



# THE MIDDLE SCHOOL TEACHERS' PERSPECTIVE ON DAZHOU FOLK SONG TEACHING IN MUSIC COURSE AT FIVE SCHOOLS IN DAZHOU CITY, SICHUAN PROVINCE, THE PEOPLE'S REPUBLIC OF CHINA

**Li Bo<sup>1</sup>, Thitinun Charoensloong<sup>2</sup>**

Faculty of Music, Bangkokthonburi University<sup>1-2</sup>  
China<sup>1</sup>, Thailand<sup>2</sup>

**Email:** 6630110031@bkkthon.ac.th<sup>1</sup>

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## Abstract

This study focuses on five schools in Dazhou City, Sichuan Province, aiming to explore the views of middle school teachers on the teaching of Dazhou folk song music courses, understand their viewpoints, teaching practices, and problems faced, and provide reference for promoting effective teaching of Dazhou folk songs in middle schools. Using qualitative research methods, interviews were conducted with four experts from five schools to conduct classroom observations. Data was collected through interviews, observations, and literature research, and case analysis was used for analysis. **The research results:** In terms of curriculum teaching, teachers hope to increase the proportion of Dazhou folk songs in textbooks, determine key and difficult points based on folk songs and student characteristics, integrate them into school-based curriculum, and participate in content adjustment; The teaching method adopts demonstration, imitation, and group cooperation to stimulate students' interest; Teaching media mainly consist of multimedia courseware, supplemented by traditional teaching aids. It is

recommended that schools optimize their resources; The classroom focuses on creating a positive atmosphere and believes that inviting folk song inheritors is beneficial. Based on this, suggestions are proposed to establish a standardized teaching framework, promote resource sharing, and strengthen teacher training and curriculum teaching cooperation.

**Keywords:** The Middle School Teachers' perspective; Folk song teaching; Music course

## Introduction

The current situation of secondary education in China presents complex and multifaceted characteristics, with significant progress and achievements, but also facing a series of challenges and problems. Propose and develop a series of new curriculum standards and teaching guidelines, focusing on cultivating students' comprehensive qualities and improving their innovative abilities. At the same time, the reform of teaching methods is constantly advancing, adopting more diverse and personalized teaching methods to stimulate students' interest and motivation in learning. The uneven distribution of educational resources remains a major challenge. The teaching equipment in rural middle schools is generally outdated, and the quality of teaching staff varies greatly. The number of students in schools is gradually decreasing and the turnover is large. At present, there is a greater emphasis on music education, with a focus on the comprehensive development of students (Zhang, 2023).

Sichuan's middle school teaching methods are constantly innovating: inquiry based, collaborative, situational and other teaching methods are widely used to cultivate students' divergent thinking and deep learning abilities. More emphasis is placed on testing students' comprehensive practical abilities in exams. In some regions, the recruitment standards for teachers have been raised, attracting a large number of outstanding talents. Some schools have excellent teachers such as senior teachers and special grade teachers. Many schools actively establish autonomous management platforms with the Youth League Committee, Student Union, Youth Volunteer Association, and Club Federation as the main bodies, carry out themed moral education activity months, and form diverse clubs

such as Science and Technology Society, Drama Society, Hanfu Society, etc. (Chen, 2023)

Dazhou folk music cover various aspects of life, work, emotions, marriage, etc., reflecting the rich life and cultural connotations of the local people. The lyrics express the deep emotions of the local people, including family, love, and friendship. The music rhythm presents a unique style, integrating various elements such as pitch, singing style, and sound, forming a unique style system. There are various forms of singing, including solo, duet, lead singer, choir, and duet. Today's Dazhou folk songs are also known as Baqu folk songs. On August 28, 2006, the Baqu love songs and nursery rhymes from Baqu folk songs were selected as the first batch of intangible cultural heritage in Dazhou City. Recognized by the government and the people, moving forward in continuous development. (Li, 2006).

Classroom explanation: The teacher will first introduce the background knowledge of Dazhou folk songs, such as their origin and types (such as mountain songs, minor tunes, trumpets, etc.), so that students can have a preliminary overall understanding of Dazhou folk songs. Listening experience: By playing classic Dazhou folk song audio, guide students to feel the basic musical elements such as melody, rhythm, and beat of the song. For example, let students experience the unique rhythm patterns in Dazhou folk songs, whether they are cheerful and lively or soothing and long-lasting. Learning Singing Practice: Teaching folk songs sentence by sentence, correcting students' pronunciation, pitch accuracy, and rhythm. Because many folk songs in Dazhou are sung in dialects, special attention is paid to teaching the pronunciation of dialects, such as the lining words in some folk songs, which can better reflect the characteristics of dialects. (Chen, 2015)

