

# The Current Status of Social Music Education and Teaching Management in Guangxi, China

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## Abstract

This Article aimed to study 1) To put forward the problems existing in the teaching management of social music education in Guangxi and analyze the problems deeply according to relevant educational theories based on a detailed analysis of the previous studies. 2) To find out the problems existing in the social music education in Guangxi and make a deep analysis of the causes of the problems to provide explanations and suggestions on solving the problems through the combination of qualitative and quantitative research methods on the basis of a review of previous studies. 3) To put forward some suggestions on policies from a macro perspective to improve and reconstruct the management system of Guangxi social music education and lay a good foundation for its development.

The author has been engaged in the practice of social music education in Guangxi of China for many years. For the research on the current status of social music education development in Guangxi, the author has carried out an investigation into social music education institutions, social music teachers and social music students in Guangxi through methods of literature review, on the spot interviews and questionnaire surveys. Besides, the author has conducted questionnaire surveys and on the spot observations of the internal and external development and construction as well as the education and teaching status of the social music education institutions. The educational backgrounds, teaching quality and teaching attitudes of the social music teachers are also investigated and analyzed comprehensively. Through the investigation, the author has gained firsthand data support, which has not only contributed to his relatively objective understanding of social music education and teaching management in Guangxi but also laid a foundation for the study of this paper. The author expects that this research will play a positive role in stimulating social music education and teaching management development in China. Keywords Guangxi Social music education Teaching management Current Status Research.

**Keywords** : Social music education, Teaching management, Current Status



## 1. Introduction

Thanks to the improvement of people's material living standards, the end of the 1980s saw a remarkable increase in demand for spiritual and cultural life in China, which promoted the unprecedented prosperity of the art market. In the field of music education, the restrictions on age, time and courses in the school education system made it unable to meet all the needs of people for music learning, when problems existing in music education for children and adults were not solved completely. Then, in the era that calls for multidimensional education, with the continuous implementation of reform and opening up in China, good preparation and great efforts had been made for education reform, in the climax of which social music education finally emerged as expected after many years of preparation. Social music education institutions then sprout up all over the country, which played an important role in promoting music education in cities. Due to the flexibility and diversity of their teaching methods as well as the universality and wide range of their target audience, these institutions are of great importance in enriching the social life with music, improving the musical skills of the masses, facilitating the construction of spiritual civilization and training specialized music talents. Along with the development of various undertakings of society and in the age of the market economy, people's inherent educational concept is changing gradually. During the age of the planned economy, people took for granted that anything related to education must be owned by the state in the public education system and should be administered by the state and governments. But in the age of the market economy, to meet the demand for diversified cultural education consumption in the market, not only the state but also the whole society takes the education mission. Therefore, it is necessary to integrate and utilize social resources for education reasonably. Then the abundant social education resources will satisfy the different requirements of groups from all walks when public schools mainly serve cities' right to receive an education, which to a great extent can solve the problems existing when dealing with cities' demand for multilevel and multichannel education. From the perspective of all-round education, human education comprises family education, school education and social education, and the education effect is always the result of the combined work of the three. With the development of society, one off school education is not enough to satisfy people's requirements for the constant renewal of their knowledge, and it has become an inevitable trend to establish and optimize the education system gradually, which is beneficial to lifelong learning and the construction of a learning society. Besides, it is necessary to carry out the reform of educational structure to adapt to the strategic adjustment of economic structure and industrial structure to make social education, a powerful educational force, really make some difference. During the 40 years of reform and opening up, China has seen rapid development in the economy and remarkable progress in Chinese people's living standards. In this period, music education is no longer an activity of the rich only. It has been brought into thousands of households. Nowadays, parents pay more and more attention to the all-round education



