

TO STUDY ON THE SHIFTS IN LU'AN MIDDLE SCHOOL'S MUSIC CLASSROOM
PRACTICES FOLLOWING THE "DOUBLE REDUCTION" POLICYPing Zhou¹ and Rungkiat Siriwongsuwan²

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ABSTRACT

The purposes of this study were: 1) To investigate the shifts in Lu'an Middle School's music classroom practices following the "Double Reduction" policy, 2) To assess the teaching practices of selected classroom teachers and gain insight into the current state of music teaching at Lu'an Middle School. The study was a mixed-method research, combining Literature Analysis, Method of Observation, and a questionnaire survey. A sample of 200 students and 6 teachers were drawn from Lu'an Middle School, using a simple random sampling method. In addition, a questionnaire was verified for feasibility by 3 teachers: Li Dehui (principal of Lu'an Middle School), Pan Yonglian (music teacher and researcher of Jin 'an District, Lu 'an City), Lu Wei (Teacher, Department of Music, Hefei Normal University).

The results of the research found that:

1) There have been changes in the practice of Lu'an High School's music classes following the "double reduction" policy, such as the quality of teachers improving according to the changes. And teachers have implemented flexible teaching strategies for students, including experienced teachers providing advice to new teachers.

2) The teaching practices of selected classroom teachers and gain insight into the current state of music teaching at Lu'an Middle School. This remarkable group of teachers is committed to enhancing their teaching methods, especially online instruction. These positive trends show a richness of teaching skills and a readiness to adapt to the changing educational landscape.

Keywords: Double Reduction Policy; Shifts in Music Classroom Practices; Current Music Teaching in Lu'an Middle School

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1. INTRODUCTION

The Opinions on Comprehensively Strengthening and Improving School Aesthetic Education in the New Era issued by the General Office of the CPC Central Committee and The General Office of the State Council specifies that by 2022, significant advancements in school aesthetic education will be realized. This requires the comprehensive rollout of aesthetic education courses, notable achievements from educational and teaching reforms, ongoing improvement in resource distribution, a progressively refined evaluation framework, and a more streamlined administrative process (Sun, 2020). The impact of this educational initiative has been profoundly impactful, leading to marked enhancements in students' aesthetic and cultural competencies (Shen, 2019). By 2035, the vision is to establish a holistic, multifaceted, and superior school aesthetic education system that embodies Chinese distinctiveness. The opinion further highlights “the school aesthetic education curriculum is based on art courses, mainly including music, art, calligraphy, dance, drama, drama, film and television courses.” This underscores the pivotal role of music education (Huang, 2015). Music, being a conduit for value-based, spiritual, and aesthetic enlightenment, is instrumental in shaping the soul. In light of the “double reduction” policy's enactment, music literacy education emerges as a cornerstone in bolstering campus aesthetic education (Hailong & Yongxing, 2022). Schools are now leveraging more structured and impactful strategies to delve into the essence of music learning within the learning environment. By sowing the seeds of musical appreciation during students' most formative years, it is expected that these seeds will germinate, flourish, and eventually bear fruit, playing a crucial part in enriching students' spiritual world.

This study analyzes the teaching strategies employed in junior high school music education with an aim to identify and introduce innovative teaching methodologies. Junior high school students are at a pivotal juncture in their cognitive and emotional development. During this phase, if teachers can adeptly deliver their teaching objectives, they can significantly enhance the students' learning capacities and comprehensive development. In addition, adopting such teaching strategies ensures that the curriculum aligns with the evolving standards and aspirations of the educational sector. This ensures that quality education at the junior high level is not only promoted but also its effectiveness and efficiency are enhanced. In the context of the “double reduction” policy, it is necessary for teachers to critically assess the strengths and weaknesses of current curriculum. Such an evaluation will pave the way for informed curriculum reforms, fostering more impactful and efficient teaching innovations.

Contemporary music teaching in schools has evolved to align with modern teaching techniques, making it crucial to study this teaching paradigm, especially within the context of the “Double Reduction” policy framework (Xing, 2022). Central to music teaching is the interaction between teaching and learning. By assessing the transformations in Lu'an Middle School's music teaching practices following the implementation of the “Double Reduction” policy, we can identify specific stage-specific challenges, their underlying causes, and potential solutions.

Music teaching is grounded in the principles of teaching and learning. It is only through essential im-

provements in these domains that a thriving educational environment can be fostered. Analyzing the present landscape of music teaching within the classroom settings helps address prevailing challenges. Accordingly, this facilitates optimal growth and cultivates a supportive environment for music teaching in society at large (Hancai et al., 2022).

2. OBJECTIVE

The objective of this study seeks to analyze the shifts in music teaching approaches at Lu'an Middle School in the wake of the "Double Reduction" policy implementation.

