

# **SURVEYING ON MUSIC APPLICATION CLASS IN TWO UNIVERSITIES IN YUNNAN**

**He Ting**

Faculty of Music, Bangkokthonburi University  
China

**Email:** 382681156@qq.com

**Received:** February 2, 2025; **Revised:** February 15, 2025; **Accepted:**  
August 15, 2025

## **Abstract**

This research article mainly discusses the research on music appreciation classes in three universities in Yunnan Province. The background points out that music appreciation is of great significance, but there are many problems in the current music appreciation teaching, such as the ineffective music teaching in universities due to objective factors, the shortcomings of teaching materials and teaching methods, etc. The purpose of the study is to investigate the music appreciation classes in three universities in Yunnan. Research questions such as how to improve practical exercises, create questionnaires, and the performance of the courses are raised. A qualitative research method is adopted, and the research scope includes three universities in Kunming, 20 students, and a specific period of time. The relevant conceptual framework is constructed, and the research scope and procedures are clarified. This study is expected to bring many benefits, such as improving students' music appreciation level and cultivating comprehensive qualities, and specific terms are defined. **Results:** The music appreciation courses in the three universities in Yunnan have room for improvement in multiple aspects. The integration of local music culture into teaching content is crucial for students to understand the rich musical heritage of the region. By implementing the proposed improvements, such as in-depth exploration of local music and the use of various teaching aids and guest lectures, the uniqueness and value of Yunnan's music can be better presented to students. Three points of view, in the interviews have been modified from the expert's given opinion, in the assessment of the first set of questions in the Mean is 0.88, the second set of questions in the Mean is 0.88, the third set of questions in the Mean is 0.88, according to the above three sets of data to arrive at the

final Mean is 2.66, and the comprehensive assessment is 0.88, the IOC check is passed.

**Keywords:** Surveying on music; Appreciation class; Yunnan Universities

## Introduction

Guangxi issued several policies and measures to support building a world-class tourism city in Guilin (Trial), established a leading group to build a world-class tourism city in Guilin, set up a special working class, and established a liaison system between various departments of the autonomous region and Guilin City. All of these steps were taken in order to facilitate the construction of a world-class tourism city in Guilin. The State Council had been formally presented with an overview of the city planning and supporting policies that would be used to make Guilin a world-class tourism destination. Guilin had built a functioning mechanism of "one and ten groups of special classes," clarified the overarching idea of "overseeing economic and social development to build a world-class tourism city," and presented phased targets in 2025, 2030, and 2035. These accomplishments were all part of Guilin's effort to become a world-class tourism city. (Shan, 2024)

Guilin was a city that holds the status of a prefecture and was located in the Guangxi Zhuang Autonomous Region in northeast China. It was located on the other side of the Li River from Hunan, which it shared a border with to the north. Because there were so many fragrant sweet Osmanthus trees in the area, the area was known as the "Forest of Sweet Osmanthus." The name of the region came from this. The karst terrain of the city had garnered a lot of attention throughout the years. The phrase "By water, by mountains, most lovely, Guilin" was frequently used in conjunction with the city of Guilin because it was one of the most well-known tourist sites in all of China. Guilin was included on the very first version of the list that was compiled by the State Council of China, and it was given the title of National Famous Historical and Cultural City. (Shan, 2024)

On November 22, 1949, Guilin was designated as a municipality under the administrative authority of Guangxi Province. In 1958, the city was officially renamed as Guilin City, located in the Guangxi Zhuang Autonomous

