

Implementation of new curriculum standards in music curriculum in China

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Abstracts

Into the 21st century, the global education change orientation has broken through the single education system reform, also began to pay more attention to the classroom and education level reform and is committed to implementing the concept of education change in the classroom and education, classes and teachers, from the daily life of student education comprehension growth, exploration and beyond. Moreover, the change in basic education has attracted unprecedented attention worldwide. In many developed countries and developing countries in the world, whether they reflect on their education defects or provide new tasks and needs for the construction of higher education. They often start with education reform, change the training concept and the way of education training, and improve teacher training efficiency. These developed countries have taken education reform as a strategic measure to improve the overall national strength and accumulate competitive strength in the future. In the "new curriculum background primary and secondary school music teaching material evaluation" presented the new curriculum standard, music curriculum standard, music, music syllabus, music textbooks, music textbooks as the basis, the revised ten sets of primary and secondary school music teaching materials for a series of comparison and research, provides the author with a series of reference and ideas.

Keywords: Implementation of new curriculum standards; Music Curriculum; China

Introduction

Compulsory education art course is divided into music, painting, dance, opera (including opera), film, and television (including digital media art). The primary and middle school students implement social aesthetic teaching, cultural spirit teaching, mental health teaching, training students' imagination and creative thought activities of the main subjects, rich aesthetic, emotional, practical, creativity, and humanity.

A compulsory teaching curriculum stipulates that the educational objectives, educational content, and basic teaching requirements reflect the state's will and play a key role in cultivating people by virtue. The Experimental Plan for Compulsory Education Curriculum, issued in 2001, and the curriculum standards for compulsory education, issued in 2011, not only implement the correct reform policy but also reflect the advanced teaching concepts of the school, and make positive contributions to the improvement of the quality of basic education. With the development of compulsory teaching, school teaching must also be changed from "learning" to "studious," We must further clarify what kind of people to cultivate, how to cultivate people, and for whom to cultivate people, to optimize the blueprint of campus education. Nowadays, science and technology change with each passing day. With the development of new network media, the mode of human survival, learning, and

development continue to change, the development conditions of children and adolescents have been profoundly changed, and talent training is facing a new test. Compulsory education curricula must keep pace with The Times and be revised and improved (Pan, 2022 : 64).

The main changes in the compulsory education art curriculum standards (2002 edition) are as follows:

1. About the curriculum plan

First, the cultivation goal is made clear. According to the characteristics of compulsory education and the teaching orientation of compulsory education, the specific requirements of the new education in the compulsory education stage are determined from the three perspectives of thought, ability, and responsibility.

Second, the curriculum. We will implement the “double reduction” policy requirements of the CPC Central Committee and The State Council and adjust and optimize the curriculum setting based on keeping the total number of 9,522 courses unchanged in the nine years of the compulsory education period.

Third, to refine the content conditions. Add the basic conditions for curriculum standard preparation and textbook writing; determine the discipline construction tasks and system standards of provincial education administrative departments and universities, as well as the focus of teaching reform and development and evaluation, make specific provisions on personnel training, teaching, and scientific research; improve the implementation incentive mechanism, and improve the control and supervision ability.

2. About the curriculum standards

First, to strengthen the orientation of curriculum education. According to the training objectives of compulsory education, the educational policy of the Communist Party of China is specifically subdivided into the qualities that must be focused on cultivating at this stage, emphasizing the cultivation of scientific outlook on life, necessary moral character and core skills.

Second, the structure of the course content. Open interdisciplinary learning activities to strengthen the interconnection between courses, promote the comprehensive practice of teaching, and improve the practical requirements.

3. The academic quality standards have been formulated. According to the core quality development standards and combined with the teaching content, each thematic research comprehensively depicts the specific performance characteristics of educational development at different stages, as well as the educational quality standards, guides and assists teachers to master the depth and breadth of the curriculum, and provides an important basis for curriculum preparation, education management, and evaluation.

