

A Comparative Study of Music Education in Primary and Secondary Schools Between China and Russia

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Abstract: Music culture is an integral part of the whole culture of every country. It undertakes the important mission of expanding the influence of the country and the world, enhancing the national integration and promoting the prosperity of national culture. Russian music culture is well-known in the world, and Russian music education has a long history. By reviewing the development history of Russian music education and drawing lessons from the modern music education system of Russian primary and secondary schools, this paper further discusses the music education problems of Chinese primary and secondary schools, so as to contribute to the sustainable and healthy development of Chinese music education.

1. Introduction

Since the reform and opening up, China's economic strength has been constantly improving, and the happiness index of the Chinese people has been rising in a straight line. To realize the great rejuvenation of the Chinese nation, we need to constantly improve the comprehensive national strength of the country, and the soft power of the country is education and cultural construction. In the 21st century, China's music education has developed rapidly, especially under the correct guidance of the party's education policy, adhere to the development of quality-oriented education, and constantly improve the development level of music education in the country. Under the new situation of the new era, the music education of our country needs further development. Therefore, we should not only focus on the popularization of the national music education, but also on the development of the national music education in primary and secondary schools[1]. Only in this way can we gradually realize the national music education. China and Russia have maintained close exchanges in the field of music culture. Russia attaches great importance to the development of its music culture. It has not only many world-class music masters, but also many professional music teachers, educational institutions and teaching theories. Russia has more than 200 years of music education history, and has formed a set of unique and perfect music education system, which not only realizes the national music education, but also enhances the national music culture identity. Therefore, we need to analyze and study the history of Russian music education and the music education system of modern primary and secondary schools.

2. Russian Modern Music Education System in Primary and Secondary Schools

At present, Russia's music education system has carried out a series of innovations according to its overall goal of national development, and fully highlights the characteristics of modernization. Art education has been playing an important social function in Russia. It promotes the cultural identity and social cohesion of the Russian nation[2]. It is committed to improving the personal competitiveness of the Russian people in various social fields of science, management and production, and developing the innovative thinking mode of the Russian people. As shown in Figure 1

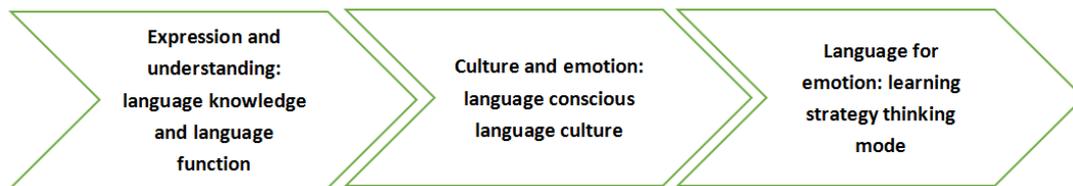


Figure 1 Music teaching approach in primary school

Kabalevsky, a famous Russian music educator, once put forward the important criteria of music teaching, including attraction, artistry, rationality of teaching and importance of education. Therefore, in order to further expand the importance of music education, we need to constantly improve the infrastructure construction of music education. According to the statistics in 2014, there are 3089 children's music schools and children's art schools (including music departments and departments), 176 secondary and 45 higher music education institutions in Russia. It is worth noting that in the past 20 years, non-state music education institutions have made great contributions to the development of Russian music education. These children's music schools, art schools and studios have more freedom in the choice of teaching plans, teaching methods and teaching materials, so they have made great achievements in shaping students' personalities.

The important teaching purpose of music education in Russian primary and secondary schools is to make students form their own music interest and aesthetic taste. This is not only to have a stable interest in music and aesthetic taste after students grow up, but also to improve students' national consciousness, emotional attitude and values. Next, according to the current situation of music education in Russia[3], it mainly summarizes the modern music education system of primary and secondary schools in Russia:

2.1. Music Education in General Schools

The education system of Russia's general primary and secondary schools is divided into three stages: the first is the four-year general education system; the second is the five-year general education system; the last is the two-year general education system. Music course is a free compulsory course in Russian primary and secondary schools. Its curriculum is similar to that of our country, with one class per week and the duration of each class is 45 minutes. The teaching contents of music courses in Russian primary and secondary schools mainly include: listening to and appreciating music works; instrumental music performance; vocal music singing (solo, Chorus); musical drama performance; music rhythm, etc. These teaching contents are presented in various ways in the classroom, such as songs, dances, plays, riddles, games, tongue twisters and folk customs[4].

