

# INVESTIGATION AND COMPARATIVE STUDY ON THE PRESENT SITUATION OF MUSIC TEACHERS IN URBAN-RURAL PRIMARY SCHOOL

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## Abstract

Education is the key to the sustainable development of the country. In China, the gap between urban and rural education is a long-standing problem. Primary school education is the first important learning stage of life, and it is one of the key educations in cultivating a child's comprehensive quality education. Primary school music teachers, as the main body of teaching and education, play an important role in cultivating and shaping students. This is quantitative and qualitative research. This paper adopts the method of questionnaire survey combined with field research and individual interview.

Major Findings: (1) On the first objective it was found that there are significant differences between urban and rural primary school music teachers in Shaoguan city in terms of teaching work, age and teaching age, teaching research and training, teaching satisfaction, and career development expectation, etc. In the data, it is shown that much rural music teachers are lower than urban primary school music teachers;(2) On the second objective it was found that:1) brain drain, shortage of music teachers in rural areas;2) Music teachers have heavy work tasks and great pressure;3) Lack of training of music teachers and improvement of scientific research ability; 4) Music teachers in rural primary schools have a low degree of satisfaction with their work;(3) On the third objective it was found that: four reasons for the differences between urban and rural primary school music teachers are studied, and four corresponding

suggestions and countermeasures are given, hoping that relevant government departments will vigorously promote reform and implementation.

**Keywords:** Urban-rural differences, music teachers, primary education, balanced development.

## **Introduction**

Since the decisive battle against poverty, China has made decisive achievements. In the 14th Five-Year Plan and the outline of the long-term goals, "Giving priority to the development of agriculture and rural areas and comprehensively promoting rural revitalization" (Economic Daily Commentator, 2020) is an important part and a key topic of concern for all sectors of society. The author believes that the real rural revitalization is not only the economic revitalization but also the cultural revitalization. Rural revitalization should be people-oriented and improve the cultural quality and educational level of the rural people. Extract local characteristic culture and build rural core strength. Music education is a kind of cultural education that can improve people's aesthetic level, edify people's minds and improve people's ideological and moral character. It plays a vital role in rural revitalization. Education is the key to the sustainable development of a country. In China, the gap between urban and rural education is a long-standing problem. Primary school education is the first important learning stage of life, and it is one of the key educations in cultivating children's comprehensive quality education. As the main body of music education, primary school music teachers play an important role in cultivating and shaping students. The investigation and research on the balanced development of urban and rural primary school music teachers is an important cornerstone to promoting the balanced development of urban and rural education. It is hoped that this study can play a positive role in promoting the balanced development of local urban and rural basic music education.

## **Research Objectives**

The objectives of this research were three folds:

1. Investigation and comparative study on the Present Situation of music teachers in urban-rural primary school

## **Literature Review**

"Shaoguan city is one of the main settlement areas of ethnic minorities in Guangdong Province, where the ethnic minorities are Yao and She. There are 43 foreign ethnic minorities, including Zhuang, Manchu, Hui, Miao, and Uygur ethnic minorities." (Liu Weiqin, 2021) Shaoguan is also a gathering place for the Hakka and Yao people, which has rich ethnic and folk music and cultural resources." Passing Yao folk dance and folk songs" in Ruyuan Yao Autonomous County is a national intangible cultural heritage. Urban and rural primary schools should make use of and excavate local cultural resources, develop and use regional traditional music culture, polish characteristic courses, and make it an important element of school-running characteristics. It is an important way for rural schools to promote connotation construction, build characteristic brands, retain music talents and form core competitiveness. Taking advantage of the geographical environment, carrying out diversified music courses can not only "let folk songs into the classroom", but also let students "walk into the folk to learn folk songs". You can also invite folk artists to the school to teach and perform, and you can also bring students to the mountain villages to learn and feel the charm of nature and music art, edify sentiment, inspire wisdom, and improve students' musical and cultural literacy.

