

Status Quo of Music Education in Rural Primary Schools in Zhugou Town

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Abstract: Music education is an organic part of the content of quality education for primary school students. With the continuous advancement of new curriculum development, the aesthetic function of music education has been further highlighted, and it plays an important role in improving the comprehensive quality of primary school students, enhancing primary school students' aesthetic expression, and developing students' innovative ability. However, judging from the current situation of rural elementary school music education in my country, due to the influence of historical development objective factors, the development of music education in rural areas is relatively slow and the start is relatively lagging. Both the primary school students and the music teachers have relatively weak basic music skills. Under the combined influence of many of the above factors, the current situation of music education in rural elementary schools in our country is very unoptimistic. Therefore, strengthening the reform of primary school music education in rural areas and strengthening the degree of emphasis on education are the current focus issues for the audience in primary school music education. This paper combs and studies the current situation of primary school music education in rural areas, through the literature review, field investigations on its development status, and explores the teaching status of rural primary school music education. Finally, this paper proposes strategies to strengthen the construction of primary The current situation of rural music teaching has practical value to promote the vigorous development of music curriculum construction at the primary level.

Keywords: Zhugou Town, Rural primary school, Current status of music education, Strategy

1. Investigation on the status quo of music education in rural primary schools in Zhugou Town, Zhumadian City

Based on the current status of music education in rural elementary schools in Zhugou Town, Zhumadian City, this survey of "the status of elementary school music education in rural areas" separately investigated the status of music courses, the types of music courses, and the status of music teachers. The relevant survey content and data are as follows:

1.1 Survey on the frequency of opening music courses in rural primary schools

In this questionnaire survey on the frequency of offering music courses in rural elementary schools, 18 schools from Zhugou Town Central Elementary School, Zhugou Town X Elementary School, Zhugou Town X Elementary School, Zhugou Town X Elementary School, and Zhugou Town X Elementary School Rural primary schools are the subjects of investigation and study, and each week is used as a period of investigation. A comprehensive and systematic survey was conducted on the frequency of weekly music courses offered by elementary schools in rural areas of Zhugou Town. The relevant survey data is shown in Table 1 after screening and sorting:

Table 1 After screening and sorting.

| Opening frequency (every week | Select quantity | Proportion/% |
|-------------------------------|-----------------|--------------|
| 1 time and below | 8 | 44.44% |
| 1 time-2 times | 5 | 27.77% |
| 2 times-3 times | 3 | 16.66% |
| 3 times or more | 2 | 11.13% |

1.2 Questionnaire on Frequency of Offering Music Education Courses in Primary Schools in Rural Areas of Zhugou Town (N=18)

In summary, from the survey on the frequency of opening music courses in rural primary schools in Zhugou Town, the number of music courses offered per week: "There are 8 primary schools in rural areas that offer music courses at a frequency of 1 time per week. , Accounting for 44.44% of the total number of all surveyed schools; 5 primary schools in rural areas offer music courses 1-2 times a week, accounting for 27.77% of the total number of all surveyed schools; 3 primary schools in rural areas Music courses are offered 2-3 times a week, accounting for 16.66% of the total number of all surveyed schools; in addition, there are 2 rural elementary schools offering music courses more than 3 times." Compared with the program design requirement that the opening frequency should not be less than twice a week, for the primary schools in the rural area oZhugou Town, only 27.79% of the surveyed schools meet the requirements of the new curriculum reform for the proportion of music curriculum design. The design frequency of primary school music curriculum in most rural areas is far from meeting the needs of music quality education curriculum reform, which also affects the sustainable development of primary music quality education in rural areas of Zhugou Town to a certain extent.

However, judging from the current status of the opening frequency of primary school music education courses in Zhugou Town's rural areas, each school currently offers music education courses in accordance with the normative requirements, which shows that the current rural primary schools have increased their emphasis on music education. This will provide an effective aid to strengthen the construction and development of rural primary school music courses in the future.

1.3 Status Quo of Offering Types of Music Education Curriculum in Rural Primary Schools

This thesis is aimed at the investigation of the status quo of "the types of music education courses offered in rural elementary schools", from the current elementary school music quality education curriculum system, the primary school students' level of mastery of musical sight-singing ability, chorus ability, improvisational singing, music rhythm, and music appreciation ability Requirements for the design of the curriculum content system in terms of level, piano improvisational accompaniment level and other aspects. The current situation of the types of music education courses offered in 18 rural elementary schools in Zhugou Town was investigated. The relevant survey results are summarized in Table 2 after statistical analysis of data.

