

The Relationship between the Popularization of Music Education and the Level of Economic Development

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Abstract. Education plays a crucial role in the growth of both society and the economy, serving as the foundation upon which progress is built. However, it is not enough to simply have an education system in place; it must be continually improved and developed to meet the changing needs of society. With the progress of economic development, the width of education continues to expand, people pay attention to quality education increasingly, among which the popularity of music education is also changing. In order to further enhance the popularity of music education in the future, while looking for new ways to promote economic growth, it needs to explore the connection between the two. This paper discusses the relationship between the popularity of music education and the level of economic development. By studying the changing trend of the economic development stage and the popularity of music education since New China and the popularity of music education in the context of the significant economic development gap between countries in the world, the basic idea of promoting the popularity of music education and economic development can be found: economic development and the popularity of music education promote each other. In the future, by coordinating the development of the two, mutual promotion can be achieved and get twice the result with half the effort.

Keywords: Music education; society; economic development.

1. Introduction

In today's society, with the continuous growth and development of economy, the social attention to education issues is also increasing. Today, with the development of social civilization, quality-oriented education, especially music education, is becoming more and more popular with the development of economy. Looking at the world today, the age level of music education is increasing, the number of music higher education schools is increasing, and the social recognition of music education is also improving. In the 21st century, through the comparison and analysis of the data and actual cases of the development scale and economic status of foreign music education. The core of innovation lies in the possession of talents, and the source of talent training lies in education, especially higher education [1]. There are significant differences in economic development and education levels among countries around the world. Throughout history, education has been closely linked to the development of both society and the economy. From ancient times to modern times, educational institutions have played a crucial role in shaping the world people live in today. This study will explore how social and economic development have influenced the growth of education and vice versa. On one hand, the development of social economy has been a major driver in promoting the popularization of education. As societies have become more complex and interconnected, there has been an increasing demand for skilled workers who can contribute to the growth and innovation of the economy. This has led to a greater emphasis on education as a means of preparing individuals for the workforce. Governments and private organizations have invested heavily in education, building schools and universities, providing scholarships and grants, and developing curricula that are aligned with current employment needs. As a result, education has become more accessible to a wider range of people, regardless of their socioeconomic status. However, the impact of social and economic development on education is not limited to its accessibility. It also affects the content and structure of education itself. As economies have evolved and new industries have emerged, so too have the skills needed for success in those sectors. Educational institutions have had to adapt by

updating their curriculums to reflect these changes and equip students with the knowledge and skills they need to thrive in the workforce. For example, in the past few decades, there has been a growing interest in STEM (science, technology, engineering, and mathematics) education as businesses recognize the importance of these fields in driving innovation and growth. Similarly, there has been a shift towards more holistic approaches to education that prioritize soft skills such as communication, critical thinking, and creativity. The level of social and economic development affects the change of the speed and scale of education development, and economic development provides material support for education, but also affects the change of education content, concept and structure. On the other hand, education can also promote social and economic development. It is important to note that although there is an interactive relationship between education and economic development, their speed and direction of development are not always the same. In some cases, economic development may have a negative impact on education, such as an overemphasis on economic benefits leading to a decline in the content and quality of education. Therefore, in practice, it is necessary to constantly explore and improve the relationship between education and social and economic development in order to realize the positive interaction and common development of the two [2]. First of all, the improvement of social and economic development level will affect the speed and scale of education development. When the socioeconomic level is low, people tend to pay more attention to basic educational needs, and pay less attention to other areas of education. However, with the development of social economy, people's living standards have been improved, and the demand for education has gradually expanded to more fields. Therefore, while promoting social and economic development, it also needs to focus on improving the quality and coverage of education to meet the diverse needs of the people. Secondly, economic development provides material support for education, but it also affects the change of educational content, concept and structure. With the development of the economy, the investment of the government and all aspects of society is also increasingly used in the field of education. This allows educational institutions to make better use of resources and provide better teaching facilities and services. At the same time, the development of economy will also lead to changes in people's ideas and pay more attention to personal ability and career development, so the demand for vocational education will also increase. In addition, economic development will also bring new technologies and knowledge, which need to be passed on and applied through education [3]. At the same time, education also promotes economic development. The development of secondary and higher education is related to economic growth. The nonlinear model proves the dual role of education, which is the determining factor of economic growth and the force driving its nonlinear behavior [4]. In conclusion, it is clear that education is closely tied to the development of both society and the economy. The growth of social and economic development has driven the popularization of education by making it more accessible and relevant to current employment needs. At the same time, education has also influenced the direction of social and economic development by providing individuals with the skills and knowledge they need to succeed in the workforce. As looking towards the future, it is likely that these two forces will continue to interact in complex and dynamic ways, shaping the world for generations to come.

