

The Modern Learning Approaches for Mongolian Long Tune Songs in the Inner Mongolia Autonomous Region of China

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Abstract

The objective of this study was to explore modern learning approaches for Mongolian Long Tune songs in the Inner Mongolia Autonomous Region of China. The study engaged four key informants, including inheritors of intangible cultural heritage, Mongolian music experts, educators, and community members. To gather data, two research tools were employed: an interview form and an observation form. Qualitative data was obtained through interviews, while direct observations of Mongolian Long Tune song sessions and performances provided valuable insights into the practical aspects of teaching and learning these songs. The research findings underscored the critical importance of preserving Mongolian Long Tune songs as an integral component of Inner Mongolia's cultural identity. The study revealed the necessity of contemporary learning methods, the integration of modern technology, collaboration among stakeholders, community involvement, and adaptation to changing lifestyles in safeguarding this cultural heritage. The research results emphasize the significance of instilling cultural pride and responsibility among learners and advocate for further theoretical exploration, policy initiatives, and practical measures to ensure the continued vitality of Mongolian Long Tune songs in the digital age.

Keywords: Modern Learning; Mongolian Long Tune Songs; Inner Mongolia; China

Introduction

The Inner Mongolia Autonomous Region of China is a land steeped in cultural richness, where the sweeping grasslands meet the sky, and the timeless traditions of the Mongolian people echo through the ages (Erjian and Chuangprakhon, 2023: 48). At the heart of this captivating cultural tapestry lie Mongolian Long Tune songs, a musical tradition that encapsulates the spirit, history, and emotions of a vibrant nomadic society (Zemtsovsky and Kunanbaeva, 2022: 136). However, in our rapidly changing world, the preservation and promotion of these songs pose a significant challenge. To address this challenge, our research embarks on an exploration of modern learning approaches tailored to safeguard and revitalize the heritage of Mongolian Long Tune songs in the Inner Mongolia Autonomous Region (Grant, 2012: 33; Howard, 2016: 17; D'Evelyn, 2018: 21).

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Mongolian Long Tune songs are a repository of history, culture, and sentiments that have been nurtured over centuries (Chao, 2010: 217). They are a living testament to the nomadic way of life, celebrating the boundless expanse of the grasslands, the harmonious coexistence of humans and nature, and the profound emotions that define the Mongolian experience. Passed down through generations, these songs have retained their cultural significance, but the dynamic forces of modernity, urbanization, and globalization have begun to cast shadows on their sustainability (Henochowicz, 2008: 38).

The Inner Mongolia Autonomous Region, with its unique blend of tradition and transformation, faces the formidable task of preserving and disseminating the rich legacy of Mongolian Long Tune songs (Bulag, 2002: 168). As the world shifts toward digitalization and modern learning methodologies, there is a pressing need to adapt these traditional art forms to contemporary contexts. The research problem at hand centers on the quest for innovative modern learning approaches that can breathe new life into Mongolian Long Tune songs, ensuring their relevance in a fast-paced, technology-driven world.

The primary objective of this study is to explore and elucidate modern learning approaches tailored specifically for the preservation and propagation of Mongolian Long Tune songs within the Inner Mongolia Autonomous Region of China. By leveraging contemporary technologies, pedagogical methods, and interdisciplinary collaborations, this research aspires to empower both traditional practitioners and new learners in their quest to appreciate, perform, and transmit this cherished musical heritage.

The significance of this research extends beyond the realm of cultural preservation. At its core, it endeavors to bridge the gap between tradition and modernity, propelling Mongolian Long Tune songs into the digital age while safeguarding their intrinsic values. By integrating innovative learning approaches, this study seeks to rekindle interest in these timeless melodies, nurturing a deeper understanding and appreciation among diverse audiences (Crack and Crack, 2008: 69-103; Kennedy, 2016: 23). Moreover, its findings may serve as a blueprint for the preservation of other endangered cultural forms worldwide, fostering a sense of unity and shared cultural heritage in an increasingly interconnected world.

As we embark on this exploration of modern learning approaches for Mongolian Long Tune songs, we embark not only on a journey of musical discovery but also on a quest to ensure that the voices of the past continue to resonate in the hearts and minds of present and future generations.

Research Objectives

To explore modern learning approaches for Mongolian Long Tune songs in the Inner Mongolia Autonomous Region of China.