Table 2. Survey Form of Current Situation of Offering Types of Music Education Curriculum in Rural Primary Schools (N=18)

| Course Type | Select quantity | Sort | Proportion of the total number of people (%) |
|------------------------|-----------------|------|--|
| Sight-singing practice | 18 | 1 | 100 |
| Chorus practice | 18 | 1 | 100 |
| Improvisation practice | 15 | 3 | 83.3 |
| Music rhythm practice | 13 | 4 | 72.2 |
| Piano practice | 10 | 5 | 55.5 |
| Music Appreciation | 4 | 6 | 22.2 |
| Other | 2 | 7 | 11.11 |

Based on the survey results on the current situation of the types of music courses offered in 18 rural elementary schools from Zhugou Town, the data are arranged according to the frequency of opening, and it can be found that the 18 elementary schools surveyed all offer music courses. The teaching content of sight singing and ear training and chorus. Among them, these two music teaching contents are also the basic teaching contents required by quality education at the current elementary level. In addition, 15 elementary schools from the rural area of Zhugou offered music courses on improvisational singing, 13 elementary schools offered teaching content on music rhythm, and 10, 4 and 2 rural elementary schools respectively. Piano, music appreciation and other music courses. In general, the current content of music courses in Zhugou Town Primary School is mainly based on basic sight-singing practice and chorus practice. In addition, considering the current low frequency of music courses in Zhugou Town Elementary Schools, although the current music teaching content in Zhugou Town is relatively rich, the lack of long-term systematic learning makes the teaching content more scattered and lacks effective results. sex.

In addition, based on the current situation of the survey, the current rural elementary school music

education content is more comprehensive, and has a greater improvement than the single teaching content in the past. This also explains to a certain extent that primary schools in rural areas have increased their emphasis on strengthening music education, which has resulted in a significant improvement in the content of music teaching compared to the past.

1.4 Survey on the Status Quo of Music Teachers in Rural Primary Schools

For elementary school students in rural areas, music teachers are often the first tutors on their way to music learning. Due to restrictions on the level of economic development, education and teaching resources, primary school students in rural areas receive systematic music education mainly relying on school music classrooms. Therefore, the quality of teachers' teaching plays a key role in cultivating pupils' interest in music learning and the development of good music learning habits. Based on the important role that teachers play in the music classroom, the survey was conducted in terms of teachers' gender, age, working hours, and educational background.

2. Gender survey of primary school music teachers in Zhugou Town

This paper focuses on the gender statistics of primary school music teachers in rural areas. A total of 42 music teachers in 18 primary schools in Zhugou Town are surveyed. The relevant survey data are shown in the following table 3.

Table 3. Gender Statistics of Music Teachers in Zhugou Town Primary School (N=42)

| gender | Number of people | Proportion/% |
|--------|------------------|--------------|
| Male | 9 | 21.43% |
| Female | 33 | 78.57% |

Based on the statistical data in Table 3, we can find that in the survey of gender composition of primary school music teachers in Zhugou Town, there are 9 male teachers, accounting for 21.43% of the total number of teachers surveyed; the number of female primary school music teachers is 33, accounting for 78.57% of the total number of people surveyed. From the current survey results on the gender composition of primary school music teachers in Zhugou Town's rural areas, the number of female teachers is three times that of male teachers, and the gender composition of music teachers is mainly female teachers. In addition, through combing the online literature, it is found that this survey data also conforms to the gender distribution trend of music teachers across the country, which is obviously scientific. The reasons for the large number of female music teachers mainly include the following reasons: First, the proportion of female students in college music majors is higher than the proportion of male students; secondly, music teachers in rural areas are marginal subjects, especially in private schools, music teachers are generally not well paid, and men are often responsible for supporting their families, resulting in a low number of male teachers.

