

The development of community music education in Shenyang city in China

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Abstracts

Community music education is the key to the community's cultural development. This article aims to present the development of community music education in Shenyang city, China. The contents including the development of Chinese community music education, Community music education courses in China, and Community music education courses in Shenyang city. Shenyang community college has trained many full-time teachers with high educational levels. In addition, in recent years, some college graduates have devoted themselves to local community teaching as the core force, which has played a huge role in promoting the development of community education in Shenyang. Of course, there are still many problems in the construction of teachers in Shenyang community education, such as the insufficient number of full-time teachers, uneven professional ability of teachers, some teachers' lack of understanding of community education and work attitude not serious, loose management of teachers.

Keywords: development of music education, community music education, Shenyang, China

Introduction

In China, community music education is mostly the study of community construction, community music education development, community music education problems, community music, studying the relationship between education and people's life, community music education curriculum building, and implementation of research is very little.

Community music course is to achieve the goal of community music education in the community environment to promote the overall development of community staff in music education experience and design. That is to say, any purposeful, meaningful, organized activities, measures, publicity, and even background music within the scope of community public space that can have an educational impact on the community are different ways of community music education. The total of such community music education methods is defined as community music courses. The sum of community music education methods -- community music course -- is a broad concept of music course, which is the extension of the existing concept of school music course in the scope of community music education. The audience of community music courses is the participants of community music activities, who have a wide range of age distribution, a wide range of occupational types, different degrees of education, a large difference in life and work experience, and different life experiences lead to a large difference in the perception of music education. Therefore, community music education courses are rich in content, without strict assessment standards and time requirements, highly entertaining, with low requirements on knowledge, skills, and appreciation. The primary purpose is to meet the physical and mental pleasure of community people and further promote people's demand for music aesthetics (Wang, 2020: 13-15+34)"Community music education

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in China has been developing gradually since 1978. Compared with western countries, the development process of community music education in China is shorter, so the model of community music education in China is always in the stage of exploration and research. Community music education is an important part of community culture, and it is a diversified educational form integrating various music education methods, educational contents, objects, organizational forms, and participants. Community music education is a diversified and all-around form of education. The objects and participants of education are not restricted by occupation, age, or educational background. Music education in the community is different from professional education in school. It combines general education and professional education, formal education, and informal education. It is an important way to promote the harmonious construction of society and improve people's spiritual and cultural level (Le & Yang, 2016: 110-112.).

Community music education is the key to community cultural development. In present China, community music education is mostly in the study of community construction, community music education development, community music education problems, community music, studied the relationship between education and people's life, community music education curriculum building and implementation of research is very little. Therefore, it is of great significance to investigate and study this topic.

The development of Chinese community music education

Compared with western countries, China's community music education started relatively late and is still in the bud. In the community, music education draws lessons from the experience of many western countries and continues to improve and develop, but there are also a series of problems. Firstly, the development of community music education in China is mainly driven by government support. The government promulgates a series of policies, formulates feasible working routes, and promotes the development of community music education. Second, the gradual improvement of urban infrastructure has provided convenience for developing community music education and community music activities, and people have more opportunities to participate in community activities. Third, people from all walks of life actively participate in community activities. For example, the local community residents and art lovers specializing in literature and artwork love community activities. The residents actively participate in community art activities, and community music culture can flourish (Zhu, 2018: 78-80).

In December 2008, the Academic Committee of Community Music Education was formally established in Beijing and later renamed the Community Music Education Center. The idea of this organization is to build a "bridge" between community and school music education. Amateur music lovers and professional musicians are closely linked together to create a harmonious music "home." In August 2010, the 29th World Music Education Conference was held in Beijing. Music educators and scholars from all over the world came to Beijing for in-depth academic exchanges. The conference was divided into two themes, the first was discussion, and seminars were established in Shanghai, Shenyang, and Changchun. The second is practice. A series of concerts and teaching observation classes were held. Music educators worldwide brought the latest lessons and research results from their communities (He, 2008: 124-131).