Research Methodology

This methodology encompasses both qualitative and quantitative research methods, along with a strong emphasis on fieldwork and engagement with key informants.

1. Literature Review: The research will commence with an extensive review of existing literature related to Mongolian Long Tune songs, Chinese folk songs, and modern learning approaches. This will provide a foundational understanding of the historical and cultural context of the songs, as well as insights into contemporary pedagogical strategies.

2. Fieldwork and Data Collection:

2.1 Interviews: Key informants, including inheritors of intangible cultural heritage, Mongolian music experts, educators, and community members, will be interviewed to gain in-depth knowledge of traditional teaching methods and contemporary challenges.

2.2 Surveys: Questionnaires and surveys will be administered to a diverse group of participants, including Mongolian Long Tune song learners, teachers, and enthusiasts. This quantitative data will help identify current learning preferences and needs.

2.3 Observation: Direct observation of Mongolian Long Tune song classes, workshops, and performances will be conducted to assess the practical aspects of teaching and learning.

3. Documentation and Analysis:

3.1 Audio-Visual Recording: Mongolian Long Tune song sessions and performances will be recorded for further analysis and documentation.

3.2 Content Analysis: The collected qualitative data, including interviews and observations, will be analyzed thematically to identify key patterns, challenges, and opportunities in the context of modern learning approaches.

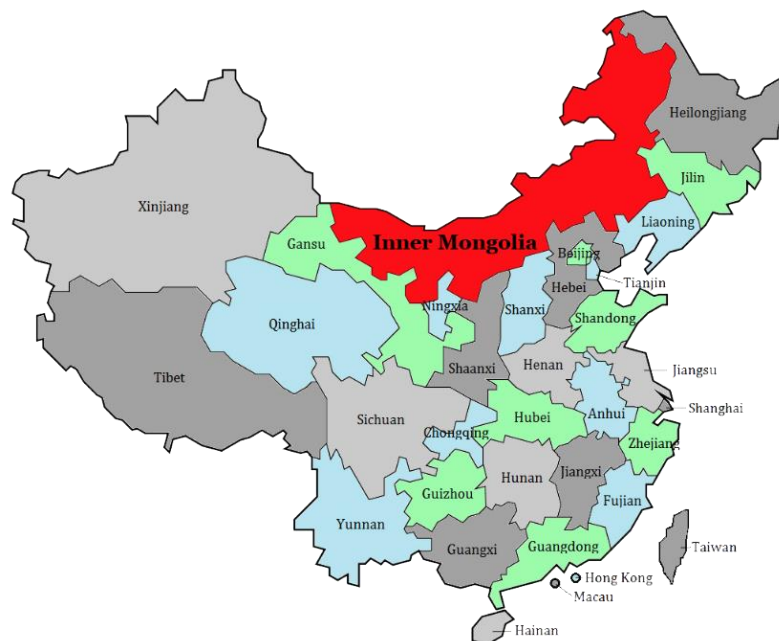
3.3 Statistical Analysis: Quantitative data from surveys will undergo statistical analysis to extract meaningful insights into learner preferences and trends.

4. Dissemination of Findings: The research findings will be disseminated through academic publications, presentations, and community engagement initiatives, ensuring that the knowledge generated reaches both academic and non-academic audiences.

This comprehensive research methodology will facilitate a holistic exploration of modern learning approaches for Mongolian Long Tune songs in the Inner Mongolia Autonomous Region of China, striving to strike a harmonious balance between tradition and innovation in the realm of cultural preservation and education.

Research Scope

The scope of this research aims to comprehensively investigate modern learning approaches for Mongolian Long Tune songs within the Inner Mongolia Autonomous Region of China, as shown in Figure 1.

