

Practical Research on Integrating Hebei Folk Songs into Children's Chorus Teaching

Meng Yumeng¹, Liu Minghua²

Abstract

Under the background of the new era, national culture and local culture have become the hot spot and focus of social attention. It is of great significance to interpret local folk music culture through children's chorus. Primary school music education provides the conditions and guarantee for the effective dissemination of national music culture; At the same time, national music culture reacts to primary school music education, which is the necessary guarantee for cultivating students' sound personality and becoming well-developed people, and the enrichment and deepening of primary school music education. This study conducted an in-depth study on teaching time by means of questionnaire survey. The conclusions are as follows: (1) It is of great value to integrate Hebei folk songs into children's chorus practice teaching. (2) There are advantages and disadvantages of integrating Hebei folk songs into children's chorus teaching. (3) Teachers are the most influential factors in integrating Hebei folk songs into children's chorus teaching. (4) The integration of Hebei folk songs into children's chorus is a trend of teaching development.

Key words: Hebei folk song, folk song teaching, children's chorus, teaching practice.

Introduction

Research background

Under the current background of attaching so much importance to the communication of traditional music, Hebei folk song, as an important part of traditional music, has also been attached importance by teachers and entered the primary school music class. Hebei folk songs absorb the characteristics of various northern folk songs, Hebei folk songs do not need special props in the singing process, there is no too complicated singing skills, Hebei folk songs are easier to be accepted and learned by the public. It is very necessary for the spread and

¹ Department of Fine Arts, International College, Krirk University, Bangkok, Thailand, 1017881055@qq.com

² Department of Fine Arts, International College, Krirk University, Bangkok, Thailand

development of Hebei folk songs, but we still have some shortcomings in its practice.

Research motivation

Based on the researcher's own teaching experience and existing resources, this paper summarizes the research motivation of this study, which can be divided into three points: (1) At present, from the academic front, there are few researches on children's chorus based on local folk songs. (2) In the previous studies, Hebei folk songs, children's chorus and music teaching were not combined together. (3) Provide implementation strategies for integrating Hebei folk songs into children's chorus teaching by understanding the current situation of music teaching in primary schools.

Research objective

On the basis of integrating children's chorus, this study aims to promote and spread Hebei folk song chorus. This paper analyzes and probes into relevant theories such as the practical teaching research of Hebei folk songs into children's chorus, and makes clear the research content. Combined with the national policy and the current social development situation, the research methods are literature, field investigation, experimental observation and in-depth interview. Through literature discussion, the research direction was found, curriculum promotion was carried out in combination with school curriculum Settings, a communication program of Hebei folk songs in primary schools was designed for it, and the program was tested in practice, so as to open up a new path for the communication practice of ethnic traditional music, put forward education and teaching suggestions, and lay the foundation for subsequent research.

Research Questions

This study takes the primary education of children's chorus as the perspective, explores the essence of Hebei folk music, introduces it into the school classroom for campus practice communication, and makes in-depth thinking and research on teaching practice in view of its current situation in school communication.

The questions to be studied are put forward:

1. What is the current situation of Hebei folk songs integrated into children's chorus teaching?
2. What are the existing problems and influencing factors of integrating Hebei folk songs into children's chorus teaching?
3. How to conduct local music culture education for primary school students in the form of children's chorus?

Results and analysis of questionnaire survey

In the process of the research, the data was investigated by using the online questionnaire filled in by gold data, and the statistics were carried out through multiple statistical data. After the questionnaire is collected, SPSS is used for professional data analysis, and corresponding data is obtained through analysis, which has certain research value and high credibility, reliability and validity. Questionnaire data collection Researchers predicted the students' questionnaires and

formally tested them.

In 15 primary schools in Shijiazhuang City, 2,585 students were surveyed, but 2,580 questionnaires were recovered, among which 2,537 were valid, and the effective rate reached 98.3%, which was statistically significant. Three schools were selected in each of the other three cities in the province for investigation. However, the data is not as high as that in Shijiazhuang, and the effective rate of the questionnaire is 92.3%. Some problems appeared in the process of issuing the questionnaire: some questions were too open, and some students could not understand them; Some questions were repetitive and not directed enough. Based on the problems that lower grade students can't understand, the questionnaire has been modified and adjusted for many times, and has been improved for many times.

