

Hezhe folk songs teaching in higher education in China

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Abstracts

Heilongjiang Hezhe people are one of the ethnic minorities in my country, and their music culture includes the Hezhe folk songs. The Hughe folk songs are a form of art that gradually forms and develops in the lives and work of the people of the Hezhe people. It has strong national characteristics and a strong atmosphere of life. The characteristics of the Hughe folk songs are characterized by clear and pleasant, high sound tones, high rhythms, and harmonious melody. The Hezhe folk songs belonged to oral teachings in the early days. The traditional songs of traditional songs were verbal methods. Later, after accumulation and continuation, they gradually evolved into Hezhe folk songs. The themes of the Hezhe people's folk songs are diverse.

Keywords: Hezhe; Folk Song; Teaching; Higher Education; China

Introduction

The Hughe folk songs are a form of art gradually formed and developed in the lives and work of the people of the Hezhe people. They have strong national characteristics and strong life atmosphere. In teaching, we must pay attention to inheriting the cultural connotation of the Hezhe people's folk songs, so that students can understand the culture and national spirit of the Hezhe people.

In the process of vocal education, technical training and music practice are two inseparable binds. In teaching, we should pay attention to the training and music practice of the Hughe people's folklore skills, as much as possible to let students understand the style and characteristics of different regions, different ethnic vocal and musical instruments, and open up the ideas and music concepts of students.

Paying attention to the individual development of students, the Hezhe folk songs are mainly characterized by clear and pleasant, high -end, high -rhythm, and harmonious melody, but each student's music literacy and expression are different. In teaching, students should pay attention to the individual development of students, and conduct personalized guidance and training based on the performance and characteristics of students.

Encouraging students to create, the themes of the Hezhe people's folk songs are diverse, and the lyrics include love, affection, friendship, life, life, work, natural landscape and other aspects, which reflect the spiritual style, attitude of life and survival of the people of the Hezhe people. In teaching, students should be encouraged to use the Hezhe folk songs to play their own talents and inspirations, and inject new vitality into the creation and inheritance of the Hezhe folk songs.

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In short, the teaching concept of the Hughe folk songs in Heilongjiang Province should take the inheritance and development of the Hezhe folk song culture as the starting point, pay attention to practical operations, personalized development, encourage students to create, and combine the training of music literacy with the multi -directional combination of music practice to improve the students 'pairs of students' pairs of students. The sense of identity and cultural accomplishment of national culture (Li, 2019).

At present, there is insufficient teaching resources for the teaching resources of the Hezhe folk songs: the teaching resources such as the teaching materials and teaching aids of the Hezhe people's folk songs are less, which makes it difficult for teaching. At the same time, some original ecological instruments need to be used in the teaching of Hezhe folk songs, but these musical instruments have a higher cost and small market supply, which is also a factor in teaching difficulty. Professional Hezhe folk song teaching teachers are scarce, many ethnic colleges and music colleges have insufficient number of teachers, and their understanding of the Hezhe people's folk songs is also relatively simple. In some grass -roots schools or community ethnic minorities education, the Hezhe folk song teaching is only a single -handed course as a learning plan, and simply regards the Hezhe folk songs as music teaching content, and ignores the cultural connotation and historical value of the Herz people's folk songs. Therefore, improvement of the Hezhe folk song curriculum needs to be improved. In the process of teaching, if students do not have enough practical opportunities, they will cause knowledge to be unable to deepen, and their understanding and understanding of the Hezhe folk songs are relatively light. Therefore, in the teaching of the Hezhe folk songs, it is necessary to increase the opportunity to practice, so that students can in -depth experience and aesthetic value of the Hezhe people's folk songs through actual singing and creation. In short, the current status of the teaching of the Hezhe folk songs needs to be improved. It is necessary to strengthen the construction of teaching resources, promote the professionalization of teachers, improve curriculum settings, and improve students' practical opportunities, so as to provide more teaching support for the inheritance and innovation of the Hezhe folk songs. At the same time, the research and excavation of the Hughe folk songs should be strengthened, the cultural connotation of the Hezhe people's folk songs is enriched, and a more abundant academic cornerstone for the teaching of the Hezhe people's folk songs (Du, 2015).

