

The Cultivation of Music Teachers in Primary and Secondary Schools and the Trend of Continuing Professional Development, China

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Abstracts

Presently, the proportion of the requirements of the Chinese government for aesthetic education in primary and secondary education is increasing, which promotes the teaching reform of normal colleges and universities, and also increases the proportion of professionalism and value of this position. However, on the other hand, this measure has significantly improved the employment requirements for normal university students, not only to have perfect knowledge and ability in subject teaching but also put forward new requirements in aesthetic education. This article states the cultivation of music teachers in primary and secondary schools and the trend of continuing professional development in China.

Keywords: The Cultivation of Music Teachers; Primary and Secondary Schools; Continuing Professional Development; China

Introduction

Aesthetic education has been listed as a "key subject of national Education Science" in the "Seventh Five-Year Plan" since 1991. The proportion of aesthetic education in elementary and secondary schools has been increasing continuously. In 1992, the Ministry of Education of the People's Republic of China issued the "Compulsory Education Law of the People's Republic of China" to formally include aesthetic education in the teaching content; In 2001, the curriculum standard of fine arts in aesthetic education was proposed for the first time. In 2002, the first art exhibition for primary and secondary school students was held nationwide to promote the reform of aesthetic education. In 2003, music curriculum standards were set up in aesthetic education. From 2014 to 2018, the reform of American education was listed as the key work of the Ministry of Education for five consecutive years. In 2019, aesthetic education and sports were partially integrated to carry out the "Infiltration plan of Aesthetic Education in Sports." In 2020, the selection and establishment of aesthetic education curriculum standard textbooks. In 2021, the construction of American education facilities will be included in the school infrastructure construction. In 2022, the "Basic Skills Exhibition of undergraduate students and teachers majoring in Music Education and Fine Arts Education in regular institutions of higher learning" will be launched.

Based on the data collected and sorted above, it can be seen that the proportion of aesthetic education in the teaching tasks of primary and secondary schools is constantly expanding. From the perspective of policy implementation, more full-time teachers are needed to carry out policies, the proportion of teaching content is gradually changed, and the construction of aesthetic education infrastructure in schools is included as the key point of construction.

To cultivate emotion and to spread beauty through beauty, music education is an art discipline that carries out teaching surrounded by beauty. With its unique music carrier, transmission mode, and feelings of educating people, it has always adhered to the "aesthetic as the core" educational concept in teaching. No matter the aesthetic teaching principle in the compulsory education stage, the curriculum concept with aesthetics as the core, or the latest core quality concept put forward in the ordinary senior high school stage. They constantly emphasize the aesthetic value that music should play as an important educational means of aesthetic education. From the new curriculum standard to the "Ordinary High School Music Curriculum Standard," music education aesthetic review (Qian, 2018 : 10-14).

The principle of beauty carries on in the same line. It always takes training students' ability to discover beauty, understand beauty, experience beauty, and create beauty as the teaching goal and education principle to form the whole people to learn music, love beauty, listen to music for life, and improve aesthetic psychology. In the Teaching Exploration of Integrating Ideological and Political Education into Primary School Music Education, the problem of "two skins" is easy to appear in the teaching process or that music appreciation is farfetched to extend to ideological education in the teaching process. However, for music teachers, higher requirements are put forward. They should master the basic skills of music creation and editing and have a deeper understanding of moral education in traditional Chinese culture (Zhang, 2018 : 215-217).

Another part of the literature focuses on the embodiment of Chinese folk music culture in aesthetic education. For example, Li Minghui's "Ethnic Music Appreciation in Aesthetic Education -- Taking Traditional Music in Lingnan Region as an Example" Aesthetic education, also known as "aesthetic education," aims to use all aesthetic methods such as art to enable the public to have the ability to understand, express and create beauty. With the improvement of aesthetic ability, people's spiritual world will become more colorful. Our country attaches great importance to aesthetic education because it is not only the core component of cultivating students' quality but also an important factor in transferring Chinese traditional culture and cultivating qualified successors of society in the new era. As the opposite of noise, music is a sound environment created by people to maintain their mental health. For people, music may be an indispensable spiritual necessity. Music appreciation ability is one of the core music literacies. With excellent appreciation, the ability can more fully experience and understand music. Folk music has a unique beauty. Its atmosphere and melody are the precipitation and reflection of national culture. Some work must be completed now. Because of these characteristics of folk music, it is necessary to cultivate people's music appreciation ability to have a deeper understanding of folk music (Li, 2021 : 192-195).