Region. On September 8, 1998, the State Council granted approval for the consolidation of Guilin City and Guilin Prefecture, resulting in the establishment of a new administrative entity known as Guilin City. This new city now exercised jurisdiction over the districts of Xiufeng, Diecai, Xiangshan, Qixing, Yanshan, and Lingui, as well as ten counties, including Yangshuo, Lingchuan, Lingui, Quanzhou, Xing'an, Yongfu, Guanyang, Longsheng, Ziyuan, Pingle, Gongcheng, and Li Pu City. Guilin was characterized by its diverse ethnic composition, with the coexistence of several ethnic groups including the Han, Zhuang, Miao, Yao, Dong, Hui, Jing, Yi, Shui, and Manchu. The incorporation of regional and ethnic cultures into a multi-ethnic framework was a significant characteristic of Guilin's urban culture. Guilin was renowned for its assortment of notable products. Such as the Shatian pomelo fruit was characterized by its substantial size and aesthetically pleasing appearance, while its flesh emits a delightful fragrance. The summer orange was renowned for its exceptional quality and visually appealing color, as well as its delectable taste. Luo Han Guo was recognized as a beneficial remedy for promoting medical well-being and was also enjoyed as a refreshing beverage. Lastly, the yellow persimmon exhibited a golden hue and possesses a pleasantly sweet meat. The LiPu Taro, noted for its substantial size and pleasant aroma, enjoys a notable reputation inside the capital. Similarly, Sanhua wine, chili sauce, and fermented bean curd were recognized as the esteemed "Three Treasures of Guilin. Guilin rice noodles, renowned for its aromatic components and delectable taste, were highly regarded. (Wei, 2024)

Over the course of multiple generations, Guilin had cultivated an abundance of tourism resources encompassing natural landscapes, cultural endeavors, historical artifacts, and other related aspects. Before the implementation of smart tourism, Guilin engaged in an extensive and valuable investigation into the digitization of tourism. This involved the establishment of a solid basis, the integration of resources, meticulous management, and pioneering innovation. The emergence of information technologies, including the Internet of Things, cloud computing, and mobile Internet, had brought about significant changes in the tourism industry. Consequently, the conventional tourism development model and the limited integration of a single information tourism development model and the limited integration of a single information

model were no longer sufficient to meet the evolving demands of tourists and the industry. (Wei, 2024)

In 2015, marked the official opening of the Guilin Smart Tourism City Exhibition Hall, signifying the project's transition into a significant phase of progress. The creation of Guilin's smart tourism city had garnered the involvement of two power businesses based in Beijing and Guangdong, who had collectively contributed a sum of 24 million yuan. Intelligent tourism cities were government-led initiatives that prioritize tourist demand as the central focus, aiming to transform the conventional tourism model. These initiatives revolved around the establishment of "intelligent city" public resource data center and an information sharing platform. (Shan, 2024)

In the year 2022, in Guangxi Guilin, a commemoration event would be held to mark the first anniversary of the establishment of a world-class tourist city. During this event, Guilin Mobile would present a showcase featuring super high-definition slow video live broadcasts, a 5G virtual reality memorial, and a 5G global tourism platform. The purpose of this showcase was to demonstrate the successful outcomes of integrating 5G technology with smart tourism in Guilin. In the domain of 5G+ smart tourism, Guilin Mobile was consistently enhancing and investigating various aspects. It was consolidating the achievements from the previous phase, which included the continuous provision of 5G network coverage in scenic areas, extensive video streaming capabilities spanning vast distances, live broadcasting capabilities, utilization of 5G-connected drones, dissemination of 5G news, and the establishment of a 5G global tourism platform. These efforts aimed to facilitate transformative changes in the domains of sightseeing tours, hotel services, tourism regulation, and public services. The renowned regions of Guilin, Longshan, Yangzhou, and others were known for their picturesque landscapes. In these areas, a cutting-edge video broadcasting system, capable of capturing super-high-definition footage, was employed. This system utilizes 5G cameras and leverages 5G base stations to transmit video resources in real-time from high-resolution monitoring terminals to the "Snow light Project" demonstration base, which served as a hub for showcasing the capabilities of this technology. Simultaneously, Guilin Mobile successfully constructed the 5G+VR virtual exhibition hall for the Red Army's Battle of Shaoxing Memorial and the Party Building Exhibition Hall.