The Hezhe music is one of the ethnic minorities in China. Its music culture has a long history and has unique national characteristics and artistic style. The Hezhe music is mainly divided into three forms: suona music, song and dance. The following will introduce the characteristics and cultural connotation of the Hezhe music from various aspects.

Suona music

The Hezhe Suona music is one of the representatives of the Hezhe music culture. It is famous for its melodious melody, loud timbre, unique performance form and rich rhythm. Players of the Hezhe suona music usually use the oboe to play cheerful melodies to express their national feelings and praise the love of the motherland.

Song

The Hezhe songs are usually themed on love, family and ancestors. The songs have beautiful melodies and melodious lyrics, showing unique national characteristics. The singing style of the songs is usually multi-person chorus or solo.

Dance

The Hezhe dance is an important form of musical expression, which mainly features sacrifice, wedding and festival. The dance has a lively rhythm, simple movements, and strong national characteristics, often accompanied by the performance of suona music.

The Hezhe music contains rich national culture and historical culture connotation, which represents the way of life and world view of the Hezhe people, and reflects their values and aesthetic taste. The inheritance and development of the Hezhe music culture, not only needs to protect and inherit its traditional cultural connotation, but also needs to constantly innovate and develop, so as to better meet the needs and development of the contemporary society (Yu, 2014).

Hezhe folk songs in higher education

The purpose and significance of opening the Hezhe folk songs in higher education

The Hezhe folk song is one of the important cultural heritages of China. It has strong national characteristics and local characteristics, and contains rich historical and cultural connotation. The course of Hezhe folk songs in higher education has the following purposes and meanings:

Inherit and protect the national cultural heritage

As a minority in China, the Hezhe people have been influenced and restricted in history, and their cultural and traditional art forms are also in danger of being almost lost. It is of great significance to open the course of inheritance and protection of national cultural heritage, which can make more people understand and learn Hezhe folk songs and protect and inherit this unique cultural heritage.

Promote the development of national cultural diversity

Hezhe folk song is a kind of Chinese folk music. Its unique musical forms and artistic style can enrich people's aesthetic concepts and cultural experience, and promote the development and exchange of national cultural diversity. The course of Hezhe folk songs in higher education can enhance students' understanding of national cultural diversity and promote the cultural exchange and integration among different ethnic groups.

Expand the discipline and knowledge field

Offering the courses of Hezhe folk songs in higher education can broaden the disciplines and knowledge fields, enrich students' knowledge structure and cultural background, and also improve students' musical accomplishment and artistic accomplishment. The opening of the Hezhe folk song course can provide a platform and opportunity for students to understand and learn the ethnic music culture, and also promote the discipline construction and knowledge dissemination of the school.

In short, the establishment of Hezhe folk songs in higher education has an important purpose and significance, and has a far-reaching significance for promoting the development and inheritance of national culture.

The necessity of offering the Hezhe folk song courses in higher education

To protect and inherit the cultural heritage of the Hezhe ethnic folk songs

Hezhe folk songs are an important part of Chinese minority music, with unique national characteristics and cultural connotation. In modern society, due to the unbalanced traditional social and cultural development may gradually disappear. Therefore, the establishment of Hezhe folk song class helps to protect and inherit the cultural heritage of Hezhe folk songs and promote the inheritance and development of Hezhe culture.

Promote the exchange and development of national cultural diversity

By opening the Hezhe folk song class, more students can understand and learn the Hezhe folk songs, so as to promote the cultural exchanges and development between different ethnic groups. This is not only an important part of China's multicultural exchanges, but also an important way to promote the development of the cultural diversity of the Chinese nation.