Table 1 Students' questionnaire about the current situation of folk song teaching in primary schools in Shijiazhuang City

No. Item	Stratified sampling	Number of schools (schools)	Number of classes (per class)	Number of students (people)	Questionnaire issued (copies)	Return questionnaires (copies)	Valid questionnaire (copy)	Effective (%)
1	Hashixi District	3	13	510	510	509	508	99.8
2	Xinhua District	3	10	500	500	500	481	96.2
3	Chang'an District	3	10	517	517	515	504	97.8

4	Yuhwa District	3	11	524	524	522	513	98.2
5	Hightech Zones	3	13	534	524	524	521	99.4

Source: Collated in this study

As for the questionnaire of music teachers: A total of 24 schools were investigated, including 3 in each of the five districts of Shijiazhuang City, and 3 in each of Tangshan City, Qinhuangdao City and Chengde City, with a total of 64 teachers. 64 questionnaires were issued, 63 were recovered, and 63 were valid. The effective rate of the questionnaires was 98.4%, exceeding the statistical requirement of 60%, so it had statistical significance.

Table 2 The questionnaire of music teachers about the current situation of integrating Hebei folk songs into children's chorus teaching in primary schools

No. Item number	Layering Sampling	Number of schools (schools)	Number of teachers (names)	Number of questionnaires issued (copies)	Return questionnaires (copies)	Valid questionnaire (copy)	Effective (%)
1	Hashixi District	3	9	9	9	9	100%
2	Xinhua District	3	11	11	11	11	100%
3	Chang'an District	3	15	15	14	14	93.3%
4	Yuhwa District	3	9	9	9	9	100%
5	High-tech Zones	3	12	12	12	12	100%

6	Tangshan City	3	3	3	3	3	100%
7	Qinhuangdao City	3	6	6	6	6	100%
8	Chengde City	3	3	3	3	3	100%
Total	8	24	64	64	63	63	98.4%

Source: Collated for this study

The questionnaire about the integration of Hebei folk songs into children's chorus teaching was distributed to three categories; Student questionnaire, music teacher questionnaire and music group leader questionnaire, questionnaire distribution and recovery are good, the effective rate is more than 90%, so it has statistical significance.

Table 3 Questionnaire delivery and recovery table

Respondents	Giving out questionnaires (copies)	Valid questionnaire (copy)	Effective (%)
Student	3871	3691	95.3
Elementary School Music Teachers	64	64	100
Primary School Music Team Leader	24	24	100

Source: Collated for this study

Further analysis is made from the perspectives of student level, music teacher teaching level and music teaching research team leader management level. The survey results are as follows:

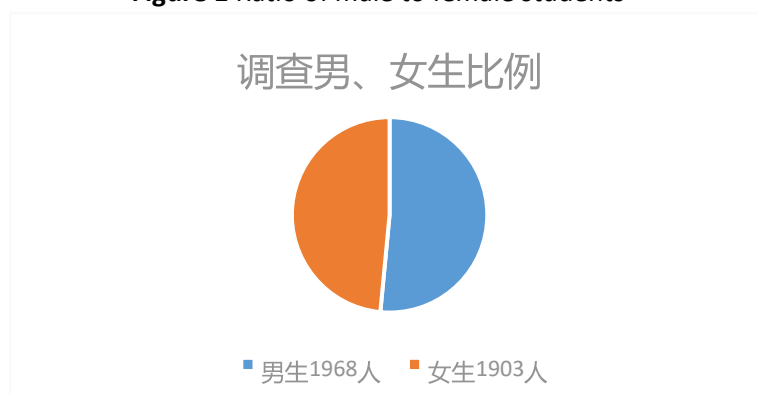
(1) Study level survey results and analysis