There are some problems in the development of Chinese community music education. First, community schools have a single function. Although community schools have been set up in communities in many cities in China, most of them are "universities for the elderly," whose main purpose is to improve the quality of life for the elderly. "Universities for the aged" also lack certain professionalism, usually mainly setting up some chess and card rooms, reading rooms can not provide sufficient and comprehensive teaching conditions, and there are no professional music teachers for teaching. Secondly, the audience is of one age. Community music education is open to all members of society, with participants from different professions and ages. However, in most cities in China, middle-aged and older people over 50 are the main participants in community music education, while teenagers have low participation in community music education. Third, the content and form of the course are single. Because community music education lacks professional teachers, and most music courses require professional skills, most community music activities have low technical difficulty, unprofessional performance, and more self-entertainment (Jiang, 2015:8).

Table1, Chinese and Western community music education

Organizational forms and characteristics of Chinese community music education	Organizational forms and characteristics of community music education in western countries
1. Under the government's leadership, community music education has been brought into the government's important work.	1.Community music education activities in western countries are diverse and rich in content.
2. Government-sponsored community schools at all levels carry out music education through curriculum development, professional development, project development, and other means to organize music education activities.	2. Many western countries develop community music education through government funding and legal guarantee. Governments of western countries invest a lot of money in supporting community music education.
3.Community music education led by the community is a form of music education mainly carried out by social groups.	3. Set up courses related to community music education in universities and systematically train community music, education teachers.
4.Community organizations and citizens jointly promote the model.	4.The scale of community music education is growing and developing fast.

Community music education courses in China

By understanding the concept of practical music education to music, value, and course, we can describe the community music course from the participants of the community music course activities, the cultural background of the participants, and the practice of the community music course workers. First, the development of community music course activities needs to adapt to participants' characteristics, including psychological and practical needs. Secondly, community music course activities must adjust to the cultural context in which participants are located and select music content that most community members are familiar with and love. On the other hand, different music styles are community music course content. Third, community

music course activities need participants' personal experience. Fourthly, community music course activities need to pay attention to the cultivation of community belonging (Lin, 2020: 143-144).

The concept of "community music course" was first proposed by referring to school classroom education, which retains the characteristics of traditional school discipline education, and promotes the physical and mental health of community personnel through organized and meaningful music education and guidance against the background of community cultural atmosphere and public space. In a broad sense, Community music course generally refers to all the publicity, organization, and activities that can have an educational impact on the community in music. Compared with traditional course education, community music courses have two characteristics: the audience is extensive. The audience of community music courses has no age and educational background restriction and is, in essence, public welfare. They can receive music course education if they are willing to participate in community music activities. Second, content and carrier form diversity. There is no fixed teaching model and assessment standard for community music courses, and its content emphasizes the satisfaction of community people's overall physical and mental pleasure, which has strong music appreciation (Zhou, 2017: 165).

The "trinity" community practice mode refers to that under the premise of overall planning, art education majors in colleges and universities, basic education departments (middle school, primary school, kindergarten), and social art education and training institutions complement each other, rely on each other, and become one.

Under the "Trinity" community art practice mode, the music teachers of the basic education department come from the art education department of higher professional quality. The courses are provided by social art training institutions in the form of small groups. In this mode, exchanging people's knowledge and skills in music can not only effectively improve the teaching effect of relevant courses but also realize the improvement of regional people's musical and artistic accomplishments in a short time (Tu, 2017: 287-288).

