

# *A Study on the Integration of Zhejiang South Folk Songs and Early Childhood Teaching Activities*

Zhang Weidan, Sun Jiadai, Shen Chunye

*Faculty of Teacher Education, Wenzhou University, Wenzhou, Zhejiang, 325000, China*

**Keywords:** Zhennan folk songs; young children; inheritance

**Abstract:** The folk song of southern Zhejiang is a kind of national culture with high cultural value and educational value, but its current inheritance status is not optimistic. Early childhood is the key period of growth and development for young children, and early childhood education plays a fundamental role in the inheritance of national culture. Therefore, the application of Zhennan folk songs to kindergarten teaching can play a role in the inheritance and development of Zhennan folk songs. In order to make Zhennan folk songs smoothly integrated into the teaching activities of kindergartens, this study will start from the connotation of Zhennan folk songs, and use various research methods such as the analysis and synthesis research method, case study method, etc., to study the characteristics as well as the educational value of Zhennan folk songs. On the basis of the research, it clarifies the significance of inheriting Zhennan folk ballads and explores the feasibility of bringing Zhennan folk ballads into kindergartens. Finally, it puts forward the relevant suggestions on how to pass on Zhennan folk songs among young children, so as to promote the inheritance of Zhennan folk songs among young children.

## 1. Introduction

Since the 18th National Congress of the Party, China has paid great attention to the protection and inheritance of intangible cultural heritage, and in order to carry forward the excellent traditional culture of China, the Party Central Committee has made great efforts to support the inheritance of intangible cultural heritage. As an excellent intangible cultural heritage, the action of integrating Zhennan folk ballad into education and passing it on in education is also in line with the main theme promoted in the work of intangible cultural heritage. In the protection of non-heritage, it is necessary to train the inheritors of each outstanding culture, and no culture should be left behind. For the folk songs of southern Zhejiang, combining them with education is undoubtedly the most effective way to train the inheritors.[1]

## 2. Design of the course

### 2.1. Song Selection

This time, the author explores the feasibility of integrating folk songs into the teaching of South Zhejiang Province by means of example teaching, and chooses the classic mountain song "To the

Birds" from Yueqing. This is a ballad with the theme of "birds", which covers a lot of knowledge about birds and is more educational. Moreover, the tune of the ballad is cheerful and lively, the lyrics are repeated and alternated, and the form of the song is novel, with a question-and-answer style, which makes it more suitable for teaching young children.[2-3]

## 2.2. Song Analysis

There are four sections in the whole song, with the first and third sections being the questioning section, and the second and fourth sections being the answering section. The first and third paragraphs are the questioning paragraphs, the second and fourth paragraphs are the answering paragraphs. This time, only the first two paragraphs are used, so only the first and second paragraphs will be analysed. The lyrics of the first two stanzas of "A Pair of Birds" are as follows:

"The green is green"?  
"I've flown over the bells?  
"I've flown through the red and the green.  
"And I'll put rouge on my lips.  
The greenery is green and green.  
The pigeons fly over the bells.

The bird of paradise flew over the red and green, and the long-tailed ding-dong flew over the rouge on his lips.

### 2.2.1. Lyrics Analysis

This ballad contains a lot of local language in Yueqing, for example, "Jiemou" means "what", "Datongling" means "somersaulting", so the interpretation of the lyrics "Jiemou feiguo datongling" is the gesture of doves tumbling in the air. For example, "Jiemou" means "what" and "Datongling" means "to somersault", which is the gesture of pigeons tumbling in the air, so the interpretation of the lyrics "Jiemou feiguo datongling" is that what kind of birds fly by and tumble in the air, and this is the analogy for the rest of the lyrics. In the lyrics, the words "green and green" refer to "kingfishers" and "tianji" refers to "pheasants". The word "long-tailed" refers to the "red-billed blue magpie". The song is also characterised by a high degree of repetition, for example, the lyrics of "Jiemou Feiguo" are repeated four times, "Qingyouqing", "Qingyouqing", "Hongjialv" and "Hong, For example, the lyrics "Jiemou feiguo" are repeated four times, and "Qingyouqing", "Qingyouqing", "Hongjialv" and "Yanzhi Mo Zuichun" are repeated twice.[4]

### 2.2.2. Analysis of the tune

This ballad is a folk pentatonic modal in the key of C. The overall trend of the tune is from high to low, and the range of each phrase does not exceed an octave. The syncopations and rests in the rhythm make the song more playful and interesting. The song is also characterised by the repetition of the same note, for example, the "2222" and "1111" in "Jiemoufeiguo", which is an arrangement in which a single note is repeated four times.

