Guidelines Improvement for Pop Music Teaching of Higher Education Classroom in Guangxi China

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Abstract

The purposes of this study were (1) to study the teaching and learning conditions and organizing of pop music satisfaction class (2) To purposes guidelines for improvements of pop music teaching. This paper was quantitative research by interview of 90 teachers and 270 students from music classroom of Guangxi higher education, China. Data were collected using Semi-structure interview based on Peter Drucker's monument practice theory. The questionnaire was verified by three experts and has passed the test of the International Olympic Committee and were statistically analyzed by frequency, Percentage, and use of content analysis. Through the analysis of 360 teachers and students from colleges and Universities in Guangxi, the improvement guide of Music Course Teaching. The main research findings revealed that the situation of pop music classroom teaching were as follows: (1) Music majors were "very satisfied" with the pop music class, with 126 people satisfied. (2) 245 in favor of pop music classroom teaching accounted for the most, a total of 68%. (3) 209 people

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put forward suggestions on the need to innovate curriculum teaching management and participate in practical teaching. The suggestion of the guidelines improvement for pop music teaching of higher education classroom in Guangxi China were as follows: (1) Pop music class needs innovation and Practice. (2) Go to famous domestic pop music education institutions for investigation, research, and learning. (3) Thinking and summarizing problems from a new perspective. (4) In the training of music education talents, we should use the relevant knowledge of management, psychology, and other fields to guide practical work.

Keywords: Music instruction, Pop music, Teaching management, Guidelines improvement

Introduction

Pop music rose early in the West, its pop music education has also been developed more mature in the university education system, More and more professional. In the 1970s, Various comprehensive colleges and universities in western developed countries have already opened the teaching of popular music subjects. Among them, many excellent professional colleges and universities are famous in the world for their high-level pop music education. Compared with the western developed countries, Pop music in domestic colleges and universities started slightly later, the earliest pop music education in domestic colleges and universities can be traced back to the end of the last century. Based on some historical and realistic reasons, Pop music education once became a blind spot of music education in China, Not valued. With the deepening of reform and opening, Exchanges between Chinese and Western cultures are becoming more and more frequent, Pop music culture has also developed rapidly in China, and was popular with young people at that time, developed into the late 1990s, pop music culture has been booming. From this moment on, some colleges and universities in China, In particular, some music and art colleges began to pay attention to the phenomenon of pop music, And gradually integrate it into school education.

Fu Lin 2003 "at the beginning of this century, the Ministry of education incorporated the development of pop music into national scientific research projects, and the cultural department specially organized an investigation on American pop music. "The development of pop music education has attracted the attention of many candidates and parents, The number of applicants for this major has reached more than 100000 every year, With the

vigorous development of pop music culture industry, A growing professional gap in pop music talent, The increase in demand has promoted the rising employment rate.
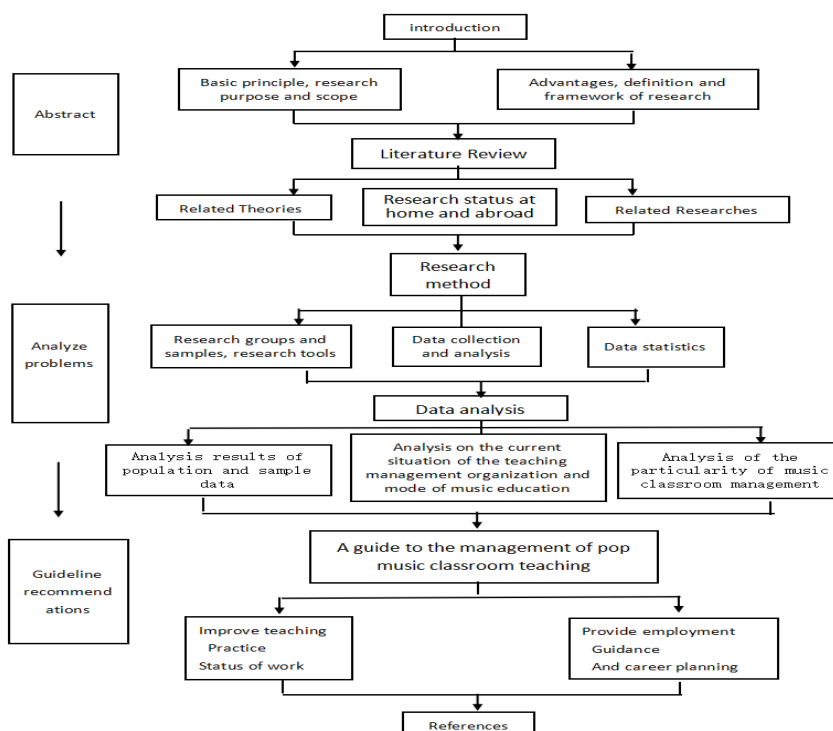
Research Methodology

