

# CONSTRUCTING THE HENAN CHILDREN'S SONG GUIDEBOOK FOR TEACHING PRESCHOOL EDUCATION MAJORS IN XIANGCHENG VOCATIONAL SCHOOL OF HENAN PROVINCE, THE PEOPLE'S REPUBLIC OF CHINA

DANG YAQI<sup>1\*</sup> and RUJEE SRISOMBUT<sup>2</sup>

## ABSTRACT

The objectives of this study were (1) To study the Henan children's song from key informants; (2) To construct the Henan children's song guidebook for teaching preschool education majors in Xiangcheng Vocational School of Henan Province; (3) To experiment the teaching by using the Henan children's song guidebook for teaching preschool education majors in Xiangcheng Vocational School of Henan Province; and (4) To evaluate the teaching by using the Henan children's song guidebook for teaching preschool education majors in Xiangcheng Vocational School of Henan Province.

This study adopts a combination of qualitative and quantitative research methods. The research tools for qualitative research are interview guidelines and observation forms, conducted through interviews with four experts in nursery rhyme teaching. In the quantitative study, the research subjects were 56 second year students majoring in preschool education. The sample consists of 20 students selected through a simple random sampling method.

Research findings indicate that: (1) The teaching of accompaniment for Henan children's songs integrates both theory and practice, aiming to stimulate the interest of preschool education students in learning to sing and play these songs. (2) This guidebook is based on the explanation and practice of accompaniment techniques, with each lesson including corresponding music theory points and detailed descriptions of specific methods and techniques for singing and playing children's songs. (3) An experimental study using the guidebook was conducted over 16 lessons. The course plan includes lesson schedules and learning content for each class. (4) The average score of the formative assessment was 73.7, the average of the summative assessment was 84.55, and the average score of the performance assessment was 91.35.

**Keywords:** Preschool Education Major ; Henan Children's Songs ; Children's Song Singing and Playing Course

<sup>1</sup> Student, Doctor's Degree, Faculty of Music, Bangkok Thonburi University, Thailand.

<sup>2</sup> Lecturer, Faculty of Music, Bangkok Thonburi University, Thailand.

\* Corresponding Author, Email: dang.yaqiatbty@gmail.com

Received: Jul 24, 2025, Revised: Aug 13, 2025, Accepted: Aug 16, 2025

## INTRODUCTION

The course on children's songs and singing with games holds significant importance in preschool education. The children's song accompaniment includes nursery rhymes. First, children's songs, through rhyme, repetition, and rhythm, can effectively promote the development of children's language, helping them improve language comprehension and expression skills, which is crucial for early language learning (Goswami & Bryant, 2016). Secondly, the children's song singing course helps cultivate children's musical perception and interest. Music and rhythm are core components of preschool education; the melodies and rhythms of children's songs help children develop abilities to recognize pitch, rhythm, and timbre, stimulating their interest in music and emotional expression (Hallam, 2010). Additionally, the children's song singing course contributes to children's social and emotional development. Through reciting and singing, children's songs enhance children's interaction and social skills while helping them understand and regulate their emotions (Thompson, 2014). The content of children's songs often includes simple knowledge, such as numbers, animals, and natural phenomena, and repeated singing helps improve children's memory and cognitive abilities (Schneider & Pressley, 2013). Finally, the children's song singing course can improve children's motor skills and coordination, especially when they engage in playing instruments, which aids in the development of fine motor skills (Gallahue & Donnelly, 2007).

The study of children's song singing has significant importance. By studying children's song singing, educators can accumulate more theoretical foundations regarding children's language, music, emotional, and cognitive development, thus providing stronger theoretical support for preschool education

(Garton & Pratt, 1998). Furthermore, studying children's song singing can enhance the quality of preschool education. By analyzing teaching methods and outcomes, educators can improve teaching strategies to meet the diverse learning needs of children (McPherson & Gabrielsson, 2002). At the same time, as a carrier of ethnic culture, researching children's song singing not only helps protect and pass on traditional culture but also promotes the innovation of children's song content and forms to meet the needs of modern education (Campbell & Wiggins, 2013).