High cultural value: It is believed that Dazhou folk songs are the "living fossils" of regional culture, reflecting the lives, emotions, customs, and other cultural aspects of the local people. Distinctive artistic features: Its melody and rhythm are unique, and the dialect lyrics are simple and full of life atmosphere. Teaching difficulty and challenges coexist: dialect pronunciation and unique singing techniques are difficult to master, and there is a lack of folk song

inheritance materials, requiring teachers to spend energy collecting and organizing. At the same time, innovative teaching methods are needed to stimulate students' interest, such as combining folk songs with modern music elements to improve students' learning enthusiasm. (Xiao, 2022)

In summary, Dazhou folk songs have a long history, diverse types, and unique regional cultural charm. It is of great significance and value to study the views of middle school teachers on the teaching of Dazhou folk songs in music courses, and to apply them to music teaching for middle school teachers in Sichuan Province. A better understanding of middle school teachers' views on Dazhou folk songs in the classroom can better utilize the importance of Dazhou folk songs in Sichuan, better protect and inherit the important attributes of Dazhou folk songs as intangible cultural heritage, and become a unique cultural exchange and display in modern times. Studying teachers' views on Dazhou folk song teaching in music courses plays a very important role in inheriting and promoting Dazhou folk songs.

## Research Objective

1. To explore the Middle School Teachers' Perspective on Dazhou Folk Song Teaching in Music Course at Five Schools in Dazhou City, Sichuan Province, The People's Republic of China.

## Literature Reviews

Research on Chinese Folk Songs: the first academic monograph on modern folk songs. Guo Mao Qian (2010) Yue fu Poetry Collection: The earliest and complete existing edition in China is the Confucianism carved Ming edition of Jiqing Road in the first year of Yuan to Zheng (1341). This collection has been selected into the second batch of National Precious Ancient Books List, which contains many famous folk songs. Due to the scarcity of versions and precious content, the "Yu Fu Poetry Collection" shines with a unique light in the cultural river. I have the following opinions



**Figure 1:** Teaching and training activities  
Source: Dazhou Television Station.

In terms of version studies, the Confucian woodblock prints of the "Jiqing Road" from the Yuan Dynasty to the first year of Zheng, as the earliest and most complete surviving versions, carry immeasurable historical significance. It is like a bridge that spans time and space, preserving the original style of ancient book binding and printing techniques of that era for us. It is a "living fossil" for studying the history of ancient publishing and printing, and provides a key node basis for the study of version evolution.

In terms of content value, it is well deserved to be included in the national list of precious ancient books. The numerous famous folk songs included in it are like vivid paintings of folk customs, fully showcasing the various aspects of life, emotional world, and local customs of different social classes at that time. These folk songs are not only literary treasures, but also first-hand materials for studying ancient society, economy, culture, folk customs, and other fields. They play an irreplaceable role in restoring historical scenes and gaining insights into the lives of ancient people. From the perspective of cultural inheritance, its inclusion in the



list further strengthens the public's awareness of its protection, helps to unite various forces, use modern technology and professional means, ensure that this precious ancient book can be passed down from generation to generation, and enable future generations to draw wisdom from it and feel the profound cultural heritage of the Chinese nation.

Conclusions of the Collection of Modern Ballads by Peking University published in New Youth on the History of Chinese Folk Songs in the Past Dynasties, edited by Professor Chen Shulu, College of Literature, Nanjing Normal University, was officially published in English by World Science Press (Singapore) in early 2024, included in the British Library publication catalog data, and released to the United States, Britain, Canada and other countries around the world. This book uses the method of folk song literature collation and theoretical research in parallel, and completes the overall review of Chinese folksong research for the first time, and systematically combs and summarizes the historical development of Chinese folk songs.



**Figure 2:** Folk Song Teaching  
Source: Dazhou Daxian Middle School.

Introduction to Folk Music, edited by Music Research Institute, Chinese National Academy of Arts, published by People's Music Publishing House. Collected Works of Music Research, edited by Peng Yongqi, published by Shanghai Conservatory of Music Press. A New Treatise on Folk Songs by Feng Zhilian, published by China Federation of Arts and Literature Press. A Guide to the Appreciation of Classic Chinese Folk Songs, written by Qiao Jianzhong, Shanghai Music Publishing House. Chinese Folk Songs of the Same Family: Feng Guangyu, published by China Federation of Arts and Literature Press.