## **Research Methodology**

This is mixed method research. This paper adopts a questionnaire survey method combined with field research and interview to interview school leaders, teaching directors, local education researchers, full-time music teachers, and students of many primary schools in urban and rural areas in Shaoguan city, so as to learn more about the current situation of teachers from various perspectives. According to the theme and purpose of this study, an electronic questionnaire on Shaoguan Urban and rural primary school music teacher status questionnaire was developed. In order to ensure the authenticity and objectivity of the questionnaire, the author distributed and collected the questionnaire to the primary school music teachers trained in the center through the platform of Guangdong Provincial Primary and Secondary School Teacher Development Center.

## Results

The findings in this research are summarized into three sections 1) data analysis of the current situation of music teachers in urban and rural primary schools in Shaoguan; 2) problems existing in the current situation of music teachers in urban and rural primary schools in Shaoguan and 3) corresponding suggestions and countermeasures. Data analysis of the current situation of music teachers in urban-rural primary schools

### Comparative analysis of the number and teaching work of music teachers in urban and rural primary schools

(1) As can be seen from Table 1, among the 40 rural primary school music teachers surveyed, 27 teachers said that their rural schools only had 1-3 primary school music teachers, accounting for 67.5% of the total respondents. The proportion of primary schools in rural with only one full-time music teacher reached 30% of the total. In the survey, there was no rural school with more than seven music teachers. Among the 34 urban primary school music teachers surveyed, 22 teachers said that their urban schools had 7-13 primary school music teachers, accounting for 64.7% of the total respondents. Urban schools have only one to three primary school music teachers, accounting for 20% of the total number surveyed.

Table 1 : Comparative table of the number of music teachers in urban and rural primary schools

Region Teachers	Urban Music Teachers		Rural Music Teachers	
	Number	Ratio	Number	Ratio
1 person	1	2.94%	12	30%
2 people	3	8.82%	8	20%
3 people	3	8.82%	7	17.5%
4 people	3	8.82%	3	7.5%

5 people	1	2.94%	5	12.5%
6 people	1	2.94%	5	12.5%
7 people	7	20.59%	0	0%
8 people	3	8.82%	0	0%
9 people	3	8.82%	0	0%
10 people	1	2.94%	0	0%
11 people	7	20.59%	0	0%
12 people	0	0%	0	0%
13 people	1	2.94%	0	0%

(2) In the primary school music teacher teaching work survey results show that the urban and rural primary school music teachers work basically the same, in addition to the music teaching work, but also other school work. Only a handful of music teachers may not concurrently assume other work, the author found in urban and rural primary schools a lot of young music teachers in the school will need to do other work, such as the teacher in charge, the executive secretary, union job, employment, etc., to participate in temporary work planning groups or random arrangement according to the needs of the school work deployment. It is also common for music teachers to teach other subjects in rural primary schools. It is also common for music teachers to take part in subjects such as art, physical education, Chinese, and English when there is a shortage of school teachers or the head teacher is on maternity leave.

(3) In the primary school music teachers' weekly teaching workload survey results show that: township primary school music teachers, 5-10 classes a week teacher, accounting for 35% of the total investigator; Teachers with 11 to 15 classes per week, accounting for 40% of respondents; Teachers with 16 to 20 classes per week accounted for 25% of the total respondents. Among urban primary school music teachers, those who have 5-10 lessons per week account for 32.35% of the total respondents; Teachers who have 11-15 classes per week,

account for 44.12% of the total respondents; Teachers with 16 to 20 classes per week accounted for 23.53% of the total respondents. The teaching workload of urban and rural primary school music teachers is basically the same, the workload of urban primary school music teachers is relatively more than that of rural teachers. According to the survey and interview, in terms of the arrangement of music courses in the school, the music courses in grades 1-6 are in line with the "New Curriculum Standards", which sets the schedule of music lessons twice a week.

