



กระบวนการเรียนการสอนดนตรีในวิทยาลัยดนตรี มหาวิทยาลัยศิลปะแห่งมหาลัยนนานา ประเทศไทย สารนรัฐประชานเจน

Music Teaching and Learning Processes at College of Music, Yunnan Art University, People's Republic of China

สมเกียรติ ภูมิภาคดี¹ สุพรรณี เหลือบุญชู² และทินกร อัตติพนธุ์³

Somkiat Pumipak¹, Supunnee Leauboonthoo² and Tinnakon Attapaiboon³

บทคัดย่อ

กระบวนการเรียนการสอนดนตรีในวิทยาลัยดนตรี มหาวิทยาลัยศิลปะแห่งมหาลัยนนานา ประเทศไทยสารนรัฐประชานเจน มุ่งเน้นการผลิตบัณฑิตด้านดนตรีที่มีความเป็นเลิศและเป็นมืออาชีพ มีรูปแบบการเรียนการสอนแบบตัวต่อตัว สร้างระบบให้นักศึกษาทุกคนพักหอพักของสถาบันเพื่อสร้างโอกาสให้นักศึกษาได้ทบทวนการเรียน ฝึกฝนและพัฒนาทักษะด้านดนตรีทั้งในและนอกเวลาได้อย่างเต็มที่ พัฒนาอาจารย์ให้มีความรู้ มีความสามารถในการนำเทคโนโลยีที่ทันสมัยมาบูรณาการรับการเรียนการสอน อาจารย์มีหน้าที่รับผิดชอบการสอนเพียงอย่างเดียวเท่านั้น ติดตาม ประเมินผลการสอนของอาจารย์ทั้งระหว่างการสอนและหลังสอนหลังร้องโอกาสและให้นักศึกษามีความสามารถพัฒนาคักภิวิชาชีพ สนับสนุนส่งเสริมให้อาจารย์ศึกษา ค้นคว้า วิจัย เรียนบทความ ดำรงทางวิชาการตลอดจนมีกิจกรรมแลกเปลี่ยนองค์ความรู้และประสบการณ์ทั้งภายในและระหว่างสถาบันการศึกษา ส่งผลให้การจัดการศึกษาของวิทยาลัยดนตรี มหาวิทยาลัยศิลปะแห่งมหาลัยนนานา มีระบบการจัดการเรียนการสอนที่มีคุณภาพเป็นที่ยอมรับ ทำให้นักศึกษาที่ผ่านกระบวนการเรียนรู้มีองค์ความรู้ ความสามารถ สร้างมาตรฐานคุณภาพการศึกษาในระดับสูง ทำให้วิทยาลัยดนตรี มหาวิทยาลัยศิลปะแห่งมหาลัยนนานา มีชื่อเสียงและเป็นที่ยอมรับในระดับนานาชาติ

คำสำคัญ : การศึกษา ; ดนตรี ; พื้นบ้าน ; การพัฒนา ; ยุนนาน

ABSTRACT

This research aims to study the development of music teaching and learning processes at the College of Music, Yunnan Art University, Republic of China. The educational process and development focus on the students where they receive individual tutoring with rigorous training and practice, to become professionals in music. Because most students reside in campus residence halls, they are given opportunity to fully practice and review their lessons. The instructors are mostly full time professionals and scholars with their responsibility restricted to only teaching with no administrative duties. Instructors at the college are also provided with opportunities to extend their knowledge, exchange ideas, and the students and instructors are regularly evaluated so that improvements can be suggested and applied during their education. The evaluation process insures that students graduate in accordance with the qualifications specified in the curriculum and that instructors continuously develop their teaching methods with the use of technology and knowledge in producing

¹ Doctor degree, College of Music, Maha Sarakham University

² Ph.D. (Music) Associate Professor., College of Music, Maha Sarakham University

³ Ph.D. (Music) Associate Professor., College of Music, Maha Sarakham University



quality graduates to become music professionals. These educational practices have resulted in good reputation of this college of music being highly recognized at the international level.

