

Study on Countermeasures to Improve the Quality of Basic Music Education in Underdeveloped Areas

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Abstract—"Education fairness is an important basis for social equity. It needs to constantly promote more and more equitable outcomes of education development for the benefit of all people, and promote social equity and justice with education equity." This is the talk of Xi Jinping during his visit to Beijing Bayi School. And let every child in the poor region be able to receive a good education, and it's a good idea to have a full range of development. There are more than 300 million people in underdeveloped areas, covering 59% of the total area of China. Strengthening the basic education of underdeveloped areas can not only drive the basic education of underdeveloped areas, but also promote the steady progress of local economy and culture, so as to better contribute to the construction of a harmonious society.

Keyword—countermeasures; improve; quality; basic music education; underdeveloped areas

In view of the influencing factors of music new curriculum reform in underdeveloped regions, the author believes that there are several ways to improve the quality of music and education in underdeveloped regions.

I. INCREASE SUPPORT MECHANISM IN DEVELOPED AREA FOR UNDERDEVELOPED AREAS

A. Reinforcing Academic Exchange

The general geographical location of underdeveloped areas is remote, the ideology and culture are blocked, and the education concept is conservative. In the implementation of the new music curriculum, there is a lack of guidance from senior talents and learning communication, which leads to the weak theoretical foundation in the implementation of the new music curriculum. Therefore, advanced education concepts and information are needed. For example, establish a school fellowship system between developed and underdeveloped regions, often organize local music teachers' teaching observation, study visit and subject research, and constantly improve education concept and teaching method. A large number of academic exchanges between schools can promote the improvement of teaching quality and scientific research ability, introduce new teaching concepts and methods, and play an important role in talent cultivation.^[1]

B. State Financed Normal Students are Encouraged to Teach in Underdeveloped Areas

The state financed normal students to "teach for more than 10 years" and "go to rural areas to teach for two years". This is a good decision for the development of education in

underdeveloped areas. Generally speaking, the state financed normal students have good teacher quality and are exposed to advanced education concepts and scientific and technological knowledge. The state has invested a large amount of funds to solve the basic education problem in China's economically backward regions at the present stage, optimize the teaching staff, improve the quality of education in economically underdeveloped regions, and promote the fairness of education. Such a formal policy enables underdeveloped regions in China to see hope for the development of backward basic music education.

II. PROTECT THE RIGHTS AND INTERESTS OF TEACHERS, USE INCENTIVE MECHANISM, STIMULATE ENTHUSIASM FOR WORK

A. Teachers Pay, Teachers Rights

The main reasons that influence music teachers' enthusiasm and enthusiasm for work in underdeveloped areas are salary and insufficient understanding of music and education. Economic status determines social status. Only by guaranteeing the economic income of music teachers can the social status of music teachers be stabilized. The pay that should assure primary and secondary school teacher above all, protect the rights and interests of teacher. Secondly, improve and unify music teacher's salary treatment, should guarantee the area middle and primary school teacher's salary is same, lets the middle and primary school teacher's salary not under the civil servant. Only in this way can we improve the enthusiasm and enthusiasm of teachers and encourage more talents to engage in music, education career.

B. Strengthen the Quality Education Competition and Communication Between Schools and Teachers

Improving the quality of teachers' education is an important factor to improve the level of teaching. Schools and teachers should not only study hard by themselves, but also need a platform, a communication platform that can promote and help each other. In this platform, we can carry out "teachers' skills contest", "excellent teaching appraisal", "outstanding scientific exhibition", "teacher culture festival" and so on a series of activities.^[2] The competition mechanism, incentive mechanism, strengthen the school of music education of importance, improve teachers' teaching ability, the promotion of basic music education for all-round development.

