



Investigation of the Status of Music Teaching in Middle School under the Background of "Art into the Middle School Entrance Examination" in Dejiang County, China

Zhang Xueya ^{a*}, Lv Yingxuan ^a, Wang Ting ^a
and Xie Dingzi ^a

^a School of Music and Dance, Guizhou Education University, Guiyang, Guizhou-550018, China.

Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

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ABSTRACT

Aesthetic education is an indispensable part of all-round quality education. Art education belongs to the category of aesthetic education and is an important content and way to implement aesthetic education. Music education is a form of education with music art as the medium and aesthetics as the core. In October, 2020, the general offices of the General Office of the Central Committee of the CPC and the State Council issued the Opinions on Comprehensively Strengthening and Improving Aesthetic Education in Schools in the New Era, which put forward the requirement of bringing art subjects into the pilot reform of senior high school entrance examination. The implementation of the new policy of "art entering the senior high school entrance examination" is a brand-new challenge to

*Corresponding author: E-mail: ZXY18212479239@outlook.com;

junior high school music teaching. In order to better implement the policy of "art entering the senior high school entrance examination", it is necessary to understand the current situation of junior high school music teaching. In this study, 241 junior high school students in four middle schools in Dejiang County, Guizhou Province were investigated from three aspects: their attitude towards music, the basic reasons for liking music and the mastery of basic music skills, and then the data were statistically analyzed by Excel and SPSS software. Based on the analysis results of the previous part, combined with the requirements of "Art Entrance Examination", this paper puts forward that we should pay more attention to music courses, enrich the content of music courses and strengthen the teaching of basic music knowledge.

Keywords: Art enters the middle school entrance examination; middle school; music teaching.

1. INTRODUCTION

1.1 Research Background

Aesthetic education, a combination of aesthetic teaching and aesthetic perception teaching, aims to enhance people's ability to recognize, understand, appreciate, and create beauty through education. The main goal of quality education is to cultivate socialist builders and successors with all-round development in morality, intelligence, physique and beauty. Aesthetic education, as an indispensable part of quality education, plays an irreplaceable role in improving students' aesthetic ability, beautifying their hearts and regulating their emotions. With the continuous reform of music education, the problems in school music education have become increasingly prominent. The insufficient allocation of music curriculum resources, frequent occupation and suspension of music classes, and students' insufficient grasp of basic knowledge of music have all become major obstacles to the development of music education in schools at present [1]. These problems have aroused the common concern of educators. In order to further strengthen the educational function of school aesthetic education, in October 2020, the general offices of the General Office of the Central Committee of the CPC and the State Council issued the Opinions on Comprehensively Strengthening and Improving School Aesthetic Education in the New Era [2]. At the end of 2022, it is proposed that "the school aesthetic education has made a breakthrough, the aesthetic education curriculum has been fully opened, the education and teaching reform has achieved remarkable results, the resource allocation has been continuously optimized, the evaluation system has been gradually improved, the management mechanism has been improved, the educational effect has been significantly enhanced, and students' aesthetic and humanistic qualities have been significantly improved".

Music education requires professional musical knowledge and skills, effective teaching methods, creativity and innovation, good communication and collaboration abilities, as well as a passion for music and a sense of continuous learning. The policy of "art enters the middle school entrance examination" has elevated the status of music courses in secondary schools and promoted the development of music education. This study conducted a questionnaire survey among 241 students from four secondary schools in Dejiang County, including Dejiang Experimental Middle School, Dejiang Qinglong Middle School, Dejiang Third Middle School, and Dejiang Siyuan Experimental Middle School. It analyzed the current situation of music education from three dimensions: music attitude, reasons for liking, and basic skills. The aim is to provide specific references for local education departments and promote the better implementation of the policy of "art enters the middle school entrance examination".

1.2 Research Purpose

Under the background of the policy of "Art into the middle school Examination", the development of school music education has been promoted, and the status of music lessons in middle schools has also been greatly improved. In this context, what is the current situation of music teaching in Dejiang County? Based on this question. In this study, students from four junior high schools in Dejiang county were sampled from three dimensions: "music attitude", "like reason" and "basic skills", so as to understand junior high school students' attitude towards music, reasons for liking music lessons and their mastery of basic knowledge of music. In order to better implement the policy of "Art into the middle school Examination" and improve junior high school students' interest in music lessons and the efficiency of music teaching, some reference is given.