of their children when music education boasts vigorous development and receive an unprecedented opportunity under the background of this era. Several curriculum reforms in China have strengthened the constant attention to aesthetic education, and music education, as an important part of aesthetic education, has been paid more and more attention by the Ministry of Education. In 2002, China's State Council formally promulgated Decision on Deepening Education Reform and Comprehensively 3 Promoting All-round Education which promoted the influence of aesthetic education in school education, included aesthetic education in the educational policy and acknowledged music education as an indispensable part of aesthetic education. Social music education and school music education are both important parts of music education, and rather than mutually exclusive, they are mutually complementary. Besides, both of them train talents for society, and it is not reasonable to say here that the one outweighs the other because they are all indispensable. They complement and depend on each other in training people's music skills and teaching them better music philosophies. Although school music education is the main force of music education, there are some problems with it. The traditional concept of "general knowledge courses is much more important than quality courses" in school education believes that it is unnecessary to arrange courses that will not be examined in entrance examinations, and that's why these quality courses are unvalued. School music education does not pay enough attention to the teaching of music courses and only makes a perfunctory effort in it, which disenable music courses to fulfill their function of cultivating people's art edification and their spirit. As another important part of music education, social music education has become a powerful support in promoting aesthetic education and is no longer a subsidiary of school music education. Since social music education is carried out in society, it has a broader audience, rich educational content and diverse forms when its rapid development is obvious to the whole country. In addition, music education also has the functions of cultivating people's creativity, developing thinking abilities, shaping one's good personalities, improving the quality of the whole society and promoting the development of culture. 4 Guangxi of China is an important gateway for economic communication between China and ASEAN. With the development of the economy and the improvement of people's living standard there, the cultural phenomenon described above has also emerged in Guangxi, and the number of music training institutions there is increasing year by year. All kinds of social, organizational and personal music education institutions are developing fast, taking the responsibility for social music education. It has become a consensus that people can learn a music skill to serve their passion and pursuit of art. In this context, social music education in Guangxi has enjoyed a sound development with an ever-expanding coverage area, a big increase in participants and more and more contributions to the society, for which its significance is becoming much easier to see. Since social music education is an emerging kind of music education, there has been a lack of theoretical guidance for the supporting role while the theoretical guidance of school music education has been developed systematically to maturity. If there continues to be no theoretical guidance, social music education development will absolutely be hindered. For example, at



present, the incorrect orientation of social music education has led to the lag of the management and theoretical research of social music teaching. Although popularizations work and practice have been widely carried out, a few studies on teaching and management can be found. By investigating the present status of Guangxi's social music education market in China, this paper intends to find out the problems, make some research and exploration into "social music education and teaching management" and put forward some countermeasures to promote and perfect the teaching management system for Guangxi's social music education, and create a favorable development environment, development concepts and special groups for social music education. In the meantime, the author also expects to make some contributions to those institutions that offer social music education services 5 through an analysis of some education management philosophies and methods referred to in this paper.

## 2. Research Scope

### 2.1 Scope of Contents.

This study refers to the concepts and theories about actions related to social music teaching management. Meanwhile, it takes the teaching and management of social music training institutions as the objects of the research, with items like the 16 level of teaching force, teaching method, teaching philosophy and teaching materials as internal factors and items including evaluation system, management system and teacher training as external factors. This study will be conducted in Guangxi Autonomous Region of China.

### 2.2 Scope of Variables

**2.2.1) Independent Variables.** The researcher has determined the factors that affect the social music education with internal factors including teacher's qualifications, teaching method, teaching philosophy and teaching materials as internal factors and external ones such as evaluation system, management system, teacher training, etc.

**2.2.2) Dependent Variables.** The dependent variables in this study encompass the acceptance of music teaching, satisfaction with education management and the recognition of leaders' management.

### 2.3 Scope of population

The survey will be carried out among teachers, students and persons in charge. Since children are the main target audience in the field of social music education and social music training institutions, the respondents of the survey on the present status of social music education will mainly be children under 18. The population scope involves teachers, learners, music education managers and government supervisors.



### 3. Research Hypothesis

H1 The personal data of the respondents exert an apparent influence on social music education in Guangxi.

H2 The internal factors have a strong influence on the cognition of the present status of social music education and teaching management in Guangxi.

H3 The external factors have a lot to do with social music education and teaching management

### 4. Literature Review

In this chapter, the researchers reviewed, analyzed and summarized the literature based on secondary data sources such as texts, books, academic journal articles, statistics and past research. The information were described separately in the sections as follows:

Concept of teaching management threshold, Academics' understanding of the teaching management of academics and disciplines. have different understandings teaching management Therefore, we have found that academics and experts have Define teaching management from certain perspectives or from certain content dimensions. The advantages of these insights lie in their in-depth analysis. Definition of teaching and learning management in some aspects but still no Comprehensive description of the definitions.