Keywords : Music ; Indigenous

Introduction

Music education in the People's Republic of China is continuously in development and is consistent with China's national education act with strategies to propel modern socialism by creating an educational system in studying Chinese music of all ethnics. China's music education encompasses education levels from primary school to master's degree. The result of the continuous development has boosted Chinese music to be popular and is recognized worldwide. The research aims to study the music education at the College of Music, Yunnan Art University and to study the developments that have been utilized successfully at the College.

Research Area and Methodology

The research is a qualitative research which was conducted by document analysis of related documents, books, research studies and articles related to music education and field data gathered from the College of Music, Yunnan Art University, Yunnan, China. Research tools used in collecting field data included basic survey forms used to predetermine the research area and the music education at the College. Participant and non-participant observation forms were used to record data from research informants and research informants' data was obtained through structured and non-structured interview forms. All informants were chosen by purposive sampling. Research informants included 10 key individuals which consisted of administrative officials at the college,

head of music departments and administrative staff. 10 Casual informants consisted of music instructors from the music department. 10 general informants consisted of invited scholars, professional musicians, students who chose music as their elective subject, supporting staff members and former graduates of the college. The research was conducted from January 2012 to January 2014.

Research Results

College of Music, Yunnan Art University The Yunnan Art University is a comprehensive university for music and performing arts education in southwest China. Music education at the university is directed by 2 divisions. The first and highest division is the National People's Congress who is tasked with policy making, development planning and budget allocation. The second division include the Local People's Congress and the provincial local government. These administrators will rotate their positions every 4 years. The Yunnan Art University is guided by these 2 divisions in providing music education that is of high standard. Direct management of the academy is carried out by the dean, Head of campus associate dean for academic affairs, associate dean for student affairs, associate dean for teaching and learning support department and head of each art department. The individuals in these positions are responsible for the management of education in their related departments, subdivisions and also have responsibilities as a supervisor for the education of undergraduates and postgraduate levels.



The Yunnan Art University is staffed with highly qualified music instructors who are skilled and experienced. The instructors consists of professors, associate professors, assistant professors and Lecturers that are employed by the college of music where their responsibility is to only teach with no administrative duties. There are also special advisors and musicians that the college regularly invites to provide special courses and lectures. These special instructors consist of retired professors, professional musicians and senior folk musicians. The experience and knowledge of these instructors at the college has provided students and the college with an unprecedented advantage where there is a wealth of knowledge and experience which is directly passed on to students through the exchange of knowledge and skills which is beneficial in the development of the campus and the study of contemporary and ethnic music.

The student's enrollment at the university follows China's national enrollment policy which is a process called Gao Kao (national college examination). The marks required to pass the examination are divided into 2 measures which is 450 marks for mandatory subjects and 300 marks for elective subjects. The total marks for Gao Kao is 750 marks, but can be adjusted in accordance to each province's criteria. Students that pass Gao Kao will be given further examinations to determine their knowledge and skills according to their chosen subject. Currently, the Yunnan Art University offers Bachelor's and Master's degree with an emphasis on music and performing arts which are divided into various departments such as, composition, singing, electronic keyboard, music education, orchestra,

folk music, musicology and contemporary music. The university's achievements are numerous and is also contributed by regular student activities, such as monthly performances at the university's music hall and also off-campus recitals in the region. 120 skilled students are selected annually and recognized for their skills and achievements. The university's student choir regularly compete at the national musical hall in Peking and individual student competitions received 63 awards.

Development of Music Education

In addition to following the principles and policy of the national education plan, the Yunnan Art University also provides curriculum and courses on the folk music of Yunnan and has an indigenous folk opera research center to preserve and study the culture of ethnic minorities in Yunnan. Instructors of the university are also provided with opportunities to conduct independent research and further their knowledge through sponsored tuitions, scholarships and also exchange knowledge and experiences with colleagues in other campuses throughout the country. The instructors also receive regular evaluations during and after classes. The university's instruments are all of high quality and mandatory dormitories for all students. The university's budget comes from the national education budget allocated by the government and also come from student tuition fees. The purchase of education tools such as multimedia, technology and music instruments all come from the university's central budget. Folk instruments are sometimes purchased by the student's themselves. 50% of the university's budget come from the local government and the remaining budget is from tuition fees. This is due to the fact that



the central government's reform policy on mandatory education in 1985 states that college education is not mandatory and students must bear reasonable responsibility for their higher education. Extra fees for students are dependent on their selected subject and department. The highest tuition fee is for the professional music curriculum. Music education is carried out differently according to each level of education. Yunnan Art University's emphasis on professionalism arranges music education for 1st and 2nd year bachelor students to practice one on one with an instructor while the 3rd and 4th year students will learn and practice in groups of 2-3 students per instructor.