Improve students' humanistic quality and comprehensive quality

Hezhe folk songs are an important part of Hezhe culture. Learning Hezhe folk songs can not only help to improve students' musical and artistic accomplishment, but also broaden students' humanistic vision, strengthen their understanding and cognition of national cultural diversity, and promote students' all-round development.

Promoting rural revitalization and tourism development

The Hezhe folk songs are mostly based on love, folk customs and history, with profound cultural deposits and emotional connotations. The opening of the Hezhe folk song class can not only promote the cultural development, but also promote the local rural revitalization and the development of tourism.

To sum up, opening the course of Hezhe folk songs is of great significance and necessity to promote the inheritance and development of national culture, promote the exchange and development of multiple cultures, and improve students' humanistic quality and comprehensive quality (Mou, 2016).

The practical role of offering Hezhe courses for students in higher education institutions

Strengthen the cultural self-confidence

Traditional culture is the spiritual treasure of a country and a nation, and also an important part of national culture. The course of Hezhe folk songs will help students understand the Chinese minority culture and enhance their national confidence and cultural pride. By learning the Hezhe folk songs, students can also better understand, inherit and carry forward the national culture.

Improve the musical and artistic literacy

The Hezhe folk song is a kind of Chinese folk music, with a unique musical form, musical style and playing style. The course of Hezhe folk songs is helpful to improve students' musical and artistic accomplishment and strengthen their cognition and understanding of music culture. By learning the performance of suona, erhu and other Musical Instruments, students can better understand and master the folk music skills and artistic expression.

Enhance the cognition of cultural diversity

The Hezhe nationality folk song is a unique cultural form, with strong national characteristics and regional characteristics. Opening the course of Hezhe folk songs can enhance students' cognition of cultural diversity and promote the communication and

integration between different ethnic groups and cultures. By learning the Hezhe folk songs, students can better understand and understand the differences and connections between different ethnic cultures, and deepen their understanding and identification of diverse cultures.

Promoting the development of the cultural industries and the tourism industry

The Hezhe folk song is a cultural form with rich cultural connotation and artistic value. By offering the course of the Hezhe folk song, it can promote the development of cultural industry and tourism. Students can apply what they have learned to practice, participate in the organization of various cultural activities and performances, and enhance their understanding of the cultural industry and tourism industry.

To sum up, it plays an important practical role for college students, which can improve students' cultural confidence, musical artistic accomplishment, cultural diversity and promote the development of cultural industry and tourism (Li, 2014).

The course of Hezhe folk songs in higher education can cultivate college students' aesthetic cognitive ability

The Hezhe ethnic folk songs are an important part of the Hezhe ethnic culture, which has strong national characteristics and local characteristics, and contains rich historical and cultural connotations. The course of the Hezhe folk songs can help students understand and learn the musical form, artistic characteristics, cultural connotation and historical background of the Hezhe folk songs, so as to cultivate students' aesthetic cognitive ability, which is embodied as follows:

Develop the ability to appreciate and understand music

The Hezhe folk songs have unique musical forms and musical forms, and their expression form and artistic effect have high aesthetic value. By learning the Hezhe folk songs, students can realize the differences between different musical styles, as well as understand the expression techniques and meaning of music. Cultivating and improving students' ability to appreciate and understand music can help them to better appreciate and perceive the beauty of music and enhance their aesthetic consciousness.

Cultivate the ability to appreciate and understand the culture and art

Hezhe folk song is a kind of Chinese folk music, and its artistic characteristics and cultural connotation are an important part of the whole Chinese character culture. Learning the Hezhe folk songs can not only understand the characteristics and artistic forms of folk music, but also realize the unique charm of national culture. At the same time, it can also help students to enhance their cognition and understanding of cultural diversity, and enrich students' cultural experience and aesthetic taste (Yang, 2013).

Cultivate the ability to appreciate the art

Hezhe folk songs are a unique artistic product. By learning Hezhe folk songs, it can help students understand and understand different types of artworks, and cultivate students' ability to appreciate and appreciate works of art. At the same time, it can also help students to improve their ability to analyze and evaluate art, so as to promote the cultivation and development of art appreciation ability.