In Henan Province, as a traditional form of music, children's songs play an active role in children's language, emotional, and cognitive development, and they also represent a unique expression of local traditional culture. However, in current preschool education, children's song singing, as a basic teaching element, often faces problems such as single teaching methods, insufficient teaching resources, and lack of cultural characteristics (Liu, 2018). Therefore, in-depth research is urgently needed to explore how to more effectively integrate Henan children's song singing into preschool education to achieve both cultural inheritance and educational goals.

The research on children's song singing courses is of significant reference value. Henan children's songs have strong local characteristics, and studying children's song singing helps protect and pass on Henan's traditional culture. These children's songs carry rich local customs, history, and folklore. Researching and applying children's song singing not only helps children learn about local culture but also enhances their sense of cultural identity (Zhou & Li, 2021).

The research questions in this study mainly focus on the application of Henan children's song singing in preschool education and the inheritance of its cultural characteristics. First, the study will explore the current status of Henan children's song singing in preschool

education, analyzing the main problems and shortcomings faced by preschool education programs in Henan, especially the proficiency of preschool education students in children's song singing and the difficulties they encounter in teaching (Zhang, 2020). Additionally, this paper will examine the cultural characteristics of Henan children's songs and explore how to effectively integrate these local cultural elements into preschool education curricula, preserving their unique charm while meeting the developmental needs of preschool children.

Overall, children's song singing courses not only support the development of children's language, music, and emotions in preschool education but also provide important opportunities for the inheritance and innovation of culture. Particularly for the protection and development of local cultures like Henan's, research on children's song singing holds profound significance. Against this backdrop, this study aims to explore how Henan children's song singing instruction can improve the quality of preschool education curricula, help students master effective teaching methods, and contribute to the inheritance and promotion of Henan's local culture. Through in-depth research on Henan children's song singing, this study will develop suitable teaching plans for preschool education programs, provide guidance for curriculum construction, and promote the advancement of cultural education in Henan Province.

### Research Objectives

1. To study the Henan children's song from key informants
2. To construct the Henan children's song guidebook for teaching preschool education majors in Xiangcheng Vocational School of Henan Province
3. To experiment the teaching by using the Henan children's song guidebook for teaching preschool

education majors in Xiangcheng Vocational School of Henan Province

4. To evaluate the teaching by using the Henan children's song guidebook for teaching preschool education majors in Xiangcheng Vocational School of Henan Province

### RESEARCH METHODOLOGY

The research adopts a mixed-methods approach, integrating both qualitative and quantitative methods to achieve a comprehensive understanding of the impact of Henan children's songs in early childhood education.

#### Qualitative Research

The qualitative component aims to explore the contextual and experiential aspects of teaching Henan children's songs. This part focuses on collecting in-depth insights through:

Classroom Observations, Interviews, Content Analysis.

#### Quantitative Research

This study adopts a quantitative research method, selecting second year students majoring in preschool education at Xiangcheng Vocational School and using the "Henan Children's Song Guidebook" for teaching. During the teaching process, formative testing, summative testing, and performance testing are used as evaluations to monitor learning and adjust teaching strategies.

#### Research Scope

Time: 2024-2026

Place: Xiangcheng Vocational School, Henan Province  
Scope of the Content field:

Focus on Henan Children's Songs in Preschool Education, Cultural Inheritance and Education, Teaching

Methodology and Curriculum Development, Evaluation of Teaching Effectiveness, Mixed-Methods Research Approach.

### Research Hypothesis

The hypothesis for the experimental research was formative score and summative score must be 70:80 point to pass the hypothesis.

### Population and Samples

#### Population

56 second-year preschool education major students at Xiangcheng Vocational School of Henan Province

#### Samples

20 second-year preschool education major students at Xiangcheng Vocational School of Henan Province. The sample was selected by simple random sampling method.

### Qualitative research

The qualitative component aims to explore the contextual and experiential aspects of teaching Henan children's songs. This part focuses on collecting in-depth insights through:

Classroom Observations: Observing the teaching process to record the interactions between students and teachers during the implementation of the Henan Children's Songs Teaching Guide.