Since the lyrics of this song have a high degree of repetition, and the first four lines and the last four lines are in prose, it is within the children's ability to memorise the lyrics, and the tune of the song is cheerful and lively, and the range does not exceed an octave, which is in line with the children's requirements for music learning.[5]

The lyrics and the tune of the song are suitable for teaching music to young children, but because some of the nouns in the lyrics are complicated and difficult to pronounce, and the highest note in the tune is e2, the song is more suitable for teaching older children.[6]

As the lyrics of this song are highly repetitive, and the first four lines and the last four lines are in prose, the memorisation of the lyrics is within the learning ability of young children. Moreover, the tune of this song is cheerful and lively, and the range of the whole song does not exceed the octave, which is in line with the requirements of the young children in music learning. Therefore, this The lyrics and the tune of the song are suitable for teaching music to young children, but because some of the nouns in the lyrics are complicated and difficult to pronounce, and the highest note in the tune is e2, the song is more suitable for teaching older children.[7]

### 3. Practical teaching

#### 3.1 Design

In the design of teaching activities for this song, according to the previous analysis, we can sort out a general activity vein, that is, the teacher can first organise a scientific activity on understanding birds, focusing on guiding children to pay attention to the birds appearing in "Pair of Birds" and their characteristics, especially the kingfisher's green body, the dove's rolling in the air, the pheasant's red with green and the red beak of the red-billed magpie in the lyrics, so as to enable children to have a pre-experience about birds. This will give the children a chance to accumulate prior experience of birds. Since there are a lot of Yueqing dialect sayings in "To the Birds", the teacher can organise a language activity on Yueqing dialect, using the lyrics of "To the Birds" as an example to analyse the lyrics, focusing on explaining the meaning of the dialect in the lyrics, and letting the children understand the content of the ballad "To the Birds". After the children have gained sufficient experience, teachers can organise music teaching activities, in which choral singing, teacher-child duets, and child-child duets can be used. The teacher can also ask the children to create lyrics to the song, which can be inspired by the children's previous experience with birds. Finally, the teacher can design a sports game based on the song "Pair of Birds" because "Pair of Birds" is a mountain song from Yueqing, so "singing in the mountains" can be used as the context for the sports game. Teachers can use climbing nets, tyres and climbing frames to simulate the process of climbing a mountain, so that children can be divided into two groups and start climbing on either side of the mountain, and then sing a duet at the end.[8]

#### 3.2. Implementation

The place where the folk song "Pair of Birds" was applied was a public kindergarten in Yueqing, and there were four classes in the kindergarten year, and the target group of this study was 33 children in the third class, of whom 18 were boys and 15 were girls. The objectives of this activity were as follows: 1. to understand the form of singing pairs of songs and to know the birds that correspond to the lyrics; 2. to be able to sing pairs of songs; 3. to experience the joy of singing pairs of songs and to be willing to co-operate in singing pairs of songs.

The implementation process of this activity is as follows (Table 1):

Table 1: Teaching process of Pair of Birds

serial number	procedure	Event
1	Recognise the four species of birds featured in the ballad	Children can identify the more common pigeons and name their colours. Teachers can add the characteristic of the pigeon rolling in the air in the ballad. The children are unfamiliar with the other three birds, but with guidance from the teacher, they can tell the characteristics and names of the other three birds.
2	Familiarise yourself with the first verse of the song, the teacher uses hide-and-seek and asks the children to find which line each of the four birds is hiding in.	The children can guess the more obvious phrases in the song, such as "green and green" and "red and green". They can also guess the more complex phrases such as "playing brass bells" and "smearing rouge on the lips", which are in dialect, after the teacher explains the meaning.
3	Familiarise yourself with the second verse of the song and see if the children have found it correctly	After listening to it once, I realised I got it all right.
4	Play the song in its entirety and let the children listen to see what's special about the song	Children notice that the first verse is sung by boys and the second verse is sung by girls, and that the first and second verses are linked, with the first verse being the question and the second verse being the answer. The teacher introduces the meaning of the song to the children.
5	Play the song again in its entirety and ask the children if they have found anything else.	The children notice that the sentences in the first and second verses are very similar, with respect to the front changed changed a little, and the teacher emphasises the repetitive nature of the song.
6	Teacher and children sing the song together, with the teacher singing the first verse and the children singing the second verse.	The children are willing to sing, and although the tempo is slow, the melody is generally accurate.
7	Teacher and children sing the song together, with the children singing the first verse and the teacher singing the second verse.	The children may forget the lyrics, but they are able to sing the song with some prompting from the teacher.
8	The children sing in groups, with the boys singing the first verse first and the girls the second, before swapping.	The children were very enthusiastic in their participation, and after continuous practice, their rhythms and melodies became more and more accurate.
9	The children form free groups and sing in pairs 9.	The majority of children were able to find their partners and were able to sing the song without difficulty. Although there were a few children who could not remember the lyrics of the song, they were able to sing the song after prompting. Although there were some children who could not remember the lyrics of the song, they were able to sing it after prompting.

