

# THE IMPACT OF HYBRID EDUCATION IN SHENG PERFORMANCE INSTRUCTION

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## Abstract

In the digital age, with the rapid development of internet technology and information technology and the widespread use of various smart terminals, new paradigms of knowledge construction and lifestyles have emerged, redefining knowledge construction and lifestyles. This transformation is affecting various industries, particularly in the field of education. In recent times, to adapt to the needs of music composition and performance, artists specializing in the Sheng have undertaken a series of reforms to the traditional instrument. The modified *Sheng* has extended its tonal range and introduced additional semitones. As a result, it is not only capable of performing traditional compositions but can also tackle Western adaptations and high-difficulty contemporary pieces. This article presented 1) The Application of Hybrid Education in Music Education, 2) The Impact of Hybrid Education in *Sheng* Performance Instruction, and 3) The Effectiveness of Hybrid Education in *Sheng* Music Education.

**Keywords:** Impact; Hybrid Education; Sheng; Performance; Instruction

## Introduction

*Sheng*, a Chinese traditional wind instrument with a history spanning over 3000 years, is also the world's earliest free-reed aerophone capable of playing in harmony (Wang, 2021). In the early Tang Dynasty of China, the *Sheng* instrument found widespread use in accompanying court and operatic music, with many musicians earning their livelihood through live performances, witnessing significant advancements in *Sheng* performance art. Numerous Tang Dynasty poems and lyrical works drew inspiration from this wind instrument. After the establishment of The People's Republic of China, with a strong emphasis on the development of traditional Chinese musical instruments and gradual reforms in *Sheng* instrument construction, tonal range expansion, and

reed sensitivity, the *Sheng* has undergone continuous improvements. These developments have allowed the *Sheng* instrument to better meet the demands of composers and performers in terms of composition and performance, resulting in its more frequent and prominent presence in people's lives.

In the modern era, as music instruments like the *Sheng* were rapidly evolving, scientific and technological advancements were also progressing rapidly at the turn of the century. Increased global interaction and cultural exchange facilitated the integration of diverse art forms from different cultures and historical backgrounds. As an outstanding expression of ethnic arts, traditional Chinese music not only needs to be examined within the context of Chinese traditional culture and artistic history but also within the broader domain of global dissemination of Chinese philosophy, social influences, and art. In this era, traditional Chinese music is poised to evolve into a unique artistic expression that elevates our confidence in the global art and culture stage. It integrates our unique art and culture into global art history and gradually exerts influence in the artistic world (Wang, 2021).

Hybrid education, which combines the advantages of traditional face-to-face instruction and computer-mediated instruction, was first proposed by American scholars in 1999 and defined in "Handbook of Blended Learning: Global Perspective, Local Designs" by Curtis Bonk and others as a learning system that merges these two modes of instruction (Bonk & Graham, 2006). The rise of this teaching model has been particularly noticeable in music education, especially in the internet age, which has witnessed a revolutionary transformation in music education.

Among these innovations, online music education has become a pioneering model, seamlessly integrating technology with education and introducing innovative music education methods. A notable characteristic of the current age is real-time interaction among multiple participants. Mobile applications supported by artificial intelligence led to a more intelligent and personalized era of music education, applicable to both onsite and online contexts, with diverse music education methods. Technological advances are driving changes in music education methods. The traditional model often overly emphasizes the role of educators, leading to imbalances in teacher-student relationships and limiting student autonomy and exploratory creativity. With the development of modern information technologies like mobile internet, artificial intelligence, and big data, new teaching models have become increasingly diversified. This diversity of methods, tools, and formats not only affects the evolution of societal music education but also exerts a significant influence on music education in primary and secondary education settings.

## **The Application of Hybrid Education in Music Education**

In the context of rapid societal progress, China's education sector has witnessed significant growth, concurrently imposing new demands on teaching methodologies. Traditionally, arts courses in higher education have predominantly employed face-to-face teaching models. However, the challenges posed by the 2019 pandemic prompted educators to reconsider the limitations of singular teaching methods, leading to the exploration of hybrid education—a combination of online and onsite instruction. The application of hybrid education in music education is gaining increasing attention, offering a promising avenue to transcend conventional teaching constraints and enhance the effectiveness of current pedagogical practices (Sun & Wang, 2022).

The comprehension and understanding of music entail integrating concepts of appreciating different genres, recognizing the effects of mixed music, interpreting and evaluating music, understanding the educational aspects of music, and delving into the substance of learning educational music. Analyzing music in the teaching process requires specificity, comprehension, and analysis, addressing the national and distinctive characteristics of music, as well as appreciating and analyzing its diverse facets. Educational music instruction primarily emphasizes the study and appreciation of music, continually fostering learners' appreciation skills. Recognizing the national and melodic aspects of music, understanding diverse educational targets, and meeting the demands on educators to comprehend and nurture learners' individual appreciation and innate abilities are integral aspects of music education.

