

STUDY OF EEPO EFFECTIVE EDUCATION IN MUSIC TEACHING IN QUJING, YUNNAN PROVINCE, CHINA

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Abstract

The research topic “Study of Eepo Effective Education in Music Teaching in Qujing, Yunnan Province, China” this research objectives were (1) Analyze the use of EEPO teaching method in music classroom. (2) Promote the development of effective EEPO education in music classroom. The methodology was mixed method, the total sample is 60, and the sample is 30 through random sampling. This is mixed research method of quantitative research and qualitative research. Populations: There are 60 students in the first grade of junior high school, all of whom learn music using EEPO teaching method. Sample: 50 percent of the total number of students. Field of the study: Tong Quan secondary, Secondary School affiliated to Yunnan Normal University. Research tools: Questionnaire survey, Interview sheet, IOC expert evaluation.

Research results: (1) The specific operation of EEPO teaching method is from the teacher's teaching method to the student's learning method, which combines and interacts with each other (2) The data analysis shows that the satisfaction of EEPO teaching method is high, and the promotion plan and poster are made.

Keywords: EEPO effective education; music teaching in Qujing; Yunnan province

Introduction

This research is aimed at EEPO effective education and teaching methods, which are mainly used in music classroom teaching in China. In the context of continuous development of education in China, teaching reform is an inevitable trend in the development of education. Teaching reform improves teaching quality, which is the core of education work and has a bearing on students' comprehensive quality and future development. Teaching reform promotes the development of education, which is one of the important goals of education, and teaching reform promotes the development of education, the first step of teaching reform is the reform of teaching methods (Xu, 2006).

The teaching method of EEPO has made a series of reforms from the teaching method of teachers to the learning method of students. From the lesson preparation to the teaching design and the overall optimization of the teaching process, students adopt scientific and effective learning methods, and the two interact to achieve the ideal teaching effect (Qin, 2015). As a whole, EEPO is divided into three parts: Lesson mode, learning mode, evaluation mode, with seven elements: looking, listening, speaking, thinking, doing, moving, static, teaching and learning, to achieve the overall education and teaching optimization reform (Yu & Zhao, 2014).

Research Objectives

1. To analyze the use of EEPO teaching method in music classroom.
2. To promote the development of effective EEPO education in music classroom.

Literature Reviews

The word "EEPO" is short for Effective Education in Participatory Organizations. Full names: E(Education), E(Efficiency), P (Process), O (Optimization). Professor Meng Zhaobin has spent nearly 10 years of practical exploration in the western region of China, and created a new set of educational theories and teaching methods. The basic goal of this model is to optimize the educational process and efficiency. EEPO, also known as the sixth teaching method, mainly includes three education systems: ideological system, theoretical

system and operational system. Among them, the operating system has the greatest impact on this system and also restricts the effectiveness of education. It is composed of three contents: teaching mode of teachers, learning mode of students and teaching evaluation mode. It also provides theoretical support for teachers to organize students' learning, control classroom teaching and evaluate teaching effects. It can guide teachers to carry out orderly, organic and effective education and teaching, and more importantly, find a balance between ideal quality education and realistic exam-oriented education (Song, 2014). Try to find the combination of Eastern and Western education and teaching, that is, combine the personality and creativity that the West is best at with the knowledge that the East, especially China, is best at, and make it popular (Zuo, 2014). EEPO is a brand-new teaching model, which is expressed in Chinese as: Effective education is realized through organization and participation, referred to as effective education. Its core philosophy is that effective education is achieved through organization and participation. The educational perspective is based on the national and international vision, and its cultural form is effective, popular, scientific, harmonious, and everyone's favorite education. MS-EEPO methodology: Focus on efficiency, process optimization, organization, participation, top-down, bottom-up. Follow the development strategy of first western, then central, then eastern, and then to the world. The concept of effective education is to organically integrate the individuality and creativity that the West is good at with the knowledge that the East is good at, so as to achieve effective time, effective resources and effective teaching effect. It is a teaching method that organically combines the advantages of western education with the advantages of traditional Chinese education. Its basic spirit: only on the shoulders of giants can another giant be lifted (Tao, 2015).

The application of EEPO in music classroom teaching in China has formed the cooperation between teachers and students, and made students the main body of music learning. Teachers promote the orderly conduct of all aspects of teaching, use limited teaching resources to carry out music education, give full play to students' subjective initiative, and change teachers' teaching and lesson preparation methods. The combination of EEPO elements is applied to music classroom teaching in a single line or in different arrangements and combinations, which fully reflects the teacher's leading and the student's main body. At the same time, it also enables teachers and students to carry out bilateral or multilateral activities smoothly and actively, forming complementary

advantages. With the in-depth promotion of effective EEPO education, students have a fundamental change in learning styles. The multi-element function of teaching activities and the effective interaction function between students make the classroom regulation effect appear, which promotes the lively teaching situation and the emergence of the spiritual outlook of teachers and students, and improves the basic quality of teachers and students. Teachers regulate the classroom with rules, order and efficiency. Teamwork makes both students and teachers feel the warmth of the collective, and the division of labor makes more students discover the value of their own existence. Colorful interactions in class help students relax, and the classroom with dynamic and dynamic transformation will no longer be boring and tired. Teachers' teaching methods are flexible and diverse, and students acquire new knowledge in a relaxed classroom atmosphere, which stimulates students' interest in learning, and students are more willing to challenge learning (Liang, 2018).

