

# On the professional development of contemporary primary school music teachers

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**Abstract:** - Primary school music teachers have a pivotal role in the whole education system, or for the growth of students' future music aesthetic education. However, in the previous teaching, the particularity of music curriculum was ignored, which led to the stagnation of music education, and the professional development of music teachers has been seriously hindered. With the gradual development of social economy, contemporary Chinese elementary school music education is gradually received attention, but in the teaching practice, there are still many problems, including the weakening of music education in the subject system, education investment of insufficient teaching resources, lack of teachers, and teachers' own quality is not high lead to backward teaching mode and method, etc., these problems include teachers, schools, seriously hindered the development of primary school music teachers' specialization. So facing these problems, we should actively. We should improve our understanding ideologically, and constantly strengthen the study of educational ideas to promote the professional growth of music teachers.

**Keywords:** - primary school music teacher, professional development.

## 1. Foreword

Primary school stage is the stage of students to lay the foundation, no matter which subject, must be taken seriously in the primary school stage, lay a good foundation, in the future can achieve greater development and progress, especially primary school music teaching. With the in-depth development of reform and opening up, China's teaching cause has made rapid development, all aspects of primary school teaching has taken on a new look, especially art education has been paid attention to, music education has also completed a qualitative leap. However, reflecting on the professional development of primary school music teachers in China, there are some problems worth thinking deeply.

The popularity of the word "teacher specialization" makes the problem of music teacher specialization increasingly become a music education researcher.

One of the topics of concern. As the core content of the professionalization of music teachers, the in-depth research will promote the professionalization of music teachers. The growth of music teachers is a process of experience accumulation and internalization, which has a certain system and stage.

For a long time, too much attention to cultural achievements, making some music teachers in some schools in a very embarrassing position. In addition to having full-time music teachers in most urban areas, music teachers in rural areas are either part-time, or some schools do not have any music teachers. In schools lacking teachers, some music teachers have to serve as "main class" teachers. These phenomena have seriously hindered the development of music discipline, and even more hindered the professional development of music teachers.

As a music teacher, we should constantly improve our music quality and aesthetic taste, and establish the concept of "lifelong learning" and "lifelong development", which has a positive significance for the professional development of teachers.

## 2. Contemporary primary school music teacher professional development of the common problems:

### 2.1 The weakening of the status of primary school music teachers

At present, in most primary schools in China, the status of music teachers is weakened to different degrees. This weakening is mainly manifested in the fact that the training of primary school music teachers and music teachers is not valued, and both the investment of funds and the curriculum norms are behind other disciplines. There are many reasons for this:

### **2.1.1 School factors**

Because of the influence of traditional exam-oriented education concept, the school management only pay attention to the entrance examination for secondary school or college subjects, and for the importance of music class serious insufficient, many school leaders think music is dispensable side lesson, music teachers do not need to spend a lot of money and manpower to develop, should put the focus of school management on academic teaching. This backward management concept has seriously affected the professional development of the local music teachers in the primary and secondary schools.

### **2.1.2 Teacher factors**

Under the influence of the current environment, as a teacher, we also have many responsibilities. The school does not pay attention to the status of the music curriculum, and as a teacher, it does not place the music curriculum in the appropriate position. As a result, many music courses have become a form, and the classroom content is empty. At the same time, due to the lack of attention to music courses, the music teachers in the school are uneven, and very few participate in the training, which greatly affects the teaching quality of music courses.

### **2.1.3 Parent factors**

Although quality education in recent years is in full swing, some schools are also actively doing. But because the music is not included in the entrance examination subjects, so the music lessons in the school teaching, even some parents think music lessons since not optional entrance examination course is of course, there is no need to spend too much time to improve music learning, so long make students learning enthusiasm is not high, naturally the effect of music teaching is discounted.

## **2.2 Imperfect resource allocation**

### **2.2.1 Old teaching equipment**

As for education, the state investment has been unable to meet the actual needs of teaching. Even with some educational investment, more invested in good local schools; primary school music has been neglected, being the last of them. Moreover, most of the equipment required for music teaching is relatively expensive, and the general schools are not able to pay it. The most direct impact is that the teaching effect cannot be realized.