Interviews: Conducting semi-structured interviews with teachers and students to understand their perceptions, challenges, and attitudes toward the teaching and learning of Henan children's songs.

Content Analysis: Analyzing the content of Henan children's songs to identify core teaching elements, such as cultural themes, linguistic characteristics, and musical features.

### Quantitative research

This study used quantitative research methods to evaluate the effectiveness of the "Henan Province Children's Song Teaching Guidelines" in improving the skills of preschool education students. Randomly select 20 second grade students majoring in early childhood education from Xiangcheng Vocational School and use the "Henan Children's Song Guidebook" for teaching. During the teaching process, formative testing is used to supervise learning and evaluate the adjustment of teaching strategies. At the end of the course, conduct summative test and performance test, compare and analyze with pre class data to promote testing of teaching effectiveness..

### Research Tool

**Table 1** Observation form

Observation Topic	1st Observation	2nd Observation	3rd Observation
1. Student Engagement	Most students were actively engaged. The story introduction aroused interest, and some students volunteered to act.	Students actively participated in the performance, some mimicking crow sounds, creating a lively atmosphere.	All students fully engaged in the role-play, remembering lyrics and performing with emotion.
2. Teacher's Instructional Strategies	The teacher introduced the song through storytelling and used questions and gestures to maintain focus.	The teacher guided students to act out the lyrics and used role-play techniques.	The teacher assigned groups to present different story parts, encouraging creative expression.
3. Accuracy of Rhythm and Pitch	Rhythm accuracy was weak, and students had difficulty remembering lyrics.	Rhythm improved significantly; most students kept time well though pitch still had occasional errors.	Most students accurately sang the melody and rhythm; some could independently reproduce the tune.

**Table 1** Observation form (Cont.)

Observation Topic	1st Observation	2nd Observation	3rd Observation
4. Integration of Cultural Elements	The teacher briefly introduced the cultural background of Henan children's songs.	The teacher played a dialect version to help students understand the cultural meaning.	Students could explain the moral of the song and showed cultural understanding.
5. Playing and Singing Coordination	Students tried singing while playing, focusing mainly on the right-hand melody.	Students began using left-hand accompaniment, with some mastering basic C chord.	Most students coordinated melody and rhythm well, experimenting with chord use.
6. Emotional Expression	Students were shy and hesitant to express emotions.	Students used more gestures and vocal variation, showing emotional release.	Students showed strong emotional input through expressions and gestures.
7. Peer Interaction and Collaboration	Initial group activities were disorganized and lacked coordination.	Group roles were clearer and peer interaction improved.	Students cooperated naturally in groups and encouraged each other.
8. Teacher Feedback and Student Response	The teacher mainly provided encouragement and timely rhythm correction; students responded positively.	The teacher gave targeted suggestions, and students made fast improvements.	The teacher praised improvement and modeled performance, receiving enthusiastic student feedback.

#### Interview Guideline

1. Do you think the playback of children's songs is important in preschool curricula?
2. What are the necessary conditions for students to learn to play and sing Henan children's songs?
3. What challenges have you encountered while teaching children's songs?

4. What are the conditions for adopting children's song playback and singing materials in preschool education programs?
5. For early childhood education professionals, which aspect do you focus on more during teaching?
6. Do localized Henan children's songs participate in your teaching?
7. What is the extent of your knowledge of Henan children's songs?
8. What advice do you have for preschool education professionals in terms of their practice?
9. What areas do you think need improvement in the current performance and singing teaching of Henan children's songs?
10. How do you view the role of children's songs in developing preschool students' language expression abilities?
11. Do you think Henan children's songs can enhance children's music perception abilities?
12. How do Henan children's songs stimulate creativity and expressiveness in preschool education courses?
13. How do you think children's song teaching can strengthen children's emotional development and emotional regulation abilities?
14. How do you compare Henan children's songs with other types of music (such as modern children's songs, foreign children's songs)?
15. Have you participated in research or teaching reform related to Henan children's songs? If so, could you share some experiences or insights?