Chinese Folk Songs by Zhou Qingqing, published by People's Music Publishing House. Land and Song by Qiao Jianzhong, Shandong Literature and Art Publishing House. Introduction to Han Folk Songs, written by Jiang Mingdun, Shanghai Music Publishing House. 100 Classic Chinese Folk Songs Selected 100 representative folk songs from various provinces, cities, and ethnic groups across the country. The selected songs cover a wide range of themes, including labor songs, mountain songs, and minor tunes, with content that expresses daily life as well as beautiful love. The book uses a comparison of simplified music and line notation, making it suitable for folk singers and amateur music enthusiasts to use. Including Sichuan folk songs such as "The Sun Comes Out Joyfully", "Kangding Love Song", "Caihua", and "Huangyang Shoulder Pole".

Selected Chinese Folk Songs" This book selects more than 300 representative folk songs from various provinces and cities and ethnic groups in China, including many traditional folk songs and songs adapted from folk songs. Most of these folk songs are short, concise, vivid and local characteristics, and are widely sung. The compilation and selection according to the provinces reflect the regional characteristics and folk customs, and reflect the richness and diversity of folk songs in melody, melody, lyrics, musical forms, rhythm and other aspects. "Chinese Folk Songs and Rural Society": It is a monograph on the study of "Chinese folk songs and rural society", specifically exploring the dependency between folk song culture and rural society, and the structural relationship of folk song symbol system. "Folk Song · China" series: including "Folksong · Story", "Search · Folk Song", "Folk Song Image", "Folk Song Museum", Folk Song. Territory "and" New Folk Song "six volumes. Chinese folksongs are introduced

from different angles, such as the story behind, searching experience, singer interviews, etc., with related audio materials or DVDS. "On the History of Chinese Folk Songs in the Past Dynasties" and "Collection and Study of Chinese Folk Songs in the Past Dynasties": These books are the final results of the major research projects of philosophy and social science research of the Ministry of Education. They represent the latest level of folk song research and organize and study Chinese folk songs in the past dynasties.



**Figure 3:** music teaching.

Source: Dazhou Railway High School.

365 Classic Folk Songs Selected Works of Chinese National Vocal Music": Organized by teacher Wu Songjin, including TV series, movie songs, large-scale gala songs, but also a lot of national folksongs. It is divided according to different categories, such as CCTV Spring Festival Gala and golden songs of Youth Song Competition, opera and dance drama and musical selection, national singing vocal music teaching repertoire (elementary, intermediate, senior), movie and TV series theme song interlude (elementary, middle and senior), etc.



"Appreciation of Chinese Folk Songs": selected from the more popular parts of Chinese folk songs compiled, according to the song content is divided into revolutionary historical folk songs, adapted folk songs, new folk songs composed of lyrics, traditional folk songs four parts.

"Folk Song Museum": introduces classic folksongs from all over China, tells the story behind the singers who first sang these folksongs, and attaches a CD, which has a high collection value. "One Hundred People Sing Praises to the Party's Grace" compiled by Guizhou Ethnic and Religious Affairs Commission, using music score + song audio link, you can read the complete lyrics and music score, and you can also listen to the music by scanning the QR code. One Hundred Ancient Folk Songs: Published by Shanghai Ancient Books Publishing House, a selection of one hundred ancient folk songs. "500 New Chinese Folk Songs": It is a new version of Chinese folk songs in the 21st century, including many folk songs. "A Good Jasmine Flower - Chinese Folk Songs": A collection of 500 excellent folksongs of various ethnic groups in China, and sorted out.

## Research Methodology

The research method is qualitative research: through interviews, lectures, and observations of middle school music courses in Dazhou, we aim to understand teachers' perspective Dazhou folk song teaching from their perspective. Interview method: Conduct interviews with middle school teachers and related professors in Dazhou City. Ask them about their views on teaching Dazhou folk songs. Observation method: Observe the teaching and application of Dazhou folk songs in the course, study how Dazhou folk songs are applied in the classroom, and further collect relevant data. Data analysis method: Using case analysis method, analyze data, integrate data from 5 schools' cases, and summarize the required data materials.

## Results

**Curriculum and teaching:** Advocate for a moderate increase in the proportion of Dazhou folk songs in middle school music textbooks, and determine teaching priorities based on the characteristics of folk songs, student situations, and curriculum standards. Explore cultural elements of folk songs, invite folk artists to integrate into the school-based curriculum, make Dazhou folk songs an important part of the teaching objectives, collaborate with all parties to adjust the curriculum content, and enhance practicality and attractiveness.

**Teaching methods:** The commonly used demonstration and imitation method involves teachers demonstrating singing techniques and teachers correcting them after students imitate. Carry out group cooperative learning, group and assign tasks reasonably, and cultivate students' abilities. Organize competition activities with multimedia resources to stimulate interest, teach students according to their characteristics, guide classes with good foundations to explore in-depth, and teach classes with poor foundations with basic fun.