1.3 Literature Review

CNKI (China Knowledge Network), the investigation of junior middle school music teaching status in Dejiang County under the background of "Art into the middle school Examination" is not yet seen, but there are many studies related to this subject, as follows:

First of all, the research on the examination system of middle school music curriculum: in the article published by Sun Xin and Li Xia in [3], they proposed the importance of process evaluation for aesthetic education into the middle school examination; In the paper published by Zheng Jiixin in [4], it was put forward that music examination is not the ultimate goal, but the established goal is to promote the development of aesthetic education in schools, establish a sound examination system, and combine examination with education. 2021 In the paper published by Guo Lingling in [5], she took the learning objectives of music curriculum as the guide to design and carry out continuous evaluation in terms of evaluation contents, evaluation methods and evaluation criteria.

Secondly, the research on the practice of junior high school music teaching: in the article published by Li Xudong in [6], through the analysis of the current situation and countermeasures of junior high school music teaching, it is proposed that diversified teaching methods can enrich classroom teaching, and ultimately improve the effect of junior high school music teaching and junior high school students' music literacy; In an article published by Li Yanan in [7], through the exploration of music teaching practice in seventh grade, it was proposed that music education should return to the essence of educating people, face all students, establish teaching routines and pay attention to music practice.

Finally, regarding the research on the teaching of junior high school music curriculum: In the article published by Wu Yan in [8], for junior high school music teaching, it is proposed that the effective path of tapping the nurturing value of aesthetic education should be actively explored, the nurturing attributes of music teaching should be strengthened, the moral value of music curriculum should be brought into play, and the aesthetic ability and personal qualities of students should be improved; In the paper published by Pan Liqin in [9], under the consideration of aesthetic education into the

secondary school examination, it is proposed that through changing and upgrading the effectiveness to achieve the height of the aesthetic education.

To sum up, the research on junior high school music education in China with the background of "Art into the middle school Examination" is very rich, including the research on junior high school music course examination system and junior high school music teaching practice, as well as the research on junior high school music course teaching. However, there are not many surveys on the current situation of junior high school music education in some cities, districts and counties, especially there is no investigation on the current situation of junior high school music teaching under the background of "Art into the middle school Examination" in Dejiang County, which provides a good opportunity for us to choose a topic.

1.4 Research Significance

1.4.1 Theoretical significance

"Art into the middle school examination" is the beginning of the breakthrough in school aesthetic education. The state constantly explores and reforms in aesthetic education, and paying more and more attention to the aesthetic education of middle school students. Middle school art education curriculum is no longer an interest class. Music education is an important means for schools to implement aesthetic education. Under the background of "Art into the middle school Examination", the status of music in the middle school curriculum has been greatly improved. The investigation of the current situation of junior middle school music teaching can not only give some specific reference data to the policy makers of the local education departments, but also provide some reference for better implementing the policy of "Art into the middle school Examination". In addition, it can also enrich the research results of Guizhou music education theory.

1.4.2 Practical significance

This study investigates the status quo of music teaching in middle school in Dejiang County and analyzes the survey data, which can give middle school music teachers in Dejiang County a deeper understanding of students is favorite middle school music teaching content and teaching methods, and provide some specific

data as reference for the teaching of middle school music teachers in Dejiang County. At the same time, this study combines the requirements of "Art into the middle school Examination" and the actual situation in Dejiang County, and puts forward some suggestions for junior high school music teaching, which can provide some reference for junior high school music teaching in Dejiang County, Guizhou Province.

2. RESEARCH PROCESS

2.1 Research Design

This study was conducted in Guizhou Province, and the subjects were 241 students in Grade 7 and Grade 8 from 4 junior high schools in Dejiang County, Tongren City. The research uses Excel and SPSS statistical software to analyze the collected data.

This research is based on three survey questionnaires, namely Zhang Zihan's "Research on the Current Situation of Junior High School Music Teaching under the Background of Artistic Quality Assessment", Liu Shulin's "Research on the Current Situation and Countermeasures of Junior High School Music Teaching in Wuqi County, Yan'an City", and Wang Xiaoxue's "Analysis and Research on the Current Situation of Music Education in Rural Junior High Schools in Huainan City". Drawing from the researcher's own experience, a questionnaire was carefully designed with specific dimensions and variables, aiming to more accurately reflect the current situation of junior high school music teaching and provide strong data support for subsequent research.

This questionnaire is divided into two parts. The first part is the collection of basic information of students, including gender and grade. The second part is a survey of students' "music attitude", "like reason" and "basic skills". In order to be authentic and reliable, the questionnaire was randomly sampled and filled out anonymously. In order to comply with the standardization of the study, a pre-questionnaire survey was conducted before the formal release of the questionnaire [10-15].