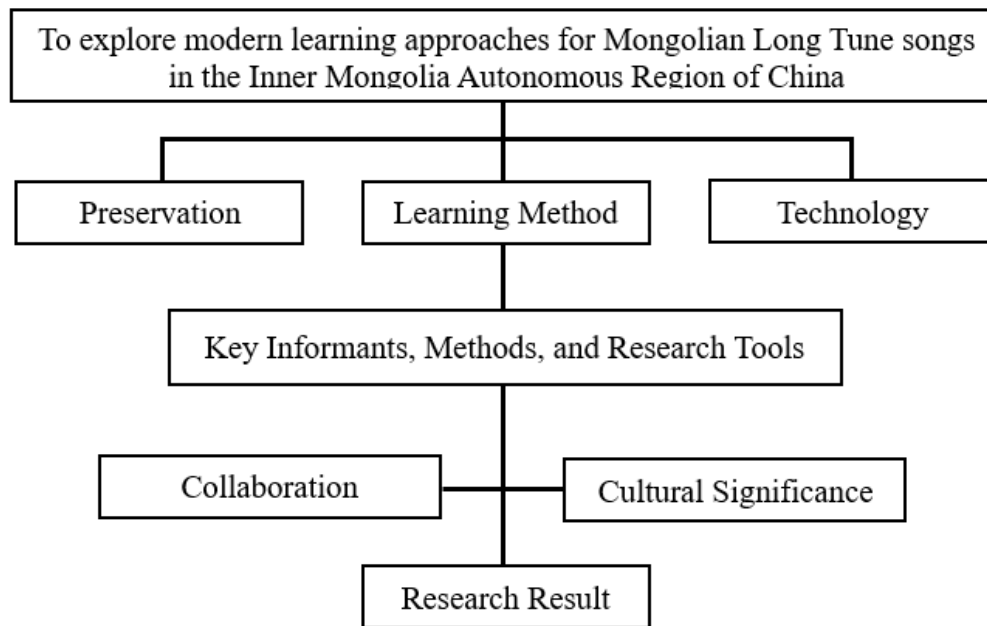


Figure, 1 Map of research site in the Inner Mongolia
Source, Chinafolio (n.d.)

It encompasses a multi-dimensional analysis that covers various aspects related to the preservation, transmission, and pedagogical evolution of this unique cultural heritage. The research will delve into both traditional and contemporary methods of teaching and learning Mongolian Long Tune songs, examining their cultural significance, educational relevance, and potential for adaptation in a modern context.

Research Conceptual Framework

The conceptual framework of this study revolves around the central theme of preserving and revitalizing Mongolian Long Tune songs in the Inner Mongolia Autonomous Region of China through modern learning approaches. At its core, the framework incorporates the following key elements:



Figure, 2 Conceptual Framework
 Source, Gaowa Chahan

Research Results

The Inner Mongolia Autonomous Region of China is home to a rich cultural heritage, including the treasured Mongolian Long Tune songs. These songs, deeply rooted in the region's history, offer a glimpse into the hearts and minds of its people. As Inner Mongolia embraces modernity and globalization, it is crucial to safeguard and revitalize this cultural treasure. The result of this study shows:

1. Preservation of Mongolian Long Tune Songs: This study highlights the importance of preserving Mongolian Long Tune songs as a cornerstone of Inner Mongolia's cultural heritage. These songs, deeply rooted in history and tradition, serve as a repository of the region's cultural identity, offering insights into its past, customs, and emotional expressions. They have endured generations and reflect the experiences, triumphs, and challenges faced by the inhabitants of Inner Mongolia over the centuries. The research emphasizes the urgency of safeguarding this rich musical tradition, as the songs are at risk of fading into obscurity amidst modernization and changing cultural landscapes. Communities in Inner Mongolia are increasingly aware of the need to protect and transmit these songs to future generations. Mongolian Long Tune songs are not just relics of the past; they are living expressions of Inner Mongolia's cultural vibrancy, resonating with deep emotions, and providing a means for individuals to connect with their heritage and express their feelings. Preservation efforts involve active engagement with these songs, fostering a sense of cultural pride and responsibility among learners. Innovative modern learning approaches can bring these songs to life, ensuring their continued relevance in contemporary Inner Mongolia.

2. Contemporary Learning Methods: In the pursuit of preserving Mongolian Long Tune songs, the study recognizes the dynamic nature of education in today's world. Traditional teaching methods, while invaluable, must be harmonized with contemporary learning approaches to ensure the seamless transfer of Mongolian Long Tune songs to new generations. The research explores innovative pedagogical techniques, embracing technological advancements and modern instructional strategies. By doing so, it seeks to bridge the gap between the past and the present, fostering an environment where the beauty and cultural significance of these songs can be appreciated and learned in ways that resonate with today's learners. As technology continues to redefine the educational landscape, the study aims to harness its potential to nurture a deep and lasting connection between Inner Mongolia's youth and the treasure trove of Mongolian Long Tune songs, thus ensuring their enduring presence in the region's cultural tapestry.

