

The short vocal music course for student in rural primary school at Muniu, Xiuyan county, China

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Abstracts

The short vocal music course should be positioned to be dominated by practical teaching, supplementing the deficiencies and shortcomings of long-term teaching. To enable students to learn what they cannot learn in the long term. This research article presents a short vocal music course for students in rural primary schools in Muniu, Xiuyan county, China. The research objectives were to develop a short vocal music course for students in rural primary schools at Muniu, Xiuyan county, China. This study used mixed method research methodology using an interview questionnaire method to collect data. This study selected students and teachers from 4 primary schools in Muniu. Each school has a primary leader 1 person, primary teachers, 4 people, and primary students, 60 people. A total of 260 people. The sample group was 140 students from 4 primary schools in Muniu. The sample group was chosen by the purposive sampling method. The key informants were principals and teachers at four rural primary schools in Muniu. Each school interviewed 1 principal and 3 teachers—total of 16 people.

The research findings found that the music education level of Muniu, Xiuyan County, is backward. The local music teachers are mobile and lack teachers. Local Music Teachers Mobility Large professional music teachers occasionally go to the local volunteer teaching, but the volunteer teaching time is limited. The short vocal music course for students consists of Course type, Setting the learning stage, Course Objectives, Course design ideas, and Course Content. The Paired Samples Statistics data of the total pre-test and post-test scores of the students in grades 1-6. It can be seen from the table that the average pre-test score of the students in the experimental class from grades 1-6 is 42.6917 points. The post-test average was 81.375 points. The post-test average was 38.6833 points higher than the pre-test average. It shows that the student's performance has been greatly improved under the teaching of the innovative teaching mode of the short course on vocal music. A paired sample T-test was also required to compare whether the two scores reached a statistically significant level.

Keywords: Music Literacy; Rural Primary School; China

Introduction

With the development of China's economy, people's concept of education is constantly updated. In response to people's demand, China government promulgated the Compulsory Education Law of the People's Republic of China in 1986. Its purpose is to accelerate the universalization of compulsory education nationwide. However, due to the imbalance between urban and rural economic development and the lack of social education resources. This leads to a serious imbalance in the allocation of educational resources in the realization of educational equity, and the gap between urban and rural education has widened, and so on. In order to improve these problems, the Chinese government comprehensively revised the Compulsory Education Law of the People's Republic of China in 2006. Take balanced education thought as its guiding ideology, and it is committed to equal protection of educational opportunity to bring the balanced development of compulsory education into the legal system.

After revising the Compulsory Education Law of the People's Republic of China, eliminating the quality gap between urban and rural education, eliminating the state of unbalanced development, and maintaining education equity, these huge challenges still exist(Yu, 2016). In order to improve these problems, the Chinese government issued an Outline of China's Medium and Long-term Education Reform and Development Plan (2010-2020). Improve the guarantee mechanism for the advanced development of compulsory education. In particular, the issue of educational equity was raised. This document points out that promoting education equity is a major focus of future education development and reform. It can be seen that the Chinese government pays great attention to and attaches great importance to the issue of educational equity(Yue & Ha, 2022). Since China implemented China's Medium and Long-term Education Reform and Development Plan (2010-2020), China's education has achieved great development. Compulsory education has been promoted to a certain extent. However, it cannot be ignored that there are still many areas with large gaps in education development between urban and rural areas. Urban areas are superior to rural areas regarding teaching facilities, teachers, and education funding. The level of education in rural areas is still lagging, and there is a serious shortage of teachers. These problems have become important factors hindering the balanced development of China's educational undertakings(Yan, 2019).Music education is an important part of basic education. To fully implement quality-oriented education, we must pay attention to music education. Education without music education is an incomplete education. Music plays an irreplaceable role in every child's healthy growth, cultivating students' all-around development and improving the overall quality of the whole nation. In recent years, with the comprehensive popularization of national compulsory education, the advancement of education reform, and the full implementation of quality education, rural primary education in Muniu has also achieved good development. The teaching environment has improved. However, in music education, problems include a shortage of teachers, lack of attention from schools and parents, lack of teaching equipment and facilities, etc. Generally speaking, many aspects still need to be improved.

