

# RESEARCH ON THE DEVELOPMENT STATUS AND COUNTERMEASURES OF CHILDREN'S SOCIAL MUSIC EDUCATION INSTITUTIONS IN KUNMING CITY—TAKING THREE MUSIC INSTITUTIONS IN KUNMING AS AN EXAMPLE

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## Abstract

Music education, as an important component of comprehensive quality education, plays a crucial role in the healthy growth and personality shaping of children. More and more parents are paying attention to their children's comprehensive development, especially with increasing investment in music education. Studying the current development status and countermeasures of children's social music education institutions in Kunming not only helps to understand the current market demand and the development status of institutions, but also provides reference and inspiration for the future development of institutions. This article selects three children's social music education institutions in Kunming as the research objects. Using interview, questionnaire survey, and field investigation methods, the operation status, faculty status, teaching status, and student status of children's social music education institutions in Kunming are investigated. The problems and challenges currently existing in children's social music education institutions are discussed, and corresponding solutions are proposed. In order to promote the overall development of social music education for children in Kunming, improve the level and quality of education, and provide better guarantees for the comprehensive development of children.

**Keywords:** Social music education institutions; Children's music, The Music Situation of Children in Kunming

## Introduction

Music, as an art form, can inspire people's emotions and shape their spiritual world. Good music education can help people cultivate aesthetic taste, improve cultural cultivation, and enrich their spiritual life. In the construction of people's spiritual civilization, music education plays an important role in shaping a good social atmosphere and cultivating civilized citizens. Currently, China's education is developing towards comprehensive quality education. Music is a way of expressing emotions, allowing children to express their emotions and thoughts through music. Good music education can help children discover their inner emotions, cultivate their ability to express and manage emotions, and improve their emotional intelligence and self-awareness. Children participating in music education often rely on

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themselves to independently sing or play music, which can not only give them a sense of achievement in music, but also enhance their confidence and self inhibition ability. Learning music can stimulate children's creativity, cultivate their independent thinking and problem-solving abilities. Through good music education, children can not only exercise their patience and perseverance, but also gradually develop the courage and confidence to never give up or give up. Therefore, music education has played a positive role in cultivating children's comprehensive qualities and shaping a good campus culture.

The 2017 basic education curriculum reform introduced new music curriculum standards and textbooks, emphasizing the cultivation of students' aesthetic ability, music skills, and creativity, and emphasizing the practicality and comprehensiveness of music education. The introduction of policies means that China's attention and support for children's music education are gradually increasing. They provide clear guidelines and policy guarantees for music education, encourage schools and social institutions to strengthen music education work, promote reform and innovation in music education, and provide a good teaching environment and resources for children's music education. At the same time, with the development of social economy and the increasing demand for quality education, more and more parents and families recognize the positive impact of music on cultivating children's emotional expression, creativity, collaboration ability, and other aspects, and are willing to accept music training for their children. Kunming, as a city with a profound cultural heritage, is no exception. The development of social music education institutions for children in Kunming has gradually attracted people's attention. However, the development of children's social music education institutions in Kunming is facing challenges. Therefore, studying the current development status and countermeasures of children's social music education institutions in Kunming not only helps to understand the current market demand and the development status of institutions, but also provides reference and reference for the future development of institutions. At the same time, it also helps to promote the overall development of social music education for children in Kunming, improve the level and quality of education, and provide better guarantees for the comprehensive development of children.

## **Literature Review**

### **1. Research on the Development of Children's Social Music Education Institutions**

With the progress of society and the increasing emphasis on education, the development of music education institutions for children has gradually become a topic of great concern. Song Tingzhu's (2012) research found that the children's art training industry is a product of the times, nurtured in the context of the "three major needs" of cultural power strategy, cultural industry development, and cultural literacy improvement, and music education accounts for the top priority of children's art training. Rumei (2012) found that in the past few decades, people's concepts of children's education have gradually changed, and music education has become an important component of children's comprehensive quality education, receiving increasing attention. Chen Qiaoyi (2019) found through research methods such as literature review, questionnaire survey, expert interview, and mathematical statistics that with the development of social economy and the improvement of people's living standards, parents are investing more and more in their children's education, which provides a solid foundation for the development of social music education institutions for children. Ji Xiaopeng (2019) believes that the "Implementation Opinions on Comprehensive Governance of Off campus Training Institutions" released by the Ministry of Education clearly proposes the implementation of the "double reduction" policy, which provides opportunities for the development of children's social music education institutions. Of course, the development of children's social music education institutions has been driven by various factors. Ruan Kaili (2020) pointed out that the change in educational concepts has led people to pay more attention to children's comprehensive quality education. Music, as an art form, has a positive

