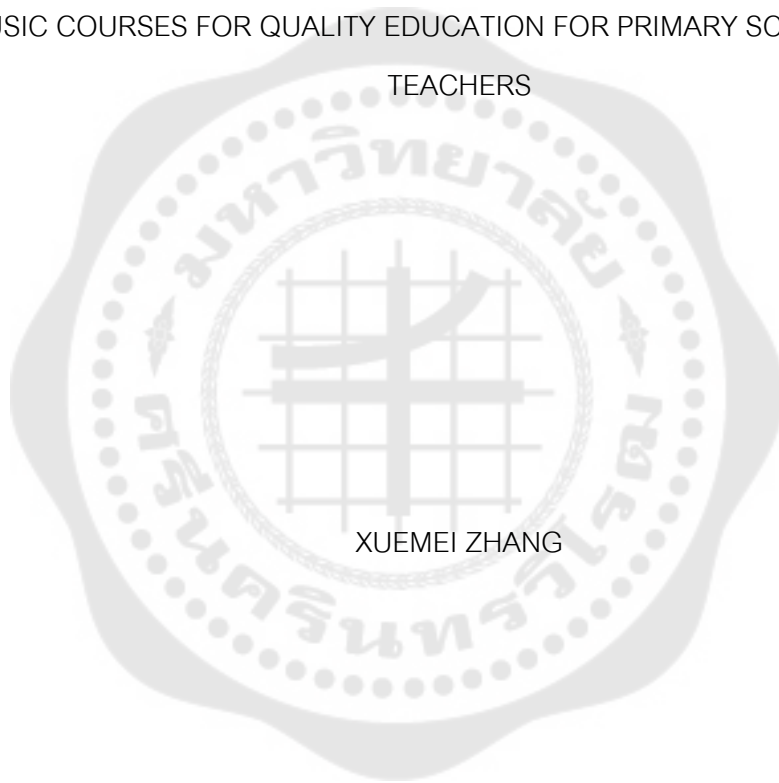




RESEARCH ON THE GUIDANCE PROGRAM AND DEVELOPMENT OF PROFESSIONAL
MUSIC COURSES FOR QUALITY EDUCATION FOR PRIMARY SCHOOL MUSIC

TEACHERS



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2023



ปริญญาบัตรนี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตร
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RESEARCH ON THE GUIDANCE PROGRAM AND DEVELOPMENT OF PROFESSIONAL
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TEACHERS



A Thesis Submitted in Partial Fulfillment of the Requirements
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THE THESIS TITLED
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TEACHERS

BY
XUEMEI ZHANG

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SRINAKHARINWIROT UNIVERSITY



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Title	RESEARCH ON THE GUIDANCE PROGRAM AND DEVELOPMENT OF PROFESSIONAL MUSIC COURSES FOR QUALITY EDUCATION FOR PRIMARY SCHOOL MUSIC TEACHERS
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The purposes of the research were: 1) to explore the practical significance of the core literacy theory. 2) to study enrich the professional development theory of music teachers' quality education music courses. The population for this study is 13 elementary schools in Zhanggong District, Ganzhou City, Jiangxi Province, China, 183 music teachers and questionnaire survey and interview survey, and then sorts out the obtained data and interview materials, so as to restrict the core literacy The problems existing in the development of music courses for primary school music teachers' quality education, research attribution and put forward countermeasures, provide reference for the professional development of local primary school music teachers' quality education music courses, and also put forward some rationalization opinions for promoting the development of the core literacy of music subjects and suggestions. The research results were found that; 1) the development of quality education and teaching professional ability of elementary school music teachers has not yet reached the ideal state. The new round of basic education curriculum reform in China has put forward new requirements for elementary school music teachers. 2) Different strategies and approaches are needed for the development of different regions. . Therefore, this study takes the basic situation of the development of the professional ability of music teachers' quality education and teaching in Zhanggong District as the starting point, through the understanding of the awareness, planning, action, regulation, and reflection of music teachers' independent development of teaching ability. And analysis, combined with the actual situation of the school at this stage to form the conclusion of this study and put forward corresponding suggestions.

Keyword : Core literacy, quality education, professional ability

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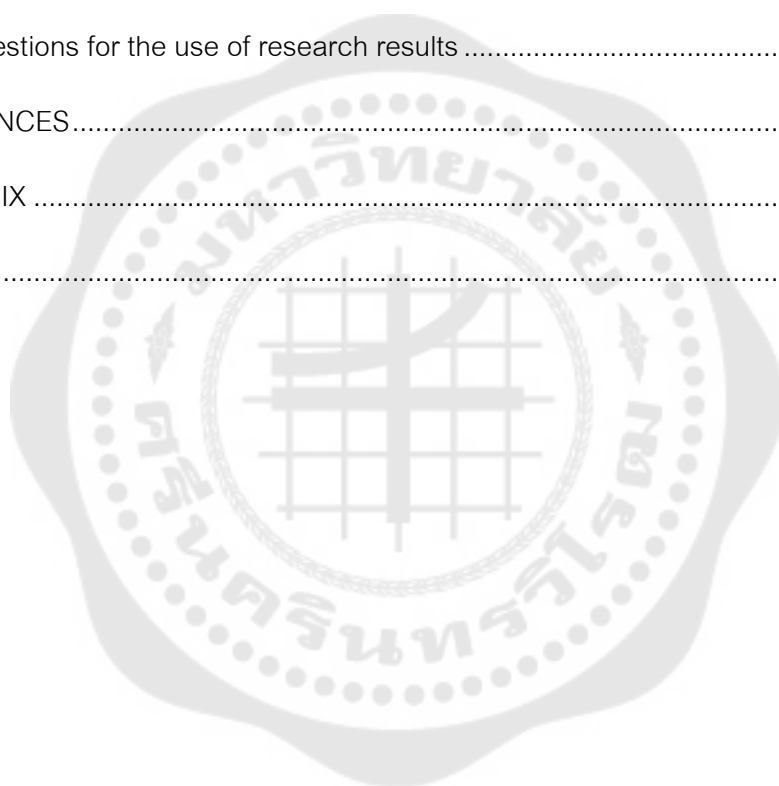
Finally, I am very proud to be a student of Srinakarinwirot University! I wish the school all the best!

XUEMEI ZHANG

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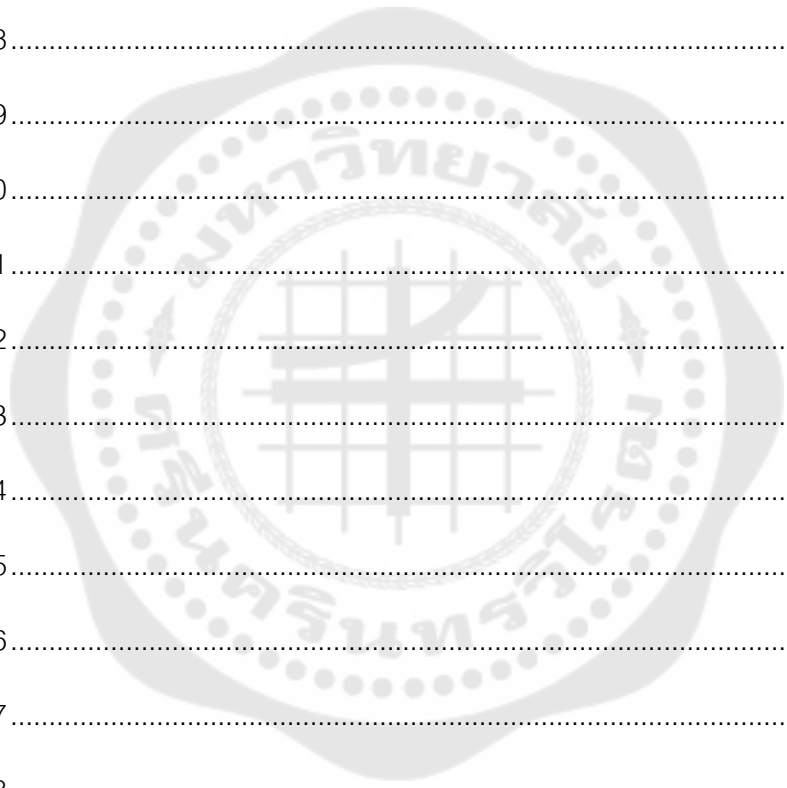
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CHAPTER 1

INTRODUCTION

Background

As a special profession, teaching is highly regarded and respected, both at home and abroad. As China's education continues to be updated and the importance of education in China continues to be strengthened, the profession of elementary music teachers needs to accumulate and update its own professional knowledge. Today's elementary school music teachers also cannot be limited to book knowledge alone but must always pay attention to the development of their own competence and professionalism.

Traditional views of education are centered on improving teaching quality, teaching facilities, and teaching interests, and the development of elementary music teachers' teaching ability is thought to be constantly shaped and changed through the training of teacher training schools and training institutions, and people tend to place more emphasis on external factors affecting the development of elementary music teachers' teaching ability, as opposed to neglecting teachers' own subjective and active awareness. Of course, training institutions nowadays still have a heavy responsibility and still play an important role in the training of elementary school music teachers; however, as the education system is also changing, the way of training is also undergoing radical changes, which means that teachers should also seek sources of self-growth through different forms of training, combined with their own current situation and from educational practice activities, and teachers' quality education music curriculum teaching ability specialization. The professionalization of teachers' quality education music curriculum teaching skills will eventually be reflected in the process of curriculum implementation and will accompany the growth and development of our elementary school music teachers throughout. We in China have received a great deal of attention in recent years to the development of elementary school music teachers' pedagogical competencies, and we have also been issuing legal policies to improve and guide them. In 2012, the Chinese Ministry of Education promulgated the

Professional Standards for Primary School Teachers (for trial implementation) (Ministry of Education of the People's Republic of China, 2012). The basic contents of the professional standards include three levels, namely, professional philosophy and ethics, professional knowledge, and professional competence. In 2016, the general framework of "Core Literacy for Student Development in China" was officially released (Research Team on Core Literacy, 2016, P. 1-3) and "core literacy" appeared in China's music curriculum standards for the first time, which not only provides a theoretical basis for setting music curriculum objectives and regulating curriculum It not only provides a theoretical basis for setting music curriculum objectives and regulating the design of the curriculum structure, but also directly advises music teachers on teaching. The (new) Teachers' Law, promulgated in China last year, establishes that teachers, as professionals, are expected to perform the duties of teaching and learning, a sign of professional recognition of the profession. (Chen J. P., & Zhang. T., 2021, P.25-26) . These relate to all aspects of teaching, teaching quality, teaching methods, teacher qualifications, teacher ethics, teacher competencies, etc. It thus appears that while China regulates the teaching profession, the professional development of our individual music teachers' teaching competencies cannot be ignored (Gao. H. X., & Wang. N., 2014, P.47-49) .

In the current situation of Chinese education, by studying the history of education development in Europe, America and other developed China, valuable and long-term educational models are proposed to provide advanced training models for the professional development of teachers' teaching ability. And promoting the process of professionalizing the teaching ability of elementary school music teachers' quality education is not only the educational goal pursued by foreign developed China, but also the focus of China in developing education career (Kong. X., 2018, P.143-144) . The implementation of the new round of compulsory education (music) curriculum standards (2022 edition) (People's Education Press, Compulsory Education (Music) Curriculum Standards, 2022) , the continuous deepening of the basic education curriculum (Liu. C. H., 2019, P. 168-169) , the continuous promotion of quality education, the need for continuous improvement of teachers' awareness, the whole society is concerned about

the professional development of teachers' teaching ability music curriculum. Elementary school, as the basic education, plays a fundamental role in the whole education process. At present, China is carrying out the eighth basic education reform, and elementary school music teachers have become a key factor in the new curriculum reform and development of music curriculum education. At present, some results have been achieved in the research on the professionalization of music teachers' teaching ability in China, but most of them are related to the characteristics, methods and importance of teachers' professional development, focusing on one aspect. As basic education, there has not been a systematic research result in the professional development of elementary music teachers' teaching ability, and there are fewer studies that delve into the professional development of elementary music teachers' quality education teaching ability(Xu. J. Y, 2021,P.73-77) . To sum up, the professional development of elementary music teachers' teaching ability needs a more effective development platform, and the exploration of the issue of professionalization of elementary music teachers' quality education teaching ability continuously and deeply is also to lay the theoretical foundation guarantee for the implementation of the new curriculum reform, which will promote the professionalization of elementary music teachers' quality education teaching ability to develop faster and better, so as to improve the teaching quality level of the whole basic education.

Significance of the Study

The professional development of teachers' teaching ability has become a hot topic of discussion nowadays. Theoretically, the professional development of teachers' teaching ability refers to: the process of teachers' continuous development and improvement as professionals in several aspects such as professional ideas, professional knowledge and professional ability, i.e. the whole process of professional novice to expert teachers. The professional autonomy development of elementary music teachers' quality education and teaching music courses, which is discussed in this paper, refers mainly to a consciousness and motivation that comes from within, without external pressure and guidance, out of the teachers' own will. The importance and focus

of this study is explored through the identification of the problem, a brief historical review of the related fields, and an in-depth study and investigation of the current stage of professional autonomy development of elementary music teachers in elementary school in Zhanggong District, Ganzhou City, Jiangxi Province (hereinafter referred to as Zhanggong District) with the studied problem and the collected materials, which leads to the conclusion of the study.

At this stage, the new curriculum calls for the imperative of professional development for teachers. The emergence of pressure goes hand in hand with the implementation of reform, and of course, with pressure comes motivation, and with motivation comes miracles. However, this force also includes those new problems brought about by the curriculum reform, and this pressure created by these problems has also experienced and formed an experience within the teachers. The new curriculum reform effectively carried out around us is a top-down reform led by China and practiced in a basic way. The main idea is the infusion of new concepts in education, fundamentally reforming the mode of cultivating talents, drawing the essence from traditional teaching methods and concepts and skillfully combining them with the new concept of pay of the new curriculum reform, thus forming a new set of teaching methods and curriculum forms. The expected purpose of the reform is to update teachers' views of students, teaching and curriculum. Generating these new concepts will inevitably challenge teachers' original, outdated teaching habits and conventional teaching methods, as well as impact contextual education and the three-dimensional goals of teaching. Therefore, the new curriculum reform provides motivational support for teachers' professional development from both internal psychological foundations and external objective conditions. Teachers should take the new curriculum reform as an opportunity to actively promote the professional development of elementary school music teachers' quality education music curriculum, enhance teachers' own theoretical and practical abilities, improve professional quality and literacy, and thus develop more comprehensively.

Scope of the Study

To study on the guidance program and development of professional music courses for quality education for primary school music teachers, the scope of the study 13 elementary schools in Zhanggong District, Ganzhou City, Jiangxi Province, China, 183 music teachers.

Definition of terms

Core literacy is the basic ability and quality that is of great significance in the process of individual development, covering knowledge and learning ability, thinking and innovation ability, interpersonal and cooperation ability, emotional and emotional ability, moral and ethical ability, and practical and application ability. The cultivation of these literacy aims to enable individuals to have comprehensive abilities and qualities, to be able to cope with various situations in study, work and life, to have independent learning ability, critical thinking, problem solving ability, effective communication and cooperation ability, emotional management and Coping skills, moral judgment and responsibility, and practical application skills. Through the development of core literacy, individuals can better adapt to the needs and changes of modern society, and become a fully developed individual with creativity, social responsibility, and lifelong learning ability.

Quality education: Music education literacy: music teachers' music knowledge, music skills, music expression ability, and understanding and mastery of music education concepts and methods are important components of music teachers' professional quality.

Educational sensitivity: music teachers are sensitive to individual differences and needs of students, can formulate educational programs suitable for students according to their characteristics and backgrounds, and flexibly adjust teaching strategies to promote students' development.

Curriculum design ability: Music teachers can design music courses with a certain depth and breadth according to the subject standards and students' needs,

including the setting of teaching objectives, the selection and organization of teaching content, and the design of teaching activities.

Diversity of teaching methods: Music teachers can flexibly use different teaching methods and strategies according to students' learning characteristics and needs, such as inquiry teaching, cooperative learning, project-based learning, etc., to stimulate students' interest in learning and develop their musical ability .

Evaluation and reflection ability: Music teachers can effectively evaluate students' learning outcomes and development and reflect and adjust teaching strategies based on the evaluation results to promote students' progress and improve teaching effects.

Teachers' teamwork ability: music teachers can actively participate in teaching and research activities and teamwork, exchange experiences and share resources with colleagues, and jointly improve teaching levels and promote the development of music education.

Awareness of professional development: music teachers have the awareness of continuous learning and self-improvement, constantly update educational concepts and teaching skills, participate in professional training and academic seminars, and improve their professional quality and ability.

Teacher's morality and morality: music teachers have noble morality and good professional ethics, led by example, rigorously study, care about students' all-round development and physical and mental health, and become students' good teachers and helpful friends.

These term definitions cover the important concepts and ability requirements in the quality education of music teachers in primary and secondary schools, aiming to help music teachers improve their own quality in an all-round way and provide students with high-quality music education.

Professional competencies of music teachers include:

(1) Music literacy: refers to music teachers' ability to understand, appreciate and express music, including knowledge and perception of music works, music style, music culture, etc.

(2) Teaching design and preparation: refers to the ability of music teachers to formulate teaching plans, write teaching plans and prepare teaching resources according to the characteristics of students and teaching requirements.

(3) Teaching methods and strategies: Refers to the selection and application of appropriate teaching methods and strategies by music teachers in the teaching process to promote students' learning and development.

(4) Student evaluation and feedback: refers to music teachers evaluating students' learning situation, and giving timely feedback and guidance to help students improve and improve.

(5) Classroom management and organization ability: refers to the ability of music teachers to effectively manage student behavior, organize teaching activities and maintain a good learning order in the classroom.

(6) Performance and guidance skills: Refers to the skills and performance skills required by music teachers when playing musical instruments or guiding students to perform, including performance technology, musical instrument accomplishment and music guidance ability.

(7) Interdisciplinary teaching and integration ability: refers to the ability of music teachers to organically combine music with other subjects and carry out interdisciplinary teaching activities.

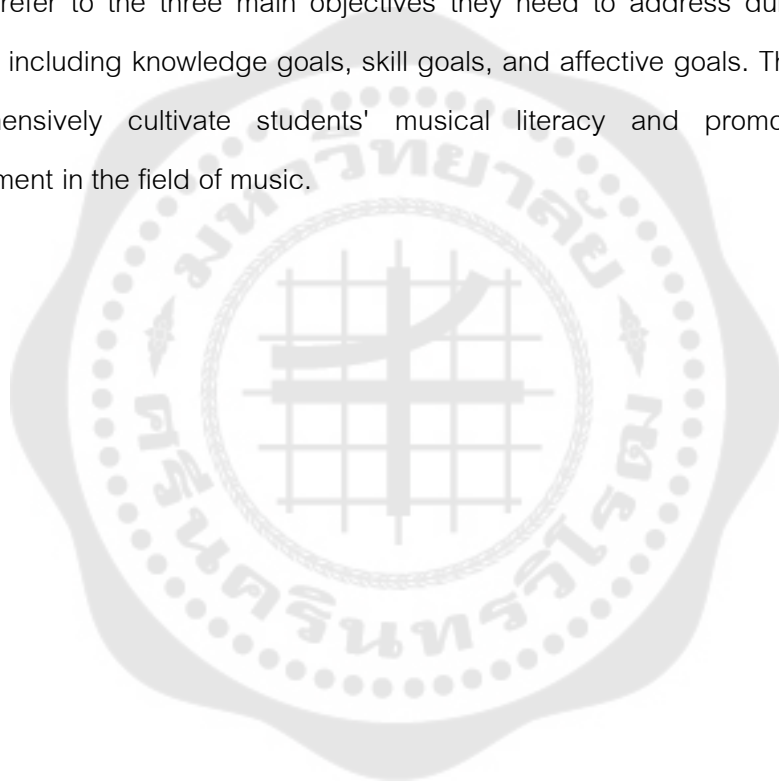
(8) Extracurricular activities and social participation: refers to the ability of music teachers to organize and participate in school music groups, competitions and community music activities, and to cooperate and communicate with all sectors of society.

(9) Professional development and continuous learning: refers to the awareness and ability of

music teachers to have continuous learning, professional development and update educational concepts.

These terms define the knowledge, skills and attitudes that primary and secondary school music teachers need to have in terms of professional competence so that they can effectively teach music, cultivate students' musical interests and abilities, and promote the development of music education.

The three-dimensional goals for music teachers in primary and secondary schools refer to the three main objectives they need to address during the teaching process, including knowledge goals, skill goals, and affective goals. These goals aim to comprehensively cultivate students' musical literacy and promote their holistic development in the field of music.



CHAPTER 2

REVIEW OF THE LITERATURE

Foreign research

Through the analysis of a large number of documents, the author finds that there is not much research on foreign primary school music teachers' literacy by Chinese scholars. However, there are studies on foreign music education, and in the research on foreign music education, there are also analyzes on music teachers.

Lin Jinna published an article "Overview of the Standards for Excellent Music Teachers in American Basic Education" on the Fujian Forum, saying: NBPTS established the Music Teaching Standards Committee to formulate excellent teacher standards for music teachers who are engaged in the 3-18-year-old stage. This teacher standard has had a profound impact in the United States and has become the basis for the identification of excellent music teachers in various states (Lin. J. N, 2006,P. 110-111) . She believes that our country should also have corresponding standards to set up evaluation standards for our music teachers.

In Liu Hongying and Liu Chuang's article "The Development of Art Education in Foreign Schools and Its Realistic Enlightenment to my country", it is mentioned: to build a professional and high-quality art education teacher team (Liu. H. Y, & Liu. C,2011,P.121-124). Zhang Xi's "Research on the Teaching Standards and Implementation Status of Music Curriculum in Contemporary American Primary and Secondary Schools" mentioned that to effectively realize the nine teaching standards, music professional teachers should be the main teachers of music courses (Zhang. X,2017,P.23-28) .

