

Research on the Application of Intangible Cultural Heritage Education in Music Teaching in Local Middle Schools: Taking "Hequ Folk Songs" as an Example

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Abstract: This paper mainly explores the importance and practical methods of intangible cultural heritage education in music teaching in local middle schools. Taking Hequ folk songs as an example, by learning the melody, rhythm, and singing skills of Hequ folk songs in music classes, students can not only improve their musical literacy, but also understand their cultural identity and cultivate a love for and awareness of protecting traditional culture. In addition, intangible cultural heritage education can also carry out extracurricular activities and community cultural exchange activities, promote interaction and exchange between students and Hequ folk songs, and promote the inheritance and development of Hequ folk songs. Through this practice, the application of intangible cultural heritage education in music teaching in local middle schools has been effectively verified.

Keywords: intangible cultural heritage education, music teaching, Hequ folk songs

1. Introduction

Intangible cultural heritage (hereinafter referred to as "intangible cultural heritage"), as an important component of national culture, carries rich historical, folk and artistic connotations, and is of great significance for the inheritance and development of local culture [1]. With the recognition of the value of intangible cultural heritage in the field of education, intangible cultural heritage education has gradually become one of the important contents of music teaching in local middle schools.

This study aims to explore the application of intangible cultural heritage education in music teaching in local middle schools, using Hequ folk songs as an example for in-depth analysis. As a traditional folk music form in northern China, Hequ folk songs carry rich life emotions and cultural connotations, and have unique artistic charm and historical value [2]. By using Hequ folk songs as a case study, this study aims to explore how to integrate intangible cultural heritage education into local middle school music teaching practice, promote students' understanding of local culture and the inheritance of traditional music skills, and improve the teaching quality and level of local middle school music teaching.

This paper will first introduce the relevant theories and practices of intangible cultural heritage education, and explain the important significance of intangible cultural heritage education in music teaching in local middle schools. Secondly, conduct in-depth interpretation of Hequ folk songs, analyze their artistic characteristics and social and cultural values. Subsequently, combined with specific cases, explore the application strategies and effects of intangible cultural heritage education in local middle school music teaching. Finally, summarize the research results and look forward to the future development direction of intangible cultural heritage education in local high school music teaching.

Through this study, the aim is to provide theoretical support and practical reference for promoting the reform of music teaching in local middle schools and the inheritance of intangible cultural heritage, promoting the inheritance and innovation of local culture, and contributing academic strength to the development of local education.

2. Overview of intangible cultural heritage education

2.1 Definition and connotation of intangible cultural heritage education

Intangible cultural heritage education, abbreviated as intangible cultural heritage education, refers to educational activities that inherit and promote relevant knowledge, skills, values, and other aspects of intangible cultural heritage through teaching, practice, and other means [3]. Intangible cultural heritage education aims to guide students to recognize, understand, and respect intangible cultural heritage, cultivate their emotional identification and aesthetic taste towards intangible cultural heritage, and promote the inheritance and innovation of intangible cultural heritage traditions.

Firstly, intangible cultural heritage education emphasizes the inheritance of traditional culture. Intangible cultural heritage is a treasure in the treasure trove of national culture, including traditional skills and expressions in language, music, dance, opera, craftsmanship, festivals, and other aspects. Through intangible cultural heritage education, students can understand and learn the knowledge and skills of these traditional cultures, thereby enabling their inheritance and development. Secondly, intangible cultural heritage education focuses on cultivating students' cultural identity and pride. By studying intangible cultural heritage, students can gain a deeper understanding of their cultural identity and national spirit. They will gradually realize the wisdom and beauty contained in intangible cultural heritage, and thus form a sense of pride and love for traditional culture. In addition, intangible cultural heritage education also focuses on cultivating students' innovative thinking and practical abilities. Traditional culture is a long-standing cultural resource, and innovation and development based on it can provide new cultural products and ways of thinking for contemporary society. Through intangible cultural heritage education, students can be exposed to innovative intangible cultural heritage projects, draw inspiration from them, and cultivate creativity and practical abilities. Finally, intangible cultural heritage education also emphasizes promoting cultural exchange and dissemination. Intangible cultural heritage, as a national treasure, is not only an important component of local culture, but also a bridge for cultural exchange with various parts of the world. Through intangible cultural heritage education, students can learn about the intangible cultural heritage of other regions and countries, deepen their understanding and tolerance of multiculturalism.

