

Research on the Implementation Path of Liaozhai Folk Songs Integrating into Aesthetic Education in Primary Schools

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Abstract:

Traditional culture is the quintessence of national culture that has stood the test of history. Liaozhai folk songs originated in Zibo City, Shandong Province, and have a history of more than 300 years. It is a unique musical literary genre formed by Pu Songling, a writer in the early Qing Dynasty, who combined his own songbooks with the popular folk songs. Liaozhai folk songs are excellent works in national culture, but with the rapid development of the times, the inheritance of Liaozhai folk songs has also appeared faults. In order to better protect and inherit Liaozhai folk songs, it should be integrated into primary school teaching as soon as possible and form a perfect system. This paper is to explore and analyze the existing mode of integrating Liaozhai folk songs into primary school teaching, understand the shortcomings and countermeasures of Liaozhai folk songs in primary school classrooms, and strive to combine local music with classrooms and integrate them into students' daily study to better protect and inherit Liaozhai folk songs.

Keywords:

Liaozhai Lihu, Primary School Teaching, Inheritance, Diversity

1. Introduction

At present, the music curriculum standard emphasizes that it is extremely necessary to integrate regional music into the music classroom. Liaozhai folk songs are relatively weak in campus inheritance, and most of them promote the development of Liaozhai folk songs, which also causes the inheritors of Liaozhai folk songs to have a fault and once face the dilemma of being lost. Students are the main force of non-genetic inheritance. Promoting Liaozhai folk songs to enter the campus and integrate into the school music classroom plays an important role in better protecting Liaozhai folk songs, selecting and cultivating inheritors, and inheriting and carrying forward the local music cultural characteristics.

2. Overview of Liaozhai Folk Songs

In 2006, Liaozhai Folk Songs was announced by the State Council as the first batch of national intangible cultural heritage. Liaozhai Folk Songs is a musical masterpiece created by Pu Songling, a master of Zibo literature in the Qing Dynasty, who wrote lyrics in vernacular and dialect slang with the help of popular tunes. Liaozhai is a collection of fantasy novels written by Pu Songling, a famous novelist in Qing Dynasty, which contains various supernatural legends and supernatural stories. Liaozhai folk songs, on the other hand, are folk arts with the theme of Liaozhai stories and combined with music, dance, drama and other forms of performance. Liaozhai folk songs have strong local characteristics, high artistic value and cultural connotation, and are regarded as one of the treasures of China culture.

There are 14 kinds of liaozhai folk songs written by Mr. Pu Songling, including wall notes, tribulation songs, Penglai banquets, etc. Among these 14 kinds of liaozhai folk songs, there are more than 60 kinds of qupai, each of which has a different melody and charm. Liaozhai folk songs have the reputation of “the king of short stories in the world”, but Mr. Pu Songling is worried that “Strange Tales from a Liaozhai” cannot be read by ordinary people, so he specially uses the spoken language of ordinary people and places. Liaozhai folk songs have a variety of tunes, usually in minor, with beautiful melody, cadence and strong melody change and expressive force. Lyrics are usually expressed in vernacular, short and clear, full of emotion, often expressing themes such as love and hate, joys and sorrows, and echoing the plots in literary works.

Therefore, Liaozhai folk songs are a group of brilliant treasures in the treasure house of Chinese traditional art. At present, the inheritance and development of Liaozhai Folk Songs has made this wonderful flower of art garden, which has experienced more than 300 years of wind and rain, blossom in the sunshine of the new era.

3. The problems of Liaozhai folk songs in primary school music teaching

3.1. *Students' enthusiasm for liaozhai folk songs needs to be strengthened*

According to the survey, most students are not interested in Liaozhai folk songs, but prefer pop music. The main reason is that the teaching tracks selected by school teachers are basically catchy and sung more, and the method of teachers singing and students learning is adopted. In each teaching link, the flexibility and diversity of teaching methods have not been able to be brought into greater play. The inheritance of Liaozhai folk songs should not be limited to music classes, but can be broadened to the combination of various disciplines and Liaozhai folk songs. What students learn in music classes is only the infiltration of music and melody, and this part of the process of combining various disciplines is easily overlooked, such as the lack of understanding of Liaozhai folk songs' history and costumes.