Objectives

  1. To study the teaching and learning conditions and organizing of pop music satisfaction class

  2. To purposes guidelines for improvements of pop music teaching

Research Framework

  The following figure shows the analytical framework of "guidelines improvement for pop music teaching of higher education classroom in Guangxi China"; It is divided into: putting forward the framework, analyzing problems, talking and suggestions:

Research Methodology

  1. The Population and The Sample Group

  360 of the 500 teachers and students in colleges and universities in Guangxi adopted the simple random sampling technique of questionnaire survey.

  2. Research Instruments

A questionnaire survey was conducted on music teachers and students in colleges and universities with music education in Guangxi, and the data were analyzed using the questionnaire platform.
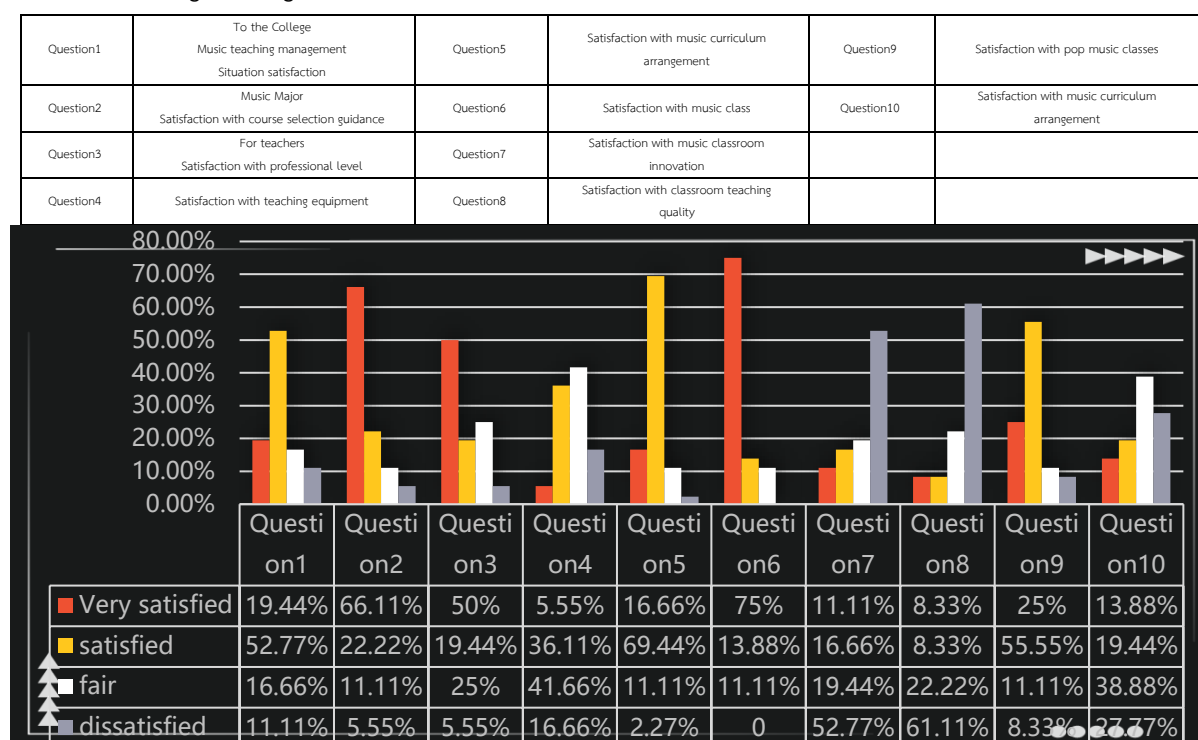
3. Data Collection

360 teachers and students in colleges and universities were selected as the survey objects, and a total of 12 questions were designed: 10 questions in the satisfaction questionnaire; Do you agree that there is 1 question in pop music class; There are 2 suggestions and opinions on pop music.