### **Comparison analysis between the age and teaching age of urban-rural primary school music teachers**

(1) The age distribution results of music teachers in urban and rural primary schools are shown in Table 2: In rural schools, young music teachers aged 23~30 account for 62.5% of the total number of respondents. Middle-aged teachers aged 31~40 accounted for 25% of the total number of respondents, while in urban schools, young music teachers aged 23~30 only accounted for 32.35% of the total number of respondents, and middle-aged teachers aged 31~40 accounted for 38.24% of the total number of respondents. As can be seen from the results, the number of young teachers in rural schools is far more than that in urban schools, while the number of middle-aged teachers is lower than that in urban schools, which also means that the teacher team in rural schools is not very stable, and there is the problem of brain drain of music teachers. In urban primary school music teachers, the middle-aged teachers aged 30-40 are the main force of urban primary school music teachers, while in rural schools, the young teachers aged 20-30 are the main force of music teaching. The differences between urban and rural teaching forces may be reflected in the teaching experience and quality of music courses.

Table 2 : Comparison chart of age distribution of urban and rural primary school music teachers

Region	Urban Music Teachers		Rural Music Teachers	
	Number	Ratio	Number	Ratio

Age				
23 ~ 30	11	32.35%	25	62.5%
31 ~ 40	13	38.24%	10	25%
41 ~ 50	9	26.47%	4	10%
51 ~ 55	0	0%	1	2.5%
56 years of age or older	1	2.94%	0	0%

(2) The results of the survey on the teaching age of urban and rural music teachers are shown in Table 3: the distribution of urban primary school music teachers in each teaching age segment is relatively average, and there are teachers in each teaching age segment. But in the rural elementary school music teacher, teaching age distribution is very uneven, in 5 ~ 20 years of teaching experience distribution from high to low is on the decline, and rural teachers' age distribution uniformity, rural elementary school music teachers' younger trend, music aged under 5 years of teaching teachers account for 55% of the total number of investigations, less experienced middle-aged teachers. There is an obvious imbalance between urban and rural areas.

Table 3 : Comparison chart of the age distribution of urban and rural primary school music teachers.

Region Seniority	Urban Music Teachers		Rural Music Teachers	
	Number	Ratio	Number	Ratio
The following 5	8	23.53%	22	55%

years				
5 ~ 10 years	7	20.59%	11	27.5%
11 ~ 15 years	8	23.53%	2	5%
16 ~ 20 years	5	14.71%	1	2.5%
More than 20 years	6	17.65%	4	10%

### Comparison analysis of teaching, research and training of urban-rural primary school music teachers

(1) The results of urban and rural teachers' teaching and research activities investigated by the author are shown in Table 4: more than 86% of urban primary school music teachers say that they carry out teaching and research activities at least once a month; 44.12% of primary school teachers said that they carry out teaching and research activities once a week; 50% of rural primary school music teachers said that they could carry out teaching and research activities at least once a month. Only 20% of rural primary school teachers said they could carry out teaching and research activities once a week. And 17.5% of rural music teachers said they had never participated in any teaching and research activities carried out by their schools. It can be seen from the results that the frequency of urban schools carrying out teaching and research activities is higher than that of rural schools, while the teaching system of some rural schools is not sound.

Table 4: Comparison table of teaching and research activities of music teachers in urban and rural primary schools.

Regi on Frequency	Urban Music Teachers	Rural Music Teachers
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Once a week	44.12%	20%
Once every two weeks	5.88%	0%
Once a month	35.29%	30%
Once a semester	8.82%	32.5%
Never	5.88%	17.5%

(2) The results of the research on the training of music teachers in urban and rural primary schools show that the most music teachers in rural primary schools participate in after-school observation classes, accounting for 82.5% of the total number of the survey, and the second most music teachers participate in educational lectures, accounting for 65% of the total number of the survey. In addition, rural music teachers are less involved in other educational training programs. However, music teachers in urban primary schools participate in various training activities. The participation rate in education and teaching lectures is as high as 91.17%, and the participation rate in off-campus observation classes is as high as 88.23%. Provincial and municipal education and teaching training and teaching reports have high participation rates. However, the participation rate of rural primary school music teachers in provincial teaching training is only 10%. In general, the participation rate of rural primary school teachers in education, teaching, and training is lower than that of urban primary school teachers.

