

# **An Investigation on the Development of Music Education in Nyingchi, Tibet Autonomous Region**

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## **Abstracts**

The objectives of this study were: (1) To investigation survey of music education in Nyingchi, Tibet. (2) To develop a support plan to help music teachers.

The methodology was a qualitative. The research findings were: (1) Music development: the development of music education in Nyingchi has roughly gone through three stages, and the overall presentation is progressive, which cannot be separated from the strong support and development of the Chinese government.(2) Educational policy: with the strong promotion of the Chinese government, there are many governments to support the development of music education in Nyingchi, but still need to work on the issue of teachers.(3) Teaching program: The teaching method of music in Nyingchi needs to be improved, and under the premise of unified teaching materials for primary and secondary schools nationwide, the music culture of local ethnic groups should also be integrated.(4) Teaching assessment: For the assessment of students and music classes, there is still a need to develop a more scientific, rigorous and effective methods to improve students' interest in music classes.(5) Assistance Program: In addition to the assistance in music facilities, the assistance in music education in Nyingchi should also address the shortage of music teachers and the training of the overall quality of music teachers, so as to truly help the improvement and development of music education in Nyingchi City.

**Keywords:** Tibet Autonomous Region; Nyingchi; Music Education; Aesthetic Education; Teaching Methods

## **Introduction**

In 1949, the People's Republic of China and the People's Republic of China were formally established. At this time, about 80 percent of China's 540 million people were illiterate, and there were only more than 30 million students enrolled in elementary school, more than 1 million in middle schools, and more than 100,000 in universities. After more than 70 years of state support and reform of education, in 2018, out of a population of nearly 1.4 billion, there were 103.39 million, 46.53 million, 39.35 million, and 38.33 million students enrolled in elementary school, junior high schools, high schools, and colleges across the country, respectively. In the same year, the net enrollment rate of primary school-age children nationwide was 99.95%, the gross enrollment rates of junior high school, senior high school, and higher education were 100.9%, 88.8%, and 48.1%, respectively, and the gross enrollment rate of preschool education was 81.7%, which were already up to the average level of upper-middle-income countries during the same period (Zhang, 2019).

From July 1, 1986, nine-year compulsory education was introduced nationwide. This was the first time that free compulsory education was fixed in the form of a law in China, and the enactment of the Compulsory Education Law marked a new stage in the development of basic education in China. The law stipulates that the country implements nine-year compulsory education. All children who have reached the age of six, regardless of gender, ethnicity or race, shall be enrolled in school to receive compulsory education for a specified number of years (Ministry of Education of the People's Republic of China, 2006).

After more than 40 years of popularizing and promoting nine-year compulsory education, China's educational development has made remarkable achievements, which are mainly reflected in the full realization of free compulsory education in urban and rural areas, with all school-age children "going to school without spending any money"; and higher education has entered the stage of mass education, with a gross enrollment rate of 26.9%. However, education is still unable to meet the new requirements of the times and the new expectations of the people, and the problem of quality education is particularly prominent (Ministry of Education of the People's Republic of China, 2012).

Quality education is a kind of education aiming at cultivating comprehensive talents needed for social development. The State Council of the People's Republic of China pointed out in the Decision on Deepening Educational Reform and Comprehensively Promoting Quality Education that "the implementation of quality education is to comprehensively carry out the Party's education policy, to take the improvement of the national quality education as the fundamental purpose, to focus on cultivating the innovative spirit and practical ability of the students, and to create idealistic, ethical, cultured, and disciplined people who are all-rounded, morally, intellectually, physically, spiritually, and aesthetically developed, to be the builders and successors of socialist undertakings. successors." Aesthetic education plays an important role in improving students' quality education which cannot be replaced by other subjects and courses. The purpose of aesthetic education is to cultivate people's aesthetic consciousness and aesthetic ability, so that people can form a beautiful, climax, rich feelings, fun, mind and spiritual realm (Wei & Zhang, 2016).

Chinese traditional culture is rich in the idea of aesthetic education. During his tenure as the president of Peking University, Mr.Cai Yuanpei, a modern Chinese educator, not only offered a course on aesthetics and wrote a book entitled General Theory of Aesthetics, but also proposed the concept of "aesthetic education" for the first time. He made the most efforts, had the widest influence, and played the greatest role in promoting the development of aesthetics and aesthetic education in China, especially the cause of aesthetic education. It inspires us to further think about the mission of aesthetic education, promote the implementation of aesthetic education, and expand the ways of aesthetic education (Hu, 2023).