Students' enthusiasm for liaozhai folk songs is also helpful to excavate and cultivate inheritors. Although Liaozhai folk songs were selected as intangible cultural heritage in 2006, they once faced the dilemma of being lost. Most of the original folk songs artists are over 70 years old, and their position in school music education is even more neglected. Until the establishment of Liaozhai Art Troupe, a large number of modern plays were created and returned to the people's field of vision with a new

attitude. Liaozhai Folk Song Troupe has visited universities and primary and secondary schools for performances for many times, because it is realized that the inheritance of Liaozhai Folk Song should start with dolls. The students' understanding and ideas about intangible cultural heritage at this age have greatly affected the inheritance and development of this cause, and inheritors can also be trained at this age. Although the school invited the teachers from the cultural center to appreciate and teach the students the relevant fragments of Liaozhai folk songs, they only tasted it, and the teaching time was short, and there was less educational practice for the students, which was not enough to fully stimulate the students' interest and enthusiasm in learning Liaozhai folk songs.

3.2. Teachers and students should have sufficient knowledge reserves for Liaozhai folk songs

At present, Liaozhai folk songs have gradually entered the field of music teaching in primary schools. In primary schools in some places, teachers integrate Liaozhai folk songs into music classes to enrich primary school students' knowledge of music culture and improve their aesthetic quality and cultural accomplishment. At present, the knowledge reserve of primary school teachers is only limited to the contents of textbooks. Some music teachers pay more attention to the knowledge and skills in the field of modern music in their studies and work, but they are still lacking in the cultural literacy of national music. The importance of improving the quality of national music of music teachers should be paid attention to. In school, not every teacher can sing Liaozhai folk songs. Even if some teachers have sung Liaozhai folk songs with the help of inheritors, they are rare and do not grasp the essence of Liaozhai folk songs. The understanding of Liaozhai folk songs is only at a relatively simple level, and the scope and repertoire of designing school-based courses are very limited, which also leads to the relatively weak knowledge level and ability of some music teachers in the field of Liaozhai folk songs.

Because modern education does not emphasize the study of traditional culture, many students lack knowledge of Liaozhai folk songs. Some students have never heard of any of the more than 60 kinds of Liaozhai folk songs, which also makes it more difficult to promote Liaozhai folk songs in school education. Students are not familiar with the qupai content of Liaozhai folk songs, and the lyrics are mostly local slang or slang, which is easy for locals who are familiar with dialects. However, with the development of the times and the popularization of Putonghua, dialects in traditional music are even regarded as old or outdated products in modern society, and fewer primary school students can master dialects skillfully, so one of the reasons why young people have a low sense of identity with Liaozhai folk songs is their lack of mastery of dialects.

4. The Teaching Path of Liaozhai Folk Songs

4.1. The introduction of folk inheritors to the campus and the establishment of associations

School education has its own unique advantages in the protection and inheritance of intangible cultural heritage, and it is also one of the important places to inherit Liaozhai folk songs. Cultivating students' traditional music literacy is an important channel to inherit the traditional culture of Chinese traditional music. Schools can hold activities such as Liaozhai folk songs in the classroom on campus, and invite

inheritors to guide music teachers and teach students to sing Liaozhai folk songs, so that teachers and students can feel the original traditional music culture, and students can feel more original and authentic Liaozhai folk songs, which is conducive to stimulating students' interest in folk culture. Creating a good inheritance foundation in primary school determines the healthy and stable development of non-legacy undertakings, and it is also possible to select and train inheritors in this process. Pupils' interest in Liaozhai folk songs is higher than that of junior and senior high school students, so it is necessary to introduce inheritors into campus performances and teaching.

4.2. Improve teachers' cultural accomplishment of local folk music

Music teachers are professionals who impart music knowledge and skills, and they undertake the important task of cultivating students' musical literacy and cultural accomplishment. However, in terms of traditional culture, due to historical reasons, educational system and other factors, some music teachers do have insufficient reserves of traditional culture.

First, music teachers need to know some traditional cultural knowledge of folk music. Teachers need to learn the music culture of Liaozhai folk songs, acquire their own literacy of local Liaozhai culture, and consult and exchange as much as possible with the inheritors in the process of singing and teaching on campus. During the school holidays, you can participate in folk music activities, such as joining folk bands, and experience and feel folk music culture in person; You can also participate in training and seminars on Liaozhai folk songs to broaden your subject knowledge. Or make full use of the propaganda channels of new media, and use various media platforms such as Weibo or WeChat to consult the contents of relevant Liaozhai folk songs and understand their unique artistic charm; You can also visit the areas where folk folk artists are concentrated, and feel the melody of the tunes sung by the original folk artists and the unique folk music characteristics of Liaozhai folk songs.

Second, innovative repertoire adaptation, and the ability to improvise. On the basis of maintaining the original repertoire of Liaozhai folk songs, teachers can adapt it by incorporating the popular elements of the current drama performance into Liaozhai folk songs. It should be noted that all the elements used should be related to their cultural connotations and should not deviate from the purpose and original intention of protecting Liaozhai folk songs. We can model and guide a paragraph or a whole folk song, and add modern popular rap without changing the original style, so as to dig out interesting and in-depth themes or roles in the original play, strengthen or highlight them, and arouse students' resonance and concern.