In short, offering the course of Hezhe folk songs in higher education can help college students enhance their musical artistic accomplishment, cultivate their ability of appreciation and understanding of culture and art, and enhance their ability of appreciation of art, so as to improve their aesthetic cognitive ability and cultural quality.

China is a multi-ethnic country with 56 ethnic groups. In terms of protecting and inheriting the ethnic culture, the Hezhe folk songs, as an important part of the Chinese ethnic

music tradition, have rich historical and cultural connotations. Through the study of the Hezhe folk song course, college students can better understand and understand the Chinese ethnic minority culture, so as to enhance their national confidence. It is embodied specifically as follows:

The Hezhe nationality folk song is a unique cultural form, with profound historical and cultural connotation. Learning the Hezhe folk songs can help students understand and understand the diversity and unique charm of Chinese national culture, so as to enhance their confidence and pride in the national culture. Hezhe folk song is one of Chinese folk music with unique musical form and artistic characteristics. By learning the Hezhe folk songs, we can help students to better understand and master the appreciation and understanding ability of folk music, and enhance their recognition and pride of folk music. The Hezhe folk songs are an important part of the Chinese traditional national culture. Learning the Hezhe folk songs can help promote the inheritance and development of the national culture. College students can apply what they have learned to practice and participate in the organization of various cultural activities and performances, so as to make contributions to the inheritance and development of national culture. China is a multi-nation country with 56 ethnic groups, and the diversity of various ethnic cultures is an important part of Chinese culture. By learning the Hezhe folk songs, students can deepen their cognition and understanding of ethnic cultural diversity, and promote the exchange and integration of various ethnic cultures (Liang, 2020).

To sum up, the Hezhe folk song course can help college students to enhance their cognition and understanding of national culture, so as to enhance their own national confidence. At the same time, it can also promote the inheritance and development of national culture, strengthen the cognition and understanding of the diversity of national culture, and has positive educational significance.

Structural characteristics of the Hezhe ethnic folk songs

Rhythm beat characteristics

Hezhe folk song is one of the minority music forms with local characteristics in northern China, with unique rhythm and beat characteristics. The following are the rhythm and beat characteristics of Hezhe folk songs:

rhythm

The rhythm of the Hezhe folk songs is mainly singing, mainly in the form of two and three beats. Among them, the rhythm of the rhythm sense is strong, usually used in light songs, the rhythm is relatively slow, often used to sing love songs, express the feelings of homesickness songs.

beat

The beats of Hezhe folk songs is divided into two kinds: two beats and three beats. Among them, the second beat beat has the difference between strong and weak rhythm, usually for "heavy-light" or "light-heavy" arrangement, such as 《Yangko》 beat is, "heavy-light, heavy-light, heavy-light"; and the third beat beat is more slow, soft, such as 《walked eighteen years》 beat for "light-heavy-light, light-heavy-light".

In addition, Hezhe folk songs also adopt various forms of beat changes, such as in the same song, there may be alternating second and triple beats, or they use different beat forms in different parts of the song.

To sum up, the rhythm and beat characteristics of Hezhe folk songs are mainly the second and third beats, usually with a strong sense of rhythm and rhythm, and often use various forms of beat changes to make the songs more vivid and varied.

Stability of melody

The melodies of the Hezhe folk songs are usually very stable, and their stability comes from their unique melodic structure and musical characteristics. The melody of Hezhe folk songs is often repetitive, that is, a musical melody will appear repeatedly throughout the song. This form of repetition makes the melody of Hezhe folk songs very stable. In addition, the melody changes of Hezhe folk songs usually change along a basic sound interval, which also makes the melodic stability very high.

The melodic structure of Hezhe folk songs usually adopts gradual melodies and repetitive melodies. The gradual melody gradually evolves from simple music section to more complex melody. The application of this melody structure makes the melody of Hezhe folk songs stable and introverted, while still vivid and varied. A melody will be repeated many times, which is also one of the sources of the melody stability of Hezhe folk songs.

