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Research on the Problems and Causes of Chinese Traditional Music Teaching in Primary and Secondary Schools: A Grounded Theory Analysis of 4224 Teachers' Survey Results

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Abstract

After the 18th National Congress of the CPC, with the awakening of the subject consciousness of traditional culture, Chinese traditional music is gradually attached attention and strengthen. It happened not only from the central government to rural areas, but also from the professional scholars to frontline teachers. Recently, the issues of traditional music teaching has become an important topic in the field of music education in China. The traditional music teaching and learning in class is an important way of transmitting and developing the national music culture. But from a practical perspective, its teaching efficiency still can not meet the requirements of the national culture strategy and the demand of transmission and development nowadays.

Based on the above considerations, this study mainly explored the real problems, causes and corresponding recommendations of Chinese traditional music teaching. Through the unstructured questionnaire of 4224 music teachers from Chinese 26 provinces/municipalities to collect the data, this paper analyzed the existing problems and causes in the present classroom teaching by using the analytical path of grounded theory. A total of 86 three-level codes (5746 reference points), 16 two-level codes and 5 one-level codes were generated through the open coding, axial coding and selective coding of grounded theory.

The main conclusions of this study are as follows:

- (a) A "multi-level ring structure" model consisting of 16 two-level nodes and 5 one-level nodes is established. The model revealed the hierarchical structure of problems and causes in teaching.
- (b) This study revealed the structural relationship between the internal factors (teachers and students) and external factors (teaching conditions, subject contents, organize strategies), and logical relationship between the core factors (as the direct element of teaching-teachers, students, contents, strategies) and the supporting factors (guarantee conditions) of teaching.
- (c) The suggestions of traditional music classroom teaching in China are proposed from macro, meso and micro perspectives.

This study analyzed the current issues and causes in terms of teaching and learning of Chinese traditional music, and proposed the suggestions, which will provide insights for future research on Chinese traditional music teaching in primary and secondary schools.