(1) Learning background

In terms of learning background, it is undeniable that there are some differences between different regions in Hebei Province in terms of teachers' ability level and the quality of school students. In this study, different grades of primary schools are selected for sampling survey. According to the total number of selected classes and students, our

survey accounts for 8%-15% of the total number of students. Sampling survey is carried out in grades one, three and five of primary schools. Among them, female students accounted for 48.4% and male students accounted for 51.6%. According to the high, middle and low grades of primary school study, the results of the survey are authoritative. From the learning point of view, the relative balance of male and female students is good for the teaching of children's chorus of folk songs, especially for the distribution of voice parts, the sound is more balanced, and the rehearsal formation is relatively more beautiful.

Figure 1 Ratio of male to female students



Source: This study collates

In the process of integrating Hebei folk songs into children's chorus, we can divide the curriculum into conventional courses and nonconventional courses. The regular course refers to the normal music lessons in the school, while the unconventional course refers to the choir and associations in the school in addition to the normal music lessons.

(2) Analysis of learning attitude and purpose

Through the analysis of learning attitude and purpose, we can clearly see the students' self-will in the process of learning Hebei folk songs. On the whole, a positive attitude will play a good effect on the learning effect and a clear purpose can make

students learn more deeply and remember more deeply.

Table 4 Descriptive statistics of learning attitude and purpose

Title	Number of people	Minimum	Maximum	Mean value
Like Hebei folk songs	3691	1.00	5.00	4.018
Preferred type of music			4.00	2.475
Understanding of Hebei folk songs			4.00	3.394
Attitude towards				
learning Hebei folk songs			5.00	4.013
Classroom positivity			5.00	3.299
The experience of learning Hebei folk songs			4.00	3.033

Source: Collated in this study

The above table shows that the students' love degree and attitude towards learning Hebei folk songs are relatively high, and they are more positive and optimistic. Through the experience of learning Hebei folk songs, we can see that the relatively moderate value can be said to have basically achieved the teaching purpose.

(3) Learning content and learning methods

In the investigation of students' learning content and methods, we analyze through three main ways: Hebei folk song listening, Hebei folk song singing and Hebei folk song music culture. In the investigation, according to Hebei folk song singing melody, folk song lyrics, local dialect, singing taste, folk customs and other observation points further analysis. From the data, we can see that the students are very interested in local dialects, history and culture, and folk customs, so the scores are relatively high. Students also like the melody of Hebei folk song very much. Unlike modern pop music, Hebei folk song is more catchy and has local ethnic flavor. On the contrary, students do not have a good understanding of the lyrics, which is of course understandable. The classification of Hebei folk songs is difficult for students to understand thoroughly even if they know it, and the local flavor of Hebei folk songs is more intense.

Table 5 Descriptive statistics of learning content and methods

Title	Number of People	Minimum	Maximum	Mean
Do Hebei folk songs				
have good tunes	3691	1.00	5.00	4.056
Do you like Hebei			5.00	3.842
folk song dialect				
Feelings of Hebei				
folk song lyrics			4.00	1.635
Learn to sing Hebei				
tunes			4.00 folk	1.974
Learn to sing Hebei				
song dialect			4.00 folk	3.241
Learn to sing Hebei				
song taste			4.00 folk	1.823
Learn the understanding of				
Hebei folk songs to the national history			4.00	3.116
Learn the understanding of				
customs of Hebei folk songs			4.00 folk	3.262
Learn the understanding of				
Hebei folk songs to			4.00	3.451

Source: Collated for this study

The above table shows that students think Hebei folk songs have the highest score from the perspective of audiovisual degree, and the

lyrics of Hebei folk songs have the lowest score, indicating that the lyrics of Hebei folk songs are not very understandable to primary school students, and are seriously out of touch with the life of primary school students. Relatively speaking, the score of melody is also relatively low, which is difficult for students and different from the music style that students come into contact with.

