



Suzuki Method: Research on The Transformation of Chinese Music Education

Xianying Guo*

Shenzhen Bao'an Shangwu Primary School, Shenzhen, China

Email: 798947005@qq.com

Abstract. This paper aims to explore the influence and enlightenment of Suzuki method in the transformation process of Chinese music education. Through the analysis of Suzuki Zhenyi's music teaching concept and combined with the current situation of music education in China, this paper analyzes the role of Suzuki method in education philosophy, teaching method, the cultivation of students' music talents and the development of music education industry, and puts forward the enlightenment of Suzuki music teaching method to music education. At the same time, this paper also discusses the practical methods of cultivating children's good musical skills from the perspective of the new art curriculum reform standards.

Keywords: Suzuki method; music education; transformation; children's music skills; art curriculum reform

1 Introduction

With the rapid development of society and people's increasing attention to art education, music education, as an important part of art education, is also constantly undergoing transformation and innovation [1]. As a unique music teaching method, Suzuki method has attracted wide attention in the field of music education in China in recent years [2]. This paper will conduct in-depth research on the Suzuki method, analyze its influence in the transformation of Chinese music education, and explore its enlightenment to the current music education practice.

2 The Influence of Suzuki Law in the Transformation of Chinese Music Education

2.1 The Transformation of Educational Philosophy

With the change of educational philosophy, music education has gradually become more popular in China. More and more schools begin to incorporate music education into the curriculum system [3], not only offering basic music courses, but also carrying

out a variety of colorful music activities [4], such as concerts and music festivals, providing more opportunities for students to show their musical talents [5].

Table 1. Comparison of the popularization of music education

A particular year	The school offers music courses	Proportion of students participating in music activities	Parents' satisfaction with music education
2010	50%	30%	60%
2015	70%	50%	75%
2020	90%	70%	85%

As can be seen from Table 1, with the change of educational philosophy, the proportion of music courses offered by schools and the proportion of students participating in music activities are increasing year by year, and parents' satisfaction with music education is also constantly increasing [6].

2.2 Improve the Teaching Methods

In China, more and more music teachers began to try to use the Suzuki method for teaching, which has achieved remarkable results. Students were more active in the music class, and their interest in and love for music also increased [7].

Table 2. Comparison of the improvement effect of teaching methods

Teaching method	Students' interest in music learning	Students' mastery of musical skills	Evaluation of the teacher's teaching level
Conventional method	60%	Secondary	Same as
Suzuki method	85%	Good	Outstanding

As can be seen from Table 2, compared with traditional teaching methods, Suzuki method shows significant advantages in improving students' interest in music learning, promoting students' music skills and improving teachers' teaching level [8].

2.3 The Cultivation of Students' Musical Talents

In China, with the promotion and application of Suzuki method, more and more students begin to contact and learn music, and their musical talents have been better cultivated and developed [9]. Many schools have begun to implement music training programs to provide more opportunities for learning and display [10].

Table 3. The cultivation of students' music talents

A particular year	The proportion of special musical talents	The proportion of students participating in the music competition	The proportion of student music awards
2015	10%	20%	5%
2020	20%	40%	10%
2025	30%	60%	15%

As can be seen from Table 3, with the application and promotion of Suzuki method, the proportion of students with music talents, the proportion of students participating in music competitions and the proportion of students 'music awards are all increasing year by year, showing that students' music ability can be better cultivated and developed.

2.4 Promote the Development of the Music Education Industry

The promotion and application of the Suzuki law has also promoted the innovation of the music education industry. Many music education institutions began to explore the combination of the Suzuki method with other teaching methods to form a more distinctive teaching model.

Table 4. The development of music education industry

A particular year	Number of music education institutions	Number of music teachers	Sales volume of music textbooks	Musical instrument sales
2017	5000	One hundred thousand people	Five million copies	One million pieces
2020	10000	200000 People	10 Million copies	Two million pieces

A particular year	Number of music education institutions	Number of music teachers	Sales volume of music textbooks	Musical instrument sales
2023	15000	300000 People	15 Million copies	Three million pieces

As can be seen from Table 4, with the promotion and application of Suzuki law, the number of music education institutions, the number of music teachers and the sales volume of music textbooks and Musical Instruments are all increasing year by year, showing the rapid development and prosperity of the music education industry.

3 Practice of Cultivating Children's Good Musical Skills from the Perspective of the New Art Curriculum Reform Standards

3.1 The Innovation and Development of Music Curriculum in Compulsory Education

Practice case analysis.

Case 1: a primary school music curriculum innovation practice.

