

Research on Optimization of Guzheng Teaching Management System in Universities in Hunan Province, China

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Abstract

Since the teaching goal of college music majors is mainly to train basic music educators, they are the popularizers and disseminators of basic music in the compulsory education stage. Therefore, how to improve the teaching quality of college Guzheng courses is particularly important. This paper takes the teachers and students of Guzheng in Hunan colleges as the research object, and combines the research methods of qualitative research and quantitative research, theoretical research and practical investigation to objectively analyze the current situation of Guzheng teaching in colleges and universities, and from the teaching objectives, teaching content, Teaching methods and means, teaching assessment and evaluation, etc. put forward the preliminary ideas and research countermeasures for the management mode of Guzheng teaching in higher normal schools, in order to improve the overall teaching quality and achieve the expected teaching effect.

Keywords: Optimization of Guzheng, Guzheng Teaching Management, Teaching Management System

Introduction

Guzheng, as a traditional musical instrument in China, has a history of more than 2,000 years and occupies an important position among Chinese national Musical Instruments (Zhang, Y., 2016). With the gradual integration of China's national culture with the world culture, Guzheng art is also gradually favored by relevant enthusiasts at home and abroad. An important reason why it can be passed down to today is the innovation carried out by generations of people (Bai, J., 2016). This kind of innovation in different times makes it more and more rich and perfect. Since entering the contemporary era, Guzheng art has ushered in unprecedented new development (Yan, X.Q., 2016). Therefore, as contemporary Guzheng art educators, they should also make innovations based on the characteristics of The Times (Ge, X.R., 2012). Therefore, when teaching Guzheng in universities, it is necessary to adapt to the development trend of Guzheng and reform the

teaching management mode of Guzheng, such as continuous innovation of teaching methods, adjustment of Guzheng teaching curriculum, and standardized management of Guzheng teaching faculty (Xiao, F.Y., 2018).

According to the requirements of The Times, the top-down reform of Guzheng teaching and management mode is not only the need of the popularization and inheritance of contemporary Guzheng art, but also the need of the smooth employment and development of students. The development of The Times has provided more opportunities for Guzheng teaching in contemporary colleges and universities (Zhao, L.Q., 2011).

Research Objectives

1. Investigate the differences of Guzheng curriculum in colleges and universities in Hunan province.
2. Study the main factors affecting the effectiveness of teaching, including teaching objectives, teaching methods, realization conditions and teaching evaluation.
3. Analyzes the limitations of Guzheng teaching management mode in Hunan universities.

Research Methodology

1. Research Design

This research is design as a mixed-method using qualitative and quantitative methods. The researcher Use in-depth interviews to collect qualitative data from key information providers (Hunan Provincial Ministry of Education representatives, university leaders and college Guzheng teachers), and used questionnaires to collect data on Guzheng majors. Because this study aims to obtain broad and in-depth information from multiple sources of information to achieve research goals, researchers have applied hybrid methods to research. The quantitative method will guide its action by quantitative methods. In-depth interviews will be used to collect data from education policy makers and university executives as policy practitioners.

Select representative students from various undergraduate colleges and universities, conduct a questionnaire survey on the importance of teachers' teaching quality evaluation indicators, and perform descriptive statistical analysis and interpretation of the acquired data and qualitative data (Yulian, Xu., 2012). Through testing the original data and one-way analysis of variance, it is found that the differences in the opinions of the importance of teaching quality evaluation indicators among students of different types of undergraduate universities are statistically significant. On this basis, factor analysis and cluster analysis are performed on the importance rating data of each index to simplify the

evaluation index items (Yi, X.Z., 2016). Combining average number method, analytic hierarchy process and rank sum operation method, calculate the weights of teachers' teaching quality evaluation indicators of the three types of undergraduate universities.

2. Population and Sample

The population in this study is the one who participated in the teaching of Guzhen in universities in Hunan Province. The population figures are unknown, but it is speculated that it may exceed 1,000. Therefore, the researchers used the W.G. Cochran sample size formula to calculate the size of the sample. The sample size is equal to 384 samples. Researchers will use purposeful sampling to collect data.

