

The China's Aesthetic Education Reform in High School Music Education

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Abstracts

Aesthetic education is an important way to guide social individuals to discover beauty, perceive beauty, express beauty, and create beauty. It is an important part of the Party's educational policy. Since the founding of the People's Republic of China, China's aesthetic education has made remarkable achievements. However, aesthetic education is still a weak link in the entire educational cause, especially for high school students. The promotion and implementation of aesthetic education are hindered by the physical and mental pressure brought by the heavy academic burden. This article presents the Chinese education system and the reform of Chinese education, then finally, how the educational policy applies in high school music education.

Keywords: China's aesthetic education reform; High school music education; China

Introduction

The Chinese education system consists of four parts: basic education, secondary vocational and technical education, general higher education, and adult education. Chapter II of the Education Law of the People's Republic of China stipulates that China implements a school education system consisting of preschool, primary, secondary, and higher education. The state establishes a scientific school system. The establishment, forms of education, length of schooling, enrollment targets, and training objectives of schools and other institutions of education within the school system shall be prescribed by The State Council or by the administrative department of education authorized by The State Council (Sun & Fan, 2018 : 70-75).

The state implements a nine-year compulsory education system. People's governments shall take various measures to ensure that school-age children and adolescents attend school. Parents or other guardians of school-age children or adolescents, as well as social organizations and individuals concerned, shall have an obligation to ensure that school-age children or adolescents receive and complete compulsory education for the prescribed number of years. The state practices a system of vocational education and a system of adult education. People's governments at various levels, relevant administrative departments, enterprises, and institutions shall take measures to develop and ensure that citizens receive vocational school education or various forms of vocational training. The state encourages the development of various forms of adult education so that citizens can receive appropriate forms of political, economic, cultural, scientific, technical, and vocational education and lifelong education.

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The state implements a national educational examination system. The country educates an examination decided by The State Council educational administrative branch sort, the organization that carries out educational examinations approved by the country undertakes. The state implements the schoolwork certificate system. Schools and other institutions of education established or recognized with the state's approval shall, by the relevant regulations of the state, issue educational qualification certificates or other education certificates. The state implements the academic degree system. In accordance with the law, degree-conferencing units shall grant corresponding academic degrees and issue academic degree certificates to persons who have reached a certain academic or professional, or technical level. People's governments at all levels, self-governing organizations of a mass character at the grass-roots level, and enterprises and institutions shall adopt various measures to carry out the educational work of eliminating illiteracy. Citizens capable of receiving education for the eradication of illiteracy, according to state regulations, shall receive education for the eradication of illiteracy.

Chinese education system

Basic education

Basic education refers to preschool education and ordinary primary and secondary education. Primary education (primary school) for six years; Secondary education is divided into junior secondary school and senior secondary school, usually three years each. There are also a few nine-year schools that combine elementary and middle schools.

1) Preschool education: The main form of preschool education in China is mainly kindergarten in urban areas, which can be three year, one year, or two year. There are full-time, half-day, boarding, and hourly. In rural areas, preschool classes are the main form, and there are seasonal kindergartens. In the elderly, minority, border, and poor areas, there are flexible forms of non-formal education, such as children's activity stations, playgroups, touring tutoring stations, and caravan services. China's early childhood education is conducted by the principle of multi-channel and multi-form development by the state, collectives, citizens, and individuals, which has greatly promoted early childhood education. The current curriculum of the senior high school consists of subject courses and activities. Subject courses take two forms compulsory courses and elective courses. Activities include extracurricular activities and practical activities. In 1999, the Ministry of Education began to organize and design a new curriculum system for basic education facing the 21st century (Liu, 2017 : 6-8)

2) Primary and secondary education. China's primary and secondary schools are divided into three stages, namely primary, junior and senior, for 12 years. Primary school. Most junior secondary schools are three years, and very few are 4 years. Primary school and junior middle school are 9 years in total, which is compulsory. The general high school education system is 3 years. Each school year is divided into two semesters. All children at least 6 years old can study in the nearest primary school, where conditions do not meet, can be postponed to 7 years old school. In places where compulsory junior high school education has been universal, primary school graduates can enter the nearest junior high school without taking an examination. Junior high school graduates raise the stage of their study and want to pass the unified examination that the local educational administrative branch organizes. The result is qualified and can raise high school stage study (Hu, et. al, 2021 : 79-82)