Li Xuelian (2019 : 84-85) put forward in "On College Music Education and the Inheritance of Folk Music" that it is of great significance to infiltrate folk music, which can not only enrich the content of music courses but also enrich the cultural connotation of music courses. While the students study the knowledge of music, they can also form a deep cognition and understanding of the fine culture of our country, improve the cultivation of student music discipline comprehensively, and enrich the cultural deposits. Therefore, music teachers need to pay attention to the relationship between curriculum teaching and folk music, take a variety of means to effectively implement and infiltrate folk music into the field of music education, and comprehensively improve the quality of music classroom teaching." Such views are mostly explored in the teaching exploration of middle and higher schools. However, there are higher requirements for teachers to understand the music culture of ethnic areas, and they need to have a detailed understanding of ethnic folk culture. At the same time, there are more strict

requirements for teachers from foreign regions and ethnic groups. Whether it is the national customs, folk culture, or national language, it is a strict test for graduates from foreign areas.

Strengthen practical ability

In 2007, the Ministry of Education's Opinions on Vigorously Promoting the Internship and Support Teaching of Normal University Students required that.

1. Perfect the education practice system for normal university students and strengthen the education and teaching practice
2. Carefully organize and implement the internship and volunteer teaching of normal university students.
3. Establish a relatively stable practice base for normal university students.
4. Carry out internship and volunteer teaching work for normal university students creatively.
5. Practically guarantee the funding for normal university students' internship and volunteer teaching.
6. Strengthen the organization, leadership, and support services for the internship and volunteer teaching of normal university students.

In 2010 the Ministry of Education of the Ministry of Finance on the implementation of the "primary and secondary school teachers training projects" notice of the "primary and secondary school teachers training projects", which requires "to select high level associated with quality of primary and secondary schools in teachers colleges, adopt concentrated study and teachers of the" shadow "the way of combining support rural and urban teachers education, students' practice teaching, the combination of Organized religion to be a teacher in rural primary and secondary school teachers, teachers, fieldwork, swap out rural backbone teachers' training colleges and universities and the high quality of primary and secondary schools for three to six months of off-job training, improve teachers' professional ability and the education teaching level, for the Midwest rural cultivate a batch in deepening the curriculum reform, the implementation of quality education in the leader, give play to the role of radiation Push for teacher education reform."

In 2014, the "outstanding teacher training plan" was put forward by the Opinions of the Ministry of Education the implementation of the outstanding teacher training plan. The teacher education system has been continuously improved, the reform of teacher education has been continuously promoted, and the quality and level of teacher training have been improved. However, there are also some prominent problems, such as poor adaptability and pertinence of teacher training, outdated teaching contents and teaching methods, low quality of educational practice, and weak teaching staff. Improving the quality of teacher training has become the most urgent task in the reform and development of teacher education.

2015 "about" much starker choices-and graver consequences-in "during the comprehensive and thoroughgoing efforts to promote education informationization work guidance, relying on the information technology to build the information-based teaching environment, promote the discipline teaching contents and teaching mode reform, to improve the students' information literacy, innovation consciousness, and innovation ability, promote the all-round development of students. To promote the in-depth and extensive application of information technology in daily teaching, the conditional region should actively explore new technology in everyday use in the process of teaching, effective use of information technology

to promote the construction of "the" space, "explore the STEAM education, a new education mode, such as guest education make students have a strong information consciousness and innovation consciousness, the digital learning habit, Have to attach importance to information security, abide by the information society ethics and laws and regulations of literacy. Establish and improve the teachers' information technology application ability standard, informationization teaching ability training should be brought into the normal training course system, teachers' information technology application ability as a teaching qualification, qualification regularly registered, position (title) essential condition of the appraisal and examination of reward and so on, included in the primary and secondary school education level assessment and the principal of appraisal index system. To apply information technology and subject teaching to improve the capacity training together, targeted to carry out the integration of information technology in depth for the characteristics of teaching and teaching method of training, training teachers using information technology to carry out the learning analysis, personalized teaching ability, and enhance teachers' innovation education teaching ability in the information environment, Make information-based teaching become the normal state of teachers' teaching activities.

