



SURVEYING ON MUSIC TEACHING IN SEVENTH GRADE IN YINHE MIDDLE SCHOOL AT FUJIAN, CHINA

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Abstract

This study investigates music teaching in the seventh grade at Yinhe Middle School in Fujian, focusing on instructional strategies, student engagement, and teaching effectiveness. Rooted in Chinese culture and tradition, the research highlights the role of music education in fostering artistic sensibility, creativity, and a deeper appreciation for music. By examining teaching practices and incorporating diverse musical styles, the study aims to explore how structured lesson planning and interactive teaching approaches contribute to students' musical and personal development. Using a qualitative research methodology, data were collected through classroom observations and interviews with key informants, including experienced music educators. Observations assessed students' learning performance and engagement, while interviews with teachers, students, and parents provided insights into teaching models, instructional challenges, and expectations. **The research findings** reveal that effective music teaching combines structured planning, multimedia integration, and personalized feedback to enhance student motivation and learning outcomes. Additionally, the study emphasizes the importance of adapting teaching methods to individual learning styles, fostering cooperation through ensemble activities, and promoting



a lifelong passion for music. These insights contribute to the development of more effective music education strategies that align with the evolving needs of students while preserving the rich heritage of Chinese musical traditions.

Keywords: Surveying; Music teaching; Seventh Grade; Yinhe Middle School

Introduction

With the change of the concept of music education, the teaching mode of music education is constantly explored and innovated. The traditional music education mode is mainly teacher-centered, students passively accept knowledge, pay attention to knowledge imparts and skills training, students' learning interest and creativity are difficult to stimulate, resulting in poor music teaching effect. In this model, there are problems such as low student participation, lack of interaction and exploration, lack of creativity and individuation. Therefore, modern music education model advocates students as the main body, pay attention to students' active participation and personality development. For example, cooperative learning mode emphasizes interaction and cooperation among students, and cultivates students' teamwork ability and creativity through group cooperation and collective performance. In addition, the problem-solving model focuses on cultivating students' critical thinking and problem-solving ability, and cultivates students' independent thinking and innovation ability by guiding students to ask questions and explore answers (Yan, 2013).

The method of music teaching is that teachers and students work together to achieve teaching goals and complete certain teaching tasks. Teaching methods, approaches and means adopted in teaching. Music teaching method is an important part of the whole structure of the teaching process, and it is one of the basic requirements of music teaching. It runs through the whole process of music teaching and is directly related to the completion of teaching objectives and tasks, and whether the teaching strategy formulated by music teaching design is correct. There are various teaching methods of music education for teachers, and each method has its unique advantages and scope of application. In practical teaching, teachers should choose appropriate teaching methods according to specific

teaching objectives and students' characteristics in order to achieve the best teaching results. At the same time, teachers should constantly update their teaching methods and ideas, actively explore new teaching methods, and constantly improve their teaching ability and level.

Middle school is the teenage period of students we also call it middle school age. This stage is the peak of physical development, indicating that students have begun to enter the stage of youth development. Their bodies have undergone rapid changes, and we have experienced very significant changes in height, weight, shoulder width, chest circumference, etc. Just as important. Every period has a sound change that everyone has to go through, it's what we usually call a sound change period. This indicates that the middle school stage is the stage where the voice is transformed from a child's voice to an adult's voice. Therefore, at this important stage, we should pay attention to and understand the physiological and psychological changes of students in order to better carry out music teaching (Dongli, 2018).

For a long time, music classrooms have been teacher-centered, confining music education to fixed areas, leaving students in a passive state, and greatly inhibiting their innovative consciousness and love of music. Do not pay attention to the research of music teaching methods, improve music teaching methods, bring students popular and suitable teaching methods, and under the new teaching concept, how to stimulate students' music spirituality, make music lessons full of vitality, in order to meet students' "self-cognition" and "self-expression" music needs (Man, 2014).