- 1) To investigate the shifts in Lu'an Middle School's music classroom practices following the "Double Reduction" policy.
- 2) To assess the teaching practices of selected classroom teachers and gain insight into the current state of music teaching at Lu'an Middle School.

3. METHODOLOGY

This paper delves into the educational milieu of Lu'an City's middle school settings, encompassing an appraisal of policies, regulations, and external classroom teaching dynamics. It becomes paramount to methodically analyze, interpret, and summarize the challenges posed to classrooms in Guilin city due to the repercussions of the "Double Reduction" policy.

Literature Review: It is a method of conducting systematic analysis of literature, extracting and integrating information (Fan, 2022). The collected statistics and literature are usually studied in detail in order to find out the properties and real conditions of research objects. A thorough literature review offers critical insights regarding Lu'an Middle School, its classroom dynamics, and the current state of music teaching (Fan, 2022). The first step involves sourcing and comparing relevant literature from databases such as the China National Knowledge Network and Satellite Mobile Library to hone the research focus. Subsequently, the historical context of Lu'an Middle School is explored, laying the groundwork for understanding its evolution over time. Finally, a review of relevant national policies, regional regulations governing Guilin's off-campus classrooms offers insights into the prevailing trends related to this investigation (Li, 2022).

Method of Observation: Utilizing observational techniques, this study analyzes the teaching methodologies employed by selected teachers, aiming to understand the current dynamics of music teaching at Lu'an Middle School. Considering the challenges in junior high music teaching in Lu'an City, this research, grounded in teaching theory, proposes evidence-based solutions and strategies. These recommendations advocate for a transition towards standardized, empirically-informed, and contemporarily relevant music teaching. Such a transformation is expected to elevate the overall quality of the music teaching environment and to champion the preservation of musical traditions within the expansive framework of societal education.

Questionnaire survey. It is a method that makes a detailed and questionnaire, which requires investigators to answer certain questions. And then relevant statistics are collected. Questionnaires are a group of questions relevant to study targets or a table used to conduct investigation. A sample of 200 students and 6 teachers were drawn from Lu'an Middle School, using a simple random sampling method. Paper questionnaires are sent to them. Then, they are returned to researchers when all the questions are answered.

4. LITERATURE REVIEW

Many scholars have conducted studies on music class teaching guided by the policy of Double Reduction Policy in middle school. For example, Wang Qinqin(2023) wrote the essay titled Methods of Music Teaching Guided by “Double Reduction Policy”, which mentioned that teachers can try to combine post-class service with stage performance in order to enrich the link of exploration and initiate the students. Pingping(2022) said that club activity is an environment transcending classes so that students can have more opportunities to make good friends. This activity has a property of collectivism. These study results are useful, but each region has its own characteristic to carry out this policy. This study is focus on Lu'an City to study its actual situation of music teaching under the guideline of Double Reduction Policy.

5. RESEARCH RESULTS

1. Results on shifts in Lu'an Middle School's music classroom practices following the “Double Reduction” policy revealed:

1.1 Improved teacher quality

Teachers, being integral components of the educational ecosystem, warrant consideration in any discourse concerning teaching. Field observations of middle school classrooms in Lu'an City revealed improved teacher quality following shifts to music classroom practices as a result of the “Double Reduction” policy. This can be attributed to several observed factors like teachers' active commitment to professional development, including the adoption of modern teaching methods and technology. Additionally, collaborative teaching culture and effective mentorship programs played vital roles in enhancing teachers' competencies and overall quality.

1.2 Flexible teaching strategies

Field studies and classroom observations highlighted that the shift towards new music classroom practices following the “Double Reduction” policy led to the adoption of flexible teaching strategies. It was noted that teachers in Lu'an City middle schools used to repeat basic concepts including error identification, correction, musical composition, and task assignment in multiple sessions before the policy modifications. Sadly, this teaching method often made learning mechanical for teachers and pupils. Personalized lesson planning, interactive and immersive teaching, and different teaching methods to engage students were flexible teaching practices. Teachers also promoted students' freedom, critical thinking, and active learning, creating a more student-centered and adaptive music education atmosphere.

1.3 Aesthetic education integration.

Field observations and interviews revealed a notable effort to integrate aesthetic education within music classes at Lu'an Middle School. Teachers began to emphasize music theory, score interpretation, and famous composers, demonstrating this beneficial trend. This method pushed students to explore music's historical, cultural, and emotional aspects. Teachers also wanted children to feel music and use it for self-expression and discovery. Additionally, the curriculum now covers the historical and cultural relevance of diverse musical genres, styles, and compositions, demonstrating an understanding of music as cultural heritage. This integration emphasizes the school's commitment to developing well-rounded pupils and deepening their musical expertise, which helps them grow and develop holistically.

