

Innovative Research on the Integration of Guangxi Jing Nationality Music into Hybrid Teaching of Piano Group Classes for Chinese and Foreign College Students in Guangxi

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Abstract: This article carries out the "creative transformation and innovative development" of China's excellent traditional music culture and combines traditional ethnic music with modern teaching models. Through the online and offline hybrid teaching method of piano group lessons, Chinese students and international students in China are taught to learn Guangxi Jing nationality music. This study not only provides new ideas for the international communication of the inheritance, development and innovation of Jing nationality music, but also provides students with aesthetic education, improves students' ability to feel beauty, improves Chinese students' cultural confidence, and also improves international students in China. Improved the sense of identity with Chinese culture.

Keywords: Jing Nationality Music; Group Piano Lessons; Online and Offline Hybrid Teaching; International Students' Cultural Identity; Aesthetic Education.

1. An Overview of Jing Nationality Music

As the only maritime ethnic group in China, the Jing ethnic group is mainly distributed in Dongxing City, Guangxi Zhuang Autonomous Region. They live on the sea, and most of their culture and art are based on the sea and ocean-related themes. According to historical records, around the beginning of the 16th century, the ancestors of the Kinh ethnic group migrated from Do Son and other places in Vietnam. The migration of the Jing people is mainly to find better fishery resources and living space. In the long historical process, the Jing people have continued to grow and develop and gradually formed a unique national culture.

The music culture of the Jing people is rich and colourful, including folk songs and instrumental music. Its folk songs include sea songs, ditties, dance songs and other forms, reflecting the labour life, marriage customs and entertainment activities of the Jing people. The traditional song and dance festival, Ha Festival, is the grandest festival of the Jing people, which expresses the Jing people's reverence and gratitude to the god of the sea, and at the same time, it is also a concentrated display of the Jing nationality music, which has a history of nearly 500 years from now [1]. The Ha Festival held in the "Ha Ting" usually lasts for three days and three nights, and includes several parts, such as sacrificing to the God of Ancestral Music and praying for a good year. In each part, there are "singing ha" and dancing, and most of the songs are about myths, folklore, friendship and love. During the Ha Festival, people of the Kinh ethnic group and tourists from China and Vietnam celebrate together, demonstrating the charm and cohesion of Kinh culture [2].

Jing nationality music is an important part of Chinese national culture, with unique artistic value and cultural significance, and it is of great significance to inherit and

protect it. Jing nationality music carries the historical memory and cultural traditions of the Jing people, carries the national identity and pride of the Jing people, reflects the lifestyle, emotional expression and aesthetic concepts of the Jing people, and is an important carrier and spiritual symbol of the Jing culture. At the same time, it enriches the diversity of Chinese music and culture, and intermingles with other ethnic music, together constituting a rich and colourful Chinese music system with extremely important value. However, with the progress of the times and the development of science and technology, people's material lives have become more and more affluent, which is a heavy blow to the traditional skills of ethnic minorities. The faster pace of life and the greater pressure of life have led to the exodus of most young people, and the old generation of artists is decreasing year by year, there is no replacement for the young; the entertainment and leisure activities are constantly enriched, and the young people do not want to learn the traditional skills which are "old and worn out" in their eyes, thus leading to a lack of talents in terms of inheritance, and a low willingness to inherit; the traditional way of oral and mental teaching restricts the scope of dissemination, and the teaching is arbitrary, and the teachers' strength is very high. The emergence of such problems as teaching arbitrariness, insufficient teachers limited scale and effectiveness of teaching, etc., has led to the Jing nationality music inheritance and development facing a lot of challenges and difficulties.