**Teaching media:** The commonly used demonstration and imitation method involves teachers demonstrating singing techniques and teachers correcting them after students imitate. Carry out group cooperative learning, group and assign tasks reasonably, and cultivate students' abilities. Organize competition activities with multimedia resources to stimulate interest, teach students according to their characteristics, guide classes with good foundations to explore in-depth, and teach classes with poor foundations with basic fun.

**Classroom environment:** Creating a positive learning atmosphere through classroom layout, encouraging language, and interactive activities, emphasizing the influence of classroom cultural atmosphere on folk song teaching, and inviting folk song inheritors to communicate details in advance. Collaborate with students to develop classroom rules, reward active students, and guide students who violate discipline. The current classroom layout is conducive to group discussions, but there is insufficient space for large-scale activities.

**Conclusions:** In terms of curriculum and teaching, Dazhou folk song education attaches great importance to the proportion of folk songs in textbooks, explores cultural elements into the curriculum, and works together to optimize the content. In terms of teaching methods, demonstration imitation, group cooperation, multimedia assistance and other methods are adopted to teach students according to their aptitude. The teaching media mainly consists of multimedia courseware, combined with traditional teaching aids, and focuses on improving teaching resources. Creating a positive classroom environment, emphasizing cultural atmosphere and rule-making. These measures aim to inherit local culture, enhance students' musical literacy, promote their comprehensive development, and build a relatively complete system for Dazhou folk song teaching, playing an important role in cultural inheritance and educational teaching.

## Discussions

A study on the teaching of Dazhou folk songs in five middle schools found that there are similarities in curriculum, teaching methods, media, environment, and other aspects, all of which attach importance to folk song education. By increasing the proportion of textbooks, integrating school-based curriculum, and diversifying teaching methods, the understanding of cultural inheritance and student-centered concepts is reflected. There are also differences, such as differences in the form of school-based curriculum, teaching methods, and selection of teaching media.

It is highly consistent with research results such as Deng Sisi's "Research on the Integration of College Music Education and Traditional Culture" published in 2024 and Wang Xiao's "Penetrating Traditional Culture to Enhance Students' Music Literacy" published in 2024. These studies all focus on cultural heritage and student literacy cultivation, emphasizing the indispensable role of integrating local culture into the education system in promoting students' comprehensive development. From a research perspective, the issue of curriculum standardization in this study is consistent with the viewpoint of balancing educational consistency and individualization in other studies; The exploration of

universality and particularity in teaching methods is also in line with the key points of relevant research; In addition, the research on the impact of teaching media selection on students' learning is similar to those that focus on the impact of educational resource allocation.

This study presents the commonalities and individualities of teaching Dazhou folk songs in middle schools. The common conclusions are consistent with similar studies, and the conclusions of individual differences are in line with research on educational practice issues, jointly improving the research system of integrating local culture into education and teaching.

## New Knowledges

**Cycle of Enhancing Dazhou Folk Song Education**



**Figure 4:** Diagram show cycle of Enhancing Dazhou Folk Song Education.

## Conclusions

The curriculum design and integration direction are different. Zhiyuan Middle School focuses on combining music creation, while Boxue Middle School emphasizes interdisciplinary integration. Innovation Middle School explores the integration of various art forms. Teaching methods: There are differences in the dominant teaching methods. Innovation Middle School focuses on project-based learning, while Endeavor Middle School focuses on demonstration imitation and layered teaching. Teaching media: The emphasis on equipment and materials used



varies, with Zhiyuan Middle School focusing on music creation software and Innovation Middle School focusing on stage performance equipment. Classroom environment: The classroom layout and activity forms are different. Chaoyang Middle School mainly focuses on folk customs decoration and sharing sessions, while Zhiyuan Middle School mainly focuses on creative corners and creative night activities. Schools can effectively integrate Dazhou folk songs into their curricula, fostering a deeper appreciation for local culture and preserving this valuable musical heritage for future generations. The collaboration between educators, cultural organizations, and folk song inheritors is crucial for the success of this endeavor.

## **Recommendations**

### **General of recommendations**

1.To establish a city-wide standard framework for folk song teaching in middle schools in Dazhou City, covering curriculum objectives, teaching content, and basic teaching methods, ensuring teaching quality and leaving space for local innovation.

2.Promote the sharing of high-quality textbooks, curriculum development, and other resources and experiences among schools to enhance teaching standards.

### **Further recommendations**

1.It is recommended that schools collaborate in curriculum development and evaluation design, such as schools with strong music creation and emphasis on interdisciplinary integration, to enhance the diversity of teaching.

2. Propose to establish a Dazhou Folk Song Teaching Media Resource Center, and conduct in-depth research on its operation mode and resource classification standards to provide strong support for teaching.

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