

BRINGING FOLK SONGS AND DANCES INTO SCHOOLS IN THANH HOA NOWADAYS

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Folk songs are cultural and spiritual products crystallized from labor and production activities of the Vietnamese. As one of the earliest art forms, many genres of folk songs and dances remaining to this day have become special cultural assets that prove the identity and pride of each community. Thanh Hoa is imbued with a long history covered with many forms of existing cultural heritages, including a treasure of folk songs and dances. Fully being aware of the importance of this art form and the way of teaching - learning and passing it on is one of the important directions for effective protection of cultural heritages in contemporary life.

Key words: the teaching and learning of folk songs, folk dances; school; the way of protection.

1. Introduction

Thanh Hoa is a land with a long history and culture, with a rich number of cultural heritages and diverse ethnic groups in almost all topographical areas, with historical stability. Therefore, the treasure of intangible cultural heritage in general, folk songs, folk dances and folk performances in particular are evenly distributed, with distinct and unique features. In terms of intangible cultural heritage that has been recognized in the national level, Thanh Hoa province currently has 11 intangible cultural heritages that have been honored, including: Xuan Pha game, Poong festival, Kin Chieng Boc May, Chieng games, Ca Tru, Dong Anh folk songs and dances, Cau Ngu festival, Doc Cuoc temple festival, Tra Dong village's traditional bronze casting craft, Muong people's lovemaking village and Mung temple festival.

Types of folk songs, folk dances and folk performances are not only traditional cultural nuances of the locality that simply need to be preserved with the mindset of museum science,

but are becoming extremely valuable resources to promote values, exploit to serve socio-economic development, tourism development.

However, from the specific nature of the type of cultural heritage, it is mainly transmitted through language, sound, image and performance art. Therefore, it depends a lot on artisans, which is fundamentally different from the type of cultural heritage objects with cubes, the model works are relatively clear. Therefore, the conservation of cultural heritage by the way of vocational transmission, teaching combined with the school environment, targeting teenagers and students is considered a right direction to preserve and promote this special type of cultural heritage.

2. Overview of the research problem

Teaching folk music, including folk songs and dances in schools from the perspective of preserving and promoting cultural heritage values is no longer a new issue. However, there are not many in-depth works dealing with this issue as an independent treatise. Studies in the form of topics, books and newspapers mainly clarify the value of art, performance methods, the preservation and promotion of values through teaching, vocational transmission, and art education in schools. quite little. For example, research works on Dong Anh folk songs such as Thesis on *Dong Anh Lantern Music in Thanh Hoa* (2003) by Nguyen Trung Kien; Thesis *Music in traditional festivals of the Vietnamese people in Thanh Hoa* by author Do Thi Thanh Nhan; *Survey of Dong Son traditional culture with a system of plays and performances* (1998) by groups of authors Tran Thi Lien, Pham Van Dau, Pham Minh Tri; *Thanh Hoa folk songs* (1965) collected by Lam Son group were edited by Vu Ngoc Khanh. Other melodies and folk music such as Ho river Ma, Cheo chai, ethnic minority singing have also been exploited by a number of researches. However, the main goal of these works is still to explore the art form. From the perspective of research on teaching folk songs and dances in Thanh Hoa, there have only stopped at giving a few solutions such as: *Application of teaching Chorus on the Ma River tune at the Thanh Hoa University of Culture, Sports and Tourism* (2014) by Hoang Thi Thuy in the Science Journal of the Central University of Arts; *Research on teaching the ensemble singing of Dong Anh Light Dance to students at Quang Trung Secondary School, Thanh Hoa City* (2016) by Nguyen Thi Thanh Van; *Teaching Dong Anh folk songs to vocal students at Thanh Hoa University of Culture, Sports and Tourism* (2017) by Pham Thi Hai; *Inheriting the Vietnamese folk songs of Thanh Hoa in the songs about Thanh Hoa* (2019) by Vi Minh Huy; *Solutions to protect and promote the value of Ma River tune; Protecting and promoting the value of Xuan Pha role in Xuan Truong commune, Tho Xuan district, Thanh Hoa province in association with tourism development* (2020) by author Tran Van Tho; *Thanh Hoa folk songs in the preschool teacher training program at Hong Duc University* by Vu Ngoc Tuan. Most of

these research works stop at measures to exploit and promote the value of cultural heritage through the teaching of artisans, and to introduce folk songs and dances into schools, vocational training associated with various types of clubs and performing arts organizations in the province such as Lam Son Theater, Thanh Hoa Traditional Art Troupe. However, there have been suggestions associated with relatively effective practical models, which are interesting suggestions for research authors to interpret more specifically in the discussion section of the article.