4. Statistics

According to the formula of Monte Carlo random stratified sampling method: stratified sample size × (total target quantity ÷ total stratified sample target quantity) = final sample quantity; And use the percentage calculation formula: final sample size ÷ total stratified sample target size × 100% = percentage of final sample size.
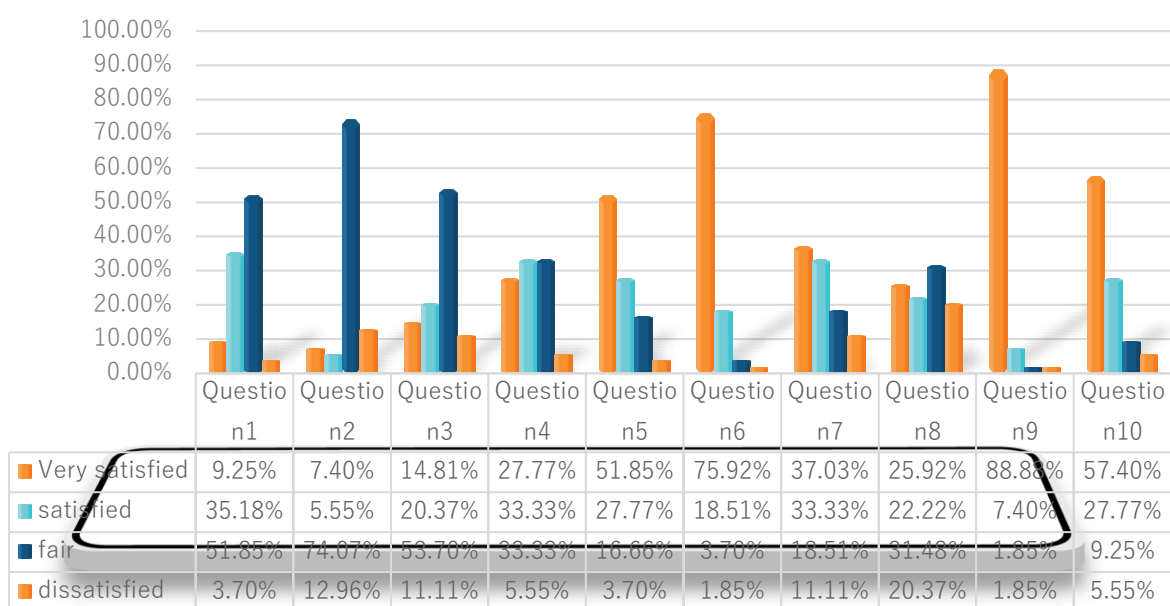
Result

1. There are 90 teachers and 270 students in the 360 research samples: Among them, there are 36 music teachers; There are 54 non music teachers; There are 162 music majors; There are 108 non music majors; The questionnaire analysis of their satisfaction with school music teaching management is as follows:

Question1	To the College Music teaching management Situation satisfaction	Question5	Satisfaction with music curriculum arrangement	Question9	Satisfaction with pop music classes
Question2	Music Major Satisfaction with course selection guidance	Question6	Satisfaction with music class	Question10	Satisfaction with music curriculum arrangement
Question3	For teachers Satisfaction with professional level	Question7	Satisfaction with music classroom innovation		
Question4	Satisfaction with teaching equipment	Question8	Satisfaction with classroom teaching quality		

