

Investigation on the Status Quo of Effective Music Teaching in Rural Schools Promoted by the Voluntary Teaching Practice

---Take University Students' Voluntary Teaching Activities in Remote Rural Schools in Ganzhou as an Example

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Abstract: University students' voluntary teaching practice in rural areas is a huge and complex project involving the participation and cooperation of volunteer students, rural schools, colleges and relevant education authorities. The full play of its role can maximize the interests of all parties. Faced with the isolation and marginalization of music education in rural schools for a long time, the effective implementation of volunteer education activities can not only help the implementation of rural aesthetic education infiltration plan, but also promote the improvement of music quality and teaching ability of volunteers. This paper takes university students' voluntary teaching activities in rural areas of Ganzhou city as the investigation object, analyzing the problems and causes, putting forward corresponding solutions from the aspects of ideological understanding, practice and management, in order to provide reference for music education in rural schools.

1. Introduction

For a long time, the pursuit of educational equity is a sustainable livelihood project for the country to meet people's educational needs and implement the country's political, economic and cultural development. In order to strengthen aesthetic education in rural schools, promote the all-round development of rural students, and pay attention to the physical and mental health of left-behind children in poor areas, the Education Department of Jiangxi Province launched a pilot program of volunteer teaching services for students majoring in music, physical education and art in remote rural primary schools in the fall of 2017. This initiative adopts the way of combining volunteer teaching service with educational practice, implements the method of "open recruitment, voluntary registration, organization selection and centralized dispatch", selecting volunteers who major in music, physical education and art in normal colleges and universities to serve as volunteer teachers for one semester in remote rural primary schools where the proportion of left-behind

children is high^[1],so as to further implement the Jiangxi Provincial government's document ---*On the Overall Planning to Promote the Integration of Urban and Rural Compulsory Education Reform and Development* and to vigorously promote the smooth implementation of targeted poverty alleviation through education. In the process of teaching practice activities, music majors, as one of the volunteer participants, go to rural communities and learn about frontline poverty education, which not only improves their own music teaching skills and improves their social practice ability, but also alleviates the shortage of music teachers in rural schools. Thus, the characteristics of aesthetic education infiltration of left-behind children in rural areas can be effectively solved. Over the past three years, this initiative has benefited rural schools in many state-level poverty-stricken counties and contiguous poverty-stricken counties, expanding from 30 pilot counties with 180 volunteers serving 60 schools to 455 schools with more than 1,000 university student volunteers. In the fall of 2018 alone, a total of 1,370 volunteer teachers were recruited, including 455 Music majors from the normal universities. Such a large-scale voluntary education campaign needs full cooperation to operate normally. From the government to local governments, from departments to schools, from universities to rural primary schools and so on, the active participation of multiple factors is indispensable. However, due to the multiple links and complex coordination, it is easy to cause problems related to volunteer teaching in practice if there is chain breaking or lag in management, cooperation, guidance and communication. How to pay attention to the specific action behind the event participation? How to promote volunteer teaching practice to play its role ? While solving the practical ability of college students, how to really serve the aesthetic education in rural schools? At present, under the grand narrative, it is more necessary to conduct in-depth front-line investigation and research, find problems and adjust strategies, especially to timely reflect and insight into the problems existing in the practice teaching of volunteer teaching students, so as to effectively facilitate its continuous development. This paper will take the college students who carry out voluntary music teaching activities in rural schools in Ganzhou city as an example. From the specific perspective of music teaching, this paper puts forward corresponding improvement strategies and feasible suggestions on how to promote the students to improve the effective teaching of rural music class.

2. Investigation and Analysis of Effective Music Teaching in Rural Schools in Ganzhou City

Ganzhou is an old revolutionary base in China. Located in the southern part of Jiangxi Province, it is the largest and most populous districted city in Jiangxi Province. Due to historical and geographical reasons, the economic development of Ganzhou is relatively backward. Among the 18 counties (cities and districts) under the jurisdiction of Ganzhou city, 7 are state-level poor counties. So far, the pilot program has covered 95 rural schools in all counties and cities.

2.1 Survey Design and Implementation

In order to objectively understand the current situation of music classroom teaching in rural primary and secondary schools, this study is divided into two stages: questionnaire survey and field observation.