General Secretary Xi Jinping has put forward the concept of "creative transformation and innovative development" on many occasions in recent years [3]. This concept aims to make China's excellent traditional culture full of vitality under the conditions of the new era. The transformation and development of the needs of the times have integrated it into the value system, lifestyle and other aspects of modern society, which has far-reaching significance for promoting cultural construction and enhancing cultural confidence. From the

perspective of social services, colleges and universities also must inherit and innovate culture. As a college teacher, the author uses existing educational and teaching resources to strengthen the educational inheritance of Guangxi Jing nationality music and transform Jing nationality music creatively and innovatively. Develop and integrate it into group piano lessons to cultivate basic music knowledge and understanding and love for national music among Chinese students and international students in China.

2. Limitations of Group Piano Lessons

Group piano classes in colleges and universities are a product of the popularization of music and art education in modern universities. The purpose of setting up group piano classes in the author's school is to better improve the humanistic quality, artistic literacy, and aesthetic ability of science and engineering students, cultivate their sentiments, relieve learning pressure, and then Promote the all-round development of students' moral, intellectual, physical, artistic and physical skills. However, at the beginning of learning piano, students have different music-related knowledge reserves. Therefore, in group piano classes, it is obvious that students have uneven musical literacy and large cultural differences, which directly lead to great differences in their acceptance of piano learning. The big difference makes teaching more difficult. The author summarizes the limitations in three aspects based on research and surveys.

2.1. Unable to Comprehensively Check Student Performance Work

Due to the limitations of its teaching format and class hours, teachers in group piano lessons cannot check students' homework one by one, which makes it impossible for teachers to fully understand the student's learning status, and the teacher's guidance is limited to pointing out the common problems of most students, which is not useful for correcting individual students. The wrong practice method can only be solved by clicking on it.

2.2. It is Impossible to Teach Students by Their Aptitude and Prescribe the Right Medicine for the Case

Piano group teaching must emphasize the unity of progress and teaching content in content, and cannot provide personalized teaching to students. This conflicts with the differences in individual students' cultures, abilities, personalities, and temperaments. For individual students, studying in an environment with a lower level than themselves will make them stop moving forward, and it is easy for them to lose interest in learning over time; on the contrary, a very small number of students fall behind because they cannot keep up with the collective learning progress. As a result, they lose their confidence in learning, and in the long run, may also cause their psychological inferiority and dislike of learning.

2.3. There are Management Blind Spots in Practising the Piano After Class

Piano learning focuses on practice, and teachers often emphasize practice after class. However, teachers have no way of knowing the time, frequency, and concentration of students practising, which makes practice after class a "blind spot" without supervision. If things go on like this, it will lead

to a serious "polarization" tendency: students who practice piano diligently will become better and better, while students who practice piano more diligently will become worse and worse if they fail to keep up with the progress. That is not conducive to students' learning, nor is it conducive to the development of teachers' teaching content.

3. An Innovative Strategy for Integrating Guangxi Jing Nationality Music into Online and Offline Hybrid Teaching in Piano Group Classes

Blended teaching is a teaching model that combines the advantages of online and offline teaching. It can fully utilize the application of information technology in teaching while maintaining the interactivity and practicality of traditional face-to-face teaching. The Ministry of Education pointed out in the "Work Points for 2022" released on February 8, 2022: "Implement strategic actions for educational digitalization. Strengthen demand traction, deepen integration, innovation empowerment, and application drive, actively develop 'Internet + Education', and accelerate and Promote the digital transformation and intelligent upgrading of education. "[4] In this context, the integration of Guangxi Jing nationality music into the online and offline hybrid teaching of piano group classes is more conducive to the inheritance and development of Jing nationality music, the improvement of the quality of piano group classes, and the culture of Chinese and foreign students. Mutual promotion and development in many aspects such as identity and cultural self-confidence.

The author carried out teaching implementation and exploration through the following four aspects:

3.1. Teaching Content:

Online explanation of the content of Jing nationality music culture. Teachers can upload relevant knowledge of Jing nationality music culture on the online course platform, including the historical origin, cultural background, musical characteristics, representative repertoire and other contents of Jing nationality music, so that students can study independently before class. For example, explaining the common scale modes, beat characteristics, singing styles, etc. of Jing nationality music and comparing them with Western music theories to help students better understand the uniqueness of Jing nationality music. Online discussion forums are set up for students to discuss what they have learned and share their understanding and feelings, and teachers can give timely guidance and feedback to deepen students' understanding of Jing nationality music culture.