#### Experts' evaluation form for guidebook

1. Teaching Techniques for Playing and Singing Henan Children's Songs
2. Materials (books, sheet music)
3. Henan children's song teaching methods

### Data Collection and Procedure

1. Review the literature, understand the research trends, establish and study the concepts and methods of teaching methods of children's song playing and singing in preschool education majors in Henan. Collecting and organizing the relevant research results at home and abroad on the teaching of children's song playing and singing in preschool education majors, using the research results in the literature as a reference, defining the relevant concepts in conjunction with the teaching in actual institutions, and determining the research problems and research framework of this paper.

2. According to the research plan, in Xiangcheng City Vocational School in Henan Province, selecting preschool education majors, using the observation method and interview method to learn the implementation of the current children's song playing and singing curriculum. According to the identification of the research problem and the research idea, choose the research object and the specific operation method, and make the corresponding research plan.

3. Consecutive time to conduct fieldwork research in Xiangcheng City Vocational School in Henan Province. Conducted six field research and selected Henan children's songs to be combined with the children's song playing and singing teaching curriculum.

4. Integrating Henan traditional children's songs to learn children's song playing and singing for preschool education majors in Xiangcheng City Vocational School in Henan Province. Summarize the problems of teaching methods to implement children's song playing and singing courses in preschool education majors. Analyze the reasons according to the actual situation, give targeted suggestions and strategies for improvement, and prepare relevant guidebooks for Xiangcheng City Vocational School in Henan Province.

### Data Analysis

Statistical Analysis: This study will utilize formative and summative tests as data sources to translate and analyze the teaching of Henan children's song singing in the early childhood education program at Xiangcheng Vocational School. The analysis will cover methods, content, and the materials used in the teaching process. Additionally, the study will analyze the test results of early childhood education majors before and after using the instructional guidebook. Descriptive statistical methods such as mean values and percentages will be employed.

Content Analysis: Data sources will include expert interviews, periodic records of student classroom performance, and students' self-assessment of their learning outcomes.

## CONCLUSION

### 1. Interviews with experts on how to play and sing Henan children's songs

Interviews with three music education experts revealed that Henan children's songs are highly expressive and culturally significant. Experts emphasized that local children's songs not only offer musical education benefits such as pitch accuracy and rhythmic development, but also instill cultural values, traditional family roles, and regional identity in young learners. The teaching of these songs requires attention to dialect pronunciation, storytelling skills, and use of traditional motifs. Experts also noted that most current vocational training lacks structured exposure to region-specific musical content.

### 2. Constructing a guide book for teaching preschool education majors in Xiangcheng Vocational School to learn Henan children's song playing and singing

By interviewing key informants, collecting, analyzing, and learning interview content, the researchers believe that the "Henan Children's Song Playing and Singing Guide Book" should integrate theory with practice, attach importance to basic knowledge teaching, design teaching content and difficulty around the teaching tasks of second year students majoring in preschool education, and improve students' professional abilities, professional qualities, and comprehensive abilities. In addition, the manual aims to stimulate students' enthusiasm for learning Henan nursery rhymes, enhance their music literacy and aesthetic ability.

This guidebook is divided into four chapters. Chapter 1 focuses on foundational skill development, helping students build the basic competencies required for singing and playing children's songs. Through lessons on piano-playing fundamentals—such as correct posture, hand positioning, basic finger techniques, and scale exercises—combined with systematic vocal training, students will develop a solid technical base. This chapter also introduces basic music notation, including simplified notation and staff notation, enabling students to establish connections between notes, rhythm, and melody, and laying a strong groundwork for further learning.

Chapter 2 centers on the musical characteristics of Henan children's songs and the basic techniques for singing and playing them. As an important part of Central China's folk culture, Henan children's songs are rich in regional flavor and cultural expression. In this chapter, students will explore the melodic structure, rhythmic features, lyrical language, and emotional expression unique to Henan songs. With teacher guidance, they will engage in vocal imitation, accompaniment practice, and rhythm training to master essential techniques that reflect local musical traditions and prepare for creative application.

Chapter 3 aims to enhance students' understanding of melodic structure and their ability to arrange and create performances. Building upon the skills acquired in the previous chapters, students will learn to analyze the phrasing and progression of melodies, understand harmonic configurations, and recognize artistic techniques used in musical variation. Through activities such as improvisation, musical variation, and accompaniment arrangement, students will strengthen their expressive abilities and creativity, learning to incorporate Henan elements flexibly into their future classroom instruction.