Summary and Reflection on the Implementation of the Activity: First of all, this activity gave the children a deep understanding of the form of song pairing, and most of the children basically mastered the melody of the song "Pair of Birds" and were able to sing it. The overall atmosphere of this activity was very active, and the children were very positive in their performance. This was also due to the fact that the lively and cheerful characteristics of the song "Pair of Birds" were able to enhance the atmosphere of the class. Therefore, this activity basically achieved the pre-set objectives. Of course, there were some problems. In the course of the activity, the children forgot the lyrics of the song, and the author thought that a chart of the lyrics could be designed to remind the children of the composition of the lyrics of the song and to help the children remember the lyrics, which was a problem that the teacher did not take into consideration in the process of the design of the activity. Therefore, in general, the author believes that it is completely feasible to introduce Zhennan folk songs into the teaching of young children. The key lies in the fact that when designing, organising and implementing music teaching activities for Zhennan ballads, teachers should analyse the theme, genre and musical nature of the ballads and take into account the learning characteristics

and physical and mental development of young children, so that they can design, organise and implement the activities in a flexible way. Finally, we should reflect on and summarise the experiences gained from the reflections and feedback them to the next teaching.[9-10]

#### **4. Suggestions for implementation**

##### **4.1. Improve teachers' music quality**

Teachers need to support, co-operate and guide children's learning activities, which means that teachers play a very important role in children's activities. Therefore, when teachers carry out the music teaching activities of Zhennan folk songs, they must first understand the teaching content clearly, and not be a "half-bottle water" teacher. If teachers do not know much about Zhennan folk songs, they will be confused or even have problems in the teaching process. Therefore, teachers should have a clear understanding of the cultural and musical characteristics of Zhennan folk songs and receive training on how to teach Zhennan folk songs. Teachers should deepen their knowledge and understanding of Zhennan folk songs through relevant learning and training. Teachers must be strict with themselves, which is also a way to improve their own learning and teaching abilities. Only when they have learnt the theory well can they play a guiding role in practice. Therefore, teachers should take an active and positive attitude to learn the knowledge about Zhennan folk songs, and improve and perfect their own music quality in order to carry out the music teaching activities of Zhennan folk songs more smoothly.[11]

##### **4.2. Do a good job in screening folk songs**

No culture is perfect, it must have its merits and dregs. Although the folk songs of southern Zhejiang are the crystallisation of the wisdom of the people of southern Zhejiang, there are some folk songs that are not suitable for teaching young children, for example, some folk songs with the theme of love and those that promote feudalism. Therefore, when teachers bring folk songs from southern Zhejiang into kindergartens, they must do a good job of screening them.[11]

Therefore, when teachers bring folk songs from southern Zhejiang into kindergartens, they must do a good job of screening and selecting those that can be used for teaching and promoting the development of young children with a critical eye. In addition, in the selection process, teachers should "select" rather than "generalise", grasp the principles of typicality, education, inheritance and comprehensiveness in selecting ballads, and explore the resources with a keen eye, so as to select suitable teaching materials from a large number of folk ballads in southern Zhejiang. The students will be able to select suitable teaching materials from the numerous folk songs in South Zhejiang.[12]

##### **4.3. Flexible design of teaching activities**

In kindergarten activities, teachers assume the roles of organisation and participation, and children are the subjects of all activities organised by teachers. Therefore, when designing music teaching activities about Zhennan folk songs, teachers should firstly focus on the children in order to maximise the extension of the teaching effect. The purpose of music education in kindergartens is not to produce professional singers, but to enable children to learn to feel, express and create beauty, so it is very important for children to have multiple emotional experiences in music activities. Therefore, teachers should create diversified forms of activities to provide opportunities for children's diversified emotional experiences, which can also help integrate the folk songs of southern Zhejiang into kindergarten teaching better. Teachers can analyse the characteristics of the

selected ballads and design them into different music activities, for example, simple melodies can be designed as singing activities, while more complex melodies with difficult language can be designed as music appreciation activities, and more cheerful melodies can be designed as rhythmic teaching or sports games, etc. Teachers need to analyse the content of the teaching and have the ability to design flexible and adaptable activities. Teachers should be able to analyse the teaching content and have the ability to design flexible activities.[13-14]

