



Research on the Teaching Practice of the Korean Folk Song “*Platycodon Grandiflorus Ballad*” in Primary School Music Classroom——Taking Jilin Yanbian C School as An Example

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Abstract. In order to better teach a Korean folk song, educators must have a deep understanding of the historical background, lyrics, music characteristics, and other aspects behind the work. Therefore, for further exploration of this topic, the author also draws on and learns from the research experience of predecessors. This article takes a Korean folk song "*Platycodon Grandiflorus Ballad*" as an example, and combines the overall musical characteristics of the Korean ethnic group with the creative background of the song; The insights and insights from the teaching practice of "*Platycodon Grandiflorus Ballad*"; And the role of ethnic minority folk songs in the teaching process; Gradually analyze the above three large boxes, so that I can not only better grasp the style and artistic conception of music in teaching ethnic minority songs in the future, but also better teach students different styles of works.

Keywords: Korean Ethnic Group, Teaching Experience, Ethnic Minority Folk Songs

1 Introduction

The Korean people, also known as the Goryeo people, are distributed in the three north-eastern provinces and other areas, mainly concentrated in the Yanbian Korean Autonomous Prefecture of Jilin Province. The Korean people refer to folk songs as "folk songs", with beautiful melodies, smooth melodies, and great expressive and infectious power. They are a nation that is skilled in singing and dancing, and has a rich historical and cultural heritage. [1] This article takes Jilin Yanbian C School as an example, which is located in Yanji City, the capital of Yanbian Korean Autonomous Prefecture in the eastern part of Jilin Province, Northeast China. Yanbian Korean Autonomous Prefecture is a gathering place for Chinese Korean people. Yanbian Prefecture has a simple and honest folkway, and the Korean people are skilled in singing and dancing. They value culture and education, and are enthusiastic and hospitable. Yanbian Prefecture is renowned as the "Hometown of Song and Dance" and the "Hometown of Education".

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[2] In previous survey reports, it has been shown that the Chinese people have a low level of understanding of the Korean ethnic group, and the penetration of ethnic culture in students' classrooms is also relatively low, resulting in many students not being influenced by ethnic minority culture. [3] Therefore, the research purpose of this project is to expand the influence of other ethnic minorities such as the Korean ethnic group, so that the excellent Chinese ethnic culture can be inherited and promoted, and thus permeated into the classroom, Enable students to understand and learn about ethnic minority cultures from an early age.

The research method of this topic is mainly based on case teaching method. The author personally conducted case teaching at C School in Yanbian Korean Autonomous Prefecture, Jilin Province, and conducted singing teaching for primary school students using the Korean ethnic group as an example. [4]

2 Overview of the Korean Folk Song "*Platycodon Grandiflorus* *Ballad*" in Primary School Music Singing Class

2.1 Basic information of teaching objects

The author personally went to C School in Yanbian Korean Autonomous Prefecture, Jilin Province to teach Korean songs to students in grades 3-6 of primary school. C School is a mixed ethnic school that combines Han and Korean ethnic groups, with most of the students being Korean and a small number of students from other ethnic groups. The age range of students is approximately 7-10 years old. In the teaching process, the proportion of students from the Han and Korean ethnic groups is basically the same, because they are elementary school students, young, naive, lively and active.

2.2 Overview of the textbooks used and "*Platycodon Grandiflorus* *Ballad*"

The "*Platycodon Grandiflorus* *Ballad*" is selected from the third grade first volume of the compulsory education curriculum standard experimental textbook "*Music*" (Renyin Edition). The "*Platycodon Grandiflorus* *Ballad*", also known as "*Doraki*" (Korean: 도라지), is an ancient folk song widely known on the Korean Peninsula and China. It is generally believed to originate from North Korea, but in reality, it should be a Gyeonggi do folk song. It is a folk song that expresses family and love with the plant *Platycodon Grandiflorus* as the object. *Platycodon Grandiflorus* is a wild vegetable that the Korean people love to eat. Korean folk songs are smooth and cheerful, and when listening to Korean folk songs, they often associate it with dancing Korean girls. The Korean folk song "*Platycodon Grandiflorus* *Ballad*" is beautiful and melodious, full of dance characteristics. The song adopts a 3/4 beat and the music is lively and clear. [5] This folk song consists of seven lines, with the third, fourth, and sixth, seventh lines being repetitions and variations of the first and second lines. The fifth line is interspersed with interludes, and the melody has also changed and adjusted. The entire folk song has both unity and variation before and after. This song has a strong dance style,

and the music is clear and lively, vividly portraying the lively and hardworking image of Korean girls.