3. Research Methods

To arrive at the research results, the author uses a variety of approaches, with the focus being on the method of cultural studies combined with education to clarify the value of folk songs and folk music in the treasure of intangible cultural heritage in Thanh Hoa. On that basis, we study specific educational methods for art education in schools to propose possible solutions to bring folk songs and dances into teaching and learning activities in accordance with education level in Thanh Hoa province. In addition to the above approach, the author also uses specific methods such as: research, document analysis of related works on art education, research on Thanh Hoa folk songs; Actual survey of art teaching and learning activities in a number of schools in the province; Consult experts, art researchers, educational administrators on measures and ways to bring traditional music into schools.

4. Research results

Through the actual survey up to the present time, the teaching and learning of music subjects in high school and professional levels in the province, the local music in general, folk songs and dances of Thanh Hoa still quite little. Firstly, there is no separate independent subject on folk song, folk dance or Thanh Hoa local music subject in the study program. Secondly, only a few parts related to typical Thanh Hoa folk songs and dances have been integrated into specific music subjects. For example, at Thanh Hoa University of Culture, Sports and Tourism, a university-level professional training institution in Thanh Hoa that specializes in Vocals, Instruments and Music Pedagogy, some other subjects integrate local music (is still quite little), such as Reading and Writing (Vocal Sign), Music History, Vocal Performance, Music Theory... These modules make use of some typical Thanh Hoa folk music such as Dong Anh folk song, Ma River tune in teaching activities. On the other hand, the dances or musical instruments of Khen and singing of ethnic minorities in Thanh Hoa almost has been paid no attention to. There were some proposals to give folk songs and folk music in the training program of Preschool Education at Hong Duc University in extra-curricular programs. For high schools in the province, sometimes only a few teachers use some typical songs and melodies in teaching singing to students. This is still a rather small percentage if you look at the massive picture of

the folk dance treasures, which are inherently unique in Thanh Hoa province. Another issue of concern is that, the qualifications and capacity of lecturers at all levels are equipped with basic knowledge of local music, folk songs, performances, folk festivals in Thanh Hoa still has many limitations, which greatly affects the innovation of teaching methods, exploiting Thanh Hoa traditional music in teaching. The phenomenon of teachers and music teachers using many modern tunes and songs for teaching is quite common because they think that students are more receptive than traditional music. In music training programs from professional level to high school, there is currently no overview course related to local music. This is also one of the reasons why for the promotion of local music, exploiting the treasure of Thanh Hoa folk songs in schools is still limited. In terms of the cooperation between the school and the performing artists to promote folk songs and dances, there are also many situations worth discussing. This form is well implemented by many localities in the country to bring cultural heritage values and traditional cultural values to the young generation through learning in schools through extra-curricular and thematic sessions.. In Thanh Hoa, this issue is still quite new. According to the report of the local Culture, Sports and Tourism industry, since 2007, the Provincial Cultural Center has coordinated with the People's Committee of Ha Trung District and Conservation and Restoration Branch of Ma River tune to organize many classes teaching and learning to sing the Ma River tune [4, p. 84). However, the promotion of Ma river song through the form of mere teaching in clubs of the branch system has not spread to the high school level.

From 2017 until now, especially after the Decision No. 592/QĐ - People's Committee on the establishment of Thanh Hoa Traditional Art Theater, Thanh Hoa province is also one of the few localities with professional art troupes. This is a very favorable condition to promote well the value of the folk music and dance treasures of Thanh Hoa. However, due to the special nature of this type of cultural heritage, it depends on the contingent of performing artists, while this practice force is increasingly sparse due to the influence of age, making the ability to transmit the profession and popularize it to younger generations tends to decrease. Currently, the number of artisans who are knowledgeable about techniques and performing arts in a methodical and systematic manner is not much. Moreover, the number of experts and researchers in this narrow field is quite small, so it greatly affects the collection, editing and systematization of melodies in order to popularize them more easily among young people. youth, especially develop folk dance movement in schools and localities in the province.