### **2.2.2 Inadequate staffing of teachers**

The subject of music is always considered as the "small three", is always in a dispensable position, objectively caused by the primary and secondary school music teaching is almost nobody? Schools on the music teacher, holding can save a person is a person's mentality, with a quota than a few other main subjects of teachers, therefore, overall, the number of school music teachers tend to be relatively small, this caused the primary and secondary school music teachers weak, quantity, often a music teacher teach a lot of grade, many classes, teaching task, the status quo is obviously not good for primary and secondary school music teaching task.

## **2.3 Lack of ability of music teachers**

### **2.3.1 Low professional and technical ability**

For contemporary primary school music teachers, the professional qualities that should be based on the professional basic skills, including good sense of music, high level of music appreciation and good aesthetic cultivation, as well as high singing, accompaniment, conducting and performance ability. However, many primary school music teachers are not fully competent in professional ability. On the one hand, this is because the professional curriculum of music teachers is out of line with the needs of the school; on the other hand, it is because there have no opportunity to study for a long time, which makes it a further step. However, teachers who lack professional ability can only be limited in the students' high thirst for knowledge and performance.

### **2.3.2 Low comprehensive quality and ability**

Teachers' comprehensive quality and ability include many aspects. First of all, music teaching design is an important guarantee for the quality of music classroom teaching. Many teachers do not carefully design every music class, nor let the students feel the influence of beauty. Primary and secondary school music teachers in the teaching process, if still is teaching form is given priority to, students or passive accept knowledge, then the subject of primary and middle school students is impossible to get due guarantee, this music teaching mode cannot provide students with any opportunity to participate in the activities of practice music, students really get the desire of aesthetic experience is difficult to achieve, therefore, the primary task of music teaching is to give students to create the opportunity to participate in music, let the students really become the master of music teaching activities.

### **2.3.3 Low enthusiasm for teaching**

In class, students regard the music class as a rest, and think it is an entertainment class. Some students who love learning may even do some other subjects' homework in the music class. For teachers, in the face of this situation and the limitation of their own teaching ability, they do not show their 100% ability in teaching, which makes the enthusiasm of teaching is not high, which has a negative impact on the improvement of the learning efficiency of music courses.

### **2.3.4 Lack of evaluation mechanism of music teaching**

Due to the existing education environment and education system, makes the teacher in the music class of student evaluation is too single, only pay attention to the answer is correct, but ignored the student learning process, find problems, questions and problem solving ability evaluation is unfavorable to the development of students personalized, is not conducive to the formation of a good way of thinking.

### **2.4 Music teachers lack of career planning**

Through interview survey found that some music teachers to work "step by step", and even some music teachers during the golden age of career development of career planning, and some people to a certain

extent that career planning is laborious and not easy to achieve, they are not willing to break the existing life, the status quo, to own career development with indifferent attitude, feel a good job, no further thought about their career development, the career planning with no care, don't pay attention to, no obvious career planning motivation. This will have a negative impact on career development.

### **3. Solution**

#### **3.1 Improve the understanding and refresh the concept of music education and teaching**

Music lessons are often placed in an awkward position and ignored. Most primary school music classes, only five years of study, the sixth grade music classes were forced to stop everywhere. So, if you want to meet the curriculum standards. Because this subject is not an entrance examination subject, it does not affect the entrance, so it cannot get the attention of teachers, leaders, parents and the society. Although the country puts the basic music education in primary and secondary schools on the strategic goal of rejuvenating the country through science and education, but under the background of exam-oriented education in China, everything is equal to the score. Music class or "minor", especially the graduating class, the results of the world, music class is empty. In the music class of other grades, students are often taken away by the "main class" teacher to modify their homework. When the main class task is completed, students will come back to continue the music class. Such a music class is "very lively". Few schools really understand music teaching.

At the present stage, neither education departments, school leaders, music teachers nor parents can correctly understand the positive impact of music on the growth stage of teenagers and children, and do not understand the importance of music education in primary and secondary schools. This old concept seriously restricts the good development of music education. In order to change this situation and make the development of music education in primary and secondary schools become possible, both the school administrators and the communicators of music education should update their ideas, truly implement the concept of quality education, so that primary and

secondary school students can get an all-round development. Primary schools without a school music teaching equipment fully meet the requirements of the state, especially the township primary schools part of the music teaching equipment is poor, and the national requirements of a huge gap. Therefore, in order to further develop the music education in local primary schools, it is necessary to increase the investment of music teacher training, so as to ensure the development of music education.

