

## Music Education of Sichuan Rural Schools Under New Curriculum System

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### Abstract

The music education can help to develop people’s moral cultivation, aesthetic level, intelligence, creativity, and imagination, etc., and it is an important branch of education system. Under new curriculum system, more and more attention is paid to students’ comprehensive quality, and the music education is also placed at an important position; there is also no exception for rural music education. This paper firstly analyzes the difficulties faced in the music education of Sichuan rural schools, and then carries out a deep discussion on how to enhance the music education of Sichuan rural schools under new curriculum system from perspective of expanding the investment in site construction and equipments, enhancing teaching staff construction, reasonably selecting the teaching content, blending information technology into music education and teaching, facing all students, and establishing a perfect assessment system, with certain reference value.

**Key words:** New curriculum; Sichuan; Rural Schools

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### INTRODUCTION

The music education is a kind of art education which can gradually improve people’s artistic culture and aesthetic

ability through training music skills and spreading music knowledge. The music education can help to develop people’s moral cultivation, aesthetic level, intelligence, creativity, and imagination, etc., and it is an important branch of education system. However, due to the limitations of traditional awareness and imbalanced development of urban and rural education resource, the music education of rural schools is still under difficult state. Under new curriculum system, more and more attention is paid to students’ comprehensive quality, and the music education is also placed at an important position. This paper carries out a discussion on the music education of Sichuan rural schools under the new curriculum system.

### 1. DIFFICULTIES FACED IN MUSIC EDUCATION OF SICHUAN RURAL SCHOOLS

#### 1.1 The Quick-Success Education Concept Is Deep-Rooted

Due to the fact that the music subject is neither a subject of entrance examination from primary to junior middle school nor a subject of entrance examination for secondary schools and college entrance examination, some leaders of rural schools think that the music subject is a not essential subject under the influence of quick-success education concept; instead of providing support, they compress the class hours of music teachings, and the music course is even not established in the key classes of some rural primary and secondary schools.

#### 1.2 There Exist Problems in Music Teaching

The music education of some rural schools in Sichuan is very arbitrary; it doesn’t complete the teaching content according to teaching program, and still stays at the primary stage of “oral teaching that inspires true understanding”; in some schools, the music course even

becomes “singing course” of social popular music. In this way, the music teaching completely ignores music humanity education and music knowledge and skill education on students, and it is unable to realize the true purpose of establishing music course in primary and secondary schools.

### 1.3 The Hardware Teaching Resource of Music Education Is Insufficient

Sichuan is located in western China, and its economic development level is lagging compared to other regions; therefore, in many rural schools in Sichuan, the hardware teaching resource of music education is greatly insufficient, and some schools even have no special music classroom. Even though the rural schools have some education appropriation from government, they will spend those funds on the examination subjects such as “Chinese, mathematics, and English”, let alone improve school-running quality through music resource sharing and music faculty training.



Figure 1  
The Western Rural Schools

## 2. HOW TO ENHANCE THE MUSIC EDUCATION OF SICHUAN RURAL SCHOOLS UNDER NEW CURRICULUM SYSTEM

### 2.1 To Expand the Investment in Site Construction and Equipments

The venue facility is the material guarantee to carry out music education activities for Sichuan rural schools, and also a good reflection of school-running level and scale of music course of Sichuan rural schools. In consideration of limited music education and teaching conditions of Sichuan rural schools, the Sichuan rural schools shall make reform and innovation, keep pace with the times, further update the concepts, free the minds, actively apply for government allocations to expand the investment in site construction and equipments of music education. For example, it is able

to establish special indoor classrooms, purchase some high-quality teaching equipments, sound equipment and other necessary equipments for convenience of meeting the teaching demand for music education. In common rural schools, the music course can be normally carried out as long as some easy facilities for music teaching are equipped; in this way, the full implementation of quality-oriented education can not become nothing but empty talk. If partial rural schools can't purchase equipments due to limited conditions, they shall combine with current situations, use their minds and find some solutions; if there are no enough musical instruments for students' single practice, the grouping practice can be made to let students supervise and correct each other's wrong actions so as to learn from others' strong points to offset the weakness and realize joint progress. Besides, in a rural area, things such as mud, stone, wood, and bamboo can be commonly seen, and they can be also made into musical instruments with unique features. For example, we can make empty mineral water bottle into the sand hammer, make hard wood into wooden fish, and make bamboo into flute, drum, and canister. In this way, except for effectively solving the problem of insufficient musical instruments in rural area, it is able to let students to obtain the feeling of success and happy mood in the making process and then get rich interest in music education.



Figure 2  
Stone and Grain Production Instruments

### 2.2 To Enhance Teaching Staff Construction

As is known to us, the subject of teaching activity is teachers, and the teachers' vocational level and professional knowledge will directly influence the degree of students' devoting and love to music education; therefore, the key of improving the music education and teaching level of Sichuan rural schools is to enhance teaching staff construction. The rural school in Sichuan shall create a music teaching team with high vocational level and sufficient quantity. Despite of continuous progress in the structure of education background of music teachers of rural schools, many rural schools pay little attention to music course education; in some remote rural schools, the music course even exists in name only, and