Carl Orff is a famous German composer and music educator. "Teaching Methods" presented in the "Teaching Works" book is another form of teaching music. The most advanced and widespread system in the world today Orff. believe that "human instinct is the expression of thoughts and emotions that Express yourself naturally through language, singing (including instrumental), dancing, writing, painting and other forms. This is the innate ability of man. living things

Zoltan Kodaly is a famous Hungarian composer. Fundamentals of an in-depth study of music education activities in schools in Hungary, Kodaly believes: "Uncomplicated, concise and lively folk and national anthem is the only way to encourage students to love music and carry on national traditions, rules. general knowledge of science structure, but should be according to the natural developmental characteristics of students.

Theories related to music education and management. Dalcroze's Theory of Music Teaching Emile Jacques Dalcroze, Swiss music educator. "An Approach to Music Teaching", proposed in 1902, he believed: "The fundamental purpose of music education is to help students succeed from students' emotional experiences with music and Understanding, body response and self-movement.

Monographs on social music education, Cao Li(1993) dealt with China's social



music education within a chapter in his book *Music Education in General Schools*. He presented the concept, nature, content and form of social music education in China, and briefly summarized the current situation of social education, providing theoretical support for our social music education. Guo Shengjian(2004) proposed in his book *New Concept of Music Education* that public school music education, family music education and social music education were the main approaches to realizing music literacy. According to him, the emphasis of social music examinations in social music education had played a positive role in satisfying people's passion for music as well as their desire to improve their musical abilities and reducing the pressure on children for further education through grading tests. He also pointed out that mass music media and public art facilities also provided the necessary conditions for social music education.

Studies on the history and classification of social music education, In the book *Social Music Education—40 years of music education in China III*, Sun Jinian dealt with the historical development of social music education in China and concluded that social music education institutions in the 1980s and 1990s were mainly sponsored by the government, schools and social organizations, pointing out that private education of individual family has also begun to flourish. This is of guiding significance for later generations to study social music education in Chinese society. (Sun Jinan. 1991). In *Social Music Education and Reform and Opening up—30 Years of Social Music Education in China*, Zhang Liyuan presented the development of social music education from three ways of music education activities: governmentsponsored, school or professional music association sponsored and music grading tests. He also pointed out that some problems need to be solved, such as the development of social music education, the teaching staff, the management of training market, the mechanism of social development and the influence of mass media on social music education.(Zhang Liyuan. 2009)

Survey on the current status of social music education Most of the literature reviewed has carried out analyses and studies on the current status of social music education in a certain area. For example: Liang Jingyu(2013), in her master's thesis *Investigation and Strategy Study on Social Music Education in Zhuzhou City*, made an analysis of the quantity, scale, schoolrunning philosophies, management modes, teaching methods and students' learning content, carried out a survey on the teaching qualifications, methods and knowledge of teachers in Zhuohou city of Hunan, made a summary of the existing problems in the present stage and proposed some meaningful suggestions. Ma Chunxiao(2011) mainly investigated teachers' qualifications, teaching results and rural social music education in Binohou city of Shandong province in his master's thesis *Investigation and Countermeasures Study on Social Music Education in China-- Take Social Music Education in Bingzhou City as an Example*. He also analyzed the existing problems in social music education and put forward countermeasures for its development based on the recognition of the achievements. In *The Status and Countermeasures of Social Music Education in China*, Hu 34 Yuanfei(2007) conducted a survey in Lvliang city of Shandong and proposed practical



solutions to relevant problems. He pointed out that social music education in China was poor in humanistic education and the training goal of social music education should be different from professional music education. And in the Survey and Research of Social Music Education in Urumqi, based on the cultural background of social music education in Urumqi, the author Si Wen(2007) investigated the current situation and put forward many reasonable suggestions, mentioning the significance to develop ethnic music education under the multicultural background.