2.1 The age of the teacher

According to the survey of the age of primary school music teachers in rural areas, 18 primary school music teachers from Zhugou Town have conducted a questionnaire survey according to the age composition of young teachers, young teachers, and middle-aged teachers. The relevant survey data are shown in Table 4 shows:

Table 4. Age of Music Teachers in Primary Schools in Rural Areas of Zhugou Township Survey (N=42)

| Age group | Number of people | Proportion/% |
|-------------------|------------------|--------------|
| 18-24 years old | 5 | 13.0% |
| 25-31 years old | 19 | 45.6% |
| 32-38 years old | 15 | 35.9% |
| Over 39 years old | 3 | 5.5% |

Based on the statistics in the above table, there are 5 primary school music teachers in rural areas aged 18-24, accounting for 13.0% of the total surveyed; there are 19 music teachers aged 25-31. It accounts for 45.6% of the total number of surveyed persons; there are 15 music teachers surveyed between the ages of 32-38, accounting for 35.9% of the total surveyed music teachers; but the number of teachers aged 39 and above occurs. There are obvious faults, and there are only 3 people, accounting for 5.5% of the total number of people surveyed. Therefore, in terms of age distribution, the current age of music teachers in rural areas is showing a younger trend. In the interview survey, it is found that this

is closely related to the frequent removal of some teachers to teach in urban areas.

On the other hand, although the current primary school music teachers in rural areas are relatively young, these teachers are more innovative than experienced music teachers and can bring new ideas to the development of rural primary schools. It has important practical significance for promoting the development of elementary school music teaching in rural areas.

2.2 Teacher's working hours

The length of the teacher's employment time reflects the speed of teacher mobility in a region. The survey data on the working hours of 42 primary school music teachers from 18 schools in Zhugou Town are shown in Table 5:

Table 5. *Statistic Table of Working Hours of Music Teachers in Zhugou Town Primary School (N=42)*

| Teaching time | Number of people | Proportion/% |
|------------------|------------------|--------------|
| Less than 1 year | 6 | 14.29% |
| 1-3 years | 24 | 57.14% |
| 4-5 years | 5 | 11.90% |
| Over 6 years | 7 | 16.67% |

Based on the statistical results of the above table 2-3-3 regarding the teaching experience and years of music teachers in rural areas, 14.29% of the surveyed music teachers have less than one year of employment, and 57.14% of the surveyed teachers have employment. The time is 1-3 years. Only 11.90% and 16.67% of the music teachers surveyed have worked for 4-5 years or more than 6 years. Generally speaking, the employment period of primary school music teachers in rural areas is relatively short. This survey data shows that the current rural areas of music teachers are relatively mobile.

2.3 Teacher's education

The level of a teacher's academic qualifications is the stepping stone for teachers to engage in educational and teaching activities. The current statistical survey of 42 music teachers from rural areas of Zhugou Town is shown in the following table 6.

Table 6. *Questionnaire on the educational background of music teachers in Zhugou Town Primary School (N=42)*

| Educational background | Number of people | Proportion/% |
|--|------------------|--------------|
| Master's degree or above (including master's degree) | 2 | 4.35% |
| Bachelor degree or above (including bachelor degree) | 21 | 50.00% |
| College degree or above | 42 | 100.00% |

Based on the statistical data in the above table 6, there are 23 people with a bachelor degree or above, including 21 undergraduates and 2 postgraduates. In addition, there are 19 music teachers with college degree. From the perspective of the composition of academic qualifications, the current primary school music teachers in Zhugou Town have shown a two-level differentiation. On the one hand, the number of highly educated talents has increased in recent years due to the government's policy encouragement for the introduction of talents; on the other hand, Restricted by historical objective reasons, the college teachers recruited in the past have not been able to obtain simultaneous advanced studies in the process of professional development. Overall, compared with the past, the educational structure of primary school music teachers in rural areas has been effectively optimized, which has greatly improved the current level of teachers in rural areas.

2.4 Analysis of the status quo of rural primary school music education infrastructure

The economic foundation determines the upper-level construction, and the quality of music education infrastructure has an important impact on the creation of students' music learning atmosphere, the promotion of learning interest, and the effect of music learning. In this survey, 441 primary school students from 18 schools in Zhugou Town investigated the infrastructure of the school's music classrooms and music teaching aids. The relevant survey data are shown in Table 7:

Table 7. Survey of satisfaction of pupils in Zhugou Town with the hardware conditions of the sound range education (N=441)

| Degree of intention | Number of people | Proportion/% |
|---------------------|------------------|--------------|
| Very satisfied | 54 | 12.24% |
| Satisfied | 69 | 15.64% |
| Not satisfied | 140 | 31.75% |
| Very dissatisfied | 178 | 40.37% |