Research Objective

1. To survey on music teaching in seventh grade in Yinhe middle school at Fujian.

Literature Reviews

Strategies for cultivating students' sense of music in middle school music teaching: Without the support of theoretical foundation, students will inevitably not be able to find the rhythm of music in the learning process. Teachers must abandon traditional teaching techniques in the process of music teaching and optimize the previous way of teachers leading singing. If teachers do not focus on theory and only focus on music, students will not only fail to understand the story behind the music, but are also likely to lose their love for music in the repetitive continuity. Music is not just a learning class, but more about the appreciation and experience of music. Teachers need to understand the importance of students listening to music, use music to infect students' psychology, and use students' psychological feelings about music to render the teaching atmosphere in the classroom, so that students can more easily understand the background and creation basis of music, thereby tapping students' ability to understand music and achieve the cultivation of musical sense. Through the problem-based teaching method, students' enthusiasm for music learning is stimulated. Middle school music teaching mainly allows students to understand the content and emotions in music to cultivate musical sense, which fully reflects the necessity and importance of music works. In the music teaching classroom, teachers need to be good at guiding students with the help of questions, so that students can realize that only on the basis of fully understanding the content and emotions of the work can they truly master the skills of music. In this kind of teaching, students' musical foundation is also significantly cultivated (Li, 2017).

Problems and solutions in middle school music teaching: The significance of studying problems in middle school music teaching in the traditional middle school music teaching process, there is often a situation where the teaching method is too single and the evaluation and assessment of students' learning is not scientific and rigorous enough, which can easily lead to teaching becoming a formal teaching. In addition, the status of music in the current examination-oriented education background is not high, which can easily lead to the failure of the middle school music teaching process to play its due role. Therefore, the fundamental purpose of thinking about several problems in middle school music teaching is to organically combine the teacher's imparting of music knowledge with the students' music learning process, so as to stimulate students' enthusiasm for learning music knowledge, fully explore students' music potential, and promote the effective improvement of middle school music teaching. In order to give full play to the effect of middle school music teaching, it is necessary to fully combine the characteristics of students, and on the basis of combining music knowledge content, constantly summarize and study the problems that arise in teaching, and then improve the teaching quality. While helping students enjoy music in a targeted manner, it also lays a solid foundation for the improvement of their music aesthetic awareness and artistic literacy, and ultimately achieves the effect of teaching in entertainment (Min, 2011). Solution: Targeted stimulate middle school students' interest in music learning. In the process of middle school music classroom teaching, teachers should focus on students' actual demands and carry out classroom teaching design. In order to ensure the efficiency of middle school music teaching, in the process of planning and designing classroom teaching, it is necessary to fully combine specific knowledge points, knowledge systems, and the basic characteristics of middle school students' learning, and carefully plan and arrange the design of classroom teaching and the reasonable application of specific methods and methods in teaching. Reasonably use multimedia to assist teaching, and use modern educational technology to enrich the means and resources of middle school music teaching, so as to better promote the healthy development of middle school music teaching (Jie, 2014).

Research Methodology

Qualitative Research: Classroom observation: Design and implement music education experimental classes or one-to-one and one-to-three courses, observe students' classroom status and learning performance, and analyze and evaluate teaching methods.

Interview: Interview form was designed and distributed to music teachers, students and parents to collect music teachers' educational research experience and classroom practice needs, as well as students' and parents' feedback, requirements and understanding of teaching models and teaching methods.

Key Informant: 1. Xie Qi: Vocal music teacher in colleges and universities, member of Hunan Musicians Association, soloist of Hunan Song and Dance Theater Opera Troupe. 2. Xu Long: Graduated from the School of Music of Hunan Normal University, former Hunan Opera Troupe. 3. Luo Jinhua: During the school, he was invited to support teaching from 5 primary and secondary schools in Yiyang City.

Results

Result from survey on music teaching in seventh grade in Yinhe middle school at Fujian had divided into 2 parts; the result from observation and the result from interviewing three key informants.

Result from observation: In the teaching process, we set teaching objectives, made reasonable choices in teaching materials based on the different foundations and receptive abilities of seventh-grade middle school students, arranged teaching plans, compiled lesson plans and teaching plans for each class, and cooperated with the school to promote the new curriculum standard curriculum teaching reform. In specific education and teaching, on the one hand, we adopted some effective questions in the teaching mode to inspire and guide students to think actively, drive the classroom atmosphere, and observe the students' learning status in class. On the other hand, we combined a large number

of demonstrations with courseware to attract students' attention, improve their learning interest, fully mobilize students' enthusiasm and interest in learning, and improve the effectiveness of classroom teaching. In order to make students feel relaxed and happy in music class, we adopted encouragement to make students express themselves and achieve good communication and interaction between teachers and students.

