

A Comparative Study on the Basic Music Education in Chinese and Western Primary and Secondary Schools

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Abstract:

China's basic music education is still in a state of passive development. Most primary and secondary schools do not pay enough attention to basic music education, and the society's cognition of basic music education is not comprehensive enough, and even often biased, with old ideas and closed ideas. Compared with China's basic music education, the western basic music education has more extroverted personality characteristics. Western basic music education fully meets the law of children's learning, development and growth, and schools and society also have corresponding music institutions to meet the needs of students to explore music. In addition, the development of basic music education in China is in the environment of exam-oriented education. Under the strong pressure of exam-oriented education, the neglect of music education is not conducive to the mental health development of students, which leads to their emotional indifference and lack of empathic ability. Therefore, according to the current situation, the author chose to conduct interviews and relevant literature reference and found that Chinese students do not have music perception, practice and artistic practice, so it is necessary to change the basic music education.

Keywords: China's basic music education; western music basic education; current situation.

1. Introduction

In China's basic education, the teaching of music is not mature enough, and the application and popularization of teaching methods in related fields are not in place. In addition, the society's understanding of music discipline is not comprehensive, and the

public still believes that music discipline is a niche, non-dominant, and auxiliary discipline, and has no substantive value compared with science and liberal arts. Therefore, it is urgent to change the society's inherent perception of music and strengthen the basic education of music in China. Western music fundamental education regards music as a teaching with

the same importance as scientific disciplines, and has hundreds of years of innovation and wisdom in music pedagogy. In addition, China's basic music education is still in a secondary position of subject education, supplemented by basic art education. Basic art education, especially music education, is a long-term development and precipitation process, which is intended to cultivate students' artistic aesthetics, artistic display and artistic expression ability, and cultivate students' eyes to discover "beauty" and the mind to perceive "beauty". At present, the concept of basic music education in China is not objective enough, the teaching concept is not advanced enough, the teaching method is not novel enough, the use of musical instruments in classroom teaching is single, and the vitality of music classroom is not enough, so that it cannot mobilize the enthusiasm of students'. Moreover, music teachers do not have enough in-depth exploration of teaching methods, and the school is not equipped with comprehensive music teaching equipment, so it is necessary to find out the gap through the comparison of Chinese and Western music basic education teaching, and find ways to solve it.

2. Description of Western Music Basic Education

The western music basic education often promotes the universal education in the basic stage. Basic education in French music is a typical example. French music education is universal music education, which is one of the compulsory courses for students in the stage of basic education. French conservatories can usually be divided into national conservatory, regional (provincial) conservatory, municipal conservatory and municipal district level conservatory [1]. The universal education of music art is generally completed by district music schools under the municipal level. Compared with basic music education in China, western music education seems to respect children's choices and the periodicity of biological growth, and will give children necessary "game education" during the enlightenment period. Dutch famous cultural historian John Hu Yiqing plus in the 1930s put forward the "people is the player", "civilization is in the game and as a game and developed", thus broke the hundreds of years of traditional education concept and universal cognition, against the west in the understanding of the rational nature and emphasize the game nature and the extreme importance of civilization also shattered Socrates, Plato, Aristotle, several part of the Greek philosophers [2]. Basic music education should pay attention to the enlightenment of children's basic knowledge and the development of physical and mental health, so as to pay attention to the game activities of primary and middle school students in life, so

as to cultivate children's concentration and reaction ability through music and body rhythm. Only with the basic music teaching of game education can it play a positive role in promoting the development of students, so that students can feel that the learning is comprehensive at the beginning of learning, not limited to the scientific knowledge in books. Only in this way can we establish a scientific and comprehensive learning concept, so as to promote the development of students in the long term.

In France, the students' basic music education is divided into different stages. First of all, during the period of music enlightenment education, students will experience a long period of enlightenment. During this period, under the guidance of the teacher, students will use the classroom instruments, momentum and body rhythm to initially feel and imitate the sound and melody. Through the imitation of sound, students can initially perceive the concept of pitch, and produce the basic concept of timbre and sound for common instruments. Through the body rhythm, the preliminary cognition and experience of the rhythm and strength of the music melody can be carried out, so as to help the students to understand the emotion of music, and then help the students to judge the music emotion, and finally promote the students to express and sublimate their emotions. At this stage, students can experience the joy of music rhythm, protect their curiosity to explore music, and establish a beautiful connection with music art and the world through hearing. At the same time, in the enlightenment stage, students' musical intuition and musical potential are also fully explored, which greatly promotes students to learn how to control and coordinate their limbs, and learn to explore their own potential.

Another major advantage and special feature of French music art is that the basic music art education in France has begun to encourage students to participate in different forms of music art practice before preschool. Groups such as chorus and ensemble, through the aspects of personality choice and interest development, give students the right of musical art choice and fully respect and protect their artistic choice. After having a preliminary feeling of music art, the author laid a solid foundation for my independent choice and study.