Research Methodology

This is mixed research method of quantitative research and qualitative research. The objective of this study is to refer to the students participating in EEPO music teaching in junior high school. The samples of this study come from providing teaching model reference for school music teachers' courses, so as to create more learning paths for students to learn music.

Populations: There are 60 students in the first grade of junior high school, all of whom learn music using EEPO teaching method. Sample: 50 percent of the total number of students. Field of the study: Tong Quan secondary, Secondary School affiliated to Yunnan Normal University. Research tools: Questionnaire survey, Interview sheet, IOC expert evaluation.

Results

The theoretical concepts of EEPO effective teaching methods are highly operational and logical in practical application to classroom teaching, and teachers' teaching and learning have obvious explanations. EEPO teaching methods are highly connected with traditional teaching methods.

Young music teachers prefer EEPO teaching methods, while older music teachers usually use EEPO teaching methods mixed with traditional teaching methods in music classes.

Research and Development

Basic information

Stats	category	Title	Total period	semester	Evaluation method
education	Teaching method	EEPO Effective education teaching methods	36	Spring and fall semesters	In the class
Applicable occupation		All the music teachers and students			

This teaching method is applicable to all students and music teachers participating in music teaching. The effective teaching method of EEPO was developed by Meng Zhaobin, a member of the Executive Education Committee of the Ministry of Education and the expert group of SDP, the Party secretary and vice president of the College of Education of Yunnan Normal University, who has been practicing in western China for nearly 10 years. It has formed a set of educational theories and teaching methods. It constructs theoretical support for teachers to organize students' learning, control classroom teaching and evaluate teaching effect, and can guide teachers to carry out orderly, organic and effective education and teaching. More importantly, it has found a balance point between Chinese ideal quality education and realistic exam-oriented education. Find the combination of Eastern and Western education and teaching, combine the personality and creativity that the West is best at with the knowledge that the East, especially China, is best at, and make it popular. The effective education and teaching methods of EEPO include three aspects: learning mode (teaching students) class mode (teachers) evaluation mode (teachers and students), three-dimensional integration of systematic operation and practical. Its operating technology is easy to be accepted by teachers, especially young teachers. The

teaching method of EEPO is innovative on the basis of the traditional teaching mode and conforms to the new curriculum reform concept. It emphasizes the macro-control in classroom teaching, the effectiveness of the interaction between teachers and students and students, the full use of classroom resources, and the cultivation of students' individuality and teamwork spirit.

Position of EEPO teaching method in the classroom system: The EEPO effective education teaching method is widely used in music related elective and compulsory courses. The introductory courses include singing class, music appreciation class, music basic knowledge development class, and the follow-up courses include music appreciation class, music creation class and music analysis class.

Teaching function: Training students to understand the basic skills of music, improve students' basic quality of music, which is an important course to improve students' aesthetic ability, artistic appreciation and expression, improve personal accomplishment and cultural quality, help students to adjust the interest of life, cultivate sentiments, cultivate good noble emotions, stimulate students' imagination and creativity, and improve the overall quality of education.

Teaching type: Theory and practice are combined, emphasizing practice and undervaluing theory, accounting for 30% of theory and 70% of practice.

Teaching method design concept: The implementation of teaching methods is based on the principle of competence. The theoretical content of teaching should adopt concrete, abstract and flexible learning thinking as far as possible, strengthen the cultivation of theory and practical application ability, highlight the cultivation of basic skills and intuitive teaching, and strengthen the ability of combining imitation and creation. It should embody the methods of exploration, discovery and creation, and gradually form students' awareness of independent learning and innovation.

The arrangement of music classroom teaching should be based on the principle of being easy to understand, from easy to difficult, from concrete to abstract, step by step, paying attention to systematisms, connectivity and scientific, and taking into account the interrelation with teaching content, teaching objectives, and teaching important and difficult points.

In order to optimize classroom teaching methods, improve the overall music literacy, actively promote the teaching quality and teaching reform projects of music majors, promote the development of music teaching, cultivate learners' independent thinking, and promote the development of their independent learning ability, EEPO Effective Education and Teaching Methods Development program Stimulate learners' initiative, curiosity and creativity to achieve creative thinking and practice as well as cross-cultural understanding. EEPO's plan for the development and promotion of effective educational teaching methods is as follows:

1. Name of teaching method: EEPO Effective Education in Participatory Organizations
2. Teaching resources: music room, multimedia room, other teaching tools
3. Teaching time: Chinese spring semester and autumn semester music classes, music teacher training classes
4. Users: music teachers and students
5. Teaching materials: Music textbooks compiled by the People's Education Press and the Research and Development Center of Music Course textbooks

(1) This teaching method is applicable to music classroom teaching in junior middle schools in China. All classes with music lessons and music teachers can use this teaching method to cover a series of classroom teaching processes, from lesson preparation and teaching by teachers to students' learning and knowledge mastery.

