

FEATURES OF RHYTHM TRAINING IN TEACHING POPULAR MUSIC IN CHINA

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Abstract. This paper aims to explore the pedagogical conditions for rhythm training in music education in China. The theoretical aspects of rhythm teaching, including its definition, classification, and importance are investigated in this article. The situation of supplementary music education in China is described and its impact on music education is analyzed. Also the teaching methods of Chinese popular music are described. The authors proposed some suggestions to improve the effectiveness of rhythm training.

Keywords: rhythm, popular music, music education, pedagogical conditions, teaching methods.

ОСОБЕННОСТИ ОБУЧЕНИЯ РИТМУ В ПРОЦЕССЕ ПРЕПОДАВАНИЯ ПОПУЛЯРНОЙ МУЗЫКИ В КИТАЕ

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Аннотация. Целью данной статьи является изучение педагогических условий обучения ритму музыкальном образовании в Китае. В статье раскрыты теоретические аспекты обучения ритму, включая его определение, классификацию и значение. Описано состояние дополнительного музыкального образования в Китае и произведен анализ его влияния на музыкальное образование в целом. Также описаны методы преподавания китайской популярной музыки. Авторы разработали пути повышения эффективности обучения ритму.

Ключевые слова: ритм, популярная музыка, музыкальное образование, педагогические условия, методы обучения.

As an important music form, popular music is very trendy among young people in China. However, due to the lack of professional rhythm training, many students encounter difficulties in learning and performing popular music. Therefore, understanding the teaching conditions for rhythm training is crucial to improving students' level of popular music. The purpose of this article is: to describe pedagogical conditions for rhythm training in popular music teaching in supplementary institutions in China.

Rhythm is an important means of musical expression. Its essence and perception is considered in music theory, music psychology and pedagogy as a set of its constituent

components – tempo, meter, rhythmic pattern and is determined by the emotional and figurative content of a musical work in close relationship with melody, harmony, timbre. A well-developed sense of musical rhythm presupposes the performer's ability to find an artistically correct, emotionally imaginative performance of the rhythmic side of a musical work while observing a schematic recording of the rhythm. Therefore, the issue of using innovative technologies for the development of rhythm in the process of teaching popular music is undoubtedly relevant.

Merriam-Webster's dictionary defines rhythm as follows: "an ordered recurrent alternation of strong and weak elements in the flow of sound and silence in speech." An elaboration of the definition in a musical context follows: "the aspect of music comprising all the elements (as accent, meter, and tempo) that relate to forward movement" [1]. Rhythm is the organization of time in music, determining the duration and intensity of notes. According to different characteristics, rhythm can be classified into simple rhythm, complex rhythm, and free rhythm.

In rhythm teaching teachers should pay attention to cultivating students' sense of rhythm and ability to read music. Through listening, modeling, sight-reading and other ways to help students familiarize themselves with and master the time value of various notes and rests, as well as the relationship between strength and weakness. At the same time, students can also be guided to analyze and interpret the characteristics and laws of various rhythm patterns to improve their comprehensive musical literacy.

Rhythm is the foundation of music, giving it movement and expressiveness. By mastering rhythm, students can better understand and interpret popular music works.

Overall, rhythm perception is a complex and multi-dimensional process, which involves multiple aspects such as auditory, kinesthetic, and cognitive. "by cultivating and improving the ability of rhythm perception, people can understand and appreciate the beauty of music more deeply" [2, p. 15].

In addition, S. Oehlerand and J. Hanley considered that "by accurately notating and interpreting the rhythmic elements in musical works, it can help students better understand and express the connotation and stylistic characteristics of musical works" [3, p. 19].

Rhythm is one of the important elements that make up music, especially popular music, because it gives vitality and movement. For students who study popular music, mastering rhythm training techniques is the key to improving musical literacy and expressiveness. As an introductory part of rhythm training, basic rhythm practice is of great significance for the subsequent learning and understanding of complex rhythm. We studied methods of teaching rhythm in supplementary education institutions in China. First of all, it should be said what supplementary education institutions exist. China's supplementary music education mainly includes conservatories, art schools, and training institutions. These institutions offer various types of courses such as vocal music, instrumental music, composition, and music theory. Overall, music supplementary

education in China plays an important role in cultivating students' musical literacy and aesthetic ability. In the future, with the continuous development and progress of society, it is believed that China's music supplementary education will also continue to improve and develop. Supplementary music education refers to the opportunities for music education provided outside regular school education, aiming to cultivate students' musical interests and talents.

Supplementary music education provides students with a broader knowledge and skillset in music, enabling them to better cope with rhythm training in popular music education. In addition, supplementary music education also provides more opportunities and resources for students to access more popular music works and artists.

Now let's move on to considering methods of teaching rhythm. Learning popular music requires mastering basic musical theory knowledge, techniques, and expressive abilities. Students can improve their level of popular music through listening, imitation, and practice.

Teaching popular music needs to combine students' interests and characteristics, adopting flexible and diverse teaching methods. Teachers can help students master rhythm training skills and methods through demonstrations, guidance, and feedback.

Rhythm and music style are inseparable, understanding and mastering the rhythmic characteristics of different music styles is one of the important ways to improve students' musical literacy and aesthetic ability. In the process of the rhythm teaching teachers should pay attention to the combination of theory and practice, and guide students to understand the relationship between rhythm and music style in a comprehensive and in-depth manner [4].

The modern methodology of rhythmic training in China is a comprehensive system that focuses on the combination of basic training and practical application, the integration of traditional Chinese musical elements, innovative teaching methods and means, and personalized development. The following are some of the application methods of rhythm training techniques in the teaching of popular music by students: Basic rhythm exercises; rhythm listening training; rhythm creation practice; rhythm ensemble practice.

Through studying the theoretical aspects of rhythm teaching, the situation of supplementary music education in China, and the learning and teaching methods of Chinese popular music, we propose suggestions to improve the effectiveness of rhythm training in popular music education in China. In our opinion it is necessary to:

1. Strengthen the learning of basic musical theory knowledge, especially related to rhythm.
2. Provide more practical opportunities for students to consolidate the rhythm skills they have learned through hands-on practice.
3. Encourage students to participate in popular music competitions and performances to enhance their performance ability and confidence.

4. Strengthen teachers' professional training to improve their understanding and ability in popular music education.

In conclusion, the learning and teaching of Chinese popular music is a challenging and inspiring process. Educators should choose the appropriate teaching content according to the actual situation and needs of students, to ensure that the selected content can not only reflect the charm of Chinese popular music but also meet the learning needs of students. At the same time, educators should also pay attention to the innovation of teaching methods and the enhancement of practicality, so that students can master music knowledge and skills in a relaxed and pleasant atmosphere, and improve music literacy and aesthetic ability [5, p. 155]. By strengthening the learning of basic musical theory knowledge, providing more practical opportunities, encouraging students to participate in performances, and enhancing teachers' professional training, students' level of popular music and the effectiveness of rhythm training can be improved.

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