### **3.2 Strengthen the educational theory study and practical application of music teachers**

For a long time, China's music education teaching concept, teaching content, teaching methods, teaching methods and so on are relatively backward. Only when primary school music teachers constantly study education and teaching in scientific research, can they use teaching and scientific research results to guide the problems in educational practice, analyze, synthesize, compare and summarize, and then sublimate the teaching experience into theory again. The author believes that in order to improve the educational and scientific research ability of primary school music teachers, we should first strengthen the physical and mental quality of educational and innovative quality, so that the quality of students can be moral education, intelligence developed and quality improved in the process of music. In short, to become an excellent music teacher, it is not a simple thing, not only need, in the research of teaching "atmosphere, so that music teaching and education research organically combined, in the research process to improve their professional level.

There are various forms for music teachers' on-the-job learning to improve their professional quality. First of all, primary schools cooperate with colleges and universities to send in-service music teachers to colleges and universities for off-post training during the annual teaching period or during the winter and summer holidays, so as to practice the music skills they lack. Secondly, make full use of the school resources, between teachers to learn from each other. In addition to teaching skills and teaching methods, music teachers also organize teaching observation

among extracurricular activities, attend lectures regularly, analyze the problems in mutual teaching, teach instrumental music teaching together, and let teachers conduct mutual learning activities in school.

Strengthen primary school music teachers 'continuing education, one of the main way is to strengthen teachers' on-the-job education, this is to improve the quality of primary school music teachers training, specific training steps, suggested to grasp the new teacher on-the-job training, because these teachers urgently need to improve professional quality, in the past in this respect, do is quite enough, can only say "small lotus to sharp". To strengthen on-the-job study, first open wide channels, to have off-job study, but more important is not off-job study, such as short-term training in winter and summer vacation, remote network training and so on.

Improve the overall quality of music teachers. To provide more learning and training opportunities to improve their professional quality, schools often organize music teaching and research activities, such as competitions and teaching performances, to improve teachers' professional quality. In addition, the school should also develop some assessment and incentive mechanisms for music teaching and teachers, in order to stimulate the teaching enthusiasm of music teachers, so as to actively improve their own quality.

### **3.3 Scientific career planning of music teachers**

To change the status quo of primary school music teachers 'career planning, we must improve their planning awareness, cultivate their planning ability, do a good job in planning training and guidance, solve teachers' worries, and effectively promote teachers' professional growth, career development and obtain happiness. The author thinks that we can start from the following aspects:

#### **3.3.1 Fully recognize the necessity of career planning**

First, as a music teacher, I should fully realize the career planning for personal career development and professional success

Long and happiness and other aspects of the important role, establish a correct career planning



view. Fully develop their own potential in the profession of music teacher, to realize themselves.

### **3.3.2 Constantly improve your career planning skills**

Music teachers can make scientific career planning, make three-year and five-year plans, and improve their knowledge and comprehensive quality of music ontology in all aspects.

## **4. The trend and prospect of the professional development of contemporary primary school music teachers.**

Our education should face the modernization and the future, cultivate more musical talents, integrate the unique music of the Chinese nation into our daily study, and strive for the rise of folk music in the future and stand in the forest of nations in the world. In the actual teaching, the music education in primary schools should not only start from the actual work situation of the school, but also be an important practical fulcrum with the basic education needs of the country. Everything starts from the reality, everything focuses on the future development. As far as the current situation is concerned, the development of music education itself needs the common attention and investment of the whole society, and the reasonable allocation of social resources, so as to create a good external environment for the development of music education. At the same time, specific to the self-construction of music education, as a music educator, we should practice, constantly improve their teaching quality, constantly hone their teaching concepts, constantly improve their professional level, change the educational thought, and improve the teaching ability. From the national level, we can fully realize that the development of music education plays a vital role in improving the comprehensive quality of Chinese children.

## **5. Conclusion**

In short, under the trend of reform and innovation, we should have a new teaching concept, teaching content, teaching methods and evaluation system, and find the corresponding teaching mode, teaching methods, to improve the music quality of all students, promote the professional development of school

music teachers to take a solid and powerful step. As a music teacher only constantly in the teaching practice actively innovation teaching idea, and to the teaching process, can really enhance the charm of music teaching, only the music teacher professional development, can let students learn true knowledge, true ability, to improve the students' comprehensive quality. To achieve this goal, we also need to music teachers in the daily teaching work to continue to pay hard work and efforts.

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