impact on children's physical and mental health and personality development, and has therefore received attention from parents and educational institutions. Liu Yangqiong (2023) pointed out that with the development of technology, some music education institutions are no longer limited to traditional offline face-to-face teaching methods, and have begun to use network information technology to try online education, providing more students with convenient learning paths.

Overall, the development of children's social music education institutions cannot be separated from the support of society and the attention of parents, while also benefiting from the rise of the cultural industry and the development of technology. With the continuous progress of society, children's social music education institutions will also be further developed.

## **2. Research on Teaching and Curriculum of Children's Social Music Education Institutions**

Through the organization of relevant literature and materials, the author found that there is relatively more research on the teaching and curriculum of children's social music education institutions, mainly from four aspects: teacher resources, teaching content, curriculum arrangement, and teaching methods:

Teachers are the core of an educational institution and a key factor affecting teaching quality. Yao Yanfei (2015) found through a survey of children's social music education institutions that the age of teachers in these institutions is between 25 and 45 years old, mainly female, with relatively fewer male teachers. Most teachers have a bachelor's degree or above in music or music education related majors, and some of them also hold master's or doctoral degrees. At the same time, there are also some teachers from other majors who have obtained qualifications and skills related to music education through self-study and training. The diversity and diversity of teachers bring more vitality and innovation to music education. Therefore, the basic situation of teachers should be fully valued, and more support and attention should be provided for their growth and development. Zheng Junyi (2015) believes that teachers in children's social music education institutions need to have certain music performance skills, such as piano performance, vocal skills, etc., which can not only improve the teaching level of teachers, but also provide students with a better music education experience. In addition, teachers also need to possess certain music teaching skills, such as teaching methods, teaching techniques, teaching strategies, etc., and adopt different teaching methods according to the characteristics and needs of different students to improve teaching effectiveness. Guo Huanan (2018) pointed out that music theory knowledge is also very important in children's social music education. Teachers need to have a certain level of music theory knowledge, including basic music knowledge, music history, music analysis, etc., to understand the characteristics of different music styles, master music analysis methods, in order to better guide students in music creation and performance. Zhang Lei (2019) explores the educational philosophy, teaching objectives, teaching methods, and other aspects of teachers, and analyzes their impact on teaching practice. She points out that teachers need to focus on cultivating students' music literacy and aesthetic taste, emphasizing personalized teaching, cultivating students' comprehensive abilities, and keeping up with the times. Only in this way can we better improve the quality and effectiveness of music education, and cultivate more outstanding music talents.

The teaching content is the soul of educational institutions, determining the direction and content of student learning. Han Shengnan (2018) believes that music education is included as an important discipline in school education. Therefore, the teaching content of children's social music education institutions should be connected with the school music curriculum, in line with the development direction and requirements of national music education. At the same time, the teaching content should also focus on cultivating children's musical literacy and aesthetic ability, guiding them to form correct values and outlook on life in music learning. Song Feifei (2018) believes that with the continuous development of society, music education is no longer limited to traditional music theory and skill teaching, but focuses

more on cultivating children's practical abilities and creativity. Therefore, the teaching content should focus on fun, stimulate children's interest in learning music through rich and colorful teaching activities and games, and enable them to learn music in a relaxed and enjoyable atmosphere.

Curriculum arrangement is an important component of educational institutions, directly affecting students' learning outcomes and interests. Wang Qianqian (2019) conducted a survey on social music education institutions for children, and found that most institutions usually provide various music courses such as piano, violin, vocal, and dance to meet the learning needs of different children. In addition, some institutions also offer music theory courses to help children establish a music knowledge system. Zhang Ying (2021) believes that curriculum design should be targeted for students of different age groups, meeting their learning needs while also considering their physical and mental development characteristics.

