

Enhancing Music Education in Chinese Schools: Analysis and Strategies

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ABSTRACT

Music, an integral component of the arts, holds significant value in fostering comprehensive student development across moral, intellectual, physical, and aesthetic domains. This paper delves into the present state of music education in Chinese primary and secondary schools, indicating that it's a pivotal subject for ethical and aesthetic instruction. It pinpoints the reasons underlying the current, proposes strategies to enhance the quality of music education, and underscores the immense practical importance of such research for educational reform in this domain.

KEYWORDS

Music teaching; current situation analysis; reform strategy

Music plays a crucial role in the education of students, especially in primary and secondary school settings. It serves as a means of cultivation, purification, and inculcation, aiding in the improvement of students' overall quality. With the state's emphasis on quality education, music education becomes even more crucial in helping students break free from the monotonous learning routine and find relaxation amidst academic pressures. It serves as a vital tool for aesthetic and moral education, enriching students' lives beyond textbooks. Effective teaching methods in music education are essential, offering engaging and dynamic content that breathes life into primary and secondary school music classrooms. These methods not only ignite students' creativity but also provide hands-on experience, ultimately enhancing the quality of music education. By creating a stimulating learning environment, teachers can improve teaching efficiency and students' learning outcomes, fostering a positive atmosphere conducive to students' growth and development. Ultimately, music education stands as a cornerstone in shaping well-rounded individuals in today's educational landscape.

1 Music education in Chinese primary and secondary schools requires improvement to enhance students' skills and appreciation

1.1 Lack of balance in music classroom teaching roles affects both primary and secondary education

In many classrooms today, the approach to music education often sees the teacher taking center stage, rather than the students themselves. Unfortunately, many music teachers lack the enthusiasm needed to truly engage their pupils. Instead of capturing their students' interest and fostering a love for music, these teachers resort to monotone lectures, strictly adhering to a predetermined lesson plan. They fail to truly understand the individual learning styles and needs of their students, simply

following a one-size-fits-all approach to teaching in order to meet school requirements. This rigid, uninspired method of instruction does a disservice to the artistry and specificity of music as a subject. By failing to consider the unique learning experiences of each student, teachers effectively turn their classrooms into passive environments where students passively absorb information without truly engaging with the material. This approach disregards the emotional and creative potential of music education, reducing students to mere receptacles of knowledge. It is essential for educators to reconsider their teaching strategies, prioritizing student-centered learning and nurturing a genuine passion for music.

1.2 Lack of music educators hinders learning. Need more music teachers for instruction

Many music college students are hesitant to teach in underprivileged areas due to the lack of economic progress in those regions. Issues like inadequate transportation, poor communication networks, and other outdated infrastructure make it challenging for them to consider working there. This reluctance has brought forth a concerning problem - the qualifications of music teachers are becoming a hindrance to the advancement of music education in many primary and secondary schools. While some informal music instructors may have a passion for music education, there remains a noticeable disparity in their artistic proficiency and professional skills compared to those music educators who have received formal training from accredited institutions. Closing this gap is essential for the overall improvement of music education in these areas.

1.3 Outdated software teaching methods and inadequate leisure facilities in music classrooms

Many music teachers continue to rely on outdated teaching methods in the classroom. However, students in primary and secondary music education not only require knowledgeable teachers but also access to well-equipped classrooms. This includes a range of instructional materials, multimedia tools, and various musical instruments. Providing students with a rich learning environment will help them better engage with the subject matter and develop their musical talents. As such, investing in quality resources is essential for fostering a love of music and nurturing musical skills in students.

2 Revamp music teaching in schools with innovative strategies to enhance student engagement and learning

2.1 Shift societal views on music education from traditional to innovative

Music class often gets overlooked in schools where it is not included in the final semester assessment and therefore not factored into overall grades. This oversight is a result of the prevailing teaching-to-the-test mentality, which diminishes the perceived importance of music education for many parents and students. It is essential for schools to challenge and change this fixed mindset by leading the way in promoting a broader understanding of the value of music classes. Educators and parents need to recognize the significant role that music plays in aesthetic education. By adopting a more holistic perspective, they can appreciate the positive impact that music classes have on students' overall development. Encouraging students to actively engage in music classes will help create a joyful and stress-free learning environment, ultimately enhancing their overall academic performance. It is time to shift the focus towards recognizing and embracing the importance of music education in nurturing well-rounded individuals.

2.2 Transforming the public's view of music class through innovative and engaging methods

Schools have the role of changing people's fixed thinking, leading teachers and parents to have a comprehensive understanding of the music classroom, standing in a higher perspective to see the importance of the music classroom, to pay attention to the aesthetic educational function of music, so that students actively integrate into the music classroom, feel the music class happy and relaxed atmosphere, so as to improve the overall quality of students.

2.3 New teaching model revolutionizes music classroom education

There is a lot of teachers will confuse music class with singing class. Music class and singing class are undoubtedly two subjects, music class is not only to sing, but also to go through the music works to feel the emotions that the composers, lyricists and singers conveyed to us as well as the truths they conveyed to us, which is the cultivating function of music. In the new era of rapid development of science and technology, music teachers should innovate the teaching mode, such as searching for interesting teaching modes on the Internet, so that students can feel the music classroom is fashionable and interesting.

3 Final remarks

Music holds a significant place in our lives, influencing both our physical and mental well-being. Renowned composer Xian Xinghai aptly described music as the "greatest joy in life" and a "clear stream in life." In today's educational landscape, music educators must continuously strive for theoretical and practical advancements in their teaching methods. With the framework of quality education and the new curriculum reform in mind, music teachers should regularly update their teaching concepts to create a music classroom that resonates with every student. By embracing innovation and nurturing a genuine love for music, educators can ensure that students benefit from the transformative power of music education.

References

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