Comparative study of social music education In the study on social music education, researchers not only investigated and studied social music education but also compared social music education with other kinds of music education. For example: Sun Wanlu(2015) expounded separately the concepts and characteristics of public school music education and social music education and made a comparative study of the two in her paper A Comparative Study of Public School Music Education and Social Music Education. Chen Yue(2014) compared social music education and school music education by analyzing the differences between music class in primary and secondary schools and the teaching for art examinations in Comparison and Interaction between School Music Education and Social Music Education. She held that school music education in school was better than social music education in terms of interest cultivation, and the two had their own merits in teaching form when social music education was superior to school music education in imparting knowledge and skills. In addition, Chen also put forward some feasible suggestions on the complementation between the two types of music education. In Ni Zhiling and Li Xiaohong's(2014) work Research on the Relationship 35 between Higher Music Education and Social Music Education in Yunnan, the authors studied the two education modes by reviewing the development process of higher music education and social music education in Yunnan. They believed that the two kinds of music education could complement and promote each other and jointly propel the prosperity of music education in Yunnan.

Research on social music education from multiple perspectives In On Xi'an Social Music Education - Take the Training Institution of Piano Company as an Example, the author Gao Chang investigated the present situation from the perspective of the piano company, an important carrier of music education in the society. In his opinion, the social music education should be evaluated according to the standpoint of school music education, and the teaching philosophies of school music education should be applied to guide social music education.(Gao Chang. 2011).In Research on the Present Situation and Countermeasure of Children's Social Music Education in Tangshan, Qin Fei analyzed the deficiencies in Tangshan children's social music education in the aspects of institutional management, utilitarian learning , teaching force and student evaluation from the perspective of children's social music education. She proposed that we should correctly understand the purpose and aesthetic function of children's social music education and construct a perfect curriculum and evaluation system.(Qin Fei. (2013). In The Social Causes and Educational Misunderstandings of Children's "Music Learning Heat" by Yang Chen, the author started her research from a study of children's



“musical instruments learning heat” and showed the deficiencies of music education in China through the analysis of the situation, characteristics, social causes, educational errors and the comparison between the children music education of China and American. He believed that people should reunderstand music education and understand its real significance and value.(Yang Chen. 2012). 36 Shu Zechi mentioned in 2000 in his work Chinese Social Music Education at the Turn of the Century that social music education had made unprecedented tremendous progress in China. Regarding its orientation and fundamental task, the author believed that social music education was also a part of national music education, and different from the professional music education, the national music education was aimed at all the people, intending to stress the importance of music for allround education and promote the allround development of people by music. He also held that its fundamental task was to improve our perception of music through and create a good social music environment to improve the overall musical abilities of the whole nation.(Shu Zechi. (2000).

Research on social music education from the perspective of other disciplines In Research on Marketing of Music Art Training in Social Music Education, Wei Haoyang elaborated on the operation and characteristics of social music education from the perspective of social marketing. Taking the current management practice of the industrialization of social music education as the research object, he studied the characteristics of social music art training in the market operation, analyzed its internal market rules and concluded the basic laws of social music art marketing in order to guide the better development of social music education.(Wei Haoyang. 2006). In Focusing on Music Education from the Perspective of Music Communication, based on the unique perspective of music communication, the author Dong Yamin gave a brief introduction to the development of music communication in China and pointed out that music education was spread by governmentsponsored and privately sponsored music education institutions, which was interdependent with school music education and complementary to school music education.(Dong Yamin. 2013). In An Analysis of Market Opportunities for Music Majors to Participate in Social Music Education of Hu Lang and Dou Junhong, the authors took music majors as the 37 breakthrough point, pointing out that cultural education, quality education, demand for further education and national entertainment constituted the development background of social music education. They believed that educational consumption had become the capital market for social music education, and with a high market share, social music education was the most important form of extracurricular education. At the same time, they pointed out that social music education needed to be systematic and standard when the social music education market not only provided practical experience for college students but also alleviated the pressure of difficult employment for college students.(Hu Lang & Dou Junhong. 2014)