(2) To apply the effective education and teaching methods of EEPO into actual music classes, music teachers must receive relevant training on EEPO teaching methods, including online training or offline training. Music teachers must master the key points and specific operations of EEPO teaching methods.

(3) Teachers of other subjects who are interested in EEPO teaching methods can also learn about EEPO and apply EEPO to classroom teaching in an appropriate way according to the teaching plan, teaching content, teaching objectives, and actual teaching situation.

Discussions

The EEPO teaching method is mainly composed of two parts: student learning and teacher teaching, in order to reveal the main findings. Teacher teaching includes teacher's lesson preparation, teacher's classroom design and teacher's teaching process. Student learning is mainly reflected in the use of seven elements in EEPO teaching method.

Song Meirong (2014) found that lesson preparation is an important part of teachers' teaching activities, but in the current educational process, lesson preparation is more formalized, and the theory is not consistent with the practice, and the macro-control of the curriculum is lacking. The lesson preparation only stops at copying the text structure of the lesson plan, the teaching ideas are not clear, the teaching materials are not creative, the learning objectives are not specific and lack of pertinence. Because of a series of problems in class preparation, the class is out of control. In EEPO teaching methods, there are four ways of preparing lessons under the MS-EEPO effective education concept, which are type I of graphic structure, type II of graphic structure, type I of plate structure and type II of plate structure. These four ways of preparing lessons are concise, easy to operate, and combine the advantages of the knowledge that the East is good at with the methods and strategies that the West is good at. They are in line with the habits of the public and are very much in line with modern education. For teachers' lesson preparation in the teaching process, the use of EEPO lesson preparation method can effectively reduce the waste of time and the bubble of lesson preparation. Teachers have a lot of room to play in classroom teaching and curriculum design space, and can achieve the ideal effect of flexible teaching.

Jia Zhongqi (2022) believes that EEPO is effective in teaching and training students based on EEPO. The classroom teaching arrangement and specific time arrangement are very reasonable. Every link of teaching is conducted in an orderly manner, and students learn in a stable sequence. The effective education of EEPO is the classroom teaching mode of cooperative learning, and cooperative learning is an important way of learning in the effective education of EEPO. In EEPO teaching, cooperative learning is advocated for students. Students will have more learning ways, more knowledge and more active thinking, which is conducive to personalized development. The

cultivation of team cooperation and division of labor consciousness is very necessary for the development of students themselves.

Tan Qu and Liu Huanlan (2016) found that the characteristics of platform interaction in EEPO teaching methods seize the key elements of teaching and build a multi-dimensional teaching platform, which is a horizontal development in classroom teaching. Through different channels, knowledge points, key points, creativity and cognitive aspects can be obtained, so as to generate different ideas and express them in different ways, thus producing different personalities. Guide students to choose different dimensions, explore students' thinking, interest and initiative to carry out learning, and promote students' all-round development.

The findings of researcher C are the same as those of Deng Shaoqi (2013) study. The classroom atmosphere of EEPO teaching is very harmonious, and the efficiency of dynamic teaching will also be improved when the classroom atmosphere is improved. The multi-channel, multi-dimensional and multi-platform learning method is better than the traditional Chinese teaching method, which has changed from fixed to flexible, and the application of EEPO teaching method in classroom teaching is very reasonable.

New Knowledges

When the new teaching of EEPO is actually applied to music classroom teaching, it needs to transition from traditional teaching methods and change the teaching thinking and immobilized model of traditional teaching methods. In music classroom, teachers and students should be active together, and the teaching model should be updated simultaneously with the teaching foundation design, so as to achieve the most ideal educational results. The promotion and use of new teaching methods should conform to the overall plan of deepening the reform of educational evaluation in the new era.

Conclusions

This study found that the theory of the founder of EEPO teaching method is very practical, logical, and descriptive for teaching. From the outside, these findings are in the same direction as the contemporary educational reform. EEPO is highly practical for classroom teaching, and it is scientific, scientific

teaching, scientific learning, cooperation between teaching and learning, and two-way reform. The quality of teaching is improved. Use EEPO effective education concept to create a new realm of education and teaching: "people-oriented", pay attention to the cultivation of students' subjective consciousness, pay attention to the development of students' personality and creative ability, pay attention to the cultivation of students' ability to cooperate with others. Do a good job of role change, do not be a supervisor of management, do the organization of students' learning activities guide, appreciation, teaching reform is not only the reform of teachers' teaching methods, but also the reform of learning methods, the overall reform of teaching and learning can only be the real meaning of teaching reform.

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