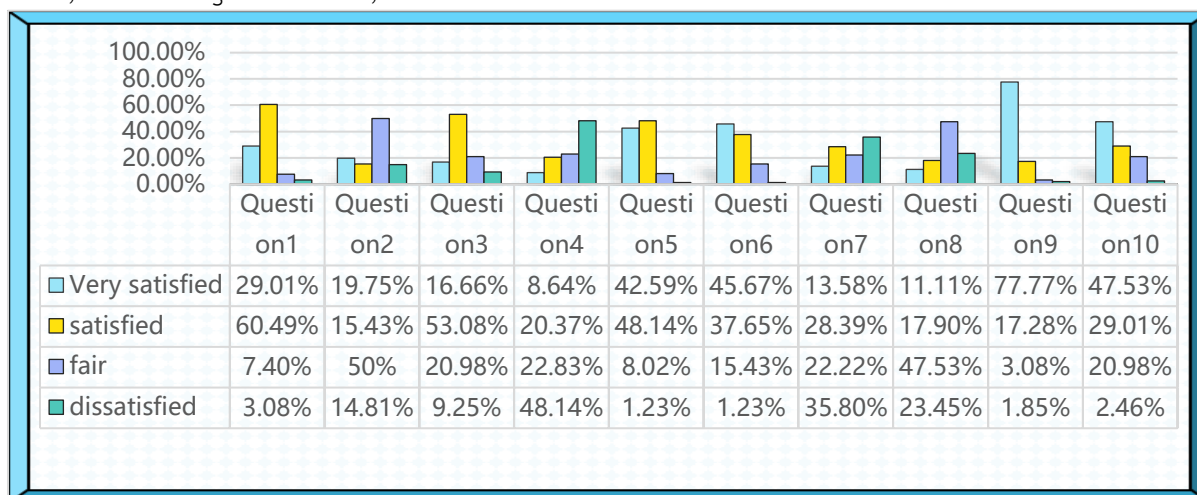|	Question1	Question2	Question3	Question4	Question5	Question6	Question7	Question8	Question9	Question10
Very satisfied	19.44%	66.11%	50%	5.55%	16.66%	75%	11.11%	8.33%	25%	13.88%
satisfied	52.77%	22.22%	19.44%	36.11%	69.44%	13.88%	16.66%	8.33%	55.55%	19.44%
fair	16.66%	11.11%	25%	41.66%	11.11%	11.11%	19.44%	22.22%	11.11%	38.88%
dissatisfied	11.11%	5.55%	5.55%	16.66%	2.27%	0	52.77%	61.11%	8.33%	27.77%

Questionnaire analysis of 36 music teachers' satisfaction with school music teaching management

As shown in the figure, among the 36 music teachers; The satisfaction with the music class of the school reached 27, accounting for 75%; The number of dissatisfied with the quality of classroom teaching reached 22, accounting for 61.11%

	Question1	Question2	Question3	Question4	Question5	Question6	Question7	Question8	Question9	Question10
Very satisfied	9.25%	7.40%	14.81%	27.77%	51.85%	75.92%	37.03%	25.92%	88.88%	57.40%
satisfied	35.18%	5.55%	20.37%	33.33%	27.77%	18.51%	33.33%	22.22%	7.40%	27.77%
fair	51.85%	74.07%	53.70%	33.33%	16.66%	3.70%	18.51%	31.48%	1.85%	9.25%
dissatisfied	3.70%	12.96%	11.11%	5.55%	3.70%	1.85%	11.11%	20.37%	1.85%	5.55%

