



# HEBEI MIDDLE SCHOOL TEACHERS' PERSPECTIVE ON TEACHING HEBEI FOLK SONGS IN FOLK SONG VOCAL MUSIC CLASS, HEBEI PROVINCE, THE PEOPLE'S REPUBLIC OF CHINA

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## Abstract

The purpose of this study is to explore Hebei Middle School Teachers' Perspective on Teaching Hebei Folk Songs in Folk Song Vocal Music Class, Hebei Province, The People's Republic of China. This is a Qualitative research study, use expert interviews and conduct to improve the learners' interest and singing ability in learning Chinese folk songs according to the content of the expert interviews. Obtained the survey results of folk song teaching from five music high schools in Hebei Province. **The results show that** according to the unique regional cultural value of Hebei folk songs, the integration of Hebei folk songs in music teaching is discussed from the perspective of middle school teachers in Hebei Province. At present, there are relatively few studies on Hebei folk song teaching in the middle school music classroom. This study can fill the gap in this field and provide new ideas and approaches for the theoretical research and practice of Hebei folk song teaching.

**Keywords:** Chinese folk song; Perspective on teaching; Middle-school student; Affiliated middle school

## Introduction

Education 2024, 2025 As an important part of the excellent traditional culture of the Chinese nation, folk songs carry rich historical, cultural and emotional connotations. In the field of music education, the opening of folk song music class is of great significance. As a teacher, an in-depth exploration of the background of teaching folk song music class will help to better understand its value and mission, so as to optimize teaching strategies and improve teaching quality. In today's era of globalization, cultural exchanges among countries are becoming more and more frequent. The wide spread of western music culture has had a certain impact on our traditional music culture. As a representative of local music culture, folk songs face challenges in their inheritance and development. Therefore, strengthening the teaching of folk songs in music education helps to cultivate students' sense of identity and pride in their local culture and enhance their cultural self-confidence. Meanwhile, quality education emphasizes the cultivation of students' comprehensive quality, including aesthetic ability, innovation ability, cultural literacy and so on. Music education, as an important part of quality education, bears the important task of cultivating students' artistic cultivation and humanistic spirit. The development of folk song music class can enrich students' musical experience, improve their musical perception and aesthetic level, and promote students' overall development. (Zhang, Alice., "Chinese Hebei Folk Songs Collection" 10.2, 2019, pp. 120 - 135)

Folk song middle school teaching in China Hebei traditional folk song is disappearing as only five schools in Hebei teach them. In order to preserve this excellent culture. In recent years, the state has issued a series of policies emphasizing the inheritance and promotion of Chinese excellent traditional culture. As a treasure of traditional culture, the educational value of folk songs has been highly emphasized. Relevant policies encourage schools to incorporate folk songs into the music curriculum system, strengthen teacher training and the

construction of teaching materials, and provide policy support for the teaching of folk songs in music classes.

**Cultural inheritance and promotion:** Hebei folk songs are an important part of regional culture. Through the applied research in high schools, they can promote the inheritance and promotion of excellent traditional culture, and let the young generation understand and cherish the local culture. Folk songs, as an integral part of a region's cultural heritage, serve as a powerful medium for expressing the collective emotions, experiences, and values of a community. Hebei folk songs, deeply rooted in the fertile soil of Hebei province in northern China, are a rich and diverse genre that has been passed down through generations. They mirror the unique geographical environment, historical background, and folk customs of the area, offering a vivid and musical portrayal of the life of the Hebei people. **Cultivate students' cultural identity and pride:** make students have a deeper understanding and feeling of the culture of their hometown, and enhance their love and cultural confidence in their hometown (Evgen'evna, P. A., & Ivanovna, K. T. Y., 2022).