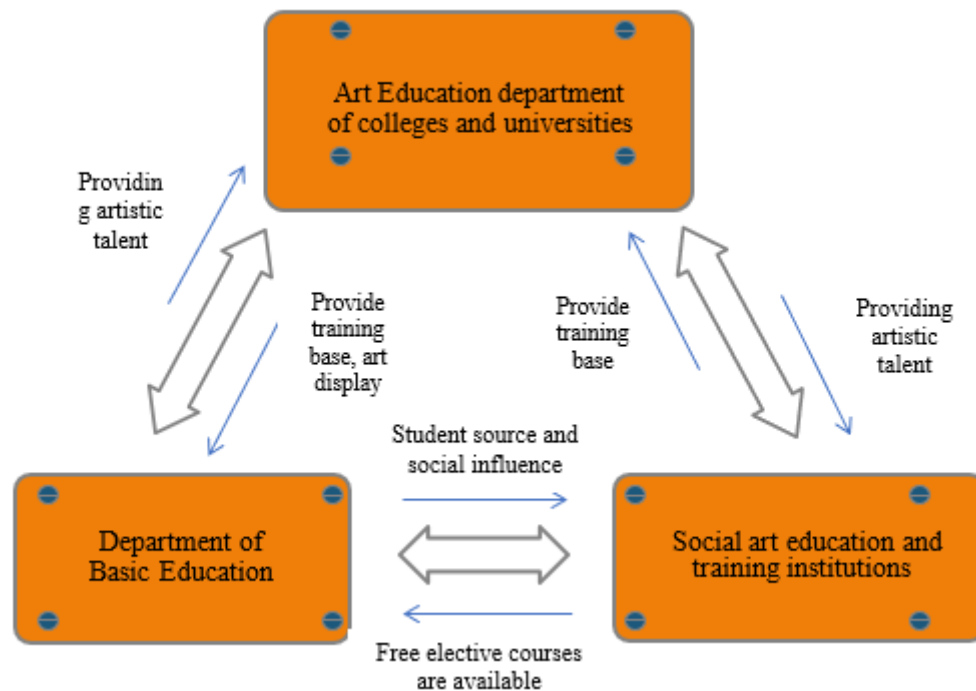


Figure 1, “Triune pattern diagram”

The "Trinity" practice mode of music art literacy course includes six courses. Compulsory courses include vocal music and multi-part chorus appreciation, piano works and group appreciation, instrumental music appreciation, and ensemble appreciation. Students must choose one course in the basic education stage, while the other three are electives. Students can choose one course to teach each academic year according to their needs. Each class period is 90 minutes, including 20 minutes of work appreciation, 50 minutes of cooperation and practice, and 20 minutes of group communication (it can be adjusted according to different age stages of social students). "Trinity" of community music course practice patterns in the plan as a whole under the premise of ideas, to colleges and universities music education profession and art education training institution with basic education department of music education course and the practice carried out by the fixed path integration, is ideal for the future of community music education development model of new exploration, can make more people in the form of "low input, high return" contact with music. This will contribute to the research on the development of music education practice, which can not only strengthen the practical teaching of music education in colleges and universities but also expand the professional teaching content of the basic education department. At the same time, it is oriented to society and promotes the healthy development of social music education and training institutions (Tu, 2017: 287-288).

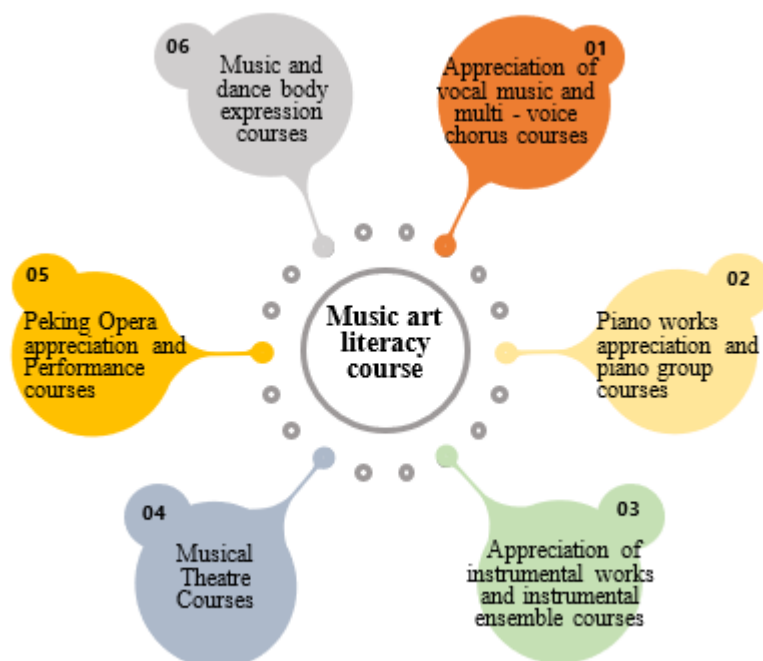


Figure2, “Music art literacy course structure chart”

A community music course is a type of community course that is the product of community course development to a certain stage. It is to point to in a certain community, based on regional culture, the purpose is to improve the residents' music quality, enrich people's spiritual life and bring happiness to the community residents of the feeling of a popular, regional music course activities (Zhang, 2016: 150-153).