Questionnaire analysis of 54 non music professional teachers' satisfaction with school music teaching management
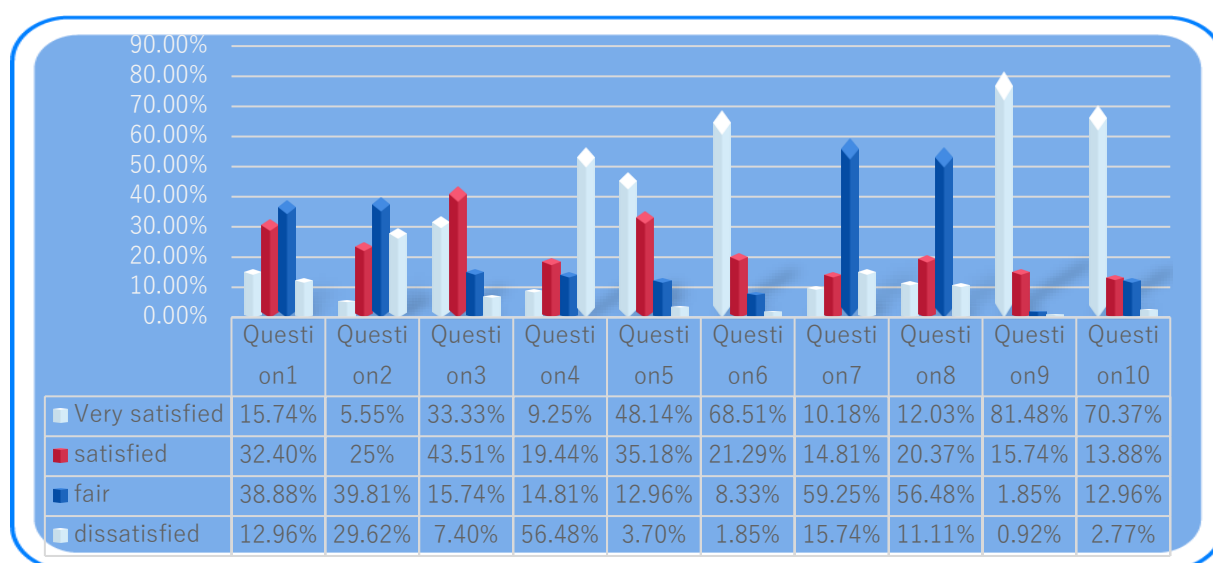
As shown in the figure, among the 54 non music professional teachers; The satisfaction of pop music class reached 48, accounting for 88.88%; 41 people were satisfied with the music class, accounting for 75.92%;

	Question1	Question2	Question3	Question4	Question5	Question6	Question7	Question8	Question9	Question10
Very satisfied	29.01%	19.75%	16.66%	8.64%	42.59%	45.67%	13.58%	11.11%	77.77%	47.53%
satisfied	60.49%	15.43%	53.08%	20.37%	48.14%	37.65%	28.39%	17.90%	17.28%	29.01%
fair	7.40%	50%	20.98%	22.83%	8.02%	15.43%	22.22%	47.53%	3.08%	20.98%
dissatisfied	3.08%	14.81%	9.25%	48.14%	1.23%	1.23%	35.80%	23.45%	1.85%	2.46%

Questionnaire analysis of 162 Music Majors' satisfaction with school music teaching management
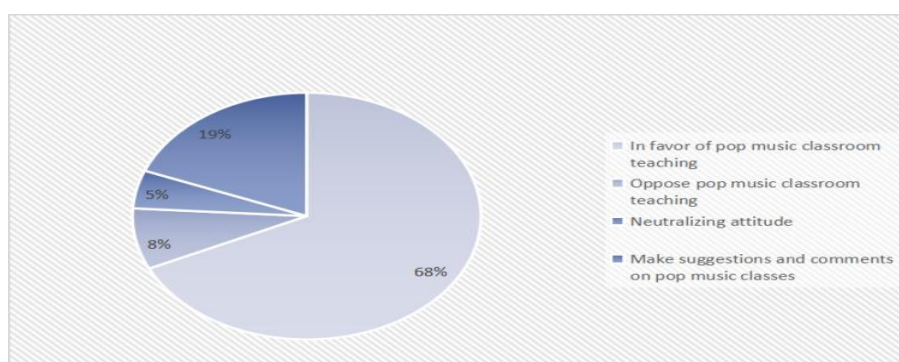
As shown in the figure, among the 162 music majors; 126 people were satisfied with the "great love" of pop music classes; Accounting for 77.77%; 78 people were "dissatisfied" with teaching equipment, accounting for 48.14%;

	Question1	Question2	Question3	Question4	Question5	Question6	Question7	Question8	Question9	Question10
Very satisfied	15.74%	5.55%	33.33%	9.25%	48.14%	68.51%	10.18%	12.03%	81.48%	70.37%
satisfied	32.40%	25%	43.51%	19.44%	35.18%	21.29%	14.81%	20.37%	15.74%	13.88%
fair	38.88%	39.81%	15.74%	14.81%	12.96%	8.33%	59.25%	56.48%	1.85%	12.96%
dissatisfied	12.96%	29.62%	7.40%	56.48%	3.70%	1.85%	15.74%	11.11%	0.92%	2.77%