III. DIVERSIFIED DEVELOPMENT OF SOCIAL MUSIC EDUCATION, PAY ATTENTION TO EDUCATION

A. *The Development of Social Music Education*

In recent years, the rapid development of social music education makes up for the deficiency of school music education. However, since there is no specialized management and guidance department for music, education has a messy education system and random teaching content. It takes elite selection as education's goal and is eager for quick results and quick profits. The author believes that the social music education firstly establishes the special social music education management institution, and sets the correct music education target based on the student-oriented criterion. Second, strengthen the professional skills of music teachers in social education institutions and constantly strengthen their own learning. Third, avoid the monotonous music education mode of society, pay attention to cultivating students' interests and hobbies, and increase music literacy courses.^[3]

B. *Pay Attention to Music Education Diversification*

Music, education diversification is conducive to broadening the multiple approaches of music and education. Music, education diversity of the school can be reflected in the three aspects of "classroom teaching -- artistic activities -- campus culture". The teaching objective takes the emotion experience, the creativity, the social intercourse ability, the multivariate understanding ability as the multidimensional goal; in the teaching content, music courses are integrated with various disciplines, combined with ethnic groups, and combined with local characteristics. Teaching methods can also be changed from classroom to extracurricular teaching. Popular music elements can be added to meet the diversified interest characteristics of students, and colorful campus literary and artistic activities can be carried out to improve the quality of music imperceptibly.

IV. INNOVATE AND DEVELOP CAMPUS CULTURE

School is the main place to carry out music education. Strengthening the construction of campus culture is conducive to cultivating students' interest in learning music and teachers' better development and implementation of music new course teaching. To build a good campus culture, school leaders and all teachers need to pay attention to music, education, improve music teaching facilities, and carry out a lot of music practice activities and other measures.

A. *Build a Good Life of Music*

Music is included in the daily life of the school, so that students can be imperceptibly affected by music education in a strong music environment. Schools can broadcast music through campus radio to create music life, such as class music, class music, break music, lunch break music and physical fitness class music, etc., music life, anytime and anywhere to let people enjoy the wonderful music, music education.

B. *Music Quality and Ability Should be Included in Student Evaluation Criteria*

School leaders should attach importance to strengthening the cultivation of education of students' aesthetic education, gradually weaken the idea of selecting talents only by score,

and actively include the music quality and ability of students into the evaluation criteria of students, give students rich education content and the concept of all-round development.

C. *Apply Modern Education Technology*

Nowadays, students are not only able to learn music in school; they are not interested in backward teaching facilities at all. School leaders should increase the investment in music teaching equipment and change the old teaching equipment. Music teachers should also use all modern education technology for music teaching, stimulate students' interest, and let the school's music education attract students' attention again.

V. MUSIC TEACHERS' SUBJECTIVE INITIATIVE INTO FULL PLAY

Teachers are the transmitters of scientific and cultural knowledge and the guides for students to grasp the truth and know the world. In order to improve the basic music education quality of underdeveloped areas, it is very important to strengthen the construction of teachers in underdeveloped areas.

A. *Strengthen Music Teachers' Professional Skills*

Schools should often organize music teacher basic skills training and learning, and use the incentive mechanism to encourage music teachers to participate in the national teacher basic skills competition, so as to promote teachers' professional ability. When mastering basic skills such as piano and vocal music, students should also study hard and master modern education technology, and use these new technologies and means to strengthen the effect of music learning.^[4]

B. *To Cultivate Music Teachers' scientific Research Ability*

Music teachers have the most comprehensive understanding in the implementation of teaching. Although they are not full-time researchers, they have the basic abilities. Under the implementation of the new curriculum standard, music teachers undertake the important task of scientific research to make up for the limitations of music and education in the region. So the cultivation of scientific research ability is very important. The school should cultivate the backbone of scientific research through teaching and research activities, and increase the overall music education research ability. It can also enrich the university's scientific research strength through the mutual connection between local colleges and universities.