4. To strengthened our guidance. Subject evaluation criteria according to the "teaching content needs" clearly put forward the "learning goal", "classroom teaching", subdivided the evaluation and examination proposition opinion, emphasize "teaching-learning-evaluation" unity, enrich the teaching activities, evaluation case, not only illustrates the "how to" teach "what" teach what level ", and strengthen the " how to teach " specific guidance, to ensure can use, work.

5. To strengthen the connection of learning segments. Emphasize the connection between young and young, according to the growth of children from primary school to middle and high school in knowledge, emotion, social and other aspects, reasonable arrangement of different stages of knowledge, and emphasize the stability and advancement of teaching tasks.

The new curriculum standard

Overview of curriculum and curriculum standards

"Wide the term, tighten the course" Chinese Zhu Xi first used the term "course." The first real teaching question was "which knowledge is the most valuable" which was raised by Professor Spencer in 1859. It is also the starting point for the clarity of real teaching problems. Spencer once pointed out: "Before we can develop a reasonable course, we should make clear what we should know most and the comparative value of all kinds of scientific knowledge." Suppose he attaches great importance to scientific knowledge's significance and emphasizes human beings' basic survival. In that case, it is very necessary, but if he regards scientific knowledge simply as science and technology, there will be a deviation. Conceptually speaking, the concept of curriculum is divided into broad and narrow senses. Teaching is the sum or progress of the learner at the school stage. In the narrow sense, a course refers specifically to a certain subject (Li, 2000 : 27-30).

The subjects trained by schools broadly refer to the total of the teaching projects and processes conducted by various schools at all levels to complete the training objectives. Its basic concepts mainly include a collection of moral, intellectual, physical, aesthetic, and labor comprehensive training programs required for a certain school. It involves various teaching materials and students' education, extracurricular activities, homework, and social practice; teaching has the significance of planning, methods, and principles. It clarifies the purpose, requirements, and characteristics of each subject and standardizes the method and time arrangement of each course design, semester preparation, and semester arrangement.

The term "teaching norms" began in the term issued by the Ministry of Education of Nanjing Municipal Provisional Government in 1912, defined as "the text regulating the objectives and contents of primary and secondary school students." The term " has been used in China for nearly 40 years. In the early days of the founding of the People's Republic of China, a special study (draft) of some major subjects and junior high schools was formulated. After 1952, under the historical background of a comprehensive study of socialism,

"Curriculum standard" changed to syllabus ', and then "curriculum standard" after 2001. The provisions of the Great Dictionary of Education (Volume 1) compiled by Gu Mingyuan on thematic research: thematic research is a programmatic provision for establishing certain stages of subjects and objectives of educational organizations. In the Outline of Basic Education Curriculum Reform (Experiment), " teaching materials are the basis for the formulation, education, evaluation and assessment of curriculum quality, and an important basis for education management and assessment of teachers' teaching ability. It should reflect the basic needs of Chinese society for learners at all levels in basic knowledge and ability, behavior and way, emotional consciousness and values, clarify the characteristics, tasks, and knowledge structure of various education, and provide opinions on education management and assessment."

As a directional and party outline in the subject research and teaching practice promulgated by the competent national departments, the curriculum standard has a vital role and significance in the reform of the educational discipline. It is the common basic requirement of the state for the study results of these learners in a certain learning period rather than the highest national regulation. Therefore, the curriculum standard is not the national standard for cultivating excellent talents but the basic requirements that national talent training should meet. It clearly expresses the learning content of each subject in the section, which is the basis for schools, teachers, and students to plan a reasonable teaching

plan. It is also the basis for curriculum management behaviors, such as testing the curriculum teaching progress, compiling textbooks, and conducting curriculum teaching evaluation.

Classroom teaching norms usually include the general outline and the subject teaching norms. The general outline standardizes the overall objectives of the school's classroom teaching, the setting of the main subjects, the daily teaching schedule of each grade and each subject, and the general rules of the class. The subject curriculum specification also requires the educational objectives and requirements in various fields, the reasonable allocation of educational time and the curriculum outline provisions, the minimum limit of teaching equipment and its methods, and other matters that should be paid attention to, which should be standardized. The general outline of the curriculum standard is similar to the existing school teaching plan; its specification is similar to the existing school curriculum plan (or curriculum standard) (Guo, 2013 : 156).

