

## *Original Paper*

# A Study on the Construction and Enhancement Strategies of Primary and Secondary School Music Teachers' Core Literacy under the “Double Reduction” Programmer

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### ***Abstract***

*The “Double Reduction” policy is an important education reform initiative to be fully implemented by the state in 2022, which is an important policy to better promote the development of educational equity. With the gradual implementation of the “double reduction” policy, the requirements for the core qualities of primary and secondary school music teachers are also getting higher and higher, and the review of the current situation reveals that there are many problems with the core qualities of primary and secondary school music teachers.*

## **Keywords**

*Double reduction, Primary and secondary music teachers, Core literacy*

In 2021, the General Office of the Central Committee of the Communist Party of China (CPC) and the General Office of the State Council issued the Opinions on Further Reducing the Burden of Homework for Students in Compulsory Education and the Burden of Out-of-School Training (the “Double Reduction” policy), which pointed out that efforts should be made to improve the quality of teaching and learning, to promote the high-quality and balanced development of compulsory education, to improve the quality of classroom teaching, to optimise the way teaching is carried out and to Strengthening teaching management to ensure that all students are taught to the fullest extent possible and that they meet the academic quality standards set by the State. In this regard, under the policy of “Double Reduction”, music teachers in primary and secondary compulsory education should build up their core qualities, improve their teaching methods and classroom teaching quality, so that they can better adapt to the various educational problems and challenges under the policy of “Double Reduction”. The problems and challenges of education under the “Double Reduction” policy can be better adapted to.

## **1. Core Qualities that Primary and Secondary Music Teachers Should Possess under Double Reduction**

### *1.1 Information Technology Knowledge and Skills*

Multimedia courseware has become an important part of China’s primary and secondary education reform. On this basis, it is the ability that primary and secondary music teachers should have to compare and analyse different types of music works and design corresponding teaching materials. In the process of teaching, teachers can use music software to adjust the sound tone and timbre of the music in order to improve the teaching effect. Teachers can add some fresh elements in the teaching process to make these contents more vivid, so as to make primary school students interested in learning music, and then enhance their teaching efficiency in the classroom.

### *1.2 A High Degree of Professionalism*

As an educator, to establish a “people-oriented” educational philosophy is the cornerstone of the profession, is a prerequisite for the smooth running of the teaching work. The road of education, like the music of the score, teachers need to love, not only love in the subject taught, but also cherish the students in front of them. When a real love of music, love of education teachers to students, students will be inspired to learn. In this regard, primary and secondary school music teachers should have a high degree of professionalism, constantly study the teaching materials and innovative teaching methods to stimulate students’ potential in music, and use passionate and interesting language to guide students to feel the beauty of music and improve the quality of teaching.

### *1.3 Comprehensive Professional Qualities*

In music education in primary and secondary schools, teachers shoulder the burden of passing on and innovating human civilisation and must have a relatively solid theoretical foundation. Primary and secondary schools, as a fundamental stage in the implementation of quality education, are a period in which a teacher's strong sense of social responsibility plays a special role in the healthy development of students. A teacher without a sense of social responsibility, even if he has a high level of professionalism, is unlikely to care for others, not to mention contributing to society, and this will have a negative impact on the development of students.

## **2. The Current Situation of the Construction of Core Qualities of Primary and Secondary School Music Teachers under the “Double-Decrease” Approach**

At present, the core qualities of music teachers in primary and secondary schools in China have been greatly improved, but with the implementation and implementation of the new curriculum standards and the promotion of the “double-decrease”, the quality of music teachers in primary and secondary schools in China is still far from being able to adapt to the requirements of the education reform in the new period, and their core qualities are in urgent need of further improvement.

### *2.1 Insufficient Accumulation of Educational Knowledge*

Some scholars have conducted a questionnaire survey on this issue, and the results show that: (1) there is a high level of awareness of the principles of education, general teaching theories and educational assessment; while the proportion of students in ordinary primary and secondary schools (i.e., “half-teachers”) is relatively small. (2) Students in ordinary teacher training colleges have knowledge of some theories of education (e.g., general pedagogy), while their knowledge of educational assessment is very low. For example, the percentage of correct answers to the question “The most suitable assessment method to examine students and learning process is paper-based test” was about 2% for music teachers in provincial primary and secondary schools and 12% for teachers of both types. This suggests that both art students and in-service music teachers in primary and secondary schools need to further improve their educational and pedagogical skills.

### *2.2 Unevenness in the “Quantity” and “Quality” of Music Knowledge Reserves*

Research has shown that there is a direct relationship between a teacher's educational effectiveness and the expertise he or she possesses. For this reason, teachers are required to pay attention to both “quantity” (not only “enough”) and “quality” (even the music knowledge they pass on to their students should be “good”) when learning subjects. (even the music knowledge imparted to students should be “useful”). Some scholars conducted a questionnaire survey of primary and secondary school teachers on the meaning of “core literacy in the subject of music”. The results showed that only 15.86% of the teachers understood it more comprehensively and thoroughly, while 80.36% of the teachers lacked the understanding of the core literacy in the curriculum, which would play an important role in whether or not it really takes root, and also revealed that It also reveals that many music teachers are unable to

teach their students effectively, even though they have met the “quantitative” needs of their “qualitative” skills.

