

## Discussion on Reform of Music Education in Normal Colleges Based on Primary and Secondary School Music Teachers' Quality

LI Wei<sup>[a],\*</sup>

<sup>[a]</sup>College of Music, China West Normal University, Nanchong, China.

\* Corresponding author.

**Supported by** Sichuan Provincial Department of Education Humanities & Social Sciences Base Sichuan Provincial Educational Development Research Center Project on "Sichuan Pedagogical Academy Music Major Education" (CJF09019).

Received 10 January 2015; accepted 8 April 2015

Published online 26 May 2015

### Abstract

The primary and secondary school music teachers are an important part of China's basic music education, and their professional quality directly influences the quality of basic music education. Therefore, it is especially important to improve the quality of primary and secondary school music teachers, and this task shall be completed in the music education in normal colleges. The effect of reform of music education in normal colleges can be well reflected in the quality of primary and secondary school music teachers. As for this problem, this paper firstly explains the requirements for quality of primary and secondary school music teachers, and then seeks for the direction for reform of music education in normal colleges from perspective of quality of primary and secondary school music teachers for the purpose of providing certain theoretical basis for the reform of music education in normal colleges.

**Key words:** Primary and secondary school; Music teacher; Quality; Reform of music education; Good professional ethics

Li, W. (2015). Discussion on Reform of Music Education in Normal Colleges Based on Primary and Secondary School Music Teachers' Quality. *Higher Education of Social Science*, 8(5), 52-55. Available from: URL: <http://www.cscanada.net/index.php/hess/article/view/6972> DOI: <http://dx.doi.org/10.3968/6972>

### INTRODUCTION

China has issued and implemented Standard for Music Course of Full-time Compulsory Education in July 2001, and this standard is also an important sign for the reform of China's basic music education. The primary and secondary music teachers are an important part of carrying out basic music education, and their professional quality directly affects the level of basic music education; therefore, it is especially important to improve the quality of primary and secondary school music teachers. However, the construction of the quality of primary and secondary school music teachers is influenced by music education in normal colleges to a great degree, thus there is no doubt that it is great strategic significance and realistic significance to discuss the reform of music education in normal colleges from perspective of change in the quality of primary and secondary school music teachers.

### 1. REQUIREMENTS FOR QUALITY OF PRIMARY AND SECONDARY SCHOOL MUSIC TEACHERS

#### 1.1 The Teachers Shall Have Good Professional Ethics and Professional Dedication

The professional dedication is one of main working guidelines which the primary and secondary school music teachers shall follow, and the teachers' main work is to give lessons for which they shall devote lots of time and energy; however, this easy requirement still can't be met by many primary and secondary school music teachers. Meanwhile, the teachers' ethics is the moral trait, moral code of conduct, and moral ideas formed in the teaching process of primary and secondary school music teachers. As is known to us, the teacher is the main spreader and constructor of spiritual civilization and scientific and

cultural knowledge, which determines that the teacher shall have noble moral trait and thoughts. Due to the fact that the primary and secondary students are still under age and they haven't formed correct view of life, world, and value, the teachers shall spend more energy in helping them to become mature. Furthermore, the primary and secondary music teachers carry out emotional communication with students through music, and they can also spread good moral ideas, optimistic attitude towards life, and dedicated spirit; if the music can be reasonably utilized, it can play an incomparable function compared to other subjects.

### **1.2 The Teachers Shall Have Profound Professional Knowledge**

Firstly, the primary and secondary school music teachers shall have comprehensive basic musical knowledge, master certain degree of singing skills, and apply those skills in the teaching process. Secondly, the primary and secondary school music teachers shall at least master 1-2 kinds of performance methods for musical instruments, especially master the performance of instruments such as organ and piano which are commonly used in the primary and secondary school music teaching process. Thirdly, the primary and secondary school music teachers shall master the basic knowledge, basic theory, and skills of chorus and conducting, and have the ability to conduct school band and the activities of chorus. Besides, the teachers shall also have certain performance skills and dance knowledge.

The good professional ethics and professional dedication, and profound professional knowledge shall be the basic qualities that the primary and secondary school music teachers shall have, and those qualities shall be cultivated at the stage of music education in normal colleges and perfected through reasonable teaching strategies and methods.