This endeavor incorporated advanced 5G+VR technology to enable various features such as roaming within the exhibit hall, virtual explanations, and the delivery of audio and video materials for online publicity and display. The utilization of VR technology facilitated the restoration of historical reality, simulation of revolutionary scenes, and the creation of a virtual Party Building Cultural Museum. Consequently, VR immersive tourism was achieved, surpassing the limitations of time and geography. Ultimately, this initiative effectively showcased Guilin's red culture and its inherent soft power. (Wei, 2024)

## **Research Objective**

1. To Survey on music appreciation class in three Universities in Yunnan.

## **Literature Reviews**

Tao Xingzhi once said: "The starting point of thousands of inventions is a question. Beasts are inferior to humans, and they don't know how to ask. A wise person asks wisely, and a fool asks stupidly. Manpower is worse than heaven's work, just ask every question." " He made a high evaluation of the efficacy of questioning and the value of doubt. What is the value of discovery and improvement in music appreciation teaching? 1) "Discovery and improvement" are the source of vitality for music appreciation teaching. Aristotle said: "It is human nature to seek knowledge" and "Thinking begins with questions and surprises." The "questions" students have in the process of listening to and tasting music can often arouse their interest in searching for the root cause. In the process of solving doubts, the rich emotional experience that music gives them is mobilized, and as these musical experiences deepen, unexpected entertainment effects are produced. This enables students to continue and deepen their appreciation of music. Over time, this kind of music appreciation behavior with questions will make students more interested in music appreciation, and their enthusiasm and vitality to actively participate in music appreciation will also be greatly mobilized. 2) "Discovery and improvement" are important learning qualities for students to participate in the classroom. (Shan, 2024)

When in doubt, ask, and when in doubt, investigate. Ren Yongsheng, one of the top ten national curriculum reform leaders, once mentioned: "Questioning itself is the core culture of an efficient classroom. The purpose of questioning is to cultivate students' truth-seeking spirit, critical spirit, exploration spirit, and innovative spirit. It is not just to let students find the correct answer" (Excerpted from: Ren Yongsheng's "Education is Human Learning" Sina Blog). (Yuan, Wang, 2024)

From this we can see that Teacher Ren warned our educators that in classroom teaching, we should cultivate students who dare to question and are good at questioning, who respect books and teachers, not just books and teachers, and who are good at thinking and developing thinking qualities. 3) "Discovery and improvement" are the process of students' independent appreciation of music. An important concept in modern teaching theory is to shift from emphasis on conclusion to emphasis on process, and the same should be true for music appreciation teaching. The so-called emphasis on process is not just about how much music knowledge is taught to students, but the methods and processes for acquiring and appreciating this knowledge. Therefore, in order to cultivate students' ability to independently appreciate music, we must first cultivate students' ability to see doubts and question. Suspicion is the door from the unknown to the known. If you don't question it, you can't even find the "door". Therefore, for students, being able to ask questions when appreciating music shows that this is the result of students trying to figure out the language of music and thinking about music. This is undoubtedly of great benefit to cultivating students' musical thinking and appreciation abilities. At the same time, these "doubts" are also the steps for students to further understand musical works. (Shan, 2024)

Zhu Xi, an educator in the Song Dynasty, said: "Those who have no doubts in reading must be taught to have doubts, and those who have doubts must be taught to have no doubts. Only then will they make progress." It can be seen that doubt is the source of thinking, and thinking is the foundation of wisdom. The key to making music appreciation classroom teaching dynamic is to cultivate students' questioning ability. Questioning means being able to ask questions. Only with this ability can students listen deeply, appreciate music thoroughly, and understand deeply when appreciating music. Therefore, in the

development process of history, it is not difficult for teachers to find some obvious problems when observing history. Through observation and combined with their own teaching experience, it is not difficult to reflect and improve. Under such a virtuous circle, the music of Yunnan Kunming University Appreciation classes will develop better and better. 1) "Search for him thousands of times in the crowd"-seeking doubts. (Shan, 2024)