First of all, the questionnaire is a self-compiled *Questionnaire on the Promotion of Effective Teaching of Normal Music Students' Voluntary Teaching Practice in Rural Music Classes* with 32 questions, involving "rural music teachers", "music teaching situation", "basic situation of rural students' music learning", and "music" "Teaching concept and teaching satisfaction" and other

[1]Document of The Education Department of Jiangxi Province. *Notice on Recruiting College Students majoring in Music, Physical Education and Art to Pilot Volunteer Teaching Service in Remote Rural Primary Schools*. July 2017.

dimensions. The respondents were normal music students from Jiangxi province who participated in Ganzhou rural internship and volunteer teaching in the fall of 2018. A total of 90 students were randomly selected. A total of 90 questionnaires were issued and 90 were effectively recovered, with an effective rate of 100%. The basic information of the respondents is as follows:

Table 1 : Basic Distribution of the Respondents

Item		Number	Percentage(%)
Gender	Male	37	41.11
	Female	53	58.89
Grade	5-6	56	62.22
	3-4	15	16.67
	1-2	19	21.11

Secondly, representative local rural schools were selected and field investigations were conducted by means of observation, interview and random lectures. Specific schools include: Ledong Central Primary School, Guting Central Primary School, Nanheng Central Primary School, Wudang Central Primary School, She Jing Central Primary School, Chenglong School, Jiulianshan School, Shangjiang Central Primary School, Yangcun Central Primary School, Lingbei Central School, etc. In order to grasp the specific situation of music classroom teaching of volunteer teachers in time, field investigation also includes talking with school administrators, rural teachers and students, which involves the teaching situation of full-time and part-time music teachers in rural areas, their views and attitudes towards music classroom teaching, and students' evaluation of music teaching.

2.2 Survey Results and Analysis

Based on the two-stage investigation, the relevant research results of music teaching of volunteer students can be reflected as follows:

2.2.1 In terms of the satisfaction of the volunteer teaching students to the music teaching conditions in rural schools, it includes the school's emphasis on music teaching, the use of music teaching facilities and the development of music activities. It is shown that most volunteer teachers are still not satisfied with the overall music teaching environment of rural schools.

2.2.2 In terms of practical teaching guidance for music volunteer teaching students, it includes college teachers and rural school teachers to guide the teaching of the volunteer students, which involves teaching skills, teaching methods, classroom organization, extracurricular activities and training of teaching ability. It shows that only 15.56% of college students can receive continuous attention and practical guidance from professional and experiential teachers in their internship, and 37.78% of volunteer teachers, as novice teachers, lack corresponding teaching guidance.

2.2.3 In terms of the factors affecting the music teaching of volunteer teaching students, it includes the arrangement of work other than music teaching in rural schools, and the influence of other work tasks on the music teaching of volunteer teaching students.

Table 2 : Students' Work Apart from Music Teaching

Task situation	Number	Percentage(%)
Many	17	18.89
Relatively many	27	30
Not many	44	48.89
None	2	2.22

As can be seen from the above table, volunteer teachers said that they had “many” and “relatively many” tasks outside teaching, respectively 18.89% and 30%, accounting for 48.89% of the total number of students. This indicates that there are many rural schools that arrange too many tasks outside music teaching for volunteer teachers.

Table 3 : Influence Of Other Tasks on Music Teaching of Volunteer Teachers

Degree	Number	Percentage(%)
Deeply	8	8.89
Comparatively	32	35.56
Some	22	24.44
Not	28	31.11

According to the above data, the total percentage of choosing “Deeply” and “Comparatively” is 44.45%, indicating that too many work tasks unrelated to teaching will greatly affect the effectiveness of rural music classroom teaching for volunteer teachers.