Faced with the risk of increasingly disappearing local traditional intangible cultural heritages, Thanh Hoa province has approved a policy to develop a project to preserve, restore and promote the values of folk songs and dances in Thanh Hoa province in the industrialization and modernization context in the period of 2021 - 2030. This is a very timely and appropriate

policy in the context that the role of sustainable development is increasingly being emphasized and the cultural heritage values need to have a worthy place in contemporary social life. Therefore, more than ever, the promotion, development and promotion of the value of traditional cultural heritage treasures of folk songs and dances in Thanh Hoa need to focus on the young generation - the future owners of the country. And there must have closely link between teaching and vocational transmission with training and learning in schools.

5. Discussion

5.1. Bringing folk songs and dances into schools is necessary in order to effectively preserve and promote traditional cultural heritages.

In the current era, the preservation and promotion of traditional cultural values always holds a particularly important and vital position. It is an extremely valuable asset, the quintessence of artistic creativity of generations of ancestors, the basis of the development of national culture in contemporary society... A lot of folk cultural and musical values, Vietnamese traditional folk songs are in danger of being deformed and lost. Therefore, it is urgent to conserve in a scientific and systematic way in a strategic vision. For example, the School of Culture - Art in Bac Ninh has opened training courses in Quan ho folk singing with the participation of teaching by Quan ho artisans. Besides that, Thai Binh College of Art in Thai Binh province also has many years of training actors and musicians for the art of Cheo. The introduction of folk songs and folk music into teaching in high schools in many countries around the world is not a new phenomenon, but it has become a strategic direction in their educational career. In Vietnam, this issue still has many different opinions but has not come to a consensus. Because there has not been a clear awareness of the introduction of folk songs into teaching in high schools, it has created many inadequacies, concerns and concerns for the team of teachers who are taking on this responsibility. The current situation of bringing folk songs and dances to high schools is only a formality and has not been paid due attention.

In our country, in the music curricula of elementary and junior high schools, educators and educators have paid attention to including folk songs in textbooks, but to a rather modest extent. Many people think that folk songs are precious spiritual products left behind by their fathers, so in the content of music education in schools, it is necessary to teach folk songs in the classroom at an appropriate rate. In addition, extra-curricular music activities must be enhanced, in which folk music in general and folk songs must be paid special attention.

The majority of opinions say that our country has 54 ethnic groups, each with its own melody and lyrics... These are extremely valuable intangible cultural values of the Vietnamese people. Therefore, preserving and promoting the values of folk songs is to bring folk songs to all classes, especially elementary school students, so that folk songs gradually become an

indispensable musical element of modern life. The introduction of folk songs into junior high schools is appropriate and is one of the comprehensive educational measures for students today. However, to do this is not simple but requires a strategic perspective, built on a scientific basis, combining theory with practice, especially training and fostering teachers team; policies towards artisans and artists; traditional art troupes as well as the orientation and management of the functional sectors..

5.2. Main methods to bring folk songs and dances into teaching and learning activities in schools

Folk song, folk dance and folk performance are a type of synthetic art related to dance, performance movements, body shape, costumes, voice and musical instrument system. Therefore, the limitations in teaching the young generation in general and training through teaching in schools in particular face difficulties both objectively and subjectively. However, if properly organized, the school environment itself is one of the places where it is easy to popularize and develop this unique type of music. Based on our experience in pedagogical activities, especially for a higher education institution operating in the training of human resources in the field of arts, we propose some specific solutions as follows:

Firstly, it is very difficult to "payroll" the "local music" part to become a compulsory subject in the training program at both high school and professional levels. This is due to the limitation of the curriculum framework and the duration of the subjects prescribed by the Ministry of Education and Training. Therefore, in order to popularize these programs, it is necessary to promote extra-curricular activities (beyond the internal curriculum) including cultural activities, sports activities, and art activities. This is a type of activity within the educational scope of the school in order to create a diverse and rich living environment in terms of academic capacity and personal interests. The main audience is the learners. Extracurricular activities have the ability to attract many students to participate. This activity not only significantly contributes to support the main course teaching, but also creates a healthy atmosphere, helping students improve their understanding of Vietnamese culture and national traditions. Participating in extracurricular activities, students are fully aware of the meaning and role of local traditional culture, consciously preserving and promoting the precious capital of folk music, preserving beauty in the social and cultural life of Vietnam.