### *2.3 Lack of Knowledge Integration Skills*

Under the background of “double reduction”, teachers need to combine all the knowledge of the curriculum, and with the help of cross-disciplinary knowledge integration ability, they can better think and create, so as to help them solve problems. However, the current music education in primary and secondary schools in China generally lacks the awareness and ability to cultivate cross-disciplinary learning. The main reason for this is that most college students focus too much on the mastery of single music knowledge and skills, but ignore the integration of the music discipline with aesthetics, philosophy, history, psychology and other disciplines, which results in many teachers not being able to teach well across disciplines. A researcher conducted a knowledge mastery survey on primary school music teachers in a certain region, and the results showed that among 67 music teachers, although 67.16% of them were relatively familiar with music subject knowledge, however, their mastery of humanities knowledge (such as history, philosophy, etc.) only accounted for 31.34%, and their mastery of related subject knowledge (such as music aesthetics, music psychology, etc.) accounted for 23.88%. This shows that most primary school music teachers are not only weak in subject knowledge, but also lack interdisciplinary quality, which is very unfavourable to the implementation of the “double-decrease” policy.

## **3. Strategies for Enhancing Primary and Secondary School Music Teachers’ Core Literacy under Double Reduction**

### *3.1 Honouring Professional Values and Clarifying Professional Orientation*

As a good music teacher in primary and secondary schools, we must have a high ideological awareness and strong moral cultivation. Must be clear about the fundamental nature of the profession of “teacher”, in the choice to become a “teacher”, we must take the initiative to take on the responsibility of “teaching and learning”. As the saying goes, “A good teacher is a good teacher, and a good teacher is a good example”.

In this day and age, it is a common understanding that the significance of aesthetic education should be explored so that it can be further developed in school education, family education and social education. Newly qualified music teachers in primary and secondary schools should analyse their own work plans in depth and continuously improve their personal education and teaching abilities. At the same time, they should maintain an objective and impartial attitude, examine their own strengths and weaknesses, and learn to plan their career development in a scientific and reasonable manner. When setting goals, they should take into account their own characteristics and actual situation, and formulate goals to strive for that are in line with their personalities and abilities, so as to better promote their personal growth and career development. And on this basis, they should strive for the realisation of their dreams. Primary and secondary school music teachers should root the ideas of truth and goodness in their hearts

from the day they take up their jobs, to cultivate their character and integrity, to shape a noble moral style, and to maintain their inner purity and nobility. We should educate people by virtue, teach by virtue, and make character the cornerstone of personal growth and educational work.

### *3.2 Strengthening the Knowledge Base to Support Professional Development*

#### *3.2.1 Acquire Solid Knowledge of Music Theory*

Music teachers in primary and secondary schools need to take on the dual responsibility of “teaching” and “educating” in the classroom. At the same time, due to the booming development of China’s education, children in primary and secondary schools in China have much more music knowledge than in the past, which puts forward a higher demand for education and teaching work in schools. Primary and secondary music teachers should continue to deepen and expand their professional theoretical knowledge accumulated during their study period, including core content such as knowledge of music theory, study of music history and theories, and analysis of compositions, as well as teaching skills such as music education methods. They need to master the knowledge of these courses in various forms and apply it flexibly in their future teaching practice in order to enhance the quality and effectiveness of teaching. At the same time, music teachers should also have the ability to transform their acquired knowledge and skill reserves into educational practice needs and to absorb new knowledge quickly.

#### *3.2.2 Strengthening Basic Knowledge of Education Theory*

Basic knowledge of educational theory covers many levels of pedagogy, psychology and educational policies and regulations, and is an important criterion for measuring the professional quality and potential of teachers. A solid basic knowledge of education theory helps educators to deepen their understanding of educational phenomena, make scientific explanations of educational problems, and provide effective guidance for educational practice. Taking psychology as an example, an in-depth understanding of psychological knowledge can enable teachers to more accurately grasp the psychological dynamics and behavioural manifestations of students, thus optimizing educational teaching strategies and improving the quality of education. Therefore, in-depth study and application of psychology is an indispensable professional quality for every teacher. In order to have a more comprehensive understanding of the mental condition of students, timely and effective psychological counselling and regulation, so as to better carry out the teaching work. It should be emphasised that newly qualified music teachers in primary and secondary schools should abandon the superficial concept of “learning in order to prepare for work”, and give top priority to the learning and accumulation of basic theoretical knowledge of teaching, which is an important step in the transformation from teacher-like students to teacher-like teachers of various disciplines, and which is the cornerstone for the continuous development of every teacher.