Table 6 Descriptive statistics of learning evaluations and outcomes

	Population	minimum	Maximum	Mean
			5.00	3.658
			4.00	2.481
			4.00	2.539
			5.00	4.501
			5.00	3.924
Can you sing a good song	3691	1.00	4.00	3.158
rhyme			5.00	4.219
How much can you recite			5.00	3.801
The best number of Hebei folk			4.00	2.802
songs to sing			5.00	3.314
Does the teacher sing			5.00	3.284
well			4.00	3.614
Did you sing better after				
learning				
The situation of teachers in				
Hebei folk song teaching				
Are the Hebei folk songs in the				
textbook good				
Are the folk songs in the				
textbook simple				
The number of Hebei folk songs in				
the textbook				
Is there much content in the				
school's publicity				
column				
Are there many club activities				
The music played by the radio				
station				

Source: Collated in this study

As can be seen from the table above, the students think that the Hebei folk songs in the textbooks are more popular among students, and they think that the songs in the textbooks sung by the teachers are more beautiful. The repertoire of Hebei folk songs that students are best at singing is relatively small. In addition, students generally think

that the number of Hebei folk songs in the textbook is small. Through the teaching of Hebei folk songs, most of the students think that singing Hebei folk songs is more pleasant after learning.

Table 7 Self-evaluation of students

Students' self-evaluation of Hebei folk song singing charm	Very bad 8.3%	Not good 13.3%	Fair 30.3%	That's better 38.2%	Very good 9.9%
Students' self-evaluation of singing Hebei folk songs	Charm 27%	Dialect 22%	Feelings 37%	Acting 14%	
Students' self-evaluation of the number of Hebei folk songs sung by back	0 songs 18%	1-3 first 43%	24% for 4-6 songs	15% for 7-9 songs	

Source: Collated in this study

There are three aspects to the self-evaluation of the students: the first one: singing level; The second aspect: the number of back singing; The third aspect: singing specialty. As can be seen from the table, 27% of the students think they have performed well in Hebei folk songs, 22% of the students think they have performed well in Hebei folk songs local dialects, 37% of the students think they have performed well in the emotional expression of folk songs, and 14% of the students think they have performed well in the performance of Hebei folk songs. As can be seen from the table, 18% of the students can not sing any Hebei folk songs by heart, which shows that the students' understanding of Hebei folk songs is very weak, 43% of the students can sing 1-3 songs by heart, 24% of the students can sing 4-6 songs by heart, and 15% of the students can sing 7-9 songs.

To sum up, in terms of self-evaluation, students are relatively satisfied with their own singing of folk songs and the emotional expression of Hebei folk songs. However, more than half of the students can not sing 4-6 Hebei folk songs by back. The reasons will be further investigated and studied in the follow-up interview and observation. Students' self-evaluation can objectively and truly reflect the students' learning of Hebei folk songs, and reflect and summarize them through self-evaluation, which is conducive to the wide dissemination of Hebei folk song music culture.

Table 8 Students' evaluation of teachers

Students' evaluation of teachers' singing level of Hebei folk songs	Ugly 5%	Average 9%	Nice 13%	Very nice 73%
Students' evaluation of teachers' teaching level of Hebei folk songs	Poor 7%	Average 9%	More Vivid 16%	Very funny 68%
Students' evaluation on teachers' teaching effect of Hebei folk songs	No 2% at all	Average 18%	More pleasant 38%	Very good 42%

Source: Collated by this study

The above table shows that the students are satisfied with the teacher's singing ability as a whole, and most of them think it is very good. As for the teaching level of the teachers, two-thirds of the students think it is very interesting, and only 7% of the students think it is poor, which is also related to the major of the teachers.

The students' evaluation of the teaching effect is moderate, there is no denying that Hebei folk song is difficult for primary school students, and the effect evaluation is not high, more than two fifths of the people think that the teaching effect is very good. The teachers have been well received by the students in their teaching practice. In the implementation of the specific process, the basic can do not take the subject as the standard, but "pay attention to people", pay attention to the emotional experience of students, the implementation of the new curriculum reform of "teaching advocate emphasis on conclusion and more emphasis on process" teaching concept.