Chapter 4 serves as a comprehensive application and practice phase, emphasizing integrated skill development and real-world teaching readiness. The teaching plan is divided into 16 class hours.

#### **guide book example**

Based on expert reviews and constructive feedback, appropriate revisions and refinements were made to the guidebook, resulting in the finalized sample of the Henan Children's Song Singing and Playing Guidebook (as shown in the figure below). This guidebook is specifically designed for second-year students majoring in preschool education, and is tailored to meet the professional characteristics and learning needs of the program. Its primary aim is to enhance students' understanding of Henan children's songs while developing their professional competencies and musical aesthetic awareness. The guidebook is structured into four main sections: Fundamentals of Singing and Playing Children's Songs, Henan Children's Song Singing and Playing, Creative Accompaniment and Adaptation, and Practical Training in Singing and Playing Henan Songs. With a strong focus on applied teaching and cultural integration, this guidebook serves as a practical and culturally relevant instructional material. It is intended to support preschool education students

in building both technical skills and an appreciation for local musical heritage.

Henan Children's Songs Singing and Playing Guidebook



Dang Yaqi

**Picture 1** Henan Chidrens Song Singing and Playing Guidebook Cover Source: Dang Yaqi

**Table 2** Taking the sixth lesson teaching plan as an example: Section 6 lesson plan

Course Name	Henan Children's Songs Singing and Playing Guidebook		
Teacher	Dang Yaqi	Teaching period	Sixth week
		Total class hours	16 weeks
Teaching Focus	<ul style="list-style-type: none"> <li>- Coordination between singing and piano accompaniment.</li> <li>- Introducing expressive movement to support musical understanding.</li> </ul>		
Difficult point in teaching	<ul style="list-style-type: none"> <li>- Synchronizing left and right hand while playing the accompaniment.</li> <li>- Expressive singing with accurate pitch and rhythm.</li> <li>- Guiding children to interpret the imagery of the windmill musically.</li> </ul>		
Teaching objectives	<ul style="list-style-type: none"> <li>- Sing "Windmill" with correct pitch, rhythm, and emotion.</li> <li>- Play a simple accompaniment on the piano.</li> <li>- Integrate singing and playing simultaneously.</li> </ul>		
The course content and methods of instruction	<ul style="list-style-type: none"> <li>- <b>Song Introduction:</b> Discuss the imagery and mood of windmills.</li> <li>- <b>Lyric Practice:</b> Break down pronunciation and rhythm with hand-clapping.</li> <li>- <b>Melody Practice:</b> Use solfège (do-re-mi) to internalize pitch.</li> <li>- <b>Piano Practice:</b> Teach simple left-hand bass + right-hand melody.</li> </ul>		

**Table 2** Taking the sixth lesson teaching plan as an example: Section 6 lesson plan

Teaching Procedure	<ol style="list-style-type: none"> <li><b>1. Warm-up Activity (5 minutes)</b> The teacher leads students in vocal warm-ups and rhythm clapping to prepare them for the lesson.</li> <li><b>2. Song Instruction (10 minutes)</b> Using the "echo singing" method, the teacher teaches the melody and lyrics, with emphasis on rhythm and the imagery of the windmill.</li> <li><b>3. Piano Practice (15 minutes)</b> Students practice the left-hand and right-hand parts of the simple accompaniment. First, hands are practiced separately, then together. The teacher provides individual guidance.</li> <li><b>4. Singing and Playing Integration (10 minutes)</b> Students practice singing while playing at a slow tempo to develop coordination and confidence in combining both skills.</li> <li><b>5. Movement Game (5 minutes)</b> The teacher leads a simple movement activity related to the windmill theme, such as spinning hand gestures, to enhance musical expression.</li> <li><b>6. Reflection (5 minutes)</b> Students share their learning experiences and difficulties. The teacher gives feedback and clarifies goals for after-class practice.</li> </ol>
Classroom Group	With guided practice, they successfully integrated singing and playing, improving their musical coordination and expressive abilities.
After-class Assignments	<ul style="list-style-type: none"> <li>- <b>Practice Task:</b> Record a video of singing and playing "Da Feng Che" fluently.</li> <li>- <b>Reflection Journal:</b> Write about challenges faced while integrating singing and playing.</li> </ul>

