

# Summary of the Present Situation of Inheritance of Qiang Dance in Pre-School Education

**Haolin Shi**

Sichuan Preschool Educators College, Jiangyou, Sichuan, 621709, China

**Abstract:** The Qiang Nationality has a long history and forms a dance form rich in lively rhythm, beats and heroic dance postures in the long process of its development. As a member of the Chinese traditional dance culture, and affected by Qiang Nationality's no written language, the Qiang dance can only be inherited by means of oral or mental instruction. Therefore, its inheritance has already been in crisis with the Qiang people's gradually going out of the national and geographical restrictions. At this time, teaching Qiang dance in the pre-school education can achieve the purpose of cultivating the traditional dance feelings of Qiang Nationality from the early childhood, thus making the children become inheritor and disseminator of Qiang culture. At the present stage, many scholars in our country have explored the inheritance of Qiang dance in pre-school education, and have reached certain research results. After clarifying the internal and external influencing factors of the Qiang dance and its inheritance, this paper summarizes the existing research results mainly from the two aspects including the problems of Qiang dance inheritance existing in the pre-school education and its application to the inheritance strategy.

**Keywords:** Qiang dance; Pre-School education; Culture inheritance

## 1. Introduction

The Chinese nation is composed of fifty-six nationalities and each nation has its own unique national culture, folk customs and social development status, therefore the diversified national artistic forms in different styles are formed. As a member of the Chinese nation, Qiang Nationality has a long cultural history and its dance, as an important part of the Chinese traditional dance culture, not only shows the national characteristics, but also plays a good carrier role in the traditional Chinese culture inheritance.<sup>[1]</sup> As the Qiang people's living area is relatively narrow and the Qiang population is relatively small, it is going to be difficult to inherit the Qiang dance. Most scholars in our country believe that we must attach great importance to the inheritance and development of Qiang dance, and cultivate Qiang dance consciousness and Qiang cultural thinking from the early childhood. This paper mainly summarizes the research results by some Chinese scholars of the Qiang dance inheritance in pre-school education. On one hand, I hope to systematically sort out the existing research direction, on the other hand, I hope to provide more systematic guidance for Qiang

dance teaching in the pre-school education and the inheritance of Qiang dance culture.

## 2. Introduction to Qiang Dance

Qiang nationality mainly lives in Minjiang River Basin, Sichuan Province, China, which has old civilization and cultural traditions. For the universal belief in animism of Qiang Nationality and the worship of primitive religion of ancestors, the Qiang people will dance to make themselves rejoice in the process of sacrifice. Qiang dance is of great significance in Qiang people's living and folk customs, and they will also dance to express their thoughts in hunting, planting, healing, weddings and funerals, festivals and other activities in addition to the sacrifice. The Qiang dance passing down to now is not only the full display of the Qiang's unique folk customs, but also reflects the origin and influence among Qiang culture and Tibetan culture and Han culture.<sup>[2]</sup> From this point of view, to inherit the Qiang dance in the pre-school education can not only cultivate children with dance art performance and aesthetic ability, but also be able to promote the Qiang dance culture to be more widely carried forward.

**Corresponding Author:** Haolin Shi, Email, 975079@qq.com.

### 3. The Influential Factors of Qiang Dance Inheritance

The inheritance of Qiang dance will be influenced by many factors, including the internal factors and external factors. We must know and master the related factors for a good teaching and inheritance of Qiang dance in the pre-school education.

#### 3.1 Internal Factors

The internal factors of Qiang dance inheritance include two aspects: belief and customs of the Qiang Nationality. The first is the impact of Qiang belief. The Qiang dance mainly originated from the custom celebration and religious sacrifices. The related rituals' hosts were the shaman, who can be called the master of the Qiang's knowledge, history and culture inheritance, of the Qiang people, which determines that the Qiang dance belongs to the sacrificial culture of the Qiang area. Influenced by the belief of Qiang Nationality, Qiang dance always possesses more melodious, inspiring and appealing characteristics and contains many themes including war, agriculture, sacrifice and so on.<sup>[3]</sup> As time goes on, this dance culture has been ingrained, and the Qiang people hope to use dance to show their own lives and emotions, and to carry forward the national culture. The second is the influence of the Qiang customs. Because Qiang dance fuses the folk custom and national customs passed down from generation to generation of Qiang Nationality, the etiquette dance and rally dance appear in the progress of the times apart from sacrificial dance, which have plain and elegant style and lively rhythm and can create harmonious and heated atmosphere. It can be said that the influence of the Qiang customs made by the inheritance of its dance culture expresses the national culture, thought and emotions.<sup>[4]</sup>