Research on Social Music Education Management Wang Jing's(2014) Research on the Management of Social Music Education in Xi'an analyzed the current status and evident problems in social music education and management in the context of real



society, conducted a field investigation and research into the music education of public social music institutions like cultural palaces, analyzed some problems existing in the management of social music organizations and private music training institutions in Xi'an city of Shaanxi Province and also the causes of the problems. Furthermore, this paper put forward some feasible suggestions and ideas and proposed some countermeasures to standardize the management of social music education in Xi'an. In Xiao Yiaoyao's (2018) paper Research on the Human Resource Management of the Mini-sized Music Education and Training Institutions in Chengdu, the author found out the main problems existing in the human resource management of the mini-sized music education and training institutes in Chengdu and analyzed the causes of the problems according to the current status of the teachers through the investigation of the managers of the institutes. Then some suggestions were put forward from the perspectives of recruitment, training, encouragement strategy and staff relationship management for the solution of the problems existing in the management of teachers. Finally, it took Chengdu Piano Arts School as an example to analyze the existing problems and reasons in human resources management and put forward feasible suggestions to solve the problems so as to promote the sustainable development of small and medium-sized music education and training institutions in Chengdu.

Review of relevant studies abroad In 1996, the International Commission for Educational Development of UNESCO compiled and published *Learn to Survive - Today and Tomorrow in the Educational World* which mainly expounded the three basic concepts of “lifelong learning”, “lifelong education” and “learning society”, among which “learning society” took learners as the center and lifelong education as the foundation to meet all the learning needs of the whole society and form a society that can realize sustainable development. In the 2006 Beijing International Forum on Music Education International Dialogue on Educational Research and Policy Development, Remo Belli, president of Remo Corporation and American percussion player, advocated to cultivate a tradition of participating in music activities all the life, let music entertain everyone and let music appreciation become the tradition of life, and he also stressed that the source of the “music population” was children’s music education. This argument showed that music education in society plays an indispensable role outside school education. The Housewright Symposium on Future Music Education hosted by the National Congress of American Music Educators was held in Florida in 1999. The importance of multicultural music education was reiterated in the Housewright Declaration issued after the conference: “All music had a certain position in the curriculum. Not only do Western art traditions need to be preserved and disseminated, but also music educators need to be aware of the music of other peoples in human experience and be able to integrate them into classroom and teaching.” The Housewright Declaration reflected the concept and action trend of music education in the new century in the United States, from which we can see that multicultural music education has become an important content of school music education in the United States in the future. This enables us to get a clear vision and positioning of social music