In the seventh-grade classroom observation, we carefully designed each class, reviewed and sorted it out in time, reflected on ourselves, and analyzed our own cases. Therefore, we analyzed and learned other teachers' classes, learned their teaching concepts, teaching organization forms, teaching methods, etc., and learned what would be different and what would be the same in the classes with the same content. What inspirations were gained from them? The middle school music teaching can adhere to the overall goal of cultivating interest in music courses, developing music perception, appreciation, performance, and creativity, improving music and cultural literacy, enriching students' emotional experience, and cultivating sentiments. We should implement the emotional attitude and values of music teaching in a specific way to make students like music and fall in love with music classes. We should pursue the process and methods in teaching as teaching goals, integrate knowledge and skills into various interesting practical activities that students like, and set the cultivation of students' rich life interests as teaching goals.

In teaching, we should strive to practice the basic concepts of taking music learning as the core, music interest as the driving force, facing all students, focusing on individual development, and music practice, and carefully transform them into specific teaching behaviors. During the teaching process, we can actively think about what to teach, who will teach, to whom, and how to teach, foresee whether the goal can be achieved, and firmly establish the teaching principle of everything for the development of students. For those students who lack confidence, sincere praise for every achievement they have made can arouse their enthusiasm for learning, carefully find their shining points, and give timely and appropriate praise. Orff once said that letting children find and create music by themselves is the most important thing. Students should be allowed to

independently and freely find, feel and experience the happiness that music brings them in a diverse and open space for activities.

Result from interview: Key informants agree that music education is not only about teaching music knowledge, but more importantly, it is to cultivate students' music literacy, inspire their love for music, and let them find spiritual sustenance in music. Music education should be a comprehensive and three-dimensional education. It not only focuses on the cultivation of students' skills, but also pays more attention to cultivating students' aesthetic tastes, moral sentiments and humanistic literacy, and pays more attention to students' actual needs. First of all, teachers should constantly update their knowledge system and master the latest music education concepts and methods. In teaching, he often lets students listen to music works of different styles and periods, so that they can feel the charm of music while appreciating it, thus cultivating their music appreciation ability. At the same time, he also pays attention to cultivating students' spirit of cooperation, allowing them to learn to collaborate with others in activities such as chorus and ensemble, and experience the power of the team. Only by truly loving music and students can we pass on music education to students, truly educate students well, and let them continue to grow on the road of music. When teachers face differences in students' personalities, they must learn to teach students in accordance with their aptitude and use different teaching methods for different students.

Teaching students in accordance with their aptitude is the most important principle. Two aspects are very important in the teaching process one is method and the other is interest. Every child has a different learning style and rhythm. We should formulate personalized teaching plans according to their characteristics. Some students learn easily, but some students often get half the result with twice the effort and have low learning efficiency. Learning requires methods. Teachers should pay attention to teaching methods, and students should also find a learning method that suits them. Teachers should communicate sincerely with students, encourage and actively guide students. Create a relaxed and pleasant learning atmosphere, let students learn happily, and thus stimulate their interest and confidence in music. A solid foundation is the key to music learning. Whether it

is playing skills or music theory, a good foundation can help students be more comfortable in future learning.

As a teacher, you should respect the personality of students. Vocal education requires students to have a good mentality, tenacious perseverance and a strong sense of responsibility. In vocal learning, students need to overcome various difficulties, such as pitch, rhythm, emotional expression, etc., which are all helpful to shape students' character. Attention should be paid to students' basic training, including pitch, rhythm, breath, phonation, etc. Basic training is the key to improving students' vocal level. We should focus on teaching students in accordance with their aptitude. Each student has different vocal characteristics, personality characteristics and learning habits. Vocal teachers should develop personalized teaching plans based on individual differences of students. Music education is not only about teaching students how to play musical instruments, but more importantly, it is about cultivating students' musical interest and creativity. In the teaching process, we should focus on heuristic teaching, guide students to actively explore musical knowledge, and adopt interactive teaching so that students can learn music in a relaxed and pleasant atmosphere. In teaching, we should pay more attention to students' interests and specialties to stimulate their enthusiasm for learning.

Discussions

The research findings on music teaching in the seventh grade at Yinhe Middle School emphasize the importance of structured lesson planning, interactive teaching methods, and student engagement. Observations reveal that effective lesson design, thoughtful material selection, and integration of demonstrations and multimedia enhance classroom dynamics. By fostering an engaging and supportive learning atmosphere, teachers help students develop a positive attitude toward music. Additionally, continuous self-reflection and collaboration with other educators contribute to refining teaching approaches and improving instructional effectiveness (Juan, 2016). Encouragement and personalized feedback play a crucial role in helping students gain confidence and

actively participate in music learning. The findings highlight that music education should not only focus on knowledge and skills but also cultivate an emotional connection with music, fostering appreciation, creativity, and self-expression (Bu, 2015).