In Lin Huajun's "Music Education for Primary and Secondary Schools Abroad", it is emphasized that in teaching, Japanese teachers attach great importance to educating students with the advanced achievements of world music education, while North Korea requires non-music majors in normal universities to be good at singing and dancing, while majors Teachers should be well-trained (Lin. H. J, 1988,P. 20-21).

Taking College Teachers' Working Conditions Seriously: Adjunct Faculty and Negotiating a Labor-based Concept of Quality, although this foreign article does not involve elementary school music teachers, it is very related to the literacy required by college teachers (Rhoades, *The Journal of Higher Education*, 2020, P.91).

Another example is in this foreign language Suggestive techniques in music-performing training of future music art teachers: methodological aspect that mentions the skills needed by future music teachers (Viktoriia Mishchanchuk, 2020, P.75).

In addition to teacher literacy, there are also literature discussing the skills that music teachers need to train for the improvement of literacy, such as Professional training of future music art teachers for inclusive education: theoretical and technological aspects (Svetlana Sysoieva, Natalia Ovcharenko & Olga Chebotarenko, 2020, P.75).

Individual Education Programs: What Music Teachers Need to Know When Working With Students With Disabilities, this article expounds what music teachers need to pay attention to when working with students with disabilities, and what skills are needed (Ellary A. Draper, 2020, P.33+42-45).

The Relationship Between School Violence-Related Stress and Quality of Life in School Teachers Through Coping Self-Efficacy and Job Satisfaction is a survey describing teacher efficacy and satisfaction. Somewhat related. There is also an article such as "Teacher literacy in Finnish core curriculum reform and its enlightenment" that involves teacher literacy in Finnish curriculum reform (Zeng. Y & Aharemaho. A, 2020, P. 73-75).

Kodaly, an excellent foreign teaching method master, believes that teachers are more important than band conductors, and a poor teacher will kill students' enthusiasm for learning music; Japan's Suzuki Shinichi believes that "the reason why the warbler sings beautifully is because of excellent teachers"; The Soviet music educator Kabalevsky said that music teachers should love children, love artistic life, and have artistic accomplishment.

There are not many foreign literatures on the teaching quality of music teachers, but it can also be seen from these foreign literatures that the quality of foreign music teachers is high, which has a demonstration effect on domestic music teachers.

Domestic research

(1) Research on the core literacy of teachers

By searching the core literacy of teachers, the author found that there are many Chinese literatures on the core literacy of teachers. There are many articles on the core literacy of teachers in subjects, but there are few articles on the core literacy of teachers in music. Most of them involve teachers of English, Chinese, computer, physics, mathematics, etc. For example, Chinese literature includes: "Research on Strategies to Improve the Quality of College English Teachers in the New Era" said that under the call of President Xi Jinping, college English teachers must actively seek strategies to improve themselves (Dou. L ,2020, P.72-73); such as Liang Yong's "Education in the Information Age Need to Improve Teachers' Information Literacy" In the current "battle", facing the background of suspension of classes and non-stop learning, how should teachers improve their information literacy (Liang. Y,2020, P.12); an article published in China Press Journal "Higher Vocational Thinking under the Background of New Media Inquiry into the Quality of Teachers in Political Courses conducted an in-depth study on the quality of teachers in high school ideological and political courses (Liang. Y,2020, P.12); in this article "Network Team Teaching and Research Helps Improve Teachers' Quality in an All-round Way" mentioned the path to improve the teacher's quality of network team teachers (Tong. M & Ding. L, 2020,P.22-24); Yang Kehe's "Analysis of Teachers' Quality in the New Era" explained what kind of teachers should be needed in today's era, and how teachers should improve their own literacy (Yang. K. H, 2020,P.130); in addition to universities, high schools, and elementary school science Discussion on Teachers' Core Competence Guan Yangzhi, Cheng Lin's "Qualities Teachers Should Possess from the Perspective of Scientific Inquiry" (Guan. Y. Z & Cheng. L, 2020,P.19-21); For foreign literature, it is about the ability of preschool teachers' communication technology, The Composition of Curriculum to Improve ICT

Instructional Media Competency of Early Childhood Teacher written in Korean "Xi Jinping's Connotation Dimensions and Practice Strategies of Teachers' Competence in the New Era" said that Xi Jinping put forward ardent expectations for teachers in the new era, expecting teachers to be "four have" teachers (Tang. H. B, 2019,P.1-7); there are also such as Cheng Chunmao's "On the Improvement and Development of Teachers' Quality Based on "Core Quality", Chu Na and Ma Wanzhi's "Research on Teachers' Quality under the Background of Core Quality" (Chu. N & Ma. W. Z,2019,P.80-82), Zhu Yongxiang and Shen Jiale's "Teachers in the New Era Literacy and its development"(Zhu. Y. X & Shen. J. L,2016,P. 14-19).

Yang Zhicheng's "Enhancing Teachers' Literacy to Win Future Education"(Yang. Z. C,2019,P.16-17). and other articles, these articles focus on the analysis of the core literacy that teachers should have in today's era, and how to improve teacher literacy.

(2) Research on the core literacy of music teachers

By searching the core literacy of music teachers, the author found that there are few articles on the core literacy of music teachers for doctoral and master's degrees. There are not many documents published in journals. For example, Chinese documents such as: Zhou Jun's "New Requirements for the Quality of Basic Music Teachers in Henan Province-Based on the Practice of the "Double Tutor System"" for the dual tutor system inside and outside the school, and the new ideas proposed by our students. Literacy requirements (Zhou. J,2018,P. 118+120); "Attention to Rural Music Education, Improving the Quality of Music Teachers" put forward countermeasures for the lack of music literacy of rural primary school music teachers (Yang. J. X, 2017, P. 43-44); Li Wanwen's "Analysis and Thinking of the Current Situation of Music Teachers' Quality in Rural Primary and Secondary Schools" The literacy required by music teachers in primary and secondary schools, and deeply analyzed the music literacy that music teachers in rural primary and secondary schools lack today(Li. W. W, 2017,P.121-122); Practitioners of music activities not only need basic literacy, but also have the ability to innovate (Liu. J. H,2017,P.36-37); Guan Xiao and Zhao Lu said in "On the New Quality of

Music Teachers" that the 21st century puts forward higher requirements for teachers, and music teachers must work hard To meet the new teachers of the 21st century (Guan. X & Zhao. L, 2016, P.70-71); Liu Tingxin's "Analysis on the Cultivation of Applied Talents in Music Education in Local Universities Based on the Quality of Basic Education Teachers" (Liu. J. X, 2014,P.4-9), Li Jianhua's "The Road is at Your Feet--My View on Music Teachers' Quality "(Li. J. H, 2011,P.10-11), Chen Xiaoyu's "On Contemporary Music Teachers' Quality"(Chen. X. Y, 2007, P.38-39) and other articles discuss the issues of music teachers' literacy with readers in a simple and simple way. Only four literatures on the core literacy of elementary school music teachers were retrieved on CNKI, and one literature for doctoral and master's degree: Zhou Ting's "Investigation and Research on the Quality of Music Teachers in Rural Primary Schools and Countermeasures". In her master's thesis, Zhou Ting mentioned in her "Investigation, Research and Countermeasures on the Quality of Music Teachers in Rural Primary Schools": Accurately grasp the working conditions of music teachers in rural primary schools, deeply analyze the problems existing in the work, propose corresponding solutions, and promote local Music education career (Zhou. T, 2019).

(3) Research on Music Curriculum Reform in Primary Schools

Most of these documents interpret the educational concept, core content, curriculum construction, curriculum objectives, curriculum content, and teaching material construction under the background of music curriculum reform from a macro perspective, and conduct research and discussion on the achievements and existing problems of music curriculum reform. For example: the investigation and research on the reform of primary school music curriculum in Futian and Longgang districts of Shenzhen City is an investigation and research on the implementation of curriculum reform in two areas of Shenzhen (Sun. L. L,2017); The current situation under the background of the reform is discussed from two specific aspects (Gao. S. S,2017,P.139+141); there are also Ma Yunfeng's "Preliminary Thoughts on Music Curriculum Reform Experiments" (Ma.Y. F, 2018, P.15-16), Ye Xiaoxiu's "Rural Elementary School Music Curriculum Teaching Reform and Practice Exploration under

the New Situation"(Ye. X. X, 2018, P. 39), Zi Liping, "The Construction of Primary and Secondary Music Textbooks and Classroom Teaching Reform in China in the 40 Years of Reform and Opening-up" (Zi. L. P, 2018, P.14-21), Liu Changliang, "Research on the Reform of Music Education Mode in Primary and Secondary Schools under the Background of the New Curriculum" (Liu. C. L, 2018,P.197), Guo Xiufeng, Li Jinlin, Li Shicun Articles such as "Problems and Countermeasures in Music Education in Primary and Secondary Schools under the Background of the New Curriculum Reform" (Guo. X. F, Li. J. L & Li. S. C, 2018,P.205) are also questions and reflections on the curriculum reform. In addition, in recent years, there have been many articles on the interpretation of the curriculum standards of the music curriculum reform, and there are also many articles on the primary school music curriculum standards, but most researchers focus on the teacher construction and teaching equipment of the new music curriculum reform. And policy research on resource development and changing the educational concept of primary school music, there is no constructive discussion on a certain issue from a practical point of view.

(4) Research on the core literacy survey of primary and middle school music teachers in China during the new curriculum reform period The author found that the literature on the core literacy survey of primary and secondary school music teachers in China during the new curriculum reform period includes: "Teacher Quality Research" (Wang. X. J, 2013,P.155), Zhang Lu "Focus on Dance Teaching in Higher Normal Schools from Music Teacher Quality in Primary and Secondary Schools" (Zhang. L, 2011,P.248-249), Miao Lijun "Improving Teacher Quality Is the Top Priority for Implementing the New Music Curriculum in High School" (Miao. L. J, 2007,P.19-21), Sun Chenyan "Introduction to Kindergarten Teachers' Music Literacy Composition Research and Its Enlightenment"(Sun. C. Y, 2010), Liu Li's "The Improvement of Elementary School Music Teachers' Quality under the Background of the New Curriculum"(Liu. L, 2019,P.207-208), Wang Nuohan's "Qualities that Primary School Music Teachers Should Possess under the Background of the New Curriculum Reform"(Wang. N. H, 2019,P.163+165), etc. Domestic researchers have conducted research on teacher

literacy from all-round, multi-level, and different perspectives. Judging from these documents, they all concluded through field investigations by researchers that under the background of the reform of the new curriculum standards, music teachers in primary and secondary schools in China The status quo and existing problems of core literacy, and primary school teachers should conform to the development of the times, conform to the situation under the order, and make efforts to improve quality.

He Weiwei said in his article "Research on the Essential Quality and Ability of Music Teachers in Primary and Secondary Schools under the Background of the New Curriculum" that the success or failure of the promotion of the new curriculum education is closely related to the quality and ability of teachers, and the quality and ability of teachers are the key to the implementation of quality education. The key, quality education is the guarantee of success (He. W. W,2017,P.104-105).

Published in the Education and Teaching Forum, Liu Li's "Improvement of Elementary School Music Teachers' Quality under the New Curriculum Background" mentioned: The new curriculum concept requires the quality of primary school music teachers to include teachers' moral qualities, music literacy, cultural knowledge literacy, and educational technology capabilities. Four aspects of literacy (Liu. L, 2019,P.207-208).

The implementation of music curriculum reform in urban and rural areas is seriously unbalanced, the understanding of the reform of the new curriculum standard is not accurate enough, the resources of music teachers in primary and secondary schools are scarce, the teaching of music majors lacks equipment and places, the concept of music education in primary and secondary schools is not equipped, and the degree of participation of music teachers in the reform is not as good as it is. The range is not uniform enough, etc. Aiming at the above phenomena, most of the researchers conducted research and drew conclusions, and put forward their own feasible solutions and opinions. The researchers proposed to theoretically solve the problems existing in the core literacy of primary and secondary school music teachers in the new curriculum reform, but whether it is operable remains to be studied.

After literature search, no relevant research results have been found on the investigation and research on the teaching quality of primary school music teachers in Zhanggong District, Ganzhou City, Jiangxi Province. The author intends to investigate and study the teaching literacy of primary school music teachers in Zhanggong District, Ganzhou City, to understand the actual situation of teaching literacy, and put forward feasible solutions.



CHAPTER 3

METHODOLOGY

Regional status characteristics

Ganzhou City is a famous national historical and cultural city, and a famous old revolutionary area and the central Geographic area during the Second Domestic Revolutionary War. Ganzhou, with 3 municipal districts, 2 county-level cities and 13 counties under its jurisdiction, is a famous historical and cultural city located in the south of Jiangxi Province and the upper reaches of Ganjiang River. It is connected to Sanming and Longyan in Fujian Province to the east, Meizhou, Shaoguan and Huiyang in Guangdong Province to the south, Chenzhou in Hunan Province to the west, and Ji'an and Fuzhou in the north.

Ganzhou has been a strong city in education in Jiangxi Province for a long period after the founding of the country, and education has been in the leading position, and has been playing a regional leading role in the southern part of Ganzhou, and Ganzhou education has made remarkable development achievements. In recent years, with the rapid development of the times and the economy and society, people's expectation and demand for receiving better education are getting higher and higher. Ganzhou has problems such as insufficient quality resources, unbalanced education resources and imperfect education system and mechanism in basic education. These problems are not compatible with Ganzhou's city status, and the contrast between the low and wandering state and the social satisfaction and expectation is affecting the status and image of Ganzhou's education. At the same time, Ganzhou does not pay enough attention to the locally grown brand schools and their experience and wisdom, and does not discover enough and promote enough, which leads to the lack of comprehensive knowledge of Ganzhou education by the outside world. Nevertheless, due to historical reasons and geographical factors, Ganzhou's education can reflect the level of educational development in central China from one side. The development of urbanization has also triggered many problems facing elementary school music education, and the problem of music education teacher construction is especially

prominent, mainly reflected in the fact that elementary school music teachers cannot concentrate on their own professional development and have many difficulties in improving their professional quality.

There are 51 elementary school in Zhanggong District (including branch campuses): Zhanggong District Second Primary School East Campus, Zhanggong District Second Primary School West Campus, Zhanggong District Second Binjiang Primary School, Yangming Primary School Xiqiao Road Campus, Yangming Primary School Xijiao Road Campus, Houde Road Primary School, Xijin Road Primary School, Houde Foreign Language School, Wenqing Experimental School, Saga Temple Primary School, Da Highway Primary School Qingshitang Campus, Da Highway Primary School Da Highway Campus, Wenqing Road Primary School Haode Campus Headquarters, Wenqing Road Primary School Haode Campus Division, Wenqing Road Primary School Huancheng Road Campus, Wenqing Road Primary School Meijiang Road Campus, etc. There are 54,861 elementary school students and 173 music teachers in school (not including top post and internship teachers).

In the field of education, Ganzhou City has been implementing the strategy of "developing Gan through science and education", increasing the investment in education and enriching the education resources, and has made great achievements in education after 19 years of development. As a modern new urban area, the new district has merged suburban areas, county villages and towns, which is a historical process of transformation from a traditional village with agriculture as the mainstay to a modern city with industry and service industry as the mainstay. With the urbanization process and the increasing improvement of people's living standard, music education has gradually developed from the original rural education to urban education, and compared with the schools in the old urban area, all kinds of school facilities and construction are brand new. Urbanization makes students in these areas receive cultural education and music education on the original basis to be substantially improved. Music education in elementary school in Zhanggong District has continued to move forward, constantly fitting the characteristics of the times.

Although music education in elementary school in Zhanggong District plays a leading role in elementary school music education in Ganzhou City, there are still some urgent problems that need to be solved in the process of urbanization and development. For example, during the interview and research, Lu Wei, the former music teacher and researcher of Zhanggong District, said, "Nowadays, there are not many music teachers who can stand on the stage and sing, and the professional quality of music teachers needs to be improved in many aspects. Because urbanization has led to the expansion of urban areas, increased population and schools, more teachers are needed to work in education. Many music teachers have been arranged to take up administrative positions in schools (such as moral education, teaching and other departments) and become part-time music teachers after joining the profession, and some music teachers have directly changed their careers to become full-time teachers of cultural subjects, so much so that they are permanently away from their profession, and some schools have no music teachers who can only be employed temporarily." Music teachers who teach other subjects such as physical education, art and computer part-time cannot provide professional and systematic music education and training to students, and teachers' own participation in professional training and upgrading is limited. In my research, I also learned that music classes in individual schools are taught by teachers from other disciplines, and teachers who have graduated in music cannot specialize in music education, which is a cycle of "chaos and shortage" and leads to a serious shortage of music teachers. Music education is not given much attention and teaching facilities are unbalanced. Some elementary schools are not well-equipped for music teaching, with no pianos, percussion instruments, sound equipment or special music classrooms. Heavy classroom tasks and various pressures prevent music teachers from having more energy to focus on their professional development, both objectively and subjectively. In the process of experiencing the transformation of urban functions, the orientation of the educational system, the influence of the status of the subject and the allocation of educational resources, the inherent notion that school leaders, teachers, students and parents use grades to measure the quality of teaching, the new phenomena and

problems of the shortage of staff in basic music education, the incompatibility of quality education with the conflict of traditional concepts, and a series of other problems need a process to be reasonably solved.

Education Overview

With urbanization and the development of the times in Zhanggong District, the advantageous educational resources gradually converge to the new district. Some schools have introduced advanced teaching concepts and pioneering initiatives to make their music education flourish with distinctive characteristics of the times, leading the development of elementary school music education in Zhanggong District. However, due to the increasing population and increasing schools, the teacher establishment is too small, thus the lack of teachers is more prominent and primary music education in Zhanggong District is very irregular. Only a few schools' music teachers have obtained the ideal professional development due to the importance of the leadership to the music subject, and the teachers and resources are relatively abundant, and the opening of classes and the music teaching hardware are in place, while the music teachers in other schools are not optimistic in terms of the availability and opening of classes. Individual schools no longer offer music classes due to the relatively poor conditions in all areas, and professional music teachers can only be redirected to other administrative work. Many elementary schools were supposed to offer two music classes per class per week, but they were artificially changed to one music class per class per week. Most schools only pay attention to simple cultural education and ignore music education, and it is common that music classes are often taken up in schools. In order to ensure the normal teaching needs, because of the lack of teachers, many music teachers cannot simply teach music, and when they encounter large music events, they also have to take on the task of the main row, so the energy is not good is common. A significant number of elementary school music teachers join the profession as part-time music teachers to teach language, mathematics, English, and other cultural subjects, and some even become full-time teachers of cultural subjects and no longer engage in music-related teaching activities.

Methods of data collection and analysis

The data collection is mainly through interviews and records by oneself, and the online questionnaire survey with the help of the software "Questionnaire Star". The methods of data analysis are mainly quantitative research and qualitative research.

Questionnaire Star is a professional online questionnaire survey, evaluation, and voting platform that provides a series of powerful and user-friendly online design questionnaires, data collection, custom reports, and survey result analysis services. Questionnaires created on Questionnaire Star are not limited to the number of topics. An unlimited number of answer sheets supports classified statistics and cross-analysis and can download reports and original answer sheets for free. Questionnaire Star perfectly supports filling in on mobile phones and group sending on WeChat. Questionnaire Star can be used in academic research in schools, pre-class preview for students, and social surveys, online registration, online voting, information collection, online exams, etc. Questionnaire Star is an online questionnaire survey platform, where you can create and publish questionnaires, collect data, and conduct statistical analysis on the data. Questionnaire Star is Changsha Ranting Information. Since its launch in 2006 to January 2023, users of the products under the Technology Co., Ltd. have issued more than 212 million questionnaires and collected more than 16.891 billion questionnaires. Questionnaire star website <https://www.wjx.cn/login.aspx>

Research object

Based on the core literacy theory, this paper investigates a primary school in Zhanggong District, Ganzhou City, Jiangxi Province through literature analysis, questionnaire survey, interviews, etc. Countermeasures are put forward for the problems restricting the development of primary school music teachers' quality education music courses under the core literacy and provide reference for the professional development of local primary school music teachers' quality education music courses. The research will provide a reference for the professional development of music courses for local primary school music teachers' quality education, and put forward some rationalized opinions and suggestions for promoting the development of the core literacy of music

subjects. After reviewing related literature, I found that research on teacher literacy is relatively common in other disciplines, but relatively rare in music, and most of the research in this literature is carried out from the perspective of researchers. This paper focuses on the quality education and teaching quality of primary school music teachers in Zhanggong District under the background of implementing the core literacy of the new music standard. The author has been working as a primary school music teacher in Zhanggong District for many years. Familiar with the status quo of primary school music education in Zhanggong District, has unique conditions. As a primary school music teacher and researcher in Zhanggong District, the author conducts multi-perspective research on this topic, and has the dual identities of "insider" and "outsider". This study will enrich and enrich the content of this research field.

Research object and data provider information

To grasp the relevant situation of the professional music courses for the quality education of primary school music teachers in Zhanggong District, the author conducted an in-depth investigation on 51 primary schools in Zhanggong District through on-the-spot investigation. The relevant situation of quality education professional music courses. The basic situation and professional quality of elementary school music teachers. What needs to be explained here is that Lu Wei is a music teacher and researcher at the Education Bureau of Zhanggong District. He is responsible for the music education work in the whole district and is the main provider of the picture data in this paper. Through an interview with teacher Lu Wei, I learned that the workload of music teachers in most schools exceeds the standard, and some schools have more than 20 class hours per week per person; although each school has certain differences, the extracurricular activities of the school and other tasks are also a lot of work. An online questionnaire survey was conducted on all in-service music teachers in Zhanggong District, and 105 valid questionnaires were recovered. The author counted the effective questionnaires, and organized and summarized the content of the interviews.

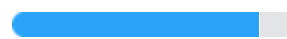
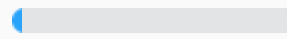
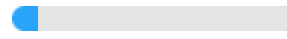
CHAPTER 4 FINDINGS

Quantitative data

Problems (Teaching)

(1) Lack of innovation and discussion of teaching methods.