The teaching materials used by students are also a very important part, and the students' experience, effect and evaluation of the use of teaching materials are very important in the whole learning process. The students investigated the selection, difficulty and number of songs in the textbook. The results are as follows:

Table 9 Students' evaluation of the textbook

Students' evaluation on the selection of Hebei folk songs in the textbooks	Ugly 3.4%	Average 4.1%	Better 27.5%	Very nice 65%
Students' evaluation of the difficulty of Hebei folk songs in textbooks	Difficulty 6.7%	Moderate 25.4%	Relatively easy 61.2%	Very easy 6.7%
Students' evaluation of the number of Hebei folk songs in the textbook	The number is very small 13.6%	Moderate quantity 49.3%	The number is 23.3% higher	Overquantity 13.8%

Source: Collated in this study

As can be seen from the above table, through the teaching of students, most of the students think that Hebei folk songs are very pleasant to listen to. As for the difficulty level of Hebei folk songs selected, most of the students think that they can understand and accept. It can be seen that the vast majority of students can

successfully carry out the teaching and learning of Hebei folk songs, and a very small number of students have difficulty in learning Hebei folk songs, which of course has a lot to do with their learning attitude. The survey of middle school students' evaluation of teaching materials can be seen from three aspects: first, the selection of Hebei folk songs; Second, the quantity of Hebei folk songs; The third aspect is the difficulty of Hebei folk songs.

In the evaluation of campus culture, students evaluate it through three aspects: publicity and display, school associations and campus radio. The content of Hebei folk songs can be said to be little in the propaganda column of the school, and the construction of campus culture about Hebei folk songs propaganda and display is very low; In the investigation of folk song associations, it is found that the activities of Hebei folk song chorus associations are abundant, which is better than the publicity and display; In the investigation of music broadcast on campus radio, the students think that the amount of Hebei folk music played on campus radio is less, they often play western classical music, European and American pop music and modern pop music.

(5) Conclusion

Through the above investigation of primary school students in Shijiazhuang, Hebei Province and three other cities, we can know that the influence of modern pop music on the ideology and behavior of contemporary students can be seen everywhere, and modern pop music has become the most important content for primary school students to listen to music. It can be said that there are great obstacles to the spread of Hebei folk songs. In the process of promoting Hebei folk song learning, students are not interested enough in learning Hebei folk songs, and they do not build up their self-confidence in national culture through learning Hebei folk songs.

To sum up, at the learning level, students' cognitive ability can be understood through the level of teachers with learning background. In terms of learning attitude and purpose, they have a positive attitude, which is difficult for the purpose of teaching, but they can basically achieve the goal through the joint efforts of teachers and students; From the perspective of teaching content and teaching method, it seems that they are not adapted to the teaching content. Both teachers and students are unfamiliar with the teaching content. The teaching method breaks through the conventional teaching mode and

the previous education and teaching concepts. In terms of learning evaluation and learning results, it is relatively optimistic.

(2) Teaching level survey results and analysis

(1) Teachers' background

Through the analysis of teacher background data, the author comprehensively understands the basic situation of the teachers participating in the survey through gender, age, educational background, professional title, weekly school hours, teaching age and teacher major. Through these data, more accurate analysis of the current Hebei folk song teaching level of the survey results. From the teacher background, teaching attitude, teaching goal, teaching content and other aspects of effective data analysis. The results of the investigation are analyzed as follows:

Table 10 Gender statistics of music teachers

Gender Number of people Percentage Effective percentage			
male	59	7.1	7.1
female	5	92.9	92.9
Total	64	100	100

Source: Collated for this study

The above table shows that there is a serious imbalance between male and female music teachers among the 64 primary school music teachers interviewed. Male music teachers account for 7.1% and female teachers account for 92.9%. It can be said that the vast majority of them are female music teachers. At the same time, it also shows that male music teachers are lacking in the teaching team.