#### 4.4. Clearly set up teaching objectives

Setting up specific and clear teaching objectives for the teaching of Zhennan folk songs, with the objectives, the teaching of Zhennan folk songs will have a clear direction to move forward, and it is also the basis to test whether the teaching is effective enough. Therefore, the state should set up corresponding objectives for the teaching of Zhennan folk songs. Different teaching objectives can be set for small, medium and large classes according to the age characteristics of the children, or scientific and reasonable objectives can be set for different fields according to the division of fields. After researching and formulating the objectives, teachers will be able to design related activities in a more orderly way, which will also help to pass on the folk songs in southern Zhejiang better.[15]

#### 5. Conclusion

South Zhejiang folk songs are one of the representative cultural symbols of traditional music culture, and their contents are rich, diversified and of great educational significance. Inheriting the folk songs in young children in southern Zhejiang has not only profound educational value for young children, but also good developmental value for themselves. Through this study, it is hoped that such an excellent traditional culture as the folk songs of southern Zhejiang can be better inherited and developed in early childhood education, so that young children can feel the cultural charm of the folk songs and give full play to the aesthetic education function of folk song education.

#### Acknowledgements

Annual Project of Wenzhou Philosophy and Social Science Planning in 2023; No.: 23WSK134YBM.

#### References

- [1] Ningyan Yi, *Study on the Inheritance and Development of Chinese Folk Songs against the Background of "the Belt and Road Initiative"*[C]// *Proceedings of 4th International Conference on Art Studies: Science, Experience, Education (ICASSEE 2020)(Advances in Social Science, Education and Humanities Research, VOL.469)*,2020:614-617.
- [2] Yang Yang, Welch Graham. *Contemporary challenges in learning and teaching folk music in a higher education context: a case study of Hua'er music* [J]. *Music Education Research*, 2014, 16(2).
- [3] Su Li, Jiang Qing. *A Knowledge-Based System for Children's Music Teaching Strategies Based on the Inheritance of Local Music Culture in Southern Jiangsu* [J]. *International Journal of Pattern Recognition and Artificial Intelligence*, 2021, 35(14).
- [4] Ye Sheng. *The present situation and the way out of folk song teaching* [J]. *Journal of Party School of CPC Zhengzhou Municipal Committee*, 2008(05):169-170.
- [5] Liang Huini. *The current situation and thinking of folk songs in schools* [D]. *China Conservatory of Music*, 2018.
- [6] Lai Shuie. *Analysis of the Status Quo, Problems and Paths of Traditional Music Integration into National Education--Taking Zhejiang Province's Musical Intangible Cultural Heritage Project as an Example* [J]. *Zhejiang Social Science*, 2017(07):145-152+160.
- [7] Chen Daiyuan. *The value of folk songs in music teaching* [J]. *People's education*, 2021(06):80.
- [8] Pang Mei. *Pre-school Education Value of Folk Songs-- Taking Southeast Gui as an Example* [J]. *Music Composition*, 2015(04):179-181.

- [9] Dan Xia. *The value and ways of folk song education in kindergarten*[J]. *Research on Preschool Education*, 2021(08):79-82.
- [10] Chen JJ. *A case study on the educational value of developing and utilising ballads in kindergartens--taking the development and utilisation of Lishui ballads as an example*[J]. *Journal of Lishui College*, 2013, 35(04):17-20.
- [11] Zhao Haiyan, Yang Xiaoping. *Interpretation of the value of children's development in preschool education folk culture programme* [J]. *Educational Exploration*, 2012(02):136-139.
- [12] Cao Liping. *Let the folk songs be inherited and developed in early childhood education*[J]. *New curriculum (on)*, 2016(06):233.
- [13] Liu Xiaoxia. *An introduction to the folk song inheritance strategy in early childhood education*[J]. *Academic Weekly*, 2013(32):202.
- [14] Duan Qingqing. *Research on the status quo, problems and countermeasures of kindergarten folk song education* [D]. *Shandong Normal University*, 2018.
- [15] Jia Juanjuan. *Research on the use and inheritance of Hainan folk nursery rhymes in kindergarten curriculum* [J]. *Journal of Qiongzhou College*, 2013, 20(01):92-93.