The population in this study is a group involved in the management of Guzhen teaching in colleges and universities in Hunan Province, including government officials representing the provincial Ministry of Education, executives representing universities with guzhen education courses, and teachers and students. Since we do not know the exact population, we think the number must exceed 1,000; we use W.G. Cochran's sample size calculation formula to calculate the sample size. The result was 387 samples, but to prevent data collection errors, the study distributed 400 sets of questionnaires. As shown below:

3. Data Collecting Method

Qualitative Research

The researchers used in-depth interviews to collect key information providers' Guzhen education policy data, including representatives of the Ministry of Education, college music education leaders (in-depth interviews will be used to collect key knowledge of 15-30 dean of the Hunan University College of Music) Personnel data) to obtain university Guzhen teaching policy data. It also includes professors or lecturers who teach Guzhen in colleges and universities to obtain data on professional knowledge, teaching skills and other teaching styles.

Quantitative Research

The researchers used the constructed questionnaire to collect data from 400 Guzhen learners in Hunan Province. Researchers will apply for data collection licenses from the College of Music in Hunan Province and ask the music academy or music school leaders to collect data. The study then distributes the questionnaire to the sample itself during the workshop or meeting.

Research Results and Discussion

According to the survey results, several problems in teaching management are mainly summarized as follows:

1. Insufficient teaching facilities

Although many schools have launched Guzheng elective courses, it provides students with the opportunity to choose. However, there are major drawbacks in the configuration of venues and teaching facilities. The school's lack of a professional guzheng practice site is the most restrictive factor. It is difficult for teachers to conduct multi-person rehearsals or ensemble classes. In addition, the instrumental music provided in class is difficult to meet the learning needs of students. Although many schools have increased their investment in school construction and invested a lot of money in teaching equipment, the investment in art subjects is very small, especially the investment such as musical instruments. Some colleges and universities were established earlier. After years of teaching and practice, the previously purchased musical instruments have been destroyed and cannot be used normally. Therefore, when teaching elective courses, the classroom cannot guarantee that each student has one musical instrument, only two or even a few people can use one musical instrument together. It is conceivable that a limited number of musical instruments can only be understood through the teacher's demonstration, and cannot be practiced. The students' learning ability will naturally not keep up, which affects the progress and quality of teaching.

2. Weak faculty

Most of the teachers who offer Guzheng professional courses come from music schools and departments, and most of these teachers use their spare time to teach. The number of Guzheng teachers in various normal colleges is very small. Some schools have only one or two Guzheng teachers, and some schools do not even have Guzheng teachers. The skills courses of Guzheng major students need to be taught by external teachers. It can be seen that the resources of Guzheng teachers are very scarce. Serving as teachers in the optional courses of Guzheng is uneven, and even many teachers ignore the students' basics and still use the same method to teach, which makes students with weak foundations stressed and miserable. The Guzheng teacher did not conduct a scientific and systematic analysis of the curriculum, and did not set the curriculum in a targeted manner, which led to the wrong positioning of the teaching goal, which made the teaching effect not reach the maximum effect. In fact, the Guzheng class in Hunan universities is only an extension of students' knowledge and skills. We are neither training professional actors nor artists. In this case, ability training is the main goal, and the teaching orientation is clearly defined in practical teaching. Is the most important thing.

3. Lack of unity of skills

During the implementation of the Guzheng course in colleges and universities, Guzheng teachers paid more attention to the cultivation of professional skills, ignored the importance of music theory and comprehensive music knowledge, and lacked the introduction of the historical evolution of Guzheng, as well as the guidance of music

aesthetics and famous songs. Appreciative integration. This makes the Guzheng professional class a mechanical performance class, which cannot be harmoniously integrated with related knowledge, and students cannot get comprehensive development and training.

4. Confusing textbook selection

The choice of materials for elective courses is very important. The textbook is the direction indicator of the course, and the appropriate textbook is one of the benchmarks to measure the success of the course. But in the actual teaching process, most normal colleges do not have specific elective course materials, and the repertoires are based on professional teaching materials. For students with weak music theory or even no basic music knowledge, it is very difficult to choose professional Guzheng music. In this situation, the popular elective course that everyone yearned for in the Guzheng class from the beginning was gradually indifferent. There were fewer and fewer students in the class, which made the students lose their interest in learning.