Tasting music is full of musical charm and interest. Students can feel Wang Zhaojun's longing for his motherland in the song Gong Shang Jiao Zheng Yu in "Song of the Sea", sad and melancholy, and sad and lingering; they can also feel Wang Zhaojun's longing for his motherland in Beethoven's "Ninth Symphony" "In "Ode to Joy", you can experience the grand and magnificent musical thought that shocks the past and the present. However, the reality is that students are easily afraid of difficulties when appreciating music, so that they are unable to appreciate joy and happiness, let alone the beauty of music. Therefore, when appreciating music, guiding students to listen to music and ask questions has become the key to teaching (Yuan, Wang, 2024).



**Figure 1:** The teaching practice of music appreciation courses over the years  
**source:** photo by researcher.

Conclusions, the above - mentioned research has achieved relatively rich results in aspects such as the educational value, teaching content and methods of college music appreciation courses, and their impact on students' individualized development. However, there are still some deficiencies in the existing research. For example, in teaching practice, how to better transform theoretical research

results into practical teaching actions and further improve the teaching quality of music appreciation courses; how to design more targeted and adaptable teaching content and methods for students with different professional backgrounds. These issues need to be further explored and solved in subsequent research (Wei, 2024).



**Figure 2:** "Inspiring China" Source:[bai du.com](http://bai du.com) (2023).

## Research Methodology

The methodology based on the quantitative research, the researcher will present conclusions, conduct discussions, and put forward recommendations regarding the observations of music appreciation courses in three universities in Yunnan Province. The following objective conclusions will be presented. The research is a quantitative study aiming to identify the problems existing in the music appreciation courses of three universities in Yunnan Province. The research scope covers the music appreciation courses of three universities in Kunming. The research tools include interview forms and observation forms. Based on the results of interviews and observations, the problems in the music appreciation courses are analyzed as follows. The music appreciation courses in the three universities in Yunnan Province have problems in teaching content, teaching methods, students' foundation, curriculum resources, teaching equipment, and teaching staff.

## Results

**Interviews results:** In this section, the author interviewed 3 professors and 20 college students at random via telephone. The following are the interview contents and the author's comments. The music appreciation courses in the three universities in Yunnan have room for improvement in multiple aspects. The integration of local music culture into teaching content is crucial for students to understand the rich musical heritage of the region. By implementing the proposed improvements, such as in-depth exploration of local music and the use of various teaching aids and guest lectures, the uniqueness and value of Yunnan's music can be better presented to students. Diversified teaching methods have proven to be effective in stimulating students' interest and enhancing their understanding of music. However, continuous innovation and improvement are needed to address the issues of low-participation students in group-discussion-based teaching.

Solving the problems of students' diverse musical foundations, limited curriculum resources, and imperfect teaching conditions is essential for the healthy development of music appreciation courses. The cooperation between schools and teachers, such as schools' investment in equipment and teacher-led

resource development, is crucial. Strengthening the teaching staff can also ensure the high - quality implementation of teaching content and methods.

In the future, it is expected that these music appreciation courses can continuously optimize their teaching systems, cultivate students' music appreciation abilities, and promote the inheritance and development of Yunnan's local music culture. This research focuses on the music appreciation courses in three universities in Yunnan, aiming to explore their teaching content, methods, and existing issues. Through interviews with professors, several key points emerged.

In terms of teaching content, although there are some efforts in integrating Yunnan's local music culture, it is still insufficient. Most courses only briefly introduce well - known Yunnan folk songs without delving into the deep - seated ethnic music systems and cultural connotations. Suggestions for improvement include adding special lectures on local musical instruments like hulusi and bawu, introducing field research materials, and creating a dedicated local music culture unit that covers the development from traditional ethnic minority music to modern fusion music, as well as inviting local folk artists for in - class performances and teaching.