Table 11 Professional statistics of music teachers

Categories	Number of people Percentage	
Vocals	14	33.3
Western instruments	8	19
Ethnic instruments	3	7.1
Modern pop	2	4.8
Chorus Conductor	2	4.8
Dance	7	16.7

Other	6	14.3
Total	42	100

Source: Collated for this study

The above table shows that among the 42 music teachers surveyed, 14 teachers of vocal music major accounted for the heaviest proportion, accounting for 33.3%. The teachers of western Musical Instruments and dance accounted for the most. On the whole, more vocal music teachers have certain advantages and promote the integration of Hebei folk songs into children's chorus teaching.

Table 12 Educational background statistics of music teachers

Education Background Frequency		Percentage
Undergraduate course	59	92.9
Junior college	5	7.1
Total	64	100

Source: Collated for this study

The table above shows that: among the 64 primary school music teachers interviewed, most of them have bachelor's degree, and a few have junior college degree. The overall educational level is moderate. According to the survey, there is no graduate degree. The teachers with bachelor degree account for 92.9%, the overall level is moderate, but a small part of them still have college degrees, and this part of the teachers are constantly learning and making progress.

Table 13 Weekly class hours statistics of music teachers

More than 15 classes	26	40.5	40.5
10-15 verses	29	45.2	45.2
5-10 verses	6	9.5	9.5
Under 5 verses	3	4.8	4.8
Total	64	100	100

Source: This study collated

The table above illustrates that the vast majority of teachers have 10-15 classes per week, and some backbone forces have more than 15 classes. It can be concluded that the primary school music classroom has a relatively heavy task. In addition, because there are some old

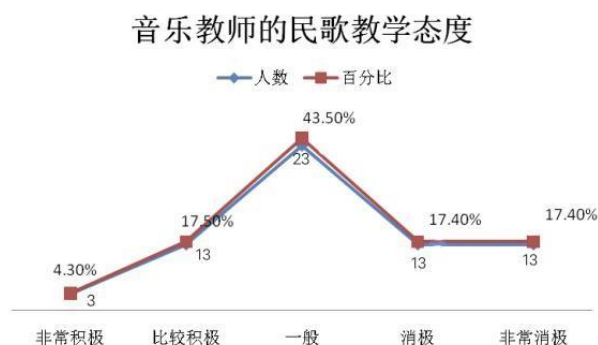
teachers, take care of their health, so the curriculum arrangement is less.

From the perspective of teachers' background, there is a big difference in the ratio

of male to female teachers, and most of them are female teachers. As a whole, teachers have a large number of class hours, most of them have bachelor's degrees, and the overall level is moderate.

(2) Analysis of Teaching attitude

Figure 2. Music teachers' attitude towards folk song teaching



Source: Collated in this study

As shown in the figure, music teachers do not seem to be very good at folk song teaching. Influenced by many factors, one fifth of the teachers with bonus are very opposed to folk song teaching. In addition, another fifth of the teachers are not good at Hebei folk song in their personal will, so their teaching attitude is also negative. Less than one twentieth of the teachers are very positive, which fully indicates that the teachers really do not like the teaching of folk songs.

The reasons can be summarized as follows: First, teachers have little exposure to traditional Chinese music during their study period. Except for the teachers of folk music, other teachers have adopted the western teaching mode during their study period, and the teachers are not adapted to the teaching of Hebei folk songs. Second, there are relatively few teachers who learn folk songs themselves, and their majors are too different to be proficient in everything, which fully shows that teachers need to constantly study hard to improve themselves after employment. Third, the teachers themselves do not like the local music culture in Hebei, and they have received little related education since childhood.

(3) Analysis of teaching objectives

In the investigation of folk song teaching objectives, the author analyzes the emotions, attitudes and values of primary school music teachers. The statistics and

sample distribution are shown in the table:

Table 14: Questionnaire of folk song teaching objectives

Contents	Number of people	Minimum	Maximum	Mean
What kind of music do you like				2.03
Teachers' attitudes in children's voice teaching				1.83
Students' attitude towards Hebei folk song learning	64	1.00	4.00	1.85
Spreading the national Spirit				1.93
Spread national culture				2.58
Spreading national feelings				

Source: Collated in this study

As shown in the table above, in the survey of Hebei folk song teaching objectives, students' attitude towards Hebei folk song learning has the highest score, while teachers' attitude towards children's voice teaching has the lowest score. Therefore, it can be inferred that teachers' attitude has some negative emotions and the teaching state is not good. It is generally believed that the integration of Hebei folk songs into children's chorus teaching plays a good role in promoting the dissemination of national emotions.