In addition, attention needs to be paid to teaching methods and means. Ma Tianhua (2016) believes that music education should be a joyful learning process, therefore teaching methods and means need to be in line with children's cognitive characteristics and learning habits. In addition to traditional teaching methods, children's social music education institutions need to combine modern technological means to develop music education apps, online courses, etc., in order to improve teaching effectiveness. Wang Xuefen (2018) also believes that with the development of technology and the updating of educational concepts, traditional music teaching models can no longer fully meet the needs of students. Children's social music education institutions should actively explore new teaching methods and means, such as introducing multimedia teaching, interactive teaching, project-based learning, etc., to stimulate students' learning interest and creativity through diverse teaching forms.

In summary, children's social music education institutions should pay attention to the construction of teaching staff, improve the quality and ability of teachers; Emphasize the design of teaching content, improve teaching quality and effectiveness; Emphasize the planning of course arrangements to meet the diverse needs of students; Emphasize the innovation of teaching methods to enhance students' interest and effectiveness in learning. Only in this way can we better provide high-quality music education for children, cultivate their musical literacy and comprehensive qualities.

### **3. Research on the Problems and Countermeasures of the Development of Children's Social Music Education Institutions**

With the continuous development of social economy and the popularization of cultural education, children's social music education institutions have experienced rapid development in China. However, a series of problems followed. Bi Yingshuang (2018) believes that due to fierce market competition, in order to meet the needs of parents and students, children's social music institutions are willing to sacrifice educational quality. In addition, due to limitations in funding, venues, and other aspects, they are unable to provide sufficient teaching resources, which affects teaching effectiveness. In this regard, it is proposed to establish a sound regulatory mechanism, strengthen the supervision and management of children's social music education institutions, and ensure the quality of education. Secondly, the government can increase investment in children's social music education institutions and improve the supply of teaching resources. At the same time, efforts can be made to increase the training of music teachers, improve their teaching level and professional competence, and enhance the stability of the teaching staff. Zhao Yingchen (2018) found that the educational resources and facilities of children's social music education institutions are relatively rudimentary, unable to meet the learning needs of students. Therefore, it is recommended that children's social music education institutions should strengthen their investment in educational resources and facilities, improve the quality and level of educational facilities, and provide better learning environments and conditions for students. Lin Mei (2021) pointed out that children's social music education institutions can strengthen cooperation with schools, fully utilize teaching resources and venues, and improve teaching effectiveness. At the same time, cooperation with music professional institutions can be strengthened, advanced teaching concepts and methods can be introduced, and teaching

quality can be improved. In addition, parental participation and supervision can be strengthened, forming a multi-party joint supervision mechanism to improve the quality of education.

In summary, there are many problems and challenges in the development of children's social music education institutions, and corresponding countermeasures need to be taken. By strengthening the teaching staff, emphasizing the diversity and interest of courses, increasing investment in educational resources and facilities, and strengthening the standardization and professionalization of management and services, efforts can be made to improve the quality of teaching and the learning effectiveness of students.

#### **4. Research Review**

Based on the analysis and sorting of literature, it is found that the existence of social music education institutions for children has become a common phenomenon in society. With the implementation of quality education in the country, parents generally encourage their children to learn an art. According to a survey, the number of people learning music every year is constantly increasing, with the main purpose of learning being hobbies, professional development, improving aesthetic ability, cultivating temperament, and strengthening the body. Social music education institutions can not only popularize music education knowledge, but also cultivate music talents for the country, so training institutions need to have many elements. Nowadays, with the arrival of a new era, social music education institutions have become increasingly specialized over time, but there are still many training institutions that have some problems. So the author conducts a comprehensive study on children's social music education institutions based on these factors, combined with education, psychology, sociology, and music education.

Through literature review, it has been found that although many problems in children's social music education institutions have been pointed out and suggestions for correction have been provided, the practical significance of music education dissemination remains to be discussed. Especially Kunming, located in the southwest of China, is a gathering place for multi-ethnic cultures, and there are regional differences compared to other places. Existing research results are not entirely applicable. Moreover, there has been no research conducted on children's social music education institutions in Kunming. Therefore, this article takes children's social music education institutions in Kunming as the research object and conducts in-depth research. This not only fills the theoretical gap in research on children's social music education in Kunming, but also provides support for the healthy development of children's social music education institutions in Kunming and references for the development of children's music education.