Table 1 Music teaching and teaching methods

Options	Subtotal	Proportion
A. Teach students to sing	91	 86.67%
B. Teach students to play the piano	4	 3.81%
C. Other	10	 9.52%
This question is valid to fill in the number of people	105	

Some teachers lack effective evaluation and reflection on the teaching effect in the form of music teaching and teaching methods, and stay in the habit of lecturing, the traditional single "singing-centered" pure music education mode. 91% of teachers think that the most important feature of music lessons is to teach students to sing and ignore experience summing up and innovation. In the teaching process, teachers should not only learn for the sake of learning, but also take lessons for the sake of lessons, which in many schools is a way for teachers to speak and students to listen. In many schools, music lessons become a cultural introduction class, detached from the music itself, resulting in students losing interest in the class and being not motivated to learn. Music is a source of pleasure and joy for the mind and soul. As a music teacher, you should use a variety of appropriate teaching methods or modes in the teaching process. For example, playing games to create a happy atmosphere. It is not just a game; it is a game that incorporates specific musical characteristics. In the music

classroom, we call it "music play". Music is the main subject of music games. Music games are a means to learn music quickly, and the content of the game must fit the music in or 3. Scope of the Study deer to achieve the purpose of teaching music.

(2) Not strong in teaching practice.

Teachers' basic skills are not solid enough, especially the ability to direct and guide students to participate in club-like practical activities. According to the survey, we know that because the current training programs and training modes of music majors in colleges and universities are more or less the same, elementary school music teachers are divided into majors and minors in the pre-service education major study process, plus the different interests of each person, resulting in most elementary school music teachers have specialties in one aspect of vocal, dance, piano or instrumental music, although they have mastered certain music theory knowledge and skills, but the professional quality is not comprehensive, professional skills are not fully and solidly mastered, the actual level is very limited, and some of them are simply not competent in the actual work. According to the analysis of the current situation of teachers' professional quality survey in Chapter 2, I found that there are two main reasons for teachers' low professional quality and poor practical ability: firstly, there is a disconnect between the pre-service college personnel training and the real needs of elementary school music education work in some aspects, and secondly, elementary school music education does not combine teaching seminars with innovation of teaching methods.

(3) Lack of a comprehensive professional quality of multi-skilled.

The characteristics of elementary school music education require teachers to be able to play the piano, sing, dance, and conduct club rehearsals and create programs. In fact, there are few music teachers who can really meet the requirements of multi-talented, we all have shortcomings, for example: in conducting the club rehearsals and creating programs, many music teachers are not competent to conduct the task, and some elementary school music teachers have poor improvisation accompaniment ability, can not undertake the students singing accompaniment,

because when studying in college piano performance with pentatonic score, piano improvisation accompaniment lack of practice, and the current elementary school commonly use The current elementary schools generally use the simple score teaching, do not know the simple score cannot adapt to the work needs, so that students in music class lost interest, self-playing and singing ability is lacking, seriously affecting the teaching effect. Some teachers emphasize technology over art cultural quality cannot keep up, cannot be competent to teach music, professional quality is not comprehensive phenomenon, cause in addition to college personnel training and the actual needs of basic music education interface problems, teachers of their own requirements also have a great relationship.

(4) Music curriculum teaching is influenced by the traditional concepts of teachers of other subjects.

Teachers of other subjects and some classroom teachers traditionally believe that music class can be taken or not, and it is not much use but just entertainment. Therefore, when it comes to music activities, students are always prevented from participating for various reasons, and in order to improve students' academic performance, music lessons are often taken away from cultural lessons. This is a great obstacle for music teachers to carry out music education activities, and over time, some music teachers have weakened their enthusiasm for their work, and their desire for professional improvement has been reduced, and they cannot keep up with the times to adapt to the requirements of music teaching in the new era, which over time has led to some deficiencies in teachers' professional quality that cannot be improved in time. In response to this situation, in addition to the school management's requirements and updated concepts of other subject teachers, music teachers themselves should also overcome the difficulties and change the traditional concepts of other subject teachers with practical work effects. By trying to improve their own professional quality in order to get the maximum support and success in their work.

2.Organizing club activities and guiding art practice

(1) Shortcomings in the professional quality of teachers

According to the analysis and survey of the current situation of professional quality of elementary school music teachers in Zhanggong District, it is found that most music teachers have limitations of expertise and teaching experience, such as: they can play but not sing, sing but not play, dance but not play but not sing, and lack of rehearsal conducting ability. In the rehearsal of large music activities, some teachers cannot effectively provide professional guidance to students because of their lack of professional ability. As music teachers organize various kinds of club activities and art practice, although they have certain experience in organizing and rehearsing, various professional and technical skills still need to be improved.

(2) The heavy workload of music teachers makes rehearsals more difficult

Community activities, teaching and research activities, and temporary music large-scale activities all require time and energy. Music community activities require long-term professional learning and training to achieve certain standards and goals, mainly through the implementation of regular weekly community classes, but rehearsals for large-scale activities often take up more time to carry out, which requires teachers to pay more time and energy, as most elementary school music teachers are women, themselves As most primary school music teachers are women, they are usually busy at work, and as a lesbian, they have to pick up their children and bring them up in time after work, so they often do not have enough energy when they encounter large activities that require rehearsal. In addition, for the students who participate in the activities, they have to overcome many difficulties to participate in rehearsals under the situation of heavy study tasks and extracurricular tutoring classes, so the teachers' workload is too heavy, and some students drop out, which makes it more difficult to rehearse club activities.

(3) Music teachers are limited in organizing club activities and practical activities

Inequality among disciplines, insufficient attention from schools and lack of capacity of specialized teachers in schools are obstacles to community activities and practice. The actual needs of elementary school music education work determine that music teachers must be multi-tasking, able to conduct, know instrumental music, dance, and participate in exchange performances. Due to the lack of staffing in Zhanggong District led to some music teachers positions not in the profession, work tasks, change of career and other reasons plus the quality of pre-service education of teachers due to the training of music professionals in colleges and universities is missing, some teachers do not have pentatonic, poor improvisation accompaniment, lack of instrumental music and other training related to professional knowledge deficiencies cannot make up in time, the organization of community activities and practical activities are limited. For example, experimental three primary schools in Luolong District participate in some large instrumental or primary and secondary school students' choral competitions in Luolong District every year, and music teachers instruct students in rehearsals and teaching, they will find that they have many deficiencies. When rehearsing chorus for students, there is no professional method, the lack of their own conducting ability, especially the need for professional and systematic study of choral conducting, the application of good methods in the choir rehearsal to promote faster progress of the choir. Music teachers' professional quality in piano accompaniment, voice, dance, instrumental music, choral conducting, etc. need to continue to learn and improve.

3. Conducting research in music education

The modern concept of education is that educational activity is a highly complex and creative practical activity, and teachers must conduct research on their own educational and teaching practices, that is, teachers become "researchers". Research on education and teaching is an important and necessary task for teachers themselves, and it is a reliable guarantee to improve the quality of teachers and

teaching quality. At present, the following problems exist in the educational research of elementary school music teachers in Zhanggong District:

(1) The large number of music activities prevents music teachers from quietly engaging in professional improvement and scientific research.

(2) teachers lack the awareness of declaring topics, music teachers generally combine their own teaching practice to do orchestra, appreciation and other aspects of the subject, most teachers do not understand the value of the subject is not enough, there is a lack of awareness, only to accumulate more conditions for the evaluation of titles.

(3) the lack of training and guidance about declaration, teaching and research skills vary, teachers lack the confidence to do the subject.

4. Other aspects

The education system orientation and the status of the music discipline have caused a lack of teachers in Lorong District, and the lack of staffing has resulted in music teachers not being able to work full-time in professional music teaching, part-time jobs, the phenomenon of career change, and many factors of teachers' own inertia make music teachers' endogenous motivation insufficient and their personal professional growth drive not strong.

The results of the relevant situation are summarized as shown below:

Table 2 Teachers' work status


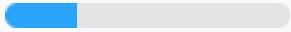
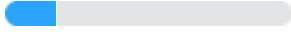
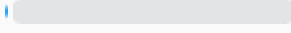
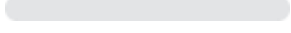
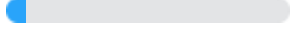

Options	S ubtotal	Proportion
A. Full-time music teachers	5 8	 55.24%
B. Music teachers who also teach other courses	2 7	 25.71%
C. also administrative work music teachers	1 9	 18.1%
D.Other	1	 0.95%
Option 219	0	 0%
This question is valid to fill in the number of people	1 05	

Table 2 shows that 55.24% of music teachers are full-time, 25.71% are part-time music teachers in other courses, and 18.1% are part-time music teachers with administrative duties. The teachers' work status and tasks determine their work attitude and efficiency, and part-time teachers cannot concentrate on music professional teaching activities.

Table 2 Basic situation of elementary school music teachers in Zhanggong District.

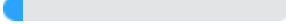
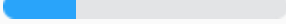
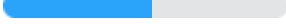
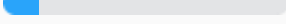
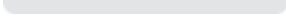
Table 3

Options	S ubtotal	Proportion
A. Male	8	7.62% 
B. Female	97	92.38% 
This question is valid to fill in the number of people	105	

1. Analysis of Table 3 revealed that:

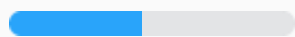
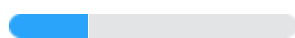
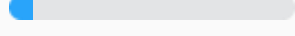
Elementary school music teachers in Zhanggong District, the gender ratio of male and female teachers is seriously imbalanced, with 8 male music teachers and 97 female teachers, accounting for 7.62% and 92.38% of the total number of teachers surveyed, respectively. Although there is no shortage of male teachers who are loved and recognized by students, the high proportion of female students in music in university education secondary schools and the high number of female teachers engaged in related work have led to a small number of male music teachers in the reality of work; and the advantage of female being more attentive and soft than male makes female teachers more easily accepted and loved by primary school students, and society and families usually think that girls are more suitable for music education, especially Some male students who are engaged in elementary music education will choose to work in other jobs.

Table 4

Options	Sub total	Proportion
A.18-25 years old	7	6.67% 
B.26-30 years old	28	26.67% 
C. 31-40 years old	56	53.33% 
D. 41-50 years old	14	13.33% 
E. 51-60 years old	0	0% 
This question is valid to fill in the number of people	105	

From the surveyed data, there were 7, 28, 56, 14 and 0 teachers aged 18-25, 26-30, 31-40, 41-50 and 51-60, respectively, accounting for 6.67%, 26.67%, 53.33%, 13.33% and 0% of the total number of teachers surveyed, indicating that the majority of elementary school music teachers in Zhanggong District were young teachers.

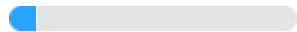
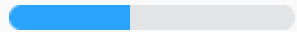

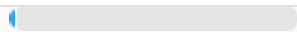
Table 5

Options	S ubtotal	Proportion
A. Less than 5 years	1 8	 17.14%
B.6-10 years	4 9	 46.67%
C.11-20 years	2 9	 27.62%
D. More than 20 years	9	 8.57%
This question is valid to fill in the number of people	1 05	

In terms of teaching age, there are 18, 49, 29 and 9 elementary music teachers with less than 5, 6-10, 11-20 and 20 years of teaching experience respectively, accounting for 17.14%, 46.67%, 27.62% and 8.57% respectively, indicating that elementary music teachers are mainly young teachers and there is a comparative lack of older, experienced teachers. The study found that women are overrepresented in the elementary music teaching profession in Zhanggong District, young and middle-aged, with education of bachelor's degree and above, and less than 10 years of teaching experience. These comprehensive data suggest that more highly educated teachers in elementary music teaching will have an advantage in accepting new ideas in education and diversifying teaching styles and styles, which is very beneficial to the professional development of elementary music teachers. At the same time, these predominantly female, younger, and shorter-aged elementary music teachers have less teaching

experience and are more likely to be in love, married, or having children, which to some extent affects their role in the workplace and is not conducive to enhancing their professional development.

Table 6

Options	S ubtotal	Proportion
A. Not rated	10	9.52% 
B. Junior faculty	45	42.86% 
C. Intermediate teachers	48	45.71% 
D. Senior faculty	2	1.9% 
This question is valid to fill in the number of people	105	

The data on job titles showed that there were 10, 45, 48 and 2 unrated, junior, intermediate, and senior teachers respectively, accounting for 9.52%, 42.86%, 45.71% and 1.9% of the total number of teachers respectively. The analysis shows that teachers with senior titles account for a small percentage of elementary music teachers, indicating that there are fewer academic leaders who can play a central role, which affects the overall improvement of elementary music education.

Table 7

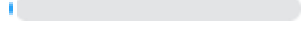
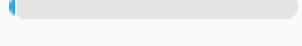
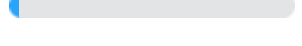
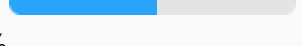
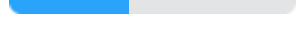
Options (first degree)	ubtotal	S	Proportion
A. Specialties		8	11.43%
B. Bachelor's degree	9	8	84.76%
C. Master's Degree		8	11.43%
D. Doctoral students		0	0%
This question is valid to fill in the number of people	05	1	

Table 8

Options (final education)	Subtota I	Proportion
A. Below the specialist	0	0%
B. Specialties	0	0%
C. Bachelor's degree	95	90.48%
D. Master	10	9.52%
E. Doctorate and above	0	0%
This question is valid to fill in the number of people	105	

Comparing music teachers' first degree (Table 7) and final education found (Table 8): teachers' education has been greatly enhanced according to their personal development needs and the school's requirements. Specialized degrees have been cleared, and the number of bachelor's degree has been raised from 89 to 95, and the number of graduate degrees has been raised from 8 to 10. The number of bachelor's and master's degree holders now account for 90.48% and 9.52% of the total number of teachers, respectively, and there are no doctoral degree holders in the teaching profession. The data shows that teachers with bachelor's degrees are many elementary music teachers in practice, and graduate degrees account for a relatively small percentage of the elementary music teacher structure.

Table 9

Options	Su btotal	Proportion
A. Less than 2	1	0.95% 
B.3	2	1.9% 
C.4	4	3.81% 
D.5	54	51.43% 
E. More than 5	44	41.9% 
This question is valid to fill in the number of people	10 5	

The graph of classes taught by music teachers in Table 9 shows that there were 1, 2, 4, 54, and 44 teachers who taught less than 2, 3, 4, 5, and more than 5 classes, respectively. Among the surveyed elementary music teachers, the percentage of teachers who taught more than 5 classes was as high as 41.9%.

Table 10

Options	S u btotal	Proportion
A.Less than 5 hours	0	0%
B.6-10 hours	16	15.24%
C.11-20 hours	81	77.14%
D.20 hours or more	8	7.62%
This question is valid to fill in the number of people	1 0 5	

As can be seen from Table 10, teachers who teach less than 5, 6-10, 11-20 and more than 20 class hours per week account for 0%, 15.24%, 77.14% and 7.62% of the teachers surveyed, respectively. The above two tables indicate that elementary school music teachers in Zhanggong District have more lesson hours and heavy teaching tasks, and the unreasonable workload will affect teachers' own professional development to some extent.

Table 11

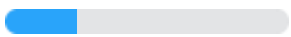
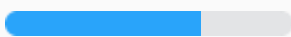
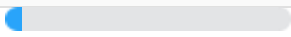
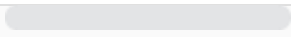
Options	S ubtotal	Proportion
A. Very well informed	2 7	 25.71%
B. Have some understanding	7 2	 68.57%
C. Heard of it	6	 5.71%
D. No understanding	0	 0%
This question is valid to fill in the number of people	1 05	

Table 12






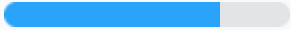



Options	S ubtotal	Proportion
A. Aesthetic perception	8 5	 80.95%
B. Artistic expression	9 8	 93.33%
C. Cultural understanding	8 2	 78.1%
D. Other	1 4	 13.33%
This question is valid to fill in the number of people	1 05	

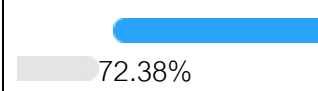
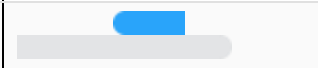
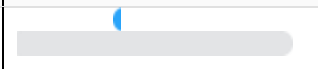
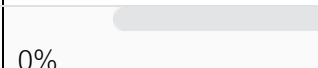
Table 13

Options	S ubtotal	Proportion
A. Newspapers or books	7 5	 71.43%
B. Online media	8 0	 76.19%
C. Training seminars	8 3	 79.05%
D. Peer exchange	6 7	 63.81%
E. Other	1 4	 13.33%
This question is valid to fill in the number of people	1 05	

To develop students' core literacy, there is also a need to strengthen the leadership of teachers' core literacy knowledge. As shown in Table 11, 25.71%, 68.57%, and 5.71% of elementary music teachers knew a lot, had some knowledge, or had heard of core literacy. In response to the question "What do you think the core literacy of music includes" (Table 12), many teachers thought that it should include aesthetic perception, artistic expression, and cultural understanding. Through further research (Table 13), elementary school music teachers' access to music core literacy was through training seminars (71.43%), peer exchanges (76.19%), online media (79.05%), and newspapers or books (63.81%), indicating that core literacy is already known to some extent among elementary school music teachers. However, some teachers do not have a

comprehensive understanding of the content of core literacy, and they are mostly limited to the answers set in the questionnaire survey in terms of the ways to obtain it, and only 14 of them choose other ways, which indicates that they are less likely to think about the profound connotation of core literacy and the relationship between core literacy and elementary music teachers' profession, which will be detrimental to the professional development of music teachers.

Table 14

Options	Subtotal	Proportion
A. Closely related and mutually reinforcing	76	 72.38%
B. There is a connection, but it is not very relevant	26	 24.76%
C. No relationship	3	 2.86%
D. Unclear	0	 0%
This question is valid to fill in the number of people	105	

The three-dimensional goal in education theory refers to the three target dimensions that should be realized in the process of education and teaching to cultivate students, emphasizing that the curriculum should really return to the learning of knowledge. Core literacy is not only a specific and deeper expression of the three-dimensional goals, but also a development and transcendence of the three-dimensional goals. By designing the question "Do you think the relationship between the three-dimensional goals and core literacy", 76 people think that the two are closely related and

can promote each other, accounting for 72.38% of the surveyed people (Table 14), which indicates that most teachers have certain knowledge of the concept and inner connection between the two. However, 24.76% of the teachers still felt that there was a connection, but not much, and there were even 3 teachers who felt that there was no relationship, which would make the implementation of core literacy in the process of elementary school music teaching less effective.

According to the definition of core literacy, it mainly includes character and competence. This requires teachers to teach students not only to impart professional knowledge and skills, but also to cultivate students' independent learning ability and innovation ability on this basis, so that they can form and enhance their way of thinking and value orientation, and eventually establish a correct outlook on life, worldview and values.

Table 15

Options	Subtotal	Proportion
A. Very important	77	73.33%
B. General importance	18	17.14%
C. Not very important	7	6.67%
D. Not important	3	2.86%
E. Unclear	0	0%
This question is valid to fill in the number of people	105	

Table 16

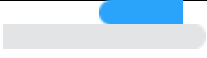



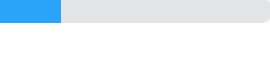
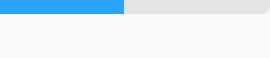



Options	Subtotal	Proportion
A. Completely understand	31	 29.52%
B. Comparative understanding	60	 57.14%
C. Not very understanding	14	 13.33%
D. Don't understand	0	 0%
This question is valid to fill in the number of people	105	

Table 17

Options	Subtotal	Proportion
A. Always	28	 26.67%
B. Often	51	 48.57%
C. Occasionally	24	 22.86%
D. Never	2	 1.9%
E. Unclear	0	 0%
This question is valid to fill in the number of people	105	

According to the survey in Table 15, 77 people, or 73.33% of the total number of people, thought that core literacy was very important for music teachers' professional development. The data show that most teachers recognize the importance of core literacy to their professional development. In the answer to the question "Do you understand the connotation of core literacy in music", 13.33% of the teachers did not understand the connotation of core literacy in music very well. "The data show that some elementary school music teachers in Zhanggong District do not have a comprehensive understanding of the connotation of music subject core literacy and lack the awareness of actively improving their own music core literacy. Therefore, the breadth of music subject core literacy in elementary music education still needs to be extended, and there is still more room for teachers to actively master core literacy and awareness of music subject core literacy.

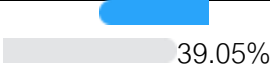


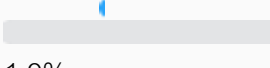
2. The current situation of professional quality of music teachers

(1) Professional philosophy and teacher ethics

Table 18

Options	Subtotal	Proportion
A. Love it very much	49	46.67%
B. Love it more	38	36.19%
C. General, just as a general occupation	15	14.29%
D. Doesn't matter	3	2.86%
This question is valid to fill in the number of people	105	

Table 19

Options	Subtotal	Proportion
A. Like it a lot	41	 39.05%
B. Like	50	 47.62%
C. General	12	 11.43%
D. Don't like it much	2	 1.9%
This question is valid to fill in the number of people	105	

From Table 18, it can be seen that the number of elementary school music teachers who are very passionate, relatively passionate, average and indifferent about their profession are 49, 38, 15 and 3 respectively, accounting for 46.67%, 36.19%, 14.29% and 2.86% of the total number of teachers surveyed, which shows that most teachers like their elementary school music teaching profession, but there are still some teachers who think the profession is average. This shows that most teachers like their elementary music teaching career, but there are still some teachers who think that the career is general and does not bring more interest and enthusiasm to them, and just consider the career as their means of earning a living; the data indicate that there is still a certain degree of burnout among elementary music teachers in Zhanggong District, and combined with the interviews, we know that some problems of teachers' professional responsibility and professional attitude have arisen because music teachers are not taken seriously. It is urgent to improve the professional quality of elementary school music teachers.

Table 19 shows that only 47.62% of teachers like their students very much. The data suggest that some teachers do not recognize that their work is invaluable and creative, do not fully love their profession, and do not care for their students, which is not conducive to teachers' professional development in the context of core literacy.