Student's evaluation is consistent with the objective of the curriculum. Students are evaluated and receive marks from both academic courses and practical skills during examinations and tests defined by each department. In order to qualify for graduation, students must receive at least 60 marks each year in order to advance to the next education level and are provided with only one opportunity to restore their marks. If a student fails, then they will have to re-enroll in the same classes next year. The evaluation method applied by the Yunnan Art University is a standard which was established in 1985 and is in accordance with China's national education act of 1985 and amendment in 1990. Recent changes in the evaluation method was implemented in 2003 in compliance with the new policies of the Ministry of Education and the establishment of the Higher Education Evaluation Center of the Ministry of Education. The center's responsibility is to support the development of evaluating higher education institutions throughout

the country. The end result is a rigorous mandatory evaluation of higher education in which all colleges must comply. The new policy includes 4 primary objectives. 1)Administration of curriculum. 2) Safe, clean environment and proficient basic infrastructure. 3) Education mediums and technology. 4) Produce quality scholars that are in demand and accepted within their society and community.

Discussion

The administration of education at the College of Music, Yunnan Art University utilizes a learning process in music that emphasizes in rigorous learning and practice. This method ensures that students are prepared for the real world and the graduates are qualified in their field of study. The university's measures are directly implemented from the start by selecting highly qualified instructors from renowned organizations, specialty and then select qualified students who meet the criteria. Enrolled students are provided with one on one education and tutoring in music with the purpose of developing the student's skills to become professionals themselves. This method of perfection is consistent with Wongthet (2010) and the music education of traditional Thai music in Thailand in which personal training is advantageous in developing the student's ability and is consistent with Sutthachit(2012 :240-241) in the psychology of teaching music which is to understand the student, readiness of the instructor and thorough knowledge of the lessons and practices to teach. Music teachers and instructors must acknowledge and understand these 3 factors and adhere to them as the pinnacles in appropriately adapting music education to students. The principle of these factors is to help instructors become more

efficient in their transmission of music knowledge and skills. It will also enhance the learning experience for students and create a delightful learning atmosphere and generate positive attitudes. There are many methods that can be applied such as recitals, demonstrations, mimicking, practice and rehearsals which are all systematically related to one another and consistent with the Theory of Learning Skills by Simpson (1972) and the Theory Course by Zais (1976 : 87) in which practical skills can be developed through dedication, practice and training. Good training and instructions will enhance accuracy and precision which include 7 processes which are perception, readiness, guided response, mechanism, complex overt response, adaptation and origination. The application of these principles in the administration of education can provide desired results and produce graduates that are consistent with the objective of the curriculum of each of the departments.

Yunnan Art University's administrative guideline is consistent with the 7 administrative processes described by Sukiam (1994 :9-10) which are planning, organizing, staffing, directing, coordinating, commentary and budgeting. These processes accentuate the management of various aspects such as becoming a center for producing exceptional musicians, professionals, scholars, researchers and a center for creativity which resulted in the creation of an ethnic minority music research center in Yunnan which conducts research and conservation of ethnic and traditional Chinese music. The process contributes to the progress, reputation of the university and transcends to the quality of the graduates. The process also emphasizes the

importance of the development of infrastructures such as lecture halls, proficient classrooms, creating a clean environment, efficient tools and equipment which is consistent with the Theory Management Education proposed by Maslow (1962) where the principles of motivation that govern the success of the education system is based on the 5 needs of human beings which include physical needs, safety, love, esteem and self-actualization.