The Development course of China's new curriculum reform

From 1949 to 1952, the Ministry of Education formulated the Interim Teaching Plan for Middle Schools (Draft), the first teaching plan in New China (August 1950). Has set up a complete category of professional classes, teaching policy, language, geometry, nature, life, chemical industry, physics, culture, region, foreign languages, physical education, music, art, and other subjects. In March 1952, the Ministry of Education formulated the Middle School Teaching Plan (First Draft). The Primary School Teaching Plan, the first five-year full-time general primary school education, was published in October of the same year.

From 1953 to 1957, during four years, China implemented five labor teaching plans, including the three-year plan implemented from 1953 to 1955, which greatly reduced the number of labor education class hours and added labor skills education courses in the teaching plan for the first time. In 1956, China began to publish the second set of textbooks for primary and secondary schools after establishing the People's Republic of China. The scientific set of textbooks has been improved, with special attention to the training of practical ability of primary and secondary school students.

The period from 1958 to 1965 was a key stage for China's economic growth and an important stage for the germination of the left-leaning ideology. The "Great Leap Forward" in 1958 triggered the "Education Revolution," which greatly simplified the education system, shortened the teaching class hours, expanded production and labor, emphasized scientific teaching, and introduced various reform practices of the educational system.

In 1966-1976, in the first decade of the Cultural Revolution, the entire educational community was seriously affected, and both disciplines and education in Chinese universities suffered from this disaster.

In 1977-1985, after the end of the "Cultural Revolution," we put things right. In 1978, the pilot document of the ten-year Primary and secondary schools was issued, which systematically determined that the length of the all-day primary and secondary schools was ten years, five years for primary school, and five years for junior high school. In 1980, China's fifth set of primary and secondary school textbooks since the founding of the New People's Republic of China was published.

In 1986-1991, the Compulsory Education Act of 1986 was enacted. The State Education Commission has also issued a draft of the basic teaching plan for compulsory education, highlighting the specific characteristics of the new education plan and appropriately

expanding the teaching time range of basic disciplines, leaving a certain reasonable room for schools to organize teaching in the new teaching plan.

In 1992, the State Education Commission changed the previous "teaching plan" to the "curriculum plan." By the autumn of 1993, the new education plan had highlighted the all-around education policy of simultaneously putting morality first, moral, intellectual, physical, aesthetic, and labor. The education plan and disciplines were designated as second-class subjects for the first time. Later, "curriculum management" was regarded as a member of the national curriculum plan, standing alone. In 1999, the Ministry of Education's Action Plan for Facing the 21 Era had special requirements for national curriculum management. In this educational reform, a new wave of national topics, regional teaching, school-based curriculum, local topics, and other topics of research learning has emerged.

From 1999 to 2022, China's education reform has experienced more than 20 years. The main and basic characteristics of the reform task can be divided into the first decade and the last decade. The first 10 years is a ten-year period for the top-level design of China's education curriculum reform and the basic construction of the teaching environment. During this period, the Ministry of Education attached great importance to basic teaching and research, top-level design, curriculum and teaching infrastructure construction, and teaching practice, which constituted a good start for China's education discipline reform.

The solid theoretical foundation of Marxism. The Ministry of Education focuses on studying the advanced experience and systematic advantages accumulated in implementing curriculum education in primary and secondary schools and their practical difficulties and organizes the statistical research on curriculum education in primary and secondary schools nationwide. At the same time, focusing on the research and grasp of the overall situation of global education curriculum reform, a special team was formed to carry out comparative research on the reform status of more than a dozen developed countries such as Britain, the United States, France, Germany, and Japan (He, 2004 : 76).