## **2. DISCUSSION ON REFORM OF MUSIC EDUCATION IN NORMAL COLLEGES FROM PERSPECTIVE OF QUALITY OF PRIMARY AND SECONDARY SCHOOL MUSIC TEACHERS**

### **2.1 Good Positioning of Cultivation Objective of Music Education in Normal Colleges**

Different from professional music and art colleges, the cultivation objective of music education in normal colleges is not to cultivate the creation talents or performance talents on music stage, but to cultivate the music teachers of common primary and secondary schools. However, for a long time, the recruitment of music education major in normal colleges always makes reference to the recruitment mode of music and art colleges; in the

cultivation process, the normal colleges also keep up with the level of professional music and art colleges, and most of music education in normal colleges adopt "major and minor course system" as teaching mode; for example, the students who major in dance are thought as students in the specialty of dance, the students who major in piano are thought as students in the specialty of piano, and the students who major in vocal music are thought as students in the specialty of vocal music; although they have certain attainments in their majored professional skills, their comprehensive quality is still far away from meeting the requirement for primary and secondary school music teachers; actually, this is a misplace understanding of cultivation objective of music education in normal colleges. Many primary and secondary schools don't need teachers who have poor comprehensive music accomplishment and only emphasize one aspect of skill. For example, in the process of learning vocal music or piano, in order to obtain a high score, some students spend lots of time mastering one or two high-difficulty songs through which the high score can be obtained, but they lack of comprehensive training and then have the problem of "be able to play but unable to sing" or be able to sing but unable to play" in the actual teaching process in the future, which can cause serious consequence. Besides, in the assessment of students' skills, the music education in normal colleges shall focus on investigating students' ability to play instrument and sing, teaching assistant ability, and the ability to distinguish tone quality and tone, etc..

### **2.2 Reasonable Configuration on Curriculum Provision**

Currently, most of music education in normal colleges pay excessive attention to curriculum provision, but ignore to cultivate students' comprehensive quality; while those students who graduate from the specialty of music in normal colleges step into primary and secondary schools and serve as teachers, they often copy the learning method in normal colleges or can't combine with actual situation of primary and secondary school students to carry out music teaching activities, which will certainly let students unwilling to participate in music activity or take music lessons. Therefore, the curriculum arrangement and teaching plan for the specialty of music education in normal colleges shall be carried out based on the actual situation of music education in the primary and secondary schools; if necessary, it is able to establish some courses related to cultivate humanistic quality, and reasonably follow the subsequent relation of courses. The author suggests that the students in the specialty of music in normal colleges can firstly have a systematic learning of compulsory courses such as instrumental music, dance, and vocal music, and then select the major orientation. If the students have unqualified performance in basic subject, it is required to cancel their qualification

of applying for major orientation; if the students have excellent performance and outstanding performance in one direction, it is able to carry out learning in this direction. In this way, it is able to provide students with a loose music learning environment and ensure that the students can have the required quality while they will serve as teachers in primary and secondary schools in the future.

### **2.3 Reform on Current Teaching Assessment System of Music Education in Normal Colleges**

There is no doubt that the reform on current teaching assessment system of music education in normal colleges can greatly exert the creativity of music education teachers in normal colleges. As for the problems existing in current music education teacher assessment system such as “pay little attention to quality but high attention to quantity” and “pay little attention to process but high attention to performance”, it is able to carry out reform from following aspects:

a) It is required to let the teaching work, such as teaching reflection, teaching research, course construction, outline reform, and teaching reform, enjoy equal treatment with “scientific research” work; in this way, the music education teachers in normal colleges can be relieved to engage in teaching work and overcome the concept of “pay high attention to research but little attention to education”.

b) Perfect the teaching assessment index system: the normal colleges shall carry out hardening, integration, and adjustment for those conditions corresponding to music education and teaching (such as award for teaching results, teaching materials, teaching research papers, and teaching reform projects); however, the teaching activities are of strong “uncertainty” and “individuality”, and it is very hard to directly measure teaching thoughts and teaching effect. Therefore, it is required to adopt the method of combining quantitative evaluation with qualitative evaluation, and carry out reasonable configuration on weight of various indexes.

c) The ways of teaching assessment shall be diversified and dynamic: In order to carry out comprehensive, fair, and objective assessment on the teaching quality of music education teachers in normal colleges, it is required to establish students-oriented dynamic assessment mechanism, and carry out systematic assessment on various links and whole process of classroom teaching; establish the students-oriented ways of assessment, and establish diversified assessment (such as peer assessment, expert assessment, and teachers' self-assessment), as well as timely feed back the assessment result to music education teachers in normal colleges for convenience of supervising the teachers to improve the teaching quality.