In terms of enhancing the inculcation of aesthetic education, in recent years, the state has put forward such innovative initiatives as implementing the action of enhancing aesthetic education in schools, helping each student learn one or two artistic skills, promoting the construction of schools for the inheritance of Chinese outstanding traditional culture and art, encouraging professional artistic talents to teach part-time in primary and secondary schools through the purchase of services and other means, and supporting the establishment of a base of counterparts between art colleges and primary and secondary schools (Zhu, 2019).

Some people call music the spiritual nourishment of mankind, because it can influence people's mind through many forms of inculcation and infection and subtle influence. As early as two centuries ago, Confucius put forward the theories of "rising in poetry, becoming in

music" and "to change the customs, there is nothing better than music", advocating that music and art education can lead people to a high spirit. Liang Qichao, a modern thinker, also proposed that music should be "one of the key subjects of spiritual education" and regarded music as an element of "enriching the country and strengthening the army" and "transforming the national character". Music education has obviously become an important part of college students' quality education that cannot be ignored (Du, 2010).

However, China is a large agricultural country with uneven distribution of educational resources. The southeast coast and inland areas of Beijing, Tianjin, Guangzhou and other first- and second-tier cities are rich in educational resources and developed; while Yunnan, Guizhou, Tibet and other mountainous areas and remote rural education is relatively backward, and the backwardness of art education in mountainous rural areas is even more prominent, so it is particularly important to improve the basic art education in mountainous areas (Zhang, 2011).

In 2017, the researcher joined China's first public welfare team focusing on music education in remote mountainous areas - the Sound for Love team. In the five years from 2017 to 2021, the researchers and teachers from the team visited remote mountainous areas such as Yunnan, Guizhou, and northern Shanxi many times to provide public welfare assistance and services for music education, and provided music teaching for local front-line grassroots music teachers. Practical course training in law, choral conducting, instrumental ensemble, etc. In October 2021, the researcher was invited to be one of the judges of the aesthetic education activity organized by Nyingchi City in the Tibet Autonomous Region to "Accept the Agreement of the Snowy Region and Fulfill the Promise of Aesthetic Education", and contribute a small amount to the development of local aesthetic education. Because of this participation in aesthetic education activities in Nyingchi City, Tibet Autonomous Region, researchers and teachers from the expert team also discovered some problems in local music education. For example: music education does not receive enough attention locally; there is a serious shortage of music teachers, etc. In order to provide effective assistance to the development and progress of aesthetic education and music education in the Nyingchi area of the Tibet Autonomous Region, the researchers plan to select three local primary schools in the future to use scientific and efficient measurement and evaluation methods to conduct in-depth research in the Nyingchi area. of music education to make an accurate survey of music education. Through this participation in aesthetic education activities in Nyingchi City, Tibet, researchers and a team of expert teachers also discovered some problems in local music education. For example, music education is not emphasized enough in the local community, and there is a serious shortage of music teachers. In order to help the development and progress of aesthetic education and music education in Nyingchi, Tibet Autonomous Region, the researcher plan to select three elementary school in the area to conduct an in-depth survey on music education in Nyingchi using scientific and efficient measurement and evaluation methods.