C. *To Encourage the Music Teachers' Further Education Study*

Continuing education is an important way for teachers to realize lifelong learning and an important guarantee for the sustainable development of music and education. Music teachers can be internally motivated and externally rewarded by the school to increase their enthusiasm and motivation for work. Intrinsic motivation refers to that school leaders try their best to create opportunities for further study and further study for teachers and give them strong support to change the idea that teachers regard learning as a form. Extrinsic rewards are financial rewards for teachers who actively participate in learning, so as to stimulate everyone's enthusiasm to participate in learning and communication.

VI. TO CAPTURE THE REFORM OF THE EVALUATION SYSTEM

The new music teaching evaluation is conducive to the all-round development of students, the improvement of teachers' professional ability and the continuous progress of teaching. In the transformation period of quality education, the basic music education should adhere to the new evaluation concept, grasp the guidance of evaluation value, and make the music education target consistent with the evaluation target.

A. Highlight Music Subject Characteristics

When designing teaching evaluation objectives, music teachers should pay attention to students' music emotional experience, social interaction and performance, and creativity, so as to create favorable conditions for students. At present, music, education evaluation content is relatively single, and the examination evaluation is mostly carried out with one song or one volume, ignoring students' interest, hobby, emotional reflection and participation attitude towards music. In the investigation of emotional ability and creative ability, the content can be rich and varied, such as composition, score poetry recitation, performance and other forms; in the investigation of social communication and performance ability, students can carry out music social practice, such as setting up a band, performing musical plays and so on.

B. Cultivate Students' comprehensive Quality

In the evaluation system, as the main participants of self-evaluation and mutual evaluation, students should have a certain music quality. In the music teaching process, it is very important to strengthen the cultivation of students' cultural literacy in various fields. Strengthen students' learning of music basic knowledge, cultivate students' good moral character, and cultivate students' correct values.

VII. COMBINE ACTUAL SITUATION, DEVELOP CHARACTERISTIC TEACHING

A. Integration Region

Combining the teaching practice of local culture, we can not only understand the classical works of music culture of the Chinese nation, but also get familiar with music of our hometown, which can strengthen the patriotism of students' education. When teachers choose traditional ethnic music, they should choose the place with beautiful melody and strong music. For example, our city has the characteristics of combining Mongolian and Han cultures. In class teaching, teachers should introduce the folk culture knowledge of northeast and Mongolia, often appreciates northeast and Mongolian folk songs, and arranges some northeast and Mongolian dances. In terms of teaching methods, modern education technology is applied to make classroom teaching vivid and lively. In the activity practice, local music features will be combined to carry out such as community performances, visits to folk artists and so on.

B. Promote National Character

In China, national music, education is ignored, and students have little understanding of national music. After giving students a basic understanding of local music culture, the teacher expanded the scope to all areas of the nation. The school can organize students to collect local culture and music culture. Through in-depth life, profound understanding of national music culture, cultivate students' sense of national pride and patriotic feelings.^[5]

C. Advocate the Inter-nationality

With the increase of international exchanges and cooperation, the interconnection and integration of national music and world music is an inevitable trend. That is to say, what is national belongs to the world, and what is world belongs to the nation. For our country's music education, we should base ourselves on the development of the Chinese nation's music culture, actively absorb the outstanding music culture of various nationalities in the world, form a distinctive Chinese music education, and gradually step into internationalization. To train students to learn music culture of various nationalities in the world is not the ultimate goal, but to enable students to understand music culture in the world and to face life with an "inclusive" attitude to adapt to the modern society.

VIII. CONCLUSION

Education determines the present and future of human beings. Education imbalance will hinder China's steps towards a harmonious society. Strengthening and improving the basic music education in underdeveloped areas can not only drive the basic music education in underdeveloped areas, but also promote the steady progress of local economy and culture, so as to better contribute to the construction of a harmonious society. Music education investment in underdeveloped areas will increase year by year, music teaching facilities and teacher training in schools will be gradually improved. As long as the direction of music education reform remains unchanged and the basic concept of music education remains unchanged, the foundation of music education in underdeveloped areas of China will surely usher in bright future.

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