Secondary vocational and technical education

Secondary vocational and technical education is conducted in the senior high school education stage, which also includes some post-high school vocational training. Its orientation is to train hundreds of millions of skilled talents and high-quality workers based on nine-year compulsory education. Secondary vocational education is the main body of vocational education in China, mainly implemented by secondary vocational schools. The enrollment objects are mainly junior high school graduates and those with the same junior high school education degree. The basic length of the schooling system is mainly three years. While teaching senior high school cultural knowledge to students, such schools should carry out targeted vocational knowledge education and skills training according to the requirements of vocational positions. At present, there are four types of secondary vocational schools in China:

Secondary professional schools (abbreviated as "technical secondary school"). This kind of school mainly recruits junior high school graduates for three or four years of schooling. The traditional training objectives are mainly intermediate technical personnel, managers, and primary school teachers. Since the reform and opening up, especially in recent years, the training target has been expanded to all kinds of skilled talents.

They have a skilled workers' school. This kind of school mainly recruits junior high school graduates with three years of schooling. The training goal is middle and primary technical workers.

Vocational Senior High school (abbreviated as "vocational high school"). Such schools are developed based on reforming the educational structure. Most of them are rebuilt from ordinary middle schools. Generally, they recruit junior high school graduates for three years, including two and four years. The training target is similar to technical secondary and technical schools, mainly for frontline production and service operators.

General higher education

General higher education refers to professional education that mainly recruits high school graduates for full-time study. *General education* is the concept corresponding to adult education. The object of general education is mainly the teenagers in the growth stage, taking the form of full-time teaching. Ordinary higher education includes

- ordinary full-time college,
- ordinary full-time undergraduate course (ordinary full-time unified four-year undergraduate and through the unified exam two-year undergraduate course),
- ordinary full-time second bachelor's degree,
- ordinary full-time unified master's degree graduate (academic master and professional master),
- part-time unified master's degree (academic master and professional master),
- Ordinary full-time doctoral degree.

As of 2020, China's general higher education college number about 32.853 million, and schoolmaster number about 3.139600, nearly 20 years of rapid development also let China's higher education successfully from higher education elite to higher education popularization (2003) and higher education popularization (2019) breakthrough.

Yang, Zhu, Pan, Liu, and Zhang (2022 : 14-17) point out that China's higher education institutions have achieved a leapfrog development from 2001 to 2020, with the number of universities increasing by 123.5%. The growth rate of the graduate training institutions was

13.6%. Overall, the number of junior colleges in China is significantly higher than that of ordinary undergraduate colleges. In terms of regional distribution, the average number of universities per province in central and eastern China is significantly higher than that in the northeastern regions in western China. From the perspective of high-quality university resources, the eastern region is significantly higher than the other regions.

In contrast, the central region is China's low-lying area of higher education. In addition, the ratio of the number of registered students to the number of teachers on the roll is one of the important indicators to measure the conditions and benefits of running schools in a broad sense, and also one of the important indicators for international and regional comparison of education. With the expansion of the enrollment scale of Chinese colleges and universities, the overall number of students and teachers shows a growing trend. The number of teachers in Chinese colleges and universities is still insufficient. It is suggested that education departments at all levels and relevant universities should increase the introduction of full-time teachers to meet the needs of education and teaching and improve the quality of talent training.

Adult education

Adult education is to point to a form different from ordinary full-time teaching. Adult education does not limit age or gender. It implements education by all kinds of adult schools. Through this education process, make the members of society are willing to accept the system of education people's growth ability and rich knowledge, improve technical and professional qualifications, or make them to a new direction in the comprehensive development of people and participate in the social economy, cultural balanced and independent development of two aspects, make their attitude and behavior change. Adult education is relative to ordinary education character, concerning its academic record level is concerned, respectively have adult primary school, adult junior high school, adult senior high school and adult technical secondary school, adult this and specialized subject.

The object of its education determines the essential characteristics of adult education. Adult education can be understood as a process of guiding education in an adult way. Adults are mature people and experienced people. The characteristics of adult education are mainly for the promotion of in-service education, professional education, and education after general education. Most of the education at this stage is coming out of age. From an educational point of view, when we say that a person entering adulthood means that his cognitive ability and learning ability have reached maturity.