Overall, intangible cultural heritage education is a form of education that actively promotes the inheritance and development of excellent traditional Chinese culture. It enables students to achieve comprehensive development in cultural identity, aesthetic literacy, and innovative thinking by imparting knowledge, cultivating a sense of identity, promoting innovation, and strengthening communication. The implementation of this educational model helps to protect and inherit the traditional culture of the Chinese nation, making important contributions to building a harmonious society and promoting the prosperity of cultural undertakings.

2.2 The relationship between intangible cultural heritage education and music education

Intangible cultural heritage education is closely related to music education, as many intangible cultural heritages are closely related to art forms such as music and dance. Music, as a form of intangible cultural heritage, carries rich historical and cultural connotations. Through intangible cultural heritage education, students can be exposed to, learn and inherit intangible cultural heritage elements in music education, enrich their musical cultivation, broaden their artistic horizons, and enhance their understanding and love for traditional culture. In intangible cultural heritage education, music is regarded as an important traditional way of expression. For example, ancient Chinese folk songs, operas, and folk arts are representative forms of music in the field of intangible cultural heritage. By studying these musical forms, students can feel the emotional expression and aesthetic characteristics contained in music, and understand the historical, regional, and cultural background it contains. They can learn music styles from different regions and ethnic groups, and experience the charm of diversity and inclusiveness. In addition, intangible cultural heritage education also focuses on cultivating students' musical talent and artistic literacy. By studying intangible cultural heritage music, students can be exposed to various instrument performance techniques and musical performance forms. They can learn the basic knowledge and skills of traditional music, such as music theory, rhythm, harmony, etc., and cultivate the ability to perform and create music. At the same time, intangible cultural heritage music also provides students with a platform to showcase themselves, inspiring their love and pursuit of music. Intangible cultural heritage education also emphasizes the cross integration of music and other forms of art. Music is often closely combined with dance, drama and other art forms to jointly convey cultural information and emotional experience. Through intangible cultural heritage

education, students can learn the comprehensive performance forms of intangible cultural heritage art, such as singing, reciting, doing, and playing in traditional Chinese opera performances, and the coordination of movements and music in dance performances. This learning experience can not only broaden students' artistic horizons, but also cultivate their teamwork spirit and creative thinking.

In short, intangible cultural heritage education and music education promote and integrate with each other. Through intangible cultural heritage education, students can deepen their understanding and learning of intangible cultural heritage elements in music education, enrich their musical cultivation, expand their artistic horizons, and gradually form an understanding and love for traditional culture. At the same time, music, as a manifestation of intangible cultural heritage, has also been inherited and developed through intangible cultural heritage education, injecting new vitality and connotation into contemporary music education.

2.3 Application status of intangible cultural heritage education in local middle school music education

At present, in the field of music education in local middle schools, intangible cultural heritage education has gradually been valued and applied to a certain extent. Some local middle schools actively carry out teaching and practical activities of intangible cultural heritage traditional music, such as folk songs, instrumental performance, and other courses, which have been included in the content of school music teaching. At the same time, some schools also organize students to participate in competitions, exhibitions, and other activities of intangible cultural heritage traditional music. Through campus cultural festivals, art festivals, and other forms, students can deeply understand and experience intangible cultural heritage traditional music, inspiring their interest and love for intangible cultural heritage. However, there are also some problems, such as insufficient teaching staff and teaching resources, which restrict the comprehensive promotion and in-depth development of intangible cultural heritage education in local middle school music education.

By exploring the definition and connotation of intangible cultural heritage education, the relationship between intangible cultural heritage education and music education, and the current application status of intangible cultural heritage education in local middle school music education, we can better understand the importance and practical significance of intangible cultural heritage education in local middle school music teaching, laying a foundation for subsequent research.

3. Introduction to Hequ folk songs

3.1 The source and history of Hequ folk songs

Hequ folk song is a traditional folk song with strong local characteristics in the Hequ area of Shanxi Province, China [4]. Its history can be traced back to the Tang Dynasty, with a thousand year long history. In the Song, Yuan, Ming, Qing and other dynasties, Hequ folk songs were widely spread and developed, becoming an indispensable part of people's lives. These songs have won the love of a wide audience with their unique melodies, beautiful lyrics, and profound emotional expressions. The natural environment and cultural background of Hequ region provide soil and resources for the formation and development of Hequ folk songs. The Hequ region is located in the upper reaches of the Yellow River and has a unique natural environment. The local natural landscapes such as mountains, rivers, and grasslands are often reflected in Hequ folk songs. At the same time, the Hequ region is also an area where multiple ethnic groups such as Han, Hui, and Mongolian reside. The cultural integration of various ethnic groups injects diversity and inclusiveness into Hequ folk songs. The artistic forms of Hequ folk songs are also very diverse, including mountain songs, sacrificial songs, wedding songs, farewell songs, and other types. Among them, mountain songs are one of the main forms of Hequ folk songs, with simple and sincere lyrics, beautiful and pleasant melodies, and high artistic value and cultural connotations. At the same time, Hequ folk songs are often combined with artistic forms such as dance and instrumental music, forming unique performance forms.