Table 20

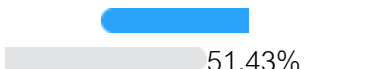
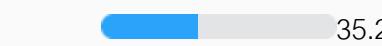

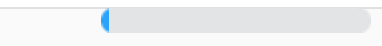
Options	Subtotal	Proportion
A. Become a provincial or national outstanding teacher	54	 51.43%
B. Become an outstanding teacher at the city (district) or county level	37	 35.23%
C. Become an outstanding teacher at school level	11	 10.48%
D. General teachers	3	 2.86%
This question is valid to fill in the number of people	105	

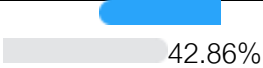
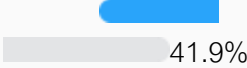
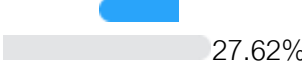
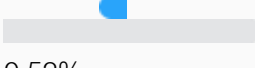
Table 21

Options	Subtotal	Proportion
A. Studied carefully	35	33.33%
B. Have some understanding	63	60%
C. Heard of it	7	6.67%
D. No understanding	0	0%
This question is valid to fill in the number of people	105	

In response to the question of "your career pursuit as a teacher," 51.43% of teachers wanted to become national or provincial excellent teachers, 35.23% wanted to become city (district) excellent teachers, 10.48% wanted to become school-level excellent teachers, and only 2.86% wanted to become general teachers (Table 20). This indicates that many teachers have high aspirations, while a minority of teachers have low professional aspirations and need self-awakening or others to guide them. Table 21 shows that music teachers "studied the professional standards", "had some knowledge", "heard of them", and "had no knowledge" of them. There were 35, 63, 7, and 3 teachers who "knew" about the professional standards, accounting for 33.33%, 60%, 6.67%, and 0% of the total number of teachers surveyed, respectively. This indicates that the number of teachers who really understand professional standards is still relatively small, and the popularization of professional standards still needs to be further strengthened and extended.

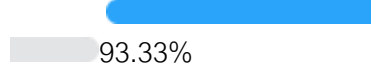
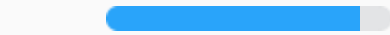

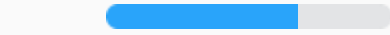
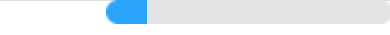
(2) Professional knowledge and skills

Table 22

Options	Subtotal	Proportion
A. Vocal	45	 42.86%
B. Instrumental music	44	 41.9%
C. Dance	29	 27.62%
D. Theory	10	 9.52%
This question is valid to fill in the number of people	105	

The results of Table 22 show that 42.86% of the teachers are specialized in vocal music, 41.9% in instrumental music, 27.62% in dance, and 9.52% in theory, showing that there are more vocal and instrumental music teachers, and the proportion of dance and theory majors is small, and the teachers are good at a single professional skill, while music teaching activities require teachers with comprehensive professional quality, which affects the development of music education and teaching.

Table 23

Options	Subtotal	Proportion
A. Music subject knowledge	98	 93.33%
B. Educational theory and pedagogical knowledge	94	 89.52%
C. Relevant cultural knowledge	88	 83.81%
D. Students development knowledge	71	 67.62%
E. Other	15	 14.29%
This question is valid to fill in the number of people	105	

Through the study of teachers in elementary music education and teaching (Table 23), 98, 94, 88, 71, and 15 teachers thought they needed to strengthen their knowledge of music subjects, educational theory and teaching, related cultural knowledge, student development knowledge, and others, respectively, which indicated that most teachers had a strong desire to learn and thought they needed to strengthen their knowledge of music subjects and student development knowledge.

Table 24





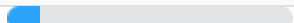
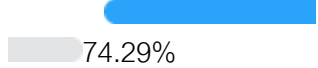
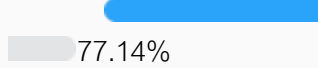

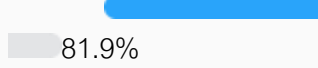
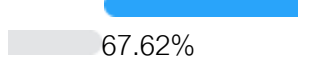
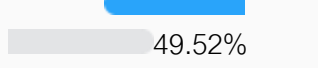
Options	Su btotal	Proportion
A. Pedagogical Psychology	69	65.71% 
B. Teaching reference	77	73.33% 
C. Literature, History and Philosophy	53	50.48% 
D. Art, aesthetics	76	72.38% 
E. Other	12	11.43% 
This question is valid to fill in the number of people	10 5	

Table 25

Options	Subtotal	Proportion
A. Singing skills	78	 74.29%
B. Performance skills	81	 77.14%
C. Music Appreciation Skills	84	 80%
D. Creation skills	86	 81.9%
E. Choral conducting skills	71	 67.62%
F. Dance skills	52	 49.52%
This question is valid to fill in the number of people	105	

Through a study of elementary music teachers' reading books (Table 24), it was found that the percentage of teachers who read educational psychology, teaching reference, literature, history and philosophy, art and aesthetics, and others reached 65.71%, 73.33%, 50.48%, 72.38%, and 11.43%, respectively. The data indicates that most music teachers' reading hobbies are closely related to the profession they are engaged in. However, some teachers focus only on professional knowledge and neglect general education. In favoring the transmission of music subject knowledge, they neglect the communication and penetration between music subjects and other subjects. This neglect of integrative development is not in line with the development requirements of core literacy connotation and is not conducive to the comprehensive implementation of core literacy in music subjects, not to mention the professional development of elementary school music teachers.

As can be seen from the graph in Table 25 to strengthen the development of their own musical skills, 78, 81, 84, 86, 71 and 52 teachers had singing skills, performance skills, music appreciation skills, creative writing skills, choral conducting skills and dance skills respectively, which indicates that most teachers are willing to improve their own musical skills, especially creative writing skills and performance skills have more teachers who need to strengthen them. Therefore, schools should arrange suitable learning as well as training according to teachers' needs so that teachers themselves can be in a higher level of professional role development.

(3) Qualities for organizing teaching.

Currently, the core literacy is oriented to promote students' all-round development. In the process of educating and cultivating students, a high-quality teacher team must be built to match it, so that it can achieve positive interaction with students in curriculum design, classroom management, lesson content design and evaluation of students, and promote the overall improvement of elementary school music teachers' professional development.

Table 26

Options	Subtotal	Proportion
A. Always	19	18.1%
B. Often	49	46.67%
C. Occasionally	32	30.48%
D. Never	5	4.76%
E. Unclear	0	0%
This question is valid to fill in the number of people	105	

Table 27

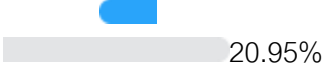

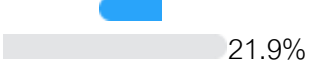
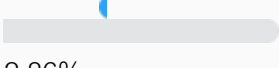

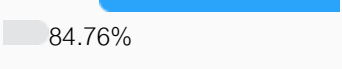
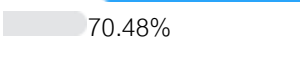
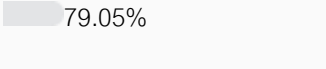
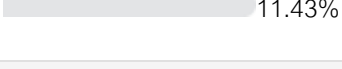
Options	Subtotal	Proportion
A. Satisfaction	22	 20.95%
B. More satisfied	57	 54.29%
C. General	23	 21.9%
D. Not very satisfied	3	 2.86%
This question is valid to fill in the number of people	105	

Table 28

Options	Subtotal	Proportion
A. Textbook content	60	 57.14%
B. Students' aesthetic experience	89	 84.76%
C. Expansion of knowledge	74	 70.48%
D. Student performance	83	 79.05%
E. Other	12	 11.43%
This question is valid to fill in the number of people	105	

Through the research in Table 26, 22 and 57 rated their classroom management skills as satisfactory and more satisfactory, indicating that most elementary music teachers were able to closely link core literacy to classroom teaching and generate positive self-evaluations of their own contributions. However, there are a few teachers' lack of knowledge related to core literacy, which makes them unable to integrate relevant contents in their specific classroom teaching, resulting in the effective implementation of core literacy in elementary music curriculum staying on slogans.

Through further research on the content of elementary music teachers' lessons, 60, 89, 74, 83 and 12 teachers' concerns were focused on the content of teaching materials, students' aesthetic experience, the expansion of knowledge, students' performance, and others, which indicated that teachers' concerns were broader. However, there are still some elementary music teachers who fail to take into account students' feelings and appreciation, and the connection between music and other knowledge when teaching, which will not be conducive to the cultivation of students' aesthetic feeling of music and music culture experience, and the cultivation of core literacy.

Table 29

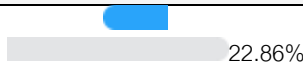
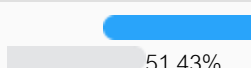
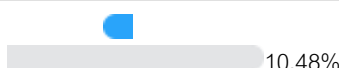
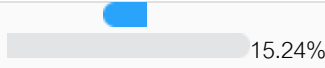
Options	Subtotal	Proportion
A. Prepare only once and reuse	24	 22.86%
B. Prepared only once, but with slight modifications	54	 51.43%
C. No preparation for the lesson, and play on the spot	11	 10.48%
D. Re-prepare lessons for each class	16	 15.24%
This question is valid to fill in the number of people	105	

Table 30

Options	Subtotal	Proportion
A. Examination	15	14.29%
B. Student self-assessment and other assessment	56	53.33%
C. Talking	15	14.29%
D. Behavioral observation records	19	18.1%
E. Other	0	0%
This question is valid to fill in the number of people	105	

In terms of instructional design approaches for different classes of the same grade, as many as 51.43% and 22.86% of teachers in Table 28 prepare only once, but slightly modify and prepare the lesson once and reuse it, and only 15.24% of teachers will re-prepare the lesson for different class specifics. This indicates that most teachers use more empirical methods and less innovative in their lesson planning approaches. It may be that the relatively short period of time since the concept of core literacy was introduced and developed has led to teachers' tendency to be empirical and casual in their lesson preparation, lacking specialization and not setting up teaching methods that are more suitable for the development of specific students.

Teachers' assessment of students can provide a full understanding of student learning and thus improve the quality of teachers' teaching.

By investigating teachers' methods of evaluating students, 15, 56, 15, 19 and 0 evaluated through exams, students' self- and other-assessments, conversations,

behavior observation records and others, accounting for 14.29%, 53.33%, 14.29%, 18.1% and 0%, respectively. This data shows that the proportion of teachers talking directly with students is very small, and most teachers prefer to implement evaluation of students through objective test papers or data, while the evaluation mechanism of core literacy in music is not only reflected by a single test paper, and this evaluation method is one-sided and cannot fully understand the dynamic process of students. Teachers should combine subjective conversations with a variety of evaluation methods to enrich and improve the evaluation mechanism of music subject core literacy.

Table 31

Options	Subtotal	Proportion
A. Always reflecting	15	14.29%
B. Reflect often	47	44.76%
C. Occasional reflection	34	32.38%
D. Never reflect	8	7.62%
E. Unclear	1	0.95%
This question is valid to fill in the number of people	105	

Table 32

Options	Subtotal	Proportion
A. often take the initiative to write	22	20.95%
B. Write occasionally	59	56.19%
C. Write at the request of the school	21	20%
D. never write	3	2.86%
This question is valid to fill in the number of people	105	

Teacher professional development is a process in which teachers continuously learn various cultural knowledge and improve their own abilities. In the process of daily classroom teaching, elementary school music teachers should combine the background of core literacy, constantly learn music professional knowledge, master teaching skills, and deepen teaching concepts. In this series of learning and practice process, teachers are required to constantly reflect on their teaching, cultivate the development of students' core literacy in music subjects, and then improve teachers' own

Professional Development. From Table 31, 14.29% and 44.76% of teachers always reflect and often reflect on their lessons about the cultivation of students' core literacy in music subjects, while 32.38% and 7.62% of teachers occasionally reflect and never reflect. This indicates that most teachers can keep their teaching reformed and innovative through teaching reflection and promote the cultivation of students' core literacy in music subjects; a few teachers neglect the combination of theory and practice and do not reflect on themselves and their teaching practice in a timely manner. Teaching diaries and teaching insights are both the accumulation of teachers' teaching

experience and the basis for their professional reflection, carrying countless insights of teachers in their daily teaching process. It is not only the course of teachers' professional development, but also the driving force of teachers' professional improvement, and a mobile carrier for teachers to move towards expert teachers.

Table 32 shows that 22 and 59 teachers, 20.95% and 56.19% of those studied, kept teaching journals and tips on their own initiative and occasionally, respectively. However, 20% of the teachers kept teaching diaries and tips only when required by the school, and 2.86% of the teachers never wrote them. Some teachers do not have the habit of keeping records of their daily teaching behaviors and cannot reflect more deeply, which affects their professional development.

Table 33

Options	Subtotal	Proportion
A. The need to promote the title	64	60.95%
B. keep improving themselves to become better teachers	95	90.48%
C. Student needs	75	71.43%
D. Adapt to the requirements of the times	84	80%
E. Development of the school	56	53.33%
This question is valid to fill in the number of people	105	

Table 34

Options	Subtotal	Proportion
A. Self-reflection and research	85	80.95%
B. Teaching and research in teaching and research groups	85	80.95%
C. Outbound training	87	82.86%
D. Reading and writing	69	65.71%
E. School teaching observation and exchange	67	63.81%
This question is valid to fill in the number of people	105	


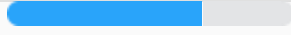


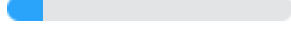
When investigating the motivation for elementary music teachers to prompt their own professional development (Table33), 64 identified the need for title promotion, 95 identified the need to continuously improve their quality to be able to become better teachers, 75 identified the need for students, 84 identified the need to adapt to the demands of the times, and 56 identified the need for school development. The data indicates that although there is intrinsic and active professional improvement of teachers, the number of teachers with extrinsic and passive professional improvement is also very common. Teachers' inability to improve their own quality is contrary to the autonomy of teachers' professional development in the context of core literacy, resulting in passive and unsustainable teacher professional development. In response to the question "What do you think are the ways of professional growth for music teachers?" (Table 34), 85, 85, 87, 69, and 67 teachers thought that they could improve their professionalism through independent reflection and research, teaching and research in

teaching and research groups, training outside the school, reading and writing, and school teaching observation and exchange. The data show that many teachers believe that they can improve their professionalism through independent reflection and research, teaching and research in teaching and research groups, training, reading, and writing, and observation and exchange of teaching at school. The data show that most teachers think that the ways to promote their professional growth are outbound training, independent reflection and research, and teaching and research in teaching and research groups.

Table 35

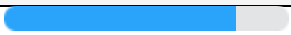
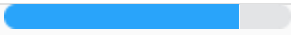

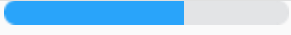
Options	Subtotal	Proportion
A. Often	22	20.95%
B. 1-2 times a semester	15	14.29%
C. 1-2 times in an academic year	36	34.29%
D. Rarely	32	30.48%
This question is valid to fill in the number of people	105	

Table 36

Options	Subtotal	Proportion
A. On-campus lectures and seminars	83	79.05% 
B. Sending teachers out to study	72	68.57% 
C. Expert lectures	62	59.05% 
D. Distance learning	58	55.24% 
E. Other	14	13.33% 
This question is valid to fill in the number of people	105	

Teacher training is not only an important part of teachers' roles, but also a necessary way for their professional development. As can be seen from Table 35, in terms of the frequency of training organized by schools, 20.95%, 14.29%, 34.29% and 30.48% of teachers believe that schools organize training frequently, 1-2 times a semester, 1-2 times a school year and rarely. Eighty-three, 72, 62, 58, and 14 received training through in-school listening and seminars, sending teachers out to study, expert lectures, distance learning, and other means. This survey indicates that elementary school music teachers have fewer opportunities to participate in training due to policy and funding, and a single way of participation, such that the training is not effective, and the trainers are not highly motivated, which is not conducive to teachers' professional development.

Table 37

Options	Subtotal	Proportion
A. Quality resource sharing	86	81.9% 
B. Good working environment	87	82.86% 
C. Professional skills improvement	87	82.86% 
D. Sound training mechanism	67	63.81% 
This question is valid to fill in the number of people	105	

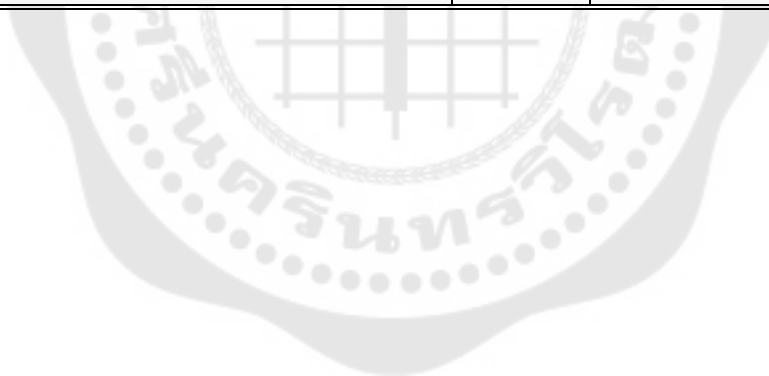


Table 38

Options	Subtotal	Proportion
A. Many work tasks	89	84.76%
B. The school does not pay attention to	77	73.33%
C. Lack of communication and cooperation among teachers	76	72.38%
D. Insufficient inner strength of oneself	72	68.57%
E. Lack of expert guidance	81	77.14%
This question is valid to fill in the number of people	105	

When investigating what support elementary music teachers would like to receive for their professional development (Table 37), 86, 87, 87, and 67 wanted to receive support by way of quality resource sharing, good working environment, professional skill improvement, and sound training mechanism, accounting for 81.9%, 82.86%, 82.86%, and 63.81%, respectively. This study shows that elementary school music teachers are lacking in quality resource sharing, good working environment, professional skills improvement, and sound training mechanism, and they prefer to get opportunities to learn in these areas. In addition, in response to the question "What do you think are the constraints on music teachers' professional development" (Table 38), 89, 77, 76, 72, and 81 of them thought that there were many tasks, lack of attention from schools, lack of communication and cooperation among teachers, lack of their own internal motivation, and lack of expert guidance, respectively. It shows that most music

teachers think that the factor that restricts their professional development is the many work tasks; therefore, schools should arrange teaching tasks reasonably and give music teachers space for professional development.

Table 39


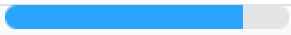

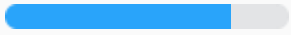

Options	Subtotal	Proportion
A. Building a cooperative and harmonious campus environment	86	81.9% 
B. Build a platform for growth	88	83.81% 
C. Regular teacher exchange seminars	87	82.86% 
D. Establish corresponding incentive policies	84	80% 
E. Provide assistance for teachers to study away from home	86	81.9% 
This question is valid to fill in the number of people	105	

Table 40

Options	Subtotal	Proportion
A. Self-evaluation	16	15.24%
B. Colleague evaluation	15	14.29%
C. Student evaluation	41	39.05%
D. Parental evaluation	6	5.71%
E. Comprehensive school evaluation	27	25.71%
This question is valid to fill in the number of people	105	

In terms of assistance provided by the school (Table 39), 86, 88, 87, 84, and 86 teachers thought that building a cooperative and harmonious campus environment, building a platform for growth, conducting regular teacher exchange seminars, establishing appropriate incentive policies, and helping for teachers to study outside the school, respectively. This indicates that more teachers want their schools to provide opportunities for them to go out and study to promote their professional development. In response to the question "Which evaluation of teachers' professional development do you think is most valuable to you" (Table 40), 16, 15, 41, 6, and 27 teachers thought that self-evaluation, colleagues' evaluation, students' evaluation, parents' evaluation, and school's comprehensive evaluation were the most important, respectively, which indicates that teachers are more concerned about students' evaluation. evaluations, and this tends to ignore other proven evaluation methods.

Qualitative data

The author interviewed a total of nine music experts and professors from the Music Teaching and Research Institute of Zhanggong District and the School of Music of the Normal University, for the professional development of music teachers, including: Yang Lin, Eddie Hong, Lu Wei, Liu Qiangping, Guo Defang, Tang Guanghua, Cai Siying, Bian Xiumei, Chen Hui and other nine.

Yang Lin, female, Han nationality, born in December 1984, member of the CPC, native of Shangyu County, Jiangxi Province. She is a music teacher and researcher in Jiangxi Province, a senior teacher, the leader of music discipline in Jiangxi Province, and a master's tutor in Jiangxi Normal University. He is also the director of Ganzhou City Literature and Art Critics Association, and the implementation leader of Ganan Caicha opera inheritance base of the Ministry of Education of China. He has presided over and completed one project of China Arts Foundation, achieving a breakthrough of "zero" in China Arts Foundation of Gannan Normal University; presided over and completed seven projects of provincial-level educational reform and humanities and social sciences; published one academic book in China Drama Publishing House; received one patent of practical type from China Intellectual Property Office; received one third prize of Provincial Social Science Scientific Research Achievement Award, etc.

Eddie Hong, female, Han nationality, native of Anyuan, Jiangxi Province, born in March 1980, music teacher and researcher in Ganzhou City, Jiangxi Province, senior teacher, subject leader in Ganzhou City, Jiangxi Province, postgraduate tutor of Science and Technology College of Gannan Normal University, in recent years, published more than 10 academic papers, published 6 orchestral works, more than 10 choral works, more than 40 song and dance works, presided over 3 provincial and ministerial level subjects, participated in the research of 5 projects.

Lu Wei, female, Han nationality, native of Leiyang, Hunan Province, born in February 1982, graduated from Jishou University with a bachelor's degree in musicology (teacher training) in 2002, and graduated from Hunan Normal University with a master's degree in musicology in 2005. She is a music teacher and researcher in

Zhanggong District, a senior teacher, a member of Jiangxi Musicians Association, a member of Chinese Choral Association, and a member of Chinese Society of Life Science and Aesthetic Education. In recent years, he has published more than ten papers in domestic and foreign journals such as People's Music and Psychiatria Danubina. He has presided over 8 school-level and provincial and ministerial-level projects and participated in 6 research projects. He has edited and participated in the publication of 3 textbooks and 3 books.

