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The Development of Social Music Training Organisations in China

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Abstract: With the improvement of economic level, various industries face great competition in development. Social music training institutions to adapt to the development needs of society, its existence enriches people's spare time, cultivate people's artistic cultivation, and is of great significance to the vigorous development of music education in China. This paper starts from the connotation of social music education, analyses the current situation of social music training institutions, further explains the application and development of social music training institutions, and then illustrates the positive impact of social music education, which plays a great role in helping people's overall development.

Keywords: Social Music Education; Training Institutions; Art.

1. Introduction

With the deepening of educational reform, what we consider as the content of education is more of the education that takes place in schools. However, along with the development of the times, the status of social education in education has significantly increased, which provides a better educational environment for the education of the next generation of the motherland, and the emergence of those characteristic social music training institutions enriches people's spiritual and cultural life, thus cultivating people's aesthetic ability, and providing opportunities for the development of art education.

2. Definition of Social Music Education

Quality education is an educational goal advocated by the state, and social music education adapts to the social and economic development and comes into being. As social music education is an important part of social education, it provides opportunities for quality education, and has a certain effect on the improvement of people's artistic cultivation, music appreciation, and the cultivation of noble sentiments. However, the level of social music education presents the level of social civilisation to a certain extent, and has a certain positive effect on the dissemination of music culture and the advancement of social civilisation.

The social music education referred to in this article is aimed at social music training institutions run by the government, organisations or private individuals, the main institutions of which are the Children's Palace, the Elderly Art Centre, and so on. This kind of social music education is aimed at educating all members of society, and is an organised, planned and systematic independent music education activity. As social music training institutions have a wide influence on people, they have a great guiding role in the development of social music education. Nowadays, social music education presents special and irreplaceable characteristics, allowing more people to accept it, which is a further supplement to school education and family education, and opens up a broader educational space for the comprehensive development of the next generation.

3. Current Situation of Social Music Training Institutions

For social music training institutions, there are different problems that exist at present, and the existence of these problems is mainly centred around the training institution managers, training teachers, and parents. Social music education is a branch of social education, in the face of the current education, mainly school education, family education and social education, the emergence of social music education institutions for school education and family education to provide assistance, then for the problems existing in the music education and training institutions, it is more necessary for the three parties to communicate and regulate effectively.

3.1. Problems of Management Operators of Training Institutions

Social music institutions are mainly in the social environment, the training of students in the educational institutions. For the institution's managers, the management of the institution to obtain maximum benefits is a necessary element, in the conduct of education at the same time, may not put the responsibility to the training of students above, then the education of students will have an unnecessary impact. Nowadays, music education institutions such as the mushrooming of that, and there will even be a lack of understanding of music and blindly run classes of the operator. There are many training organisations, some of which are large in scale and some of which are relatively small. Some music training institutions not only train students, but also sell musical instruments to students. The current training institutions, teaching facilities are not perfect, the teaching environment is relatively poor, which has a negative impact on students' learning, for those who run their own institutions, the training content is more uneven state.

In the music education training institutions, there is also the problem of focusing on the examination. Some training operators will use the banner of the examination grade must pass, to attract students to study, which for parents have a musical talent, for the student's future development of the arts to provide help. These forms of publicity will trigger students to follow the trend of music learning, resulting in students no

longer interested in music learning, adding to the burden and trouble for students to learn.

3.2. Problems with Trainers

For the social music education institutions in the training teacher, teachers' professional skills are mixed, and now the training institutions to network for the selection and recruitment of personnel, the person in charge of the selection and recruitment, due to their own limited capacity, the selection and recruitment of training teachers do not have an accurate judgement and grasp. Some in the selection process, the applicant is only according to the required, choose their own better tune for the test, the teacher of professional music education, not in the basic skills above the assessment, then the overall quality of music training teachers will decline. There are also training organisations that only focus on the basic qualities of the teacher, the ability to communicate with students, as well as the knowledge of student psychology, etc. There is no specific reference standard, these are not qualified trainers.

The teacher's sense of responsibility needs to be strengthened. Due to the imperfections of the social music education institutions, teachers and training institutions have not signed a formal contract, in the education process of students there is a crisis of jumping ship. For the education and training of students' responsibility, the training teachers should focus on students' music learning, help students understand music, enjoy music, and bring fun to our life, which is the embodiment of responsibility.

3.3. Problems of Students' Parents

For most of the training organisations in the society, the artistic development of the students is a topic that is more important to the parents of the students. Students in the school weekly school education, the students' art training is limited, students' parents use their children's days off to their children's social education, and sometimes even arrange full training courses for their children, students do not have time to rest, and in the long run this will cause a serious psychological burden on the students, and even some children may have a rebellious learning psychology. Parents' blind comparison, on the students' learning to cause a certain pressure, students do not have time to relax, then the students' daily learning will be counterproductive, then, reasonable arrangement of the students' learning time and the amount of tasks, is every student's parents, in the training of students should be concerned about.