The teaching activities of music courses in Russian primary and secondary schools mainly include:

Teaching activities of knowledge and skills. Give priority to knowledge, and constantly improve students' knowledge and skills.

Flexible teaching activities. According to the specific situation of the students in the classroom, adjust the teaching plan flexibly to achieve the ideal teaching effect, organize and carry out rich extracurricular music teaching activities[5].

Individualized teaching activities. According to the characteristics of each student to develop their own training programs, in order to meet the development needs of each student, further stimulate the creativity of students, cultivate their independent thinking ability.

Teaching activities of language communication. Pay attention to the interaction between teachers and students, improve students' language communication ability, self-expression ability and social adaptability, and develop students' emotional attitude and values.

Russia's general primary and secondary schools have full freedom in the choice of music textbooks. In principle, music teachers can choose several versions of textbooks to be used intersect. And musicians are generally needed in the compilation of music teaching materials for ordinary primary and secondary schools

Consider the following:

Students' nervous system status. Teaching materials can attract students' interest, stimulate their initiative in learning, and make them maintain a positive and stable learning attitude. If the students' nervous system is damaged, it will obviously lead to the students' rapid fatigue response, which is not conducive to the formation of good learning motivation.

Students' cognitive experience. The textbook enables students to master the basic concepts, clarify the general facts, have the ability to distinguish the essence of things, distinguish the similarities and differences of things, and have the ability to maintain the focus of reasoning.

Students' sensory experience. Teaching materials can make students feel and express their emotions and emotional states, so as to further develop students' emotional attitudes and values, and enhance students' aesthetic ability.

Students' communication experience. The teaching materials can help students learn to listen to others, give positive feedback to others' questions and speeches, learn to communicate with others and dare to express their own opinions.

Students' activity experience. Teaching materials can enable students to participate in activities under the guidance of teachers, and also enable students to carry out activities according to specific examples of activities, so as to cultivate students' organizational ability.

Students' social experience. Teaching materials can make students have the ability of teamwork, and then cultivate students' social adaptability.

2.2. Music Education in Professional Schools

Russia has a set of professional music education system, which is mainly to train music talents including composers, performers, singers, music theorists, music educators and music teachers. The professional music education in Russian primary and secondary schools is mainly divided into the following stages: the first stage is children's music school, including the music department and Department of children's art school[7].

In principle, children's music schools allow students to participate in the free music courses in general primary and secondary schools, and at the same time carry out additional professional music learning to obtain systematic music knowledge and skills. Most of the children's music schools belong to the States and municipalities of the Russian Federation, so the tuition fees are very low. Children's music school students are usually 7 or 8 years old. However, enrollment involves competitive selection mechanism, which generally requires full preparation for the entrance examination one year in advance. In almost all children's music schools, students are taught to learn basic music knowledge and music theory, such as solfeggio, music history, music theory, learn one or two instruments, and participate in chorus or ensemble rehearsal. Therefore, students in children's music school can systematically master the knowledge and skills about music, improve their ability and creativity of music performance.

The lowest level children's music school is a 7-year system, which provides general music education. The teaching subjects mainly include musical instrument performance (solo, ensemble), vocal singing (solo, chorus, ensemble), Solfeggio and ear training, music knowledge and music theory, etc. The highest level children's music school is an 8-9-year system. In addition to the general music professional education, it pays great attention to the development of students' main technical level (such as piano, violin, etc.), during which skipping is allowed according to students' individual music ability development level. The normal graduation of students in this level of school is also the ninth grade graduation of ordinary primary and secondary schools.

The second stage is the secondary professional music school.

According to the length of the school system, there are two types of schools

The school system is an 11 year secondary professional music school.