2.2 Pilot Testing

After the pre-survey questionnaire was prepared, 50 junior high school students in a middle school in Dejiang County were investigated, 50 questionnaires were distributed and 50 were

collected. After the questionnaire was collected, the researchers tested the reliability and validity of the scale, and the test results of the analyzed scale were basically qualified.

2.3 Official Questionnaire Project Design

After adjusting and revising the pilot testing, the formal questionnaire of the research survey was formed. The formal questionnaire consisted of two parts, including 22 questions, which were completed within 5 minutes. The first part is the collection of basic information of students, including gender, grade, a total of 2 questions. The second part is a survey of the three dimensions of students "music attitude", "like reason" and "basic skills", with a total of 20 questions. The survey uses the Likert five-point intention rating scale, which was improved by the American social psychologist Likert in 1932, where 1 scored "strongly disagree", 2 "disagree", 3 "uncertain", 4 "agree" and 5 "strongly agree". The framework of the questionnaire is shown in Table 1.

Table 1. The framework of the questionnaire

Questionnaire framework	Number of questions
Essential information	2 (1-2)
Music attitude	9 (3-11)
Like reason	6 (12-17)
Basic skill	5 (18-22)

Understanding the students' attitude towards the music subjects and the degree of love for the music course content enables the policy makers to see the policy changes more clearly and intuitively. Investigate the students' learning basic music skills to can be better understand the basic music ability of junior high school students in Dejiang County. After compiling the formal questionnaire, the researchers went to four middle schools in Dejiang County in issuing and receiving the questionnaire in February 2023.

3. ANALYSIS OF THE SURVEY RESULTS

3.1 Overall Reliability Analysis

Reliability analysis is used to measure whether the response results of the sample are reliable, that is, whether the sample has a real response scale type item. The reliability analysis of this questionnaire is shown in Table 2.

Table 2. Overall reliability analysis

Clone of Bach, Alpha	Items
0.897	20

As shown in Table 2, the reliability of the survey results reached 0.897, between 0.8 and 0.9, indicating the overall good reliability of this questionnaire.

3.2 Overall Validity Analysis

Validity analysis, simply put, is the validity and accuracy of the questionnaire design, used to measure whether the design is reasonable. The validity analysis of this questionnaire is shown in Table 3.

Table 3. KMO and Bartlett tests

Number of KMO sampling suitability		.867
Bartlett's Test of Sphericity	Approximate chi square	3033.561
	free degree	190
	conspicuousness	0.000

As shown in Table 3, the above table shows the results of the KMO test and the Bartlett spherical test to analyze whether a factor analysis can be performed.

The results of KMO and Bartlett spherical detection value KMO test in this questionnaire showed that the value of KMO was 0.868, and the results of Bartlett spherical test showed that the significance P value was 0.000, significant at the level, rejected the null hypothesis, there was correlation among the variables, the factor analysis was valid, and the degree was suitable.

3.3 Analysis of the Basic Information of the Research Objects

The study object of this questionnaire is 241 junior high school students in Dejiang County, and their gender and grade distribution are shown in Table 4 and Table 5.

As shown in Table 4, the number of participating students was 241, including 138 men and 103 women. Among them, men accounted for 57.26%, and women accounted for 42.74%.

As shown in Table 5, there are 241 participating students participating, 178 students in grade one and 63 students in grade two. Among them, junior one students accounted for 73.86%, and junior two students accounted for 26.14%.

3.4 Data Analysis and Description

The average value of the following items is obtained from the five-point Likert scale, which represents the consent degree of each item in the mind of the students. The higher the mean value, the higher the students agree to the question. With the value "3" representing "undecided" as the dividing line, the higher the value above 3, the more the students agree, and the lower the 3, the less the students do not agree.

3.4.1 Music attitude

This dimension is composed of 9 questions to understand students' attitudes towards music teaching, music activities, music into the high school entrance examination and music curriculum. As shown in Table 6, the three questions with the highest scores are "Do you think it is important for schools to conduct music subject assessment and evaluation?" "Do you think the music lessons are important?" "Do you think it is important that the music discipline be included in the middle school entrance examination?". Score 3.96, 3.91 and 3.91, respectively. It shows that middle school students think that it is very important to carry out the teaching evaluation, music course, and music into the high school entrance examination. In this dimension, the average of each item is greater than the "average" 3. It can be seen that most junior high school students like music classes and music teaching activities, and think that the school is reasonable in the class arrangement of music courses and satisfied with the teaching facilities of the school.