Experience Jing nationality music and cultural elements offline. In the classroom, teachers can organize students to experience singing and playing Jing nationality music. For example, we invite Jing nationality music artists or experts to the classroom to perform live singing and performance demonstrations, allowing students to experience the charm of Jing nationality music up close. Students can learn the singing skills of Jing nationality songs from artists, or try to use Jing nationality instruments, such as Duxian Qin, to experience their unique playing methods. Students can also be arranged into groups, based on the melody or rhythm of Jing nationality music, and use piano playing skills and techniques to adapt and create practice in Jing nationality music. The piano can also be arranged to perform in an ensemble with other musical

instruments (such as the duxianqin) to cultivate students' innovative and practical abilities.

3.2. Teaching Methods:

Online video teaching demonstration. Teachers can record a demonstration video of the piano repertoire of Jing nationality music and upload it to the online teaching platform, which solves the limitation of time and space of the course, and students can watch the video at any time to learn. In the video, the teacher can explain in detail the playing skills, techniques, rhythm processing, emotional expression, etc., to help students better grasp the key points of the piano repertoire of Jing nationality music, which solves the problem that the traditional classroom is unable to control the students' acceptance ability. After learning, students can upload their performance videos to the platform to share and communicate with teachers and other students. Teachers and classmates can make comments and suggestions on students' performances to help students find deficiencies and make timely improvements.

Offline group cooperative learning. Students are divided into different groups, and each group chooses a piece of Jing nationality music repertoire for in-depth research and study. The group members will divide the work in terms of analyzing the content of the repertoire, practising the playing skills and designing the stage performance, and each group will be responsible for its part, in cultivating the students' teamwork and communication skills through group cooperative learning. At the same time, we organize inter-group competitions or performances, so that each group can show their learning results in class. Through competitions and performances, students' motivation and sense of competition can be stimulated, and at the same time, students can also improve their playing level and performance ability in practice.

3.3. In Terms of Teaching Resources:

Construct a database of Jing nationality music and piano teaching. Collect and organize relevant music scores, audios, videos and other materials of Jing nationality music, and build a piano teaching database of Jing nationality music. The database can include traditional Jing nationality music repertoire, piano music adapted from Jing nationality music, Jing repertoire with Jing instruments and piano ensembles, etc., providing rich educational resources for teaching. At the same time, the database is constantly updated and improved, and excellent works and teaching cases of teachers and students are included in the database for other teachers and students to learn and refer to.

Compile the Jing nationality music piano school textbook. Combining the characteristics of Jing nationality music and the learning needs of domestic college students and international students in China, a school-based piano teaching material of Jing nationality music suitable for Chinese and foreign college students was compiled. The content of the teaching materials can include an introduction to Jing nationality music background, theoretical knowledge, piano performance skills, repertoire analysis, practice methods, etc., to provide a systematic teaching basis for teaching. In the teaching materials, QR code links that can obtain relevant audio, video and other multimedia resources are added to facilitate students to study and appreciate at any time.

3.4. Assessment and Evaluation:

They diversified assessment methods. Change the traditional assessment method based on test scores to a diversified assessment method to comprehensively evaluate students' learning outcomes. The assessment content includes online learning participation, homework completion, performance level, group cooperation performance, creative ability, etc. For example, online assignments and tests are set to test students' mastery of the theoretical knowledge of Jing nationality music; through the assessment of group cooperation projects, students' teamwork and innovation abilities are tested; in the final exam, students are required to perform piano pieces of Jing nationality music—test students' performance level and artistic expression.