In addition, the survey shows that most of the volunteer teaching students are not confident enough in the self-cognition of teachers' vocational ability, and they are generally in a state of urgent anxiety. For example, to the question “How satisfied are you with your music classroom teaching?” “, 8.89% chose “good”, 31.11% chose “average”, 16.67% chose “satisfied”, and 43.33% chose “dissatisfied”. In the survey, it is found that as novice voluntary teachers, due to the lack of practical experience, it is difficult for them to directly transform the knowledge learned in college into teaching. Especially in the initial stage, the lack of certain classroom organization and management ability will easily lead to disordered teaching and out-of-control classroom, making it impossible to carry out real music course content teaching. Most of them indicate that these will affect the enthusiasm and enthusiasm of subsequent music teaching.

3. Existing Problems and Causes

To some extent, volunteer teaching practice alleviates the difficulties of many rural schools, such as lack of music lessons, lack of music teachers, and specialization of music teaching. The activities are welcomed and recognized by teachers and students. From the survey, most of the volunteer teaching students can use appropriate and rich teaching methods and forms in teaching to lead rural children to learn and enjoy music, greatly changing the appearance of rural music classroom teaching and enriching the campus music cultural atmosphere. As the principal of Nanheng Central Primary School said, “Since the arrival of the volunteer teachers, the students sing the national anthem more loudly, the tone is more accurate, and also become more sensible, more polite, this is amazing!^[2]” In addition, due to the arrival of music volunteer teaching students, many rural schools' music classes have become regularized and normalized, and students' interest in music learning has been improved, and they can actively participate in various music practice activities. However, from the perspective of practical feedback, the current situation of classroom teaching, the core part of volunteer teaching practice, is not optimistic, that is, there are many difficulties in the specific practical teaching of volunteer teaching interns, which affects the effectiveness of music teaching. How to integrate into the rural school life as soon as possible, change the educational concept and teaching thinking, and adjust the teacher's role in time? How to master the music teaching ability quickly and do a good job in each music lesson? According to the physical and mental characteristics of rural children, how to effectively carry out music activities ? These are the topics

^[2] Li Shufen. Empirical Research on the Promotion of Effective Music Classroom Teaching in Rural Primary and Secondary Schools by Volunteer teaching Practice [D]. Gannan Normal University, 2020.

that have troubled every class of volunteer education students, and they are also the core problems that need to be faced and solved urgently. The specific reasons for the survey results are as follows:

3.1 Analysis of External Factors Affecting Effective Music Teaching among Volunteer Teachers

The factors affecting the effective teaching of volunteer students are mainly reflected in two aspects: First, the school arranges too much work other than teaching tasks for volunteer teachers. Due to the shortage of teachers in rural schools, at the early stage of the implementation of the pilot work of the volunteer service activity, volunteer music teachers had to teach other subjects besides music. Due to the shortage of school staff, it is inevitable to arrange volunteer music teachers to undertake a large number of other non-teaching tasks, such as being responsible for the publicity work of the school, the work of young pioneers, the planning of activities, the maintenance of flags, daily dormitory inspection, etc. Volunteer teachers generally believe that too many non-teaching tasks, to some degree, will affect their class preparation, class time, including energy and enthusiasm. In particular, at the initial stage, the school arranges the volunteer teachers to hold multiple roles such as teaching, management and organization at the same time. As a novice, it is difficult to balance and coordinate work tasks, which will inevitably affect the teaching effect of music class. Secondly, the volunteer teachers lack certain practical guidance. The survey found that the classroom teaching of music volunteer teachers is mostly in the state of “free-range” without management, which includes the school does not pay enough attention to the music class of the volunteer teachers, and cannot follow up the teaching systematically; it cannot provide certain teaching and research activities, such as open classes, competition classes, class evaluation, etc., to help volunteer teaching college students to integrate into their growth.

There are limited number of tutors in Music colleges (departments) of Normal Universities. Generally, a tutor is responsible for the affairs of several counties and districts. The guidance includes ideological education for interns, communication with internship schools, coordination and allocation of internship tasks, life security, and performance evaluation of interns, etc. There are few tutors with plenty of work to do. As a result, the role of the tutor is not clear, and the content, objectives and scope of responsibility of the tutor are not clear. Therefore, the guidance on the actual classroom teaching of volunteer teachers cannot be specific and difficult to be sustained.