3 Teaching Practice of "*Platycodon Grandiflorus* *Ballad*" in Primary School Music Classroom

3.1 Teaching ideas and design

Because the song "*Platycodon Grandiflorus* *Ballad*" adopts a 3/4 beat and has strong dancing ability, the author guides students to experience the triple beat dance rhythm and ethnic language during singing, which is the core content of teaching. The teaching ideas and design are as follows: first, by watching pictures, understand the local customs and customs of the Korean ethnic group, and experience the unique scenery and characteristics of the Korean ethnic group; Then, learn to sing the Korean folk song "*Platycodon Grandiflorus* *Ballad*", learn to express and perform this song in both Chinese and Korean languages, and fully experience the inner melody of the undulating triple beat; Finally, by learning simple dance movements, one can experience the inherent rhythm of Korean dance and further appreciate the characteristics of Korean music.

3.2 Teaching process and reflection

3.2.1 Teaching process

3.2.1.1 Import

Teacher plays the Korean ethnic song and dance video "*Platycodon Grandiflorus* *Ballad*"

3.2.1.2 Introducing the Korean ethnic group

Teacher: Please observe carefully and think about it. Guess which ethnic minority girls they are?

Student: Korean ethnic group

Teacher: That's right, they are Korean people living in Jilin Province, one of the three northeastern provinces in China. They are all versatile and capable of singing and dancing.

3.2.1.3 Revealing the topic

Teacher: In the song we just played, I believe everyone is already full of expectations for our lesson today. Now, let's watch the music playing on the computer and sing in a low voice. (Complete play of "*Platycodon Grandiflorus* *Ballad*" once again)

3.2.1.4 Learning Songs

Teacher: After listening to this song, what do you think is the emotion of this song?

Student: (cheerful, joyful)

Teacher: After listening to it, the teacher can no longer bear his emotions and wants to sing. (Teacher sings in full)

What do you think of the teacher's singing?

Thank you for your encouragement, but the teacher speculates that some students may not understand the meaning of the lyrics the teacher just sang, but it's okay. I believe everyone will understand after today's class. So, do you want to learn this Korean song? If you want to learn this song, you first need to open the music password set by the Korean people, which is the unique language of the Korean ethnic group.

Next, let's learn the lyrics together. (Teaching Korean language and Chinese in order)

Everyone has learned the lyrics. Next, please bring the lyrics into the melody and give it a try with the accompanying music. (Students sing the song to the music accompaniment in full)

3.2.1.5 *Dancing to a song*

3.2.1.5.1 Learn to dance Korean dance

Teacher: Classmates sing very well. Korean people are not only good at singing, but also good at dancing. Let's enjoy their beautiful dance movements together. (Watch the music and dance video of "*Platycodon Grandiflorus Ballad*")

3.2.1.5.2 Deeply understand the rhythm of Korean ethnic dance

Teacher: Do you feel like jumping after watching this video? Next, the teacher would like to ask all the students to stand up and dance along with the song "*Platycodon Grandiflorus Ballad*" we learned today, okay?

Student: Okay!

Teacher: Now let's hold a harvest celebration concert for the Korean people!

3.2.1.6 *Ending and Expanding*

Teacher: The song "*Platycodon Grandiflorus Ballad*" is the most representative song of the Korean ethnic group. Let's listen to the famous Korean singer Kim Mei er singing "*Platycodon Grandiflorus Ballad*" and experience the unique props and movements accompanying the dance.

3.3 Teaching Reflection

3.2.1 Students have a strong sense of classroom experience and a clear level of classroom design

The *Platycodon Grandiflorus Ballad* "is a Korean folk song with dance rhythm and beautiful melody. Its ethnic music style is very strong. In this lesson, the three-beat dance rhythm is used to assist in the singing teaching process, and the teaching effect is good. The Korean music style is very distinctive, so it is difficult for elementary school students to grasp. The rhythm of the triple time is not only as simple as the number one, two, and three, but also the internal rhythm that allows people to integrate the examination into the music. During the teaching process, five different stages were designed for students to experience: preliminary experience (combining viewing and

listening); Further experience (combining viewing and listening); Experience (combining reading and singing); Experience internalization (combining imitation of actions and autonomous expression); Externalization experience (combining viewing, listening, and autonomous experience). Each level of experience is guided by the core content of teaching and coordinated with body rhythm, gradually building students' feelings and understanding of Korean characteristic music. [6] In these five experiential stages of teaching, kinesthetic, auditory, visual, and thinking activities complement each other. Experiencing, feeling, and cognition are conveyed to students from the inside out and from the outside in, fully mastering the characteristics and styles of Korean music, making the rhythm of the body more closely linked to characteristic music, making singing more lasting, and allowing ethnic music, language, and other characteristics to be passed down and carried forward from generation to generation. [7]