many music teachers of rural schools change to another tune in the middle way and then engage in mathematics or Chinese teaching. Meanwhile, due to insufficient expenditure, the music course of Sichuan rural schools has insufficient resource, old teaching equipments, low teachers' wage, and poor treatment, thus it can't attract excellent talents and some music teachers of rural schools outflow. Furthermore, most of music teachers who can stay are main-subject teachers or part-time teachers; they haven't accepted professional training of music education and only can play the easiest instruments or sing some easy songs, with poor comprehensive operation skills and low level of theory, which causes serious restriction on the development of music education of rural schools. As for this situation, the rural schools in Sichuan shall make a systematic planning on teachers' in-service training, and they can contact with the music teachers in adjacent colleges or key schools in urban areas to provide guiding teaching and teaching training for their music teachers. Moreover, it is also able to utilize local music associations and social musical institutions to make some tailored development plans and training courses for teachers. Take one town in Sichuan as an example: in order to practice new education concepts, enhance music teachers' business quality, and improve the music teaching quality of whole town, it organized the rural primary school music teachers of whole town to hold music teacher training activity whose training content was instrumental music and song training; the training teacher made a summary on his teaching practice, and then guided the teachers to review music classroom teaching strategy and gave tutorship for music knowledge, which realized a good effect. The music teachers of rural schools need similar training. Besides, it is required to always insist on human orientation, take people's value realization as objective, actively adjust the talent development strategy, continuously perfect the incentive mechanism for talented people from establishment of talent pool to reasonable allocation of talents, and encourage young music teachers to enhance experience exchange and discuss teaching method through teaching themselves to obtain various kinds of music or dance certificates and on the basis of learning and consolidating current teaching content so as to continuously improve current music teachers' teaching level.

### **2.3 To Update Education Concepts and Fully Implement Quality-Oriented Education**

In order to realize true change in the music education of Sichuan rural schools, it is required to greatly advocate the new concepts of music education, gradually improve the knowledge of education departments at different levels on music education, gradually and deeply promote quality-oriented education rather than regard the music course as a not essential subject, and thoroughly eliminate the prejudice of "minor course" and "major course" in

traditional concept so as to carry out music education in Sichuan rural schools in an orderly and normal way. Each child of rural schools has the right to accept music education, and the music teachers shall also have the obligation to deliver the feeling of beauty and happiness brought by music education to children; despite of hard conditions of rural schools, it is unable to stop each rural student from accepting music edification. Meanwhile, it is required to treat music education of rural schools based on the height of overall strategy to let music subject become one of the essential parts in Sichuan rural schools just like Chinese, mathematics, and English.

### **2.4 To Reasonably Select the Teaching Content**

Firstly, in the process of music education and teaching of Sichuan rural schools, due to poor music foundation of rural students, if the teaching is fully implemented according to teaching content of new curriculum system, it is always hard for students to accept some contents, thus the teachers shall reasonably adjust the teaching difficulty, and adjust measures according to local conditions; it is able to add some songs with local features, such as local folk songs. Furthermore, the teachers shall meticulously set problem situation to motivate students' interest and activate students' thinking so that the students can actively participate in teaching activities and then the interaction between teachers and students can be realized; the teachers shall also create good conditions for students' independent study and investigative study, and teach students according to their aptitude so that the students can realize improvements at different levels. Secondly, the teaching shall have clear purpose and strong practicability, and pay great attention to enlighten students' innovative thinking, expanding students' innovative thinking, and cultivating teaching innovative ability. Thirdly, the classroom teaching content shall be rich, the classroom design shall be reasonable, and the teaching method shall be innovative and properly applied; the teaching shall be strictly and smoothly organized with clear layers, outstanding key points, and excellent teaching effect. Fourthly, the teaching content shall always pay attention to cultivation and formation of students' music quality; in the teaching process, it is required to penetrate the improvement of students' aesthetic taste and cultivation of music quality, which can effectively promote and develop students' music art quality of pursuing for beauty and appreciating beauty. Besides, the rural music education shall face all students and make all students realize maximum possible development. It is firmly believed that all students can learn the music education course well. Large quantity of teaching practice experiences show that the main reason for students' poor academic performance is teaching condition and students' non-intellectual factors rather than intellectual factors while the students learn music course. Therefore, the teachers shall remember in mind that it is unable to equalize "weak

intelligence” to poor students; there are no students who can’t be taught well, but teachers who can’t teach students well, thus it is required to admit students’ individual difference. Each student has their respective feature, and there exists certain difference in postnatal influence and congenital quality, which is mainly reflected at learning habit, learning method, learning interest, learning ability, learning temperament, and learning motivation, etc.. We shall face this kind of objective difference and carry out targeted music education and teaching work.

### 2.5 To Establish a Perfect Assessment System

The improvement of music education and teaching level of Sichuan rural schools can’t be separated from the standard teaching assessment, thus it is required to establish a scientific and standard teaching assessment system. In the assessment process, except for adopting final-exam assessment, the teachers shall also flexibly apply many kinds of ways of assessment, and it shall be noted that the assessment shall focus on investigating students’ understanding and cognition of music art rather than mastery of music skills and technical skills of music. Besides, the assessment shall be reflected in the whole term rather than only in the end of term; in particular, it is required to see the students’ progress at each time so as to realize objective and fair assessment.

### CONCLUSION

After Wenchuan Earthquake and Lushan Earthquake in Sichuan, there is a qualitative leap in the hardware facilities of music education of many rural schools due to post-disaster reconstruction; however, the facilities of music education are still lagging in non-earthquake disaster areas, especially in Ganzi, Aba, and Liangshan

area. We sincerely hope that the leaders at different levels and the whole society can pay attention to the music education of Sichuan rural schools, and also sincerely hope that the music teachers of Sichuan rural schools can put forward the sages’ fine style of work, study and train hard, apply new curriculum concepts to guide education and teaching practice, and devote themselves into music education and teaching with full education enthusiasm so as to let more children enjoy the pleasure in learning music!

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