Teaching experiment pictures using teaching guidebook



**Picture 2** The picture is taken by a researcher during a class with 20 students

### Evaluate the teaching by using the Henan children's song guidebook

Researchers conducted a semester long teaching experiment to test students' learning of the Henan children's song playing and singing guidebook. Before the start of the course, students have a certain foundation in playing and singing nursery rhymes. Among the 56 second year students majoring in preschool education at Xiangcheng Vocational School in Henan Province, 20 students were randomly selected for teaching experiments and underwent multiple evaluations. Researchers conducted a semester long experimental teaching to test students' learning of Henan nursery rhymes and singing, making it easier to see their progress more clearly. During this semester's learning process, students will undergo the first formative test in the fourth week, the second formative test in the eighth week, the third formative test in the twelfth week, the summary test in the fifteenth week, and the performance test in the sixteenth week. The results of these five tests have all shown the effectiveness of the Henan children's song playing and singing guide book.

**Table 3** Test results comparison form

Test results comparison form					
Student Number	Formative Test1 Score	Formative Test2 Score	Formative Test3 Score	Summative Test Score	Performance Test Score
1	68	80	80	85	92
2	60	72	75	85	90
3	61	74	80	86	95
4	62	76	77	84	88
5	62	80	82	86	90
6	66	76	79	82	88
7	63	80	80	83	89
8	64	76	82	84	92
9	66	75	81	85	94
10	62	75	80	84	93
11	64	77	81	85	95
12	63	81	81	83	90
13	65	76	80	82	90
14	62	74	81	85	90
15	64	77	77	85	88

**Table 3** Test results comparison form (Cont.)

Test results comparison form					
Student Number	Formative Test1 Score	Formative Test2 Score	Formative Test3 Score	Summative Test Score	Performance Test Score
16	67	80	82	85	92
17	67	77	80	86	95
18	68	80	81	88	96
19	63	75	80	85	92
20	63	80	81	83	88
Average score	63.95	77.05	80	84.55	91.35
Average	73.7			84.55	91.35

## RESULT ANALYSIS

Throughout the teaching experiment designed in this study, three formative assessments, one summative assessment, and one performance-based assessment were systematically implemented. Together, these formed a scientifically structured, progressive, and multi-dimensional evaluation framework. This series of assessment tools served not only as an essential mechanism for ongoing instructional feedback but also as an empirical means to evaluate the pedagogical effectiveness of the Henan Children's Songs Singing and Playing Guidebook.

The formative assessments were strategically placed at various stages of the instructional process to monitor student progress in foundational skills, rhythm and melody acquisition, as well as creative application. These assessments provided timely feedback, allowing instructors to adjust teaching content and strategies with precision, thereby enhancing the relevance and adaptability of instruction. The summative assessment, conducted at the conclusion of the instructional period, offered a comprehensive evaluation of students' performance across key domains including instrumental technique, vocal production, melodic interpretation, and emotional expression. The final performance-based assessment assessed students in authentic contexts,

emphasizing their ability to apply acquired skills in expressive, creative, and pedagogically relevant ways.

Results from these assessments demonstrated that the 20 preschool education students who participated in the study exhibited clear and sustained progress across all stages of instruction. Students not only improved significantly in technical areas such as rhythm control, melody performance, vocal articulation, and expressive delivery but also developed in broader competencies such as musical interpretation, cultural awareness, and artistic creativity. This instructional trajectory effectively integrated Henan's regional cultural elements into the modern preschool curriculum, fostering students' capacity to appreciate, internalize, and apply traditional musical resources in their learning and future teaching practice.

From an educational evaluation perspective, the phased assessment model employed in this research enhanced the transparency, structure, and adaptability of the instructional process. Moreover, it offers both theoretical and practical value for the future design and evaluation of local music-based curricula. Accordingly, this study holds significant implications not only for improving teaching effectiveness and validating the guidebook's utility but also for advancing the integration of regional culture into preschool education, enriching evaluation methodologies, and contributing to the ongoing reform of vocational education curriculum systems.

