

A Study on the Current State of Music Education in Primary Schools

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Abstract: Primary school music education plays an important role in primary education, which can not only further cultivate the quality of primary school students, but also lay the foundation for their own artistic development in the future, and more importantly, can further cultivate their own sentiments. However, there are still many problems in music teaching, such as teacher shortage, aging facilities, insufficient funds, etc., and experts in the field of music education have conducted very in-depth and detailed research on primary school music education from the macro level. However, there are relatively few studies at the micro level. Therefore, this paper takes all the teachers who serve as music classrooms in a primary school in Changsha as a sample, adopts the questionnaire survey method, analyzes the data, and puts forward corresponding strategies and suggestions for the current situation from multiple dimensions, in order to solve the problems existing in the current stage of music education in Qianjin Primary School.

Keywords: Primary School Music, Teaching Methods, Education Status

1. Introduction

The development of education affects every important stage of the learning path of life, as well as the quality of teaching and learning for students. Since the reform and opening up, China has promulgated more relevant policies to encourage teachers to carry out teaching reform. Compared with the past, China has paid more and more attention to primary school music education, however, the basic understanding of the current situation of teaching should be based on teaching reform. The author believes that there is still more room for the development of music education in primary and secondary schools in China, especially in the results presented in this survey report, there is a lot of

room for development of music education in schools at present, and in-depth research will be of great significance to schools and society.

2. The Purpose and Significance of the Investigation

2.1 The Purpose of the Investigation

Music education in primary and secondary schools is an important part of compulsory education and quality education. In fact, music education is of great significance for the all-round development of the human being. At present, music education tends to decline, which is manifested in insufficient attention, uneven allocation of resources, and utilitarianism. From the perspective of adjusting teaching concepts, strengthening students' educational theory learning and practice, and learning from foreign primary and secondary school music education, we should find effective channels to strengthen music education in primary and secondary schools. Basic education, which is an important part of quality education, is becoming more and more exam-oriented, and music in primary and secondary schools is also weakening. Therefore, we must understand the current situation of music education in primary and secondary schools and find the best way to solve the problem.

2.2 Significance of the Investigation

As an important discipline for cultivating the ability of primary and secondary school students in China, music has always occupied an important position in China's basic education. Enhancing students' interest in music can not only cultivate their sentiments, but also exercise their expressiveness, enhance their self-confidence, and promote students to become comprehensive talents. Especially in today's society, which advocates the cultivation of compound talents, attaching importance to music education in primary and secondary schools has become a universally recognized

concept in society. Relying on music education to improve students' ability to review and appreciate, and promote the improvement of students' comprehensive quality, is also the mainstream that needs to be promoted in the current society.

3. Analysis of the Current Situation of Music Education in Primary Schools

3.1 The Backward Teaching Concept of the School Is Not Taken Seriously

At present, China is vigorously promoting quality education, but still many schools still take various unified examination scores as the only criterion for evaluating teachers and students, and simply pursue high scores, so it is very obvious that the phenomenon of ignoring music teaching, occupying or even cutting music lessons is very obvious. Obviously, this is one of the main reasons for the current state of music teaching in primary schools. [1] It is inevitable that music instruction is neglected, occupied, or "cut" music lessons. However, music lessons are irreplaceable like other main subjects, aesthetic education is an indispensable part of primary and secondary education, and the fundamental measure to strengthen and improve the quality of music teaching in primary schools is to vigorously promote quality education, completely change the teaching concepts of school leaders and teachers, and truly make rural primary schools pay attention to music teaching.

3.2 The Quality of Music Teachers is Worrisome

The overall level of music teachers cannot meet the needs of quality education at the present stage and the development of education in the future. The progress and development of society has put forward higher requirements for the quality of human beings. [2] Artistic aesthetic cultivation should be said to be an important content worthy of attention in the quality composition of modern people. For this reason, higher requirements are put forward for the quality of music teachers. [4] Music teachers must not only have a broad range of music theories, a high level of skills and techniques (playing and singing, accompaniment, etc.), but also certain teaching methods. Music teachers are different from ordinary musicians, not limited to a single musical specialty, but must have comprehensive knowledge, such as:

accuracy and fluency of oral expression, standard of Putonghua, vivid and concise classroom language, rigorous teaching, board design and font standardization. At the same time, it is also necessary to have a comprehensive understanding of Chinese and foreign music history and its famous artists and masterpieces, so that you can be called a qualified music teacher.

However, at present, the current situation of music teachers is still uneven, and the teaching ability and teaching level of some music teachers are not up to the requirements, especially in some remote rural areas, where private teachers and part-time teachers account for a large proportion, and in some backward areas, there are very few teachers who can play the melody of textbook songs with the piano, and most of them sing out of tune. Most teachers have never heard the audio materials of the secondary school music appreciation repertoire, and even less know the content of the works.

3.3 Insufficient Investment in Music Education

First of all, there is no music classroom in the school for students to learn, and secondly, there is a lack of music teaching facilities, and there is only one special music classroom in Leiyang Qianjin Primary School, but it is basically no longer used, and it is basically taught orally by the teacher, for example, the teacher said that we learned "Colored China" in this class, and then the children could only sing along with the teacher. Even if some elementary schools have that kind of very old electronic keyboard, the whole school may only have this one, and it is usually rarely used, and if it is used, it has to be moved from one classroom to another, and the process is like a grand ceremony. Thirdly, there is a lack of a variety of teaching equipment and corresponding audio and audio-visual materials necessary for music teaching. Children simply cannot enjoy the beautiful music of the original version, and the teaching activities of music are strictly restricted. Therefore, it is very necessary to improve the educational conditions of the school and purchase relevant music facilities. [6] In local elementary schools, not only are it difficult to carry out music singing and parade activities in the lower grades, but even the middle and upper grades are also restricted from attending classes. Students sit in the original classroom and are affected by desks, stools,

school supplies, etc., and the students' activity space in music class is restricted, and sometimes they need to practice their voices and sing, and it is difficult for the whole class to stand up. What's more, the sound of music lessons in the original classroom will inevitably affect the lessons of other classes. It can be seen that there are many inconveniences without a dedicated music classroom. Secondly, there is a lack of a variety of teaching equipment and corresponding audio and audio-visual materials necessary for music teaching. Although the school has computers, multimedia, DVD players, projectors and other equipment, it is rarely used for music teaching. Since there is no independent music classroom, the equipment for music teaching lacks independence and the teaching conditions are not guaranteed. The most prominent is the multi-purpose podium that does not engage in music teaching. It should be pointed out that the audio and audio-visual materials also need to be constantly enriched, especially the lack of supporting tapes for some music teaching materials, making music appreciation impossible.

4. Epilogue

According to the research, there are many reasons that affect the development of music quality education in the primary school, such as the lack of facilities, the professional quality of teachers, and the lack of support from the school, so there are many shortcomings in music education, so there is a lot of room for the development of music teaching. [9] However, on the basis of the original teaching concepts and methods, we should gradually explore new teaching methods, refine the essence, and eliminate the dross, so that primary school music education can truly play a role in cultivating students' sentiment and improving their comprehensive literacy. Music education in China is still in the stage of development and improvement, and relevant departments should strengthen and attach importance to music education. Teachers should maintain the good habit of lifelong learning and enhance their professional quality. Music education is an indispensable and important tool in aesthetic education, and it is an important means to improve students' comprehensive quality, improve their aesthetic ability, and cultivate students' sentiments. Due to the small sample

size of the survey only conducted on Leiyang Qianjin Primary School, there may still be problems such as too few survey subjects, and it is necessary to further expand the scope of the survey to improve the survey conclusions.

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