The 2016 Opinions of the Ministry of Education on Strengthening the Educational Practice of Normal University Students pointed out that:

1. Define the objectives and tasks of educational practice.
2. Construct a comprehensive educational practice content system
3. Enrich the forms of innovative educational practice.
4. Organize and carry out the standardized educational practice.
5. Comprehensively promote the "double tutorial system" in educational practice.
6. Improve the assessment and evaluation system of an educational practice with multi-party participation.
7. Cooperate to build a long-term and stable educational practice base.
8. Establish and improve the incentive mechanism for instructors.
9. Effectively guaranteeing the investment of educational practice funds.

Notice of the Ministry of Education and Other Five Departments on the Issuance of the Action Plan for the Revitalization of Teacher Education (2018-2022) Teacher education is the working engine of education and the driving force for improving the quality of education. According to the thirteenth five-year plan for national economic and social development program and the national education career development, "much starker choices-and graver consequences-in planning work requirements, take concrete measures strong-built do best teacher education, promote the development of teacher education reform, comprehensive improve teachers' quality and ability, strive to build a high quality professional, innovative teachers, teacher education revitalization action plan is established.

The 2022 Notice of the General Office of the Ministry of Education on Further Improving the Training of Normal University Students under the "Excellent Teacher Program" requires that the positioning and requirements of the training objectives should be reflected, and they should be broken down and implemented in the training process. Around the teacher's ethics practice, teaching practice, comprehensive education, independent development, and so on, combined with the Midwest underdeveloped regions in school, learning and teaching practice emphasize moral education first, strengthen the big data, application of modern information technologies such as artificial intelligence, demanded "master plan" for students with a solid professional knowledge base (domain) and outstanding modern education teaching ability. Able to carry out education and teaching according to local conditions, organize and

manage classes, carry out home-school communication, take the initiative to reflect on teaching, study practical problems and constantly improve.

The development of the educational technology ability of normal university students is not achieved overnight, and the learning of a single course cannot improve the belief, knowledge, and skills of educational technology of normal university students. Improve the cognition of the whole society to the change of learning style, change the paradigm of teacher education, establish the high-quality resource base of teacher education informatization, so as to build a three-dimensional environment of teacher education informatization; To reconstruct the overall, connected, systematic and phased curriculum system of educational technology ability development of normal university students based on the cognition of the characteristics of dynamic, complexity, stage and practice of educational technology knowledge; Establish teachers in the field of education technology as the core, including college teachers and primary and secondary school teachers, teacher educators education technical ability development community (SADC), based on the research of the technology into subject teaching process to promote teacher educators education technology application and the development of research capacity, to provide students with a good demonstration on the one hand, On the other hand, it provides high quality learning resources for normal university students.

In the Current Situation and Promotion Strategies of the Employability of Normal Undergraduates under the New Situation, Ma Ping (2013) believes that some students who graduated from non-normal universities and obtained the teacher qualification certificate also began to flock to the teaching team. In the process of competition with non-normal graduates, there is a considerable gap between the employability of normal university graduates and the actual needs of employers. There is little advantage in employability. Therefore, the employment situation of normal university graduates could be more optimistic. Based on highlighting the characteristics of normal education, how to excavate the existing resources and improve the employability of graduates has become a serious problem that normal colleges and universities have to face.

The government should play its guiding role, formulate a perfect evaluation and incentive mechanism, and encourage junior high school history teachers to improve their history teaching ability. The cultivation of college history for normal students should combine the teaching practice of junior middle school history and establish a cooperative relationship. It will be at the beginning of junior middle school history teachers' pre-service and job training. After training together as a whole, constitute an integrated model, made history at the university of normal education, junior high school history teacher training, teacher's lifelong learning closely linked together, promote the junior middle school history teacher professional development, improve the junior middle school history teachers' teaching ability, to realize the sustainable development of junior high school history teachers (Ma, 2018 : 57-58).