Table 4. Sex (male 1, female 2)

	Frequency	Percentage	Effective percentage	Accumulative perception
Valid 1	138	57.26	57.26	57.26
2	103	42.74	42.74	100.0
Total	241	100.0	100.0	

Table 5. Grade (Grade 1, Grade 2)

		Frequency	Percentage	Effective percentage	Accumulative perception
Valid	1	178	73.86	73.86	73.86
	2	63	26.14	26.14	100.0
	Total	241	100.0	100.0	

Table 6. Descriptive statistics of music attitude

	Average	Standard deviations	Cases
Do you like the music?	3.72	0.77	241
Do you like the music lessons?	3.71	0.729	241
Do you like the extracurricular music activities at school?	3.8	0.748	241
Do you like the music classroom teaching activities carried out by the school?	3.76	0.74	241
Do you think the music lessons are important?	3.91	0.742	241
Do you think it is important for schools to conduct music subject assessment and evaluation?	3.96	0.601	241
Do you think it is important that the music discipline be included in the middle school entrance examination?	3.91	0.681	241
Are you satisfied with the music class hours arranged by the school?	3.64	0.879	241
Are you satisfied with the school's teaching facilities?	3.51	0.807	241

Table 7. Descriptive statistics of like reason

	Average	Standard deviations	Cases
Is learning music knowledge the reason why you enjoy music classes?	3.05	1.062	241
Is the ability to release the study pressure why you like music class?	3.53	0.975	241
Is the beautiful melody of music the reason why you enjoy music classes?	3.52	0.992	241
Is the richness of music the reason why you enjoy music classes?	3.24	0.832	241
Is the abundance of music classroom activities the reason why you enjoy music classes?	3.32	0.808	241
Is the teacher's responsibility and profession the reason why you enjoy music classes?	3.3	1.018	241

3.4.2 like reason

This dimension consists of six questions to understand why students like music lessons. As shown in Table 7, the two questions with the highest scores were "can release learning pressure" and "music melody", with 3.53 and 3.52 respectively. It shows that the release of learning pressure is the main reason why most middle school students like music class, and the beautiful melody of music is also one of the important factors affecting junior high school students like music class. In contrast, "learning music knowledge" and "music rich connotation"

scored 3.05 and 3.24, the lowest score. It can be seen that "learning music knowledge" and "music is rich in connotation" are not the main reasons why junior middle school students like music class.

3.4.3 Basic skills

This dimension is composed of five questions to understand the junior high school students' mastery of basic music knowledge and music reading skills. As shown in Table 8, the average of each item in this dimension is below the average of 3. It can be seen that most of the

Table 8. Descriptive Statistics of Basic Skills

	Average	Standard deviations	Cases
How well do you know the numbered musical notation?	2.25	0.783	241
How far do you know the staff chart?	2.22	0.745	241
How much basic music theory knowledge can you master?	2.53	0.764	241
Can you recognize the rhythm in the song?	2.64	0.694	241
Can you distinguish the timbre of different instrumental music?	2.7	0.766	241

basic knowledge of music and the skills of music reading are not high. This also shows that for junior high school students, there is still a lot of room for improvement in the mastery of basic music knowledge and music reading skills.

In conclusion, the data was analyzed on three dimensions of "music attitude", "like reason" and "basic skills". It can be found that most junior high school students like music very much, and it is important for music evaluation, music, and music; releasing learning pressure is the main reason why most junior high school students like music; most students have weak theoretical foundation of music discipline.

4. FINDING AND SUGGESTION

4.1 Findings

This study took 4 junior high schools in Dejiang County, Tongren City as an example, and distributed questionnaires to 241 junior high school students in 4 schools. The questionnaires were collected from three dimensions: "music attitude", "like reason" and "basic skills". Based on the previous data analysis the following three conclusions can be drawn:

First, most middle school students really like music and are interested in music lessons. They were interested in the music activities organized by the school and considered it important for music lessons and courses to be assessed and evaluated, and for music to be included in the secondary school examination. Most of the students thought that the school's schedule of music lessons was reasonable and were satisfied with the school's teaching facilities.

Second, the release of the learning pressure is the main reason for junior middle school students to like music class. In the music class, the release of the learning pressure and the beautiful melody can attract the junior high school

students more, while learning the music knowledge and the music rich connotation have relatively little influence on the junior high school students' love of the music class. It shows that junior high school students' cognition of music class is still in a relatively shallow stage, and they do not care too much about learning music knowledge and understanding the connotation of songs in music class. Although the richness of music classroom activities and teacher professionalism and responsibility have a certain influence on junior high school students, it is not the main factor. Therefore, the author believes that as a teacher, we need to guide students to improve their basic knowledge of music and music aesthetic ability, so that students can pay attention to the connotation and culture of music. As a result, in music classroom teaching, teachers can take music aesthetic activities as the core, through the form and content of music beauty, infecting students, and at the same time develop students' ability to feel the beauty, appreciate the beauty and create the beauty, and on this basis to stimulate junior high school students' interest in music knowledge, and the pursuit of the connotation of music.