China's aesthetic education reform

For a long time, China's aesthetic education theory attaches more importance to personality cultivation and lacks an understanding of aesthetic education's function in promoting creativity development. In 1998, the Ministry of Education issued the Action Plan for Education Revitalization in the 21st Century. The cultivation of innovation ability has been paid attention to: "Aesthetic education can not only cultivate students' noble sentiment, but also stimulate students' learning vitality, promote the development of intelligence, and cultivate innovation ability. "This is the first time that the government has listed the cultivation of innovation ability as one of the main tasks of aesthetic education. In the Opinions of The General Office of the State Council on Comprehensively Strengthening and Improving Aesthetic Education in Schools issued in 2015, "stimulating imagination and innovating consciousness" was also included in the "guiding ideology." All these not only conform to the world trend but also conform to the law of aesthetic education. However, these

requirements have not been timely, specific, and prominently reflected in the national art curriculum standards. This requires us to study the huge role and laws deeply as methods of aesthetic education to promote the development of students' creativity, carry out experiments and exploration of multidisciplinary participation, and actively promote the further reform of China's aesthetic education curriculum.

Du (2016 : 9-21) puts forward ways to improve students' creativity by using the reform of aesthetic education. The reform of aesthetic education teaching in China should reform the teaching organization and method according to the special law of aesthetic education and the requirements for developing students' creativity. Aesthetic appreciation is a process with prominent personalized characteristics. The teaching of aesthetic education should be fully engaged in activities under the organization and guidance of teachers. Students can fully participate in all kinds of aesthetic activities and provide them with as many conditions as possible for a personalized experience, free attempts, and full self-expression. The personality of each student should be fully respected. Only in this way can students' initiative and enthusiasm be stimulated to the greatest extent, which is conducive to students developing their creativity in a free and tolerant atmosphere. Aesthetic education teachers should fully respect students' freedom of personalized expression and creation under the premise of healthy and upward ideological content. They should give more encouragement to those creative students. At present, especially creativity should be taken as an important index of aesthetic education teaching evaluation. To change the evaluation method based on imitation and memory and avoid the same evaluation criteria, more can not take the teacher's likes and dislikes to kill the originality of students.

Since 2013, China's aesthetic education reform has achieved rich results. Regarding aesthetic education curriculum construction, 93.5% of the provinces, autonomous regions, and municipalities directly under the Central Government in the compulsory education stage provided music and fine arts courses with 9% of the class hours stipulated by the state. In senior high schools, 86.43 percent of the country's schools can offer compulsory art courses of six credits, and 75.7 percent of secondary vocational schools have included art courses in compulsory public basic courses and guaranteed 72 class hours. Regarding aesthetic education resources, the construction of aesthetic education teachers has achieved remarkable results. The number of aesthetic education teachers in basic education increased from 465,000 in 2007 to 739,700 in 2017. Colleges and universities have established a relatively stable contingent of full-time and part-time teachers for public art education. Aesthetic education equipment and site facilities have been greatly improved. From 2007 to 2017, the proportion of primary school art equipment meeting standards rose from 40.7 percent to 79.5 percent, and that of junior middle schools rose from 55.6 percent to 88.9 percent. The influence of the school aesthetic education brand project is deepening day by day. The campaign has been carried out for 11 consecutive years, with a total investment of 657.44 million yuan from the central financial fund. The art performances of college, primary and secondary school students explore a three-stage model of school, provincial and national, and become a normal mechanism to promote aesthetic education in all regions.

Sun Yong and Fan Guorui (2018 : 70-75) mention that the current understanding of school aesthetic education work understanding is not clear. Aesthetic education is utilitarian and memory. Aesthetic education teachers have a serious shortage of aesthetic education evaluation systems. They think they can build from the scientific, aesthetic education curriculum system, strengthen the school aesthetic education resources support, improve the

school aesthetic education evaluation mechanism, use information crack the general direction, and better help the implementation of the aesthetic education reform.

There are some narrow theories about aesthetic education. The Marxist aesthetic education view is one of the important theoretical bases for constructing Aesthetic education in China. He believes that aesthetic education theory guided by Marxism is an effective way to solve the problems of aesthetic education development. This paper discusses the formation and development of aesthetic education and the Marxist aesthetic education concept. It focuses on interpreting Xi Jinping's socialist aesthetic education concept with Chinese characteristics in the new era.

Through questionnaires, Zhang Jian and Chen Benyou (2017 : 109-116) conducted surveys and studies on mobile aesthetic functions and aesthetic behavior patterns among people of different ages, occupations, and educational backgrounds. It is proposed to strengthen the construction of an aesthetic education platform based on mobile Internet, promote the deep integration of aesthetic education and modern information technology, and enrich and innovate aesthetic education and teaching methods, which are the hot issues of current aesthetic education research and reform.