Fan Weijie, Wang Ying, and Xie Siyao (2019 : 44-45) wrote in "The Problems of the Employability of Normal Art Students and the Improvement Path" that the employability of normal art students directly determines their employment. Combined with the author's investigation of the employment situation of graduates in our school, students with higher employability tend to get better employment opportunities. Moreover, the employability of general or even not strong students in employment choice is more passive, so colleges and universities must pay attention to cultivating students' employability. The core of the employability of fine arts normal university students is the teaching ability of fine arts teaching. There is still a certain gap between the teaching ability of normal fine arts university students

and the realistic requirements. That is, there are still some problems with the employability of normal art students.

In conclusion, from relevant policies and literature research, improving the proportion of practical learning in teaching is an effective measure to improve the employability of normal university students effectively. From the implementation time and policy guidance, it can be seen that the country is gradually promoting the professionalism of primary and secondary school teachers' teams.

Educational management and preferential policies

In each annual domestic college graduate's guidance documents, policies, and guidance of students' employment separately as one of the guiding rules, from 2004 the Liaoning province people's government promoting several ordinary university graduate employment policies additional notice first proposed the "to do a good job of graduate employment of teachers. We will further deepen the reform of the personnel system for primary and secondary schools and optimize the number of teachers in rural primary and secondary schools. Implements to recruit primary and secondary school teachers, competition, dismiss unqualified teachers, substitute teachers strongly repel and top make on-the-job, vacant post is mainly used to arrange the normal class graduates of normal colleges and universities directly under the Ministry of Education in 2008 "open" free normal education mode, the modeled by the Ministry of Education, by each place according to the regional teaching post needs to recruit students, The state funds tuition fees, and graduation employment agreement is signed upon admission. After passing the graduation examination, I will return to my place of origin to teach.

In 2018, the Teacher Education Revitalization Action Plan (2018-2022) was launched.

1. Implement the new requirements of teacher ethics education and enhance the effectiveness of teacher ethics education.
2. Improve training standards and lay a solid foundation for national education.
3. Improve the supply of teacher resources and promote the fair development of education.
4. Innovate the teacher education model and train excellent teachers in the future.
5. Give play to the main role of normal colleges and universities and strengthen the construction of the teacher education system.

The 2022 Notice of the Ministry of Education on Promoting the Reform of the Qualification of Primary and Secondary School Teachers with Exemption from Examination for Normal School Students based on the implementation of the reform of exemption from examination for graduate students in education and normal school students with public funds, the scope of the reform of exemption from examination for normal school majors in higher education was defined according to the education conditions and school quality audit results.

To sum up, the national policy on normal university students mainly focuses on three points. First, preferential policies for screening normal university students; Second, the education and teaching reform of normal university students; Third, the employment policy of normal university students. In the entrance screening stage, in addition to the normal entrance examination students, there are also "free normal college students," "public-funded normal college students," and other training modes. In the teaching stage, through the teaching reform of normal college students to enhance the competitiveness of normal college students in employment, in employment policy, the implementation of the vocational access system, In 2021, Teachers Law of the People's Republic of China proposed that non-normal university

students cannot apply for the teacher qualification certificate. It can be seen that the country's employment requirements for normal university students are gradually moving toward specialization and specialization. For graduates, it can also be seen that the national education talent gap is gradually smaller, for education talent recruitment requirements are gradually increasing.

Employment status of normal music students in China

After consulting a large number of literature and employment information of graduates of Nanning Normal University over the years, we sorted out the employment of normal music students after graduation.

Unit and current situation.

1. Engaged in public primary and secondary school music education After graduation, some students participate in school interviews and enter public primary and secondary school employment. The employer is required to have a primary and secondary school teacher qualification certificate. The employer has a complete promotion system, good infrastructure construction, perfect treatment conditions, enjoys the national policy and welfare on aesthetic education, and many training opportunities.

However, the entrance threshold of this unit is high, and there are rigid requirements for teachers' skills, basic theories, and psychology. The number of recruitments is limited, the competition is encouraged, the work content is more complicated, the work intensity is high, and the freedom is poor. In the data, 30% enter this type of unit to work.

2. Engaged in private primary and secondary school music education The unit recruitment requirements are relatively harsh. After entering the unit half a year to a year of training time, the professional requirements are very strict, and for normal graduates without work experience is very difficult. However, the work in this unit is relatively fixed, the salary is rich, the work is relatively easy, and the degree of freedom is high, but there is no way of promotion. Only a few cases in the data enter the work.