(4) Analysis of teaching content

The investigation of Hebei folk song teaching content is analyzed from three aspects: folk song singing skills, singing style and folk song culture. Through these three aspects, the teaching content of Hebei folk songs is deeply analyzed from multiple perspectives, such as timbre training, cavity training, character training, dialect processing, charm processing, emotion processing, folk song history, folk song custom and national spirit.

Table 15 Investigation of Hebei folk song teaching content

	Number of People	Minimum	Maximum	Mean
Tone training				2.83
Cavity training				3.54
Enunciation training				2.51
Dialect processing				3.26
Flavor processing	64	1.00	5.00	2.67
Emotional processing				2.23
Folk song history				2.42
Folk customs				2.64
National spirit				2.13

Source: Collated in this study

The above table shows that in teaching, the training content of timbre is mostly, which reflects that teachers pay more attention to the training of singing techniques and skills in the teaching process. National spirit and emotional processing are least reflected in the teaching content, which also reflects the ideological and political content of the course should be reflected in the teaching, which is consistent with the current education form.

Figure 3. The percentage of words, charm and emotion processing in folk song teaching

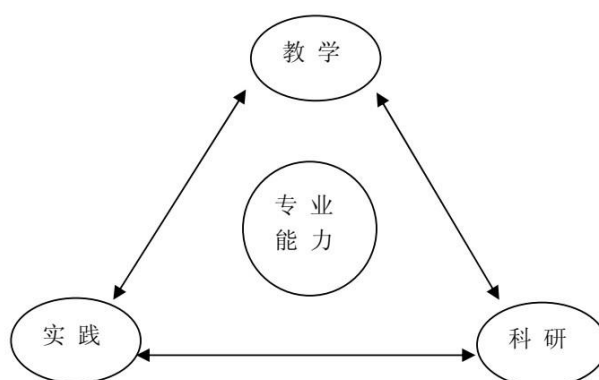


Source: This study collated

As is shown in the figure, only 17% of teachers think it is very important in teacher training, 83% of teachers do not put the enunciation in the first place, as a very important part of the teaching content, it is still necessary to improve the enunciation. In the handling of teaching singing charm, only 19% of the teachers think it is very important, and only 7% of the teachers think it is important in the emotional

processing of folk song teaching. Most of the teachers did not pay much attention to the charm and emotion processing of singing.

Figure 4 The figure of teachers' professional competence in folk song teaching



Source: Collation of this research

(5) Analysis of teaching methods

The investigation of folk song teaching methods can be seen from three aspects:

first, folk song experience; Second, imitation; Third, the comprehensive aspect of the analysis.

In the experience of folk songs. This kind of teaching method is based on the experience of running the cavity, the experience of charm and the experience of language. According to the survey, only 36% of the teachers regard the experience of embellishing folk songs as the focus of Hebei folk song teaching; 24% of the teachers can take the singing charm experience of Hebei folk songs as the focus of teaching; 24% of the teachers took the language experience of folk songs as the focus of their teaching. In terms of imitation. Let the students imitate the teacher to achieve the imitation of Runqiang, the imitation of singing charm, the imitation of language. These aspects are mutually supportive and indispensable. In the comprehensive aspect. In the context construction, Hebei folk song singing and Hebei folk song association to investigate these three points. In the teaching of Hebei folk songs, we must pay attention to the construction of folk song scenes, so that students can feel the real feeling of being immersed in singing authentic folk songs. The school allows students to learn folk songs through various forms such as choir, and these ways are constantly applied and practiced in Hebei folk song teaching.