Music education in high school

In July 1994, the state education commission issued about ordinary high school "art appreciation" course opening notice put forward: "to fully implement the education policy, open high school students' cultural vision, improve the artistic accomplishment, edify sentiment, to establish the correct aesthetic concept, to promote its comprehensive development, the research, since the autumn of 1994, open art appreciation class in ordinary high school". According to the requirements, in the autumn of 1994, the national high school began adding art appreciation classes and music and art classes as compulsory courses in the school curriculum plan. At the same time, the teaching materials of music appreciation courses have also been developed accordingly. The education administrative department implements the policy of "one outline and multiple books." That is to say. The whole country uses a unified outline. However, various versions of each material are compiled according to the actual situation, and teachers use books, and relevant audio-visual materials are also published together. At this stage, China's high school music education has made a significant milestone of progress and accumulated much experience. After entering the 21st century, there are old and difficult teaching materials in front-line music teaching. There are many knowledge points in the way of learning or students to rote, in the teaching evaluation or emphasize the examination, elimination system. Excessive emphasis on music knowledge ignores the music discipline's emotional and aesthetic characteristics. It is difficult for teachers and students to adapt, and under this background, the General High School Music Curriculum Standards (Experiment) entered the public eye in 2003. Given the ordinary high school music curriculum standard (experiment), the problems in the front-line music teaching emphasized the following basic concepts: ordinary high school music education should pay attention to music practice, enhance students 'creative consciousness, promote folk music, help students understand multiple cultures; focus on stimulating students' interest in music, and should not ignore students' personality development while facing all students. At the same time, according to the comprehensive cultivation of ordinary high school education objectives, combined with the music curriculum nature characteristics and its basic concept, to reflect the ordinary high school music curriculum needs of the time, basic and selective high school

music curriculum set up music and dance, music and drama, music appreciation, singing, playing, creation, performance and so on six modules. Music appreciation is compulsory, and the other five modules are elective courses.

In addition, the "General High School Music Curriculum Standards (Experiment)" also sets curriculum objectives with values and emotional attitudes, knowledge, skills, processes, and methods as the main content. The three-course aim to, through the form of music works, style, and emotional humanities connotation experience, comparison, and exploration, students, get basic music knowledge and basic skills based on cultivating students for music appreciation and evaluation ability, make the students 'emotional world infection and edification. At the same time, music practice gradually strengthens the students' teamwork consciousness, improves cooperation and communication ability, and cultivates the spirit of collectivism.

In the more than ten years since the promotion and implementation of the "Normal High School Music Curriculum Standard (Experiment)," the music education of ordinary high schools in China has developed by leaps and bounds, and the student's aesthetic consciousness has been relatively greatly improved. Economic development at home and abroad has risen rapidly in the past decade. At the same time, the rapid development of the Internet has made the global sharing of resources extensive, people have various access to information, video, and audio channels, and their thoughts have become more diversified and open.

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In January 2018, China's music education again ushered in a new reform. The Regular High School Music Curriculum Standard The quasi-approval (2017 edition) is open to society through the official website of the Ministry of Education. Normal High School Music Curriculum Standards (2017 Version) in the "General High School Music Curriculum Standards (experiment)" era, basic and selective three courses based on the quality, a new correlation is added. In terms of the basic concept, it highlights the function of aesthetic education and improves aesthetic appreciation.

Interest: emphasizes music practice, develops creative potential; deepens the hierarchical emotional experience, highlights the features of the music itself; carries forward national traditional music, understands the diversity of culture, enriches curriculum diversity, meets the needs of development full core quality, and improves the evaluation mechanism. In addition, aesthetic perception, artistic expression, and cultural principles Solve the core quality of the music discipline as the main content, based on aesthetics as the core, more attention to students as a whole, and improvement of quality and comprehensive quality. In terms of curriculum setting, in addition to the compulsory courses, the General High School Music Curriculum Standards (2017 edition) also adds optional courses composed of the chorus, ensemble, dance performance, drama performance, basic music theory, visual and ear training, and elective courses.

Chen (2020 : 53) investigates the current situation of music education in several different high schools in Linfen city, China, and finds that the main problems in music teaching are the following: 1. Students lack learning initiative and emotional experience. The reason is that teachers lack teaching design in music classes and do not give full play to their subjective initiative. Teachers do not regard students as the main learning body and have insufficient interaction with students. Students are in a passive state in most cases. 2. Students' participation in extracurricular practical activities is low. More than half of the students did not show much interest in participating in extracurricular activities. The main reason is that talented students are in the minority of the overall students. As the learning pressure of the students increases, it takes less and less time to practice vocal or instrumental music. In addition, teachers do not design simple music programs is also one of the reasons for the low student participation. 3. Lack of periodic evaluation and integration. As a compulsory course for high school music, the attention between schools is different. Some schools do not require the final examination of music subjects, which also leads to the neglect of music courses by teachers and students in some schools. 4. Teachers' professional skills need to be improved. Fewer than half of the music teachers surveyed majored in piano and vocal music majors.