3. Participating in the national grassroots education construction plan The government launched the program to improve the quality of basic education in grassroots areas, and statistics show that about 5 percent of graduates participated in the program. This program's work units are public primary and middle schools in grassroots areas with poor infrastructure, relatively low entry threshold, a limited number of employees but not fierce competition, mediocre benefits, and tedious work content. However, after the program is completed, the path to promotion is relatively easy, so some graduates still choose the program.

4. Engage in social organizations and music education This kind of work unit has many employment gaps, but the work content is single. All of them are one-to-one or one-to-many music skills training, there is no opportunity for promotion, and the payment method is more work, more gain. However, the entry threshold is low, and the mobility is large, so there is no pressure to choose a career. About 50% of the samples in the data went into this type of unit.

5. Engaged in the non-music education industry About 15% of graduates enter other industries, and most jobs have nothing to do with education. This choice is mainly related to family factors and professional ability, and most have no choice but to enter the music education industry.

The cultivation of music teachers in primary and secondary schools and the trend of continuing professional development

After reviewing a large number of literature and surveys, continuing education and training education for teachers focuses on the following four aspects.

Policy learning and interpretation

The government and schools mainly organize this direction. The study is usually short, usually lasting 1-3 days. The study contents include national and local education policies and interpretations, national and local curriculum programs and interpretations, and education management.

Professional skills training

The government mainly leads the training direction, and the main organizers are mostly experts and teachers from universities and vocational schools. The learning is usually moderate, mostly concentrated during the holiday, and the learning content is mainly professional knowledge and skill practice.

Wu Xianglan (2012 : 243-246), in studies of the practice of primary and secondary school music teachers, linkage inquest into teacher's inquest being driven by internal cognitive motivation training activities, is a kind of knowledge and the need to love learning, originating from the learner's curiosity, a strong thirst for knowledge, cognitive interest and understanding and cope with the environment, operation, psychological tendency. These potential motivational factors are strengthened by learning success and social recognition and then become a relatively stable personality characteristic that maintains authentic, generative, discoverable, self-regulating, and active continuous learning. As far as music teachers in primary and secondary schools are concerned, good basic music skills can promote the mechanism of "intrinsic cognitive motivation drive" in their learning. The basic professional skills of music teachers mainly include vocal music, piano, self-playing and self-singing, instrumental music or dance, chorus conducting, music education and teaching, and music theory knowledge. The basic professional skills of music teachers deeply impact music classroom teaching, directly affecting the quality of classroom teaching and students' music learning. Primary and secondary school music teachers in the basic skills have certain differences. In general, comprehensive primary school music teaching, especially in the dance or instrumental music classroom teaching has advantages, such as paying attention to emotional performance and singing, but because of long-term pupils, demonstration of children's songs for a long time in the use of scientific accompanied with sound, and so on easy to overlook. However, middle school music teachers have a relatively good command of special skills and better demonstration. However, they are weaker than primary school teachers in dance, instrumental music, and other aspects, so the training of "basic music skills" has become an important part of the research and training activities. Often take primary and secondary school music teachers study together, together with the basic skills of the competition and teaching competition. Such as primary and secondary school music teachers, please take turns playing and singing to each other, impromptu accompaniment and vocal music, dance, choreography according to ancient Chinese music works and modern works, vocal works, instrumental music works, foreign classical music and modern music works, such as all kinds of classification of music appreciation lectures, extensive exchanges music teaching basic skills, Such as lesson preparation, class, making courseware, tutoring students, optimizing the combination of teaching materials, evaluation and so on. Through the primary and secondary school music teachers at different levels, different forms of research and training activities to pay attention

to the cultivation of teachers' basic teaching skills truly help teachers achieve professional development to promote the overall improvement of teaching quality.

Aesthetic education

The government and schools mainly organize the training direction, and the learning is usually short, mostly 1-3 days. The content is mainly an analysis of the direction of aesthetic education, new teaching methods of aesthetic education, teaching management of aesthetic education, etc. Although it overlaps teaching methods and skills, its content is unique to aesthetic education.