**Introduction to cultural background:** deeply explain the cultural background behind each folk song, including the historical background, regional characteristics, folk customs, etc. For example, when learning the folk songs related to the traditional temple fair in Hebei province, the origin and activities of the temple fair are introduced in detail to help students better understand the connotation of the songs. **Creative practice:** encourage students to create on the basis of learning Hebei folk songs. It can be an adaptation of the original folk songs, or it can also learn from the musical elements of Hebei folk songs to create new works, so as to cultivate students' innovative ability and the ability to use local music. **Creative practice:** encourage students to create on the basis of learning Hebei folk songs. It can be an adaptation of the original folk songs, or it can also learn from the musical elements of Hebei folk songs to create new works, so as to cultivate students' innovative ability and the ability to use local music.

Hebei's traditional folk music has rich and varied forms and far-reaching cultural connotations, full of humanistic and historical heritage, if you want to fully develop the spirit of folk music and show people its bright side, it is

necessary to fully demonstrate its rich humanistic spirit and historical heritage. The problem now is that in the process of social development all kinds of foreign ideas impact on people's traditional ideological defenses, resulting in the existence of folk music is also greatly threatened, the development of Hebei folk music has been a serious challenge. With the death of the old generation of folk music artists, the new generation of young people are unwilling to accept the essence of Chinese tradition, resulting in the gradual disappearance of Hebei traditional folk music. Therefore, it is necessary to take effective measures to protect the development of Hebei folk music, explore the inheritance methods in line with the development of the times, and ensure the sustainable development of traditional folk art and folk culture (Wei, S. O. N. G., 2022).

Hebei folk song is a folk music form created by the working people in Hebei province in the long-term production and life. It has a unique artistic charm and profound cultural connotation. From the perspective of music characteristics, Hebei folk songs have beautiful melodies, various rhythms, some cheerful and lively, some melodious and slow. Its rich, common levy, palace and so on. The lyrics are close to life, reflecting the joys and sorrows of the working people, love, marriage, local customs, etc. Hebei folk songs include labor songs, such as Fishermen's Songs, which show the labor scenes of fishermen, love stories, such as Little Cattle, and historical stories and legends, such as Little Cabi. In terms of cultural inheritance, Hebei folk songs carry the historical memory and folk culture of Hebei region, and are an important part of regional culture. It not only has artistic value, but also has the value of historical, social and folklore research (Cai, Z., & Wanyu, Z., 2020).

However, in the rapid development of modern society, the inheritance and development of Hebei folk songs are facing some challenges, such as the impact of pop music and the reduction of inheritors. However, in recent years, through the support of the government, the efforts of the people and the promotion of education, Hebei folk songs have been protected and inherited to a certain extent. In short, Hebei folk songs are a bright pearl in the treasure house of Chinese national music, and we need to work together to make them glow

with new vitality and vitality in the new era. Hebei Folk Songs and Vocal Music

The problems encountered are as follows: The content of the textbook is limited: the high school music textbooks may involve less Hebei folk songs, and the content is mostly simple song introduction and score, and lack of deep excavation of the cultural and historical background of folk songs, which cannot meet the needs of teaching and students' learning. Insufficient audio and video resources: high-quality Hebei folk song audio and video resources access channels are limited. The singing versions of some classic folk songs may have poor sound quality, blurred pictures, or there is no appropriate stage performance version for students to refer to and learn, which affects the teaching effect. Insufficient knowledge reserve: Most high school music teachers receive general music education or western music theory education. They do not have a deep understanding of the professional knowledge of Hebei folk songs, such as special singing skills, pronunciation rules of local dialects, and regional cultural background of songs, making it difficult to carry out systematic and professional teaching. Single teaching method: some teachers may use traditional music teaching methods in the teaching process, such as simple fan singing and reading music teaching, and lack of innovative teaching methods to stimulate students' interest in Hebei folk songs, so that the classroom atmosphere is not active enough and the teaching effect is not good. Class hour tension: the high school curriculum arrangement is compact, and the music course itself has less class hour. In the limited time, teachers need to complete the teaching of various music contents stipulated in the syllabus, so it is difficult to have enough time to in-depth explain and practice Hebei folk songs, and students can-not fully experience and learn (Jones, S., & Yibing, X.,1991).