Of course, most rural schools are located in remote mountainous areas, and inconvenient factors such as information, traffic and life also affect the teaching status of volunteer teachers to different degrees. On the one hand, they have to adapt to the relatively simple living environment in the countryside and overcome many difficulties in life. On the other hand, they also need to change their roles as soon as possible to cope with work tasks and be competent for teaching. For college students who have no “practical” experience in volunteer teaching, the environment, responsibilities, roles and psychology, etc. all indirectly or directly affect the actual classroom teaching behaviors to different degrees.

Analysis of Internal Factors Affecting Effective Music Teaching among Volunteer Teachers

Through the investigation such as lectures and interviews, it can be seen that the main factors that really affect the effective music classroom teaching of volunteer teachers are themselves. It is reflected as follows: first, fear of difficulties and service awareness. In rural schools, the conditions are rough and the living environment is difficult. Some volunteer teachers find it difficult to adapt to the changes in life and adjust their status in the face of teaching work. In particular, they are more likely to have a sense of frustration if they encounter difficulties in specific teaching and cannot solve them in time. H, the principal of a rural school, said, “Some volunteer teachers are dissatisfied with the living conditions and teaching conditions in the school. They show a negative attitude

towards the volunteer teaching work. They go back to their dormitory after class and do not communicate or discuss with the teachers here.^[3]” From these phenomena, we can see that due to the lack of service consciousness, it is difficult for volunteer teachers to overcome various difficulties in the process of volunteer teaching, and the resulting negative and passive mentality will greatly affect the quality and effectiveness of music teaching. Secondly, music teaching skills are the key factors affecting effective classroom teaching. It is the first time for college students to take part in volunteer teaching. Although they are full of enthusiasm, they lack enough practical experience in teaching, dealing with affairs and life. How to transform their own professional knowledge into classroom teaching knowledge? How to adjust teaching strategies according to different teaching objects? Even how to organize and maintain a complete music class activity smoothly? In the face of specific practical tasks, as a “novice” in teaching, the role of students should be quickly adjusted to the role of teachers, about which they are often at a loss. Through investigation, it is found that most volunteer teachers are deficient in teaching skills such as music teaching organization and management, music teaching design, application of music teaching methods, music teaching evaluation and reflection.

In addition, many volunteer teachers are affected by personal development factors, which will also affect the classroom teaching effect to different degrees. In the investigation, it is found that some volunteer teachers want to take both the postgraduate entrance examination and the examination preparation and study at the same time during the volunteer teaching process, and the specific teaching practice will be easily affected if their energy and time cannot be properly allocated.

4. Suggestions on Promoting Effective Music Teaching among Volunteer Teachers

“Striving to make every child enjoy fair and quality education” is the new mission of China's education cause in the new era. Based on the current situation of music education in rural areas of China, volunteer teaching practice is undoubtedly the most direct and effective means to promote the rational distribution of music education resources, improve the quality of music classroom teaching in rural areas and realize the fairness of education. In order to improve the effectiveness of rural music classroom teaching and let rural children enjoy quality music education, it is necessary to optimize the relevant management strategies of practical volunteer teaching and deepen the implementation strategies of classroom teaching for volunteer teachers.

Volunteer teaching students are the direct executor and the determinant of the effect of volunteer teaching. Their quality, ability, attitude, feelings and subjective initiative are directly related to the quality of rural music classroom teaching, and more importantly, the healthy growth of rural children. They should realize the importance of their own role, form a strong sense of responsibility and mission, and consciously improve their comprehensive ability, provide the best quality teaching for rural schools and let rural children enjoy the best quality education as their starting point and end point. First of all, they should work hard to learn professional knowledge and skills in school, and strive to improve scientific and cultural literacy, so as to lay a solid foundation for becoming a qualified teacher. Secondly, during the volunteer teaching period, they should be diligent and studious, and communicate with other teachers and colleagues more. On the one hand, volunteer teaching students should take the initiative to reflect their teaching problems with tutors in colleges and universities, seek solutions, and strive to improve their music teaching skills and the quality of music classroom teaching. On the other hand, volunteer teaching students should actively

^[3] Li Shufen. Empirical Research on the Promotion of Effective Music Classroom Teaching in Rural Primary and Secondary Schools by Volunteer teaching Practice [D]. Gannan Normal University, 2020.