1.4 Enhanced teacher stability and support

Field studies and classroom observations revealed increased teacher support and stability after the shift in Lu'an Middle School's music classroom practices following the "Double Reduction" policy. Mentorship schemes, where experienced teachers mentored new teachers, improved their professional progress and job happiness. The emphasis on continual teacher training and professional development provided a supportive learning environment that helped teachers adapt to changing educational demands and improve their teaching skills. Teachers' responses showed that the school's assistance and professional development opportunities boost job satisfaction. Support and stability help retain teachers and improve music instruction, maintaining continuity and excellence in teaching and benefiting students and the school's educational goals.

2. Results on the teaching practices of selected classroom teachers and gain insight into the current state of music teaching at Lu'an Middle School.

2.1 A larger pool of talented teachers

The investigation found several talented and dedicated music teachers at Lu'an Middle School. This remarkable group of teachers is committed to enhancing their teaching methods, especially online instruction. These positive trends show a richness of teaching skills and a readiness to adapt to the changing educational landscape, offering students with a broad and interesting learning experience.

2.2 Cultivation of moral and holistic development

The findings reveal that Lu'an Middle School music educators have promoted moral growth in accordance with the 18th National Congress of the Communist Party of China. They use cutting-edge teaching methods to smoothly incorporate morality into music education. A more engaging, student-centered learning environment has promoted active involvement and independence, cultivating musical skills and well-rounded, morally sound persons.

2.3 Embracing Aesthetic education

Based on the field studies and classroom observations, it was noted that teachers at Lu'an Middle School have embraced aesthetic education. As part of its mission to develop students' souls via music, the school has prioritized aesthetic education in music classes. Teachers are modifying their lessons to include a more dynamic

and culturally rich perspective while acknowledging space for growth. This positive change aims to engage students emotionally and intellectually, helping them comprehend music's cultural aspects, analyze musical tales, and understand music's fundamental aesthetic connections. It emphasizes holistic growth, emotional and spiritual development, and enjoyment of music and the world's tremendous beauty.

6. DISCUSSIONS

Prior to the implementation of the “double reduction” policy, the study identified numerous positive outcomes in music teaching at Lu'an Middle School. These include issues such as improved teaching quality, flexibility, integration of aesthetic teaching, teachers' stability, and cultivation of moral and holistic development. These positive outcomes align with those outlined in the study by Shen (2019). Following the adoption of the “double reduction” policy, middle schools in Lu'an City have shifted their focus towards enhancing the quality and efficiency of education. This has involved streamlining homework assignments, both in terms of variety and quantity, thereby reducing the academic load on students and their parents. Moreover, schools are now facilitating more opportunities for students to engage in extracurricular practical activities, which helps them bridge the gap between theoretical knowledge and practical application (Li, 2022). Additionally, there is a renewed emphasis on fostering a stronger partnership between parents and teachers, with the aim of consolidating educational efforts. The initiatives under the banner of “Burden Reduction, Quality, and Efficiency Improvement” have been met with overwhelming approval from students, parents, and the wider community (Qin, 2022).

7. ORIGINALITY AND BODY OF KNOWLEDGE

The advent of the “double reduction” policy in compulsory education heralds a new era, with the policy poised to recalibrate educational norms. Therefore, the policy space of discipline-focused training institutions is expected to constrict progressively. The attraction of auditory and visual beauty, representing a highly spiritual aspiration, holds the potential to enrich student experiences. These disciplines, while formerly termed “sub-subjects”, are now enjoying increasing attention from educational schools and parents alike.

8. RESEARCH RECOMMENDATIONS

1. Implication of the Study

China pursues a holistic approach in education, emphasizing the balanced development of moral, intellectual, physical, aesthetic, and labor values. Within this framework, music teaching occupies a pivotal role. Engaging with music not only enhances middle school students' aesthetic appreciation and understanding of art but also cultivates their emotional intelligence and shapes their perspectives, leading to a more well-rounded development. This article explores strategies for creating effective music classrooms for middle school students in the context of the “double reduction” policy.

2. Recommendations for Future Research

In summary, with the backdrop of the “double reduction” policy, teachers are impelled to comprehensively overhaul of the junior high school music curriculum. By adopting novel teaching methodologies, the overarching objective seeks to improve both the quality and efficacy of teaching for the purpose of improving students’ academic engagement, strengthening their musical aesthetic acumen, and, in turn, bolstering their comprehensive developmental capacities. A thorough understanding of the current state and inherent challenges of junior high music teaching is pivotal, ensuring that future curricular innovations are anchored in clarity and purpose

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