Conclusion, From the perspective of the arrangement of teaching content, diversity and characteristics are the key. It is necessary to cover folk songs of different themes, such as labor songs showing labor scenes and strength, mountain songs reflecting the style and heroism of mountains and rivers, and minor songs telling trivial matters and delicate emotions in life, and also to highlight the local folk songs of Hebei. However, when selecting content, balancing classicism and timeliness is a difficult point. Although some ancient folk songs have high artistic value, due to their long history, their musical



elements and forms of expression have a certain gap with modern music aesthetics. When they are integrated into the classroom, they need to be handled skillfully to give new vitality to the classics.

In the use of teaching methods, innovation is the core of improving teaching effectiveness. Traditional oral transmission combined with modern multimedia technology can make folk song teaching more intuitive and vivid. For example, when teaching "Little Cowherd", play the animated version of the song interpretation, and explain the meaning of the lyrics and the music background in combination with the ancient rural life scenes shown in the animation.

## Research Objective

1. To explore Hebei Middle School Teachers' Perspective on Teaching Hebei Folk Songs in Folk Song Vocal Music Class, Hebei Province, The People's Republic of China.

## Literature Reviews

The National Winds of the Book of Songs, the folk songs of fifteen regions in the north, reflect the complex social life, class struggles and multifaceted conditions of the working people from the Western Zhou Dynasty to the middle of the Spring and Autumn Period, and have a high degree of ideology and outstanding artistic achievements. Their skillful picaresque techniques have shaped many distinctive and moving images, reflecting the high degree of people's nature of the folk songs and the spirit of realism, and have become the fine tradition of Chinese folk songs. (Huang Junjie, The Development of Chinese Culture, 2005). Folk songs in China have a long history, and their development is roughly as follows:

Primitive society: As far back as the primitive society, our ancestors began to sing during hunting, carrying, sacrificing, entertaining gods, ceremonies, courtship and other activities. For example, the "Bomb Song", "Break the

bamboo, renew the bamboo; fly the earth, expel the Shinji”, summarizes the whole process of hunting labor in the primitive era. Song and dance were combined at this time.

**Zhou Dynasty:** The Book of Songs is the earliest collection of folk songs in China. It is a collection of the folk songs of the fifteen vassal states of the Yellow River Valley in the north, which were popular during the five hundred years from the Western Zhou Dynasty to the middle of the Spring and Autumn Period (11th to 6th centuries BC), and it utilizes the artistic method of realism to truly reflect the social life, the class conflicts, as well as the multifaceted life of the working people at that time. Its lyrics were selected, processed and organized, and its form and language were relatively neat. (Joseph Needham's History of Chinese Folk Songs (Vol. 3: Folk Songs), 113). **Song Dynasty:** the prevalence of the “lyrics”, which is a new form of singing from the folk.



**Figure 6:** Song Dynasty, China Source: From China's national history

**Yuan Dynasty:** Famous for “Xiao Ling”, it is a kind of folk song, nowadays there are still folk songs in the northwest named “Ling”. However, the rulers of the Yuan Dynasty strictly prohibited the singing of folk songs with discontent and satirical content of current events.

Ming and Qing dynasties: the end of feudal society, the emerging capitalist economy began to sprout, the rise of the middle and small towns, the rise of the citizen class, class conflicts and ethnic conflicts are acute, folk songs are particularly prosperous, a large number of people, the people's nature is strong. During this period, there appeared many collections of folk song lyrics collected and edited by literary scholars, such as Huang Zunxian's Hakka Mountain Songs, Feng Menglong's Wu Songs, Li Tiuyuan's Cantonese Acura, and Hua Guangsheng's Snowy Remains, etc. In the Qing Dynasty, Pu Songling's Chatting Songs was published. Pu Songling's Liaozhai Slang Songs of the Qing Dynasty selected more than fifty kinds of folk songs popular in the late Ming and early Qing dynasties, some of which have been sung by folk artists to this day. *Modern times*: after the Xinhai Revolution, "May Fourth" New Culture Movement, folk songs entered a new stage, anti-imperialist, anti-feudal folk songs reached a climax. This period appeared, such as Li Jiarui edited "Beiping common song collection", which has been recorded in the folk song sheet music. *After the founding of New China*: the working people were respected, and folk songs entered a brand-new period, reflecting the new life of the people, with novel themes and lively, warm, cheerful and bright musical styles, full of upward passion and optimism.