Questionnaire analysis of 108 non Music Majors' satisfaction with school music teaching management

As shown in the figure, among the 108 non music majors; 88 people were satisfied with the "great love" of pop music classes; Accounting for 81.48%; 61 people were "dissatisfied" with teaching equipment, accounting for 56.48%;
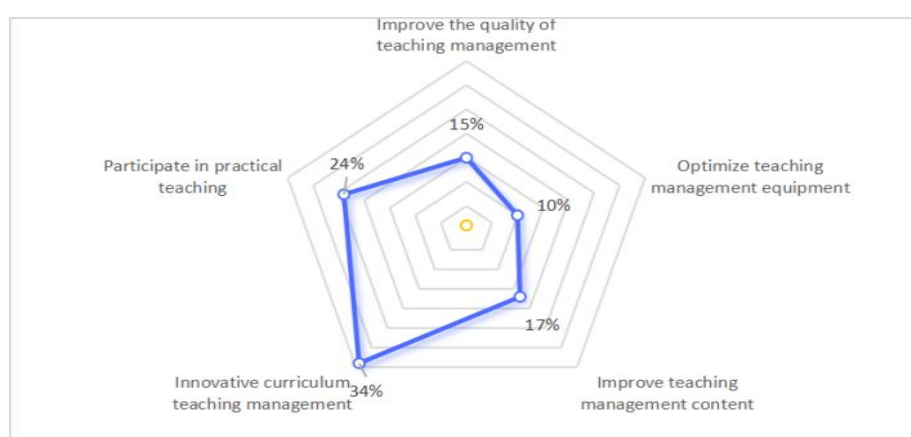
2.

- In favor of pop music classroom teaching
- Oppose pop music classroom teaching
- Neutralizing attitude
- Make suggestions and comments on pop music classes

Do you agree with the proportion of pop music classes

The chart shows that among the 360 data, 68% are in favor of pop music classroom teaching, 8% are against pop music classroom teaching, 5% are neutral, and 19% are giving suggestions and opinions on pop music soup. Most people have given more precise ideas and specific practices for the implementation of pop music classroom. We should rely on more teaching means to eliminate known and unknown hidden dangers of teaching quality, so as to ensure that the current pop music classroom can keep pace with the times and continuously improve.

3.

Suggestions for pop music class

It can be seen from this figure that the suggestions to optimize teaching management equipment, improve teaching management quality and improve teaching management content account for relatively few, accounting for 10%, 15% and 17% respectively; The suggestions that we need to innovate curriculum teaching management and participate in practical teaching are high, accounting for 34% and 24%;

Conclusion and Discussion

The development guidelines based on "suggestions for pop music class" are as follows :

1. Go to famous domestic pop music education institutions for investigation, research and learning. The reason why this task is urgent and arduous is not only related to the construction of pop music education in Colleges and universities, but also related to the future of pop music industry and social mass culture.

2. The pop music classroom needs innovation and practice in order to keep up with the pace of the new era, keep pace with the times, promote the development of pop music education and teaching, and better promote the research of pop music teaching.

3. This paper only makes a superficial and immature analysis on the education management of the music art department of normal colleges and professional music colleges with the ability to cultivate music education talents. In the process of analyzing the problems of music education management and thinking about the answers, I deeply realize that as the managers of music education, professional managers and music teachers should constantly update their ideas to meet the needs of the development of music education, think about problems from a new perspective and summarize problems. At the same time, having a variety of qualities is also a higher requirement for modern education managers.

4. In the training of music education talents, we should pay attention to using the relevant knowledge of management, psychology and other fields of science for reference to guide practical work, which can truly meet the new challenges brought by the talent market demand to school running, and build a new model of music education talent training that meets the market demand.

Recommendations

Implications

1. Improve the status of teaching practice

2. Improve teachers' professional quality and management quality

3. Contents of school music education career planning

Acknowledgement

The management of professional music education covers a wide range of areas, but the previous management system has not been completely straightened out. Therefore, although the management and education circles recognize the particularity of the management of music colleges, few people can make a systematic and clear answer to how to establish a unique management system according to the special laws of professional music education, which is also a problem that music education and management workers at all levels must continue to ponder.

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