2. Stage of Socio-economic Development

The founding of the People's Republic of China on October 1, 1949 marked the beginning of a new era in Chinese history. Since then, great changes and developments have taken place in China's politics, economy and society. The development of new China's national economy can be divided into four main stages.

2.1. 1949-1956 National Economic Recovery and Transition Stage

In 1949, the People's Republic of China was founded. After the war, the People's Republic of China needed to quickly recover the economy, stabilize the political power, and promote national construction and development. The Chinese people have worked hard for three years under the

leadership of the Communist Party of China, quickly restored the severely damaged national economy. 1953-1956 is the period of socialist transformation, through the completion of the "three major transformations", realized the transition of economic form, from the new democratic economic form to the socialist economic form. At this stage, China's national economy was restored and developed.

2.2. 1957-1978 Exploratory and Tortuous Phase

In 1956, China's economy entered a new stage of development. This year, China basically completed the socialist transformation of the ownership of the means of production, which marked the transformation of China's economic system from the original private ownership to a planned economy. However, due to the lack of understanding of the basic situation of China's economy and the laws of socialist economy, there have been two huge mistakes in economic development. The three-year "Great Leap Forward", which began in 1958, caused a serious imbalance in the proportion of the national economy. From 1966 to 1976, the Cultural Revolution, which lasted for ten years, Serious damage to China's economy followed. The tide against modern revisionism not only affected economic development but also hindered people's thinking. The national economy developed slightly during this period, but economic growth was slower than in the first 14 years of the Cultural Revolution and the following six years [5].

2.3. 1978-2012 Breakthrough and Rapid Development Stage

The Cultural Revolution ended in 1976, China began to put things right and its economy gradually recovered. In 1978, the Third Plenary Session of the 11th CPC Central Committee was held, which had a profound turning point. The meeting decided to shift the focus of the work of the Party and the country back to economic construction, and opened a new era of China's reform and opening up and socialist modernization. China's economy has developed promptly, By 2021, China's GDP per capita will reach \$12,500. This figure means that China's economic strength has further increased, and it is close to the threshold of high-income countries. In the past few decades, China's economy has made remarkable achievements, becoming the second largest economy in the world.

3. The Level of Economic Development and the Popularization of Music Education

Through the above-mentioned different stages of economic and social development since the founding of New China, the corresponding economic policies in each period, and the differences in the level of economic development of different countries, this study can correspond to the situation of the popularization of music education.

3.1. Number of Music Teachers

3.1.1 Changes in the number of music teachers since the founding of New China

In the early years of the founding of New China, the economy was in the recovery and development stage, and the music education in New China was also in the initial and exploratory stage, which faced great difficulties and challenges, and the development space was relatively limited [6]. During this period, the development level of music education was extremely uneven, there was basically no unified publication of systematic courses, and the number of music teachers was also very rare. However, during the period of economic recovery from 1949 to 1957, the number of music teachers basically increased. In 1956, China's economic policy changed, turning into a period of all-round socialist construction. For the sake of meet the demand of talents for large-scale socialist construction, the policy of our country's educational undertaking has also changed. That is, "Our educational policy should enable the educateeto develop in moral, intellectual and physical education and become literate workers with socialist consciousness." Because it did not mention "aesthetic education", coupled with the "criticism of modern revisionism" carried out in 1964, the cause of music education encountered setbacks. During this period, the number of music teachers increased continuously, but

the growth rate slowed down significantly. The period from 1966 to 1976 was a turbulent period of the Cultural Revolution, which posed serious obstacles to China's economic and social development. After the outbreak of the Cultural Revolution, Chinese universities stopped enrolling students and students were sent to work, paralyzing higher education. During this period, there was also a clear downward trend in the number of teachers. However, in 1978, China began to implement the policy of reform and opening up, and economic development was put back on track. With the economic recovery and development, education gradually recovered and developed. The three National Education Work conferences held by the Party Central Committee and The State Council have gradually improved the status of music education in school education. After the reform and opening up, the number of music teachers in China has increased rapidly. According to statistics, by 2021, the number of art teachers in China's compulsory education stage will reach 830,000, an increase of 52.3 percent over 10 years ago.