Folk songs are the collective oral poetic creations of the laboring people, the essence of the national culture, concentrating on the national spirit, character, temperament, psychological quality, local conditions and aesthetic taste of a nation. It has been passed down from generation to generation through oral tradition, and has been continuously processed and refined in the process of inheritance. The folk songs of different regions and nationalities have their own unique forms and styles, and are constrained by many factors, such as language, geographical environment and living habits. Hebei folk songs Related document Huang Shuping. Research on Guangdong Ethnic Groups and Regional Culture. China: Guangdong Higher Education Press. (1999). "Decision of the Standing Committee of the People's Congress of Dali Bai Autonomous Prefecture on the Protection and Inheritance of Folk Songs:" The decision clarified the definition of folk songs, It stipulates that the people's government of County shall establish



and publish the folk songs listed under protection, Emphasizing that the people's governments of autonomous prefectures and County should strengthen their leadership, Relevant departments shall do a good job in protecting and inheritance according to their duties; It also points out that when any unit or individual uses folk songs to publish and publish relevant publications, The words Folk song" should be marked, Not to distort, be derogatory or abuse them, Activities shall not be carried out in the name of protection responsible units and representative inheritors; At the same time, encourage the development of relevant activities, characteristic courses, base construction and various cultural creation, And give praise and reward to the units and individuals who have made outstanding contributions. The decision will take effect on May 1,2024.

Le Zhi Le The author is, which was published by The Culture and Arts Press in 2020. The literature chose sangzhi folk songs as a research object, because sangzhi folk songs is the first listed in the national intangible cultural heritage list, in the past for its research, limited to sporadic music ontology or inheritance protection, etc., is still lack of systematic, breakthrough results, so the research has a relatively large space for innovation. This paper mainly adopts the field investigation and study the relationship between music ontology and culture, the generation of mulberry folk song background, subject content and genre form, diverse art characteristics, multicultural nurturing and inheritance and protection of the thorough study, shows the mulberry folk songs both keep, contains the cultural connotation of the region, and absorb, fusion of the surrounding areas of other ethnic music culture characteristics, reflects the characteristics of multicultural blend, the multi-ethnic mixed and a variety of cultural plate handover of ethnic music inheritance and protection has important reference significance. A Study on the Singing Techniques and Style of Chinese Traditional Folk Songs. A comprehensive and systematic study of traditional Chinese folk songs from two aspects of singing techniques and style. The paper expounds in detail the singing characteristics of traditional folk songs from different regions and nationalities in China, including vocal methods and breathing techniques, as well as the unique styles of local folk songs in terms of melody, rhythm, lyrics and emotional expression. Through the analysis and study of a large number of specific folk songs, the internal connection between singing techniques and styles,

and how to accurately grasp and express the style characteristics of different folk songs in singing.

Appreciation and New Singing of Hebei Folk Songs: This is a monograph on studying Hebei folk songs from the perspectives of region, culture, history, piano music and stage performance. Folk songs are collectively created by the masses collectively, reflecting the people's life, thoughts and feelings, and reflecting the characteristics of the nation. The book appreciates Hebei folk songs and explores new ways of singing them. Master's degree thesis "Application of Hebei Folk Songs in Kindergarten Music Teaching" (Luo Shujuan, Hebei University, 2020). The application of Hebei folk songs from the perspective of kindergarten music teaching. Journal paper "on the combination of Hebei folk heritage and Hebei music education" (author: li xi, the house of drama, in 2016): a brief analysis of the Hebei folk song inheritance and Hebei music education related content, including the overview of Hebei folk song inheritance and development, the combination of the analysis and the combination of specific measures, such as school music education should be based on the traditional folk song inheritance, take students out of the classroom field tour, pick up "oral taught" teaching methods, etc.

