



# Analysis on the Current Situation of Music Education Management and Research on Teaching Practice in Primary and Secondary Schools in China

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## ABSTRACT

There is always a close relationship between a country's educational development and social development. The improvement of social development level means that most people's living conditions will also be significantly improved. After meeting the basic material needs, people will have a higher level of spiritual pursuit. Modern and contemporary people's pursuit of music art reflects this main law. Therefore, in China's educational reform, we begin to emphasize the cultivation of students' professional music teaching. However, the teaching of music in China has not been paid enough attention for a long time. Whether in teaching reform or the cultivation of teachers, it always lags behind other cultural disciplines. Therefore, there are still various problems in the management of music education in primary and secondary schools. Based on this reality, this paper analyzes the current situation of music education management in primary and secondary schools in China, and explores how to further improve the quality of music education in primary and secondary schools in China.

**Keywords:** primary and secondary schools; Music education; Management status; Strategy exploration

## 1. Introduction

The improvement of students' subject ability is directly affected by the construction of education system and education management methods, and the same is true in music teaching. In order to realize the modern music teaching reform in primary and secondary schools, we must promote the continuous improvement of music education management methods in primary and secondary schools. Next, based on this core idea, this paper will explore the reality of music education management in primary and secondary schools in China from the perspective of modern and contemporary education reform, analyze the main problems and put forward targeted solutions.

## 2. Analysis on the reality of music education management in primary and secondary schools in China

### 1) Compared with the past, the quality of music education management in primary and secondary schools has been significantly improved

With the steady progress of China's education reform, the National Education Department has also made a series of guidance for the professional teaching of music. And many music teachers have made a series of explorations in innovating music teaching forms and promoting the cultivation of music art aesthetic ability of primary and secondary school students. These explorations have also fundamentally promoted the quality of music education and management in primary and secondary schools in China. For example, in terms of the construction of teaching staff, all schools begin to pay attention to the introduction of professional music teachers, and will regularly carry out skill training for music teachers in schools to ensure that the ability of music teachers can keep pace with the times. In the construction of music education resources and facilities, many schools also began to pay attention to the introduction of music education facilities to provide material basis for music teachers to carry out professional music teaching. In terms of teachers' teaching concept innovation, modern and contemporary music teachers also began to try to integrate science and technology, present music knowledge in a variety of ways, and promote the overall improvement of primary and secondary school students' music literacy. In terms of the system construction of China's music education management by the education department, there are not only more detailed provisions on the implementation of teachers' teaching content, but also clearer guidance on the assessment of students' music learning ability. Therefore, in the current stage of music teaching in primary and secondary schools, the overall quality of music teaching has been significantly improved, and the management work is more detailed.

### 2) Regional music teaching gap still exists

First of all, music teaching needs to cost a high cost. In the selection and training of music teachers, schools first need to consume certain resources in order to realize the construction of professional music teachers. Such conditions are not available to all primary and secondary schools, especially in

some economically backward areas. The school running conditions of these primary and secondary schools are very poor, so the school has almost no ability to supplement music teaching resources. In these schools, although they consciously choose and employ professional music teachers and hope to cultivate and innovate the teaching skills of music teachers on a regular basis, they are often unable to do so. Second, in music teaching, schools need to introduce corresponding equipment to provide material basis for music teachers to carry out professional music education. However, from the perspective of specific teaching work, there are only a few schools that really introduce equipment and use equipment frequently in music teaching activities. Most primary and secondary school students are still only superficial learning of singing skills in the process of music learning. For some music culture, music art schools The use of music equipment is still relatively little understood. Third, when different music teachers carry out music teaching activities, due to the differences in the innovation of educational concept and educational quality, there is a large gap in music teaching between schools. For example, in some schools with better school running conditions and relatively open educational environment, teachers often have more open thinking when carrying out music teaching activities, and can improve students' comprehensive music ability with diversified teaching means; In some areas with relatively closed teaching conditions, the innovation speed of music teachers' teaching ideas also lags behind. When carrying out music teaching activities, they often have to be limited by the environment. In most cases, they are absorbing experience, so it is difficult to make independent innovation.

### **3. Analysis of relevant strategies to optimize the current situation of music education management in primary and secondary schools in China**

#### **1) Make rational use of modern and contemporary science and technology and get rid of the limitations of regional teaching**

With the gradual improvement of the development level of modern and contemporary science and technology, information technology has gradually penetrated into the teaching work of different disciplines. It is precisely because of the integration of information technology that the teaching resources in different regions have been re integrated and distributed. Those schools with relatively closed teaching environment have also begun to have broad channels for experience communication and learning. Therefore, in order to further optimize the quality of music education management in primary and secondary schools, we should make rational use of modern and contemporary science and technology to break the limitations of regional teaching. The national education department may, according to the teaching situation in different regions, implement the education model of giving preferential treatment to the poor. For example, in Jiangsu, Nanjing, Suzhou and other cities have a relatively large scale, a relatively high level of urban development, and the school also has very rich modern music teaching resources. In addition, these cities have good development prospects, so many music teachers are willing to choose to teach. Therefore, online teaching platforms can be built, and some urban schools will drive some schools in township areas. For example, by integrating urban schools with schools in township areas, schools in township areas can require students to enter multimedia classrooms and participate in music teaching classes in urban schools in the form of live video connection every time music teaching activities are held. Through this method, we can reasonably allocate the teaching resources and teachers in urban areas to underdeveloped township areas, break the limitations of the weak strength of music teachers in township areas, and let primary and secondary school students contact music learning in a personal and modern way, so as to comprehensively improve the music core literacy of primary and secondary school students.

#### **2) Strengthen the integration and rational distribution of teaching resources between regions**

Different regions have different music teaching resources, which will also lead to a large gap in the quality of music teaching between regions. Therefore, in the modern and contemporary music teaching management, we must pay attention to the integration and rational distribution of teaching resources. For example, schools can build a common music teaching and research platform through cooperation. On this teaching and research platform, music teachers in different schools, classes and grades can demonstrate excellent teaching, record the whole process of their music teaching through live video or video recording, and publish it to the teaching and research platform for other teachers' experience and reference. In addition, the music teachers of schools and schools can also exchange with each other. The music teachers of each school can teach in other schools for 2 ~ 3 weeks. Through this exchange of music teachers, the communication between schools can be realized and the closure of music teaching in primary and secondary schools can be improved. In short, in the management of music education in primary and secondary schools in China, the rational allocation of resources and the innovation of educational means are always the key links. Therefore, the school should actively look for the cooperative relationship between the outside worlds and continuously promote the improvement of its music teaching ability in the exchange and communication of each other's experience.

### **4. Conclusion**

In a word, under the background of modern and contemporary social development, people's material living standards have been significantly improved, and the pursuit trend of music art is becoming higher and higher. It also means that China's educational reform must cater to the important trend of social development and put more emphasis on the cultivation of students' musical ability. Therefore, in the management of music education in primary and secondary schools, the national education department must pay attention to the integration of modern and contemporary science and technology, realize the cross regional allocation of educational resources, and strengthen the experience exchange between schools and regions, so as to comprehensively improve the quality of music teaching in modern and contemporary primary schools.

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