This kind of school combines the education of culture and music. The length of schooling is 11 years, and it is completely free. At the same time, the level of students in such schools is far higher than that of other music schools in this age group. After graduation, students can go directly to the famous Russian Conservatory of music for further study. If this kind of school is chosen, there is no

need to pass other education modes to get music major universities. However, the assessment mechanism of such schools is extremely strict, and more for the selection of qualified and gifted students. The most famous school here is the Central Conservatory of music. At present, the main teaching purpose of the Central Conservatory of music is to cultivate senior musicians, to provide more effective learning conditions for young people with special musical talents. Through special music education and cultural education, their intelligence and artistic development level are constantly improved, so that they have the opportunity to create and achieve high musical achievements[8].

It is a 4-year secondary professional music school.

This kind of school is an extension of children's music school, and the courses are usually free, mainly for the purpose of training musicians with general qualifications, including performers, singers, conductors and music educators. After graduation, you can not only work in kindergarten, children's music school, ordinary primary and secondary schools, orchestras, chorus and other places, but also choose to study in music major universities.

Need to mention is a special secondary professional music school - Moscow genesin secondary professional music school. The school requires students to complete the ninth grade of general primary and secondary schools to obtain a certificate of completion, while completing the school of children's music to obtain a certificate of graduation in music training. On this basis, a diploma in secondary vocational education can be obtained after three years of continuous study in the school. After graduation, it can not only help students to obtain employment, but also help students to enter the genesin Conservatory of music to continue their studies.

Secondary professional music school is the only way for students majoring in music to enter a music major university. Therefore, after the completion of children's music school, students need to decide whether to continue to study music according to their own music ability development level. If you choose to give up studying music, you can also go back to the study of cultural courses and continue to prepare for the future college examinations and interviews. Most families in Russia are willing to let their children have access to professional music education since childhood. Even if they can't become professional musicians, they can also become music lovers with certain professional level.

3. Enlightenment of Russian Modern Music Education System in Primary and Secondary Schools on Chinese Music Education in Primary and Secondary Schools

At present, China's music education mainly includes four aspects: school music education; normal music education; professional music education; and social music education. However, the primary and secondary school music education in China is more about the general school music education. In recent years, the cause of music education in our country has been developing vigorously. We have always adhered to the education policy of the party and the state, worked hard to deepen the reform of the education system, and developed quality education in an all-round way, and made remarkable achievements. At present, the main purpose of music education in primary and secondary schools in China is to promote the all-round and healthy development of students, to "people-oriented", to improve students' music literacy, to a certain extent[9], to enhance students' aesthetic ability and creativity.

In order to further develop China's music education, and to a certain extent expand the national music education in primary and secondary schools, the following analysis focuses on the Enlightenment of the Russian modern music education system for China's music education in primary and secondary schools:

3.1. Need to Guide the Public's Music Education Concept

The older generation used to regard "singing" as a matter of "lower class", while in modern times, more people regard it as a helpless move to choose to study art major as a poor achievement in cultural courses. These unfair heresies have a negative impact on the formation of Chinese people's music education concept. Although most families are willing to let their children master one more

talent, such as choosing to learn an instrument, more parents value learning Western instruments rather than national instruments. In the family music education, the most common purpose of learning music is to take an examination and enter a higher school. The main stage of music education in primary and secondary schools in China is nine-year compulsory education. However, with the increase of curriculum and the approaching of examination, the possibility of being occupied by the main course can not be avoided. From the perspective of mass music aesthetics, more young people are more willing to choose pop music, or even some popular vulgar music; from the perspective of mass cultural identity, more young people are more willing to spend money to see a movie released, but are not willing to enter the theater to see a concert reflecting elegant art. In order to solve these problems, it is necessary to guide the masses to form the correct concept of music education, so that the masses can establish the correct national consciousness, aesthetic attitude, values, and cultural identity.