## Research Methodology

Determine research topics and objectives: Clearly set specific research objectives from the perspective of "Hebei Province middle school teachers' teaching of Hebei folk songs in vocal music classes, including understanding the current situation of folk song music teaching, analyzing existing problems, and exploring effective music teaching methods. **Literature review and theoretical organization:** By extensively reviewing relevant literature, a systematic literature review is conducted to lay a theoretical foundation for subsequent empirical research. **Research design and tool development:** Based on research objectives, design interview outlines and observation records as research tools to ensure comprehensive and accurate data collection. **Interview Implementation:** In weeks 6-7, select 5 high school music teachers and conduct in-depth interviews

to gain a deeper understanding of their views, experiences, and suggestions on music teaching. During the interview process, record the interview content in detail to provide materials for subsequent analysis. **Classroom observation:** Conduct on-site observation of high school music teaching activities in weeks 7-8. Record teachers' teaching behavior, students' learning reactions, and classroom atmosphere to provide a basis for analyzing the effectiveness of teaching methods. **Data analysis:** In weeks 9-10, qualitative analysis will be conducted on the collected records and interview records using statistical software to reveal the current situation, problems, and potential impacts of new teaching methods in high school music education.

## Results

### Conclusion is an interview result of key informant

**Curriculum and Teaching:** The music curriculum system of Qinhuangdao No.1 Middle School in Hebei Province is complete, covering music theory, singing techniques, instrumental performance, and music appreciation, forming a comprehensive knowledge framework. Xinji Middle School in Hebei Province, located in Qianxi City and Tangshan City, offers diverse and in-depth music education. The curriculum not only includes basic music theory, but also covers multiple fields such as classical music, modern music, and ethnic music. **Advantages of High School in the Second Issue of "Hebei Mailewen":** The music curriculum emphasizes the combination of systematization and interest, covering music history, composition foundation, instrumental performance, and vocal training, forming a complete knowledge system. **Advantages of Hebei Fengfeng No.2 Middle School:** Music education aims to cultivate comprehensive artistic literacy, with rich and diverse courses including music theory, vocal training, instrumental performance, and music creation. **Advantages of Hebei Mining Bureau No. 5 Middle School Affiliated High School:** The music curriculum design is scientifically comprehensive, covering basic music knowledge, singing skills, instrumental performance, music appreciation, and other aspects, forming a systematic teaching system.

**Teaching Methods:** Qinhuangdao, Hebei Province No The combination of traditional teaching methods and modern experiential teaching methods in middle schools should focus on complementary advantages. Xinji Middle School in Hebei Province, Qianxi City, Tangshan City, traditional teaching methods and modern experiential teaching methods should complement each other at different stages of the curriculum. Hebei Changli Huiwen No The traditional teaching methods of secondary education are still the main force of teaching, especially in basic skill training. Hebei Fengfeng No By combining traditional teaching methods with modern experiential teaching methods, students in the second semester should pay more attention to the artistic expression of music. Shijiazhuang, Hebei Province No The key to combining traditional teaching methods with modern experiential teaching methods in 5 middle schools lies in "experience and reflection".

**Teaching Media:** Hebei Qinhuangdao No.1 Middle School Choose to use a combination of multimedia courseware and music software to enhance the interactivity and fun of the classroom. Hebei ProvinceXinji Middle School, Qianxi City, Tangshan City, use multimedia courseware and audio playback devices to support classroom teaching. Hebei Changli Huiwen No.2 Middle SchoolUse audio equipment and projectors to combine audio, video, and courseware for teaching.Hebei Fengfeng No.2 Middle School use advanced music production software and digital audio workstations (DAW) such as Logic Pro and Ableton Live to teach music composition and arrangement courses. Hebei Shijiazhuang No.5 Middle School Using music creation software such as GarageBand, students can use the software to create and edit their own music works, thereby enhancing their practical skills and creative awareness.