Community music education courses in Shenyang

Shenyang city has 36 community cultural squares and is the center of community cultural activities. Six bases, including senior dance teams and mass choirs, have been built into provincial-level community cultural bases, and 31, including mass singing groups and children's calligraphy, have been built into municipal-level activity bases. As the foundation of community culture, the city's community cultural facilities have reached 930,000 square meters. The development of community curriculum is becoming increasingly abundant, among which music curriculum is still an important content of community curriculum. However, the content of community curriculum is also different, and the level of community development is also different in different communities because of the different infrastructure construction, regional environment, economic situation, and residents' quality and education level.

Community schools in Shenyang usually have four years of schooling. Where conditions permit, Shenyang Community University and all district-level community colleges and universities will focus on building demonstration bases for municipal and district-level community education and teaching. The teaching base covers an area of more than 47,000 square meters and can undertake about 35,000 community education and teaching tasks every year. Shenyang Community University opened: calligraphy, painting, photography, dance, vocal music, digital piano, Guzheng, erhu, and other art courses. According to the community's existing conditions, each learning center has a teaching place for community residents to learn.

However, the development of each community is different, and the conditions of teaching places are uneven. Some districts and counties have not yet established independent community colleges, and some communities have limited facilities and funds, which cannot meet the learning needs of community residents (Xiao & Xu, 2019:29-33).

Shenyang Quanyuan Community University's music education courses have formed three levels of curriculum content: public basic course, specialized basic course, and specialized course, and various special lectures are taken as supplementary courses. In music, there is the basic theory of vocal music, piano, guzheng, erhu, cucurbit flute, harmonica, guqin, dulcimer, and other courses

Community University facilities are improving day by day. The classroom is equipped with advanced multimedia teaching equipment and a teaching management attendance system. Students can register through their official WeChat account. In terms of school facilities, there are multimedia classrooms, dance rooms, concert halls, piano rooms, and ethnic instrumental music classrooms. Shenyang Quanyuan Community University has steadily promoted curriculum standardization, classroom standardization, management informatization, and equipment modernization to achieve leap-forward development.

In 2010, Shenyang Municipal Party Committee and Municipal Government established Shenyang Community University, the first municipal community university in Liaoning Province, based on the excellent educational resources of Shenyang Radio and TV University. In 2016, Shenyang Education Bureau provided financial support to guide Shenyang Community University to carry out the "sending lessons to the community," making it a lifelong education brand project of Shenyang Education Bureau and a normalized community education work. Shenyang Community University not only coordinates and integrates the city's community music education curriculum resources for each district and county community college but also allocates outstanding vocal music teachers to the community on a timely basis and regularly carries out community education volunteer training to solve the problem of shortage of teachers for community music education.

Statistics of the teaching practice of "Sending lessons to the community" in Shenyang in 2017 and 2018 show that vocal music and chorus art training has a total audience of 93,000 person-times, with a total class time of 8,300 class hours and 107 teachers participating. Among them, there are 11 full-time teachers (community colleges), 37 part-time staff (music colleges and art groups), and 59 volunteers (community experts). Shenyang Community University, with professional backbone teachers as the main body, sends qualified education volunteers to the community to solve the teacher shortage problem (Ouyang, 2020: 34-35.).

Conclusion

Due to different community conditions, the development of community education in Shenyang city is facing an unstable situation. Some communities have improved conditions, strong teachers, rich curriculum content, and high participation of residents. In contrast, some communities have not established places to implement community education due to limited funds, which can not meet the learning needs of residents. Third, the construction of community education teachers in Shenyang. In community education, the ideal composition of teachers is full-time, part-time, and volunteers. Shenyang community college has trained many full-time teachers with high educational levels. In addition, in recent years, some college graduates have devoted themselves to local community teaching as the core force, which has played a huge role in promoting the development of community education in Shenyang. Of course, there are still many problems in the construction of teachers in Shenyang community education, such as

the insufficient number of full-time teachers, uneven professional ability of teachers, some teachers' lack of understanding of community education and work attitude not serious, loose management of teachers.

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