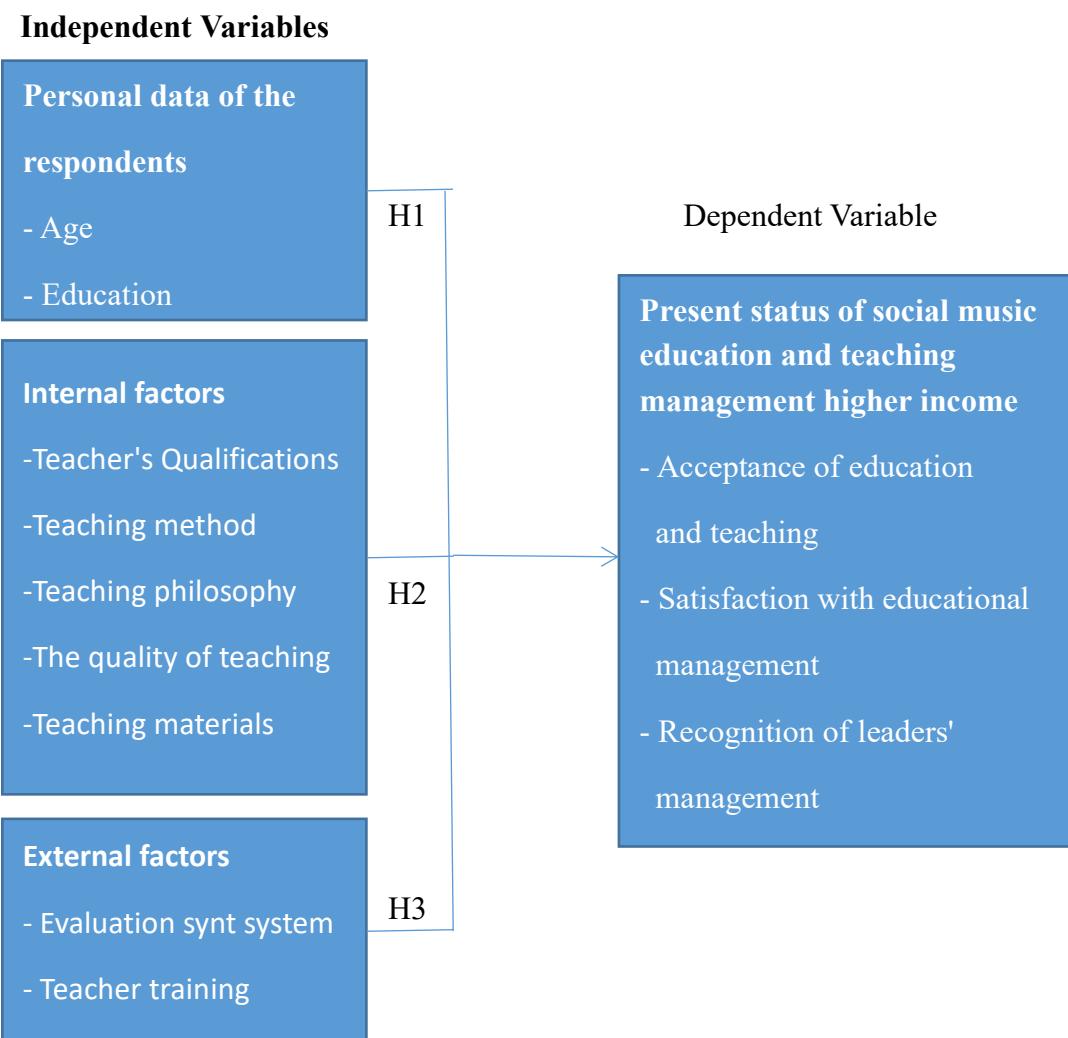
education that social music education is as important as school music education which has some advantages that other music education modes cannot match. The value of music education in the society lies in making all members of the society enjoy equal opportunities to receive music education and providing teachers and other aspects of support for the realization of this goal. The goal of social music education development is to establish a music education system that covers the whole society, all ages and all classes in the broadest sense. Furthermore, in view of the exam-oriented education thought and utilitarian thinking that still exist in the society, we must adhere to the quality education concept of promoting students' allround development through social music education and then guide people to establish a correct social music education concept and prevent the appearance of utilitarian thought in the field of social music education. The implementation of allround education in social music education requires us to abandon the concept that social music education is music skill training, pay equal attention to skills and artistic connotations, attach importance to the aesthetic function and correct the motivation of social music education. Dave Price (2007) said that since the 21st century, the British government began to pay attention to the economic and cultural construction of communities, and allocated a lot of funds to conduct experiments to improve community life which was a project named "Joint Thinking" across the health, employment, education and culture sectors. The government tried to mobilize initiatives in these sectors with specific goals in addition to the "increasing quality of life" agenda, such as: "improving the economic and social vitality of poor communities to reduce crime, unemployment and disease"; "increasing enrolment rates and helping people to get higher education levels through supportive learning 40 project". Community music education had also received substantial funds from the UK government under this pilot project. In this way, universities including Goldsmiths College in London, York University, Liverpool Art College, Guildhall Music School, and Irish world art center could start new music training programs or enrich their existing teaching syllabuses. And in addition to these "formal" training and learning institutions, many local organizations and groups are committed to supporting music education in all aspects.

**Research Review** The studies summarized above are closely related to the topic selected in this study, and necessary information and inspiration can be obtained from them via data sorting. Through analysis, the author finds that the research results of social music in recent years are diversified, which is of great significance to followup research. However, there are still some drawbacks in the present studies, including: 1) Serious bandwagon effect in terms of research content. From what is described above, we can see that most of the previous studies tend to investigate the current status of social music education, focusing on the formation and development of social music education, education form, teaching content, curriculum design, teachers' qualifications and the teaching effect. Then, the research results in recent years tend to be vague. Although studies on social music education are emerging in a large number, the research content is not satisfying. In addition, there's a phenomenon of overlapped content and



views, which has a bad influence on the instructional effect of the studies to the practice. 2) Superficial studies The study on social music education in our country is still at its early age, so although the study in China has been developing rapidly and become diversified since 2019, there's still a huge gap between domestic and international studies. Now, most of the studies focus on the introduction and description, which is 41 superficial without a systematic study. Moreover, most research results have not been furthered with reflections. 3) A shortage of studies on social music education and teaching management Through the analysis of the above literature, it is not difficult to see that there are few researches on the management of social music education, especially on the management of social music teaching in Guangxi. Therefore, with the study on the current status of Guangxi social music education and teaching management, this research will find out the existing problems in Guangxi social music education and teaching management and propose the countermeasures to solve the problems, thus providing the theoretical basis for promoting Guangxi social music education and teaching management and even the development of China music education teaching management.