Third, most students have a weak theoretical foundation in the subject of music. In the dimension of "Basic Skills", "How well do you know simple music?" "To what extent do you know pentatonic music?" "How well do you know the basics of music theory?" "How well can you recognize the rhythm in a song?" "How well can you recognize the tones of different instruments?" The mean values for all of these questions are lower than the average value of 3, which indicates "general". It shows that in the mastery of the basic knowledge of music and the skills of reading and notating music, most of the students do not have a high degree of mastery and do not meet the requirements of the curriculum standards. This requires teachers to understand the basic situation of the students in teaching, so that they can tailor their teaching to

the needs of the students and help them to improve their mastery of the basics of the music subject.

4.2 Recommendations

Based on the above conclusions, combined with the researcher's learning and teaching practice experiences, this study puts forward three specific recommendations for junior high school music teaching in the context of "Arts into the middle school examination":

First, the importance of the music curriculum should be strengthened. Against the background of the "arts in secondary school examination", the Government, schools, teachers and parents should work together to raise the level of importance attached to the music curriculum. First of all, the government should increase investment in music education, improve teaching facilities, conduct regular supervision and inspection of music education, and give full play to its management responsibilities. Secondly, schools should introduce professional music talents and provide professional training for music teachers to strengthen their musical qualities; at the same time, teachers should help students establish correct values and make them pay attention to aesthetic education. Finally, parents should look at music courses correctly and cultivate their children's musical hobbies as a way to promote their children's learning of music. With the full cooperation of the government, schools, teachers and parents, the aesthetic ability of students and the quality of the music curriculum can be gradually improved, so as to better implement the policy of "Arts in Secondary School Examination".

Second, enrich the teaching content and teaching methods of music courses. Enrichment of teaching content can be added to local folk music in the music classroom to enhance students' interest in learning and let them feel the artistic infectious power of folk music works. Enrichment of teaching methods can be integrated into Dalcroze, Orff, Kodaly and other famous foreign teaching system, so that the teaching methods are diversified to form a good atmosphere of the curriculum. A good atmosphere of music courses is very important, which can help students release the pressure of learning, thus improving the quality of teaching music courses.

Thirdly, the teaching of basic music knowledge and notation skills should be strengthened. Basic

music knowledge and notation skills are important parts of basic music education. The learning of basic music knowledge must be synchronized with the acquisition of music memory and the formation of music experience and ability, which requires that the learning of basic music knowledge should be closely integrated with the learning of singing, instrument playing, composition and appreciation. To help students play a good theory, teachers should master the correct teaching methods and teach step by step, such as knowing the score trial singing needs to be gradually transitioned from listening to singing to trial singing, and from simple rhythms to complex rhythms. Teachers are the dominant player in the curriculum, teachers should start from the cultivation of human beings, love and care for each student's music learning enthusiasm. Teachers should also improve their comprehensive ability to help students learn better while paying attention to them.

5. CONCLUSION

The object of this study is 241 junior high school students from four junior high schools in Dejiang County, and the survey was conducted by using a five-point Likert Internationally Rating Scale, which found that most junior high school students are interested in music and music class, and that being able to release the pressure of learning is the most important reason affecting junior high school students' liking of the music classroom, and that most of the students' theoretical foundation of the subject of music is relatively weak. Based on this, the study puts forward some suggestions in terms of the importance attached to music courses and teaching methods and means. It is hoped that this study can give some concrete reference data to the policy makers of the local education departments, provide some references for the teaching of first-line junior high school music teachers, and provide some references for the better implementation of the policy of "Art into the secondary school examination". In addition, it can enrich the research results of music education theory in Guizhou.

The research in this thesis also has many imperfections and immaturity. First, due to my limited capacity, I do not have a deep understanding of the policy, and the design of the study is not perfect and the conclusions are not mature. Secondly, due to the limitations of the conditions, the sample size is small and only

Dejiang County is used as an example, the conclusions drawn do not represent the implementation of the national policy, and the references to other places are not accurate enough. In the future, will continue to improve my professional ability and academic level, and will continue to pay attention to the issues related to the "Art in the secondary school exam" by conducting in-depth research on the existing problems.

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COMPETING INTERESTS

Authors have declared that no competing interests exist.

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