At the same time, the study's results indicate that, to access Tertiary Music Distance Education, students require appropriate communication technology, music equipment, a dedicated study environment, and the provision of institutional resources. The quality of each component determines a student's access quality to Tertiary Music Distance Education. Internet stability and transmission quality were identified as the most prominent challenges for synchronous course formats. Furthermore, students shared contrasting sentiments about their home study environments. Some students disclosed access to a well-equipped, conducive study environment, while others disclosed an inability to study in their homes (Häberlin, 2023).

This emerging educational model opens up diverse learning opportunities. Traditional music education often grapples with constraints related to time and resources within the confines of a classroom. Hybrid education, leveraging online platforms, provides students with greater access to learning resources. Students can access instructional videos and audio materials

anytime, anywhere, facilitating repeated practice and learning. This personalized learning approach caters to the needs of students at various proficiency levels, whether they are beginners or advanced musicians.

Hybrid education empowers students to design their learning plans based on their progress and schedules. This autonomy fosters their interest and enthusiasm for learning. Students are no longer confined to fixed timetables, allowing for flexible planning that accommodates their life and academic demands. This flexibility is particularly crucial for music students with busy schedules, enabling them to strike a balance between music education and other academic or professional pursuits.

Moreover, hybrid education encourages active participation and collaboration among students. Online platforms typically incorporate discussion boards and real-time chat features, enabling students to exchange opinions, share musical works, and collaboratively solve problems with teachers and peers. This interaction promotes cooperation and collective learning among music students, broadening their musical perspectives and knowledge.

Another advantage of hybrid education lies in providing real-time feedback and personalized guidance. Through online teaching platforms, teachers can easily track students' progress and offer immediate feedback. This aids students in better understanding their weaknesses and areas for improvement. Teachers can also adjust course content based on students' individual needs, providing specific guidance to enhance academic performance and musical skills.

However, hybrid education faces certain challenges. Students must possess a degree of self-directed learning ability to effectively utilize online resources. They need to manage their learning time, devise reasonable study plans, and maintain continuity in their learning—a potential challenge for some students, especially those requiring more external supervision and motivation.

Educational institutions need to invest time and resources in training teachers to adapt to this new teaching model. Hybrid education requires teachers to not only possess traditional music education skills but also be familiar with online education tools and technologies. They need to learn how to effectively manage online classrooms, ensuring student engagement and motivation. Adapting to and transitioning into this new model may take time for some traditional music education institutions.

Furthermore, practical aspects and interactivity in music education may face certain limitations in a hybrid setting, as some musical skills necessitate face-to-face guidance and performance. For instance, large musical ensembles

like orchestras and choirs require students to collaborate and perform in the same physical space, an aspect that online education cannot entirely replace. Balancing online learning with practical experiences remains an unresolved issue in hybrid education.

In conclusion, the application of hybrid education in music education offers students access to more learning resources, enhances interaction and collaboration, and increases educational accessibility. Nevertheless, educational institutions and educators must overcome challenges to ensure the successful implementation of hybrid education models. Moving forward, with continuous technological advancements, the role of hybrid education in music education is likely to expand, bringing joy and knowledge of music to a broader student base. Hybrid education has already made a significant impact in music education, providing more opportunities for students and prompting educators to reconsider how to effectively impart musical knowledge and skills. Through ongoing practice and exploration, hybrid education holds the potential to bring positive changes and advancements to the field of music education. While facing challenges, hybrid education has undeniably left an indelible mark on music education and will continue to shape its future.

## **The Impact of Hybrid Education in *Sheng* Performance Instruction**

In recent years, guided by the imperatives of educational reform, the stature of high school music instruction has undergone a notable elevation. Scholars underscore that the judicious advancement of music teaching practices, when undertaken proactively, serves to facilitate the comprehensive cultivation of musical literacy among high school students. This, in turn, holds profound implications for the construction of our nation's musical talent pool and the diversified development of high school education (Liu, 2023).

Hybrid education, as an instructional model amalgamating elements of traditional face-to-face education and online remote education, is progressively spearheading a transformation in the field of music education. The widespread application of internet technology has also yielded noteworthy outcomes in this context. In comparison to conventional models of music education, the emerging paradigm in the internet era exhibits substantial distinctions (Yang & Pan, 2021). Its application in music education, including the domain of *Sheng* (a Chinese wind instrument) performance instruction, has garnered considerable attention. Hybrid education introduces novel opportunities and challenges to *Sheng* performance instruction, influencing students' learning experiences, teachers' pedagogical approaches, and the operational dynamics of educational institutions.