Liu Qiangping, male, born in 1980, graduated from the School of Music of Jiangxi Normal University in 2003, majored in Theory and Composition, and is now a young teacher in the School of Music of Gannan Normal University. In 2008, he was awarded as one of the "Top Ten Young Teachers" in Gannan Normal University. In 2008, he was awarded as one of the "Top Ten Young Teachers" of Gannan Normal University. In 2008, he was awarded as one of the "Top Ten Young Teachers" in Gannan Normal University.

Guo Defang, female, Manchu, native of Ganzhou, Jiangxi Province, born in January 1982, graduated from Gannan Normal University with a bachelor's degree in music in 2003, and graduated from Wuhan University with a Master's degree in Software Engineering in 2014. She is now a dance teacher in the School of Music of Gannan Normal University, an associate professor and a master's tutor. He is also the vice chairman of Ganzhou Dance Artists Association, the director of Jiangxi Dance Artists Association, and the deputy director of the Standing Committee of the Third Federation of Youth in Ganzhou.

Tang Guanghua, male, Han nationality, Yiyang City, Hunan Province, born in December 1975, graduated from Hengyang Normal College in 1998, majoring in music education, with a bachelor's degree, graduated from Hunan Normal University in 2004, majoring in musicology, with a master's degree, is currently a teacher in the School of Music of Gannan Normal University, mainly researching choral conducting and ethnomusicology, director of the Choral Association of Jiangxi Province, member of the American Choral He is also a member of the American Choral Association and the

International Choral Union. In recent years, he has published 17 papers in journals such as "Chinese Musicology" and "Symphony". From July to August 2011, he studied at Murray State University, and in 2014, he was awarded a public study grant to visit the University of Miami, where he worked with the famous choral conductor Professor Karen-Kenedy. She studied choral pedagogy with the famous choral conductor James-Jordan at Westminster Choir College of Rider University and was the guest conductor of the Miami Chinese Chorus in the U.S. In 2018, she visited the China Academy of Art. He has conducted the chorus of the Ganzhou City Federation of Literary and Artistic Societies, which won the gold medal in the adult mixed voice group and the silver medal in the adult female voice group in the 14th China International Choral Festival in July 2018, and has conducted the chorus of the School of Music of Gannan Normal University for many times to win the first and second prizes in the Jiangxi Student Art Exhibition, and won one prize each in the 9th Jiangxi Student Art Exhibition Essay Contest.

Cai Siying, female, Han nationality, native of Jiujiang, Jiangxi, born in 1985, graduated with honors from the School of Music of Gannan Normal University in July 2003 with a bachelor's degree in musicology and stayed in school to teach at the same time, and graduated with a master's degree in composition and technical theory of composition from Yunnan Arts College in June 2018. Since 2007, she has participated in one horizontal project at Chinese level and four projects at provincial level, published one song and 11 academic papers in provincial publications, including five in core journals. He has published 11 academic papers, including 5 in core journals.

Bian Xiumei, female, born in 1976, a native of Xingguo, Jiangxi, Han nationality, associate professor, director of teaching and research office of School of Music, Gannan Normal University. She is mainly engaged in music education and ethnic folk music research. In recent years, she has presided over and completed many social science planning projects in Jiangxi Province, provincial education science planning projects, etc. She has participated in and completed 10 provincial and ministerial research projects, such as Chinese social science planning projects, provincial

humanities and social science projects in colleges and universities, provincial art planning projects, and horizontal research projects, etc. She has published many papers in core journals such as "Cultural Heritage". He has won the first prize and second prize of the special topic for college teachers in the Jiangxi University Art Exhibition.

Chen Hui, female, Han nationality, born in July 1982, Jiangxi Huichang, CPC member, professor, doctor of arts, master's degree supervisor, member of the Chinese Musicians Association, member of the Chinese Society of Music Literature, member of the Chinese Association of Literary Critics, joined the work in August 2004, was the deputy director of the theory and composition teaching and research department of the School of Music, is currently the vice president of the School of Music, in charge of undergraduate education and teaching. He is currently the vice dean of the School of Music, in charge of undergraduate education and teaching. He is also the director of Jiangxi Provincial Culture and Art Science Key Research Base: Gannan Folk Regional Culture and Art Research Center, the director of Jiangxi Musicians Association, and the vice chairman of Ganzhou Musicians Association. He is also the director of the Research Center of Gannan Folk Regional Culture and Arts, the director of Jiangxi Musicians Association, and the vice president of Ganzhou Musicians Association. He has presided over one project of Chinese Social Science Foundation, one project of Humanities and Social Science of the Ministry of Education, and many provincial projects; he has participated in the compilation of Chinese Music Dictionary, Chinese Folk Songs (Jiangxi volume), Chinese Festivals - Spring Festival (Jiangxi volume), and Jiangxi Hakka History.

The author compiled some of the interview transcripts as follows (hereinafter referred to as last name)

I: Please talk about your understanding of professional development of elementary music teachers' teaching abilities.

Ms. Lu: I think the profession of elementary school music teachers should generally be able to play at least one musical instrument, especially piano; have some

vocal knowledge, and be able to teach students how to use their voices in a scientific and reasonable way, how to use their breath, etc. when teaching them to sing; also need some ability to choreograph programs, and be able to rehearse one or two dance or choral programs at festivals.

Mr. Hong: My own understanding of the professional development of teachers' teaching ability should do three things: first, to do a good personal development plan, second, to closely integrate personal plans with the school development plan, and third, to improve personal cultivation, and to be good at learning and willing to learn.

Ms. Yang: Professional development of elementary music teachers is a development in which China, society, schools and individual teachers work together to constantly adapt to the changing times and the laws of student growth, so that teachers eventually have significant improvements in their business skills and can apply them to their students with positive results. Personally, I believe that elementary music teachers should be master teachers who can lecture, interact with students, understand research, and are familiar with the laws of elementary student growth.

I: What do you know about core literacy? How do you develop students' core literacy in your teaching?

Ms. Liu: I think to cultivate students' core literacy is to promote the development of students' main abilities, for example, elementary school music class is mainly singing class and appreciation class, then focus more on cultivating students' singing ability and appreciation ability.

Mr. Guo: The concept of core literacy is very new, mainly including cultural foundation, independent development and social participation. I have thought about this issue when I gave a lecture training before. I think that in the teaching process, we should work on the following aspects to cultivate students' core literacy: first, give full play to students' subjective initiative to let them actively participate in music lessons; second, fully understand that students are the real masters of learning and development; third, convey some cultural connotation through music lessons.

Mr. Tang: Core literacy has been introduced in recent years, and I have further interpreted it through some literature to understand that it refers to the skill literacy that all students need to be able to achieve the establishment and development of their self-worth, actively integrate into society and be able to adapt to it. In music teaching, we should pay attention to cultivating students' core literacy, such as taking the initiative to pick students to stand up and sing during class, sometimes letting students prep in advance, lecturing first according to their own understanding, conducting flipped classroom style teaching, etc.; after class, I sometimes take the initiative to communicate with students' parents about their music learning, especially for students with musical talent, and encourage parents to cultivate them in the arts.

I: In the context of core literacy, what do you feel are the knowledge and abilities that music teachers lack?

Mr. Yang: I feel that there are many things that I lack, such as more professional knowledge, so that I can expand my knowledge in the music class; in terms of ability, I think most of the classroom management ability is still lacking, because without good classroom discipline, the course can also be carried out properly; and research ability is also weak, so I should exercise more in this area.

Ms. Hong: I think the main knowledge and abilities that teachers lack are: first, the improvement of professional knowledge and professionalism; second, their own ability to adapt to the current educational mechanism is not enough; third, the ability of daily self-reflection needs to be strengthened.

Ms. Lu: Based on what I have learned about core literacy, I feel that music teachers need to use their expertise and skills in the classroom to motivate students and promote their active learning. However, in actual teaching, we find that most students are used to passive learning and lack motivation to learn music theoretical knowledge, not to mention understanding the deeper context of the times and aesthetic appreciation behind the music conveyed. These are the abilities that our teachers lack in teaching and need further study and training.

I: Please talk about music teachers' lesson planning, teaching, and post-lesson reflection.

Ms. Cai: When preparing lessons, some teachers will refer to teaching reference books, and some will download some videos on the computer to expand students' horizons to increase their interest in learning. When teaching, in addition to teaching the expected content step by step, they will also adjust the teaching design in time to adapt to the students' ability to accept it in response to the students in different classes and their feedback. For reflecting on the situation, teachers usually write down, sometimes too late to write, what happened in the classroom in their minds and envision how to improve or avoid it in the future.

Mr. Bian: Of course, there are cases of insufficient time for lesson preparation. The reason is that due to the influence of school hours, I often feel that I do not have enough time and cannot devote myself to lesson preparation. When I teach, I usually use a combination of textbooks and multimedia, but I found that students' classroom performance is not active, their participation in class is low, and the interaction between teachers and students is poor. After post-lesson reflection and summary analysis by taking notes.

Mr.Chen: There are also many teachers who prepare lessons usually according to the textbook, in accordance with the different grades of students to write down the teaching design. Then, sometimes they also use multimedia to make lessons, so as to attract students' attention. The lessons are based on the lesson plans they have designed, using multimedia and piano, and generally singing lessons are arranged more. I often reflect on my lessons, but I don't write down every lesson because I have a lot of classes.

I: What forms of training do music teachers attend? Which training courses do you think are more beneficial to the professional development of music teachers?

Ms. Liu: Like quality lesson observation, there are also some related to improving teachers' teaching skills. Every summer at the Conservatory of Music there are professional training for teachers of various disciplines, which is still very helpful for

future professional development. Its courses include piano improvisation accompaniment, choral conducting, vocal music, chai tea opera, etc.

Ms. Guo: Mainly, I listen to quality music lessons within the school and sometimes attend some professional training with the consent of the school. I think that training in instructional design and teaching techniques will be more helpful in implementing classroom teaching and thus promote personal professional development.

Mr. Tang: I have participated in training organized by the school, as well as national and provincial quality lesson observation, and some municipal trainings. I think the training is more effective for the improvement of music professional ability, such as: new teaching methods, choral conducting, piano accompaniment training, etc.

I: Do you think it is important for elementary music teachers to have research skills?

Ms. Cai: I think elementary school music teachers should have certain scientific research ability, for a certain music topic and other teachers of the same subject for in-depth discussion, practice, and finally research a set of feasible teaching methods, is a necessary professional ability of every elementary school music teacher. In addition, it is also very important to publish papers, both as a summary of their professional quality improvement and as a need to evaluate their own titles.

Mr. Bian: It's important. The research level of elementary school music teachers is mainly reflected through theses. It is very rewarding to read more literature, learn relevant professional knowledge, write it as a thesis, and discuss the experiences and shortcomings of daily teaching in the thesis. In addition, we can apply the teaching methods in literature to our own classrooms to achieve the unification of theory and practice.

Ms. Chen: The scientific research ability of elementary school music teachers is important, and the strength of scientific research is not only a must-have ability to evaluate our titles, but also a summary of our daily lesson preparation, teaching and reflections. However, the reality is that older teachers have more teaching experience and less scientific writing skills, and the time they can spend on scientific research is

more limited, and most of the time is spent on regular teaching and the process of daily affairs.

I: At present, what are the difficulties that you think music teachers will encounter on the road to professional development?

Ms. Yang: There are still many difficulties, the biggest problem is that the small subject is not valued. In the eyes of teachers, music class is to sing and play with students, no homework, no pressure, no exams, nothing technical; in front of school leaders, every time the showcase class, the ranking is back; in the eyes of parents, music class is not valued. During this period, many parents came to the school and asked why the principal let the music teacher be the class teacher. In the eyes of the students, music class was a sub-class, talking in class, writing assignments for other subjects, even getting out of their seats, and ignoring the teacher. These erring students are criticized and educated, and since each class is small, the next time they come back to class, it's back to the way it was. As for other aspects, teachers' low salaries and poor teaching conditions are also in urgent need of improvement.

Ms. Hong: Firstly, I have less time to prepare lessons wholeheartedly, mainly because there are too many various non-teaching related tasks. Secondly, school leaders, teachers and parents do not pay attention to the music curriculum. Third, their own research ability needs further improvement.

Ms. Lu: There are certain difficulties for new things, especially about online learning, essay writing and skills training, and I hope there is a better platform for music teachers to get promoted; at the same time, I hope the leaders can set up teaching teams for older teachers, so that they can learn from each other and make progress together with young teachers.

I: Could you please talk about how you should plan and design your future career plan as a music teacher today?

Ms. Liu: In line with the love for education, in the future, we should, as always, teach every lesson well and be responsible for every student. Actively participate in the city's observation and learning and quality lesson demonstration, as well as various

quality exhibition activities. If you have the opportunity, you should also learn one more musical instrument to expand your professional level. Strive to become a professional master teacher in the subject of music.

Ms. Guo: Improve your professionalism by strengthening your professional knowledge, then practicing your professional skills diligently, and reading more books about music education. We will strive to become a master teacher who loves students, is loved by students, loves music, knows music, and can teach lessons.

Ms. Tang: Strive to improve your professionalism, listen to more quality music lessons, observe, and learn new learning styles, and apply them to your daily teaching. Strive to reach the highest level in the title, do a good job as a teacher, cultivate students' music hobby, and lay a good foundation for elementary students' music and art training in secondary school or even college level.

The author interviewed a total of nine music experts and professors from the music teaching and research staff of Zhanggong District and the School of Music of Teachers' University. The following observations were summarized after interviewing eight teachers and based on the assessments of three assessment experts:

- 1 . Music teachers do not know enough about their own professional development; expert professors think that professional development is very important, but their learning content, learning methods and learning strategies need to be enhanced; music teachers should learn more about relevant theories and update their music classrooms in time, listen more, watch more, learn more and ask more questions. They should strengthen collective lesson preparation, communicate more with others, and learn to observe.

- 2 . Music teachers do not know enough about core literacy and cannot better integrate it into their teaching. As the expert professors said, teachers may have heard of core literacy, but they do not know enough about the connotation and application of core literacy, etc., and need further study and application.

3. Music teachers have more class time, thus affecting lesson preparation, teaching and post-lesson reflections. Strive to study classroom teaching and enrich

education and teaching experience; practice solid basic music skills and rich music knowledge; have unique qualities in various aspects such as teaching character, teaching skills, teaching concepts, teaching methods, teaching styles and teaching psychology; serve as a teacher, love and dedication; improve personal professional quality and establish the concept of lifelong students; strengthen teaching research and strive to become a research-oriented teacher.

4. The school training methods are single and music teachers have different training needs. The current training methods are not yet able to meet the normal needs of teachers and hinder the professional development of elementary school music teachers. The work prepares detailed development plans and makes corresponding applications to schools because of spontaneous willingness, which in turn gets the support of schools to seek to participate in various competitions or activities outside the school to draw nutrients.

The different views of the expert teachers on the same issue can directly reflect the problems of music teachers' professional development in Zhanggong District in the context of core literacy. The teachers answered the questions in a subjective way, which further avoided the drawback of only objective answers in the questionnaire and made the results of the survey more realistic and richer.

CHAPTER 5

CONCLUSION AND DISCUSSION

Objectives of the Study

1. Discuss the practical significance of core literacy theory.

Core literacy is a hot topic in the world, but its theoretical research is still limited, especially for some specific disciplines. Judging from the existing literature, most studies focus on the definition of core literacy, curriculum design under core literacy, and teaching material analysis under core literacy, while there are few studies on the development of professional music courses with core literacy. The quality education of elementary school music teachers under the core literacy, the subject of this paper has practical significance for the core literacy theory.

2. To enrich the theory of professional development of music teachers' quality education music courses.

The professional development of music courses for music teachers' quality education is a very real problem, especially from the perspective of core literacy, how can we generally improve the professional level of primary school music teachers' quality education music courses, and better cope with the further development of music education. Under the new curriculum, it has crucial practical significance. Aiming at basic music education, this paper conducts investigation and research from a new perspective, which plays a positive role in promoting the professional development of basic music teachers' quality education music courses and the development and improvement of music teachers' core literacy.

Research methods

1. Literature analysis method

We reviewed the literature on "core literacy", "elementary music teachers", and "professional development of teachers' quality education" through databases and books, 1. Literature analysis method

We reviewed the literature on "core literacy", "elementary music teachers", and "professional development of teachers' quality education" through databases and books, and carefully read, sorted, and analyzed the relevant materials. To have a comprehensive understanding of the current situation, problems and shortcomings of the research in this field, and to make new perspectives and discoveries on the basis of the existing research.

2. Questionnaire method

A questionnaire was developed for the understanding of core literacy and professional development of quality education and pathways for elementary music teachers in Zhanggong District, Ganzhou City, Jiangxi Province, China, according to the purpose of the study. Questionnaires were distributed to elementary school music teachers of different genders, ages, teaching years and titles. The survey data were compiled and analyzed to understand the problems that emerged in the professional development of quality education music courses in the context of core literacy among elementary school music teachers in Zhanggong District, Ganzhou City, Jiangxi Province, China, as well as the countermeasures and solutions proposed by teachers to the problems that emerged, reflecting to some extent the quality, level, and height of the professional development of quality education of elementary school music teachers in the area.

3. Interview survey method

Through interviews, we interviewed students on the topics of "core literacy" and "professional development of teachers' quality education" and took notes. We also took notes of the interviews with the students to ensure the authenticity and accuracy of the research.

4. Summary analysis method

By organizing the collected literature, sorting out the issues that need to be understood, developing a research outline questionnaire, statistically categorizing the recovered data, and statistically summarizing the above literature through a series of

research processes such as investigation, analysis, and comparison, we provide real and effective support for this paper and finally draw conclusions.

Summary of Research Results

1. Basic information of elementary school music teachers

To grasp the situation related to the quality education professional music curriculum of elementary school music teachers in Zhanggong District, the author conducted an in-depth survey of 51 elementary school in Zhanggong District through field research, mainly using interviews and questionnaires to understand the basic situation of their elementary school music teachers and their professional quality status. It should be noted here that Lu Wei, the music teacher, and researcher of Zhanggong District Education Bureau, is responsible for music education in the whole district. Through the interview with Ms. Lu Wei, I learned that the workload of music teachers in many schools exceeds the standard, with some having more than 20 lessons per week per capita; although there are certain differences in each school, the workload of extracurricular activities and other tasks in schools is also great. A web-based questionnaire survey was conducted on all serving music teachers in Zhanggong District, and 105 questionnaires were returned, all of which were valid. The author counted the valid questionnaires and organized and summarized the interview contents. On this basis, the information and data obtained were carefully analyzed and organized using quantitative and qualitative analysis methods around the gender structure, age structure, education structure, job title structure of elementary school music teachers in Zhanggong District and information and data related to the professional quality education reflected by the work of elementary school music teachers, and a basic understanding and overall perception about the current situation of professional quality of elementary school music teachers in Zhanggong District was obtained, according to The results of the research and calculations prove that there is a serious lack of teachers in Zhanggong District.

2. Development of the education profession

(1) Strive to improve professional ethics, teacher ethics first.

Teacher ethics is the foundation of a teacher's identity. The special nature of the teaching profession (cultivating people) and the specific nature of the mission of teachers (shaping people) make the teaching profession outstandingly exemplary and educational. Compared to most professions, the teaching profession should have higher and more stringent professional ethical requirements. The Professional Standards require elementary school teachers to have professional ideals and fulfill the professional code of ethics for teachers; to care for elementary school students, respect their personalities, be caring, responsible, patient, and attentive; to be a teacher, teach and nurture others, respect, and discipline themselves, and be a mentor and guide for the healthy growth of elementary school students. Elementary school teachers face children around 6-12 years old, who have moved from family (or kindergarten) life, where play and games are the focus, to school life, where learning is the focus, and have experienced the transition from biological attachment to their parents by blood in the family to moral and emotional attachment to their teachers in school. School education should gradually elevate the biological social emotions of elementary school students to higher social-spiritual emotions by establishing intimate teacher-student relationships. Elementary school teachers especially need to convey messages of love to children with their eyes, smiles, skin touch and various body language so that elementary school students can build attachment and trust relationships with their schools and teachers. (Zhu. X. M, 2002, P.212-213) Therefore, elementary school music teachers should care for children, and in the process of music education, they should "move with emotion, reason with reason, and feel with the heart" to stimulate the healthy and rich emotions of elementary school students, so that they can develop a beautiful pursuit of art and life.

For contemporary teachers, the understanding of teacher ethics should be based more on a deep identification with professional ethics. The professional ethics of music teachers are expressed in terms of teachers' identification with the music

teaching profession (rather than general educational sentiments), their sense of responsibility and their dedication to their work. Specifically, elementary school music teachers are required to understand the laws of music education, to understand the psychological characteristics of children learning music, and to convey to students the deep and selfless love of their teachers with an optimistic mindset. In the case of singing teaching alone, professional ethics requires that elementary school music teachers should not only teach children to sing, but also teach them to feel the beauty in music and learn to perform from their hearts.

(2)reading children's musical expression is student-centered at the core of understanding children, student-centered.

The Professional Standards require elementary school teachers to take primary school students as the main body, fully mobilize and bring into play their initiative; follow the characteristics of primary school students' physical and mental development and the laws of education and teaching, provide appropriate education, and promote lively learning and healthy and happy growth of primary school students. The task of elementary school teachers is to make their own educational efforts so that children with their own special nature during development can get suitable development. Teachers need to pay more attention and effort to these 6–12-year-olds who are not yet mature in physical and mental development and whose outlook and values are still in the early stages of formation. Teachers should not only be concerned with the learning of students' knowledge but should also put the elementary school student as a person at the center of their attention first and foremost. (Wang. Z. Q, 2007,P.25-30)Understanding children is a fundamental issue in education(Yang. J. J, 2012,P.3-8).The love and spontaneous pursuit of music is almost natural to children and is a fundamental way for them to experience the world. For elementary school children, music is not only a pathway to the temple of art, but also a form of expression in everyday life. Through various art forms such as singing, dancing, playing, and performing, elementary school children express their innermost spiritual thoughts and emotions in all their glory, whether they are happy, excited, sad, or melancholy. In music

learning, children are free to express their emotions and feelings, and free to use their imagination and creativity.