## DISCUSSION

### 1. Interviews with experts on how to play and sing Henan children's songs

Expert interviews revealed a significant structural deficiency in the music curriculum of vocational schools, namely the lack of regionally distinctive teaching content. Although Henan possesses a rich and

profound musical heritage, educators predominantly rely on generalized teaching materials that lack cultural specificity, resulting in content that fails to effectively resonate with students' cultural backgrounds and emotional experiences. Multiple experts consistently emphasized that integrating local children's songs into the curriculum helps establish a learning environment rich in emotional resonance and cultural relevance, thereby stimulating students' intrinsic motivation and cultural identity. The development and implementation of the *Henan Children's Songs Singing and Playing Guidebook* effectively demonstrate that culturally rooted pedagogical approaches not only enhance the quality of music education but also significantly improve teachers' professional competencies and training outcomes, offering a valuable practical model for regional music education development.

### 2. Constructing a guide book for teaching pre-school education majors in Xiangcheng Vocational School to learn Henan children's song playing and singing

During the compilation of the teaching guide, the team encountered multiple challenges, including dialect standardization, simplifying complex melodies for beginners, and balancing technical training with cultural inheritance. Li Hua and Zhang Wei (2022) stated, "To enable beginners to better grasp the intricate melodies of Henan children's songs, it is necessary to appropriately simplify and adjust traditional musical content." Zhou Hong et al. (2023) emphasized, "By integrating visual aids, pinyin guidance, and interactive course structures, the teaching materials not only improved learning outcomes but also successfully integrated cultural heritage." Wang Shuai (2021) concluded, "The development of localized teaching materials requires a careful integration of traditional culture and modern educational concepts to

fully realize their educational value." Additionally, Davis (2015) pointed out, "The success of indigenous music teaching guides lies in respecting cultural traditions while incorporating modern pedagogical methods."

### 3. Teaching experiment using the guide book for preschool education majors in Xiangcheng vocational school

The classroom teaching experiment provided profound insights into the critical role of cultural content in stimulating students' learning motivation. Compared to conventional standard music courses, the experimental course based on the *Henan Children's Songs Singing and Playing Guide* significantly fostered student-led discussions, creative performances, and emotional engagement. Notably, when students learned songs closely related to their family traditions or community festivals, they demonstrated higher levels of enthusiasm and participation. This phenomenon validates the core premise that music education is most effective when firmly rooted in students' authentic life experiences and emotional realities.

### 4. Evaluating Teaching Using the Guide Book for Teaching Playing and Singing of Henan Children's Songs

The evaluation results further confirmed the positive impact of culturally integrated teaching methods. This study moved beyond sole reliance on final exam scores, adopting a process-oriented assessment approach to dynamically track students' long-term learning progress through multiple dimensions, including self-assessment, peer feedback, and real-time teacher observation. The guide encourages diverse modes of learning expression—linguistic, visual, and bodily—reflecting a holistic pedagogical philosophy that integrates music and

cultural development. Overall, students not only achieved significant improvements in singing and performance skills but also developed into reflective learners with heightened social awareness and engagement.

## RECOMMENDATIONS

### General recommendation

Based on the findings of this study, the following comprehensive recommendations are proposed to enhance the integration of regional musical culture in vocational education:

1. Accelerate the Development and Dissemination of Localized Teaching Resources It is recommended that educational authorities and research institutions collaborate with local cultural experts to systematically develop more teaching materials that reflect the unique musical characteristics and dialects of the region. These resources should not only cover musical performance skills but also deeply explore the cultural connotations and emotional values embedded within, aiming to achieve an organic integration of knowledge transmission and cultural heritage preservation. Publications should encompass various formats including text, audio, and video to meet diverse learner needs and promote widespread use of local musical resources.