The Yunnan Art University's support of teachers, instructors and students regular participation in provincial and national competitions is a method of quality enhancement and elevates the standard of music in Chinese society and is consistent with the social competitiveness of modern society. This is consistent with Nettl (1984 :296) where music is an integral part of society because it is a part of the livelihood of humans which is created to be consistent with each level of society and period. Music is adapted to each social periods to meet the demands of each particular generation. The role of traditional or ethnic music in each community, society and period reflects the facts of that community during each period whether it be for the purpose of entertainment, amusement, accompanying religious rituals, dance music or songs of belief which were the main roles of music in the past. The application of technology and modern education mediums such as digital recordings, computers and quality instruments in music education and their influence on teachers is consistent with Simmons (2013 : 51-55) in which the skills of teachers in the 21st century is the period of embracing electronic communication which requires not only the understanding of the technology but will also require teachers to work with



others to coordinate on how to apply new technologies into classrooms and prepare future graduates for the 7 skills needed worldwide which include 1) Classroom Management, which is needed for the education of students. 2) Making Content Relevant, is to make the lessons consistent with reality. 3) Critical Thinking, is required for making judgment and develop lessons that students can reference for the rest of their lives. 4) Technology skills, are needed for both students and teachers where they must keep themselves up to date of new innovations that will further the development of knowledge and skills. 5) Globalization skills, in which teachers are required to understand so they can help students integrate into the modern world. 6) Collaboration skills, are required where teachers must emphasize the need and importance of teamwork. 7) Professional Development, where teachers must excel in their search of knowledge and refinement of their skills. Teachers can never stop learning and must adjust and make adaptations throughout their careers and must always be ready for new technology. The evaluation method used by the university to qualify students and graduates such as their enrollment standards, strict criteria of evaluation of at least 60 marks and providing only 1 chance for amendment is consistent with Uphaphai (2012 :194) in which strict rules and stringent criteria's are necessary to insure the quality of graduates and is a guarantee of the graduate's qualifications. Graduates will also benefit from the statement that they have achieved all of the objectives of the curriculum and will be able to apply them successfully in their professional career.

Conclusion

The process of music education at the College of Music, Yunnan Art University, People's Republic of China produces excellent graduates with professionalism in music. The education process and development emphasizes the importance of the student where they receive individual tutoring, rigorous training and practice. The administration and instructors of the university play an important role in the development of music education where the role of administrators and instructors are not overlapped which enables instructors to give their full attention to students. Instructors are also provided with the opportunity to extend their knowledge and experience through sponsored tuitions and exchange ideas and experience with other scholars throughout the world. Professionals in contemporary and ethnic music are also regularly invited to teach at the university. The students and instructors are continuously evaluated so that improvements can be suggested and applied. Students are evaluated by the marks they receive, while instructors are evaluated before and after their lessons by their students and peers. The evaluation process insures that students graduate in accordance with the qualified objectives of the curriculum and that instructors are continuously developing their teaching methods and knowledge.

Suggestions and Recommendations

The music education development guideline of the College of Music at Yunnan Art University can be applied to music colleges in Thailand and Southeast Asia and requires further research studies on how to adapt to comply with the National Education Act of each nation and colleges throughout

Southeast Asia. Future research topics that should be explored include the inheritance and transmission of ethnic and traditional music in the music institutions, development of Chinese folk orchestra and in-depth analysis of music education in each division and department at the College of Music, Yunnan Art University, China.

Reference

Maslow, A. H. (1962). "Towards a Psychology of Being". Princeton: D. Van Nostrand Company.

Nettl, B., (1984). "The Aesthetic of Sound and Performance in Rock'n'Roll: Its Roots in the Rural South", The University of Texas, Texas, 296.

Simmons, C., (2013). "Teacher skills for the 21st Century", University of Texas, Texa, 51-55.

Simpson, D.,(1972). "Teaching Physical Education: A System Approach", Houghton Muffling, Boston.

Sukiam, M., (1994). "Kan Phatthana Prasopkan Chiwit Lae Sangkhom" (in Thai), Krungthep, Wang Akson, 9-10.

Sutthachit, N., (2012). "Dontri Suksa: Lakkhan Lae Sara Samkhan"(in Thai), Krungthep, 240-241.

Uphaphai, N., (2012)."Chittawitthaya Kansueksa, 3rd Edition" (in Thai), Chulalongkom University, Bangkok, 194.

Wongthet, S., (2010)."Dontri Thai Ma Chak Nai" (in Thai), College of Music, Mahidol University Publishing.

Zais, R.,(1976). "Curriculum: Principles and Foundation", Harper and Row, New York,87.