**Classroom Environment:** Qinhuangdao No.1 Middle School uses a projector to display visual materials related to folk music, such as traditional customs, folk instruments and artistic performances. Xinji Middle School in Qianxi City, Tangshan City, Hebei Province, arranges elements with local characteristics, such as displaying local folk art, traditional costumes or props,



and playing performances of local folk songs or local operas. The classroom environment of folk music in Hebei Changli Huiwen No.2 Middle School needs to have strong local characteristics and local flavor. I usually arrange some traditional folk instruments, handicrafts, etc. The folk music classroom environment of Hebei Fengfeng No.2 Middle School needs to be combined with modern teaching facilities, and the inheritance of traditional culture should also be taken into account. The classroom environment of Shijiazhuang No.5 Middle School in Hebei province should stimulate students' sensory experience in various ways.

### **Conclusion of observation from five Hebei Middle School**

This study interviewed five principals to gain insight into their views, experiences and suggestions on music teaching. Analysis of the interview data revealed the following main themes:

**Curriculum and Teaching:** The interviewed teachers generally believe that Hebei folk songs play a crucial role in music teaching. The interview results show that the music curriculum of music schools in Hebei Province usually includes the following aspects: Course objective: The main goal is to cultivate high school students' interest, rhythm, and auditory recognition ability in Hebei folk music, and to promote social and emotional development through music. Course arrangement: Courses are usually arranged according to a fixed schedule, such as 1-2 music classes per week, and music education is also integrated into daily activities. Teaching content: including music appreciation, singing training, rhythm training, dance movements, and basic instrumental exercises.

**Teaching Methods:** Teacher demonstration method: Teachers can perform once through demonstration method to demonstrate correct techniques such as vocalization, pitch accuracy, rhythm, and emotional expression. By imitating the teacher's singing, gradually master these skills. During the demonstration process, teachers need to pay attention to details such as pronunciation and emotional involvement, and guide how to accurately interpret the emotions of folk songs. For example, singing style, vocal techniques, and the use of local dialects are important characteristics of folk song singing. Interactive teaching: Combining "teacher-student interaction" and "peer interaction", actively participating in

classroom activities. Story based teaching: guiding children into a musical environment through storytelling. Exploratory teaching: freely explore different instruments to cultivate creativity.

Observations: This chapter conducts observations, investigations, and interviews on No 1 Middle School, Qianxi City, Xinji Middle School, Hebei Changli Huiwen No.2 School, Hebei Fengfeng No. 2 School and Shijiazhuang, Hebei Province in depth on-site observation and analysis were conducted on the music classroom of 5 affiliated high schools. The observation period is from November 2024 to February 2025, aiming to explore the overall effectiveness of teacher behavior, student learning responses, classroom atmosphere, and music education practices.

The results of classroom observation and interviews highlight: the various effective methods used by folk song teachers in Hebei Province to teach music. Each institution has adopted unique strategies tailored to its educational philosophy, whether through structured courses, interactive teaching methods, diverse teaching media, or adaptive classroom environments. Although all music high schools emphasize the importance of participation, engagement, and cultural appreciation, their approach reflects a balance between theory and practice, tradition and modernity, and structure and creativity. By integrating these elements, these high schools create rich music experiences that promote learners' cognitive, social, and artistic development.