Interviews with key informants reinforce the idea that music education should be comprehensive, integrating technical training with artistic sensibility and humanistic values. Teachers should continuously update their methods, expose students to diverse musical styles, and prioritize individual learning needs. The emphasis on cooperation, such as choral and ensemble activities, highlights the social and emotional benefits of music education. Personalized teaching methods are essential, as students have different learning styles and paces. A student-centered approach, where interest and engagement drive the learning process, enhances motivation and long-term musical development (Huichao, 2016). The research underscores that effective music education nurtures not only technical competence but also creativity, teamwork, and a lifelong passion for music.

New Knowledges

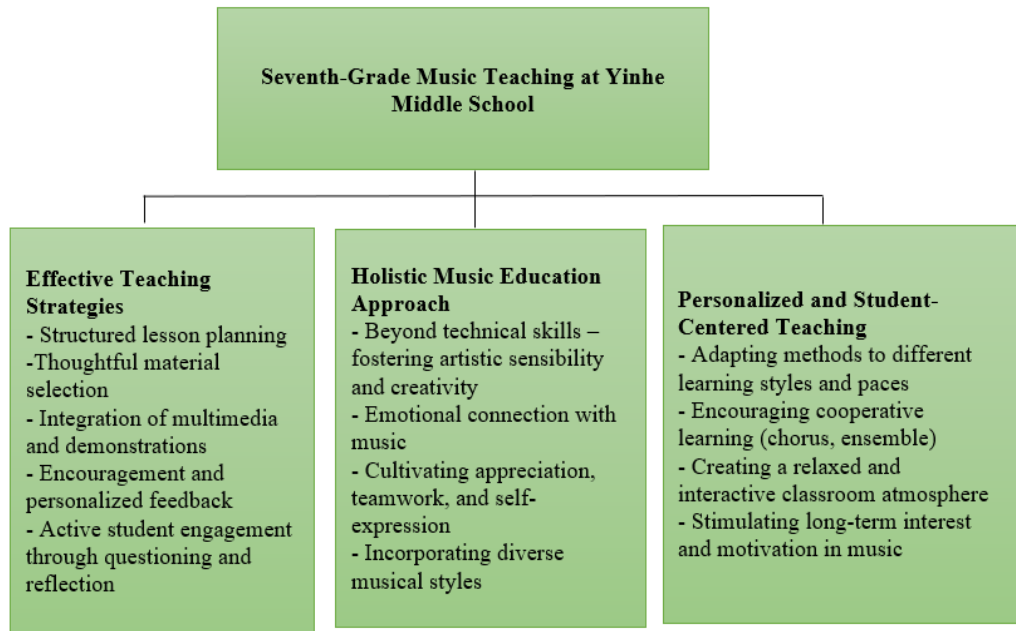


Figure 1: New Knowledges Diagram of Surveying on Music Teaching in Seventh Grade in Yinhe Middle School at Fujian, China.

Conclusions

Implement teaching activities according to the preparation of lesson preparation, complete teaching objectives, and pay attention to cultivating students' learning habits. Of course, the teaching plan should be based on the laws of students' physical and mental development, combined with actual conditions, and the teaching methods should be more detailed. In classroom education and teaching work, we strive to "return learning to students". Students carry out different forms of music activities and optional instrument learning in school, design music learning classrooms, such as folk music learning and Western instrument learning, give students the opportunity to show their talents in class, give them the opportunity to fully express themselves, and enhance their self-

confidence. After class, let students actively discover, explore, feel music, understand music, and express music in pleasant music practice activities, and create music on a certain basis. Music education needs to be learned through social practice and grow in learning. It should guide students to actively participate in music activities, improve students' music performance and appreciation ability, enable them to gain aesthetic experience and enjoy the joy of success, so as to cultivate students' music interests and hobbies, and lay a solid foundation for their lifelong learning, enjoyment and development of music ability; at the same time, through music education, we should focus on cultivating and developing students' creativity and innovative spirit, and create favorable conditions for other aspects of learning to promote students' all-round development.

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