communicate with the tutors, colleagues and leaders of the school. Although rural school teachers may not be able to provide the most scientific music teaching methods, but many of them have rich experience in teaching, from whom the volunteer teaching students can learn the methods and skills of teaching, class management, emergency handling, and communication with students and can even ask them for advice on board design, teachers' teaching attitude, language expression and other common teaching skills and methods. This requires students to listen to lectures more, communicate more, and reflect more frequently in the process of volunteer teaching. They should repeatedly practice in their classroom teaching and summarize more after class so as to gradually improve their teaching ability. Finally, it is necessary to strengthen the physical and mental health quality of exercise. In rural areas, the conditions are relatively backward in all aspects, and the pressure of life and teaching may make it difficult for some volunteer teachers to adapt to them. Therefore, it is necessary for volunteer teachers to constantly challenge themselves, face the difficulties head-on, establish a positive and optimistic attitude and strengthen physical fitness, so as to provide strong support for good teaching work.

Classroom teaching is the front position of volunteer teaching practice, and also the key core of the implementation of rural music aesthetic education. Although the volunteer teachers have received the professional music education and mastered the relevant professional skills, in the specific teaching implementation process, some of them lack enough teaching experience, so how to make a good music lesson? How to actively carry out music teaching activities? In order to promote the effectiveness of music teaching, it is necessary to create music environment and enrich students' music aesthetic perception.

According to Wang Anguo, professor of Capital Normal University, a “good” (effective) music class is one that can arouse students' spiritual resonance (touching their heartstrings) based on the fundamental purpose of aesthetic education. Such music lessons should be changed from talking about music and watching music to playing music, listening, singing, playing, listening, moving and creating music to enrich students' aesthetic perception of music. Therefore, in specific music classroom teaching, volunteer teachers should make clear the unique attributes of music courses and the differences between them and other disciplines, always carry out teaching around music content closely, and usually adopt teaching methods such as listening, singing, playing, rhythm, creation and editing to encourage students to actively participate in music activities. In order to stimulate students' interest in music that they dare to express and are willing to express in their study, volunteer teaching students can create a diversified experience environment based on local music culture and rural life experience to enrich students' aesthetic experience of music in rural areas. For example, in combination with the local musical cultural context and based on the life experience of rural students, games such as “riding a bamboo horse”, “jumping rope” and imitating animal sounds that rural children have been familiar with since childhood are adopted to inspire students to explore the expression ways of musical elements such as rhythm, beat and pitch. From the children's songs and nursery rhymes that students are familiar with, they can be guided to perceive the performance function of music elements in the songs. At the same time, students' mastery of basic music knowledge and learning of basic skills should be related to the organic combination with music aesthetic experience and cognition of relevant music culture.

For remote schools that still lack music teaching resources, volunteer teachers can lead rural children to make use of the waste products in life (soda cans, mineral water bottles, POTS and pans, etc.) in the classroom to make their own simple musical instruments. For example, maracas is made of empty bottles filled with sand and beans; plastic bottles and bamboo sticks are used to make holes, similar to wind instruments; bamboo tubes of different sizes and lengths are made into sound tubes, ring drums, wood block, etc. Students are taught to discover, explore, feel and enjoy music in their lives, make music a part of their learning life, and promote their physical and mental health

and all-round development. Of course, to promote the effective teaching of rural music, the volunteer teachers can also optimize the campus music learning environment, make full use of campus radio stations to promote excellent music works, carry out various kinds of music extracurricular interest activities, and actively create a campus cultural atmosphere that attaches importance to music and loves music.

In specific classroom teaching, volunteer teachers should keep a keen awareness of problems, always pay attention to the dynamics and generation of teaching, timely capture the problems in teaching and guide students to participate in analysis and solution, so as to improve students' aesthetic perception of music and music practice ability, and promote the effectiveness of music teaching.

The management of volunteer teaching practice is the external guarantee to ensure the smooth progress and efficient completion of the volunteer teaching task.