Combine process evaluation with summative evaluation. Pay attention to the evaluation of students' learning process, promptly discover problems and deficiencies in students' learning process, and provide guidance and help. For example, teachers can evaluate students' learning process based on their learning records on online learning platforms, comments in discussion forums, etc.

At the same time, combined with summative evaluation, students' learning outcomes are comprehensively evaluated. Process evaluation and summative evaluation each account for a certain proportion to comprehensively evaluate students' performance and promote students' all-round development.

4. The Significance of Integrating Guangxi Jing Nationality Music into Online and Offline Hybrid Teaching of Piano Group Classes

4.1. Carry Forward the Unique Value of Jing Nationality Music and Promote the Inheritance and Development of Jing Nationality Music

Guangxi Jing nationality music has many unique values. Jing nationality music has artistic and aesthetic value. Its music melody has a maritime flavour, and its singing voice is mellow and gentle. The tone and playing method of the representative instrument Duxianqin are very distinctive. Many lyrics play a role in inheriting moral norms and national spirit. , they all witnessed the development of the nation and the integration of cultures. Jing nationality music has contemporary value and plays an important role in promoting the development of cultural tourism and promoting cultural exchanges and innovation. At the same time, there is also an urgent need for the inheritance of Jing nationality music. Impacted by changes in modern culture and language environment, young people lack interest in and understanding of ancient skills, which is a huge problem in inheritance. Integrating Jing nationality music into the practice of hybrid teaching in group piano classes can greatly expand the promotion of Jing nationality music, innovate the publicity method, condense the cultural value and aesthetic value, and make it become music that is more likely to be loved by young people., thereby promoting its better inheritance and development.

4.2. Optimize the Online and Offline Hybrid Teaching Content of Piano Group Lessons

Jing nationality music can increase the diversity of piano

music in repertoire resources. In terms of teaching methods, it can innovate by designing teaching activities based on Jing nationality music, such as situation creation, group cooperation and exploration, and using online platforms to build databases and carry out interactive exchanges. Teaching; in terms of improving students' comprehensive literacy, can cultivate students' musical perception and expression, and promote cross-cultural understanding and communication, including allowing students to experience delicate emotions, show unique styles, learn cultural connotations, and conduct cross-cultural communication practices.

4.3. Enhance College Students' Interest in Class and Enhance Cultural Confidence

Jing nationality music is integrated into the online and offline hybrid teaching of collective piano classes. Its unique music style can stimulate students' curiosity, and the integration of multiple elements can stimulate the desire to explore, enrich the learning experience, and enhance students' interest. Creating a lively atmosphere through online and offline interactions and situational teaching allows students to fully experience the charm of China's excellent traditional culture, which plays an important role in improving the cultural confidence of Chinese students.

4.4. Help International Students Understand Chinese Culture and Promote Cultural Identity

Jing nationality music is integrated into the online and offline hybrid piano collective teaching class, breaking down cultural barriers through music, the common language of mankind, so that young people of different cultures, different nationalities, and different beliefs from all over the world can become a part of China. Classmates, friends. For international students in China, this provides a diversified and all-round introduction and explanation for them to learn about China's excellent traditional culture, enabling them to objectively and deeply understand the culture of China's ethnic minorities from multiple angles and aspects, and improve their A deeper practical understanding of China's excellent traditional culture. In this process, international students in China are encouraged to respect and appreciate multiculturalism, and the continuously improving cultural awareness helps to generate cultural resonance, and cultural resonance can gradually establish cultural identity [5]. The recognition of music is an important manifestation of cultural identity, and music is also an important carrier of promoting cultural identity.

5. Conclusion

This article focuses on innovative research on the integration of Guangxi Jing nationality music into the hybrid teaching of piano group classes. It summarizes many issues through the online and offline hybrid teaching of piano collective classes and carries out practical innovation and reform of these issues from a new dimension so that it can not only promote The value of Jing nationality music promotes the inheritance and development, optimizes teaching content, enhances college students' cultural confidence, helps international students understand China, and promotes cultural identity.

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