Hybrid education avails *Sheng* students with augmented access to learning resources through online platforms. Traditional *Sheng* performance instruction is typically constrained by the temporal and resource limitations of the physical classroom, occasionally curtailing the breadth of student learning. However, the advent of hybrid education disrupts this paradigm. Students can now access instructional videos, audio materials, and supplementary resources at their convenience, facilitating iterative learning and practice. This personalized learning trajectory caters to the diverse needs of students at varying proficiency levels, be they novices embarking on their musical journey or advanced learners refining their artistry.

Presently, the application of internet technology extends into an increasing array of domains, with music teacher training institutions incorporating various innovative instructional formats, including massive open online courses (MOOCs), micro-lessons, and flipped classrooms, into traditional settings. This transition towards hybrid education in music pedagogy necessitates a concurrently established, scientifically sound system for educational assessment to ensure the effectiveness of these novel instructional approaches (Cui & Zhang, 2021).

Within the milieu of hybrid education, students can devise study plans aligned with their learning progress and temporal constraints. This autonomy stimulates their interest and initiative in learning. Freed from the constraints of fixed schedules, students can flexibly plan their study time, accommodating the demands of their lives and other academic pursuits. This flexibility is particularly crucial for *Sheng* students with hectic schedules, enabling them to better balance *Sheng* performance studies with other academic or occupational commitments.

Hybrid education not only reshapes the student experience but also prompts a transformation in the role of teachers. In this educational paradigm, teachers pivot to assume more guiding and facilitating roles, steering students towards self-directed learning and exploration. They leverage online course management systems to monitor students' progress and offer personalized guidance and constructive feedback. Additionally, teachers can create virtual discussion boards or groups, providing spaces for spontaneous student inquiries and discussions. This heightened connection between teachers and students contributes significantly to the elevated quality of *Sheng* performance instruction.

Moreover, hybrid education encourages interaction and collaboration among students, which is particularly pivotal for the communal and ensemble aspects of *Sheng* performance instruction. In traditional classrooms,

opportunities for student interaction are often limited, constraining the development of collaborative skills. However, hybrid education fosters student interaction through online discussions, collaborative projects, and virtual ensemble activities. Students can share their performance pieces on online platforms, offer mutual advice and feedback, fostering an expanded musical perspective and enhanced performance skills.

Nevertheless, hybrid education is not without its challenges. Firstly, students need a certain level of technological proficiency to effectively utilize online learning resources. For students with lower technical proficiency, additional support and training may be requisite to ensure equitable access to educational opportunities. Secondly, hybrid education demands increased resources from music education institutions, encompassing technological equipment and faculty training. This may pose a considerable burden on schools with limited resources, necessitating strategic planning and resource allocation.

Furthermore, hybrid education necessitates the formulation of clear teaching plans and assessment methods to ensure the quality of student learning. Educational institutions must actively explore online course designs tailored for *Sheng* performance instruction and collaboratively work on evaluating students' performance. This requires concerted efforts from teachers and educational administrators, emphasizing the importance of aligning assessment strategies with the unique demands of *Sheng* performance.

In conclusion, hybrid education exerts a positive and transformative influence on *Sheng* performance instruction, affording students greater access to learning resources and opportunities for autonomous learning. It promotes interaction, collaboration, and elevates the overall teaching quality, ushering in a new era in music education. However, it confronts challenges that necessitate joint efforts from educational institutions, teachers, and policymakers. As hybrid education continues to evolve and be refined, *Sheng* performance instruction holds expansive developmental prospects, promising students a more enriching, personalized, and technologically integrated musical education experience. The symbiotic relationship between traditional pedagogy and innovative online methodologies can shape a harmonious future for *Sheng* music education in the ever-evolving landscape of hybrid education.

## **The Effectiveness of Hybrid Education in *Sheng* Music Education**

Hybrid education, a versatile instructional model widely embraced across diverse fields, assumes a pivotal role in *Sheng* music education. It unfolds a realm of flexible learning opportunities for students engaged in *Sheng*

performance, significantly broadening the horizons of education. During challenging times, the approach to music classes must align with the evolving landscape of music education, emphasizing the cultivation of musical literacy and necessitating corresponding adjustments. Contrasted with conventional in-person classes, online music education emerges as a potent teaching method, boasting advantages such as extending the breadth of teaching through the internet, deepening instructional content, and fostering student comprehension. Consequently, the trajectory of music education is poised towards seamlessly integrating online and onsite teaching methods. Through innovative teaching approaches and the application of proven instructional methods, the assurance of educational quality is paramount, a theme this article explores by delving into the practical paths of effective online and onsite learning, optimizing the learning experience (Wang, 2022).