Sufficient top-level design. In the case of early theory discussion, in China, nearly thousands of education and curriculum education experts and scholars and excellent teaching managers, researchers, and teachers actively participate in the textbook reform of the general thought, fundamental direction, and center work, completing the first "basic education curriculum reform outline (try out)," and formulated since the founding of the first set of compulsory education and ordinary high school curriculum implementation plan, and each subject curriculum specification.

Curriculum planning for carrying on past achievements. Through full investigation and discussion of new educational topics, we not only pay attention to inheriting the domestic and foreign teaching reform experience and research results but also pay attention to absorbing the research results of foreign curriculum reform experience, which fully reflects the basic, contemporary, comprehensive and selectivity of education and teaching.

Rich and diverse teaching results. The evolution from "one class, one book" to "one class, one book and many books" is a major change in the textbook construction policy in the eighth curriculum reform, which has also greatly stimulated the enthusiasm of some national press and publication organizations for the textbook compilation of primary and middle school students. According to the interim Measures for the Compilation, Examination, and Management of Textbooks for Primary and Secondary School Students promulgated by the Ministry of Education, there are 167 subjects in compulsory education and 67 subjects in ordinary middle schools.

Implementation of the assessment and evaluation system. In combination with examination reform, the Ministry of Education to further strengthened the hierarchical examination admission system of theoretical exploration and practical research. It took nearly a year to develop about ten tests related to testing reform, involving examination, high school academic ability test, examination results, and Chinese, sports, and other disciplines examination policy documents, effectively cooperating with the practice of China's education reform and further.

The rolling practice of curriculum reform. According to the general idea of "trial before development," the Ministry of Education has promoted the curriculum reform of the compulsory education stage and regular senior high schools through the policy of "classified planning and step-by-step implementation." The compulsory education study experiment has been rolled out for five years since 2001. The general curriculum experiment began eight years since 2004, making it the longest-tested education system in Chinese history.

The next 10 years are the continuous deepening of China's basic education curriculum reform. The Ministry of Education has always attached great importance to the government's institutional arrangement of overall coordination, policy coordination, and discipline education and strives to form a new pattern of communication, coordination, and scientific and reasonable education. In 2010, the Outline of the National Medium-and Long-term Education Reform and Development Plan (2010-2020) was formulated, which will strengthen the focus of "people-oriented and comprehensive implementation of quality education" in the strategy of higher education reform and development, and put forward the task requirements of "promoting the reform of classroom and teaching methods" and "trying to develop diversified training methods."

For the implementation of the eighteenth congress put forward " as the important basic task of education" major strategic deployment, in 2014, the State Council General Office on the concrete implementation of the examination enrollment system reform, the Ministry of Education issued the comprehensive curriculum reform to carry out the important basic task of several opinions, started the overall reform of ordinary high school teaching pilot, thus opened the Chinese comprehensive education content reform new journey.

Further emphasis was placed on overall coordination and coordination. In order to ensure the smooth implementation of the curriculum reform, the Ministry of Education pays more attention to coherence and organic connection. It organizes teachers to conduct a systematic discussion on moral education in primary and secondary schools to prevent the disconnection, intersection, and dislocation with the teaching materials, especially the coordination and coordination of moral education teachings, such as curriculum standards, teaching activities, classroom, evaluation, and assessment.

We will pay more attention to labor service training. To promote the establishment of morality and physique labor comprehensive training teaching system, the CPC Central Committee and the State Council General Office, and the Ministry of Public Security have issued the comprehensive strengthening under the new situation of primary and secondary school labor education several opinions and "primary and secondary school labor education guidelines (trial)," independently set up the labor education moral education compulsory course, to strengthen students labor thought, labor spirit, labor skills, labor behavior, and other basic ability training.

More attention is paid to discovering the educational role of discovering teaching. After inviting experts and scholars to explore "Chinese students development connotation"

and concise in middle school curriculum revision "professional connotation," to explore the educational value of each subject course, fully display and implement each subject course for the development of unique contribution, and lead each teacher using subject courses to fulfill the responsibility of teaching, to promote the implementation of the "Sanquan" education.