Thoughts and Suggestions on the Present Situation of Aesthetic Education in Primary and Secondary Schools by Zhu Dingguo (2019 ; 44-46). Cultivating aesthetic education teachers and establishing teacher guarantee. First, full-time teachers of aesthetic education should be included in the allocation of teachers. Primary and secondary schools must allocate full-time teachers of aesthetic education according to the standard. Second, normal colleges and universities should strengthen the training of full-time aesthetic education teachers, the aesthetic education of normal subject students, and the aesthetic quality of future teachers. So far, in our normal education system, there is no aesthetic education major, and aesthetic quality has yet to be incorporated into normal college students' curriculum and teaching system. In recent years, "Curriculum Standards for Teacher Education," "Professional Standards for Teachers," and other documents, "aesthetic quality," and other words, are hard to find. This shows that the consciousness of cultivating teachers of aesthetic education or teachers with high aesthetic quality should be improved. Third, the construction of aesthetic education courses for teachers to further study and research for teachers to learn. The teacher research and training department should carry out special training on aesthetic education for on-the-job teachers to enhance their aesthetic education quality and ability. Fourthly, the school insists on the penetration of aesthetic education in the discipline construction, focuses on cultivating the aesthetic education quality of subject teachers, and actively explores the practical path of aesthetic education in subject teaching. Thirdly, the construction of multi-dimensional and three-dimensional expanded aesthetic education courses. Open Qi opens good enough nationally prescribed courses, namely music and art, two basic art courses. Based on their conditions, schools should open some expanded aesthetic education courses, such as local traditional opera appreciation. Design on-site experiential aesthetics courses, and let students enter the aesthetic field experience. Creating embodied aesthetic practice courses, such as non-theoretical practical courses, such as the aesthetic design of the living environment and learning environment, can enable students to choose from the embodied aesthetic experience and development needs and promote the improvement of aesthetic literacy in practice.

Chu Hui's "The Penetration of Aesthetic Education in Middle School Chorus Teaching" is guided by the United States. Music teaching not only lies in imitation but also lets students learn to create beauty in learning. Quality education is the education of "being a man" and attaches importance to "learning to coexist" as the basis of being a man and doing things. In teaching, teachers should guide students to communicate with others and coexist with society, which is the requirement of this era for educational work. Treat the heart with beauty. Music is an effective expression of emotion. The soul will be naturally cultivated when students have a strong emotional resonance with music (Chu, 2012 : 110).

Education and teaching methods

The government and schools mainly organize the training direction. The school time is long, and the learning content is mostly new educational technology, new educational method, and new educational theory.

Ee Ni (2016 : 82-83) "Research on the Mode Construction of Inheriting and Innovating Ethnic Folk Music in Primary and Secondary School Music Education" In inheriting and innovating ethnic folk music culture in primary and secondary school music education, it needs effective teaching methods to support it. Otherwise, it is difficult to bear the historical burden of inheriting and innovating ethnic folk music. Teachers should not adopt the "one-size-fits-all" teaching method in appreciation teaching. They can adopt hierarchical, or group teaching methods based on fully understanding the characteristics of students so that each layer and each group of students can appreciate different folk music works and expand their appreciation scope. Second, we should face up to the status of music appreciation and regard it as an effective means for students to acquire music skills. Through music appreciation, students can experience and feel the charm of folk music and form a certain aesthetic sensibility. At the same time, students are guided to learn music skills and master singing methods by combining the points of interest of students so that students can change from passive acceptance to active learning. Thirdly, emotion should be integrated into the appreciation, and skill training of folk music works so that students can increase their investment in folk music. The more they invest, the more emotional they will be, which is conducive to the inheritance and innovation of folk music.

Conclusion

In the context of the new curriculum reform, the training teachers need to conform to the basic concept of the new curriculum and implement classroom teaching strategies and methods reasonably and appropriately. The training class should invite new textbook writers, university experts, and frontline backbone teachers to participate so that primary and secondary school music teachers can master the new curriculum reform concept and methods. For example, the training of Orff and Kodaly music teaching methods should be carried out, and the new evaluation methods should be applied under the guidance of the new concept to build a bridge between theory and practice and improve the practical wisdom of teacher education. Courses can be conducted through seminars and classroom case studies.

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