## 5. Conceptual Framework





## 6. Research Methodology

As this research is a mixed method research, various approaches should be applied to analyze the information from data collection. In the aspect of quantitative research, the researcher uses descriptive statistics to analyze and explain the personal profile of the respondents with information in items including frequency, percentage, average value and standard deviation. In addition, the researcher employs inferential statistics including Onaway ANOVA and Multiple regression to test variables and to test hypotheses at a high level. In the aspect of qualitative research, the researcher uses a content analysis method to analyses the main qualitative data obtained from indepth interviews.

## 7. Research Result

Summary of research results In the fourth chapter, the researcher analyses and discusses the data of students, parents, teachers and teaching management in Guangxi social music education by means of SPSS v26. This section gives a brief overview of the analysis.

7.1 students' participation in social music education 1. In music learning, the proportion of male and female is not balanced with girl students twice as many as boys. As for the choice of musical instruments, piano is the most popular in music training institutions, while the number of students learning traditional Chinese musical instruments only occupies a very little proportion, a sharp contrast with the number of students learning piano. 2. Students are active in social music education with girls more active than boys. Basically all the students regard it not a burden for them go learning music in the training institutions, as a result they finish the homework with great enthusiasm after class. 3. Students' attitude towards level test: most students take a positive attitude towards level test. 4. School music education and social music education: students can learn more knowledge in "social music education" than in "school music education", and think it a more interesting experience in "social music education".

7.2 Family ground 1) Of all the families involved, most of the parents, about 3045 years old, have received good education. Not conservative, they are strong supporters in both economy and mentality for their children's learning of music, an indication of a good atmosphere in Guilin that parents attach importance to children's participation in social music education. 2) Purpose of parents sending their children to social music education institutions: most parents are expecting to have their children develop in an around manner and have a colorful life. 3) In choosing social music education institutions, parents give foremost priority to the distance between home and school, followed respectively by the passing rate of level test, tuition fees. In addition, teaching quality, environment and facilities also play a role. 123 4) Parents' attitude towards level



test: generally, they take a positive attitude and think it important to take part in level test. 5) Charges and monthly expenses: fees charged by social music education in Guangxi are more reasonable and are accepted by most families. Most parents think it not a burden to the family of the cost in social music education.

7.3 teachers in social music education in Guangxi 1) There is a serious unbalance in the proportion of male and female music teachers in Guangxi, with female teachers occupying a great proportion. The vast majority of music teachers have been majoring in music with a bachelor's degree. Most of them are young teachers with less than five years of teaching experience. 2) Inservice training: most of the teachers have regular in-service training, which shows that the institutes have a integral system with great potential for development. By this means, it can also upgrade its competitiveness and influence. 3) Teaching and research: only a small proportion of teachers participate in teaching and research activities, with a few having no such experience. It shows that, subject to the institutions and teaching mode, teachers have little time doing research. What's worse is that there exists a high staff turnover in the training institutes, which reflects such a system is of with loopholes. 4)Textbook: most of the textbooks used in the training institutes are books about level test, and ever more textbooks are written and compiled by their teachers. It reflects that on their way of development, these institutes are sensible to explore and develop their own teaching methods and teaching materials by learning from others basing on their practical needs. 5) Teaching achievements: competition and level test are the two key criteria to testify the teaching achievements in training institutes. 6) Support for level test: data show that more than 60% of teachers take a positive attitude towards level test, but most of them are out of utilitarian base—meeting the needs of parents and adapting to the development of society. 124 7) Teaching purpose: the teachers' teaching purposes mainly consist of three aspects: the improvement of students' skills, the upgrade of students' music perception and the promotion of students' comprehensive quality. 8) The necessity of folk music: 70% of the teachers surveyed think that folk music should be incorporated into social music education. It shows that great progress has been made in popularizing folk music and it has been more accepted by the public in recent years. 9) Online Teaching: most teachers surveyed claim it “acceptable” for online teaching. The popularity of internet generates a variety of online class such as Micro Class, MOOC and Flipped Classroom, and they are more and more recognized and accepted by teachers.