Regarding teaching methods, professors adopt diverse approaches. Multimedia teaching and group discussions are popular, with multimedia quickly attracting students' attention and group discussions enhancing students' active participation, though some students may have low engagement in discussions. Case - based and experiential teaching methods are also used. The former helps students understand the essence of musical works through in - depth analysis, and the latter allows students to experience music through performance, greatly increasing their learning interest and understanding.

The main problems during the teaching process are students' uneven musical foundations, with some lacking basic music theory knowledge, limited curriculum resources, slow - updated professional textbooks, imperfect teaching equipment (such as old - fashioned audio equipment unable to restore true sound effects), and insufficient teaching staff, leading to monotonous teaching. Solutions proposed include offering basic music theory prerequisite courses, encouraging teachers to develop their own teaching resources, increasing

investment in teaching equipment, and strengthening the construction of the teaching staff through talent introduction and teacher training.

**IOC Results:** Explanation: Asking the experts to express their opinions on the topic by putting 0 or 1 in your comment box and writing a suggestion that benefits for further improvement. are analyzed as follows: This IOC is used to check the reasonableness of the interview questions proposed by the expert. 1., ensure that questions are phrased clearly and concisely to avoid ambiguity or confusion. 2., consider the long-term sustainability of resources, not just one-time support. 3., the questions could ask the interviewee to share best practices and recommendations for addressing student level differences. Three points of view, in the interviews have been modified from the expert's given opinion, in the assessment of the first set of questions in the Mean is 0.88, the second set of questions in the Mean is 0.88, the third set of questions in the Mean is 0.88, according to the above three sets of data to arrive at the final Mean is 2.66, and the comprehensive assessment is 0.88, the IOC check is passed.

## Discussions

**Yunnan University:** The curriculum is relatively rich, covering various fields such as Western classical music, traditional Chinese music, and modern pop music. However, there is a lack of in-depth exploration of Yunnan's local music culture. Although some Yunnan folk songs are mentioned, the introduction often remains on the surface, without delving into the underlying ethnic music systems and cultural connotations. For example, when introducing "The Gurgling Brook", only the melodic characteristics are briefly described, without explaining the uniqueness of the Yi ethnic music culture to which it belongs.

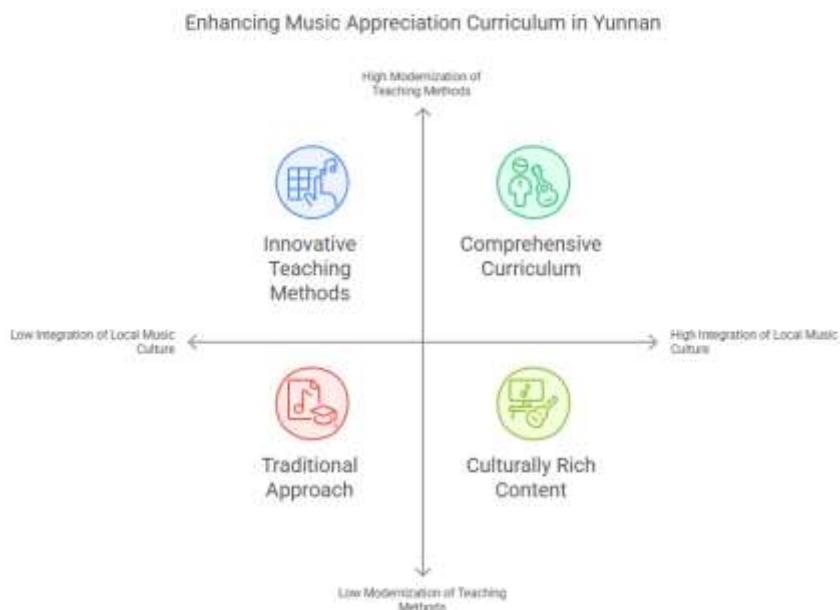
**Yunnan Normal University:** The curriculum focuses on the combination of music theory knowledge and work appreciation. It systematically teaches music theory knowledge in class to help students better understand music works. However, there is a lack of innovation in the curriculum content. Little content about emerging music forms and cross-cultural music integration is introduced, making it difficult to meet students' needs for exploring diverse music cultures.