The subsequent discourse navigates the impact of hybrid education in *Sheng* music education, encapsulating its influence on student learning experiences, challenges confronted by teachers in their instructional methods, and the metamorphosis of educational institutions.

Hybrid education, by amalgamating traditional face-to-face education and online learning resources, engineers a plethora of learning opportunities for *Sheng* performance enthusiasts. Students can access online materials, performance videos, and audio resources at their convenience, enriching their learning repertoire. Liberated from the confines of classroom constraints, students tailor their *Sheng* learning journey to their pace and interests. This personalized approach caters to the diverse needs of students, whether they are neophytes or seasoned learners.

Moreover, hybrid education extends an array of learning support and interactive opportunities to students immersing themselves in *Sheng* performance. Online classrooms, discussion boards, and social media platforms act as conduits for communication and collaboration among students. Discussions on *Sheng* playing techniques, music theory, and sharing performance pieces online with teachers and peers foster a dynamic exchange of ideas and invaluable feedback. This interaction not only amplifies the efficacy of learning but also broadens students' musical perspectives, stoking the flames of creativity.

Given the inherent characteristics of music education and the contemporary imperative, the effective integration of online and onsite teaching stands as a pivotal consideration in curriculum reform. Hybrid music courses, while championing intellectual and aesthetic education, should leverage the intrinsic advantages of the music discipline. This entails exploring patriotic

elements in musical artworks and seamlessly intertwining the impartation of professional knowledge with ideological value guidance (Xiang, 2021).

Simultaneously, hybrid education unfurls a tapestry of challenges and opportunities for teachers. The pedagogical landscape necessitates adeptness in adapting to online teaching environments, crafting compelling online materials, designing interactive courses, and managing the diverse learning trajectories of students. Flexibility in addressing student needs and providing personalized guidance and feedback underscores the evolving role of educators in the digital age.

Against the backdrop of the evolving liberal arts paradigm, effective adjustments in traditional teaching implementation become imperative. This ensures the integrity of current stage teaching content and elevates student learning outcomes through continuous innovation. Research underscores that the emergence of the online and onsite hybrid teaching model effectively addresses issues plaguing traditional teaching methods, presenting students with enriched learning opportunities and heightened practicality. However, a dearth of deep understanding among university teachers regarding the online and onsite hybrid teaching model hinders the full realization of its practical advantages (Liu, 2023).

Educational institutions must harmonize with the cadence of hybrid education. Investment in technological infrastructure, online platforms, and educational resources forms the bedrock for the successful implementation of hybrid education. Moreover, formulating clear policies and guidelines is imperative to ensure the quality and efficacy of hybrid education. Collaborative endeavors between educational institutions, teachers, and students are essential for the exploration of optimal practices in hybrid education.

However, hybrid education is not without its challenges. Technological literacy is imperative for students to effectively harness online learning resources, necessitating additional support and training for those with lower technical proficiency. Moreover, the resource-intensive nature of hybrid education, including technological equipment and faculty training, poses challenges for schools with limited resources.

Furthermore, the development of clear teaching plans and assessment methods is paramount to guarantee the quality of student learning. Educational institutions must proactively explore online course designs tailored for *Sheng* performance teaching and mechanisms for evaluating students' performance. This requires concerted efforts from teachers and educational administrators.

In summation, hybrid education emerges as a catalyst for positive transformation in *Sheng* music education, offering students a kaleidoscope of learning opportunities and support, thereby expanding the educational horizons. However, the journey is fraught with challenges that necessitate collaborative efforts from students, teachers, and educational institutions. As hybrid education continues its evolution, the future of *Sheng* education holds promising prospects, promising students a more enriching musical education experience. This article, in its exploration of the effectiveness of hybrid education in *Sheng* music education, endeavors to contribute to the ongoing discourse surrounding pedagogical advancements in the digital age.

## Conclusions

Hybrid education offers various essential aspects for *Sheng* music education, such as broadening educational boundaries, providing diverse learning pathways, promoting student interaction and collaboration, and delivering a more personalized learning experience. It provides students with more opportunities and flexibility to master the art and techniques of the *Sheng* instrument. Hybrid education has become an integral part of *Sheng* music education, driving the preservation and development of this ancient Chinese ethnic instrument.

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