In teaching practice, elementary school music teachers should pay sensitive attention to and care for students' emotional needs, understand elementary school students' musical expression, guide and communicate at the right time so that they can learn independently and grow happily; music teachers should understand elementary school students' psychological process of receiving music, make good use of sound effects, adopt musical language to communicate directly with primary school students, let elementary school students think musically and grasp the elements of musical emotion; Teachers' guidance and experience of elementary school students' music emotions should not take place after the completion of music knowledge and skills learning, but should try to give elementary school students the opportunity to experience and feel music at the first moment when music is presented to children.

(3) Strive to develop a multi-discipline, ability oriented.

Elementary music education is enlightening, basic and comprehensive, which requires elementary music teachers to have multidisciplinary cultural knowledge and comprehensive teaching ability. Elementary music teachers should be able to improve their teaching concepts, artistic cultivation, knowledge structure, and business ability, and be able to conduct teaching and scientific research, both teaching practice and theoretical research; familiar with the laws of education and understand the art of teaching.

Specifically, elementary music teachers must possess the following qualities:

First, teachers should have good professional knowledge skills. For example, know the basic elements of singing such as correct vocalization, biting and spitting, and have good singing condition and level so that they can guide primary students to sing correctly and happily. Another example is to have a better command of piano playing skills because lively piano playing will energize the music classroom and wonderful piano accompaniment will stimulate students' interest in singing. Again,

because music education is emotional experience education, music teachers should also have good music experience ability and high music appreciation level, which often determines the level and quality of music teaching. At the same time, music teachers should also compose and adapt songs and music pieces, organize choirs and bands, as well as large school-wide music events.

Secondly, teachers should have rich knowledge of educational theories. For example, systematically grasp the knowledge of pedagogy and psychology including music education psychology, combine subject knowledge and education theory with education practice, highlight the practical ability of teaching and education; study elementary school students, follow the law of growth of primary school students, and enhance the professional level of education and teaching.

Finally, teachers should also learn extensively about other disciplines related to music, be knowledgeable and versatile, and improve their comprehensive cultural literacy; they should master modern educational technology and use computers skillfully for work and study to meet the needs of teaching the new music curriculum.

(4) Insist on educational reflection and lifelong learning.

Lifelong learning has become an inevitable need for every teacher. Teacher professional development not only focuses on the enhancement and improvement of individual teachers' knowledge, attitudes, and practical skills, but also gradually begins to consider the organizational culture and restructuring of schools in which teachers work. The Professional Standards state, "Elementary school teachers should insist on practice, reflection, re-practice, and re-reflection to continuously improve their professional competence. Have the awareness and capacity for lifelong learning and continuous development and be a model of lifelong learning." (Gu. M. Y & Wang. Z. Q, 2013,P.133-134) Here, whether elementary music teachers can reflect on education is seen as an important indication of whether they can achieve professionalism.

Educational reflection is a necessary path for the professional growth of elementary school music teachers. Educational reflection means that teachers take their

own music teaching activities and classroom situations as research objects, analyze and summarize their teaching behaviors and teaching processes consciously, recognize and find their own teaching deficiencies, accumulate experience in due time, persist in studying their business, and continuously improve the quality of teaching. Ren Hong, a nationally renowned elementary school music teacher, summed up how her unique teaching style was formed, and the two words she said most often were "thinking", perfecting in thinking, and growing in reflecting.

Elementary school music teachers should learn to concretize abstract music education theories in educational reflection, continuously dovetail educational theories and practices, and improve and enhance their educational and teaching abilities.

To sum up, the professional development of elementary school music teachers is not an overnight achievement. At present, China's elementary music teachers are still in the initial stage of professional development, and there is an urgent need to persistently promote the "upward and downward" development path. Only by closely combining the professional cultivation of pre-service education with the professional leadership of post-service education can we cultivate a high-quality and professional elementary music teacher team and promote the continuous improvement of the quality of elementary music education and teaching.

3. Improvement of teaching ability

(1) Teachers' own sense of professional autonomy development

Teachers are constrained by their families and their own cultivation, and have different present interpretations of their profession, while a considerable number of them have burnout and different degrees of laziness.

We should abandon bad habits and change the pattern of development instantly. Teachers in the regular education and teaching life often inhibited the space of professional autonomy development. For example, "small subject consciousness", "music teachers have no future" and so on. These perceptions have contributed to the space and prospects for elementary music teachers to develop in their careers. The new concept of education lets us know that we are no longer

teaching, society is progressing and developing, each of us teachers should have a sense of worry, to realize that we have been left behind by the times, how not to be abandoned by the times, it depends on us to take practical action to improve their professional ability, to improve our own professional quality, to be able to show their best in the big stage of quality education.

(2) Restrictions of test-based education model

In today's educational environment in China, "test-based education" still dominates. Some schools regard music, as well as art and physical education, as third-class subjects. The role of music is ignored by education administrators, education departments and schools at all levels, as well as by students and parents, and as a result, music classes are seriously "marginalized". The reality is that many rural schools are not well equipped to teach music. Not only are there no special, standard music classrooms, but there is also a serious lack of music equipment, so music has become a marginal subject that is optional. The "marginalization" of music subjects directly leads to the "marginalization" of music teachers, and thus their professional development lacks sufficient attention from schools, which is an external factor affecting the professional development of elementary school music teachers.

(3) School philosophy and management mechanism to a certain extent hinder

Some schools just focus strictly on teaching and achievement, neglecting the educational role of some subjects and the guidance of professional development and independent development of teachers. We often say that school is an important position for teachers' development, then, on the opposite level, the space for teachers' professional development also largely represents the space for students' development. The improvement of each teacher's professionalism can lead to the improvement of the overall teaching force so that the teaching reform can be more effective. So, if the school becomes a good soil for teachers to grow, then what you get is not only a master teacher, but a team of master teachers, a famous school, a branded, high-end school.

Analysis of research results

1. Insufficient understanding of the core qualities of the music discipline.

(1) About the connotation of core literacy in music subjects

Although core literacy in music has been proposed, music teachers do not pay enough attention to core literacy in music due to the large number of class hours and workload they hold. After the survey, 68.57% of music teachers have some understanding of core literacy, but only in superficial definition. Some teachers think that "core literacy" is just another way of referring to "quality education" and "three-dimensional goal education", and they do not understand that core literacy is the development and transcendence of three-dimensional goal education. The essence of core literacy is to cultivate students' abilities. The essence of core literacy is to cultivate some moral character and key abilities necessary for students, and the understanding of the connotation of core literacy in music is even more inadequate, with 13.3% of music teachers not understanding its connotation very well. This will not be conducive to deepening the core literacy of music discipline into teaching, thus not better promoting the overall development of students.

(2) Awareness on enhancing core literacy in music subjects.

To achieve the implementation of music core literacy, music teachers must have knowledge about music core literacy and recognize its importance. After the survey, nearly 30% of the music teachers chose "occasionally" and some chose "never" to "consciously improve their core literacy in music". This indicates that some teachers do not have a strong awareness of improving their core literacy in music, have not established the concept of core literacy, and still use old educational concepts in teaching. If teachers do not update their educational concepts in time, it will affect the development of students' core literacy.

2. Insufficient grasp of the content of music teachers' professional development

(1) Lack of professional teacher ethics and philosophy

A music teacher, only if he loves his profession and his students, can devote more of himself to teaching music and pay more attention to the growth of his

students. Through the questionnaire survey, we found that the elementary school music teachers in Zhanggong District have different results in their own satisfaction, there are different answers, which choose to love music more.

Teachers accounted for 36.19% and music teachers who chose to be average accounted for 14.29%. The data can be analyzed to show that some elementary music teachers lack love and motivation for their profession. The reason for this is that some music teachers choose the position for the purpose of valuing the schoolteachers have winter and summer vacations and more time at their disposal. Some teachers were persuaded by their relatives and friends around them to engage in elementary music education because they thought the teaching profession was stable. There are also cases where some teachers choose to jump ship or change jobs after working in their own jobs for a period of time, not really loving the elementary music teaching profession. Therefore, there is an urgent need for the state, society, and schools to make elementary music teaching positions attractive, retaining, and nurturing through sound mechanisms for all types of teaching professions. Upon analysis, it is concluded that teachers' profession plays a key role in curriculum implementation and music teachers pay more attention to their own professionalism. However, some teachers can focus too much on their own professionalism and neglect their attitudes and behaviors toward students, which all reflect the lack of teachers' professional philosophy and affect their professional development.

(2) Lack of professional knowledge and skills

With the introduction and continuous development of the concept of core literacy in music, elementary music teachers are required to be able to consciously learn about the discipline of music and its interdisciplinary knowledge while also continuously improving their musical skills. By asking.

More than 90 people chose the question "What do you need to strengthen your own learning", which means that you need to strengthen your knowledge of music.

Most music teachers lack systematic understanding and mastery in this area. And for elementary music teachers to read books

The survey found that the highest choice of teaching reference books was 73.77% , while the choices for literature, history, philosophy, aesthetics and others were relatively less, 50.48%, 72.38% and 14.29%, respectively. This indicates that music teachers' willingness to learn interdisciplinary knowledge is not strong enough and their motivation is not sufficient. The lack of professional knowledge and interdisciplinary knowledge will affect teachers' cultivation of students' music core literacy in teaching.

With the rapid development of technology and the extensive use of multimedia, more teachers choose to use multimedia and audio to teach, while neglecting to practice their own basic skills. However, in elementary school music teaching, emotional singing, skillful performance, beautiful dance, and interesting creation can bring students a more intuitive sense of beauty. Under the core literacy of music, one of the teaching suggestions for aesthetic perception is to develop aesthetic perception literacy from the expressive characteristics of music art, using perceptible musical channels. In a survey of music teachers' professional skills, it was found that the most music teachers chose music performance skills and music composition skills as the professional skills they needed to strengthen. This indicates that most elementary school music teachers are not proficient in these two music skills and need to practice them intensively. Therefore, music teachers should improve their own professional skills and thus contribute to the formation of students' aesthetic perceptual literacy.

(3) Insufficient professional capacity.

Core literacy requires that classroom teaching has changed from knowledge-based to student's overall development as the main cognition. Lesson preparation is the prerequisite for a good lesson, while some teachers have a single form of lesson preparation, insufficient time for lesson preparation, lack of targeted design, no focus on students' personalized development, and only fixed according to teaching reference books

design, failing to guide students to perceive by heart through careful design. Through the research, 30.48% of music teachers in

For the question "Do you integrate the development of core literacy in music into the design of the curriculum?" This indicates that not many music teachers are able to integrate core literacy into curriculum design, fail to understand the importance of improving classroom teaching skills in the context of core literacy, ignore the development of students' core literacy skills in music, and teach students mainly without providing guidance for students' independent learning. In terms of music classroom management, the

Through the survey, 21.9% of the respondents chose "average" in the question of "evaluation of their classroom management ability"; some music teachers chose "unsatisfactory". This indicates that some music teachers need to strengthen their classroom management skills and organize classroom discipline well in order to ensure that music lessons are conducted properly. The study found that some teachers lacked the ability to reflect on their own teaching and did not pay attention to the accumulation of teaching diaries and teaching tips.

In addition, teachers' grasp of professional competence should include teachers' ability to evaluate students. The research found that teachers prefer to evaluate students through objective data in their implementation of student evaluations. Almost rarely do they communicate with students, parents or other teachers, unless individual teachers serve as classroom teachers and will discuss students' development at parent-teacher conferences. The rest of the teachers rarely take the initiative to discuss with other teachers the methods of evaluating students, which will not be conducive to developing and improving the evaluation mechanism of core literacy in music subjects.

3. A much-needed upgrade to the professional development approach for music teachers.

External validity of promoting teacher professional development is not high. Teacher training is an important way to promote teachers' professional

development. When education departments and schools set up relevant training for music teachers, it should be tailored to the real needs of different teachers and should be relevant. In the survey, 30.48% of music teachers chose the question, "Do schools organize training for music teachers?" 30.48% of music teachers chose "rarely"; 34.29% of music teachers chose "1 -2 times a school year". This indicates that most music teachers do not attend training as often as they should. In addition, the training methods organized by schools also show that the training methods are single, monotonous and ineffective, and ultimately fail to achieve the expected goals. Therefore, in the professional development of elementary school music teachers, more diversified training methods should be adopted, more attention should be paid to the overall development of music teachers, and the quality and validity of training should be improved.

4 . The status of music education as a discipline leads to a lack of endogenous motivation of teachers.

According to the survey, the influence of subject status on teachers in music education in new urban areas such as Lorong District has a certain universality. The subject status of music education has a great influence on the professional quality of teachers. The lack of staffing in the development of education in the Lorong District has made music teachers full-time teachers who teach language, mathematics, and English. The occupation of music classes and the neglect and neglect of music education and teachers have led to the fact that some music teachers no longer have the motivation, energy, and time to continue to improve their professional abilities. Full-time music teachers, too, have no time for their own professional development because of the many school classes and other tasks assigned to them, such as the Pioneer Corps and archives. Some elementary school music teachers believe that their professional quality can handle daily teaching, and that club activities and art activities do not fall within their competence, so they negatively treat music professional communication and learning in order not to give themselves "too many things to do" and do not think about improving their professional quality. This has led to a certain change in the professional responsibility and attitude of teachers. The reality of work often has a

certain gap with teachers' professional ideals, and the new situation and new problems caused by urbanization and many objective reasons have led to some changes in some music teachers' professional perceptions, diluted or even blurred understanding of their professional attributes, and even different degrees of burnout, which leads to teachers' lack of endogenous motivation to improve their professional quality, and thus lack of professional inquiry awareness.

5. The institutional mechanism of music teachers' continuing education and team building is not perfect.

Continuing education is a kind of high-level re-education for elementary school music teachers to update, supplement, expand and improve their knowledge and ability. There are two ways of continuing education: self-improvement learning and training organized by educational administrative departments. In addition to self-improvement learning, due to the mechanism and system, the training organized by relevant departments often has a limited quota, and the teachers who participate in the training are identified in the form of recommendation and assignment, and then the participating teachers share the training contents and gains with other music teachers. If the participating teachers share the training contents with other teachers, the overall quality improvement of teachers will be guaranteed, if the participating teachers do not share with everyone for subjective and objective reasons it will lead to most teachers not getting the opportunity to get the training contents, and the improvement of professional quality will be affected to some extent.

Nowadays, with the rapid development of science and technology and the wide application of multimedia, more and more teachers choose to use multimedia and audio for teaching, but neglect to practice their own basic skills. However, in elementary school music teaching, emotional singing, skillful performance, graceful dance, interesting creation, etc. can bring students a more intuitive sense of beauty. Under the core literacy of the music discipline, the teaching suggestion of aesthetic perception is to start from the expressive characteristics of music art and use perceivable music channels to cultivate aesthetic perception literacy. In the survey of

professional skills of music teachers, it is found that among the professional skills that music teachers need to strengthen, music performance skills and music composition skills are the most selected. It shows that most elementary school music teachers are not proficient in these two music skills and need to practice. Therefore, music teachers should improve their professional skills, and then promote the formation of students' aesthetic perception.

(3) Insufficient professional ability

Core literacy requires that classroom teaching has changed from taking knowledge as the main body to taking students' all-round development as the main cognition. Lesson preparation is the prerequisite for a good class, but some teachers have a single form of lesson preparation, lack of time for lesson preparation, lack of targeted design, and do not pay attention to the individual development of students, but only fix according to teaching reference books.

Design failed to guide students to feel through careful design. Through research, 30.48% of music teachers are.

For the question "Do you integrate the cultivation of the core literacy of music into the curriculum design?" I chose "occasionally". The importance of improving classroom teaching ability, ignoring the cultivation of students' core literacy ability in music subjects, teaching students is still based on teaching, and there is no guidance for students' autonomous learning. In music classroom management,

Through the survey, 21.9% of the students chose "average" in the question of "evaluation of their classroom management ability"; some music teachers chose "dissatisfied". This shows that the classroom management ability of some music teachers needs to be strengthened, and classroom discipline can be organized to ensure the normal progress of music classes. Reflection after class is also an important manifestation of teachers' professional ability. The survey found that some teachers lack the ability to reflect on their own teaching, and do not pay attention to teaching diaries and the accumulation of teaching experience.

In addition, teachers' grasp of professional ability should also include teachers' ability to evaluate students. The survey found that teachers like to evaluate students through objective data when evaluating students. There is almost no communication with students, parents or other teachers. Unless individual teachers serve as head teachers, they will discuss the development of students at the parent meeting, and other teachers rarely actively discuss with other teachers the methods of evaluating students, which will not be conducive to development and improvement. The evaluation mechanism of the core literacy of the music discipline.

3 . There is an urgent need to upgrade the professional development methods of music teachers

The validity of external promotion of teachers' professional development is not high. Teacher training is an important way to promote the professional development of teachers. When education departments and schools set up relevant training for music teachers, they should be tailored according to the actual needs of different teachers and should be targeted. According to the survey, 30.48% of the music teachers chose "rarely" when asked "Does the school organize music teacher training?" 34.29% of the music teachers chose "1-2 times a school year". This shows that the number of times most music teachers participate in training is relatively small. In addition, in terms of the way the school organizes training, there is also a situation where the training method is monotonous, the content is monotonous, and the effect is not good. In the end, the expected goal cannot be achieved. Therefore, in the professional development of elementary school music teachers, more diversified training methods should be adopted, more attention should be paid to the overall development of music teachers, and the quality and effectiveness of training should be improved.

4 . The subject status of music education leads to insufficient internal motivation of teachers

According to the survey, it is known that the influence of subject status on teachers in primary school music education in new urban districts such as Luolong District is universal. The subject status of music education has a great influence on the

professional quality of teachers. The lack of staff in the development of education in Luolong District has caused music teachers to become full-time teachers of cultural courses teaching Chinese, Mathematics and English. Music classes have been occupied, and music education and teachers have been neglected. As a result, some music teachers not be motivated, energy and time. Continue to improve your professional ability. Full-time music teachers also have no time to take care of their own professional development due to too many classes in school and other tasks such as assigned Young Pioneers and archives. Some primary school music teachers think that it is enough for their professional quality to be competent for daily teaching. Club activities and artistic activities are not within their scope of competence. Focus on improving your professional quality. As a result, teachers' professional responsibilities and teachers' professional attitudes have undergone certain changes. There is often a certain gap between the actual work and the teachers' professional ideals. The new situation and new problems caused by urbanization and many objective reasons have caused some changes in the professional concepts of some music teachers. Such a self-positioning leads to the lack of endogenous motivation for teachers to improve their professional quality, and thus the lack of awareness of professional inquiry.

5. The system and mechanism of music teachers' continuing education and team building are not perfect

Continuing education is a high-level re-education for primary school music teachers to update, supplement, expand and improve their abilities. There are two ways of continuing education: self-improvement learning and training organized by the education administrative department. In addition to self-improvement learning, due to mechanism and system reasons, the training organized by relevant departments often has a quota limit, and the teachers who participate in the training are determined in the form of recommendation and appointment. Then the teachers who participated in the training will share the training content and gains with other music teachers. If the teachers participating in the training share the training content with other teachers, the improvement of the overall quality of the teachers will be guaranteed. If the teachers

participating in the training do not share with you due to subjective and objective reasons, most teachers will not be able to obtain the training content and improve their professionalism. Quality will be affected to a certain extent.

Suggestions for the use of research results

1 . Strategies for improving elementary school music teachers' literacy in the context of the new curriculum

(1) Reform the education system and implement the concept of quality education.

The traditional concept of teaching to the test has kept music teaching in an unappreciated situation, and students usually come to music lessons with indifference, which makes music teachers lower their own requirements and hinders the improvement of their professional quality. Moreover, due to the lack of attention from parents and students, schools are also reluctant to spend efforts to improve the level of music teaching, resulting in the limited number of music teachers, their professionalism and professional equipment related to music, which seriously hinders the improvement of music teachers' quality. Therefore, China should speed up the reform of the education system, accelerate the pace of quality education, provide policy support and create a favorable environment and atmosphere for the improvement of music teachers' literacy.

(2) Cultivate applied talents in music education on demand and improve music teachers' quality from the source.

Most music teachers have professional basic knowledge, educational theory knowledge, knowledge of other disciplines, and teaching skills acquired during their school years, so music education majors in colleges and universities should focus on cultivating applied music education talents with strong classroom teaching ability and educational innovation ability. First, the curriculum of music education majors should be adjusted to increase the proportion of education foundation courses and education practice courses, and education research methods courses should be offered so that students can better conduct education research in their future workplace. Secondly, we should develop teaching skills training in multiple ways, let students

practice teaching in simulated classrooms, and implement the internship system so that students can fully understand the current situation of elementary school music teaching and get comprehensive training. Again, we teach advanced foreign music teaching methods, such as Orff teaching method, Kodály teaching method, integrated music sense teaching method, etc., to expand students' knowledge of music education and enhance their ability to appreciate the beauty of music. Finally, courses such as "Modern Information Technology and Applications", "MIDI Music Production" and "Computer Music" are offered to strengthen the use of modern information technology and modern educational technology, and to encourage students to use rich network resources to organize and produce teaching courseware.

(3) To improve the effectiveness of training for music teachers and to create a scientific mechanism for evaluating teacher literacy.

First, education departments at all levels should take the responsibility to abandon the previous formalized training and invite music teachers with real front-line teaching experience and comprehensive knowledge to take the role of trainers, so as to really put the training into practice. Secondly, each school can also organize its own training to enrich the training content, so that it covers music professional knowledge, music professional skills, education theory knowledge, sister art knowledge, knowledge of other subjects, etc., greatly broaden the knowledge of music teachers, improve the humanistic qualities of music teachers, and promote the overall development of music teachers. Again, in view of the special nature of the music subject, relevant departments should adjust and improve the evaluation mechanism of music teachers' literacy and evaluate them comprehensively and flexibly. For example, the use of self-assessment and mutual assessment can facilitate teachers to learn from each other's strengths and weaknesses, so that the quality of music teachers can be improved in a healthy competition.