At this stage, the reform of human resource management for college teachers is not in harmony with the development speed of colleges and universities, and many contradictions and problems have arisen, mainly in the following points:

1. Insufficient teacher human capital stock

According to the theoretical analysis of the previous chapter, college teachers are a group with rich human capital, but the current situation of our country's colleges and universities is precisely the shortage of teacher human capital stock, and the growth of the total number of teachers is seriously lagging behind the expansion of the student scale. Especially after the new round of college enrollment expansion, the number of students has expanded on a large scale. Compared with the growth rate of the student scale, the total number of teachers has not increased much. The data in the previous section shows that the student-teacher ratio in colleges and universities across the country has reached 16.89:1. Some colleges and universities even exceed 35:1. The number of teachers is seriously insufficient, and a sample survey of international comparative data shows that the reasonable range of student-teacher ratio should be 14-16. The increase in the stock of human capital of college teachers lags behind the rapid development of higher education, which has caused serious consequences. Teachers take on more and more teaching tasks, students are negligent in management, and teaching tasks cannot be guaranteed, which will undoubtedly affect the quality of education. scientific research.

2. Unreasonable professional structure and age structure

On the other hand, my country's universities have the problem of irrational professional structure and age structure, and there is a structural shortage in the professional structure of teacher human capital. The professional composition of teachers

is very unreasonable, and there is a serious shortage of teachers for some basic courses, which makes it difficult to carry out these basic research work. The irrational disciplinary structure of teachers has affected the quality of talent training. At the same time, the long-standing age structure of the teachers in my country's colleges and universities is unreasonable, and there are insufficient candidates in some disciplines. The development of disciplines requires a reasonable echelon construction. Only based on the current situation,

The faculty of colleges and universities is showing a younger trend, but there is still a big gap compared with universities in developed countries, and the trend of younger teachers is obvious. Statistics show that the number of professors under the age of 40 and associate professors under the age of 35 is limited. The two account for 14.4% of professors and 7.7% of the total number of associate professors, respectively. Teachers with senior professional titles are seriously aging. Therefore, we can realize the replacement of the new and the old of the subject leaders and key teachers, and configure a reasonable proportion of teachers to ensure the healthy and smooth development of education, teaching and scientific research in higher education.

3. The imbalance of professional and technical positions and educational level structure. In my country's universities, the imbalance between professional and technical positions and the hierarchical structure of academic qualifications is relatively serious. From the perspective of the structure of professional and technical positions, teachers in colleges and universities have more intermediate and senior positions, but there is a gap with the actual level. The distribution of professional and technical positions of full-time teachers nationwide in 2016 is 83,000 senior seniors, 250,000 deputy seniors, 281,000 intermediates, 143,000 juniors, and 61,000 without professional titles

The data shows that the distribution of full-time teachers' academic qualifications is 294,000 with postgraduate qualifications, accounting for 32.6 percent of the total number of full-time teachers, and 532,700 with a bachelor's degree, accounting for 63.3 percent of the total number of full-time teachers, including 70,500 with doctoral degrees. There are 223,900 people with a master's degree, accounting for 7.4% and 25.2% respectively, and 31,300 people with a college degree or below, accounting for 1.7% of the total number of full-time teachers. There is a lack of research talents with high academic qualifications in Chinese universities.

4. Outdated knowledge structure

Education is a creative activity. Contemporary society requires teachers not only to have profound professional knowledge, systematic educational scientific knowledge and a full understanding of various cultural, environmental and social issues brought about by

the integration of the world economy, but also have a strong sense of innovation and ability to innovate.

At present, the knowledge structure of some teachers cannot meet the requirements of higher education reform and development. For example, teachers in many colleges and universities are only confined to a more comprehensive grasp and understanding of the knowledge of the subject, little or no knowledge of other subjects, and it is difficult to adapt to the requirements of the development trend of multi-disciplinary cross and blending. In addition, the application of multimedia technology and computer network technology has caused profound changes in traditional teaching methods. This requires teachers of colleges and universities to master modern information technology and modern education technology based on modern information technology. This is precisely a weak link in the knowledge and ability of teachers in higher education institutions in our country.

5. Lack of effective incentive mechanism and performance appraisal system

In the current human resource management of colleges and universities in Hunan Province, there is a lack of effective incentive mechanisms and performance appraisal methods, which has caused the backwardness of teachers' moral construction and the decline of overall quality. The quality of university teachers determines the quality of teaching and scientific research results.

Conclusion and Implication

1. Research Conclusion

This paper takes the students of Guzhen non-professional students as the main research object, explores the innovation of Guzhen in playing skills, the richness of skills, the reform of teaching methods, the cultivation of teaching concepts, etc. The study and discussion of Guzhen teaching is to improve the teaching of Guzhen main method. Researchers will focus on the teaching methods and management of the Guzhen teaching in colleges, including students, professional teachers and administrators. The researchers used descriptive statistics to analyze the respondents' personal profiles and their views on the management model of the university's Guzhen teaching, and used one-way analysis of variance and multiple regression analysis to test the variables and test the hypotheses. Conclusion as below:

The first is the impact of college Guzhen learning on students. Second is the problem of the teaching of Guzhen and its original. Due to analysis. It mainly analyzes the existing problems and causes, in order to solve the shortcomings in the teaching problems. The implementation strategy of Guzhen teaching. It is mainly to clarify the teaching objectives, to concretize the teaching content, to adopt a diversified teaching

model, and to pay attention to the conditions for teaching implementation. Finally, a summary analysis is given.