Related Literature

Short vocal course design and teaching technique

The school system is a country's education system, which is often determined according to the national conditions of each country. The academic system usually implements the academic year system. The academic year system includes several semesters, some two semesters, some three semesters, and some four semesters (Si, 2005 : 79-80). The traditional

semester system in my country adopts a two-semester system. An academic year is divided into two semesters, spring and autumn, with summer and winter vacation in between. The duration of each semester is the same, and the teaching time is 20 weeks. With the development of the times, education is also changing. The traditional two-semester system is too long per semester, resulting in a slow learning pace and low student efficiency (Zhou & Tang, 2008 : 4-38).

One of the characteristics of short courses is that they are short, usually one month. The second feature of short courses is flexibility. Teachers can flexibly select materials and choose teaching contents according to teaching purposes and social needs. The teaching methods, forms, and evaluation methods can be flexible and diverse (Liu, 1995 : 63-84). Short courses are mainly completed in small courses, with small class hours (Cao, 2011 : 49). But the short course education model also puts higher requirements for teaching content and methods ((Leng, 2016 : 9-10).). Teaching rural music short courses has changed the problems of insufficient music courses and the lack of music teachers in many rural primary schools (Zhan & Li, 2020 : 72-77).

The development of short courses is increasingly important (Pei, 2005 : 25-26). University students take advantage of winter and summer vacations, extracurricular internships, and other opportunities to support education activities in poor rural areas for a few days to several months and teach short music courses to rural primary school students (Li & Liu, 2019 : 63-84). At present, short course teaching has also begun actively exploring the construction of courses and practical teaching resources, but there are still shortcomings from the literature and visits. Teachers lack guidance in teaching methods, the thinking is not broad enough, and the teaching content is incomplete (Yang & Han, 2016 : 109-112). The curriculum is less systematic. There are also fewer textbooks for short courses. If the long-term textbooks are still used, the teaching time will be insufficient, and the teaching content will not be comprehensive and in-depth (Zhou & Tang, 2008 : 4-38). Some teachers do not understand the characteristics of segment teaching, and teaching shrinks often occur. Students cannot digest knowledge points (Leng, 2016 : 9-10).

The Art Curriculum Standards for Compulsory Education (2022 Edition) gives 5 points of art teaching suggestions. They are to strengthen the cultivation of literacy, integrate teaching content, create an open learning situation, be good at using various media materials, and stimulate students' artistic potential

Designing short vocal course

The short vocal music course should be positioned to be dominated by practical teaching, supplementing the deficiencies and shortcomings of long-term teaching. To enable students to learn what they cannot learn in the long term. Make short-term knowledge substantially supplement and expand long-term knowledge, highlighting practical learning and teaching. Students' practical ability can be greatly increased in designing the curriculum teaching plan. It is necessary to set the intensity of the course reasonably and not just focus on the learning content. If the weekly learning intensity of short courses is high, it will increase students' fatigue, affect their enthusiasm, and easily cause students to lose interest in short-term learning (Feng, 2011). The short course teaching cycle is short, and the teaching content can be set up in sections, and the course can be divided into several stages (Zhou & Tang, 2008 : 4-38).

In designing teaching objectives, the curriculum objectives of The Art Curriculum Standards for Compulsory Education (2022 Edition) are to focus on core literacy, reflect the curriculum philosophy, and establish curriculum objectives. The overall goal is that students can improve their aesthetic sense by studying art courses. Improve artistic expression. Improve creative practice ability. Understand the profound cultural heritage of our country. Strengthen cultural self-confidence. Learn about the history and cultural traditions of peoples and countries in different regions, and learn to respect, understand and tolerate them. Section goals divide sections into sections. Three semesters. The first semester is from the 1 grade to 2 grade. The second semester is from the 3 grade to 5 grade. The third semester is from the 6 grade.