#### 3.2 External Factors

On the external influencing factors of Qiang dance inheritance, this paper mainly emphasizes geological disasters. Since Qiang is mainly located in Sichuan Province, the "5·12" Wenchuan earthquake, occurred in May 12, 2008, had a significant adverse impact on Qiang culture inheritance. This earthquake caused varying degrees of damage on 21 cities and prefectures and 140 counties of Sichuan Province, among which Mao County, Li County, Wenchuan County and Beichuan County are the Qiang autonomous regions, in addition, Pingwu County and Songpan County are Qiang ethnic townships. Under the severe influence of the "5·12" Wenchuan earthquake, the area was hammered and suffered huge losses on both the economy and culture. The intangible cultural heritage of the Qiang people is at the risk of possible faults. Moreover,

there often appear debris flow, landslides and other natural disasters in the Minjiang River Basin where the Qiang people live.<sup>[5]</sup> Therefore, the inheritance and development of Qiang cultural heritage would be affected. From this point, the inheritance of Qiang dance in pre-school education has an important positive significance on carrying forward the Qiang culture and promoting the Qiang dance to go out of Sichuan, out of the China and to the world.

### 4. Problems on the Inheritance of Qiang Dance in Pre-School Education

#### 4.1 The Existing Qiang Dance Elements do not Meet the Needs of Pre-School Education

The problem that the existing Qiang dance elements do not meet the needs of pre-school education has appeared on the inheritance of Qiang dance in pre-school education. Xu Limei (2014) pointed out in her study, to inherit folk dance in primary school education must ensure that folk dance elements meet the physical and mental development needs of primary school students. The point is true to the inheritance of Qiang dance in pre-school education. In fact, although most pre-school education in Sichuan has blended in Qiang dance elements for the effective teaching of Qiang dance, the Qiang dance elements selected cannot fully fit in well with the characteristics of children's physical and mental development. For example, in the selection of the Qiang dance movement, although the emphasis has been putting on the "crotch" action training, other body movements lack richness, and the system movements of entire dance are more complicated, which cannot be adapted to the movements according to the characteristics of children's learning.<sup>[6]</sup> In the selection of Qiang dance music, the music time is rather long and some music does not highlight the characteristics. Therefore, we can conclude that the existing Qiang dance elements in pre-school education are not conducive to cultivating children with good Qiang dance perception.

#### 4.2 The Lack of Qiang Dance Training Materials Needed in Pre-School Education

At present, the pre-school education has blended Qiang dance in the basic dance teaching of children, but lacks standardized, normative and systematic teaching materials of the Qiang dance training. From this aspect, it can be said that the teaching of Qiang dance for children in pre-school education has a large randomness. Teachers often teach students on the basis of the Qiang dance movements, rhythm and style that they have grasped, and there is not good convergence between the teaching contents. Because some teachers are limited by the Qiang dance

teaching ability, they will teach students by imitating other teachers' teaching way. This kind of teaching state is not conducive to arousing children's interest to learn Qiang dance, let alone to promote them to master certain Qiang dance skills, which cannot achieve the purpose of inheriting the Qiang dance culture.<sup>[7]</sup>

### **4.3 Deviation of Qiang Dance Teaching Idea in Pre-School Education**

At present, there are some deviations in Qiang dance teaching ideas in the pre-school education. The main manifestation is that most teachers still adopt the traditional and uniform teaching idea for children basic dance. He Juan (2015) said that the Qiang dance is a distinctive national dance rich in culture, as a result, we need to develop personalized teaching methods and models in the children's cultural education. As a matter of fact, the teaching idea of children basic dance is not renewed in pre-school education and not highlighting the national style and characteristics of Qiang dance, but just teaches students some formalized and unified Qiang dance movements. At the same time, failure to choose the Qiang dance teaching methods according to characteristics of children's physical and mental development in pre-school education results in the lack of fun in teaching, which makes it difficult for children to be dedicated in the Qiang dance learning, let alone to inherit innovatively.

## **5. The Application of Qiang Dance Inheriting Strategy in Pre-School Education**

Qiang Nationality is a nation with a long history and profound cultural accumulation, containing unique national style and culture in its dance, from which our scholars believe that we should extract the elements that can be educated and blend it in the pre-school education, so as to arouse the Qiang dance learning interest of children and to actively inherit it based on their knowledge of the Qiang belief and customs and the urgency of protecting the Qiang culture. In view of this, the inheritance of Qiang dance in pre-school education can adopt the following strategies.