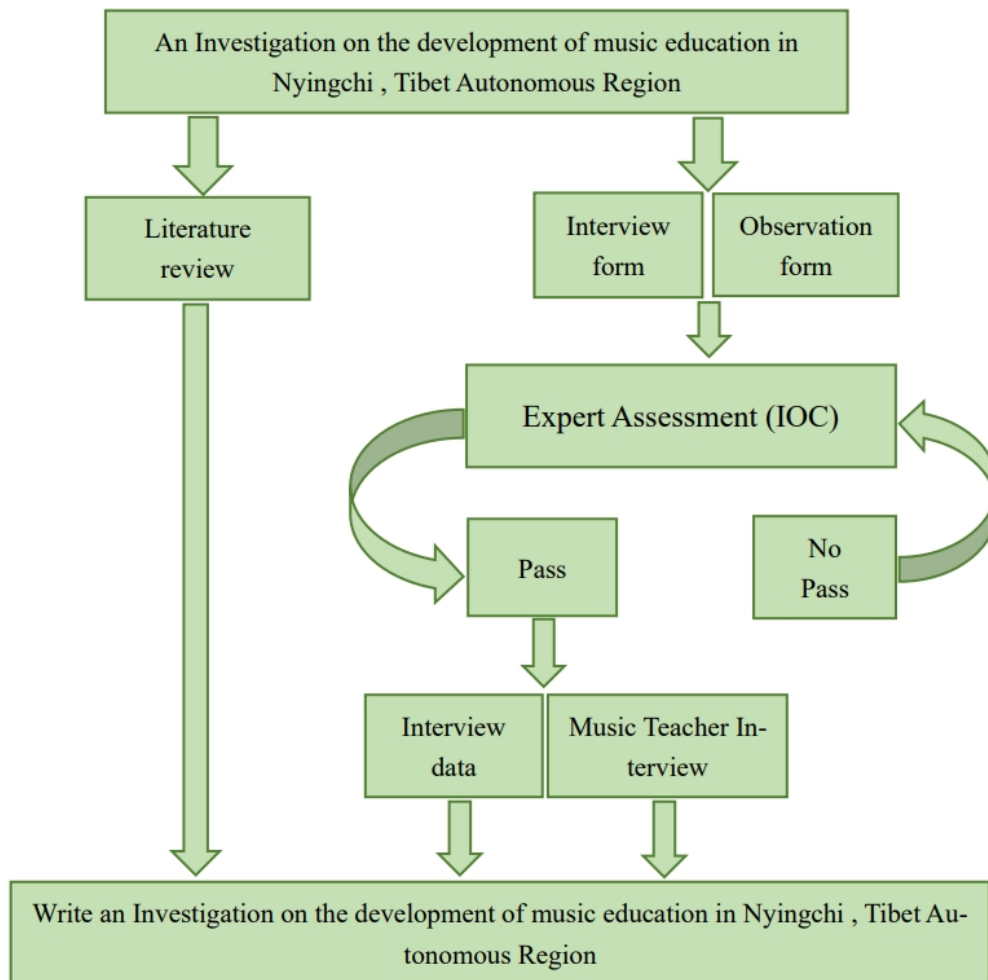
## **Research Objectives**

1. To investigation survey of music education in Nyingchi, Tibet.
2. To develop a support plan to help music teachers.

## Research Methodology

This study uses qualitative research

## Research Conceptual Framework



**Figure 1** Research Conceptual Framework

## **Research Findings**

### **1.Results of investigation survey of music education in Nyingchi, Tibet**

#### **1) History of music education:**

Music education in Nyingchi has roughly gone through three stages from 1951 to the present.

(1).1949-1978:The starting stage. The establishment of the Department of Music, Physical Culture and Aesthetics of the Tibet Normal College marked the beginning of music education in the Tibet Autonomous Region. Although the steps were arduous, it was a crucial period for music education in Tibet to gradually move towards Sydney. That of Nyingchi had not yet been developed.

(2).1978-2000:Exploration stage. With the development of the society and the progress of the times, Tibet's higher music education has made remarkable progress after years of unremitting exploration and development under the strong support of the government. The establishment of Tibet University and the enrollment of music majors provided a higher-level training mode for Tibetan music education, and at the same time provided high-level music education talents for various parts of the Tibet Autonomous Region, and promoted the construction and development of Tibetan national music theory.

(3).2000 to the present: the stage of comprehensive development. Since 2000, the support of national policies has enabled significant progress in music education in Linzhi, Tibet. Government investment has provided more resources, including music classrooms, musical instruments and sound equipment, which have improved the hardware facilities for music education and helped provide a better learning environment.

#### **2) Education policy:**

The music education policies of the Chinese government and local governments have had a positive impact on the development of music education in Nyingchi. The policies have provided more resources and hardware facilities for music education, including music classrooms, musical instruments and sound equipment. Despite significant progress in government support, there are still some challenges in music education concepts and methods that need to be continuously improved to accommodate modern best practices in music education.

#### **3) Teaching plan:**

Currently, Nyingchi uses a nationally standardized version for teaching materials, but the music materials lack elements that reflect local Tibetan culture and traditions. However, all schools have tried to introduce Tibetan musical elements in various activities, such as Guozhuang Dance. These activities help students to better understand and experience the local culture. Teachers lack theory and practice in their teaching methods. However, the Orff method of music education, the Kodály method of music education, etc., these methods help to improve the quality of music education.

#### **4) Teaching assessment:**

The current assessment criteria for the music program in Nyingchi include mastery of music knowledge and skills, students' interest and active participation in music, and musical expression. These criteria help to comprehensively assess student development in music class. Teachers assess student performance in music through observation, periodic music quizzes, and performance in music activities.

## **2.Results of develop a support plan to help music teachers**

Nyingchi City has received support from teacher training colleges and universities at all levels in Guangdong Province since the year 2000, including teachers who support teaching. However, there are relatively few Tibetan support teachers for music and art, which is one of the challenges facing music education.