The requirement for grade 1-2 students is to experience the emotional emotions of music. In the music experience, establish an optimistic attitude and a sense of cooperation, and express your feelings while exploring music. Learn about Chinese music culture and the world's diverse music culture. For Grades 3 to 5, students should have a rich emotional and emotional experience of English music, increase their interest in music, enhance their sense of responsibility, improve their understanding and love of Chinese culture, learn about world cultures, and focus on the phenomenon of music in social culture. The sixth grader is required to comprehend the thoughts, feelings, and connotations of music, enhance the attitude of patriotism and love for society and improve the ability to appreciate and comment on the music. Encourage students to enjoy participating in music-related activities. Let students have certain musical imagination and creativity, enhance cultural self-confidence, and have ideas about musical phenomena in life and culture.

When formulating music teaching goals, there are three goals: focusing on knowledge and skills, the goal of process and method, and the goal of emotional attitude and values. The more clear and specific the teaching objectives of music courses are, the more they can cover the specific content, method, process and teaching level, and level of course learning. The design of teaching objectives should be expressed from the perspective of students (Zhai, 2022 : 36-38). Primary school music activity curriculum design mainly includes four stages: preparation stage, preliminary activity stage, intensive activity stage, and extension activity stage. Teachers should combine the characteristics of specific links in each stage to optimize the process design of music activities (Qu, 2012 : 30-31). The content of each vocal music lesson is different, and teachers need to consider the student's learning situation, music literacy, and school teaching equipment and reasonably match the teaching objectives. In terms of teaching material selection, focus on key teaching materials and use them in conjunction with other teaching materials to highlight the teaching focus of each class (Ma, 2019 : 64). Transform teaching objectives into specific teaching content (Liu, 1998 : 63-84).

Research Objectives

To develop the short vocal music course for student in rural primary school at Muniu, Xiuyan county, China.

Research Methodology

This study used mixed method research methodology using an interview questionnaire method to collect data. This study selected students and teachers from 4 primary schools in Muniu. Each school has a primary leader 1 person, primary teachers, 4 people, and primary students, 60 people. A total of 260 people. The sample group was 140 students from 4 primary schools in Muniu. The sample group was chosen by the purposive sampling method.

The key informants were principals and teachers at four rural primary schools in Muniu. Each school interviewed 1 principal and 3 teachers—total of 16 people.

Research Findings

After investigation and research, it is found that the music education level of Muniu, Xiuyan County, is backward. The local music teachers are mobile and lack teachers. Local Music Teachers Mobility Large professional music teachers occasionally go to the local volunteer teaching, but the volunteer teaching time is limited. Some of the short courses designed by volunteer teachers are not professional. Local primary school students have low music literacy but love music, especially vocal singing. Because of the above problems, to give full play to the role of short music course volunteer teaching, improve students' music literacy and aesthetic ability in a short period, and meet students' music interests. At the same time, it can meet the local students' music level, make it easy for students to accept the teaching, and reduce the teaching cost. Therefore, researchers will set up a short vocal music course for students in rural primary schools in Muniu, Xiuyan County.

Course type

The short vocal music course is designed for rural primary school students in Muniu, Xiuyan County. Design a fixed schedule and teach students according to the schedule. The researcher is responsible for designing and teaching all short vocal courses.

Teaching singing is the teaching content throughout the course. At the same time, according to the school's existing teaching equipment and the students' favorite art form, incorporate short vocal music courses, such as dance, performance, small instrumental music, etc.

Setting the learning stage

According to the Art Curriculum Standards for Compulsory Education issued by the Ministry of Education in 2022 , students from Grade 1 to Grade 6 are divided into three learning segments according to their development level, psychological characteristics, and cognitive characteristics of music at different ages. They are grades 1-2, 3-5, and 6. The course objectives and corresponding course contents are designed in different learning stages. Grade 1-2 mainly for music, singing, and playing teaching. Grades 3-6 mainly focus on vocal music.