Summarized into five constructive opinions; the first is to point out that a reasonable design of the curriculum structure of the Guzheng major in colleges and universities is a necessary prerequisite for improving the quality of teaching. The second is to point out that according to different types of colleges and universities, the establishment of curriculum structure design principles in line with their respective training goals is the key to the diversity and rational development of college Guzheng education. The third is to point out that perfecting the curriculum structure design should be based on general education, highlight the main professional courses, close the convergence of various stages and levels of courses, and take into account the organic integration of various disciplines in order to achieve the sustainable development of college Guzheng education. The fourth point is to point out that the curriculum construction of the Guzheng major in colleges and universities urgently needs to incorporate modern education theories and curriculum theories to promote the scientific, rational and standardized design of the subject system and curriculum structure. The fifth is to demonstrate around the principles of curriculum structure design, mainly to establish reasonable management methods.

Establishing an efficient human resource management model for Guzheng teachers is an objective requirement for the healthy and sustainable development of colleges and universities. Innovating the human resource management model for Guzheng teachers in colleges and universities is of great practical significance. On the basis of empirical analysis, this research analyzes previous human resource management theories and methods, and on the basis of investigating the impact of human resource management of college guzheng teachers on the performance of colleges and universities, constructs an innovative model of human resource management for college Guzheng teachers. Under the framework of the model, the dynamic allocation of resources, dual incentive mechanism and multi-dimensional performance appraisal of Guzheng teachers in colleges and universities are researched in a targeted manner. The main contents are as follows:

Constructed an innovative model of human resource management for Guzheng teachers in colleges and universities, that is, based on the dynamic allocation of resources, Combining the dual incentive mechanism and the innovative model of multi-dimensional performance appraisal, first proposes the construction method of the university teacher human resource management innovation model, reveals the limitations of the current university Guzheng teacher human resource management model, and analyzes the current situation of university teacher human resources. Starting from the analysis of the mechanism of the human resource management model of university Guzheng teachers, it

discusses the construction method of the university teacher's human resource management innovation model. Aiming at the shortcomings of the traditional management model of university Guzhen teacher human resources, it designs an innovative model of university Guzhen teacher human resource management. And through an empirical analysis of the impact of the structural modules of the human resource management model on the performance of universities.

In the empirical analysis, this research uses confirmatory factor analysis to propose the measurement dimensions of the structural module, uses the structural equation model to conduct a path analysis of the hypothetical relationship between the scientific research ability, teaching ability and social influence of the university, and analyzes the manpower of the Guzhen teacher. The hypothetical relationship and structural modules between resource allocation, incentive mechanism and performance appraisal of the resource management model have carried out path analysis on the impact of university performance, and have drawn relevant conclusions. The conclusion of the empirical analysis is the basis for constructing the innovative model of human resource management for Guzhen teachers in colleges and universities.

This research conducted a comprehensive discussion on the dynamic allocation of Guzhen teacher resources in colleges and universities. Partial and individual research will undoubtedly solve some individual problems, but it is difficult to think comprehensively and in-depth, and cannot solve deeper problems. This article believes that the dynamic allocation of university teacher resources should deeply analyze the characteristics and influencing factors of university Guzhen teacher resources, establish a brand-new management idea, organizational system, and optimize allocation principles, so as to establish a comprehensive system of goals and processes for the dynamic allocation of university teacher resources, as well as applicable. The dynamic analysis and discriminant model of university teacher resources can enable universities to compare and understand their own teacher resource allocation, existing problems and quantitative goals through quantitative calculations. Using human resource theory, resource allocation theory, management science principles, system science, and statistical methods, the influencing factors, characteristics, systems, and principles of teacher resource allocation in colleges and universities have been deeply discussed, and the "resource dynamic allocation" of Guzhen teachers in colleges and universities has been established. It puts forward the idea of dynamic allocation of university teachers' resources, and creates a discriminant model for the allocation of university teachers' resources. It can be used as a summary of the resource allocation of college teachers in Guzhen.