With the changes in society and cultural evolution, Hequ folk songs are also constantly developing and transforming. In recent years, the Hequ region has increased its efforts to protect and inherit Hequ folk songs. By organizing various music competitions, cultural festivals, and other activities, the charm of Hequ folk songs has been promoted and disseminated, making them more widely recognized and inherited. In the future, we believe that Hequ folk songs will continue to flourish in the historical process of the new era and become an important component of the intangible cultural heritage of the

Chinese nation.

3.2 The artistic characteristics of Hequ folk songs

The artistic characteristics of Hequ folk songs are mainly reflected in their music, lyrics, and singing methods, all of which reflect the characteristics of local culture and folk traditions. Firstly, the music melody of Hequ folk songs is beautiful and melodious, with a strong infectious and expressive power. These tunes often use pentatonic scales, which are gentle yet fluent, with a strong sense of rhythm, giving people a pleasant aesthetic. At the same time, Hequ folk songs often reflect local natural landscapes such as mountains, rivers, and grasslands, making the music more vivid and specific. Secondly, the lyrics of Hequ folk songs reflect the life, emotions, and history of the Hequ region, full of sincere and touching emotions and profound ideological connotations. Lyrics are usually oral inheritances of local people, covering aspects such as agriculture, family, love, friendship, etc., expressing people's understanding and experience of nature, society, and life. At the same time, Hequ folk songs often use metaphors, symbols and other techniques to express people's emotions and thoughts, deepening the artistic conception and connotation of the songs. Finally, the singing style of Hequ folk songs is mainly delicate, authentic, and natural, emphasizing the transmission and expression of emotions. Singers are usually ordinary local people who are well versed in local culture and customs, and can truly express the emotions and scenes depicted in the lyrics. When singing, it is often done alone or in a choir, and the singer deeply penetrates the emotions and thoughts expressed in the song through changes in voice and emotional expression.

Overall, Hequ folk songs, with their beautiful melodies, profound lyrics, and authentic singing style, express the characteristics of local culture and folk traditions, and have become an important component of the intangible cultural heritage of the Chinese nation.

3.3 The social and cultural value of Hequ folk songs

As an intangible cultural heritage of Shanxi region, Hequ folk songs have important social and cultural value [5]. Firstly, Hequ folk songs are a precious heritage of traditional Chinese culture, representing the pinnacle of ancient Chinese music and literature. Secondly, Hequ folk songs can reflect the culture, history, and way of life of the people in Hequ region, with unique regional characteristics and cultural charm. Finally, the inheritance and development of Hequ folk songs are of great significance for promoting the inheritance and innovation of culture in Shanxi region, as well as promoting the inheritance and revitalization of excellent traditional Chinese culture.

By introducing and analyzing the sources, history, artistic characteristics, and social and cultural values of Hequ folk songs, we can better understand the importance and influence of Hequ folk songs, and provide reference and inspiration for promoting the inheritance and development of Hequ folk songs. At the same time, it also provides valuable cultural resources and spiritual wealth for us to better understand and comprehend the connotation and value of the excellent traditional culture of the Chinese nation.

4. The application of intangible cultural heritage education in music teaching in local middle schools

4.1 Combination of intangible cultural heritage education and Hequ folk songs

The integration of intangible cultural heritage education into China's basic education curriculum provides rich and precious resources for music teaching in local middle schools. As one of the intangible cultural heritages of Shanxi Province, Hequ folk songs not only have important cultural significance in the local area, but also provide students with a more in-depth and comprehensive music education experience. Learning Hequ folk songs can help students better understand traditional Chinese music and culture. Hequ folk songs have strong local characteristics, and their musical melodies, lyrics, and other aspects reflect the local customs and historical culture, allowing students to be exposed to more diverse and rich cultural connotations in music learning. By studying Hequ folk songs, students can also understand the singing and inheritance methods of traditional Chinese music, and have a deeper understanding of music singing techniques, expressive power, and other aspects, thereby improving their musical literacy. In addition, learning Hequ folk songs can also deepen students' identification with their own cultural identity. Due to the strong regional and folk cultural

characteristics of Hequ folk songs, learning Hequ folk songs can help students better understand their cultural environment, enhance cultural confidence and sense of belonging. At the same time, learning Hequ folk songs can also promote communication and exchange among students, enhance their tolerance and understanding of multiculturalism.