In conclusion, the music appreciation courses of the three universities have their own advantages and disadvantages. To improve the teaching quality, it is recommended to increase the teaching content of Yunnan's local music

culture, adopt diversified teaching methods, strengthen the construction of teaching resources, and improve the teaching evaluation system, so as to better cultivate students' music appreciation abilities and artistic qualities.

The lack of depth in teaching content means that students cannot fully understand the essence of Yunnan's local music culture. Single teaching methods and poor questioning reduce students' interest and participation. The uneven student foundation makes it difficult for teachers to teach uniformly. Limited curriculum resources and old teaching equipment hinder the development of teaching. The shortage of professional teachers leads to monotonous teaching. All these factors interact and need to be addressed comprehensively.

## New Knowledges



**Figure 1:** Surveying on music appreciation class in TWO Universities in Yunnan.

## Conclusions

The music appreciation courses in the three universities in Yunnan Province have multiple issues. In terms of teaching content, although there is some inclusion of local music culture, it lacks depth and systematization. Teaching methods are often single and questioning is flawed. Students' musical foundations vary widely, and there are problems with curriculum resources, teaching equipment, and teaching staff. These problems are intertwined and have a negative impact on the teaching quality and students' music literacy improvement.

## Suggestions

1. Schools should increase investment to update teaching equipment and strengthen the construction of teaching staff by introducing professional talents and conducting training.
2. Teachers need to improve teaching methods, such as increasing interaction and using more diverse teaching means. They should also develop teaching resources to make the content more systematic.

## Recommendations

1. For students, it is necessary to encourage them to actively learn basic music theory knowledge to narrow the foundation gap.
2. Only through the joint efforts of all parties can the quality of music appreciation courses be effectively improved.

## References

Shan Yihong. (2024), **Development and Utilization of Digital Resources in College Music Appreciation Courses** (J). Huanghe Voice, 2024, (21) 126 - 129. DOI: 10.19340/j.cnki.hhzs.2024.21.018.

Shan Yihong. (2024) "Development and Utilization of Digital Resources in College Music Appreciation Courses." Huanghe Voice, 21(2024), 126 - 129. doi:10.19340/j.cnki.hhzs. 2024.21.018.

Shan, Y. H. (2024). **Development and Utilization of Digital Resources in College Music Appreciation Courses**. Huanghe Voice (21), pp. 126 - 129. doi:10.19340/j.cnki.hhzs. 2024.21.018.

Wei Yan. (2024), **Research on the Basic Curriculum System of Music Majors in Institutions of Higher Learning** (J). Huanghe Voice, 2024, (12): 138 - 141. DOI: 10.19340/j.cnki.hhzs.2024.12.035.

Wei Yan. (2024), "Research on the Basic Curriculum System of Music Majors in Institutions of Higher Learning." Huanghe Voice, 12(2024): 138 - 141. doi: 10.19340/j.cnki.hhzs.2024.12.035.

Wei, Y. (2024). **Research on the Basic Curriculum System of Music Majors in Institutions of Higher Learning**. Huanghe Voice (12), 138 - 141. doi: 10.19340/j.cnki.hhzs.2024.pp. 12.035.

Yuan Yutong, Wang Lijuan. (2024), **The Application of Collaborative Teaching in Music Appreciation Teaching** (J). Chinese Musical Theatre, 2024, (04), pp. 106 - 109.

Yuan Yutong and Wang Lijuan. (2024), "The Application of Collaborative Teaching in Music Appreciation Teaching." Chinese Musical Theatre, 04(2024), pp. 106 - 109.

Yuan, Y.T. & Wang, L.J. (2024). **The Application of Collaborative Teaching in Music Appreciation Teaching**. Chinese Musical Theatre (04), pp. 106 - 109.