1. Research Contribution

Contribution to Knowledge: The results of the current study will be of benefit to the academic community, as the results tell us that good university management is important for college Guzheng teachers. The new knowledge of this research is conducive to the academic work environment may affect job satisfaction and lead teachers happy or dissatisfied with their work. The results can be used as information for the master's degree management course, which provides more theoretical basis for future Guzheng research work.

The teaching management mode of Guzheng teachers in colleges and universities involves the administrative system of colleges and universities, and the responsibilities of personnel reform in colleges and universities are heavy, which makes the construction of theories and the design of methods and models very complicated. This research needs to be specially pointed out that this research is only on the premise of shielding the actual interference elements, and on the basis of model and empirical analysis, the perspectives, principles, mechanism platforms, and prototype methods that should be adopted for the teaching management model of Guzheng teachers in colleges and universities. It has to be admitted that there are many factors affecting the personnel reform in universities, and there is still a long way to go between the innovation model and the goals of substantive use and implementation. In the limited space of this research, many issues still need to be addressed. Further, more detailed research. This research summarizes the following aspects:

(1) The application of the theory is not comprehensive enough, and there are still some theories worthy of study and reference. Such as economic theory. The research on the teaching and management model of Guzheng teachers in colleges and universities in Hunan Province should be able to learn from the theories, principles, and methods of economics, so as to enrich and deepen the theoretical basis of this research. Then, like the principles of psychology, college teachers are a kind of high-intellectual and high-quality human resources. Inevitably involve people's psychological problems. The effective solution of psychological concerns is of great benefit to the reasonable motivation of teachers' resources, promotion of teachers' enthusiasm, and exploration of teachers' creativity.

(2) The design and verification of mathematical analysis models need to be further improved, especially in teacher resources. In the research of dynamic configuration model, the practicality and feasibility of the model need to be enhanced. During the implementation of this research, many problems in the management of the Guzheng teacher's teaching model in colleges and universities in Hunan Province are still at a qualitative level. Due to the complicated aspects involved, it is difficult to select relevant

quantitative indicators. At the same time, in another aspect, the data sources are limited. In the model research. The accuracy of the model is not high enough.

(3) The appointment system and continuous training mechanism of college Guzheng teachers need further research. The college teacher training mechanism is an emerging topic with high research value. Training is an effective mechanism to manage and develop the teaching of Guzheng teachers in colleges and universities. The establishment and effectiveness of the training mechanism requires in-depth research and a clear grasp. The current predicament of some colleges and universities in the training mechanism is a deep-seated problem that cannot be avoided in the management and development of teacher human resources. In the teacher's career development planning, how to design the most effective training method, establish a long-term training mechanism that teachers can accept, how to measure the effect of training, strengthen the timing of training, etc., all need to be studied in detail, and they are also issues worthy of in-depth discussion in this research.

Contribution to the teaching of college teachers: The key to the professional level of the teacher is to promote the development of teaching and solve the ideological understanding of the Guzheng. It is necessary to vigorously carry out the propaganda of the Guzheng teaching so that the society can define its nature and tasks. Guzheng must have a systematic teaching theory knowledge and professional skills. Both teachers and students must have a clear teaching purpose. In order to avoid detours and more effective learning, all stages of the teaching of zither music skills must grasp the characteristics of the genre of the zither. regional characteristics, genre style, otherwise it will lose the meaning of the performance of the track itself. The above problems must be solved in a targeted manner as soon as possible in teaching. It is the responsibility of being a professional Guzheng teacher. This research is undoubtedly a good learning and improvement for college Guzheng teachers.

Contribution to student learning and practice: Secondly, the current study of Guzheng in colleges and universities has a significant impact on students. China's reform and construction have been deepened, and the requirements for comprehensively promoting quality education have been put forward. Aesthetics are multifaceted, but music is important. Because music is the voice of the national soul, it is also a means of sublimation of a national soul. The music that shapes the soul of the human being is, of course, subtle and gradual, but it is necessary and true. At any time, the spiritual culture of any nation cannot be without music. In contemporary China, Guzheng music can be one of the forces. In order to adapt to the communication and development of art in the future era, Guzheng learning must focus on cultivating students with complete, strict and multi-level artistic accomplishment. Students should be widely absorbed in the nutrition

of sister art, such as the structure of art, the rhythm of dance, and the passion of drama. To expand the knowledge. At the same time, enhance students' understanding and appreciation of music.

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