(4) Establish the concept of lifelong learning and improve the ability to combine research and teaching.

First, elementary school music teachers should establish the concept of lifelong learning, constantly recharge themselves in the ever-changing changes, constantly communicate with other teachers, actively participate in various trainings, cherish every learning opportunity, realize teaching in teaching, learning in teaching, transform their theoretical knowledge into real practical experience, and finally form their own teaching style. Secondly, the elementary school music classroom is the best practice base for music teachers, and students are the best object of their scientific research. Therefore, teachers should cherish the materials and data from the front line, conduct research on the problems that arise in the teaching process, and apply the results to the educational practice to test them and make them further perfect.

2. Strengthen the sense of professional development to promote the quality of music teachers' professional education

Enhancing communication motivates teachers to update their educational philosophy and teaching concepts. According to Ji Ping, "Teacher professional development is a process of continuous renewal, evolution and enrichment of individual teachers' internal professional structure, which includes different aspects of concepts, knowledge, abilities, professional attitudes and motivations, and awareness of self-professional development; at the same time, it is a multi-stage continuous process, which is an integrated process of pre-service education, in-service adaptation and in-service improvement." What directly determines the teaching level of elementary school music teachers is their own professional competence. As organizers and guides of music classes and activities, elementary music teachers need to clarify their professional development goals, face their shortcomings in terms of professional attitudes, professional knowledge, and professional abilities, and be brave enough to break through themselves in accordance with the professional standards for elementary school teachers. Zhanggong District has made some positive explorations in the past two years on initiatives to enhance teachers' professional quality, for example, the music teaching and research office of Zhanggong District has hired Yang Rui, a young Chinese pottery flute and double row reed flute player, senior instructor of the Chinese

Pottery Flute Art Committee, permanent instructor of the Chinese Pottery Flute Society, member of the Chinese Pottery Flute Art Committee and member of the Chinese Pottery Flute Society, to conduct pottery flute training courses for music teachers in the district.



Figure 1

Source: Courtesy of Lu Wei, music teacher and researcher, Zhanggong District Education Bureau

Rui Yang: Senior instructor of young ceramic flute and reed flute players conducts ceramic flute training courses for music teachers throughout the region.

Through international cooperation and exchange and special music teaching to update teachers' concept, we adopt the way of importing and going out to develop international vision, often observe, seminar, exhibition, and festival competition to improve elementary school music teachers' awareness, update education philosophy and teaching concept, and stimulate teachers' endogenous motivation of self-

improvement. Some of the elementary schools have made promising achievements and progress in music education.

3 . Create a professional community to drive the professional growth of individual teachers' quality education

Creating a professional community is an effective measure to enhance the professional quality of elementary school music teachers, which is conducive to reflecting from practice and enriching their knowledge, and also promotes teachers to cross each other, cooperate, stimulate their own endogenous motivation, improve their research ability, and finally improve the overall professional quality of teachers. The "professional community" is a group composed of organizers, teachers and expert tutors, who share common ideals and interests, and through learning, communication and cooperation, are committed to completing common rehearsal tasks, building team spirit and establishing professional image. Some elementary school music teachers in Zhanggong District formed a teachers' choir on their own initiative based on their interest in vocal singing, and after years of building up their professional standards, they have participated in Ganzhou Art Festival and choral competitions for many times and won awards. The first prize was awarded on behalf of Ganzhou. According to Lu Wei, a music researcher in Zhanggong District, "The training of the choir not only enhances the cooperation and communication among music teachers and strengthens the team spirit, but also enables music teachers to improve in sight-singing, singing, stage performance and psychological quality, etc. Now the main members of the music teachers' choir in Ganzhou City are music teachers in Zhanggong District, and the professional quality of music teachers in Zhanggong District is improved Very big."

Creating professional communities to stimulate teachers' own endogenous motivation and drive their own professional growth is a practical and effective way to improve the professional quality of music teachers in new urban area elementary school. The creation of various forms of professional communities can be based on the formation of professional communities in their own schools, or they can be combined with their own needs to form inter-school professional communities to strengthen the

exchange and reflection of music teachers between allied schools and improve the professional quality and comprehensive literacy of teachers.

The sharing of resources between schools can make up for the lack of teachers in some schools and motivate music teachers to participate in various activities to enhance their own quality. Through professional communities, they can have in-depth exchanges with expert music teachers, college professors, and music teaching and research institutes, thus not only broadening the horizons of elementary school music teachers in practice, but also improving their own practical knowledge, professional knowledge, and professional skills through guidance in cooperation. In conclusion, teachers should take the initiative and actively participate in different professional communities and try to improve their own professional quality.



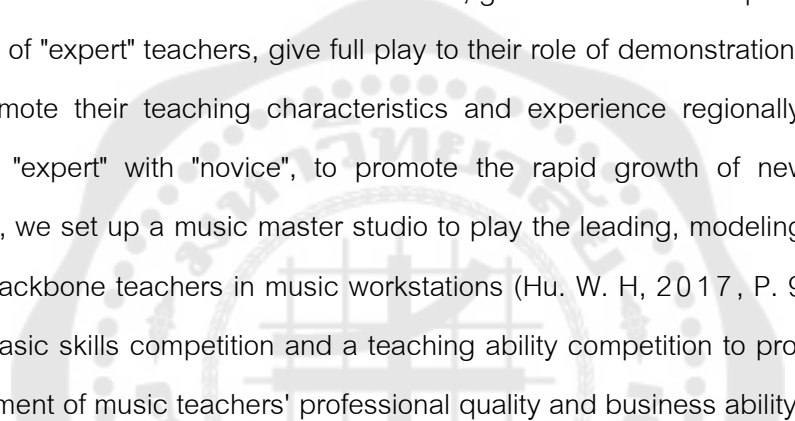
Figure 2 Zhanggong District Primary School Music Teachers' Choir

Source: Courtesy of Lu Wei, music teacher and researcher, Zhanggong District Education Bureau

4 . Adapt to the needs of the times to maintain the coherence of pre-vocational education and post-vocational education

(1) Planning teacher professional development targeted to improve teacher professional quality

We will make teacher development plans and reduce the workload of music teachers, so that they can have some time and energy for business study. We select teachers who are relatively superior in teaching experience and level, go out to study more, broaden their horizons to the maximum, guide them to develop in the professional direction of "expert" teachers, give full play to their role of demonstration and leadership, and promote their teaching characteristics and experience regionally. The policy of support, "expert" with "novice", to promote the rapid growth of new teachers. For example, we set up a music master studio to play the leading, modeling and motivating role of backbone teachers in music workstations (Hu. W. H, 2017, P. 98-99). We also held a basic skills competition and a teaching ability competition to promote the overall improvement of music teachers' professional quality and business ability.



音乐教师基本功比赛专业评分表（课堂教育教学）

评价项目	评价内容		得分
学生 学习 能力	学习表现 5分	学生学习兴趣高，求知欲强，积极主动地参与到各种音乐学习活动，对音乐独立的理解和感受。会倾听、思考，不同层次的学习能以不同的形式交流观点、质疑求异、分享体会、展示自我。	
	学习效果 5分	新旧知识融会贯通；学习兴趣及求知欲得到增强；不同层次学生的能力都能获得较好的发展（倾听能力，表达能力，思维能力，注意力能力等）能够主动探究学习音乐，并且自信、自然地表现音乐，在音乐时间中掌握一定的学习方法。	
教师 教学 技能	教学活动 5分	教学流程简洁、流畅。有效整合教学资源，达成教学目标。精心设计问题，突出重点、突破难点、联系生活，启迪思维。	
		教学法方法灵活、多样，注意揭示知识规律和学法指导，体现能力提升，过程体验，引导学生思考、探索、交流、实践。教学手段科学、合理，有歌谱教学。	
	教师素养 5分	<p>基本素养：教态自然；语言准确、流畅，富有感染力和启发性；板书设计合理，书写工整；教学评价用语及时、清晰、富有激励性。能够完整范唱歌曲，并且能为歌曲完整伴奏。</p> <p>专业素养：对所学科的基础知识和技能精通；对所教学科相关知识掌握牢固；熟悉了解该学科领域的思维方式和方法论。音乐专业技能熟练规范、教学基本功扎实，能有机地运用于课堂教学中。</p>	

Figure 3

Source: Courtesy of Lu Wei, music teacher and researcher, Zhanggong District Education Bureau

音乐教师基本功比赛专业评分表（专业展示）

评价项目	评价内容		得分
自弹自唱及合唱指挥 20分	自弹自唱 12分	作品完整连贯，和声配置丰富，伴奏音型设计科学合理，较好表达作品的感情和风格，弹奏流畅，有较强的音乐表现能力。有扎实的演唱基本功，气息稳定，能够较好地演唱高音。准确把握歌曲的音乐风格，有较好的艺术欣赏性。	
	合唱指挥 8分	指挥动作大方有力，手势准确，指挥速度、力度有明显地区分对比，读谱准确，能较完整的表现出歌曲的思想感情和风格，与伴奏音乐和合唱队配合默契。	
专业展示 20分	舞蹈 10分	舞蹈的编排、表演形式新颖有创意，舞蹈动作熟练、流畅、优美、协调，节奏准确。能够准确把握音乐所表达的情感和舞蹈风格。服装造型符合舞蹈表演形式。	
		音准、节奏好，演奏方法正确，基本功扎实，演奏作品有难度，有较好的、扎实的演奏技巧，表现力强，有良好的乐感，乐曲演奏风格把握准确。	
声乐 20分	演唱音色甜美，音质纯净，有良好的科学发声方法（喉咙松弛，有呼吸支撑），演唱作品程度较难，吐字清晰，歌曲风格把握较为准确，音准节奏正确，有良好的乐感具有艺术欣赏性。		
键盘演奏 20分	演奏方法规范正确，节奏准确，音色丰富，速度、力度适当，技巧娴熟，演奏完整、熟练。作品艺术处理准确，能准确地把握音乐风格，有较强的音乐表现能力、感染力。表演自然大方，感情投入，演奏过程连贯、流畅。		

Figure 4

Source: Courtesy of Lu Wei, music teacher and researcher, Zhanggong District Education Bureau

5. Multi-level and multi-forms to expand the path of professional improvement of teachers' quality education

(1) Create a good environment to broaden the path of professional development

Optimizing the sharing of music teaching resources can create an excellent learning atmosphere and environment for teachers, which is an important guarantee to promote their growth. Zhanggong District promotes regional linkage with educational alliances for in-school training, alliance school training and a series of training in the teaching and research office. Teachers communicate deeply with each other once a week, and through observation, mutual evaluation summaries and demonstration leadership, the development of primary music education is strongly promoted. Through various and fruitful initiatives to enhance teachers' professional quality and ability, in order to improve music teachers' knowledge of drama and music arts, master the basic theories and teaching methods of drama and music arts, and lay the foundation of teachers for "opera in the classroom", the teaching and research office of Zhanggong District conducted a three-day training course on the second floor of the gymnasium of the second elementary school in Binjiang for all primary and secondary school in-service music teachers in the district. In addition, a three-day training on opera rhythmic gymnastics was held in the second gymnasium of Binjiang Primary School. In addition, we can also create opportunities for music teachers to go out to study regularly, participate in quality lessons, listen to lessons in allied schools, teach and evaluate lessons in groups, and listen to and evaluate lessons in pairs of teachers and apprentices, etc. These activities not only improve teachers' business quality and teaching level, but also expand the path of teachers' professional quality improvement.

(2) Strengthen on-the-job education and training to enhance professional quality

With the development of society, many teachers have changed their old traditional concepts and understanding, and no longer only value education but despise continuing education, they can realize that learning on the Internet can not only save

time, but also enrich themselves and improve their own shortcomings. Teachers have taken continuing education as a matter of course and can actively participate in learning on their own.

6 . Strengthen the sense of self-development and enhance the sense of professional identity

The introduction of core literacy emphasizes the "autonomy" of students, whether in terms of learning awareness, learning methods, or learning processes, which will bring a new perspective to the professional development of teachers' teaching ability. The essence of professional development of teachers' teaching ability reflects autonomous development, and teachers with a strong sense of autonomy have obvious professional development effects. Therefore, elementary school music teachers should correctly understand their role in professional development, constantly strengthen their sense of autonomous development, and promote the professional development of their teaching ability.

Elementary school music teachers need to enhance their professional identity. Professional identity promotes teachers to build self-confidence and also promotes professional development. Elementary music teachers must identify with their profession and love elementary music education, which also carries the burden of educating students. Especially under the core literacy, teachers should continuously enhance their professional knowledge and improve their professional competence in many aspects to promote the overall development of students. At present, many elementary music teachers accurate career orientation, feel that they teach the subject is a secondary subject, to the upcoming exams to give up the class to language, mathematics, English teachers. This perceived bias will be detrimental to the professional development of teachers. Therefore, elementary school music teachers should enhance their professional identity, affirm the professional value of the subject from themselves, love music from their heart, care for students, and take music education as their constant struggle(Dong. L & Zhang. J. J, 2019, P.37-38) .

7. Enrich the professional knowledge of music teachers

Paul Langeland, the originator of lifelong learning theory, believes that a person's life cannot be divided into a learning period and a working period(Long. P,1985). The first half of life accumulates knowledge, and the second half of life uses it once and for all, it runs through a person's life. Education is also not a pile of knowledge, but a lifelong useful knowledge and ability through learning, so as to achieve all-round development[15] . Therefore, in the new era of core literacy, elementary school music teachers should constantly strengthen their professional knowledge to enrich and improve themselves and establish a sense of lifelong learning.

First, elementary music teachers should master music subject knowledge, also known as ontological knowledge, which is an important part of music teachers' professional knowledge and a prerequisite for the development of music teaching activities. Music subject knowledge includes music theory, sight-singing and ear training, harmony, song composition, vocal music, keyboard, dance, and folk music. In this regard, based on the connotation of music discipline core literacy, teachers should deeply experience and synthesize the various music discipline knowledge they have learned to explore teaching methods that are more conducive to the formation of students' music core literacy.

Secondly, elementary school music teachers should master the professional theoretical knowledge of education, also known as conditional knowledge, which includes pedagogy, psychology and so on. As the guide of students' learning, teachers master the theoretical knowledge of educational specialties is a necessary condition. Only by understanding the psychological characteristics and developmental rules of students can teachers carry out teaching according to the different stages of students from the practical point of view. Elementary school music teachers face the teaching object is primary school students, and the age of primary school students is generally between 6-12 years old. Therefore, elementary school music teachers should go to learn and master the theoretical knowledge related to this age stage, and by understanding the characteristics of students, they should choose the methods that are more

conducive to students' acceptance, stimulate students' interest in learning and improve teaching efficiency.

Finally, elementary music teachers need to enhance their learning of foundational knowledge, also known as general knowledge. It usually means that teachers should have all the general cultural knowledge that is conducive to effective teaching and learning. Learning is high, and elementary music teachers should read and think widely and acquire some interdisciplinary knowledge about history, literature, aesthetics, and art. Through the integration of multidisciplinary knowledge, music teachers can continuously improve their cultural quality so that they can meet the needs of students' development in their teaching.

8. Improve the professional capacity of music teachers

The professional competence of elementary school music teachers is mainly reflected in their control of classroom teaching, while students are learning and understanding the core literacy of music subject in music teaching activities. Therefore, teachers need to improve their classroom teaching skills to better promote the development of students' core literacy in music.

First, in terms of lesson preparation, teachers can consult teachers' reference books, but not all of them are copied, but should be redesigned according to the teaching content and students' characteristics. For the cultivation of students' core literacy in music, elementary school music teachers should take it into consideration when designing the teaching, and how to conduct it in the classroom to better help cultivate students' core literacy should be thought repeatedly to choose the optimal solution.

Second, during the lesson, teachers should focus on improving students' corresponding abilities according to the different types of lessons. Music classes in elementary schools are mainly set up as listening and appreciation classes and singing and choral classes. Combined with the basic connotation of the core literacy of music, the corresponding listening and appreciation lessons mainly enhance students' aesthetic perception ability, and the singing and choral lessons mainly enhance

students' artistic expression. For students' cultural understanding ability is permeated in the first two, through the way of aesthetic perception and artistic expression to understand different musical and cultural connotations. Therefore, elementary school music teachers can enhance students' ability to feel music and thus improve their aesthetic sensibilities by giving them a sense of the exciting and expressive parts of music in terms of melody, style, structure, and lyrics in their music listening and appreciation lessons. When elementary music teachers teach singing and choral lessons, they can allow students to truly experience music and feel the charm it brings, thus generating the emotions that go with it to express and interpret music. In addition, elementary school music teachers can improve students' cultural connotation through the introduction of musical works background, period features, and ethnic regions during the implementation of music lessons.

Finally, in terms of teaching evaluation and post-class reflection, teachers should focus on multiple evaluations and independent reflection awareness. In the evaluation of students, teachers should combine the requirements of core literacy training with the evaluation of teachers, parents, and students themselves, to promote students' overall development and improve their comprehensive quality. In the post-lesson reflection, teachers' reflection is a re-conceptualization of their own concepts, behaviors, and strategies, which can be a positive guide for future teaching. The post-lesson reflection of elementary school music teachers should also be based on the core literacy of music, from curriculum design, classroom teaching, student performance and other aspects. Only in this way can we better integrate core literacy into music lessons, and refine music discipline core literacy in continuous reflection.

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APPENDIX

Appendix I Questionnaire for Music Teachers in Zhanggong District, Ganzhou City, Jiangxi Province, China

Appendix II Outline of Interviews with Music Teaching and Researchers and Music Professors

Appendix III Questionnaire Expert Validity Test Form (Rongqing Zeng)

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Appendix VIII Interview Survey Validity Test Form(Wenli Yang)

Appendix details

Appendix I Questionnaire for Music Teachers in Zhanggong District, Ganzhou City, Jiangxi Province, China

Dear teachers:

Hello! I am a graduate student in Education at Sinakarniwiro University, Thailand, and the purpose of this questionnaire survey is to understand the current situation of music teachers in the professional development of education and teaching. Through data analysis, we will objectively grasp the problems that exist and propose countermeasures. This questionnaire will not involve your personal privacy and will not have any impact on your school or individual. Please fill out the questionnaire carefully and honestly, thank you for your cooperation.

I. Basic information

1. Your gender ()

A. Male B. Female

2. Your age status ()

A. 18-25 years old B. 26-30 years old C. 31-40 years old

D. 41-50 years old E. 51-60 years old

3. Your highest education ()

A. Specialist B. Bachelor's degree C. Master's degree D. Doctoral degree

4. Your teaching experience is ()

A. Less than 5 years B. 6-10 years C. 11-20 years D. More than 20 years

5. Your current title is ()

A. Not rated B. Junior faculty C. Intermediate faculty D. Senior faculty

6. The number of classes you teach ()

A. less than 2 B. 3 C. 4 D. 5 E. more than 5

7. The number of hours of your classes per week is ()

A. Less than 5 hours B. 6-10 hours C. 11-20 hours D. More than 20 hours

8. What is the nature of your position?

A. Full-time music teachers B. Music teachers who also teach other courses

C. also administrative work music teachers D. other

9. Your last education is:

A. Below the specialist B. Specialist C. Bachelor

D. Master E. Doctorate and above

10. The direction of your music major is: (multiple choice)

A. Vocal music B. Instrumental music

C. Dance D. Theory

11. The nature of your work unit is:

A. Public elementary schools B. Private elementary schools

C. Complete elementary school D. Other

Second, the core literacy aspects

1. Your knowledge of core literacy ()

A. know very well B. have some knowledge C. have heard of D. have no knowledge at all

2. You think the core literacy of music discipline includes the following () (multiple choice)

A. Aesthetic perception B. Artistic expression C. Cultural understanding D. Others

3. How did you learn about the core literacy of the music discipline () (multiple choice)

A. Newspaper or book B. Network media C. Training lectures D. Peer exchange E. Other

4. Do you think that the three-dimensional objectives and the music discipline core literacy between ()

A. closely related and mutually reinforcing B. related, but not very related C. not related D. unclear

5. What do you think is the importance of music subject core literacy to music teachers' professional development ()

A. Very important B. Generally important C. Not very important D. Not important E. Not clear

6. What do you think about the core literacy of music discipline ()

A. completely understand B. relatively understand C. not very understand
D. don't understand

7. Do you consciously promote your core literacy in music subjects ()

A. Always B. Often C. Occasionally D. Never E. Not sure

8 . What do you think are the channels to obtain recognition? (Multiple choice possible)

A. organize school music teaching B. hold off-campus performances
C. organize extracurricular activities in school D. participate in scientific research in school

E. Colleagues, classmates evaluation F. Other

9 . What do you think the professional qualities of elementary school music teachers include (multiple choice allowed)

A. Music theory B. Singing performance C. Choreography

D. Classroom teaching E. Instructional programs F. Other

10. What is the most important feature of music teaching?

A. teach students to sing B. teach students to play the piano

C. Other

11. Do you have interaction in your music teaching class?

A. Yes B. No C. Sometimes

III. Faculty professional development

1 . Are you enthusiastic about your career as an elementary school music teacher ()

A. Very passionate B. More passionate C. Generally, just as a general occupation D. Doesn't matter

2. Do you like your students ()

A. like it very much B. like it C. generally D. don't like it very much

3. Your professional pursuit of teaching is ()

A. become excellent teachers at provincial and Chinese level B. become excellent teachers at city (district) and county level

C. become an outstanding teacher at school level D. general teacher

4. Do you know the professional standards for elementary school teachers?

()

A. have studied it carefully B. have some knowledge of it C. have heard of it
D. have no knowledge of it

5. In the current teaching of music education in elementary school, you think the knowledge that needs to be strengthened is () (multiple choice)

A. Knowledge of music subjects B. Knowledge of educational theory and teaching C. Knowledge of related cultures D. Knowledge of student development E. Other

6. The contents of your usual reading books () (Multiple choice)

A. Pedagogical psychology B. Teaching reference C. Literature, history and philosophy D. Art and aesthetics E. Other

7. In the context of core literacy, you think you need to strengthen the development of music skills are () (multiple choice)

A. Singing skills B. Performance skills C. Music appreciation skills D. Composition skills

E. Choral conducting skills F. Dance skills

8. Your class preparation time is usually ()

A. Within 1 hour B. 2-5 hours C. More than 5 hours D. No lesson preparation

9. When preparing lessons, do you integrate the development of core literacy in music disciplines into the curriculum design ()

A. Always B. Often C. Occasionally D. Never E. Not sure

10. How do you think your classroom management skills are?

A. Satisfied B. More satisfied C. Generally D. Less satisfied

11. You choose the lecture content is more concerned about () (can be multiple choice)

A. Textbook content B. Students' aesthetic experience C. Expansion of knowledge D. Students' performance E. Others

12. For different classes of the same grade, your teaching design ()

A. prepared only once and reused B. prepared only once, but slightly modified

C. not prepare the lesson, but play on the spot D. prepare the lesson again for the specific situation of each class

13. Your evaluation method for students uses ()

A. Examination B. Students' self-assessment and other assessment C. Conversation D. Behavior observation records E. Other

14. After the lesson, how did you reflect on the lesson about the cultivation of students' core literacy in music subjects ()

A. Always reflect B. Often reflect C. Occasionally reflect D. Never reflect E. Not sure

15. Do you keep a teaching diary and teaching tips? ()

A. often write voluntarily B. occasionally write C. write at the request of the school D. never write

16. What do you think can motivate your professional development? () (Multiple choice possible)

A. the need to promote their titles B. to continuously improve their quality and become better teachers

C. Students' needs D. Adaptation to the requirements of the times E. Development of the school

17. You think the best way for music teachers to grow professionally is () (multiple choice)

A. Independent reflection and research B. Teaching and research within the teaching and research group

C. Training outside D. Reading and writing

E. School teaching observation and exchange

18. Does your school organize training for music teachers? ()

A. Often B. 1-2 times a semester C. 1-2 times a school year D. Rarely

19. What kind of training is organized for music teachers in your school? ()

A. In-school lectures and seminars B. Sending teachers out to study C.

Lectures by experts D. Distance learning E. Other

20 . What support would you like to receive in your professional development? (Multiple choices possible)

A. Quality resource sharing B. Good working environment

C. Professional skills improvement D. Sound training mechanism

21 . You think the main factors limiting the professional development of music teachers are () (multiple choice possible)

A. Many work tasks B. Lack of attention from schools C. Lack of communication and cooperation among teachers D. Lack of their own inner strength E. Lack of expert guidance

22 . You would like the school to provide you with () (multiple choice possible)

A. Building a cooperative and harmonious campus environment B. Building a platform for growth C. Conducting regular teacher exchange seminars

D. Establish corresponding incentive policies E. Provide assistance for teachers to study abroad

23 . Which evaluation of teachers' professional development do you think gives you the most sense of value? ()

A. Self-evaluation B. Colleague evaluation C. Student evaluation D. Parental evaluation E. Comprehensive school evaluation

24 . What do you think are the factors that affect the professional quality of elementary school music teachers?