3.2. Need to Optimize the Teaching Mode of Music Course

Since the 1980s, the academic research of music education in China has been booming, and began to actively explore the music education system in line with China's national conditions. In the 21st century, considering the differences in the development level of music education in primary and secondary schools in various regions of the country, China attaches great importance to the compilation of music textbooks for primary and secondary schools, including student textbooks, teacher reference books, audio-visual and multimedia materials, etc. However, in order to further expand the richness of music curriculum in primary and secondary schools, we need to continue to optimize the teaching mode of music curriculum in primary and secondary schools. With the advent of the Internet age, students have been exposed to a large number of music works before entering the school threshold, and to a certain extent, they have established their own music aesthetic taste. Therefore, if the music teachers only teach according to the textbooks, it is bound to be a prison, which will have a negative impact on the development level of students' music ability. For this reason, music teachers need to optimize the teaching mode of music courses. On the one hand, they need to break through regional restrictions and increase extracurricular music teaching activities. For example, in areas where conditions permit, they can visit various theater music performances or opera performances, so that students can form good theatre etiquette, establish correct musical aesthetic attitude and improve their music appreciation ability. On the other hand, they need to break through Text restriction, active teaching innovation, enhancing the interest of music courses, encouraging the embodiment of the personalized characteristics of music teachers in teaching[10], such as using music to communicate with students, greeting each other in the form of music at the beginning of class, announcing the expression of gratitude to each other in the form of songs at the end of class, which not only eliminates the past rigid classroom teaching mode, but also cultivates The moral quality of students makes teachers and students establish a unique way of communication.

3.3. Need to Improve the Cultivation Level of Music Teachers

Music teachers are the backbone of the development of music education in China. Only by increasing the training of music teachers, can we gradually realize the national music education in primary and secondary schools. In order to improve the cultivation level of music teachers, we should first pay attention to the cultivation of music teachers in the future, improve the teaching plan of music majors in Colleges and universities in combination with social needs, enhance the teaching practice ability of music majors in Colleges and universities, as well as the level of knowledge and skills; secondly, we should pay attention to the training of music teachers in general primary and secondary schools, combined with the specific problems of music education in general primary and secondary schools At the same time, it is necessary to improve the music teaching theory and methods of primary and secondary school music teachers in combination with the new trends of music education at home and abroad.

3.4. Need to Improve Students' Music Learning Conditions

Nowadays, in order to carry out professional music education, primary and secondary school students have a lot of learning difficulties. On the one hand, there is no professional music education school in most areas of our country, and most of the families with conditions carry out professional music learning through private tutors or private music training institutions, so the cost of the course is very high, and the families without conditions have no chance to contact professional music learning; on the other hand, even if the students contact the major from the urine Most of the students only chose to learn a certain musical instrument to try to improve the technical level of music performance as soon as possible, but did not carry out the systematic study of music theory knowledge. And with the increasing pressure of cultural courses, many students chose to give up halfway and no longer continue to carry out professional music learning. Therefore, in order to strengthen the cultivation of professional music talents in China, it is necessary to fundamentally improve the music learning conditions of primary and secondary school students in China, and solve the problem of professional music learning for primary and secondary school students in China. Only in this way can students have access to professional music education, and in the future, China can cultivate more world-famous music masters.

3.5. Need to Strengthen the Construction of Musical Education Facilities

In order to further expand the importance of music education and gradually realize the national music education in primary and secondary schools, it is necessary to strengthen the construction of music education facilities in primary and secondary schools. Due to the uneven development level of music education in various regions of China, it is necessary to take into account the specific situation of each region to improve the facilities construction of music education, encourage the regions with conditions to establish professional music education schools to complete the high-level music education in primary and secondary schools, and encourage the regions with less conditions to establish music education in general primary and secondary schools The school department completes the music education of the general level of primary and secondary schools; finally, from the teachers, teaching materials and teaching equipment and other aspects to support the areas with difficult conditions to complete the music education of the general level of primary and secondary schools.

4. Conclusion

The music education in primary and secondary schools in modern Russia embodies the characteristics of all aspects, high quality and modernization, and attaches great importance to the personalized development of students. Through innovative teaching methods, a large number of high-quality music talents have been trained for the country. Today's era is not only the era of economic globalization, but also the era of education globalization. In music education, we don't advocate blindly the academic attitude of "worshiping the west", but more importantly, we should form a set of music education system and teaching theory that are in line with the national conditions of our country. Therefore, it also needs all the colleagues in the music field to work together to make the music education in primary and secondary schools in China really go on the development path of specialization and systematization.

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