Pay more attention to establishing curriculum, textbook, management, and research and development policies. Clearly, "teaching materials are the national authority," and the curriculum Bureau of The State Council and the Curriculum Bureau of the Ministry of Public Security are established better to improve the policy and management of curriculum teaching. The National Curriculum and Textbook Professional Committee have been established to strengthen the evaluation and supervision of the curriculum and teaching materials. In order to further strengthen the results of the theoretical research results of curriculum materials to improve the overall quality of curriculum teaching.

We will pay more attention to teaching reform. The Central Bank of the Communist Party of China and the General Office of the State Council issued several Opinions on Deepening Education and Teaching Reform and Further Improving the Quality of Compulsory Education. The General Office of the State Council issued the Guidelines and Opinions on Promoting the Transformation of the Mode of Education in Universal Middle Schools under the New Situation. The purpose is to promote the whole province and Chinese primary and secondary schools to gradually focus on quality education reform in the field of education And guide all teachers in primary and secondary schools in the curriculum implementation of bold exploration, Actively carry out heuristic, interactive and exploratory teaching activities, Encourage situational teaching and integrated curriculum-based teaching, And lead the primary and middle school students to carry out research, project, cooperative teaching.

The promulgation of the Implementation Plan of compulsory Education curriculum Reform and the National Curriculum Standards (2022) edition, Marking the eighth basic education curriculum reform into a new stage, It is the new development and new breakthrough of curriculum theory and practice, Entering a landmark period of development, While the new curriculum standard emphasizes the goal guidance, questioning guidance, innovation and development guidance under the basic task of moral education, From people (students) gradually changed to educating people (students), From achieving the full goal of knowledge to achieving the overall goal of literacy, With various specific changes from subject logic to learning logic, It also reflects the General Office of the CPC Central Committee, the General Office of the State Council of the State Council issued the spirit of the comprehensive and in-depth implementation, It not only emphasizes aesthetic education, emphasizes artistic practice, highlights the synthesis of curriculum, and optimizes the evaluation mechanism, In order to highlight the value of discipline education. With the economic take-off of China and the continuous deepening of theoretical and rational search, the theoretical index and the clear metaphor of thought reflect not only the past and the present, but also the infinite future of the multi-dimensional integration of educational reform in the motherland (Li, 2020 : 7).

Peng Jixiang and Xiang Yang's "Some Thoughts on the" New Three subjects "in the Curriculum Standard of Compulsory Education Art" pointed out that adding the "new three subjects" is to conform to the development of The Times, respect students' interest; advocate comprehensive consciousness, encourage the development of personality; truly based on aesthetic education, enhance cultural confidence. Unprecedented and important changes in art curriculum standards.

Implementing curriculum standard into music class

Raising of questions

New era, the world's eyes focus on the higher education change. Global higher education change wave also surges, the world social politics, economy, humanities, science, and other fields have been historic promotion. At the same time, all the world's higher education undertakings are, therefore, in the corresponding reform. With the development of information technology reform and education industry system reform since the 1980s, higher education reform has caused many government departments around the unprecedented world attention, reflected in the government in addition to a large amount of funding for higher education reform provided by the government departments and organized by relevant educators, teachers, scholars and other all kinds of scientific research papers, teaching reform plan, university legislation documents have also issued. The teaching concepts of various countries have been transferred to the core of students' growth. Therefore, cultivating talents is not only the demand of developed countries and improving the overall ability of all countries, but also the demand of people's self-survival and growth (Yu & Yang, 2019: 96-97).

Music education is also an important content of the humanities. Its connotation of education and growth can help primary and secondary schools to establish a good aesthetic, world outlook, and values, but also conducive to the realization of the main basic tasks of primary and secondary schools' moral education and the overall implementation of quality-oriented education. Music education has the unique advantages of taking a broad range of materials, strong practicability, lively content, full of life vitality, and easy for primary and secondary schools to accept. At the same time, the cultivation of ideology, wisdom, emotion, physical and mental development, and other qualities of primary and secondary schools also plays an important, irreplaceable function in other courses.