In summary, the survey of primary school students' satisfaction with the infrastructure in the music education process shows that 12.24% of the respondents are very satisfied with the school's music education infrastructure, and 15.64% of the surveyed primary school students are very satisfied with the school's music education infrastructure. Expressed satisfaction, 31.75% of the surveyed elementary school students were dissatisfied with the school's music education infrastructure, and 40.37% of the surveyed elementary school students were very dissatisfied with the school's music education infrastructure. From the overall distribution of satisfaction, a total of 27.88% of the respondents are satisfied with the school's music education infrastructure, while 72.12% of the respondents are dissatisfied with the school's music education infrastructure. It can be found that for the vast majority of elementary school students from rural areas, there is a lack of satisfaction with the music education infrastructure.

3. Problems and deficiencies in primary school music education in rural areas

From the perspective of the unique artistic aesthetic function of primary school music education, it has played a key role in promoting the improvement and development of the comprehensive quality of primary school students. However, from the actual survey results, music education in rural areas started late and developed slowly, and the traditional exam-oriented education thinking is more stubborn. These problems have affected the development and implementation of music education at the primary level to a certain extent. As a result, quality education in rural areas easily runs counter to the requirements of the national quality education reform, which is not conducive to the overall development of primary school students' music quality. According to the survey results, the current problems and deficiencies in primary school music education in rural areas are specifically manifested in the following aspects.

3.1 Lack of emphasis on music curriculum development

Judging from the survey results on the weekly frequency of primary school music courses in Zhugou Town's rural areas, most schools only arrange one music course per week, and the goal of quality education reform requires that the primary school stage requires a lot of music courses every week. There is still a big gap between the requirements of the two music courses. In addition, there is a problem that the music courses in some rural areas are occupied by major subjects other than the number of languages. It can be seen that the current traditional thinking of student education in rural areas has not been effectively changed, and there is a lack of emphasis on the development of music courses. Under the influence of exam-oriented education thinking, pressure from parents and schools believes that the cultural education and training of primary school students should be strengthened. It is easier to produce grades and results, ignoring the importance of music curriculum education and development, and ignoring the comprehensive quality development of primary school students.

3.2 The content of music teaching is not perfect

Affected by the low frequency of opening music courses, in the originally restricted music teaching links, the current simplification of music teaching content in rural areas has become very obvious. Judging from the feedback on the learning situation and needs of primary school students in rural areas of Zhugou Town, the majority of primary school students like to take music lessons, but the current music teaching content in rural areas is affected by many subjective and objective factors. The content is mainly based on the most basic and primitive sight singing and ear training and chorus, but it is rare for emerging music teaching content. Due to the unity of music teaching content, it affects elementary school students to participate in music course learning to a certain extent. The interest is not conducive to the healthy and sustainable development of music education in rural areas.

3.3 Teachers' gender imbalance and lack of teaching experience

Teachers are the main guides for elementary school students to participate in music learning, especially in rural areas where there is a lack of attention to family music education. The quality of teacher teaching has a direct impact on the effectiveness of music education. Judging from the current statistics on the gender of teachers, there is an imbalance in the gender ratio of male and female teachers. This directly leads to the problem that the content of baritone and tenor singing in elementary school music teaching is facing the problem of no one to teach, which is not conducive to the comprehensive participation of primary school students in music courses. In addition, there are currently experienced music teachers in rural local primary schools. The number is very small, and a group of talents are often selected or transferred to higher-level teaching units. As a result, it is difficult to effectively solve the doubts of rural elementary school students in participating in music courses. Finally, it is affected by local governments. Influenced by factors such as resources and economic income level, the mobility of primary school music teachers in rural areas is significantly greater, which is not conducive to the formation of a stable music teaching system.

3.4 The construction of music classroom infrastructure is lagging behind

From the survey of the current situation of student satisfaction with music education infrastructure construction in rural areas, students' satisfaction with music classroom infrastructure is very low. The main manifestation is: some rural areas are affected by education and teaching funding, such as: piano, accordion, harmonica, guitar and other basic music teaching aids are not adequately equipped; on the other hand, most rural primary schools There is no independent music teaching classroom, and there is no music classroom for students to practice alone. Compared with the perfect music teaching equipment in urban areas, there is still a big gap. Due to the lack of complete infrastructure construction, many rural areas are currently facing the same problems as the current music classroom in Zhugou Town Primary School, and music teaching activities cannot be carried out normally.