In school education, chorus and other group courses are compulsory courses. The basic music education in France fully emphasizes the joint exploration of teachers and students and students and students. These collective courses run through each section of French music education. After having a certain understanding and perception of music art, the French music art educators will guide the values of music art to the students. They believe that learning musical art can cultivate children's concentration, and learn to express their hearts boldly and diversified while learning

to listen to others.

For the western basic music, it is always the most important part to educate and guide students with “beauty”, develop students’ artistic potential and cultivate their ability of body coordination, which is no less important than subject education. In the enlightenment period of music art, western countries pay special attention to the cultivation of students’ aesthetic education in music, and pay more attention to students’ participation and sense of experience in the classroom. Everything is student-centered and creates classrooms for students, rather than selecting students to meet the classroom.

3. Description of China’s Basic Music Education

China’s basic music education has always been in a secondary and passive position. Under the background of Chinese style education, subject education is the major premise of all education. In China, subject education requires students to start the interwoven study of liberal arts and science at the age of six, and accumulate more subject knowledge in junior high school, such as history, politics, geography, physics, biology, chemistry and so on. In China, the high school entrance examination and the college entrance examination are the destination of students to learn, students learn cultural knowledge is to be admitted to key high schools, as if that it has come to the end of life. Therefore, students have been inculcated with such utilitarian concepts of academic examination since childhood, thus ignoring the study and expansion of art.

According to the Ministry of Education, in the compulsory education stage, the proportion of music education courses in primary and secondary schools should not be less than 9 percent of the total course hours. This proportion is designed to ensure that students are exposed to sufficient art education during the basic education stage to develop their aesthetic competence and creativity. However, when students enter the middle and middle school studies, many art courses become as if absent, which are largely occupied by exam-oriented subjects. The study pressure of students is increasing, the examination task is heavy, and the pressure of entering a school is increasingly emerging. It is difficult to promote the art course under the pressure of exam-oriented education. In addition, according to the regulations of the Ministry of Education, in high school education, the country offers six credits of art compulsory courses, and should reach 72 class hours of study. However, this regulation does not well help the development of basic music education in middle schools.

Basic music education should be combined with the development characteristics of the new era and the charac-

teristics of students’ growth and development. In the current environment, students have been exposed to enough network knowledge, and the basic music education should be combined with the content of the new era to meet the students’ diverse needs for music learning. At present, basic music education is not as completely developed as that in the West, not only because of the dominance of subject education, but also because the teaching content is single and old, and the teaching methods are rigid and not innovative enough. In addition, teachers’ teaching concepts should keep pace with The Times to avoid the situation that teachers lead the classroom and students are forced to accept absorption.

The development of the western music education has also provided a fertile soil for the basic music education in China. At the beginning of the 20th century, China’s music education cause was in the embryonic development stage, and the spread of western music culture in China has deeply influenced the development of modern and modern music education in China [3]. With the popularity and development of school music songs, western music notation, western music theory and music law theory are gradually becoming popular in China. However, the western advanced teaching methods and the basic music classroom instruments have not been absorbed by the basic music education in China. Among them, Kodak teaching method and the use of ORFF Musical Instruments in China, even basic music educators have not heard of the existence of such teaching methods and means.

The improvement of basic music education in China can be strengthened from different aspects of teaching concepts and teaching methods. According to the data, students can know some detailed music knowledge concepts in terms of music literacy, but they are especially lack of experience in practical operation, especially in the playing skills of specific instruments. In addition, students often lack a deep understanding and personalized expression of music, which makes students particularly weak in artistic expression and emotional resonance. Therefore, in the music course, we should not only pay attention to the use of methods, but also pay attention to the importance of students’ art practice.

Basic music education can be integrated with disciplines, which can enrich the classroom teaching content, and make students feel that art is no longer a noble subject, but a subject that enjoys both refined and popular tastes and originates from life. Through discipline integration, we can improve students’ learning interest and concentration, advocate the combination of music course teaching and arts and science, through simple rhyme perception in poetry, establish the concept of pitch 440Hz music concrete, digital, visible, through the physical discipline sound prin-

ciple can let students to classify instruments... the theoretical basis of interdisciplinary integration mainly comes from multiple intelligence theory and constructivism learning theory [4]. The theory of multiple intelligence holds that individuals have multiple intelligence, and musical intelligence is an important part of them. Through interdisciplinary integration can promote students to develop multiple wisdom, expand students 'thinking, expand students' vision, maximize the nutrition of the course in a limited time, and achieve the purpose of full absorption.

Situational teaching method is also an indispensable teaching method in the process of basic music education. Situational teaching method is a teaching method in which teachers purposefully introduce or create vivid and specific scenes with certain emotional color and take image as the main body, so as to arouse students 'certain attitude experience, so as to help students understand the teaching material and develop students' psychological function. The core of the situational teaching method is to stimulate the students' emotions. Situational teaching affects the students only after the further refining and processing of the society and life. Such as role model, vivid language description, games in class games, role playing, poetry recitation, painting, gymnastics, music appreciation, tourism and so on, are the teaching content in the specific image of the situation, in which there must be a subtle implication. Context teaching method can make students more intuitively feel the structure and system of the knowledge learned, and make students feel that the basic knowledge of music, like other subject knowledge, can be immediately mastered and absorbed, not to be mastered through special professional training.