Course Objectives

Through the study of short vocal music courses, students can improve their aesthetic perception and aesthetic ability. It can improve the performance ability of singing and expression of singing. Can actively participate in the singing performance, singing and playing, and other artistic practice activities. Enhance the ability of art practice: understanding different areas, ethnic history, and cultural traditions inheriting our national culture.

Course design ideas

The short course on vocal music in the rural primary school in Muniu should start with students' interests, abilities, and needs. Combining the students' life experiences and following the laws of their physical and mental development provides opportunities to experience music, express music, create music and learn music culture knowledge, laying a foundation for

improving students' musical aesthetic quality. Thoroughly consider the type of music students like, and select some of the repertoires in the music teaching materials and some content outside the teaching materials. Use the teaching method of singing and playing to students in grades 1-2 to stimulate students' interest in learning. Use multimedia teaching equipment to enhance the vividness of classroom teaching and improve the teaching effect. Change the single music evaluation method and comprehensively evaluate students' ability in all aspects of music to achieve effective teaching.

Select some repertoires in the music textbooks prescribed by the rural primary school in Muniu are those published by the People's Music Publishing House. The textbook is divided into 6 academic years, 12 semesters. There is 1 textbook per semester.

The design of this textbook focuses on cultivating students' interest in learning, and the selected works are closely related to the actual life and study of most students in our country. The content of the textbook fully captures the age characteristics of the students. Let students experience music and learn to sing new songs in a pleasant rhythm. Regarding the content of the teaching materials, each unit has a relatively large number of repertoires.

Each unit has fixed activities such as appreciation, singing, and creating. The types of repertoire are also relatively rich. The textbooks include children's songs, folk music, instrumental music, opera, Western music, nursery rhymes, games, etc. Pop music compositions are also added in the 6 grade. The classification of repertoire is more comprehensive, and students can strengthen their musical literacy and skills in a step-by-step process. Therefore, this set of textbooks can be used. However, this set of teaching materials was created by the state and is suitable for students in most parts of the country. Primary schools in remote rural areas are special. Since there are no professional music teachers in the rural primary schools in Muniu, no teachers can use this set of teaching materials to implement the teaching. Short-term teaching teachers do not have more time to teach all the textbook content to students systematically. Therefore, to achieve the teaching purpose, the number of short-term teaching hours and the actual needs of local students to learn music should be combined. Select some of the course repertoires.

Select music repertoires outside the textbook

Select popular songs. The People's Music Publishing House published the music textbook in 2012. It has been 10 years since then. Many songs are too old, and students lack awareness of the songs' content, leading to difficulties in learning and a lack of enthusiasm for learning. Therefore, most students like popular songs should be selected based on the textbook's content. Taking this as an entry point, we can improve students' attention, make them more willing to accept, and improve their desire to learn music actively.

Select local special songs. Local characteristics and folk songs can strengthen students' understanding of local culture and inherit national and local customs. There are many ethnic songs in the music textbooks published by the People's Music Publishing House, but there is a lack of local ethnic music in Muniu, Xiuyan County. Therefore, local special songs should be included in the design of short vocal courses.

Repertoire selection criteria

Characteristics of primary school students. The selection of repertoire is close to the students' cognitive experience in life, and the choice of repertoire by the lower grade students pays attention to the feelings of animals and plants and the experience of the surrounding things. Middle-grade students add repertoires on patriotism and national culture. Senior students increase the repertoire that develops aesthetic cognition.

Shallow to deep. In terms of repertoire selection, the repertoire should be selected from the shallower to the deepest by grade in accordance with the student's cognitive level in each learning stage. Pay attention to the systematicness and continuity of the course.

Pay attention to the cultivation of moral education. Then select the course repertoire, we should pay attention to the cultivation of moral education based on subject education to improve students' comprehensive quality. Through teaching music repertoire in moral education, students can develop a healthy personality in emotional experience.

Pay attention to the cultivation of patriotism. It enables students to enhance national self-confidence while perceiving musical works and accumulating musical literacy and skills. Choose to have local ethnic songs or songs of other ethnic groups in our country. Let students deeply experience the cultures of different regions and different nationalities, and cultivate students' patriotic awareness in the study of ethnic music.