4.3. Learning methods of Liaozhai folk songs in and out of school

First, Liaozhai folk songs enter the classroom. At present, it has become a trend for traditional culture to enter the campus, and many schools are actively carrying out various forms of traditional culture education. In order to let students know more about Zibo's original Liaozhai folk songs, schools in Zibo have invited experts and teachers from Zichuan District Cultural Center to come to the school to carry out the activity of "Liaozhai folk songs entering the campus". In class, the teachers of Zichuan Cultural Center introduced the relevant knowledge of Liaozhai folk songs to the students, appreciated the classic fragments of Liaozhai folk songs, and taught to sing the songs of Liaozhai folk songs, such as Jin Niusi and the pedant's self-mockery. These activities can not only enhance students' interest in Liaozhai folk songs, but

also help to improve their cultural literacy and moral level, and also build a new platform for the inheritance of Liaozhai folk songs.

Second, Extracurricular activities create an off-campus folk culture atmosphere. The development and inheritance of Liaozhai folk songs is not limited to classroom education, but also can extend the teaching content by going out of the classroom. For example, the Liaozhai Folk Music Children's Art Troupe in Zichuan Experimental Primary School is a good platform for building extracurricular music activities, and cultural exchanges can be carried out in various schools through rehearsals and performances. In addition, the school can also organize and lead students to conduct in-depth field visits to Pu Songling Memorial Hall, and arrange students to collect folk songs from Liaozhai. Organize students to listen to lectures on Liaozhai folk songs at school and in society; Lead students into troupes and actors, watch performances and so on. Adopting a more flexible and mobile way to carry out it can not only stimulate students' interest in learning, but also improve the teaching effect of local music.

4.4. Adopt diversified teaching modes to inherit the music culture of Liaozhai

Local music culture not only reflects the history, tradition and cultural characteristics of a region, but also is a part of people's life. In order to promote the inheritance and development of Liaozhai folk music culture, it is very important to adopt diversified teaching models.

First, the content of music teaching conforms to the age characteristics of students. The content of music teaching should be adjusted and designed according to students' age characteristics. It is really difficult for primary school students to sing the ballad of Liaozhai folk songs. First, let the students know a fragment of the story of the ballad of Liaozhai folk songs, and know the cause and effect of the story, emotional expression and so on, which will be of great help to the expression of the ballad content and the shaping of the music image. School teaching should be based on the age of students, and adopt the teaching content that primary school students can accept and enjoy and have performance. Traditional festivals in China, such as Lantern Festival and Mid-Autumn Festival, can be used to hold performances of Liaozhai folk songs related to the theme of the festival. Singing, musical instrument performance and comprehensive performances can be the mainstay, which can be gradually integrated into students' daily life in the festive atmosphere, so that students can have a better understanding of Liaozhai folk songs.

Second, diverse teaching forms arouse students' interest. The inheritance and development of Liaozhai folk songs should not only be confined to the music classroom, but also be extended from a single music classroom to other disciplines and their integration. For example, in the art class, students are invited to appreciate and describe the relevant costumes of Liaozhai folk songs. In the Chinese class, local students are invited to consult the contents of Liaozhai folk songs and have an exchange meeting. Teachers lead students to sort out relevant knowledge points. Different teachers can use different teaching methods to open students' minds and get a more comprehensive understanding of Liaozhai folk songs through their academic advantages. In classroom teaching, it not only highlights the modernity of teaching, but also emphasizes the interest of teaching. You can also use modern scientific and technological means, such as virtual reality and video production, to create more artistic music classes. For example, through virtual reality technology, students can be

exposed to more diversified music culture in the performance scene of Liaozhai folk songs, thus improving their understanding and interest in local music culture.

5. Conclusions

Liaozhai folk songs, as a unique art form in China traditional music culture, have rich cultural connotation and historical value. Integrating Liaozhai folk songs into music teaching in primary schools can not only broaden students' musical cultural horizons, but also enhance their knowledge and understanding of traditional culture. However, there are still some problems in the application of Liaozhai folk songs in primary school music teaching, and there are few studies on Liaozhai folk songs in primary school teaching.

At the same time, while promoting the application of Liaozhai folk songs in primary school teaching, we can't ignore the inheritance and promotion of other traditional cultures. Only by various means can we improve students' cultural quality and comprehensive quality in an all-round way, can we truly realize the inheritance and development of traditional culture. Therefore, we should pay attention to the innovation and development of traditional culture, advocate the combination of traditional culture and modern society, innovate in inheritance and inherit in innovation, so that traditional culture can shine more brightly in the new era.

Conflicts of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

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