### **2.4 To Create a Good Teaching Atmosphere**

To create a rich teaching atmosphere of music education in normal colleges and improve the teaching quality

of music education in normal colleges is a systematic engineering, thus it is required to carry out overall teaching reform. Firstly, a platform of teaching exchange (summary, skills, or experience) is established for teachers to deepen teachers' knowledge of subject teaching, teaching concept, teaching innovation, and teaching skills through multiple ways; meanwhile, the normal colleges shall expand the investment, and provide music education teachers with more high-level training chances such as “take further education abroad” or “study for a degree abroad” to let them broaden their vision and enrich their experience. Secondly, it is required to enhance the before-service, entry, and in-service education for music education teachers in normal colleges, and make use of teaching admission system, teacher qualification system, and teaching assistant system to improve music education teachers' professional quality, psychological quality, and teaching quality. Thirdly, it is required to actively guide teaching research, and carry out teaching reform work of different levels for convenience of fully motivating music education teachers' initiative and enthusiasm in participating in teaching research and practice. Fourthly, it is required to take fine course construction as orientation and carry out comprehensive deepening on course construction, as well as comprehensively optimize teaching effect, textbook construction, teaching content, teaching means, and teaching methods so as to fully improve the teaching quality of music education classroom in normal colleges.

### **2.5 To Establish Teacher-Student Interactive Teaching Mode**

The reform of music education in normal colleges shall focus on carrying out changes in the relation between traditional “learning” and “teaching”, avoid one-way infusion mode, and take students as subject to establish a new teaching mode of joint discussion in classroom, teaching interaction, and enlightening students' active thinking. The teachers shall propose some targeted problems or set some barriers for students in a conscious and planned way to let students think about them. In this way, it is able to greatly improve students' initiative and enthusiasm in active participation, motivate students' learning interest, and help to cultivate students' ability of independent thinking, judgment, and analysis so as to truly realize the new teaching mode which is integrated with learning and teaching in music teaching in normal colleges.

---

## **CONCLUSION**

---

The primary and secondary school teachers are an important part of China's basic music education, and the quality of primary and secondary school teachers shall be continuously improved in the exploration and practice of reform of music education in normal colleges so as to

adapt to the new requirement for basic music education under “new curriculum standard”. In the near future, it is believed that this kind of improvement and change can become a reality and then promote the music education in normal colleges and basic music education to step on a road of benign circulation with the continuously deepening of reform of music education in normal colleges so as to truly implement quality-oriented education in place.

---

## REFERENCES

---

- Ding, S. F. (2008). *Study on the continuing education present situation investigation and countermeasure of music teachers in primary and middle schools of Xinjiang production and construction corps* (pp.111-114). Xinjiang Normal University.
- Li, H. L. (2009). To explore the background of the new curriculum in primary and secondary school music teachers' professional development strategy. *Journal of Hebei Normal University (Social Science Edition)*, (10), 55-58.
- Liu, D. L. (2013). Some suggestions about the current situation of music education in primary and secondary schools and the quality of continuing education of music. *Journal of Luohe Vocational Technology College*, 19(04), 120-124.
- Liu, J. (2014). New requirements for primary and secondary school music teachers professional quality and ability under the background of new curriculum standard. *Northern Music*, 17(02), 143-145.
- Ni, T. T. (2009). *Study on the continuing education present situation investigation and countermeasures of music teachers in primary and secondary schools in Shandong city of Feicheng province* (pp.191-194). Fujian Normal University.
- Sun, Z. D., & Wang, H. (2011). Look at the reform of music education from the present situation of the education quality of music teachers in primary and middle schools. *Modern Education Science*, 17(09), 131-134.
- Yue, M., & Yang, Y. (2010). The three dimensions of the professional development of music teachers in primary and middle schools. *Academic Journal of Education*, (07), 101-103.
- Zhang, L. S. (2007). A primary school music teachers' professional quality under the background of new curriculum. *Frontiers in Education (Theory Edition)*, 18(02), 178-182.
- Zhu, Y. B. (2005). The primary and middle school teachers' specialization and socialization from the perspective of teacher qualification system. *Chinese Music*, (04), 123-125.