4. Comparison of Western Music Basic Education and China's Basic Music Education

Compared with Chinese and western basic music education, western music education pays more attention to students 'enlightenment exploration and the choice of art, and more respects students' emotional tendency, which helps students release their nature and express their emotions. However, China's basic music education still serves exam-oriented education. The public still believes that music education belongs to interest education, and more people think that music education is elite education, which has nothing to do with daily life, and it has nothing to do with students' daily learning. Under the influence of such concepts, students lack objective cognition of music learning, and do not have enough encouragement and support to build their confidence, so it is difficult to promote the development of basic music education.

The public's cognition of music is still not comprehensive enough. They always think that music and other art disciplines are "spiritual disciplines" and cannot meet their daily needs. Therefore, they are higher disciplines that only "noble" and "rich" can enjoy. In decades of exam-oriented education in China, students value subject scores, especially test scores. Examination and entrance examination are the top priority for students. With good grades, they can go to a good university, have a decent job, and then ignore the pursuit of artistic value. The access to music art is equal to all, not the privilege of a certain social class. Art comes from life, and it is the crystallization of wisdom and emotion accumulated from life. Therefore, students should establish the correct values of music learning, face up to music disciplines, and balance the relationship between various disciplines.

Shi Ying, professor of the High School of China Conservatory of Music, put forward the concept of "living teaching"[5]. Among them, "living culture" is the first cultural term put forward by the British Marxist cultural theorist Raymond Williams (Raymond Williams), who believes that "one kind of Culture can never be reduced to an artifact of its life experience (being lived) [6]", it is "a group of people, a time Period or some particular lifestyle of a group"[7]. Therefore, for Chinese basic music education, we should grasp the flexible degree of "living teaching" and combine it with the actual life. Art is higher than life, but art also comes from life. The affiliated high school of China academy of music in the traditional music "live teaching" [8] is based on the broad connotation of "live" inheritance, can be defined as in the music teaching, through the introduction of live "inheritance, into the" live "inheritance environment, and combined with the" practice music education philosophy "[9]concept, let the students through the combination of" people and music "feel the necessity and fun of music learning.

Therefore, our education departments should publicize more objective and comprehensive values, especially to guide students correctly in choosing subjects to learn and acquire knowledge. At the same time, the publicity of music should be objective and fair, abandon the old ideas and prejudices, so that music can be rooted in the hearts of students, so that students and the public have the correct concept of art, so that all people can enjoy music and art equally.

5. Different Cultural Core of Chinese and Western Music Education

The difference between Chinese and Western music education depends on the core of its cultural tradition. The thinking of the Chinese people has formed an "integrated

thinking” under the infiltration of the Confucian culture [10]. Traditional Chinese culture believes that the world is an organic whole, and all kinds of things in life are closely linked together. Therefore, from the traditional Chinese culture of poetry, dance, recitation and other life of education, medical care, employment, social security and other aspects are an organic whole. Therefore, people and their life are always associated with heaven and earth, forming the overall thought of “heaven, earth and man”. Therefore, in China’s music education, it attaches great importance to the right time, right place and people, pay attention to the overall grasp of education and the application of the application frequency of music discipline itself in modern society, the pursuit of “learning to use”, but it is inevitable that there will be eager for quick success and instant benefits and utilitarian ideas.

Compared with the “integrity” in Chinese music education, the western music education pays more attention to the cultivation of logic and reasoning thinking, so the western teaching thinking is the subject thinking. In today’s western view, music is an independent and comprehensive discipline under it, where there are many highly professional branches, such as composition, conducting, instrumental performance, vocal performance, harmony theory, etc. These branches are led by “music”, but they all need more professional learning and research in their fields, and scientific research requires professionals to engage in the research and exploration of such disciplines.

Under the influence of western music education thought, China’s music education also integrates the works and important thoughts of outstanding music educators, composers and performers of different times and nationalities. Under the guidance of China’s “integrity” thought, more attention is paid to the professional guidance and education of music branches, so as to cultivate a group of excellent music discipline talents and music lovers. The integration of Chinese and Western music education ideas helps students to cultivate their interests in the stage of basic education, and can better help students to make the choice of whether to study professional music in the later examination.

6. Conclusion

In conclusion, there are great differences between Chinese basic music education and western basic music education in terms of cognition, teaching methods and teaching concepts. Relevant education departments should actively publicize the correct concept of art learning, let the public re-understand the study of music art, establish the correct

values of music art, actively promote the reform of music art curriculum in primary and secondary schools, and cultivate more professional music art education talents. At the same time, teachers should constantly improve their teaching ability, study the corresponding teaching methods, construction of the students’ classroom, practical from the perspective of students, music with life, fusion innovation, combined with modern popular elements, meet the demand of the new era students for music, promote basic music education in primary and secondary schools. Of course, due to the limitation of the region and the change of the education policy, the above content still has some limitations. It can be further optimized in future studies based on regional characteristics and related educational policies.

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