasks, projects, or assignments. Through cooperation and shared responsibility, students engage in discussions, problem-solving, and

knowledge sharing. Cooperative learning fosters a supportive classroom environment where students learn from each other's perspectives and experiences. By working collaboratively, students develop communication skills, teamwork abilities, and respect for diverse viewpoints. Group activities encourage active participation, critical thinking, and peer-to-peer teaching, enhancing overall academic performance. Students benefit from the opportunity to explain concepts to peers, reinforcing their own understanding in the process. This teaching method promotes a sense of community and belonging within the classroom, leading to increased engagement and motivation. Cooperative learning not only improves academic outcomes but also nurtures essential life skills such as cooperation, empathy, and effective teamwork among students. In essence, cooperative learning equips students with the tools needed to succeed academically while preparing them for future collaborative endeavors in various aspects of life.

In practice, it can effectively improve students' participation in the teaching process, help students form the right sense of competition and cooperation, promote students' intellectual and non-intellectual factors and other abilities, especially the development of innovative spirit and practical ability, and enhance students' social adaptability and group cohesion.

Researchers believe that cooperative learning is suitable for Chinese musical form and analysis course. In the learning process of the course, students can cooperate in group learning and help each other to complete the learning task together. At the same time, group learning and evaluation can produce better learning effect.

Participatory learning, Participatory learning is an educational approach that emphasizes active involvement and engagement from students in the learning process. In this method, students take on a more participatory role by contributing their ideas, experiences, and perspectives to classroom discussions and activities. Through participatory learning, students collaboratively construct knowledge, fostering a deeper understanding of subject matter. This approach encourages critical thinking, creativity, and problem-solving skills as students actively participate in decision-making and knowledge creation. By empowering students to take ownership of their learning, participatory learning promotes motivation and a sense of responsibility for academic outcomes. Group projects

and interactive activities provide opportunities for students to explore concepts in diverse ways, enhancing comprehension and retention. Participatory learning cultivates a supportive learning environment where students can learn from each other's unique insights and backgrounds. Students develop communication skills, respect for differing opinions, and the ability to work effectively in teams through participatory learning experiences. Overall, this method enhances student engagement, boosts confidence, and prepares learners for active participation in future academic and professional endeavors. Participatory learning not only enhances academic performance but also nurtures essential skills that are vital for success in a collaborative and evolving world. Participatory learning usually refers to a process where learners actively participate in relevant learning tasks and activities based on their preferences for knowledge, experiences and preferences in their growth, so as to eliminate confusion and improve themselves, or participate in learning or self-construction.

Cooperative learning theory and constructivism learning theory are the theoretical basis of Participatory learning. "The practice of Participatory learning is based on students' basic knowledge and ability reserves and stimulation of learning interests. Participatory learning aims to stimulate students' desire for knowledge, cultivate creativity and spirit of innovation, and accelerate individual socialization, The practice and application of Participatory learning are affected by factors such as local learning culture, learners and trainers. Participatory learning puts forward new requirements for researchers of scientific theories of learning and front-line teaching practitioners, Participatory learning has been widely applied and practiced in primary and secondary education, higher vocational education, secondary vocational education, university education and teacher training, especially in higher education.

Teacher design refers to the top-down implementation of classroom teaching led by teachers. Expert-led design means that consultants and experts are introduced to study a specific learning problem, analyze learners' needs, and provide teachers with targeted teaching programs. The collaborative design of teachers and experts refers to the design carried out by teachers, peers and experts through the circular process of discussion, practice, reflection and decision-making. The student-centered design emphasizes pertinence,



practicability and humanistic care. Teachers, experts and students cooperate to make classroom decisions, design learning tasks and teaching activities.

Both cooperative and participatory learning methods advocate for collaborative environments where students actively engage with each other to achieve common goals. These approaches promote interaction, communication, and the sharing of diverse perspectives, enhancing overall learning experiences. Cooperative learning fosters teamwork, communication skills, critical thinking, and problem-solving abilities among students. On the other hand, participatory learning encourages creativity, decision-making, and knowledge construction, nurturing a deeper understanding of subject matter and essential life skills like respect for differing opinions and effective teamwork. By empowering students to take ownership of their learning and actively participate in classroom activities, both methods enhance motivation, confidence, and a sense of responsibility for academic outcomes. This increased engagement leads to improved retention of concepts and better academic performance. While cooperative learning is seen as suitable for various courses like Chinese musical form and analysis due to its emphasis on group collaboration and shared responsibility, participatory learning is more focused on active involvement and engagement across different educational levels, from primary to higher education. It is important to note that cooperative learning theory and constructivism serve as theoretical bases for participatory learning, highlighting the importance of leveraging students' existing knowledge and interests to stimulate learning and foster innovation.

In conclusion, both cooperative and participatory learning methodologies offer valuable opportunities for students to collaborate, engage actively in the learning process, and develop essential skills for success in academic and professional endeavors. Adopting these student-centered approaches can significantly enhance the educational experience and prepare students for the challenges of a dynamic and interconnected world.