3.2.2 Excellent teacher-student interaction and diverse teaching methods.

The most commonly used method in music teaching is to guide students and stimulate their interest in learning. And drive students to work hard to learn. In this lesson, there are various teaching methods, and through the interaction between teachers and students, we can experience and experience the joy brought by Korean ethnic music. The combination of bilingual teaching and singing enables students to learn ethnic minority characteristic languages during the singing process, enriching and increasing their extracurricular knowledge; The unique experience of combining body rhythm with singing fills the singing process with a sense of rhythm, highlighting the music style that emphasizes the characteristics of Korean ethnic machinery; Learning songs through repeated experiences can make it easier for students to understand the internal meaning and true feelings of Korean ethnic songs; The exciting interaction between teachers and students can make the classroom more lively, make students more interested in learning, and make music expression more lasting. [8]

3.2.3 Restore the essential requirements of music education and stimulate body rhythm.

As the saying goes, "There is no division of style. Music and the rhythm of the body are inseparable, and the music education philosophy of Orff and Dalcroz fully proves the above viewpoint. Orff's viewpoint is: 'Music comes from action, action comes from music'. Teachers should actively stimulate the physical rhythms of students in teaching, so that they can participate in music activities. Only by activating their bodies and immersing themselves can they better learn music. The teaching of this lesson focuses on "experience", actively mobilizing students to experience the feeling of Korean music with their own movements and postures, fully immersing themselves in the song, and completing the singing with the rhythm of their bodies. Only by fully stimulating the body during the process of movement can singing be activated from within, and true feelings can be expressed. Music ultimately belongs to the body. In this lesson, the essence of music is restored through action activities, making music teaching more infectious. [9]

4 Conclusion

4.1 The study of Korean folk songs plays an important role in the inheritance of Korean and Chinese multi-ethnic singing art

Firstly, Korean folk songs, originating from the folk songs of the Korean Peninsula, are mainly produced in the daily life and production of the Korean people. They not only praise and record the cultural, political, economic, and other aspects of their own ethnic culture, but also reflect the cultural psychology of the Korean people. The teaching of Korean folk songs is conducive to people's cross time and space understanding and review of their unique musical connotations and even cultural traditional characteristics. For the entire Chinese nation, the art of Korean folk song singing is an organic component of improving and enriching the music culture of the Chinese nation, and also an important factor in promoting national unity. Secondly, it is also conducive to inheriting the cultural tradition of Korean folk songs. Establishing a Korean folk song inheritance genealogy network centered around schools and achieving cultural integration between professional art groups or cultural centers and schools is more conducive to providing survival soil and expanding development space for traditional Korean folk music. [10]

4.2 The Influence of Ethnic Minority Folk Songs on Students' Music Interest and Aesthetic Appreciation

Nowadays, how to carry out quality education work in various types of school education has become an important global issue. In fact, implementing the requirements of quality education is an important fundamental condition for actively developing and inheriting excellent traditional Chinese culture such as ethnic minority folk songs in China. With the development of society, middle school students nowadays often have no independent thoughts and drift with the flow. In terms of music aesthetics, many people prefer emerging music genres such as pop and rock, but few students will say that their favorite music is songs with national characteristics or classical music series. [11] A good musical work is definitely not empty, it must have profound thinking. Therefore, adding elements of ethnic minority folk songs in the classroom can help students calm down in the empty and impetuous reality environment, absorb the spiritual energy of history and characteristics, and receive the influence of noble sentiments in the music. [12]

Primary school music education is the initial stage of shaping Chinese music aesthetics, shouldering the heavy responsibility of guiding students' music aesthetics. The choice of music reflects the national value orientation and lifestyle taste. We cannot watch the ethnic music culture nurtured on the land where the Chinese nation has existed for thousands of years show signs of gradual decline. Music culture is one of the ways to showcase human existence. [13] Education should permeate the healthy aesthetic orientation of music from the perspective of excellent ethnic music, in order to shape students' excellent life sentiments. Enable people to learn to think about their words and actions from the perspective of the entire nation, rather than their temporary

pleasures, in order to cultivate a broad and forward-looking thinking pattern among the people.

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