Taken together, music education in Nyingchi has experienced significant improvement, with government policies and assistance programs providing support for music education. However, some challenges remain, including inadequate music education concepts and teachers. Through continuous improvement in educational methods and resource allocation, music education in Nyingchi City is expected to develop further, providing students with more comprehensive music education opportunities. These developments have positive implications for aesthetic education, cultural heritage and the development of students' overall qualities.

## **Discussion**

In the results in the investigation about music education in Nyingchi City, Tibet Autonomous Region, the researcher summarized the data about the history of the development of music education, the policy of music education, the music teaching program, and the assessment of music teaching in the area.

On the issue of music education, Ms. Liu Juan once again emphasized the need for a high degree of awareness of music education in primary and secondary schools in the Tibetan region, improving the coordinated promotion mechanism of music education in the trinity of school, family, and social activities, fostering the socialist core values with the beauty of music, and constituting the organic whole of the students' all-around development together with the moral education, intellectual education, physical education, and labor education. Music education is an important part of aesthetic education, and it is a necessary way to implement comprehensive quality education, realize the function of educating people with beauty, enhance the quality of talent training and improve the quality of the whole nation (Liu, 2020).

Teachers Li Min and Xiao Hui believe that in the policy of music education, from the perspective of "retaining" rural music teachers, the construction of teachers is the key to the realization of the modernization of education, and the construction of rural music teachers has a direct impact on rural music education (Li & Xiao, 2022).

In the aspect of music curriculum program, Ms. Hu Yanmin, she thinks that rural schools should implement the native music curriculum which is suitable for them, to improve the backward music teaching status, to improve the quality of music teaching, to enrich the music education in rural schools, and to protect and pass on the excellent native music culture. Primary and secondary schools in many areas of China have already carried out, implemented the vernacular music curriculum (Hu, 2023).

The main problem presented in the support program for music education in Nyingchi is to solve the pain point of insufficient music teachers, which needs to be supported by the government's policies and relevant arts public welfare organizations.

Mr. Zhou Jun and others have also drawn relevant conclusions from their research in and around the Tibet Autonomous Region. They think that the number of professional teachers is not enough, both in Lhasa and in other areas. "There is a general lack of professional teachers for the subjects of music, physical education, art, science, and moral and social studies in elementary school, and a general lack of teachers for the subjects of mathematics, physics,

chemistry, and biology in junior middle schools; the number of backbone and outstanding teachers is even more scarce, and the proportion of middle- and senior-level teachers is on the low side, while teachers of bilingual education, which reflects the characteristics of ethnic education, are even scarcer. Bilingual teaching teachers are even more scarce (Zhou et al., 2018).

Ms. Yang Kun believes that in the shortage of music teachers not only need foreign aid, all levels of government in the Tibet Autonomous Region, education departments and human resources departments and other departments should provide ad hoc or special service platforms for the employment of local graduates of music majors, do a good job of the corresponding innovation and entrepreneurship services access to the work mechanism, in the "Internet +" In the new era of "Internet +" and "mass entrepreneurship and innovation", we should accurately create and build a service concept for music graduates, and build a platform for the shortage of music teachers in schools in all districts (Yang, 2019).

## **Recommendation**

### **1. Practical Recommendations**

**(1). For the education sector:** The education sector can invest more resources in order to improve the infrastructure and teaching materials for music education. This includes the provision of modern music equipment, musical instruments and diversified music teaching materials to make the music curriculum more attractive and effective. Local music teachers should also be provided with more training in effective music teaching.

**(2). For schools:** Introduce Tibet's cultural elements and actively integrate them into music education in schools, such as local folk songs and traditional music. And actively build special music clubs to encourage students to actively participate in order to promote the inheritance and development of local culture.

**(3). For music teachers:** Music teachers can attend training courses to learn how to better apply internationally renowned music teaching methods. This will help to improve the quality of music education in order to cultivate students' musical interest and creativity.

**(4). For students:** Students can actively participate in music courses and music activities to develop their musical interests to explore local music and culture in the Tibet Autonomous Region, in order to better understand and cherish their cultural heritage.

### **2. Recommendation for future research**

(1). Compare music education in Nyingchi City, Tibet with music education models in other regions or countries to understand the special features of Tibetan music education and provide a basis for cross-cultural comparison.

(2). Consider the continuity and development of music education, including measures to train music education practitioners and protect local music traditions.

These can help further in-depth research on music education in Nyingchi City, Tibet, and provide useful reference and guidance for future policies and practices.

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