## **Discussions**

Both cooperative and participatory learning methods advocate for collaborative environments where students actively engage with each other to achieve common goals. These approaches promote interaction, communication, and the sharing of diverse perspectives, enhancing overall learning experiences. With the deepening of the reform of modern teaching mode, the traditional

teaching concept and teaching method cannot fully adapt to the requirements of modern music teaching, which requires teachers to think about the innovation and reform of teaching mode and teaching method in music teaching, so as to inject fresh blood into the traditional education and teaching. Combined with Chinese musical form and analysis, this research analyzes the professional and practical nature of the course and further reforms the existing problems in teaching. Therefore, putting forward a new teaching method in the teaching practice of Chinese musical form and analysis, creating a course handbook for Chinese musical form and analysis and applying it in teaching practice can strengthen the classroom teaching of Chinese musical form and analysis course and improve students' ability of course practice and application.

The advantages of the teaching method in the course handbook of Chinese musical form and analysis are as follows: 1) In the teaching process of Chinese musical form and analysis, the teaching idea is changed. Combine Chinese and western music theories with music works to increase listening training. Listening training is beneficial to students' perceptual understanding of music works and lays a solid foundation for rational analysis of music works to some extent. This idea is more comprehensive and practical. 2) In the teaching process of Chinese musical form and analysis, the teaching content is reformed. In the course of Chinese musical form and analysis, a large amount of analysis of Chinese music works are added, and students are familiar with Chinese songs as examples of music works analysis, so that students can learn the theoretical knowledge of music and apply it into practice. 3) Adjust the teaching methods in the teaching process of Chinese musical form and analysis course. Increase cooperative learning and participatory learning, so that students can better participate in classroom teaching in the form of teamwork. In the course of learning, students can carry out group cooperative learning, help each other and complete learning tasks together. At the same time, group learning and evaluation can produce better learning results. 4) In the teaching process of Chinese musical form and analysis, the teaching practice is explored. In the course, the proportion of practical teaching is increased to realize the teaching goal of combining theory teaching with work analysis. Increasing course practice and analyzing a large number of music works is conducive to the study of Chinese musical form and analysis course, and conducive to students' subsequent music development. Writing a complete analysis report of music works has a positive effect on students' curriculum practice.

The application of teaching methods in the handbook of Chinese musical form and analysis has made the course of Analysis of Chinese Forms and works of Lanzhou City University achieve good teaching results. It has become a new teaching mode to integrate new teaching methods into teaching manuals and apply them to teaching practice. Through the long-term teaching practice and theoretical research of Chinese form and works analysis course, it is found that the manual of Chinese form and works analysis has a positive influence on the course teaching.

The application of teaching methods in the Chinese musical form and analysis handbook has made Chinese musical form and analysis course of Lanzhou City University achieve good teaching results. It has become a new teaching mode to integrate new teaching methods into teaching manuals and apply them to teaching practice. Through the long-term teaching practice and theoretical research of Chinese musical form and analysis course, it is found that the handbook of Chinese musical form and analysis has a positive influence on the course teaching.

## **New Knowledges**

Chinese musical form and analysis course is a comprehensive subject with strong technical theory, and its teaching quality will directly affect the teaching quality and teaching level of music colleges. The teaching of Chinese form and analysis of works must be enhanced. It is an effective way to change teaching ideas, reform teaching content, adjust teaching methods and explore practical teaching links to enhance the teaching of Chinese musical forms and analysis course.

The collaborative design of teachers and experts refers to the design carried out by teachers, peers and experts through the circular process of discussion, practice, reflection and decision-making. Learning methodologies offer valuable opportunities for students to collaborate, engage actively in the learning process, and develop essential skills for success in academic and professional endeavors. Adopting these student-centered approaches can significantly enhance the educational experience and prepare students for the challenges of a dynamic and interconnected world.

## Conclusions

In conclusion, both cooperative learning and participatory learning are valuable teaching methods that foster collaboration, active engagement, critical thinking, and social skills among students. Cooperative learning emphasizes shared responsibility and group work to achieve common educational goals, while participatory learning focuses on student involvement in decision-making and knowledge creation. These methods not only enhance academic performance but also nurture essential life skills such as communication, teamwork, and respect for diverse perspectives. They contribute to increased student engagement, motivation, and readiness for future collaborative endeavors. By implementing cooperative and participatory learning approaches, educators can create supportive classroom environments where students learn from each other, develop a deeper understanding of subject matter, and actively participate in their own learning process. Embracing these innovative teaching methods can empower students to succeed academically and prepare them for the challenges of a collaborative and evolving world.

The research on the course of Chinese form and works analysis mainly starts from the teaching status of Chinese form and works analysis course, and analyzes the problems in the course of Chinese form and works analysis by means of questionnaire survey and classroom observation. In the course of Chinese musical Forms and Works analysis, Students' Chinese musical form and analysis comprehensive practice ability is not strong. The hours of Chinese musical form and analysis course are limited, and the teaching method needs to be improved. Chinese musical form and analysis course teaching content needs to be enriched.

While collecting and analyzing relevant literature, we also interviewed experts in the course of Chinese musical forms and analysis. Learn the teaching methods of the expert's Chinese musical forms and analysis course. Combining with students majoring in music education of Lanzhou City University, this paper explores effective teaching strategies of Chinese musical forms and analysis. Change the teaching idea, reform the teaching content, adjust the teaching method. In the form of group cooperation, students participate in the classroom teaching of Chinese musical forms and analysis.

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