(3) The author's research results on urban and rural primary school music teachers are shown in Table 5: Among the 34 urban primary school music teachers investigated, the award rate of open class competition is the highest, accounting for 82.35% of the total respondents. The second is the award for extracurricular music activities, 79.4%; Basically surveyed urban teachers have won all kinds of awards; In the survey of 40 rural primary school music teachers, won the most awards in extra-curricular music activities, accounting for 70% of the total respondents; Only 30 percent of the open courses won awards; Overall awards and scientific research achievements are lower than those of urban primary school music teachers, and 22.5% of rural primary

school music teachers have not won any awards or scientific research achievements.

Table 5: Comparison Table of Scientific Research Achievements of Urban and Rural Primary School Music Teachers in Shaoguan.

Region Category	Urban Music Teachers	Rural Music Teachers
Extracurricular music competition	79.4%	70%
Open class competition	82.35%	30%
Excellent Teacher Award	44.1%	15%
Obtain research topics	44.1%	17.5%
Obtain academic papers published	23.5%	7.5%
No awards or research achievements	0%	22.5%

### Comparison analysis between teaching satisfaction and career expectations of urban and rural primary school music teachers

(1) The results of the survey on the satisfaction of the teaching status of music teachers in urban and rural primary schools are shown in Table 6: there is a significant difference in the satisfaction of music teachers in urban primary schools and rural primary schools. 34 evaluation results were collected from urban primary school teachers, with an average of 3.6 and a median of 4, corresponding to relatively satisfactory results. 40 evaluation results were collected from township primary school teachers, with an average value of 3 and a median value of 3. The corresponding evaluation result was general. By

contrast, music teachers in urban primary schools have higher teaching satisfaction than those in rural areas.

Table 6: Comparison table of music teachers' teaching satisfaction in urban and rural primary schools.

Degree of Satisfaction Region	Very Dissatisfied	Dissatisfied	General	Satisfied	Very Satisfied
	1	2	3	4	5
Urban music teachers	2.94%	11.76%	26.47%	35.29%	23.53%
Rural music teachers	10%	15%	47.5%	20%	7.5%

( 2 ) In urban and rural music teachers teaching expectations survey results show that in urban primary school music teachers teaching expectations are the most: 1) to be able to ease in teaching, reduce the work outside teaching; 2 ) Improve my teaching ability; 3 ) Hope to train music teachers in a more targeted way. The most expected teaching expectations of rural primary school music teachers are: 1 ) music education can get the attention and recognition of school leaders and parents; 2 ) Hope to recruit more teachers to cooperate with teaching; 3) Reduce the working time outside teaching, more time and materials for preparing lessons. Urban teacher pay more attention to their personal growth and career development. The most prominent difficulty for rural teachers is that the music course is not taken seriously, the number of music teachers is small, and the lack of cooperation and cooperation with colleagues. Problems existing in urban-rural primary school music teachers. Problems existing in urban-rural primary school music teachers.

### 1. Brain drain and shortage of rural music teachers

According to the investigation, in recent years, the rural primary school music teachers are insufficient, showing the overall trend of younger. Thirty percent of rural schools have only one full-time music teacher, and 65 percent have less than three music teachers. Some rural primary school music teachers face a

music teacher facing the whole school music class teaching and carrying out artistic activities, the staff is relatively insufficient. In rural primary schools, music teachers aged between 23 and 30 accounts for 62.5%. These young teachers are the main force of rural schools, basically tend to be younger, and the teaching age is basically less than 5 years, with no professional title, and they are mostly college students just out of school, with no teaching experience. This phenomenon also highlights the fewer experienced middle-aged teachers and old teachers in rural primary schools, which also means that rural young teachers lack the guidance and teaching of qualified old teachers. According to the author's interview, some rural primary school teachers work back to the urban primary school because their children are inconvenient to go to school, while some take the rural primary school as a springboard, after obtaining the establishment or professional title, the competent teachers will be transferred back to work in the urban schools. Therefore, the cause of rural music teachers' brain drain phenomenon is more serious.