The outline and intervals on the melody are repeated, making the stability of the melody more prominent. In different songs, this pattern characteristics have different presentation, and the pattern performance of the melody is very obvious, making the melody of the song more stable and easy to remember.

In conclusion, the melody of Hezhe folk songs is usually stable, mainly due to its unique melodic structure and musical features, such as repetitive melodies, gradual melody, and musical patterning. The melodic stability of the Hezhe folk songs makes them have certain introverted characteristics, and at the same time, it also makes the audience feel a familiar and cordial emotion when they hear them (Zhang, 2017).

Music structure

Monsingle refers to a single melodic form, in which the whole song consists of the same melody, without a chorus or interplay. In this song-style structure, the content and emotional changes of the lyrics are more obvious, and the melody usually adopts the form of repetition or gradual change to emphasize the theme and emotion of the song.

Symmetry refers to a curved structure dividing a song into two symmetrical parts, commonly known as the A-B-A-B structure. In this musical structure, the melody of part A and part B have their own characteristics, and usually have different lyric content, forming an echoing effect. This kind of musical structure is widely used in *the Hezhe nationality folk songs*.

Variation refers to a new melodic structure by transforming and developing a theme or melody. In this song structure, the theme and emotion of the song show different changes and development through different melodies, presenting different levels and emotions, making the song more rich and rich in change. This kind of musical structure also has certain applications in Hezhe folk songs.

To sum up, the song structure of Hezhe folk songs mainly includes three types: single, symmetry and variation. Each type has its own characteristics and application scenarios, and the structure and development of melody and lyrics connect the structure of different types of songs with the theme and emotion of the song, forming the unique musical style and expression form of the Hezhe folk songs (Zhou, 2017).

Conclusion

In conclusion, the teaching of Hezhe folk songs in higher education in China holds great significance in preserving and promoting the cultural heritage of the Hezhe ethnic group. By incorporating these traditional songs into the curriculum, universities and colleges not only contribute to the academic growth of their students but also foster a sense of cultural appreciation and understanding.

Through the study of Hezhe folk songs, students gain a deep understanding of the history, customs, and values of the Hezhe people. This knowledge enables them to appreciate the rich artistic expressions embedded within the songs and recognize their importance as a living testament to the Hezhe culture. By immersing themselves in the melodies, rhythms, and lyrics, students develop a profound connection with the Hezhe heritage, which goes beyond mere academic learning.

Moreover, the teaching of Hezhe folk songs in higher education serves as a platform for cultural exchange and interaction. It encourages students from diverse backgrounds to engage with the Hezhe community, fostering a spirit of inclusivity and appreciation for cultural diversity. Through collaborative projects, performances, and research, students not only contribute to the documentation and preservation of Hezhe folk songs but also establish meaningful connections with Hezhe musicians, scholars, and community members.

Furthermore, the inclusion of Hezhe folk songs in higher education aligns with China's broader cultural preservation and revitalization efforts. It highlights the importance of safeguarding intangible cultural heritage and emphasizes the role of higher education institutions in this process. By recognizing the value of Hezhe folk songs as a unique form of artistic expression, universities and colleges contribute to the broader cultural landscape of China and the world.

However, challenges remain in the teaching of Hezhe folk songs in higher education. Limited resources, the need for specialized expertise, and the potential risk of diluting the authenticity of the songs are among the obstacles that educators and institutions must address. Nonetheless, with dedicated efforts, collaborations, and support from various stakeholders, these challenges can be overcome, ensuring the sustained teaching and appreciation of Hezhe folk songs in higher education.

In conclusion, the teaching of Hezhe folk songs in higher education in China plays a vital role in preserving cultural heritage, fostering cultural exchange, and contributing to the broader goals of cultural revitalization. By embracing these traditional songs within the academic setting, universities and colleges demonstrate their commitment to cultural diversity, intercultural dialogue, and the preservation of the rich tapestry of China's cultural heritage.

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