2. Strengthen Professional Development for Teachers

As key agents in cultural transmission, teachers' professional competencies critically influence teaching outcomes. Establishing multi-level teacher training systems is essential, with an emphasis on enhancing skills in dialect usage, storytelling, ethnic music performance, and cultural facilitation. Moreover, integrating teaching practice with theoretical research is

encouraged to foster teachers' cultural sensitivity and innovative pedagogical abilities.

### 3. Enhance Policy Support to Institutionalize Regional Cultural Curriculum

It is advised that educational policymakers incorporate regional cultural content into national and local music curriculum standards, with special attention to vocational education. Policy guidance and financial support should be leveraged to promote the popularization and quality improvement of regionally distinctive music education, thereby constructing a music education ecosystem with clear regional identity.

### 1. Promote Interdisciplinary Collaboration to Deepen Experiential Cultural Teaching

Interdisciplinary cooperation should be encouraged to integrate music education with history, language arts, drama, and folklore studies, creating a multidimensional cultural experiential teaching model. Teaching methods such as situational simulation, cultural theater, and traditional festival activities can enhance students' cultural awareness and identity, increase engagement and enjoyment, and simultaneously elevate the cultural and artistic quality of music education.

### Recommendation for further research

To deepen and expand upon the findings of this study, the following future research directions are proposed:

### 1. Conduct Comparative Studies Across Regions and Dimensions

Future research should extend across broader geographic areas to compare the application effects of traditional music education in vocational settings, analyzing how cultural differences influence teaching strategies and learning outcomes, and ultimately forming a systematic theoretical framework for regional music education.

### 2. Implement Longitudinal Studies to Examine Long-term Impacts

Longitudinal research designs are recommended to track the sustained influence of regional music education on preschool teachers' professional behaviors, teaching philosophies, and cultural identities, revealing the enduring role of cultural education in teacher development and student growth.

### 3. Develop Scientific Quantitative Evaluation Systems

To assess emotional growth and cultural awareness fostered by music instruction, the development of rigorous quantitative assessment instruments is essential. These tools should draw upon psychology and education theories to measure the multidimensional effects of music-based cultural education, advancing research toward empirical rigor and standardization.

### REFERENCES

- [1] Campbell, P. S., & Wiggins, T. (2013). *The Oxford handbook of children's musical cultures*. Oxford University Press.
- [2] Gallahue, D. L., & Donnelly, F. C. (2007). *Developmental physical education for all children*. Human Kinetics.
- [3] Garton, A. F., & Pratt, C. (1998). *Learning to be literate: The development of spoken and written language*. Blackwell.
- [4] Goswami, U., & Bryant, P. (2016). *Phonological skills and learning to read*. Routledge.

- [5] Hallam, S. (2010). The power of music: Its impact on the intellectual, social, and personal development of children. *International Journal of Music Education*, 28(3), 269-289.
- [6] Liu, H., & Chen, Y. (2021). Innovation in early childhood music teaching materials: Problems and directions. *Early Education Research Journal*, 19(2), 34–42.
- [7] Liu, M. (2018). A study on the challenges of teaching folk music in preschool education. *Chinese Journal of Education Research*, 29(6), 78-90.
- [8] McPherson, G. E., & Gabrielsson, A. (2002). *From sound to significance: Developing musical ability*. In The Oxford Handbook of Music Psychology (pp. 67-82). Oxford University Press.
- [9] Schneider, W., & Pressley, M. (2013). *Memory development between two and twenty* (2nd ed.). Psychology Press.
- [10] Thompson, W. F. (2014). *Music, thought, and feeling: Understanding the psychology of music* (2nd ed.). Oxford University Press.
- [11] Wang, J. (2021). Research on the problems and countermeasures of piano teaching in preschool education majors. *Music Education Studies*, 10(4), 41–45.
- [12] Zhang, H. (2020). The integration of folk culture into preschool education. *Educational Perspectives*, 40(1), 35-50.
- [13] Zhou, Li, & Zhang, Yulan. (2023). [Exploration of Aesthetic Functions of Traditional Chinese Children's Songs]. *Journal of Preschool Education Research*, 9(1), 55-60.
- [14] Zhou, Li. (2022). [The Modern Value of Traditional Culture in Preschool Education]. *Preschool Education Forum*, 15(3), 33-36.