7.4 Management of social music teaching in Guangxi 1) Management of teacher in-service training: Surveys show that the existing management of teachers' in-service training is poor with slow development. It has long been ignored the teachers' in-service training for the social music education in Guangxi. If there is any, it is incoherent and unsystematic. 2) Teaching and research: it is quite rare for teachers in training institutes to participate in teaching and research activities, reflecting the faultiness in this system. 3) Curriculum management: according to statistics, 70% of the teachers in social music education in Guangxi are young teachers, who are with novel teaching ideas and are



open to new concepts. Innovative teaching ideas would be good safeguard for good teaching quality and teaching results. 4) Teaching facility management: teaching equipment in most of the institutes is sufficient and in good condition, ensuring colorful classes. 5) Teacher evaluation management: the evaluation of teacher has always been poor, featuring lack of supervision, evaluation, regulation by relevant organizations.

## 8. Suggestions

Recommendations 1) Establish and improve the laws and regulations of social music education 131 If an industry wants to develop in a standardized, orderly and healthy way, it must be guaranteed by corresponding laws and regulations. For social music education, as no specific and detailed unified policy standards at national level have been found, the local education management departments should formulate corresponding local policies and regulations according to the general national policies and guidelines, combined with the local actual situation. Laws and regulations should stipulate the access conditions for social music education and training institutions, such as teaching environment, site area, teaching facilities and equipment, teacher qualification certification, ob orientation for teachers, and curriculum framework. A special management institution for social music education should be established, and corresponding evaluation standards should be formulated. Only those social music education and training institutions that meet the standards and pass the evaluation can obtain business qualifications and recruit students. The education management department should take the responsibility of supervision, regularly supervise and inspect the running of music training institutions, and establish a file management system. Moreover, they should not only formulate policies and regulations for supervision, but also offer help and provide preferential conditions so as to guarantee the quality of education and teaching, so that a standardized social music education market is built eventually. 2) Optimize teaching content in teaching, the content of teaching materials should be optimized and integrated, and the independent and flexible advantages of social music education and training institutions should be brought into full play. To enrich the teaching content, it is advisable not to be limited to one set of textbooks, but to select the appropriate content from several sets, and integrate and innovate the current popular music content and form that students like, as well as the healthy and fashionable music materials on TV and the internet. 132 The combination of traditional teaching methods and modern multimedia technology will greatly improve the teaching efficiency. Experiential learning should be advocated and carried out by exposing children to excellent music works and top teachers' teaching videos. The music education system and pedagogics created and advocated by Orff, Kodaly and Dahl are very suitable for primary school students' music education and teaching. To make music education in an advanced, cutting edge and internationalized position, training institutions should introduce these advanced music education systems. When primary and secondary school students are usually accompanied by their parents when they come to the training institutions, parent child interaction teaching parents can be



carried out by inviting parents into the classroom, so that both of the parents and children are more involved and attentive in the class, transforming the old teaching and learning mode. This kind of parent child interaction teaching form will greatly stimulate students' enthusiasm for learning music, improve their learning motivation, and increase parents' support for children's learning music. 3) Modernization and diversification of operation mode for a social music education and training institution, its operation mode plays a critical role, and it is vital for its long-term development. The trend of music education and training in today's society falls onto the Internet+ music education mode. The innovation of teaching methods depends a lot on modern information technology. For instance, initial success has been achieved in the two centers surveyed: Xuqin Art Center flourishes on its operation mode independent running plus franchised outlet, and combination of traditional music education and digital music education while Yitong Music gets stronger by its integration of its independence, self-media and social resources. What's more, shareholding system can be introduced into the training institutions by transferring certain shares to their teachers and administrators, so that they are transformed to operators to increase their enthusiasm, which is conducive to their long-term and stable development. In short, it is necessary to adopt various operation modes without any restriction. 4) Self-management improvement The internal improvement and management of social music education and training institutions is vital for their future development. Only when a down-to-earth and innovative approach is taken can they become bigger and stronger. Only by establishing a scientific and standardized management system can they achieve better development.

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