In the process of combining intangible cultural heritage education with Hequ folk songs, schools can organize music competitions, community performances, and other methods to better involve students in the protection and inheritance of intangible cultural heritage, making intangible cultural heritage education not only a knowledge transfer, but also a vivid cultural experience and practice. In summary, as one of the intangible cultural heritages of Shanxi Province, Hequ folk songs have important significance and value for local middle school music teaching and intangible cultural heritage education.

4.2 The role of intangible cultural heritage education in the inheritance of Hequ folk songs

Intangible cultural heritage education plays an important role in the inheritance of Hequ folk songs. Local middle schools should integrate the inheritance of Hequ folk songs into music education, so that students can personally experience the charm and charm of traditional culture. By studying Hequ folk songs, students can gain a deeper understanding of their unique musical style, lyrics, and historical, geographical, and social background. This in-depth learning experience helps students establish respect and love for traditional culture, stimulate their exploration of music and the development of creativity. Meanwhile, intangible cultural heritage education can also promote the innovation and development of Hequ folk songs. Traditional Hequ folk songs can be combined with modern musical elements to create new musical works. This innovation not only enriches the expression forms of Hequ folk songs, but also injects new vitality and era atmosphere into their inheritance. Schools can encourage students to participate in such creative processes, cultivate their musical creativity and teamwork spirit through creation, singing, and sharing, and also promote the inheritance and development of Hequ folk songs. In addition, intangible cultural heritage education can also allow students to personally experience the important position and influence of Hequ folk songs in social life through cultural exchange activities, visits and inspections. Schools can organize students to participate in folk song competitions, cultural festivals, and other activities, allowing them to have the opportunity to communicate with students from other regions and share their knowledge and experiences of intangible cultural heritage. Such exchange activities can not only enhance students' understanding of intangible cultural heritage, but also promote the dissemination and exchange of local culture, and strengthen friendly cooperation between regions.

In summary, intangible cultural heritage education plays an important role in the inheritance of Hequ folk songs. By integrating Hequ folk songs into music education, schools can cultivate students' love and identification with traditional culture, while also providing opportunities for the innovation and development of Hequ folk songs. Intangible cultural heritage education not only allows students to feel the charm and charm of traditional culture, but also helps them establish awareness of their own cultural inheritance responsibility, making positive contributions to the protection and inheritance of intangible cultural heritage.

4.3 Practical cases of intangible cultural heritage education in music teaching in local middle schools

In local middle school music teaching, intangible cultural heritage education can be combined and applied with Hequ folk songs, providing students with a new music learning experience. In the music classroom, teachers can allow students to learn the melody, rhythm, and singing techniques of Hequ folk songs, while introducing the history, culture, and social background of Hequ folk songs. By learning Hequ folk songs, students can not only improve their musical literacy, but also understand their cultural identity and cultivate a love and awareness of protecting traditional culture. In addition, intangible cultural heritage education can also carry out related extracurricular activities and community cultural exchange activities, further promoting interaction and exchange between students and Hequ folk songs. For example, schools can organize students to participate in Hequ folk song competitions, cultural festivals, and other activities, allowing students to have the opportunity to communicate with students from other regions and share their knowledge and experiences of intangible cultural heritage. Such exchange activities can not only enhance students' understanding of intangible cultural heritage, but also promote the dissemination and exchange of local culture, and strengthen friendly cooperation between regions.

In addition, intangible cultural heritage education can also hold exhibitions, lectures, and other forms of Hequ folk songs, allowing students to have a deeper understanding of the characteristics and value of Hequ folk songs, as well as their status and role in today's society. At the same time, schools can also offer elective courses on Hequ folk songs, providing students with more opportunities to learn and experience the charm of Hequ folk songs. This kind of curriculum not only meets the needs of students for music diversity, but also provides more talent support and resource investment for the inheritance and development of Hequ folk songs.

5. Conclusion

In summary, the application of intangible cultural heritage education in music teaching in local middle schools is very necessary and beneficial. By combining and applying Hequ folk songs, students can better understand and experience their cultural identity, and cultivate a love and awareness of protecting traditional culture. At the same time, intangible cultural heritage education can also promote the inheritance and development of Hequ folk songs, making positive contributions to the protection and inheritance of intangible cultural heritage.

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