Pay attention to the diversity of repertoire. Inject different themes into your selection. The classic songs, popular songs, national songs, foreign songs and local special songs of our country are selected into the course. Select a representative song. Enrich the content of music courses.

Focus on the type of music your students like. The selected repertoire should be student-centered and fully consider the music that students like. Teaching from the music they are familiar with, and love is easier for students to accept. It can stimulate students' enthusiasm for learning.

The music level of local students. Because the music level of the students in the rural primary school in Muniu is relatively low, the melody of the songs should not be too difficult when selecting repertoire. The span of the range should not be too large, and the difficulty of singing the songs should not be too serious. The rhythm of the whole piece should not be too complicated. The teacher should choose 2/4time, 3/4time, or 4/4time.

Course Content

The short vocal music course is designed to divide primary school students of grade 6 into 3 learning stages. 6 lessons per stage of the study. Among them, the repertoire of 4 classes is selected from the textbook, and the teaching repertoire of 2 classes is selected from outside the textbook. The types of songs outside the textbook are popular songs and local representative songs. For grades 1-2, select 1 song from the textbook for each semester. For songs other than the textbook, select a popular song that most students liked during the research. This popular song has a positive meaning. Select another easy-to-learn song that is representative of your local area. Although the students in grades 3-5 have improved physically and psychologically than those in grades 1-2, their musical ability is poor. Therefore, the songs from grades 3-4 in the textbook are the main ones, and 3 songs are selected.

Choose 1 relatively simple song from the 5 grade music textbook. For songs other than the textbook, choose a popular song that most students liked during the research. This popular song has a positive meaning. Grade 6 students have the same level of musical ability as students in grades 3-5. Therefore, choose 3 songs from the textbook for the first volume of the 6th grade, and only select 1 song from the second volume of the 6th grade. Songs other than the textbook Choose a song that most students liked during the research.

The selected teaching repertoires are divided into 6 categories according to different teaching purposes. They are Chinese national songs, patriotic songs, local special songs, foreign songs, songs that perceive nature, and popular songs.

Table 1, Short Vocal Course Repertoire Table

No.	Type of the Song	Name of the Song	Song From
1	Chinese Folk Song	Snail and Oriole Bird	Textbook
2	Chinese Folk Song	Platycodon Song	Textbook
3	Chinese Folk Song	Come Back After the Country Fair Ah-li-li	Textbook
4	<u>Patriotism</u> Song	<u>National Flag</u> is Beautiful	Textbook
5	<u>Patriotism</u> Song	<u>I am Chinese</u>	Textbook
6	<u>Patriotism</u> Song	My country and I	Outside Textbook
7	Local Song	Chinese Northeast Lullaby	Outside Textbook
8	Local Song	Manchu Lullaby	Outside Textbook
9	Local Song	Planting Mushrooms	Outside Textbook
10	Foreign Song	Little Red Hat	Textbook
11	Foreign Song	Happy Clapping Song	Textbook
12	Foreign Song		Textbook
13	Experiencing Nature Song	Light Rain Sha-sha	Textbook
14	Experiencing Nature Song	The valley is quiet	Textbook
15	Experiencing Nature Song	Jasmine Flower	Textbook
16	Popular Song	Listen to Me Say Thank You	Outside Textbook
17	Popular Song	Solitary Brave Man	Outside Textbook
18	Popular Song	<u>Tomorrow Will be Better</u>	Textbook

Comparative analysis Pre-test and Post-test

The Paired Samples Statistics data of the total pre-test and post-test scores of the students in grades 1-6. It can be seen from the table that the average pre-test score of the students in the experimental class from grades 1-6 is 42.6917 points. The post-test average was 81.375 points. The post-test average was 38.6833 points higher than the pre-test average. It shows that the student's performance has been greatly improved under the teaching of the innovative teaching mode of the short course on vocal music. A paired sample T-test was also required to compare whether the two scores reached a statistically significant level.