### **5.1 Choose the Qiang Dance Elements Appropriate for Pre-School Education**

The inheritance of Qiang dance in pre-school education must select the Qiang dance elements that can be understood and accepted in children basic dance education. In this aspect, scholar Han Yunjie (2012) said in her study that pre-school teachers should fully understand the characteristics of the Qiang dance to custom-make Qiang

dress for children and to make children experience the Qiang dance culture. At the same time, pre-school teachers should also sort out and analyze the folk dance forms of Qiang and Qiang dance music, and what matters the most is that the selection of elements closely related to children's basic dance education to ensure it is consistent with children physiological structure.<sup>[8]</sup> At this time, children can not only feel the Qiang national style and regional characteristics from the Qiang dance costumes, but also master the style and basic rhythm of the Qiang dance in the daily contact. Only teaching the basic dance by the selection of Qiang dance elements accepted by children can gradually train children with good musical expression and physical flexibility, which is able to further grasp the rhythm, style, posture and moving-rhythm of the Qiang dance.

### **5.2 Normatively Compile the Pre-School Education Training Materials of Qiang Dance**

Yuan Xiasong (2016) said in his study that the permeation of the national dance culture in the childhood culture education can play a good effect on molding children character and cultivating children's dance and music feelings. However, we need to teach students on the basis of the standard and systematic folk dance teaching materials in order to obtain a good teaching effect. For the teaching of children basic dance in pre-school education, and for good inheritance of Qiang dance culture, we must attach importance to normatively compiling the pre-school education training materials of Qiang dance. In this aspect, pre-school teachers need to discover and sort out the basic movement and main movements of Qiang dance, and normatively compile the pre-school education training materials of Qiang dance in accordance with the step-by-step principle in teaching to ensure that children can popularize and inherit Qiang dance and culture in a more scientific and systematic manner. Attention shall be paid to make the teaching materials in line with characteristics of children's physical and mental development and the teaching materials shall be carefully selected and optimized during their compiling. Meanwhile, the teaching materials should also have the distinctive national and geographical characteristics, making it more effectively for children to grasp the Qiang dance style and moving-rhythm during learning.

### **5.3 Reconstruct the Teaching Ideas to Promote the Development of Qiang Dance**

The reconstruction of teaching ideas plays an important role on the inheritance of Qiang dance in pre-school education. The children basic dance teaching is the core of

the popularization and teaching of dance and the teaching of children's folk dance has a positive significance in the inheritance and development of national dance culture. Therefore, the integration of Qiang dance into the children basic dance teaching of pre-school education can stimulate the national dance thinking of children and can also achieve the inheritance of Qiang dance. But, in the pre-school education, we must pay attention to reconstruct the traditional teaching ideas and thinking when the Qiang dance elements are blended in children basic dance teaching. Yuan Yongming (2013) said that the inheritance of national dance art in the school art education must be rooted in the traditional Chinese culture. For this purpose, pre-school education should be based on the national dance culture inheritance to highlight "entertainment", "innovativeness" and "interestingness" of Qiang dance and to make children master certain Qiang dance movements in the gradual teaching, and arouse the Qiang dance learning interest of children, thus inheriting Qiang dance in the continuous innovation.

## 6. Conclusion

The main purpose of the integration of Qiang dance into the pre-school education is to make children comprehend the unique charm of the Qiang dance in the basic dance teaching, including the Qiang dance national style, movement characteristics, etc., and then arouse their interest to learn and to inherit Qiang dance. It can be found from the existing research on the inheritance of national dance in pre-school education that the inheritance of Qiang dance

in pre-school education must not only choose the Qiang dance elements suitable for pre-school education and normatively compile the pre-school education training materials of Qiang dance, but also reconstruct the teaching ideas.

## References

- [1] Limei Xu. A study on the inheritance of Shilin Yizu folk dance in primary school education[J]. Journal of Qujing Normal University, 2014,S1(03):175-177. (in Chinese)
- [2] Juan He. The application and inheritance of Chinese national dance in children's culture education[J]. Home Drama, 2015,16(11):142-143. (in Chinese)
- [3] Yunjie Han. On the inheritance and application of Qiang costume culture in early childhood education[J]. Journal of Aba Teachers College, 2012,01(05):5-7. (in Chinese)
- [4] Xiaosong Yuan. The application and inheritance of Chinese national dance in children's culture education[J]. Intelligence, 2016,17(10):14. (in Chinese)
- [5] Yongming Yuan. Rooting in traditional Chinese fertile soil and cultivating wonderful folk dance--innovative school art education in the inheritance[J]. Education for Chinese After-School, 2013,17(02):164. (in Chinese)
- [6] Niting Li. Development and thinking in the inheritance of the Qiang Dance[D]. Chongqing University, 2013. (in Chinese)
- [7] Xiongyan Luo. Exploration of inheritance of the Qiang Dance and its development law[J]. Journal of Aba Teachers University, 2007,24(2):4-7. (in Chinese)
- [8] Bing Xu. A brief study on current situation, inheritance and development of the Qiang Dance[J]. Frontier, 2012(4):172-173. (in Chinese)