## **2 . Music teachers work with heavy tasks and are under great pressure**

In the process of field investigation, it is learned that music teachers in both cities and towns have heavy work tasks and great pressure. The work of music teachers in cities and towns is basically similar, and only a small number of music teachers cannot have to hold other positions except music teaching. The author learned in the field visit urban and rural primary school teachers, much young music teachers in school to other positions or work, such as the teacher in charge, administrative secretary, trade union work, temporary work activities planning, students' extracurricular interest group training and guidance, etc., some rural music teachers also logistics director, poverty alleviation team members, canteen management, dormitory water, and electrical maintenance work, according to the needs of the school work deployment. In rural primary schools, it is also common for music teachers to be teaching other subjects. In the case of insufficient school teachers or class teachers taking maternity leave, music teachers concurrently serving in fine arts, physical education, Chinese, English, and other classes are also very common. In some staffed rural primary schools, assuming the smallest rural primary school nearly 500 students, according to the national requirements of each class up to 50 students, there are 10 administrative classes, each class twice a week, if the school only a music teacher, the music teacher to 20 music classes a week. In addition, most music

teachers also hold other positions and work, the workload can be imagined, and the task is heavy pressure. This may also be the reason why the rural primary school music teachers want to leave.

### **3. Lack of training of music teachers and improvement of scientific**

research ability According to the survey results of the education and training of urban and rural primary school music teachers, the most common training programs for rural primary school teachers are after-school observation classes and education and teaching lectures, while other education and training programs are less frequently attended. And urban primary school music teachers participate in a variety of training activities than rural teachers. Besides, the award rate is 82.35% of the total students, 79.4%, 44.1% had research teachers and 23.5% had published papers. Basically, the surveyed urban teachers have received awards and scientific research achievements; among the rural primary schools, extracurricular music activities, accounting for 70% of the total number, the award rate of only 30%, and 22.5% of the rural teachers have not received any awards or scientific research achievements, the urban teachers are lower in the project research and papers. Behind the teacher training, awards, and scientific research, many problems of urban and rural inequality are highlighted. Rural teachers want to improve their professional skills and scientific research ability, but they are restricted by resources, funds, geographical environment, quota, and other conditions. Some rural teachers have never even participated in teaching and research activities, coupled with the lack of resources and information occlusion, resulting in some music teachers having "lying flat" lazy thoughts. Therefore, to break this vicious circle of the bad model, for the future rural primary school music teachers and education balanced development are urgent.

### **4. Rural primary school music teachers have a low degree of**

satisfaction with their work According to the author's survey, compared with urban and rural primary school music teachers, 73.5% of rural music teachers with a teaching status is below medium, while 85.29% of urban music teachers with a teaching status is above more than medium. The author believes that the difference between music teachers, school leaders, and parents pays insufficient attention to music education, poor teaching environment, and teaching equipment; low average income; insufficient funds for activities; few music teachers without colleagues; insufficient training opportunities; narrow

exhibition platform and channels for consultation, which may cause the satisfaction of rural music teachers with their work status, and the difference between urban and rural areas.