### **Theoretical Basis and Research Hypothesis**

#### **1.Theoretical Basis**

Music, as an art form, can inspire people's emotions and shape their spiritual world. Good music education can help people cultivate aesthetic taste, improve cultural cultivation, and enrich their spiritual life. In the construction of people's spiritual civilization, music education plays an important role in shaping a good social atmosphere and cultivating civilized citizens. Currently, China's education is developing towards comprehensive quality education. Music is a way of expressing emotions, allowing children to express their emotions and thoughts through music. Good music education can help children discover their inner emotions, cultivate their ability to express and manage emotions, and improve their emotional intelligence and self-awareness. Music education enables children to support each other in cooperation and cultivate team spirit. Music is an art that advocates for creation and expression. Through music education, children can cultivate creativity and innovative abilities. Learning music can stimulate children's creativity, cultivate their independent thinking and

problem-solving abilities. Music education encourages children to develop their own style and imagination, enhance creativity and innovative thinking.

China's education has gone through a process of shifting from emphasizing basic education to quality education, with the comprehensive development of students as the goal of education. A sound comprehensive quality education is an important means to achieve this goal, cultivating talents with comprehensive qualities. The Chinese government has continuously issued a series of policy documents related to children's music education. This means that China's emphasis and support for children's music education are gradually increasing. They provide clear guidelines and policy guarantees for music education, encourage schools and social institutions to strengthen music education work, promote reform and innovation in music education, and provide a good teaching environment and resources for children's music education.

## **2. Research Hypothesis**

Promote the healthy development of social music education institutions for children in Kunming and promote the prosperity of music education. The countermeasures and suggestions obtained through research can provide feasible development directions and guidance for children's social music education institutions, improve education quality, and cultivate more music talents. Enhance children's musical literacy and aesthetic ability, and cultivate well-rounded artistic talents.

The implementation of research strategies and suggestions will help optimize curriculum design, improve teaching quality, provide better music education resources for children in Kunming, cultivate their music interests and talents, and improve their music literacy and artistic appreciation ability.

Promote the inheritance and popularization of music culture, and enrich social and cultural life. Kunming, as a city with rich music and cultural heritage, can better promote the inheritance and popularization of music culture, enrich social and cultural life, and cultivate the artistic cultivation and aesthetic ability of citizens through the countermeasures and suggestions derived from research.

## **Research Design and Hypothesis Testing**

### **1. Research Design**

#### **1.1 Literature research method**

This article uses online literature search databases such as CNKI to search for keywords such as "children's training", "social music education", "music training institutions", and "development of training institutions". Through CNKI, relevant keywords are searched, and relevant articles on music education and social music education in recent years are collected and read. Understand, analyze, and compare the latest research results, and analyze them based on the characteristics of the author's survey subjects. By analyzing the research results of others, identify practical and reference materials for the author's research, and provide reference for the research in this article.

#### **1.2 Field investigation method**

The author went to Kunming on site to investigate the current situation of the children's social music education market in Kunming. There are a total of 76 children's social music training institutions in the urban area of Kunming. Based on the nature, years of operation, and scale of the institutions, the Youth Palace, Camel Art Training School, and Dolphin Music Children's Vocal Studio in Wuhua District of Kunming were selected as the research objects. Then, they went to conduct on-site inspections and conducted questionnaire surveys on managers, teachers, and students (parents) to comprehensively understand the teaching status, student status, teacher status, and other information of the training institutions studied in this article. This can provide data support for the research.