3.1.2 Comparison of the number of urban and country music teachers

From another perspective, it can be found that there is a huge gap between the number of urban music teachers and the number of country music teachers. As of January 3, 2023, the number of country music teachers in the country is only 60,000. For a long time, due to the relatively backward economy and financial difficulties, rural primary and secondary education investment is seriously insufficient. It is far from the requirement of 4% of the gross national product stipulated by the Teachers Law [7]. The increasing difference between urban and rural economic development levels, unbalanced economic development and other problems have led to the increasing proportion of urban and rural music teachers. Rural areas do not have enough economic strength to buy textbooks, Musical Instruments, etc., and the turnover rate of rural teachers is also increasing. Statistics show that between 2019 and 2022, rural teachers' numbers in China has dropped from 4,729,500 to 3,304,500. The turnover rate of rural teachers reached 30% in just three years.

3.2. The Number of Higher Music Colleges

Since the reform and opening up, China's economy has achieved remarkable development results, making it the second largest economy in the world and the "largest" among developing countries. Up to now, there are 11 music colleges and universities in China, including the Central Conservatory of Music and the China Conservatory of Music. As the world's largest economy and the "leader" among developed countries, the United States alone has 436 music schools, and the top five top music schools in the world, the United States occupies the first four. But in Afghanistan, a country considered to be economically backward, there is only one Afghan National Conservatory of Music. The music academy, which was funded in 2010, was forcibly closed by the Taliban in 2021. Now the school's teachers and students have fled for safety in Portugal.

3.3. Development of Music Education

Since the founding of New China, the evolution of Chinese music curriculum can be roughly divided into four stages: the establishment period, the wandering period, the development period and the flourishing period. During the founding period (1949-1956), for the purpose of meet the needs of talents for economic development and the promotion of music education by economic recovery and development, coupled with the widespread spread of Soviet music education theory and practice in China, the music education in New China started relatively smoothly. During the Wandering period (1957-1977), the educational policy proposed in February 1957 did not mention "aesthetic education". Due to the neglect of aesthetic education in schools and other reasons, high school music classes are no longer offered, and there are almost no literature studies on music courses during this period. During the development period (1978-1999), after the period of reform and opening up, the economy developed rapidly. Along with the economic fundamentals, the education system was also reformed. In May 1985, the CPC Central Committee's Decision on the Reform of the Education System proposed universal nine-year compulsory education. Prosperous period (2000-present), the third

National Education Work Conference in 1999 mentioned the improvement of national literacy, "morality, intelligence, physical fitness, the United States and labor" all-round development. The nine-year compulsory education system was officially implemented on September 1, 2006. In the compulsory education stage, the "compulsory education Curriculum Setting experimental Plan" stipulates that the total number of hours in the nine-year compulsory education stage is 9522 hours, and the proportion of art courses in the nine-year total hours is 9%-11% [8]. Music education flourished.