4. Research on the development and promotion strategy of primary school music education in rural areas

Aiming at the problems and causes of the problems in primary school music education in rural areas discovered in this survey and research, and based on the actual development of quality education in rural areas in the new era. Based on the music curriculum, the comprehensive quality of teachers and infrastructure construction, corresponding practical solutions are proposed. The purpose is to effectively accelerate the development of primary school music education in rural areas and shorten the gap between music education in urban areas.

4.1 Scientifically plan the structure of music courses and enrich the teaching content of music courses

Aiming at the problems of the lack of basic guarantee for the frequency of music courses in rural areas and the simplification of teaching content, it is based on the current status of education development in rural areas. It is suggested that the educational management units affiliated to rural areas should strengthen the supervision and guidance of the frequency of music courses and the content of course development in their affiliated areas. On the one hand, it is necessary to establish a strict management team to supervise and supervise the frequency and implementation of music courses in rural primary schools, so as to ensure that primary schools in rural areas can carry out music teaching activities in accordance with the requirements for music teaching at the quality education stage. In addition, it is necessary to appropriately increase the delegation of curriculum experts in rural areas, and regularly invite experts to rural primary schools to guide the development of music curriculum content, shorten the gap of teaching resources with urban areas, and better meet students' requirements for diversified music learning.

4.2 Strengthen teachers' professional development policies and improve teachers' professional quality

Music teachers are an important force in the development of elementary school music education in rural areas. For the development of music education, whether teachers are properly deployed, whether

their age structure is reasonable, and whether they have rich teaching experience has played a key role. Based on the current deficiencies in the process of teacher planning and introduction in rural areas, it is recommended to establish a team of teachers with a reasonable gender structure, a large age span, and excellent professional quality. In addition, for the development of elementary school music education in rural areas, the advantages of old teachers can be used to help and bring new teachers, so that the introduced teachers can quickly adapt to the needs of music education development, and then better and faster speed up music education in rural areas Rapid development. Finally, it is necessary to increase the policy preference for music teachers in rural areas in terms of government expenditures, professional title evaluation, and livelihood security, so that more and more outstanding music teachers are willing to stay in the countryside, which has played a key role in the development of rural music education. The promotion effect.

4.3 Improve the construction of music teaching infrastructure to provide students with a good teaching environment

The economic foundation determines the upper-level construction. Based on the large gap between the music teaching infrastructure in rural areas and urban areas, local governments need to attach great importance to it. Through the establishment of a touch-up investigation team, we will go to rural areas to investigate the shortcomings in infrastructure construction in the development of local music teaching, and increase the distribution of basic music equipment such as pianos, accordions, harmonicas, and guitars. In addition, it is necessary to provide a more complete and beautiful music learning indoor environment for primary school students in rural areas in accordance with the actual situation of local fiscal revenue. For rural areas with good financial conditions, professional music teaching multimedia classrooms can be established inside schools to increase the proportion of professional music classrooms. Rural areas that are not optimistic about the financial situation can use the village collective as a unit to establish and improve rural music venues through investment promotion, joint construction of government and enterprises, and social donations, so that primary school students can have a place to learn music outside of class. Multi-pronged approach to improve the vitality of primary school music education in rural areas.

5. Conclusions

In summary, in the process of investigating the current situation of primary school music education in Zhugou Town's rural areas, we found that rural primary school music education is affected by many factors such as low emphasis, late start, and slow development. In the current process of developing music education, elementary schools in rural areas still have the problems of low frequency of music courses and relatively simple and traditional curriculum content; in terms of teacher allocation, there are problems of gender imbalance and younger age structure among male and female teachers; In terms of infrastructure construction, there is a lack of rationing of basic teaching props, which severely restricts the healthy and sustainable development of primary school music education in rural areas to a certain extent. This requires that in the future music curriculum education in rural areas, it is necessary to base on the current problems and deficiencies, identify gaps, and promote the development of primary school music education in rural areas from various aspects such as improving infrastructure construction, rationally allocating teacher resources, and strengthening policy preference in sustainable development.

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