3. Integration of Modern Technology: Central to the research findings is the seamless integration of modern technology into the realm of Mongolian Long Tune songs. The study emphasizes the crucial role that online platforms, multimedia tools, and digital resources play in enhancing the teaching and learning experience of these cherished songs while considering the contemporary lifestyle and learning preferences of today's generation. By harnessing the power of technology, educators and enthusiasts are better equipped to engage learners through interactive digital materials, virtual classrooms, and online communities. This innovative approach not only broadens the accessibility of Mongolian Long Tune songs but also fosters a sense of connectivity among learners, regardless of geographical boundaries. The research underscores the significance of this integration to preserve the cultural legacy of these songs while ensuring their continued relevance and resonance in the digital age.

4. Collaboration and Knowledge Transfer: Integral to the research findings is the pivotal role of collaboration among educators, musicians, and cultural experts in facilitating the successful transmission of Mongolian Long Tune songs. The study underscores the importance of creating a collaborative ecosystem where individuals from diverse backgrounds can synergize their expertise and passion for preserving this unique cultural heritage. It delves into the mechanisms of knowledge transfer, mentorship programs, and intergenerational learning, which are instrumental in passing down the intricate nuances and profound emotions encapsulated in these songs. By fostering a sense of community and shared responsibility, this collaborative approach ensures that the legacy of Mongolian Long Tune songs remains vibrant and enduring. Through mentorship programs, aspiring learners have the opportunity to be guided by seasoned practitioners, thereby enriching their understanding and mastery of this cherished musical tradition. The research highlights these collaborative endeavors as indispensable for the continued vitality of Mongolian Long Tune songs in the Inner Mongolia Autonomous Region of China.

5. Cultural Significance: Within the context of modern learning approaches for Mongolian Long Tune songs in the Inner Mongolia Autonomous Region of China, the research article extensively explores the profound cultural significance embedded within these musical treasures. These songs, far beyond being mere artistic expressions, serve as living repositories of Inner Mongolia's history, traditions, and identity. The study emphasizes the critical role of instilling a profound sense of cultural pride and responsibility among learners, ensuring that they grasp the cultural tapestry woven into each note and lyric. By understanding the historical contexts, societal narratives, and emotional depth interwoven into Mongolian Long Tune songs, learners can connect more deeply with their heritage. This connection, in turn, instills a

heightened commitment to preserving and promoting these songs, reinforcing their role as pillars of Inner Mongolia's cultural legacy. The research underscores that modern learning approaches must not only focus on technical aspects but also imbue learners with a strong cultural consciousness, fostering a generation of custodians dedicated to safeguarding this invaluable cultural heritage.

6. Community Involvement: This study underscores the pivotal role of community involvement and engagement in the preservation and promotion of Mongolian Long Tune songs within the Inner Mongolia Autonomous Region of China. Local communities, often overlooked but integral to the cultural tapestry, emerge as dynamic repositories of knowledge and traditions. The research highlights how these communities, deeply rooted in the heritage of these songs, carry the weight of historical narratives and cultural nuances. Their active participation in the learning process serves not only as a testament to the songs' enduring relevance but also as a means of passing down wisdom and practices from one generation to the next. Moreover, community involvement bridges the generational gap, facilitating intergenerational knowledge transfer. Elders, recognized as living embodiments of cultural heritage, find their roles reaffirmed as mentors and cultural custodians. The research accentuates the need for modern learning approaches to recognize and leverage the rich resources present within local communities, reinforcing the idea that preserving Mongolian Long Tune songs is not merely an educational endeavor, but a collective responsibility entrusted to the entire community.

7. Adaptation to Changing Lifestyles: This research recognizes the profound impact of changing lifestyles on younger generations and their limited exposure to traditional forms of music, including Mongolian Long Tune songs in the Inner Mongolia Autonomous Region of China. It delves into the intricate challenge of adapting modern learning approaches to align with these evolving lifestyles while preserving the essence of cultural authenticity. The findings reveal a compelling need for pedagogical strategies that bridge the gap between the demands of contemporary life and the preservation of age-old traditions. The study identifies innovative methods that accommodate the preferences and digital inclinations of today's learners, ensuring that the timeless beauty and cultural significance of Mongolian Long Tune songs continue to resonate with a new generation. It underscores the importance of striking a delicate balance between tradition and adaptation, nurturing an environment where these cherished songs can thrive in the modern world without losing their inherent charm and historical roots.