### **1.3 Interview method**

Based on the research object, the current development status and countermeasures of children's social music education institutions in Kunming, as well as the review of relevant materials, the author has compiled an interview outline. Then, through online consultation, WeChat and phone calls, interviews were conducted with 10 experts in children's music education. The managers of Youth Palace, Luohetao Art Training School, and Dolphin Music Children's Vocal Studio in Wuhua District, Kunming City were selected as the interviewees. Based on expert interviews and on-site investigations, in-depth communication was conducted with the managers of music education institutions (2 from Wuhua District, 2 from Luohetao Art Training School, and 1 from Dolphin Music Children's Vocal Studio) to comprehensively understand the current situation of the three children's social music education institutions and obtain direct information. Conduct in-depth research on the current development status and countermeasures of children's social music education institutions in Kunming based on interview content, organize interview materials, and obtain relevant conclusions.

### **1.4 Questionnaire survey method**

Before designing the questionnaire, the author conducted extensive reading of relevant research materials based on the research subjects of this article, and summarized the results of field investigations. Following the principles of science, professionalism, and comprehensiveness, two types of questionnaires were designed for different survey subjects, namely: "Questionnaire for Teachers of Children's Social Music Education and Training Institutions" and "Questionnaire for Students (Parents) of Children's Social Music Education and Training Institutions". Due to the fact that it is a children's training questionnaire, some students are relatively young, so they are transferred to parents for filling. Conduct reliability and validity tests on the questionnaire data.

## **2. Hypothesis Testing**

This study used interview, questionnaire survey, and field investigation methods to investigate the operation status, faculty status, teaching status, and student status of three children's social music education institutions in Kunming. The study explored the problems and challenges currently existing in children's social music education institutions and proposed corresponding solutions. Conduct interviews with 10 experts and 5 institutional managers to understand the current operational status of the institution; Then, a questionnaire survey was conducted on 30 teachers and 164 students (parents) in the institution to understand the curriculum, teaching content, and student satisfaction. According to the survey results, there are three main problems in children's social music education institutions in Kunming: inadequate operation and management of the institutions, incomplete venue equipment and facilities, inconsistent charging standards, and single promotion methods; In terms of teachers, there are too many part-time teachers with weak professional knowledge and skills, and high mobility; In terms of curriculum, there are issues such as a single curriculum and unreasonable course content.

(1)Problems in institutional management: inadequate venue facilities and equipment, limited classroom space, lack of professional music classrooms and practice rooms, and neglect of maintenance and updating of facilities and equipment; Inconsistent charging standards, lack of unified regulations in children's music education institutions, and opaque charging items, as well as false advertising and unreasonable fees, seriously affecting the interests of parents and students; The promotion method is single, and the promotion methods of training institutions are not innovative and diverse enough. The scope of promotion and dissemination is not broad, resulting in less obvious publicity effects.

(2)Problems with institutional teachers: There are too many part-time teachers, most of whom are college students. The teaching quality of teachers varies, and they lack professional music education background and teaching experience. It is also difficult to manage teaching time and content uniformly; Institutional teachers have strong mobility and a

high turnover rate; Teachers may lack professional knowledge and skills, and may only excel in a certain instrument or music field. They may also lack knowledge of music theory and teaching methods, and lack understanding and application of modern teaching techniques and methods, which affects the learning effectiveness of students;

(3)Problems in institutional curriculum: The curriculum is single, only providing one or several music courses, using traditional teaching methods, lacking interest and innovation, only focusing on instrument performance training, and neglecting other aspects of education, which limits the development of students' comprehensive abilities; The course content arrangement is unreasonable, and the teaching content is arranged by the teachers themselves, without unified textbooks and corresponding supervision, resulting in the inability to guarantee the quality of teaching.

(4)Evaluation results of institutional service satisfaction: Through the survey, the satisfaction of students (parents) with the three children's social music training institutions is shown in Table 1. According to the survey results, 23.78% and 24.39% of students (parents) believe that the charging standards are not high or moderate, respectively. 51.38% of students (parents) believe that the charging standards of children's social music institutions are relatively high. In terms of facilities and equipment, 17.07% think they are very dissatisfied, 26.22% think they are relatively dissatisfied, and overall, nearly half of the students are dissatisfied with the facilities and equipment. In terms of teachers, 41.46% believe that they are average, 26.22% are relatively dissatisfied, and 15.85% are very dissatisfied. Overall, their satisfaction with teachers is average. In terms of courses, 45.73% believe that half of them are satisfied, 23.78% are relatively dissatisfied, and 7.93% are very dissatisfied. Overall, the satisfaction with the course is average. From this, it can be concluded that overall, the satisfaction of students with the institution is relatively low.