### **Corresponding suggestions and countermeasures**

4.1. Government departments should increase investment and strengthen the optimal allocation of teachers. In order to further encourage and attract outstanding talents to teach in primary and secondary schools in mountainous and rural areas, the government departments will stabilize the backbone teachers in mountainous and rural areas. In recent years, many excellent policies have been promulgated. For example, "In 2013, Guangdong Provincial Department of Finance, Department of Education and Department of Human Resources and Social Security issued the Implementation Plan of Teacher Post allowance for Compulsory Education Schools in mountainous areas and Remote Rural Areas of Guangdong Province, and Guangdong province began to implement the policy of" living allowance for school teachers in mountainous areas and remote rural areas ".In 2016, the General Office of the Provincial Government issued the Implementation Measures of the Guangdong Provincial Rural Teacher Support Plan (2015-2020), achieving full coverage of the living allowance policy for rural teachers. Starting from 2018, the subsidy standard will be no less than 1,000 yuan per person per month."(Guangdong Education Department Office, 2020), and" in order to expand rural teachers, Guangdong province general office of the college graduates to the rural teaching refund measures for the implementation of Guangdong teachers [2018,9] " (Guangdong Education Department Office, 2019) policy support and tilt, this series of policies to improve the remote mountain rural teachers life and teaching environment, rural teacher resources allocation is gradually improved.

The development of education cannot be separated from the national policy and economic support, and the current situation of insufficient education funds in rural schools has also existed for a long time in China. The lack of school education funds means that teaching equipment, activities, hardware facilities, teacher lesson preparation materials, teacher education, training, and so on should be restricted. Because of the imbalance of urban and rural economic development, lead to the city and rural music teachers' distribution difference, influenced by the traditional concept of rural schools, that "money to spend on the blade", so will be the few school funds in Chinese, mathematics,

English, the main demand, and music teaching equipment and equipment and music teachers' talent shortage are obvious.

The fundamental way to completely solve the problem of teaching environment and resources the most fundamental is the shortage of educational funds. In addition to increasing national policy tilt and support, we can also solve the problem of insufficient educational funds in rural primary schools through multiple channels, such as through local competent social groups or financial industrialists; to integrate and reuse existing music teaching equipment and infrastructure to avoid waste. We can also establish long-term internship bases with local universities to make reasonable and efficient use of the talent resources of college graduates.

4.2. Strengthen teacher education and training, and promote urban-rural exchanges and cooperation The development of teacher education and training and teaching and research activities is a good way to establish a cultural atmosphere in which teachers learn from, help each other, exchange and exchange with each other, and also promote the continuous growth of teachers and improve the teaching ability of music education. The imbalance between urban and rural economic development and the differences between local society and culture, the influence of region, funds, quota, and other aspects, resulting in the education and training opportunities of primary and rural music teachers in urban and rural areas, so the gap between teaching level and scientific research ability also opens.

In the past two years, the Provincial Department of Education has launched the "Action Plan for Resources to the countryside" (General Office of Guangdong Provincial People's Government, 2009), clearly promoting the balanced development of education through education formalization, and providing rich high-quality education and teaching resources for grass-roots schools and teachers. The provincial audio-visual education hall organized experts to actively implement the "training to the grass-roots" activity, to carry out training in various prefecture-level cities. Through the video conference system of the city's basic education private network, the problem of advanced training for teachers in mountainous areas has been better solved. At the same time, this kind of training method has a large number of participants in the training, which can help the rural primary school teachers get better training opportunities and achieve good results. The author believes that online learning can effectively solve the shortage of rural music teachers and funds, and inconvenient transportation; offline learning can enhance the communication

and cooperation between urban and rural teachers, and promote the continuous improvement of professional skills. Because music discipline is different from other liberal arts, music professional itself has unique, not only have the theory of learning, more need for weak professional skills of guidance and training, such as chorus conductor, impromptu accompaniment, choreography, etc., all need experts' face-to-face guidance and targeted training. The combination of online and offline training methods can better enhance the communication and cooperation between urban and rural music teachers, and effectively promote the improvement of teachers' professional skills and teaching levels.

4.3 . Give full play to the local advantages of rural, and carry out characteristic music education In the New Music Curriculum Standards (2011 edition), it is clear: " Promote folk music and understand the diversity of music culture. The excellent traditional music of all ethnic groups should be regarded as the important content of music teaching. Through the study, students are familiar with and love the music culture of the motherland, enhance national awareness, and cultivating patriotic sentiment. All schools and teachers should combine the specific situation of the local, ethnic groups and the school, make full use of the local curriculum resources, create a good music environment inside and outside the school, enrich the teaching content with regional culture and national culture characteristics, and grasp the flexible size of the curriculum content in each teaching field according to local conditions."(Ministry of Education of the People's Republic of China, 2012) this requirement is to local primary schools, especially the rural primary school music teachers provide good teaching ideas and ideas, using local advantages, develop characteristic curriculum teaching and school-based teaching material is to improve the rural music education, one of the effective methods to promote the balanced development of music education.