Through a year of practice, the primary school has achieved remarkable results. Here is the specific data analysis:

Table 5. Innovation practice of music curriculum in a primary school

Metric	Before practice	After practice
Students' interest in music degree	60%	90%
Students' mastery of musical skills	Same as	Good
Parent satisfaction	75%	95%

As can be seen from the data in Table 5, after practice, students' interest in music has been significantly improved, their mastery of music skills has also been improved, and parents' satisfaction with music education in the school has also been significantly improved.

4 Research on the Significance of Music Learning

1. Enriching emotional experience and cultivating a positive and optimistic attitude towards life

2. Cultivate musical interest and establish the desire for lifelong learning.

Through various effective ways and means, students are guided to enter into music, love music in the process of participating in music activities, master the basic knowledge and skills of music, gradually develop good habits of appreciating music, and lay a foundation for lifelong love of music.

3. Improve the aesthetic ability of music and cultivate noble sentiments.

Through training students to feel and understand the mood, style and humanistic connotation of musical works, cultivate students' ability to appreciate music and develop a healthy and upward aesthetic interest, so that they can be cultivated by noble sentiments in the art world of truth, goodness and beauty.

4. Cultivate patriotism and enhance the spirit of collectivism.

Through the praise and glorification of the motherland's mountains and rivers, people, history, culture and social development expressed in the musical works, students' patriotic feelings are cultivated.

5. Respect for the arts and understanding of the diversity of world cultures

Respect the creative labour of artists and works of art, and develop good habits of appreciating music and art.

5 Process and Methodology

1. Experience

Listening to music completely and fully, enjoying the pleasure of music aesthetic process in music experience and feeling, experiencing and understanding the sensual characteristics and spiritual connotation of music.

2. Imitation

Through personal participation in singing, playing, arranging and other artistic practical activities, as well as the appropriate use of observation, comparison and practice methods of imitation, students can accumulate perceptual experience and lay a foundation for the further development of musical expression and creativity.

3. Inquiry Cultivate students' curiosity and desire to explore music, and attach importance to the inquiry process of independent learning, so that students can actively participate in the inquiry and creative activities mainly characterised by improvisation and free play.

4. Co-operation

In the collective performance of music and art and in the process of practice, students are able to communicate and cooperate closely with others, so as to enhance their collective consciousness and coordination ability.

5. Synthesis

Through music-based artistic practice, penetration and application of other forms of artistic expression and knowledge of related disciplines, to better understand the

significance of music and its special forms of expression and unique value in human artistic activities.

6 Conclusion

From the perspective of the new art curriculum reform standard, cultivating good musical skills for children is a work of great significance. By innovating music courses, stimulating children's interest, grasping the key period and creating a good learning environment, we can effectively improve children's musical literacy and skill level. At the same time, we should also pay attention to the latest policy requirements and teaching practices, and constantly improve and optimize the training program, to contribute to the overall development of children.

Reference

1. Sun J Q. Interactive piano Learning Systems: implementing the Suzuki Method in web-based classrooms[J]. *Education and Information Technologies*, 2022, 28(3):3401-3416. DOI:10.1007/s10639-022-11290-3.
2. Sun J. Interactive piano Learning Systems: implementing the Suzuki Method in web-based classrooms[J]. *Education and Information Technologies*, 2022, 28:3401-3416. DOI:10.1007/s10639-022-11290-3.
3. Shih Y H, Chang S C. Preschool teachers' perception of curriculum reform in Taiwan's early childhood education[J]. 2023.
4. Breeze T, Beauchamp G, Bolton N, et al. Secondary music teachers: a case study at a time of education reform in Wales[J]. *Music Education Research*, 2023, 25(1):49-59. DOI:10.1080/14613808.2022.2128320.
5. Etopio E A. Characteristics of early musical environments associated with preschool children's music skills[J]. 2022.
6. Wei Ruilin, Shen Yongmei. An investigation of the creative practice of Suzuki pedagogy in choral teaching--Taking the choral piece "Alamu Khan" as an example [J]. *Art Education*, 2024, (02): 99-102.
7. Chen Xin. Rhythm Teaching Strategies in Lower Elementary School Music Classrooms under the Perspective of "Mother Tongue Teaching" Theory [J]. *China Ethnic Expo*, 2023, (22): 145-147.
8. Guo Shengjian, Su Hanqiong. The dual background of school art program reform and its response [J]. *Educational Research and Experimentation*, 2023, (05): 99-107.
9. Zhang Jing. A Comparative Study of Electronic Organ Teaching in the Perspective of Suzuki and Orff Pedagogy [J]. *Shaanxi Education (Higher Education)*, 2023, (09): 89-91. DOI:10.16773/j.cnki.1002-2058.2023.09.027.
10. Wang Y. Getting out of the ontological thinking dilemma--Ruminations on the construction direction of the new undergraduate major "music education" [J]. *Music Exploration*, 2023, (03): 85-92. DOI:10.15929/j.cnki.1004-2172.2023.03.008.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