Secondly, increasing the duration of skills education subjects in schools, thereby creating a suitable environment for students to interact with, learn about and experience local folk songs and dances under the teaching, transmission, and introduction of specialized teachers who are well-trained in local culture and music or by artisans and performers who are knowledgeable about Thanh Hoa folk songs and dances. For professional schools, it is necessary to renovate

the training program in subjects such as *Traditional Music, Performance Practice, Music Theory*, etc...The introduction to Thanh Hoa 's folk songs and dances should be divided by ethnicity or region in the province so that learners can easily imagine the uniqueness, diversity and rich cultural and musical identity, and aesthetic values to students.

Thirdly, the local Culture, Sports and Tourism sector needs to coordinate well with the state management agencies in education such as the Department of Education and Training of Thanh Hoa, with affiliated units such as the Traditional Art Theater, Lam Son Theater as well as local experts, researchers, artisans and artists to do a good job of orienting the teenagers in the education system, in order to create interest of society and schools for the traditional cultural heritage treasure of Thanh Hoa in general, folk songs and dances in particular. Currently, the Department of Education and Training in Thanh Hoa is implementing a new general education program. Music and Fine Arts subjects under this program have become compulsory subjects. Therefore, through training, local music can be introduced into the program. On the other hand, the province's Culture, Sports and Tourism sector should consider maintaining the form of training by order, training by address like the previous very effective combination model between Thanh Hoa College of Culture and Arts (period 2000 - 2007) with Lam Son Theater in training artists of dance, Tuong, and Cheo. This is a good model to increase the time of traditional music in teaching the students to practice performance skills with the output being Thanh Hoa's performers for province. At the same time, there are policies and mechanisms to better support local editors and researchers, suggesting that they can be published as textbooks on local music for dissemination as teaching materials. and learning music (linked with local learning programs) in today's high schools.

Fourthly, through the non-business organizations of the Culture, Sports and Tourism sectors such as the Cultural, Sports and Tourism Centers in the districts, regularly organizing the conferences, contests and performances on traditional music, focusing on students in schools. Since then, spreading the movement of learning, understanding and performing folk songs and dances in the community in general and the school in particular.

Fifth, taking advantage of digital strengths in the era of the 4.0 technology revolution on the basis of creating channels to promote folk songs and dances through social networks such as You Tube, local television, open categories. "Artist contact", introducing melodies and skill classes on local television to introduce the beauty of Thanh Hoa's folk songs and dance treasures to students and young people.

Sixth, through the existing model of folk music and dance clubs (such as Ma River chanting, Xuan Pha dance), developing the number of youth and student members and

connecting regularly with schools to organize into thematic activities, extra-curricular activities. Thereby guiding and supporting schools to establish affiliates and clubs.

6. Conclusion

Thanh Hoa folk songs are diverse in genres and rich in content. Many typical folk songs are well known throughout the country such as: Ma river tuncce, Dong Anh light dance performance... have clearly shown the image of labor and spirit life of Thanh Hoa people. Folk songs are also the place where Thanh Hoa people send their pure thoughts, feelings and dreams towards a beautiful future. Bringing Thanh Hoa folk songs and dances into schools is not only to provide basic knowledge about Thanh Hoa folk music and folk songs, but also an effective measure to protect and promote traditional cultural values in a sustainable way.

In order to overcome and have a long-term orientation on the preservation and promotion of the unique treasures of folk songs and dances of Thanh Hoa, from now on, the work of dissemination, promotion and development is associated with the youth is an urgent job. The creation of favorable conditions and environment to interact with and learn about folk songs and dances associated with extracurricular activities outside the main academic program helps students gradually become familiar with and more interested in local music. In order for the study and performance of folk songs and dances to become a widespread movement in schools, among students, the role of orientation and coordination between the province's Culture, Sports and Tourism sectors with relevant departments, with schools still being the most core solution among the mentioned ones.

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