#### *3.2.3 Drawing on the Rich Knowledge of Humanities and Social Sciences*

At present, music education in primary and secondary schools in China is no longer limited to instilling musical skills, but through music education, students grow up loving life and learn to feel the world. Therefore, while fulfilling the tasks of school education, music education also shoulders different

educational tasks from other subjects. The diversification of education and teaching work in primary and secondary schools also puts higher demands on music teachers' own humanistic qualities. Rich cultural knowledge cannot be mastered in a short period of time, and it takes a long time of hard work and refinement to improve oneself. Reading is the best way to internalise humanistic knowledge and vocational skills, which can not only fill the lack of cultural accumulation due to long-time focus on professional learning, but also improve the independent learning ability of multi-dimensional observation and comprehensive thinking.

### *3.3 Practising Excellent Skills to Enhance Teaching Competence*

#### *3.3.1 Strengthen the Ability to Apply Natural Singing*

In primary and secondary music education, "natural singing" refers to the fact that adults, from the perspective of students, strive to sing with clear pronunciation and accurate diction, while maintaining a smooth and fluent breath, and accurately conveying the emotions and feelings contained in the songs. Under the "Double Reduction", the professionalism of primary and secondary school music teachers has been put forward with higher requirements. In this regard, primary and secondary school music teachers should strengthen the cultivation of natural singing application ability. On the basis of a firm grasp of singing skills, teachers should gradually recognise and develop the habit of "natural singing", put themselves in the students' shoes and sing the songs in the textbooks with natural voices and natural breathing, which will not only improve their aesthetic sense.

#### *3.3.3 Improve the Comprehensive Ability of Improvisation Accompaniment and Self-Playing and Self-Singing*

First of all, we should pay enough attention to our improvisation accompaniment and self-playing and singing skills, for example, when singing, play a piece of music for yourself as much as possible, and when playing the piano, you can do some songs singing training in moderation, and if possible, you can also train with some music textbook works. In music teaching, it is important to pay attention to the training of the students' transposition skills of the musical works when they are making music compositions, and they should be adjusted appropriately so that they can be better applied to the classroom. Secondly, improve the ability of self-playing and singing. It is a comprehensive musical skill, and any deficiency in any part of the process will have a negative impact on the expression of singing. Primary and secondary school music teachers should pay attention to the following requirements when improving this ability. One is to practice slowly, and the other is to listen more and ask more questions. Practise more, rely on quantity, discover the rules and use them flexibly; listen --- more to the sound of the music, integrate it scientifically into one's own singing and playing, and achieve precise expression; ask more-more to invite others to listen to one's own playing or singing, and to communicate and learn from each other.

#### *3.3.3 Improve the Ability to Teach the Use of Dance and Rhythm*

As music and dance have a close relationship, coupled with the fact that primary school students are naturally active, the rhythm of dance is very important in music education in primary schools, which

enables learners to better recognise musical knowledge and improve their listening, memory, reaction, creativity and aesthetics, among other abilities. However, in the actual education process, due to reasons such as “non-dance majors”, “shyness, inability to let go”, “rhythm is more suitable for female teachers”, etc., which leads to the reluctance of students to learn and The students are reluctant to learn and show dance. Teachers should fully recognise the educational value of dance rhythm in the education process and take the initiative to devote themselves to the study of dance, form and other related courses. Through in-depth observation and learning of dance performances, students can improve their self-confidence and body coordination, and deeply understand the beauty of the integration of dance and music. In addition, teachers should also actively participate in listening training, teaching and research activities, etc., to enrich their teaching experience and dance art quality in various ways, so as to better integrate the educational significance of dance rhythm into the classroom and provide students with a better educational experience. At the same time, they should also take the initiative to guide them to use the rhythm of dance to express their own songs as well as ways of appreciation, so as to improve their own teaching ability.

#### *3.4 Accumulating Creative Skills to Become Composite Talents*

Multi-dimensional creativity is an inexhaustible source for the continuous growth of students' music education career. Firstly, in terms of conceptual innovation, music teachers should take the initiative to participate in all kinds of vocational training and learning inside and outside the school, online and offline, and should always be aware of the latest development of the subject, so as to play a guiding role in the practice of education. Secondly, in terms of creative skills, they should keep in line with the educational development needs of the new era, keep a firm grasp of educational information technology related to their profession, understand the integration between multiple disciplines, and on this basis, try to make use of the new media and other new means to help themselves, actively put into practice what they have learnt in the new curriculum, such as dance and theatre, and transform the knowledge and skills they have learnt into a professional ability to educate people with beauty. The knowledge and skills learnt will be transformed into a professional ability to educate people through beauty. Primary and secondary school teachers will continue to improve their core qualities, actively adapt to the requirements of the new era of education reform, and continue to strive to achieve this goal. Moreover, music teachers are a force in basic education, and they should anchor themselves in the great mission of establishing morality and educating people, improve their own quality in all aspects, promote students' self-development, and promote the development of aesthetic education in schools.

## **5. Conclusion**

Improving one's own quality is a focus of the current work of music education in primary and secondary schools in China. The music teachers in primary and secondary schools, in turn, are the main body of the implementation of basic quality education, and their own quality should not be ignored. Through the learning of students, the impact on the whole society and the impact on students. In the

process of developing the quality of teachers in primary and secondary schools, teachers should focus on enhancing their professional qualities, connecting with reality, building an efficient music classroom, valuing their on-the-job learning, improving their qualities, and perfecting themselves.

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