First, to step up mobilization. Through WeChat, Weibo public account, school radio station, bulletin board, campus post bar, website, etc., the selection criteria and policies of rural music internship volunteer teaching for normal university students, the situation of previous volunteer teaching services, and the growth of volunteer teaching students are comprehensively publicized to make more college students know about rural internship and volunteer teaching, and provide opportunities for qualified students who have the intention of volunteer service. But more important than calling for publicity is that college teachers should convey noble educational feelings to college students in their daily teaching process, and through their own words and deeds, to train a group of ambitious, hard-working and dedicated new generation of young college students.

Second, carefully select high-quality and dedicated volunteer students. For example, if the students have good professional knowledge and skills, educational knowledge and skills, good communication ability, expression ability, healthy physical and mental quality and other excellent comprehensive abilities, they can lay a good foundation for promoting the effectiveness of rural music classroom teaching. Dedicated volunteer teachers are full of love and firm faith in their hearts. They can overcome all kinds of difficulties in the process of volunteer teaching and use what they have learned to nourish rural children who yearn for music to the best of their ability.

First, do a good job of pre-job training guidance. Before the training begins, colleges and universities should investigate rural schools, learn about their music teaching conditions and demands, formulate targeted and practical training programs and contents, carry out various forms of training activities, and strengthen ideological and psychological guidance for volunteer teachers.

Second, doing a good job in the process of volunteer teaching real-time guidance, is also the key to teaching guidance. In this process, it is necessary to ensure that each volunteer has a corresponding teaching instructor. Therefore, all the teachers in music colleges should participate in the volunteer teaching practice activities. According to the number of volunteer students, it should be equally distributed to each teacher, and the tutorial system of practice volunteer teaching should be established. Volunteer teaching students can report the teaching situation and reflect the teaching problems to the instructor through telephone, WeChat group, QQ group and so on. In addition to answering the questions of the volunteer teachers, they should always know the lesson preparation and class situation of the volunteer teachers, and require the volunteer teachers to report regularly through pictures and video recording, so as to know the teaching dynamics and effectiveness of the volunteer teachers in real time. In addition, the college of Music can also compile and print the guidance manual of practical volunteer teaching for rural school music classroom teaching, which can involve the interpretation of music curriculum standards, music classroom teaching cases, practical teaching methods, classroom management tips, student psychological counseling, etc., so that the volunteer students can get inspiration and reference in teaching.

Besides, volunteer internship is a huge project of mutual benefit and win-win cooperation with

the participation and cooperation of various departments. In order to give full play to their respective functions and effects, volunteer teachers, rural schools, colleges and education authorities need to strengthen communication, support and cooperate with each other. For example, education authorities should provide funds and institutional guarantees for volunteer teaching practice to ensure its smooth implementation; rural schools should closely cooperate with colleges and universities to provide corresponding teaching posts and guidance for volunteer teaching students, so as to effectively guarantee the basic material conditions and personal safety of volunteer teaching students; colleges and universities should optimize the curriculum content, adjust the curriculum structure, and optimize the talent training mode according to the current situation of basic music education, so as to promote the curriculum reform, vigorously cultivate excellent basic music education talents, and take it as their own duty to serve local basic music education. At the same time, colleges and universities should also assume the responsibility of coordinating all parties, closely communicate with relevant education authorities, rural schools and volunteer students, and ensure the efficient operation of volunteer teaching practice. Volunteer teachers should strive to improve their knowledge, skills, ideas and comprehensive quality, and abide by relevant disciplines in the process of volunteer teaching.

5. Conclusion

Improving the quality of music teaching in rural schools and promoting the sustainable development of aesthetic education in school music classes are the key and core of the implementation of voluntary teaching activities for college students. On the one hand, it is based on teaching that can help rural students master certain basic knowledge and skills of music and gradually form healthy aesthetic values of music. On the other hand, only through the classroom college students can closely combine theory with practice, so as to improve their teachers' teaching ability and comprehensive quality. At present, to promote the further effective implementation of volunteer practice teaching activities, we need to focus on practice and front-line classroom. In order to solve the problem step by step, it is necessary to recognize and foresee the undesirable effects and problems in the process of volunteer teaching in advance, reflect on and improve strategies in time. Only in this way can we solve the corresponding problems step by step, realize the targeted poverty alleviation of education, and make it a strong link for colleges and universities to serve the general education.

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