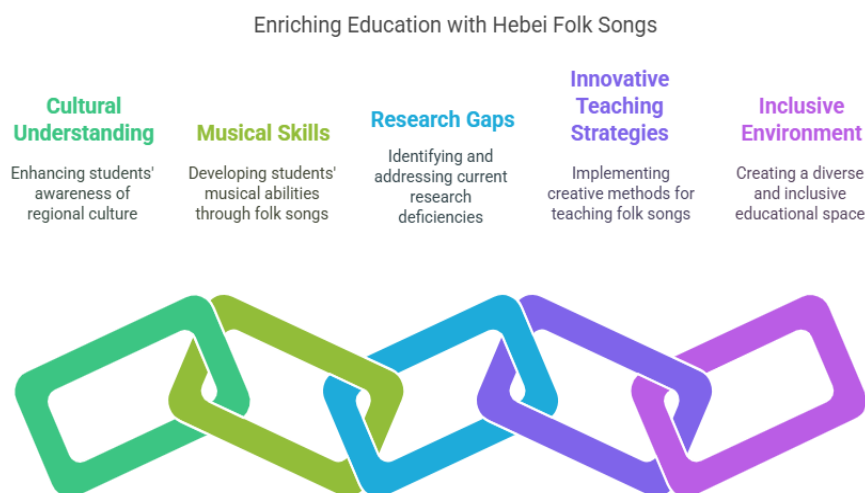
## Discussions

This study mainly explores the key aspects of teachers' views on teaching Hebei folk songs in Hebei Province : Research has found that most teachers have a certain understanding of Hebei folk songs and believe that they have important value in cultural inheritance. However, some teachers do not have a deep understanding of the specific content and historical background of Hebei folk songs, which makes it difficult to fully convey their cultural connotations in the teaching process. This indicates that the improvement of teachers' cultural literacy

and professional knowledge is the key to promoting the teaching of Hebei folk songs. By organizing teacher training, cultural lectures, and other methods, teachers' understanding of Hebei folk songs can be enhanced, thereby improving the quality of teaching.

## New Knowledges

The unique regional cultural value of Hebei folk songs, the integration of Hebei folk songs in music teaching is discussed from the perspective of middle school teachers in Hebei Province. At present, there are relatively few studies on Hebei folk song teaching in the middle school music classroom. This study can fill the gap in this field and provide new ideas and approaches for the theoretical research and practice of Hebei folk song teaching.



**Figure 1:** Diagram Showing the Components of the Kodály Method and the Integration of Hebei Folk Songs in Middle School Music Education.

## **Conclusions**

classroom observation and interviews highlight the various effective methods used by folk song teachers. Each institution has adopted unique strategies tailored to its educational philosophy, whether through structured courses, interactive teaching methods, diverse teaching media, or adaptive classroom environments. Although all music high schools emphasize the importance of participation, engagement, and cultural appreciation, their approach reflects a balance between theory and practice, tradition and modernity, and structure and creativity, integrating these elements, these high schools create rich music experiences that promote learners' cognitive, social, and artistic development.

## **Suggestions and Recommendations**

The suggestions drawn from the research mainly focus on optimizing and improving folk song teaching in Hebei Province. The following are three core suggestions:

1. Strengthen the construction of folk song textbooks and teaching resources. Teachers generally reflect that the existing folk song textbooks and teaching resources are relatively scarce, which affects the depth and breadth of teaching.

Therefore, it is suggested that the education department can develop systematic teaching materials for Hebei folk songs, and combine them with local folk song characteristics to develop multimedia teaching resources to help teachers better convey the historical background, cultural connotations, and singing skills of the songs.

In order to further improve the quality of folk song teaching, it is recommended to provide regular professional training for teachers, especially in the cultural background, singing skills, and emotional expression of Hebei folk songs. By collaborating with music experts and folk song inheritors, special





lectures and teaching workshops are conducted to help teachers better understand and inherit the artistic essence of Hebei folk songs.

### 3. Improve teaching environment and facilities.

Research has shown that some teaching venues and equipment have certain deficiencies, which affect the effectiveness of folk song teaching. Therefore, it is recommended that schools improve their teaching facilities, especially audio equipment and multimedia facilities, in order to better support the needs of folk song teaching.

In addition, teachers can design more flexible and interactive classroom environments based on the characteristics of Hebei folk songs, such as group discussion areas, exhibition areas, etc., in order to better stimulate learners' interest and participation.



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