- A. School and social importance B. Changing attitudes due to urbanization
C. Students' love and attention D. Continuing education policies
E. Attitude of functional departments

25. The professional quality of music teachers has changed in the context of the new era?

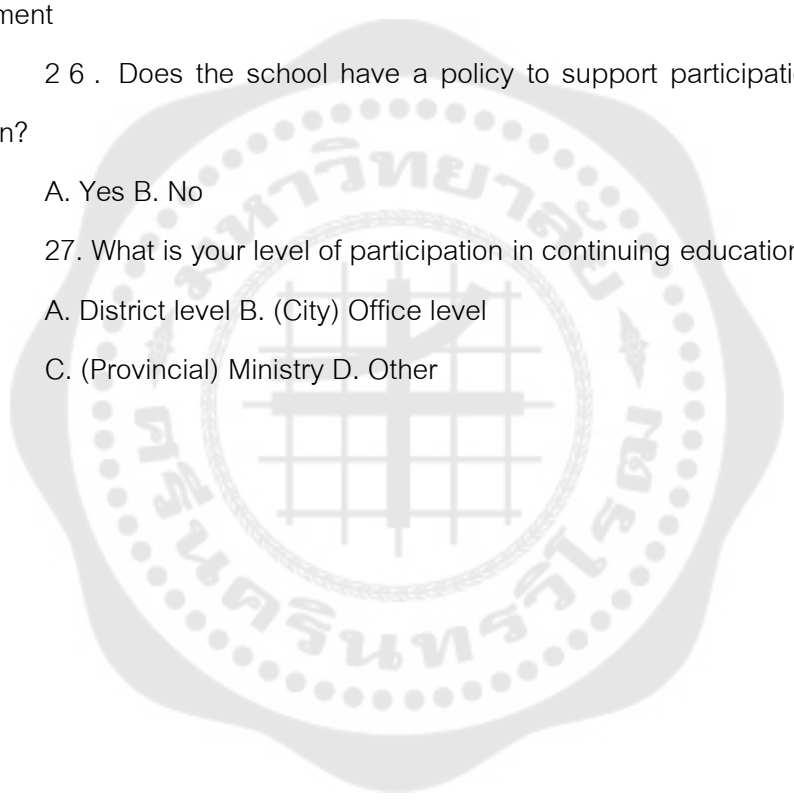
- A. Educational philosophy B. Professional skills C. Professional attitude
D. Teaching skills E. Educational research F. Awareness of self-development

26. Does the school have a policy to support participation in continuing education?

- A. Yes B. No

27. What is your level of participation in continuing education?

- A. District level B. (City) Office level
C. (Provincial) Ministry D. Other



Appendix II Outline of Interviews with Music Teaching and Researchers and Music Professors

Could you please tell us about music education in elementary school in Zhanggong District?

Could you tell us about the professional quality of music teachers in Zhanggong District?

3 . Could you please tell us about the status of music education in Zhanggong District?

4 . What is the basic status of music teaching in elementary school in Zhanggong District?

5 . In which aspects of the professional quality of elementary school music teachers in Zhanggong District are those missing?

6 . What are the factors affecting the professional quality of elementary school music teachers from the following aspects?

- A. The influence of teachers' own endogenous motivation
- B. The influence of inherent traditional concepts and conflicting curriculum
- C. The reality of music education in elementary school encounters the impact of the conflict between promotion rate and quality education
- D. The impact of urbanization on the professional quality of elementary school music teachers
- E. The influence of educational functions and management on elementary music teachers

F. The influence of other factors

7 . What are the ways to improve the quality ability of elementary school music teachers? You can also talk about your ideas from the following aspects

(1) Enhance teachers' awareness and ability of self-renewal and improvement

(2) Maintain coherence between pre-service and post-service education

(3) Building an integrated mechanism for talent training and teacher training and quality improvement

8. Please tell us about your understanding of professional development for elementary school music teachers.

9. What do you know about core literacy? How do you develop students' core literacy in your teaching?

10. In the context of core literacy, what do you feel are the knowledge and abilities that music teachers lack?

11. Please talk about music teachers' lesson preparation, teaching and post-lesson reflection in general.

12. What forms of training have music teachers participated in? Which trainings do you think are more beneficial to the professional development of music teachers?

13. Do you think it is important for elementary music teachers to have research skills?

14. At present, what are the difficulties encountered on the path of professional development of music teachers?

15. Please tell us how you design your future career plan for music teachers.

Assessment of expert profiles: Rongqing Zeng, Ninyu Zhu, Wenli Yang

Rongqing Zeng: Expert of the evaluation expert group of the Ministry of Education, Professor and Deputy Director of the Academic Affairs Office of Qingdao University. Before 1996, he was mainly engaged in GIS analysis, design, development and research, and had presided over or participated in three projects on the application of GIS in tourism resource management and tourism planning.

Ninyu Zhu: Deputy head of the evaluation group of the Ministry of Education, vice president and professor of Qinghai Normal University. He is also a member of the Chinese Federation of Literary and Art Circles, a director of the Chinese Folklore Society, chairman of the Qinghai Folklore Artists Association, and a member of the Standing Committee of the Qinghai Social Science Federation. He has long been engaged in the research and teaching of folklore, folklore literature and classical poetry,

and has made achievements in Chinese classical mythology, folk literature, the history of western poetry and the history of Qinghai culture. He has led research projects such as "The Formation and Development of the Pluralistic Folklore Culture Circle on the Qinghai Plateau and its Relevance" (Chinese Social Science Foundation Project). He has published nearly one hundred papers in academic journals at home and abroad, such as "Literature and Arts Research" and "Folklore and Tourism at the Source of Rivers", and has published several books. He has won 13 awards at the provincial and ministerial level and is an expert receiving special allowance from the State Council.

Wenli Yang: Female, born in 1987, expert of the evaluation group of the Ministry of Education, music teaching and researcher of the Teaching and Research Office of Jiangxi Provincial Education Department, senior teacher, leader of music discipline, master's tutor of Jiangxi Normal University, vice chairman and secretary-general of Jiangxi Music Education Expert Committee

Appendix III Questionnaire Expert Validity Test Form (Rongqing Zeng)

Category	Questionnaire research question set	Expert Ratings		
		0	1	2
I. Basic information	1. What is your gender?			2
	2. What is your age status?			2
	3. Your highest education?			2
	4. What is your teaching experience?			2
	5. What is your current title?			2
	6. How many classes do you teach?		1	
	7. What is the number of hours you attend per week?			2
	8. What is the nature of your position?			2
	9. Your last education is?			2
	10. What is your major field of study in music?		1	
	11. What is the nature of your work unit?			2
Second, the core literacy aspects	1. What do you know about core literacy?		1	
	2. What do you think are the core qualities of the music discipline?			2
	3. How did you learn about the music core literacy?			2
	4. What do you think between the three-dimensional objectives and the core literacy of music discipline?		1	
	5. What do you think is the importance of music discipline core literacy to music teachers' professional development?			2
	6. What do you think about the core literacy of the music discipline?		1	

	7. Are you conscious of improving your core literacy in music subjects?			2
	8. What do you think are the channels to get recognition?			2
	9. What do you think are the professional qualities of elementary school music teachers?			2
	10. What is the most important feature of music teaching?		1	
	11. Do you have interaction in your music teaching class?		1	
III. Faculty professional development	1. Are you passionate about teaching music in elementary school?			2
	2. Do you like your students?			2
	3. What is your professional pursuit as a teacher?			2
	4. Do you understand the professional standards for elementary school teachers?			2
	5. In the current teaching of music education in elementary school, what do you think needs to be learned more?			2
	6. What are your usual reading books?			2
	7. In the context of core literacy, what musical skills do you think you need to strengthen the development of?			2
	8. What is your typical preparation time for class?			2
	9. When preparing lessons, do you integrate the development of the core literacy of the music discipline into the curriculum design?			2
	10. How do you think your classroom management skills are?		1	
	11. What do you choose to pay more attention to the content of the lectures?			2
	12. What is your teaching design for different classes of the same grade?			2
	13. Your evaluation method for students uses?			2
	14. After the lesson, how did you reflect on the lesson about the cultivation of students' core literacy in music?			2
	15. Do you keep a teaching diary and teaching tips?			2
	16. What do you think motivates your professional development?			2
	17. What do you think is the best way for music teachers to grow professionally?			2
	18. Does your school organize training for music teachers?			2
	19. What kind of training is organized for music teachers in your school?			2
	20. What support would you like to receive for your professional development?			2
	21. What do you think are the main constraints to the professional development of music teachers?			2
	22. What do you want the school to provide for you?			2
	23. Which evaluation of teachers' professional development do you think gives you the most sense of value?			2
	24. What do you think are the factors that affect the professional quality of elementary school music teachers?			2
	25. The professional quality of music teachers has changed in the context of the new era?		1	
	26. Does the school have a policy to support participation in continuing education?			2

	27. What is your level of participation in continuing education?			2
	Total score	89		

Signature of expert:Rongqing Zeng

Date:2023-1-9

Appendix IV Interview Survey Validity Test Form(Ninyu Zhu)

Appendix IV Interview Survey Validity Test Form(Ninyu Zhu)

Category	Questionnaire research question set	Expert Ratings		
		0	1	2
I. Basic information	1. What is your gender?			2
	2. What is your age status?			2
	3. Your highest education?			2
	4. What is your teaching experience?			2
	5. What is your current title?			2
	6. How many classes do you teach?			2
	7. What is the number of hours you attend per week?			2
	8. What is the nature of your position?			2
	9. Your last education is?			2
	10. What is your major field of study in music?		1	
	11. What is the nature of your work unit?			2
Second, the core literacy aspects	1. What do you know about core literacy?			2
	2. What do you think are the core qualities of the music discipline?			2
	3. How did you learn about the music core literacy?			2
	4. What do you think between the three-dimensional objectives and the core literacy of music discipline?		1	
	5. What do you think is the importance of music discipline core literacy to music teachers' professional development?			2
	6. What do you think about the core literacy of the music discipline?			2
	7. Are you conscious of improving your core literacy in music subjects?			2
	8. What do you think are the channels to get recognition?			2
	9. What do you think are the professional qualities of elementary school music teachers?			2
	10. What is the most important feature of music teaching?			2
	11. Do you have interaction in your music teaching class?		1	
	1. Are you passionate about teaching music in elementary school?			2
	2. Do you like your students?			2
	3. What is your professional pursuit as a teacher?			2
	4. Do you understand the professional standards for elementary school teachers?			2
	5. In the current teaching of music education in elementary school, what do you think needs to be learned more?			2
	6. What are your usual reading books?			2
	7. In the context of core literacy, what musical skills do you think you			2

III. Faculty professional development	need to strengthen the development of?			
	8. What is your typical preparation time for class?			2
	9. When preparing lessons, do you integrate the development of the core literacy of the music discipline into the curriculum design?		1	
	10. How do you think your classroom management skills are?			2
	11. What do you choose to pay more attention to the content of the lectures?			2
	12. What is your teaching design for different classes of the same grade?			2
	13. Your evaluation method for students uses?			2
	14. After the lesson, how did you reflect on the lesson about the cultivation of students' core literacy in music?			2
	15. Do you keep a teaching diary and teaching tips?			2
	16. What do you think motivates your professional development?			2
	17. What do you think is the best way for music teachers to grow professionally?			2
	18. Does your school organize training for music teachers?			2
	19. What kind of training is organized for music teachers in your school?			2
	20. What support would you like to receive for your professional development?			2
	21. What do you think are the main constraints to the professional development of music teachers?			2
	22. What do you want the school to provide for you?			2
	23. Which evaluation of teachers' professional development do you think gives you the most sense of value?			2
	24. What do you think are the factors that affect the professional quality of elementary school music teachers?			2
	25. The professional quality of music teachers has changed in the context of the new era?			2
	26. Does the school have a policy to support participation in continuing education?			2
	27. What is your level of participation in continuing education?			2
	Total score			94

Signature of expert:Ninyu Zhu

Date:2023-1-9

Appendix V Questionnaire Expert Validity Test Form (Wenli Yang)

Category	Questionnaire research question set	Expert Ratings		
		0	1	2
I. Basic information	1. What is your gender?			2
	2. What is your age status?			2
	3. Your highest education?			2
	4. What is your teaching experience?			2
	5. What is your current title?			2
	6. How many classes do you teach?			2
	7. What is the number of hours you attend per week?			2
	8. What is the nature of your position?			2
	9. Your last education is?			2
	10. What is your major field of study in music?		1	
	11. What is the nature of your work unit?			2
Second, the core literacy aspects	1. What do you know about core literacy?			2
	2. What do you think are the core qualities of the music discipline?			2
	3. How did you learn about the music core literacy?		1	
	4. What do you think between the three-dimensional objectives and the core literacy of music discipline?		1	
	5. What do you think is the importance of music discipline core literacy to music teachers' professional development?			2
	6. What do you think about the core literacy of the music discipline?			2
	7. Are you conscious of improving your core literacy in music subjects?			2
	8. What do you think are the channels to get recognition?		1	
	9. What do you think are the professional qualities of elementary school music teachers?			2
	10. What is the most important feature of music teaching?			2
	11. Do you have interaction in your music teaching class?		1	
III. Faculty professional development	1. Are you passionate about teaching music in elementary school?			2
	2. Do you like your students?			2
	3. What is your professional pursuit as a teacher?			2
	4. Do you understand the professional standards for elementary school teachers?			2
	5. In the current teaching of music education in elementary school, what do you think needs to be learned more?			2
	6. What are your usual reading books?			2
	7. In the context of core literacy, what musical skills do you think you need to strengthen the development of?			2
	8. What is your typical preparation time for class?			2
	9. When preparing lessons, do you integrate the development of the core literacy of the music discipline into the curriculum design?		1	
	10. How do you think your classroom management skills are?		1	

11. What do you choose to pay more attention to the content of the lectures?			2
12. What is your teaching design for different classes of the same grade?			2
13. Your evaluation method for students uses?			2
14. After the lesson, how did you reflect on the lesson about the cultivation of students' core literacy in music?			2
15. Do you keep a teaching diary and teaching tips?			2
16. What do you think motivates your professional development?			2
17. What do you think is the best way for music teachers to grow professionally?			2
18. Does your school organize training for music teachers?			2
19. What kind of training is organized for music teachers in your school?			2
20. What support would you like to receive for your professional development?			2
21. What do you think are the main constraints to the professional development of music teachers?			2
22. What do you want the school to provide for you?			2
23. Which evaluation of teachers' professional development do you think gives you the most sense of value?			2
24. What do you think are the factors that affect the professional quality of elementary school music teachers?			2
25. The professional quality of music teachers has changed in the context of the new era?			2
26. Does the school have a policy to support participation in continuing education?			2
27. What is your level of participation in continuing education?			2
Total score			91

Signature of expert:Wenli Yang

Date:2023-1-9

Appendix VI Interview Survey Validity Test Form(Rongqing Zeng)

People interview question set	Expert Ratings		
	0	1	2
1. Could you tell us about the music education in elementary school in Zhanggong District?			2
2. Could you tell us about the professional quality of music teachers in Zhanggong District?			2
3. Could you please tell us about the status of music education in Zhanggong District?		1	
4. What is the basic status of music teaching in elementary school in Zhanggong District?		1	
5. In which aspects of the professional quality of elementary school music teachers in Zhanggong District are those missing?			2
6. What are the factors affecting the professional quality of elementary school music teachers from the following aspects?			2
7. What are the ways to improve the quality ability of elementary school music teachers? You can also talk about your ideas from the following aspects			2
8. Please tell us about your understanding of professional development for elementary school music teachers.			2
9. What do you know about core literacy? How do you develop students' core literacy in your teaching?			2
10. In the context of core literacy, what do you feel are the knowledge and abilities that music teachers lack?			2
11. Please talk about music teachers' lesson preparation, teaching and post-lesson reflection in general.			2
12. What forms of training have music teachers participated in? Which trainings do you think are more beneficial to the professional development of music teachers?			2
13. Do you think it is important for elementary music teachers to have research skills?		1	
14. At present, what are the difficulties encountered on the path of professional development of music teachers?			2
15. Please tell us how you design your future career plan for music teachers.			2
Total score	27		

Signature of expert:Rongqing Zeng

Date:2023-1-9

Appendix VII Questionnaire Expert Validity Test Form(Ninyu Zhu)

People interview question set	Expert Ratings		
	0	1	2
1. Could you tell us about the music education in elementary school in Zhanggong District?			2
2. Could you tell us about the professional quality of music teachers in Zhanggong District?			2
3. Could you please tell us about the status of music education in Zhanggong District?			2
4. What is the basic status of music teaching in elementary school in Zhanggong District?			2
5. In which aspects of the professional quality of elementary school music teachers in Zhanggong District are those missing?			2
6. What are the factors affecting the professional quality of elementary school music teachers from the following aspects?			2
7. What are the ways to improve the quality ability of elementary school music teachers? You can also talk about your ideas from the following aspects			2
8. Please tell us about your understanding of professional development for elementary school music teachers.			2
9. What do you know about core literacy? How do you develop students' core literacy in your teaching?			2
10. In the context of core literacy, what do you feel are the knowledge and abilities that music teachers lack?			2
11. Please talk about music teachers' lesson preparation, teaching and post-lesson reflection in general.			2
12. What forms of training have music teachers participated in? Which trainings do you think are more beneficial to the professional development of music teachers?			2
13. Do you think it is important for elementary music teachers to have research skills?			2
14. At present, what are the difficulties encountered on the path of professional development of music teachers?			2
15. Please tell us how you design your future career plan for music teachers.			2
Total score	30		

Signature of expert:Ninyu Zhu

Date:2023-1-9

Appendix VIII Interview Survey Validity Test Form(Wenli Yang)

People interview question set	Expert Ratings		
	0	1	2
1. Could you tell us about the music education in elementary school in Zhanggong District?			2
2. Could you tell us about the professional quality of music teachers in Zhanggong District?			2
3. Could you please tell us about the status of music education in Zhanggong District?			2
4. What is the basic status of music teaching in elementary school in Zhanggong District?			2
5. In which aspects of the professional quality of elementary school music teachers in Zhanggong District are those missing?			2
6. What are the factors affecting the professional quality of elementary school music teachers from the following aspects?			2
7. What are the ways to improve the quality ability of elementary school music teachers? You can also talk about your ideas from the following aspects			2
8. Please tell us about your understanding of professional development for elementary school music teachers.		1	
9. What do you know about core literacy? How do you develop students' core literacy in your teaching?			2
10. In the context of core literacy, what do you feel are the knowledge and abilities that music teachers lack?			2
11. Please talk about music teachers' lesson preparation, teaching and post-lesson reflection in general.			2
12. What forms of training have music teachers participated in? Which trainings do you think are more beneficial to the professional development of music teachers?			2
13. Do you think it is important for elementary music teachers to have research skills?		1	
14. At present, what are the difficulties encountered on the path of professional development of music teachers?			2
15. Please tell us how you design your future career plan for music teachers.			2
Total score	28		

Signature of expert:Wenli Yang

Date:2023-1-9

VITA