In contrast, other instrumental music majors have insufficient accompaniment ability, while some other non-music majors will face greater problems in teaching. Therefore, there is still a lack of music teacher resources. In addition, the teaching, research, and training for music teachers are very few compared with other subjects, unfavorable to teachers' teaching reflection and improvement.

Li (2015 : 4), through a survey of the music status of three ordinary high schools in Shanyang County, finds that the music classes in these three schools are only open to senior one and senior two students. Senior three students have no music classes because of the pressure of learning. This situation is also common with most high schools in China. Parents of students are concerned about whether their children can be admitted to a good university, and few people view the problem from the perspective of quality education or aesthetic education. Schools and higher education authorities also regard the high school enrollment rate as a measure of the ability level of leaders, schools, and teachers. Secondly, he found that although the music courses are equipped with special textbooks, the use rate of music textbooks in class is very low, and schools do not fully use music software and other resources to carry out teaching work. Another compulsory education requires music courses to have the content of 6 big modules: feeling, appreciation, performance, creation, music, and related culture. However, the teachers' teaching content is very similar to gender and single form. Main classroom content is directly from the Internet download audio and video for students to appreciate. It violates the basic requirements of compulsory education.

Dong (2022 : 141-142) believes that the new curriculum standard reform has brought opportunities to high school music education through the clear direction of music education and student training, the specific content, and the way. It is to improve the school and relevant departments on the importance of music discipline, for music teachers' lessons and teaching provides a reference and standard. It is conducive to enhancing the overall level of contemporary high school music education. He believes high school music teachers should first understand students' music learning ability and cognitive level through scientific evaluation. Then design and implement the corresponding development methods and methods of high school music education and teaching according to their level to improve students' comprehensive music literacy scientifically. In addition, he also mentions that creative ability is a part of the content that is easy to ignore in music teaching. Moreover, teachers should

actively use various ways and methods to improve their practical ability to apply various musical factors and their creative ability.

Xu (2012 : 54) summarizes the development status of music education in the United States, Japan, and Germany, which is of great reference significance for the development of music education in China.

1) USA. In the 21st century, school music education in the United States has been transformed from persistently learning German classical music to accepting ethnic music worldwide, from a single western traditional music education model to a diversified music education model. The United States government and social foundations have provided a strong guarantee for the development of music education, and the academic system of music education majors is sound. Secondly, a strict teacher qualification certificate system has been implemented in the United States. Only by passing the strict relevant subject examinations can we obtain the teacher qualification certificate. On the one hand, the issuance of teacher qualification certificates standardizes the working methods of music education and teaching workers in schools.

On the other hand, it also improves the status of music teachers in the whole United States the society.

2) Japan: Japan's middle school music education, both classroom music teaching, and extracurricular music activities, attaches great importance to the cultivation of the collective concept, every year regularly held national and regional chorus and playing music competition activities, in the middle school chorus level and playing level continuously improved at the same time, and the collectivism training for students, cultivate the Japanese student teamwork spirit, and accord with the national conditions of Japan. Japanese high school music courses are mainly divided into "appreciation" and "performance." In terms of music profiteers, the main content is world-famous songs and Japanese folk songs with various themes, such as the symphony, concerto, and opera excerpts. In instrumental music teaching, students must learn to play a musical instrument. It is worth mentioning that teachers attach great importance to the cultivation of students' visual singing and visual playing ability. Every song in Japanese high school music textbooks is equipped with an accompaniment score, a good exercise for students' listening. It can also enrich students' musical experience.

3) Germany: As the origin of classical music, Germany has great advantages in teachers and atmosphere. At the same time, German teachers attach great importance to cultivating students' interests, the interaction process between students and music, participation, emphasis on practice, and music as a tool to beautify life.

Conclusion

It can be said that the party and the country attach unprecedented importance to aesthetic education, and the development environment of aesthetic education is unprecedented. As a researcher of Hunan music education, following the guidance of national top-level design based on the local Hunan province to carry out music education research for high school students is not only the objective requirement of national aesthetic education reform and development but also the realistic need of Hunan aesthetic education development. It not only conforms to the general trend of international education development but also faces up to the aesthetic education demands of Hunan high school students.

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