8. Research Significance: This study bears paramount significance as it actively contributes to the ongoing discourse surrounding cultural preservation, modern learning methods, and the intricate intersection of tradition and innovation. By exploring modern learning approaches for Mongolian Long Tune songs within the unique cultural tapestry of the Inner Mongolia Autonomous Region of China, this research offers valuable insights into the multifaceted challenges and opportunities inherent in safeguarding rich cultural heritage. Its findings resonate with educators, cultural enthusiasts, and policymakers alike, providing actionable strategies to ensure the continuity of this timeless art form. Furthermore, this research serves as a testament to the enduring importance of preserving the cultural identity of Inner Mongolia, safeguarding its traditions for current and future generations, and fostering an environment where a harmonious blend of heritage and progress flourishes.

9. Educational Frameworks: This research brings forth pivotal insights into the creation of educational frameworks meticulously designed to bridge the gap that separates traditional wisdom from the evolving preferences of contemporary learners. By meticulously examining the nuanced dynamics at play within the realm of Mongolian Long Tune songs in the Inner Mongolia Autonomous Region of China, this study offers a beacon of guidance for the development of educational strategies that embrace the heritage of this revered art form while seamlessly integrating it into the modern learning landscape. These proposed frameworks stand as a testament to the adaptability of cultural education, demonstrating that even the most time-honored traditions can flourish when thoughtfully incorporated into contemporary pedagogical methods.

10. Cultural Heritage in a Global Context: This research article sheds a spotlight on the global significance of Inner Mongolia's cherished cultural heritage, particularly the timeless artistry encapsulated within the realm of Mongolian Long Tune songs. By unveiling the profound insights gained through the exploration of modern learning approaches tailored to the Inner Mongolia Autonomous Region, this study underscores the pivotal role of cultural preservation and dissemination in a world where boundaries are increasingly fluid. It serves as a compelling testament to the power of education and technology in transcending geographical limits, thereby ensuring that the mesmerizing beauty of Mongolian Long Tune songs resonates with audiences far beyond the region's borders, fostering a richer tapestry of cultural diversity on a global scale.

Discussion

The introduction eloquently sets the stage for the research, portraying Inner Mongolia as a region of profound cultural richness and highlighting the significance of Mongolian Long Tune songs within its cultural tapestry. This aligns with theoretical principles related to cultural heritage preservation and the importance of music in conveying cultural identity (Zemtsovsky & Kunanbaeva, 2022). The call for modern learning approaches to safeguard this cultural treasure is consistent with contemporary discussions on the adaptation of traditional art forms to changing educational landscapes (Howard, 2016). However, it is essential to consider the integration of educational theories into the discussion to further solidify the research's theoretical underpinnings.

The literature review effectively builds on existing scholarly discourse related to Mongolian Long Tune songs, cultural preservation, and modern learning approaches. It references studies such as Erjian and Chuangprakhon's (2023) work on the transmission of folk song knowledge and Chao's (2010) exploration of Urtiin Duu, the Mongolian Long Song. By incorporating these sources, the research aligns with established theoretical principles in ethnomusicology and cultural studies. However, the literature review could benefit from a more explicit discussion of theoretical frameworks that inform the research, such as the concept of intangible cultural heritage (Grant, 2012), which underpins the preservation of traditions like Mongolian Long Tune songs.

The research methods section outlines a comprehensive approach to data collection, blending qualitative and quantitative methods with fieldwork and key informant engagement. This approach is consistent with the theoretical principle that studying intangible cultural heritage often requires mixed-method research (Grant, 2012). The emphasis on interviews, surveys, and observations reflects a commitment to capturing diverse perspectives, in line with the principles of qualitative research (D'Evelyn, 2018). Additionally, the use of audio-visual recording aligns with modern research practices, emphasizing the incorporation of technology (Howard, 2016).

The research results section presents a nuanced understanding of Mongolian Long Tune songs, highlighting their cultural significance and the need for preservation. This resonates with the established theoretical principle that intangible cultural heritage, like music, serves as a repository of cultural identity (Zemtsovsky & Kunanbaeva, 2022). The emphasis on community involvement underscores the importance of local knowledge and traditions in the preservation process, consistent with the principle that cultural heritage often resides within communities (Bulag, 2002). Moreover, the exploration of modern learning approaches and the integration of technology align with contemporary discussions on adapting traditional practices to changing lifestyles (Kennedy, 2016).