4.4 . Establish a network resource platform to promote the sharing of teaching resources Since the 21st century, we have stepped into an information age. The emergence of the Internet has undoubtedly improved our lives a lot. With the rapid development of the Internet in today's society, the world is narrowing, and the gap between urban and rural areas is also narrowing. Through the network, rural teachers and students can get a lot of knowledge that is not available in the books, The Internet helps to close the distance between urban and rural teachers, can establish a "music to meet friends" website or APP, and other primary school music teachers network resource sharing platform, teachers in cities and towns can share and upload their good music resources and



teaching cases on the platform, Can communicate with each other's scientific experience and scientific research ideas, No matter the resources that urban and rural teachers need can be downloaded with one click, Enrich the lesson preparation resources, Close the distance between urban and rural music teachers, Let urban and rural music teachers stop working behind closed doors, Enhance the overall quality of primary school music teachers and education level, We will promote the balanced development of both urban and rural primary school education.

## **Discussion**

The distribution of music teachers in urban and rural primary schools is uneven, mainly reflected in the number of teachers, gender, age, professional title, and so on. rural primary school music teacher brain drains and shortage; For example, a study on the allocation of music education resources in urban and rural primary and secondary schools (Yang Yulin,2019) analyzed the human resources allocation in the paper: There are still many problems in the training of music teachers in urban and rural primary and secondary schools. In rural areas, the number of music teachers is small, the teaching quality is low, and full-time teachers are lacking. All of these restrict the development of music education in rural primary and secondary schools, and finally, the gap between music teaching in urban primary and secondary schools is growing the author makes a comparison between urban and rural areas in the differences in teachers' educational background structure, teachers' professional title level and their treatment. The results show that there is a significant gap between urban and rural areas, and the average level of towns is lower than that of urban areas. Investigation and suggestions on the status quo of music education in Primary schools in Xingguo County (Liu Yue,2021) County primary school big 3 music teachers, most of the rural primary school has one music teachers, primary school in the village and most remote places without music teachers Combined with geographical environment and the influence of some condition, a lot of villages and towns of rural teachers' appointment in a few years will choose to resign, or was admitted to the county downtown schools, leading to loss of the original music teacher So there is a shortage of music teachers in the country; Analysis on the current situation and countermeasures of music education in rural primary schools under the new Curriculum Standards (Wang Jingran,2020) the author states in the article: The lack of professional music teachers in rural

areas, music teachers in quantity and quality is obviously at a disadvantage, professional music teachers are few and far between, and the academic background and professional title are generally low, some teachers lack professional knowledge and ability, rural teachers have low music literacy, insufficient teaching and research ability and serious psychological job burnout; A case study on the Implementation of music education in rural Weak Primary Schools (Xing Ying, 2018) Many teachers engaged in music education and teaching in our school are non-professional music teachers. Due to the lack of professional knowledge and skills training in music teaching, they lack the necessary learning and understanding of music knowledge, especially the basic knowledge of music education. The existing teaching level limits their grasp of the teaching content. They cannot play Musical Instruments or understand music, and there is a big gap between teaching methods and professional teachers. The teaching effect can be imagined.

## **Conclusion**

Shaoguan city urban and rural primary school music teacher education present situation and the problems of huge difference, is a long-term urban and rural economic development imbalance, and the result of the people's cultural differences, the government departments need to strengthen rural music education funds investment, improve the rural music teacher working conditions, and provide more continuing education training opportunities, promote the music teaching resource sharing between urban and rural areas, only then can we gradually realize the balanced development of urban and rural basic music education and improve the quality of music education in rural primary schools.

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