Figure 5: Hebei folk song music teaching for primary school students



Source: This study collated

In the teaching method, we still have no unique style characteristics, or rely on the traditional vocal music teaching. Through in-depth interviews with teachers, we know that Hebei folk song teaching is indeed a shortcoming of music teachers. More than 90% of the music teachers, whose professional background is Western classical music education, have not received a complete and systematic folk song music education. They have made great progress in folk song singing and teaching ability.

This is the actual difficulty faced by teachers, so there are obstacles in the teaching of Hebei folk songs.

(6) Conclusion

In the promotion and teaching process of Hebei folk song curriculum, music teachers have a positive and positive emotional attitude, which can enhance students' national, cultural and emotional cognition in Hebei folk song music, and promote the correct guidance of students' values. Each teacher has a different emotional attitude towards Hebei folk song teaching, which will affect the students. Some teachers prefer folk song teaching, while some teachers reject it. In the classroom, teachers have their own unique opinions on the dialects and accents of different regions, and the teaching techniques should be in line with students' understanding and appreciation level while imparting to students, which should be neither original nor practical. From the teaching result level, there are many students can not achieve 4 to 6 Hebei folk songs back. From the school level, the school leaders pay far less attention to folk songs, and the construction of campus culture about Hebei folk songs is quite lacking. There are a

series of problems and deficiencies in the integration of Hebei folk songs into children's chorus teaching.

To sum up, objectively speaking, Hebei folk song teaching in primary schools mostly adopts western music teaching method, and the teachers' folk song teaching ability and national cultural accomplishment are weak, and the effect of folk song teaching is not good. In this section, the background of teachers, teaching attitude, teaching objectives, teaching content and teaching methods are deeply studied.

(3) The management level analysis of the leader of music teaching and research

In the previous analysis on the teacher level, we can already see the teacher's gender, age, major, weekly class hours and teacher's title and other simple information, which is necessary for managers to master these basic information. Through the statistics of these basic teachers, a solid foundation has been laid for the leader of music teaching and research to carry out related work. The teaching and research leaders should master and analyze the organizational training of music teachers, the establishment of campus hardware and software facilities, and the evaluation of teachers' teaching.

(4) Conclusion

From the perspective of students' learning, students' recognition of Hebei folk songs is low before learning, and they have more understanding of Hebei folk songs after learning the course. The students are very interested in the local dialect and music culture of Hebei, but they are far from the national cultural consciousness and self-confidence. Students learning Hebei folk song children's chorus can not only understand the spirit of cooperation through chorus, but also open the door of Hebei folk song music culture for students, so that students who are interested in folk song music can guide them to further study.

From the perspective of teacher teaching, the primary school music teachers are mainly educated by western education methods, and they do not learn enough about folk music, so they do not have a positive attitude towards Hebei folk song teaching. In the process of teaching practice, there are many shortcomings and problems. The workload of music teachers is heavy. One teacher has to lead more than a dozen classes, but the opening rate of senior classes is insufficient, especially in the half year after graduation. The teachers' ability of Hebei folk song teaching is still insufficient, as well as their belief and teaching ability in Hebei folk song teaching.

From the management level, the integration of Hebei folk songs into children's chorus folk song teaching: the education authorities in various regions do not pay enough attention to the teaching level of

Hebei folk songs, and there are few opportunities for music teachers to conduct relevant training and further study of Hebei folk song chorus. In addition, the construction of Hebei folk songs on campus culture is relatively small. Although I have more possibilities to change the status quo as a teaching and research leader, I can't significantly change and improve many conceptual problems.

To sum up, music teachers are weak in folk song teaching, and students have difficulties in singing folk songs

The learning effect is not satisfactory. Teachers' training and campus culture construction related to folk songs are not paid attention to

The effective inheritance of school music education is restricted and hindered.

Conclusion

The corresponding research results are as follows: (1) It is of great value to integrate Hebei folk songs into children's chorus practice teaching. (2) There are advantages and disadvantages of integrating Hebei folk songs into children's chorus teaching. (3) Teachers are the most influential factors in integrating Hebei folk songs into children's chorus teaching. (4) The integration of Hebei folk songs into children's chorus is a trend of teaching development.

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