4. Development of Social Music Training Organisations

The prosperity of social music education has a significant impact on the development of social economy, people in the material culture to meet the demand for spiritual culture has strict requirements for the cultivation of music, the application of social music training organisations to solve the school music education cannot meet the musical needs of students. Parents' attention to music in the overall development of children creates a good prospect for the development of social music education. Through the training of students in social music, those who love music, understand music, so as to experience the joy of music learning.

4.1. Diversification of Teaching Organisations

Music education training institutions have their own form of teaching organisation, in order to complete certain teaching tasks, students and teachers have to follow the requirements of music education activities. Then, music education training institutions adopt a diversified development mode of teaching organisation, which is conducive to students' learning. For example, in the process of music education, every period of study, we must strengthen the communication between students and teachers, summarise the process of music learning, teachers and students encountered problems, understanding of the learning situation, so that the students and teachers have a positive significance for the promotion of music learning. In addition, in the process of teaching, the form of teaching should be combined with multimedia, so that students can understand the information of music in the first time, and the timely interaction between teachers, students and parents, so that consumers and operators can reach a good balance, which is conducive to students' broadening their horizons, and thus has a positive effect on the learning of music.

4.2. Standardise the Assessment Mechanism and Strengthen Teacher Professionalism

For the development of social music training institutions, for the teacher aspect of the professional strengthening, need to regulate the assessment mechanism of the institution. The first is the need for professionals to training institutions to select and employ suitable trainers, in the selection process, in addition to the professional knowledge of the trainer to assess, but also pay attention to the teacher's basic skills, such as on the audition, sight-reading and playing ability to assess. With the help of the training teacher's audition, you can see the teacher's basic qualities, so that candidates in the professional teacher's all-round understanding, to facilitate the selection of the best candidates. For those who have been selected in the teacher, training institutions and then appropriate training, and sign a formal labour contract with the trainer. In addition, training institutions can regulate their own reward and punishment mechanism to trigger the teacher's enthusiasm for music education, so that the management of the entire training institution standardised.

4.3. Implementing Music Education on the Goal of Cultivating Human Development

Any kind of education is to promote the development of human beings, education as the first task of cultivating human beings, sound human education, and cultivate their overall development is the goal of the training institutions. Music education is also the same, music teachers in the process of music inculcation of students, no longer focus on the ability of the music examination, but focus on cultivating students on music learning after the embodiment of the learning quality and ability to pay attention. Students express their emotions through music, which has a diversified way of evaluation for music training institutions. After the training of social music education institutions, students have a certain sparkle in music, which can develop students' self-confidence, so that students have a positive character of active learning.

Parents' reasonable mentality has a positive effect on the cultivation of students' goals. Parents no longer pay attention to their children's music learning only in terms of their children's exams, but according to their children's interests,

the teachers' reasonable suggestions and their own comprehensive views, so that their children can learn happily in the development of their goals without adding too much burden to their children's learning. Understanding the child's inner world, then in the process of music training for children, let the training organisations develop different stages of learning mechanisms for children, so that children can experience music as nurturing, so that children can "learn by playing, learn to play".

4.4. Government's Management Development of Music Training Institutions

The proliferation of social music training institutions requires the government to take corresponding countermeasures to strengthen the quality of social music training institutions by banning those unqualified music institutions or forcing them to close down. The cultural authorities should give relevant policies so that only those legal institutions that have passed the audits of the Education Bureau and other relevant departments are qualified to educate students in music. If training institutions are found to have inadequate hardware and a poor environment, they should be monitored and inspected, and if there are failures, they should be subject to compulsory intervention and effective rectification. Parents should be informed of the situation of the training organisation, so that they can choose the right training place for their students' education.

5. Positive Impact of Social Music Education

Social music education is an inevitable product of the development of history and the times. It organically combines school education, family education and social education. When students are trained in music, it is conducive to the establishment of good life values, which is of great help to the all-round development of human beings. In the face of the collision between different cultures and the increasingly fierce competition for comprehensive national power, it is particularly important to improve the comprehensive quality of all people. Therefore, education in China should be comprehensively developed in terms of morality, intellect, physique, aesthetics and labour, focusing on the quality training of the educated.

Social music education institutions no longer train people's musical skills, but improve individual cultivation and aesthetic ability, as a way to promote and enhance people's physical and mental health and all-round development, so that the talents trained by the training institutions can establish ambitious goals and strive for socialist modernisation have a positive impact on the role of music in enlightening people's minds, stimulating creativity, enriching people's noble sentiments, cultivating Aesthetic interests and mental health of social music education institutions. It has a positive influence on music to inspire people's minds, stimulate their creativity, enrich their noble sentiments, cultivate their aesthetic taste and mental health.

6. Conclusion

In conclusion, social music training organisations should uphold the concept of "student-oriented" education, run schools in a reasonable manner, and have a positive impact on students' spiritual culture. Through the joint efforts of training institutions, training teachers and parents, we can provide a certain platform for social music education, so that students can freely choose a suitable music training place for themselves, which provides opportunities and challenges for the prosperous development of social music education in China.

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