Table 2, Grades 1-6 Paired Samples Test Table

		Paired Samples Test							
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1 Grade 1-6	Pre test Total	–							
	Score - Post	38.683	7.96191	1.45364	–41.65636	–35.71031	–26.611	29	.000
	test Total Score	33							

Discussion

In designing short vocal music courses for rural primary schools, Min Wang proposed that natural resources could be used as materials to make music teaching reflect rural characteristics (Wang, 2022 : 41-44). When she teaches Italian island folk songs at her school in a seaside city, she uses the local sea view to put her students into context quickly. In this study, the mountains of Muniu were also used as educational materials and songs. The quiet valley was taught to students, which quickly brought students into the situation, and the teaching effect was very good. In addition, according to the local mushroom industry characteristics, the song Planting Mushrooms was also created. Create local songs with local characteristics, and use the local songs as teaching repertoire, closer to students' life and further reflects the characteristics of the local countryside. The researchers also highlighted the cultivation of aesthetic ability in the design of the vocal music curriculum, choosing six styles of songs. They are Chinese and foreign songs, songs of various ethnic groups in China, songs of local characteristics, songs of nature, patriotism, and songs of moral education. These songs can be appreciated and sung through two channels to enrich students' aesthetic cognition with different lyrics. The researchers also improved students' aesthetic ability through music appreciation and singing. The difference is that the researcher takes chorus as one of the singing forms of the short vocal music course, and the whole course content also includes solo singing, duet singing, and other singing forms. Through the practice of various singing forms, the content of music education can be enriched, and the effect of music education can be improved.

Recommendation

General recommendation

This study's short vocal music course was designed for rural primary school students. The applicable areas are rural areas where music education is relatively backward, and teachers are seriously insufficient. It is suitable for rural pupils who have not received professional music education. In case of a lack of professional music teachers or musicians, teachers do not have enough time to teach music lessons to students for a long time. The short vocal music course designed in this study can be used to improve students' musical ability in a short time. If there are long-term conditions for music education, it is recommended to use long-term music education. Currently, music education in Chinese urban areas is very good. Many rural areas also have adequate teachers, teaching equipment, and long-term music education. Rural areas of primary schools and urban primary schools are not suitable for this curriculum. This short vocal music course is designed for primary school students in Muniu, Xiuyan County.

Before designing the course, the researchers conducted interviews and research. Know the local music education, students' music literacy, and love for music. The course content is designed according to the actual situation. As the actual situation of different regions is different, this study can only provide theoretical guidance for curriculum design. If teachers want to use it or volunteer teaching teams want to use it, I suggest you use this study as a reference. The key is to go to the local in-depth research, according to the actual situation of the local design curriculum.

Recommendation for Future Research

The experimental class of this study is limited to 30 primary school students from a school in Muniu, Xiuyan County. The experimental class of this study is limited to 30 primary school students from a school in Muniu, Xiuyan County. The musical ability of rural primary school students is insufficient in Muniu, Xiuyan County. The teaching methods to quickly improve the intonation and rhythm of vocal music and singing in the short term need to be further studied. Due to the COVID-19 pandemic, universities, secondary schools, and primary schools are all using the Internet to ensure the successful completion of teaching. In this study, the Internet was not used in experimental teaching. In the process of investigation, researchers found that although the classrooms of rural primary schools in Muniu Town of Xiuyan County are equipped with computers, multimedia teaching equipment and network, the Internet speed is not good enough, local teachers will not use multimedia all-in-one for teaching cooperation, and students' music ability is weak. These reasons ultimately lead to the lack of Internet teaching in this study. With the improvement of student's music skills, the speed of the network in rural primary schools, and the popularization of modern teaching methods by rural teachers, the Internet teaching model can also be gradually applied to the short vocal music courses. In future research, the design and teaching of Internet short vocal music courses can be studied, and the period of short vocal music courses can be prolonged in the research better to serve the music education of rural primary schools.

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