3.4. Chinese and Foreign Music Exchanges

Chinese and foreign music exchange has brought a great influence on our country's music education, in the Chinese and foreign music exchange, our country's music culture can be further enriched, music education can absorb advanced educational experience, ideas and methods from all countries in the world, thus promoting the development of our country's music education. As early as the Sui and Tang dynasties, there was a musical exchange between China and foreign countries. In Sui and Tang dynasties, the country was united, the people lived in harmony, and the economy prospered unprecedentedly. China has launched unprecedented exchanges with other countries in economic, political and cultural aspects, and adopted an inclusive policy to promote the development of music culture. On the Silk Road, the music of the Western regions was brought to the Central Plains. Musical Instruments such as the pipa came from the Western Regions, and musicians from the Western regions also worked in the Central Plains. Sui and Tang Dynasties formed the fusion of foreign music and Chinese music. The introduction of Western education into China began with the missionaries in the Ming and Qing Dynasties. While preaching, they also brought a new western education mode to traditional China, which was completely different from the feudal education system at that time. However, the content of Western education introduced at that time was very rare, and most of them were mixed with books about geography and science. The period when China really introduced a large number of Western educational ideas was after the Sino-Japanese War, which was mainly carried out through the medium of Japan. The biographies, theories and works of Herbart, Locke, Rousseau and Pestalozzi appeared in the earliest educational magazine "Education World" in China, and the corresponding educational theories were also comprehensively introduced and widely circulated in China at that time. At this time, Western education began to be introduced as an independent discipline. However, most of these works on Western pedagogy and related schools and educational systems were translated through Japanese, and were not directly imported from the West. Subsequently, China's modern pedagogical theory changed from absorbing the West through Japan to directly introducing it from Europe and America, mainly from the United States. The process of introduction was not instantaneous, but gradually developed and transitionally. On the one hand, due to the various acts of aggression by the Japanese army against China in the Sino-Japanese War, the hatred of the Japanese people against the Chinese people was unprecedentedly high. On the other hand, with the rapid development of China's national economy, people's ideological liberation, advanced intellectuals were more attracted by the democracy and freedom declared by the United States, and turned to the United States as the ideal reference for China's way forward. Chinese people also began to devote themselves to directly translating and introducing various educational theories and theories from Europe and America. In modern times, music education in our country has prospered with the economic development. Music exchanges between China and foreign countries have promoted the internationalization of music education in China. The Global Music Education League, initiated by the China Conservatory of Music, is a core member of the UNESCO Global Commission for Performing Arts, and has made remarkable achievements in international cooperation among music schools.

4. Economic Development and the Popularization of Music Education Influence Each Other

The economic development level is positively correlated with the popularity of music education, and the two influence each other and are inseparable.

4.1. Economic Development Promotes the Popularization of Music Education

Since the 21st century, the competition among countries in economy, science and technology, politics, military and diplomacy has become increasingly fierce. As a country's core competitiveness is based on education and economy, some people call the 21st century a new era of "double E" (education and economy). There is a close relationship between economy and education, and the level of economic development will directly affect the development and improvement of education. With the continuous development of modern society, people's demand for education is getting higher and higher, which requires us to increase the investment in education to meet the growing needs of people. At the same time, the development of education also needs to rely on the support of the economy, only when the economic development is strong enough, can it provide enough resources and guarantee for education. Therefore, it needs to strengthen the attention and support for regional economy, and promote the improvement and development of education level by improving the development level of regional economy. In addition, the speed of educational development will also be affected by the degree of regional economic development. If the regional economy can develop rapidly, it will provide more powerful guarantee and support for education and teaching. Therefore, it needs to strengthen the research and exploration of regional economic development in order to find a better way to promote the development and improvement of education [9]. The popularization of music education requires strong financial support, including the teaching space, teaching facilities (such as Musical Instruments) required for music education, and the funds required to hire teachers. This view can be confirmed by the gap between the popularity of music education in urban and rural areas. If music education wants to become more universal and enter into education of all ages, including less developed areas and preschool education and interest education for the elderly, high-speed and high-quality economic development is essential.

4.2. Economic Development Needs Education

China is a developing country, but the speed of economic development is extremely astonishing. These achievements cannot be separated from the efforts of all sides. And the engine of scientific and technological progress is education. If you want economic growth, you need education to power it. The progress of education is very important, it can effectively promote the economy, make the economy continue to grow, so as to fundamentally ensure the investment in education, provide economic support. And finally, education and the economy will develop together [10]. It can be seen that the development of education promotes economic growth. Education can produce a large number of highly competitive talents, who will continue to create wealth in their social positions. Education can also improve the cultural level of the whole society, promote the adjustment of economic structure and high-quality economic development. The popularization of music education can promote the development of cultural industry and thus stimulate economic growth. The popularization of music education into the preschool stage can improve the artistic quality of the society from the source, and enhance the consumption concept and level.

5. Summary

By comparing the correlation between New China's economic development and the popularity of music education, the differences between urban and rural China's economy and music education, and the scale of foreign music education with the current economic development, it can be found that economic development is positively correlated with the popularity of music education, and economic

development and music education promote each other. Economic growth can increase the popularization of music education, and music education can also promote economic growth. As for further popularize music education in the future, economy should be placed in an important position. At the same time, by promoting the progress of music education, looking for new growth points to promote economic development. It needs to constantly innovate the music education industry model and promote the popularization of music education at all ages. In future research, the problem should be solved that the gap between urban and rural economic development is large and difficult to narrow in a short time; How to speed up the popularization of rural music education and guarantee the music education of rural children in the stage of compulsory education.

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