Implementation of curriculum standards of domestic music curriculum

In the history of Chinese music education theme, China, as early as 1904, the school constitution, the major change in music education in China, has been large and small more than 20 times. The evolution of the music education view also promoted a major change in Chinese music education. However, the concept of music education guidance and the influence of music education practice need more attention. The promulgation and implementation of the Art Curriculum Standards for Compulsory Teaching (2022 edition) indicates that the reform of basic music education in China has entered a new period. Many scholars have laid a foundation in music education research from the relevant literature.

In the literature search, the author, to better provide a more theoretical basis for the subsequent papers, and to better understand the new curriculum standard, took the "new curriculum standard" and "music course implementation" as the focus of the search. Literature centered on music curriculum implementation curriculum standards.

In the study on "Compulsory Education Art Curriculum Standards (2022 edition) (Music) Interpretation" discussed the new trend, breakthrough, and new journey of this round of new art new curriculum reform, From the revised background of the art curriculum standards, Revision ideas, Comparing the 2001 edition and 2011 edition and the overall design and reform of art curriculum standards, Pointing out the research and modification of the Art Curriculum Standards for Compulsory Education (2022 edition), It is an important content of comprehensively implementing and improving the goal of aesthetic education in

Chinese universities in the new period and promoting the curriculum reform of art education. The biggest highlight of this curriculum standard revision is that it condenses the core quality of art curriculum training and runs through the whole standard revision process. It is a curriculum goal and a "big concept" of the curriculum. It will lead to the reform of art curriculum reform and the depth development of classroom teaching and is also a vein to improve students' aesthetic and humanistic quality. However, how to play the guiding role of experts, scholars, teaching and research staff, and frontline teachers to establish an operational quality-oriented teaching model and truly realize the academic requirements and quality standards expected by the new art curriculum standards requires the cooperation and joint efforts of frontline teachers (Cui, 2022 : 3-13).

In practical reflection on the implementation of the Compulsory Education Art Curriculum Standards (2022 edition), several key issues in the process of implementing the new curriculum standards were discussed. Suggestions are given from the understanding of subject core literacy and deep music learning, the understanding of "large unit" learning, the effective connection of learning courses, and the integration of learning content. Summarize the introduction of the new curriculum standard. It reflects the basic law of music education and the full respect for the comprehensive development needs of students as "people," It reflects the harmonious unity of the forward-looking concept and the implementation of the measures. However, in the implementation process, we must think more and practice more, To exert its maximum practice guidance effect (Dong, 2022 : 59-62).

In the "new curriculum background primary and secondary school music teaching material evaluation" presented the new curriculum standard, music curriculum standard, music, music syllabus, music textbooks, music textbooks as the basis, the revised ten sets of primary and secondary school music teaching materials for a series of comparison and research, provides the author with a series of reference and ideas (Lin, 2015 :12).

Most of the literature on the new curriculum standards is to analyze the art curriculum standards, and what aspects of the core music literacy include so that the author can understand the meaning and significance of the new promulgation of the Compulsory Education Art Curriculum Standards (2022 edition).

Conclusion

Music curriculum standard is a guiding document on music discipline formulated and promulgated by the state for ordinary primary and secondary schools. It reflects not only the general characteristics of curriculum standards but also the characteristics of the music discipline. The curriculum standard of music education mainly stipulates the curriculum characteristics, teaching ideas, curriculum design ideas, curriculum objectives, curriculum characteristics, teaching content, and practical methods of the music education curriculum, which has a scientific and comprehensive characteristic and authoritative role. It is the basis for compiling art teaching materials and the main basis for art teachers to carry out music classroom teaching. It is the main measure of assessing and measuring students' knowledge and quality.

The nature of the music curriculum standard is reflected as the curriculum document with the nature of national regulations formulated and promulgated by the national education administrative department, which is the national requirement for the music curriculum. The function of music curriculum standards is the basis of compiling music teaching materials, the basis of music teaching and evaluation.

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