**Table 1** Student Satisfaction Status

	project	Number of people	Proportion
Fee standards	Very high	27	16.46%
	Relatively high	58	35.37%
	moderate	40	24.39%
	Not high	39	23.78%
Facilities and equipment	Very satisfied	11	6.71%
	Relatively satisfied	29	17.68%
	commonly	53	32.32%
	Relatively dissatisfied	43	26.22%
	Very dissatisfied	28	17.07%
teacher	Very satisfied	6	3.66%
	Relatively satisfied	21	12.80%
	一般 commonly	68	41.46%
	Relatively dissatisfied	43	26.22%
	Very dissatisfied	26	15.85%
Very dissatisfied	Very satisfied	9	5.49%
	Relatively satisfied	28	17.07%
	commonly	75	45.73%
	Relatively dissatisfied	39	23.78%
	Very dissatisfied	13	7.93%



## Discussion and Conclusion

### 1. Discussion

This study analyzes the current situation and problems of children's social music education institutions in Kunming City, which can provide a more comprehensive understanding of the actual situation of music education, explore the causes and mechanisms of problems, and continuously improve and develop the theoretical basis of music education. By studying the issues of teaching management, teaching staff, curriculum design, and other aspects in children's social music education institutions, important theoretical demonstrations and values can be provided for educational reform, and the scientificity and feasibility of educational work can be improved. Studying existing problems and proposing corresponding strategies and suggestions can enhance the professional level and cognitive level of educational decision-makers, experts, and practitioners in the field of music education.

Based on the current problems in children's social music education institutions, this study takes Kunming City as an example to analyze and discuss the countermeasures and suggestions to promote the development of children's social music education institutions. From five aspects: strengthening supervision and management of children's social music education institutions, improving the facilities and equipment of children's social music education institutions, improving the facilities and equipment of children's social music education institutions, and improving the facilities and equipment of children's social music education institutions, this study proposes countermeasures and suggestions. The implementation of countermeasures and suggestions will help optimize curriculum design, improve teaching quality, provide better music education resources for children in Kunming, cultivate their music interests and talents, and improve children's music literacy and artistic appreciation ability.

The countermeasures and suggestions obtained through research aim to promote the healthy development of children's social music education institutions in Kunming, promote the prosperity of music education, provide feasible development directions and guidance for children's social music education institutions, improve education quality, and cultivate more music talents. Kunming, as a city with rich music and cultural heritage, can better promote the inheritance and popularization of music culture, enrich social and cultural life, and cultivate the artistic cultivation and aesthetic ability of citizens through the countermeasures and suggestions derived from research.

### 2. Conclusion

With the development of society and the improvement of people's living standards, more and more parents are paying attention to their children's comprehensive development. Among them, music education, as an important form of social education, has received more and more attention from parents. As the political, economic, and cultural center of Yunnan Province, Kunming, a social music education institution for children, has abundant music resources and excellent music education institutions. However, with the continuous development of society, children's social music education institutions in Kunming are also facing some problems and challenges. This article takes "three music institutions in Kunming City" as an example to study the development status and countermeasures of children's social music education institutions in Kunming City. Based on the satisfaction evaluation of parents, it is found that there are some common problems in children's social music education institutions in Kunming City: firstly, in terms of institutional operation and management, the venue equipment and facilities are not perfect, the charging standards are inconsistent, and the promotion methods are single; Secondly, in terms of teachers, there are too many part-time teachers with weak professional knowledge and skills, and high mobility; In addition, there are issues with a single curriculum and unreasonable course content. In response to these issues, this article proposes a series of feasible countermeasures, including strengthening the supervision and management of children's social music education institutions, improving the

facilities and equipment of children's social music education institutions, strengthening the publicity of children's social music education, strengthening the construction of the teacher team in children's social music education institutions, and scientifically and reasonably arranging teaching content. I hope that the research and countermeasures proposed in this article can provide some reference and inspiration for the development of children's social music education institutions in Kunming, and promote their healthy, sustainable, and stable development.

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