The research conclusion synthesizes the findings and provides recommendations for future action. It underscores the research's significance in contributing to cultural preservation, modern learning, and the global relevance of Inner Mongolia's heritage. This aligns with the established theoretical principle that preserving intangible cultural heritage contributes to cultural continuity and diversity on a global scale (Grant, 2012). The practical recommendations for digitization, training, and community involvement are in line with contemporary strategies for cultural preservation (Howard, 2016).

In summary, the research article demonstrates a strong alignment with established theoretical principles related to cultural preservation, music heritage, and modern learning approaches. The research methods employed reflect a holistic and rigorous approach to data collection, further enhancing its credibility. The research findings emphasize the cultural significance of Mongolian Long Tune songs and offer practical recommendations for their preservation. However, to strengthen the theoretical underpinnings, a more explicit integration of relevant theoretical frameworks into the discussion would provide a solid foundation for future research in this field.

Conclusion

This research explores modern learning approaches for Mongolian Long Tune songs in the Inner Mongolia Autonomous Region of China. The study addresses the need to preserve this rich cultural heritage while adapting to contemporary educational methods and technology. The research findings have broader implications for cultural preservation, modern learning, and the global significance of Inner Mongolia's heritage, as shown in Table 1.

Table 1. Summary of Research Findings

Main Point	Description
1. Preservation	Emphasizes the cultural significance and need for preserving Mongolian Long Tune songs, integral to Inner Mongolia's identity
2. Contemporary Learning Methods	Explores modernized teaching methods to adapt the transmission of these songs to new generations and changing educational landscapes
3. Integration of Modern Technology	Highlights the incorporation of technology, such as online platforms and multimedia tools, for effective teaching and learning
4. Collaboration and Knowledge Transfer	Emphasizes collaboration among educators, musicians, and cultural experts, including knowledge transfer mechanisms and mentorship programs
5. Cultural Significance	Discusses the cultural importance of Mongolian Long Tune songs as representatives of history, traditions, and identity in Inner Mongolia
6. Community Involvement	Recognizes the pivotal role of local communities as repositories of knowledge and traditions, essential for preservation
7. Adaptation to Changing Lifestyles	Acknowledges the need to adapt to changing lifestyles and limited exposure to traditional music among younger generations
8. Research Significance	Highlights the research's contributions to cultural preservation, modern learning, and the interplay of tradition and innovation in Inner Mongolia
9. Educational Frameworks	Provides insights into educational frameworks bridging traditional knowledge and contemporary learning preferences for Mongolian Long Tune songs
10. Cultural Heritage in a Global Context	Emphasizes the global relevance of Inner Mongolia's cultural heritage and the role of modern learning approaches in its dissemination worldwide

Recommendations

1. Theoretical Recommendations: The text advocates for further academic research into the theoretical foundations of Mongolian Long Tune songs, focusing on their historical evolution, musical characteristics, and cultural significance. It also encourages pedagogical research on effective teaching approaches for Mongolian Long Tune songs, considering their unique melodic structure and cultural context. Comparative studies between Mongolian Long Tune songs and similar folk music traditions in other regions or countries could provide insights into preserving cultural heritage through music.

2. Policy Recommendations: The text advocates for policies to preserve Inner Mongolia's cultural heritage, including Mongolian Long Tune songs, and encourages collaboration with cultural institutions. It also encourages educational authorities to incorporate Mongolian Long Tune songs into school curricula, fostering appreciation among younger generations. It also suggests allocating financial resources for cultural programs, workshops, and initiatives to preserve and promote Mongolian Long Tune songs.

3. Practical Recommendations: The Mongolian Long Tune is being digitized to provide a comprehensive resource for learners, researchers, and enthusiasts worldwide. Training sessions and workshops are being organized for music educators to teach the songs using modern learning methods. Community involvement is encouraged through local events and cultural festivals. Collaboration among musicians, educators, cultural experts, and

government agencies is being fostered to preserve and promote the songs. Multimedia learning resources, such as online courses and interactive apps, are being developed to make the songs more accessible to modern learners.

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