

The Attitude and Attention of Primary School Students toward Music Class:

A Case Study of Guanzhong Primary School's Students

ทัศนคติและความสนใจของนักเรียนชั้นประถมศึกษาที่มีต่อชั้นเรียนวิชาดนตรี: กรณีศึกษา
ของนักเรียนระดับประถมศึกษาโรงเรียนก่วนจง

ZHANG HAO

Music Branch, Music Faculty, Bangkokthonburi University

สาขาวิชาดุริยางคศาสตร์ คณะดุริยางคศาสตร์ มหาวิทยาลัยกรุงเทพธนบุรี

e-mail: zhanghao@gmail.com

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ABSTRACT

The objective of this study was to examine the primary school students' attitude and attention toward music class. The method of study was a quantitative surveying research; the population were grade four, grade five and grade six of Guanzhong Primary School in Anhui Province, and the sample were 60 students selected by using systematic random sampling. The research tool was a questionnaire.

The research findings were: 1) Most students expressed a good attitude towards music lessons; 2) music contents was singing (35%); 3) students favoured game import and situation import (25%), 4) students' favorite part of music class were playing games and music appreciation (25%), 5) most of the students did well in their music lessons, 6. most of the students' participation in music activities was good, 7. Most of them had high expectations towards music lessons.

Keywords: Student's attitude, Attention, Music

บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาทัศนคติและความสนใจของนักเรียนระดับชั้นประถมศึกษาที่มีต่อชั้นเรียนวิชาดนตรี วิธีการวิจัยเป็นการวิจัยแบบสำรวจเชิงปริมาณ กลุ่มตัวอย่างที่ใช้ในการวิจัย ได้แก่

นักเรียนระดับชั้นประถมศึกษาปีที่ 4-6 ของโรงเรียนประถมศึกษาทั่ววงจ มณฑลอานฮุย จำนวน 60 คน โดยใช้วิธีการสุ่มอย่างง่าย เครื่องมือที่ใช้ในการวิจัยคือแบบสอบถาม

ผลการวิจัยพบว่า 1) นักเรียนส่วนใหญ่แสดงให้เห็นว่ามีทัศนคติที่ดีต่อชั้นเรียนวิชาดนตรี 2) ชอบเนื้อหาเพลงที่ใช้ในการสอน (35%) 3) นักเรียนมีความชอบในการนำเข้าสู่เกมส์และเหตุการณ์ที่จะใช้สอน (25%) 4) นักเรียนชอบในส่วนของชั้นเรียนวิชาดนตรีในส่วนของการเล่นเกมส์และบทเพลงที่ชื่นชอบ (25%) 5) นักเรียนส่วนใหญ่ทำได้ดีในส่วนของบทเรียนวิชาดนตรี 6) นักเรียนส่วนใหญ่ให้ความร่วมมือเป็นอย่างดีในกิจกรรมดนตรี และ 7) นักเรียนส่วนใหญ่มีความคาดหวังสูงต่อบทเรียนวิชาดนตรี

คำสำคัญ: ทัศนคติของนักเรียน, ความสนใจ, ดนตรี

Background and Research problems

The development of modern Music education in China is closely related to the historical development of modern China. The changes of social politics are inevitably related to music education. By the time passed, it influenced people's thoughts and the development of music education in China.

At present Chinese music education focus more focus on technical skills but ignoring the culture, society tradition, Chinese literature, philosophy and other aspects of aesthetical value, the present music education system becomes the reason why the Chinese society lack the knowledge in culture in overall which means Chinese music education of today have lost opportunity and power to shape up people's attitude towards loving and appreciating the value of Chinese culture both in tangible and intangible culture and this serious must be resolved as soon as possible.

Primary school is the starting point for students to learn music and it is an important stage for students to improve their comprehensive ability. At present, there are many problems in primary school music education, such as unclear teaching objectives, insufficient musical knowledge and also incomplete teaching equipment, which seriously affected to the development of primary school curriculum.

Primary school music education is based on the realization of music curriculum value. Through teaching and various vivid music practical activities, we must cultivate the students' interest in music, develop their musical feeling and appreciation ability, performance ability and creative ability, improve their musical cultural accomplishment, enrich their emotional experience and cultivate their noble sentiment.

For grade 1 and 2: students should pay full attention to the physical and mental characteristics of image-oriented thinking, curiosity, hyperactivity and strong imitation. They should be good at making use of children's natural voice and dexterous body. The suggestion is teachers may adopt comprehensive means of singing and dancing, pictures and games to conduct intuitive teaching. Offering short music listening by using the interesting and vivid materials to stimulate and cultivate students' interest in music. Develop the sense of music and experience the beauty of music. Able to sing naturally and with expression, willing to participate in other musical performances and improvisation activities.

For grade 3-6: Students' life scope and cognitive domain are further expanded, and their ability to experience feelings and explore creative activities is enhanced. Attention should be paid to guide students' overall feeling of music, enrich the genres and forms of teaching music, increase the weight of musical instrument performance and music creation activities, and attract students with vivid teaching forms and artistic charm. Maintain students' interest in music, make students willing to participate in music activities to cultivate the ability of music feeling and appreciation. Cultivate the ability to express music cultivate artistic imagination and creativity. Cultivate a positive attitude and camaraderie. All said above are affected to student on their attitude toward music studies as well as their future occupations.

Because of the present situation on music education trends to be on western music, popular music and lacks of learning Chinese traditional music with in Chinese culture, so that the researcher wants to know the primary student's attitude and attention toward music and their future occupation.

Research problem

The students attitude and attention toward music classes are unknown to primary school students of Guanzhong primary school.

Research questions

1. What is the primary school students' attitude toward music?
2. What is the primary school students' attention in music?
3. How to know primary school students' attitude toward music?
4. How to know primary school students' attention toward music?

Purposes of Research

To study primary students' attitude and attention toward music.

Conceptual Framework

The diagram of framework is illustrated in the Figure 1 followed.

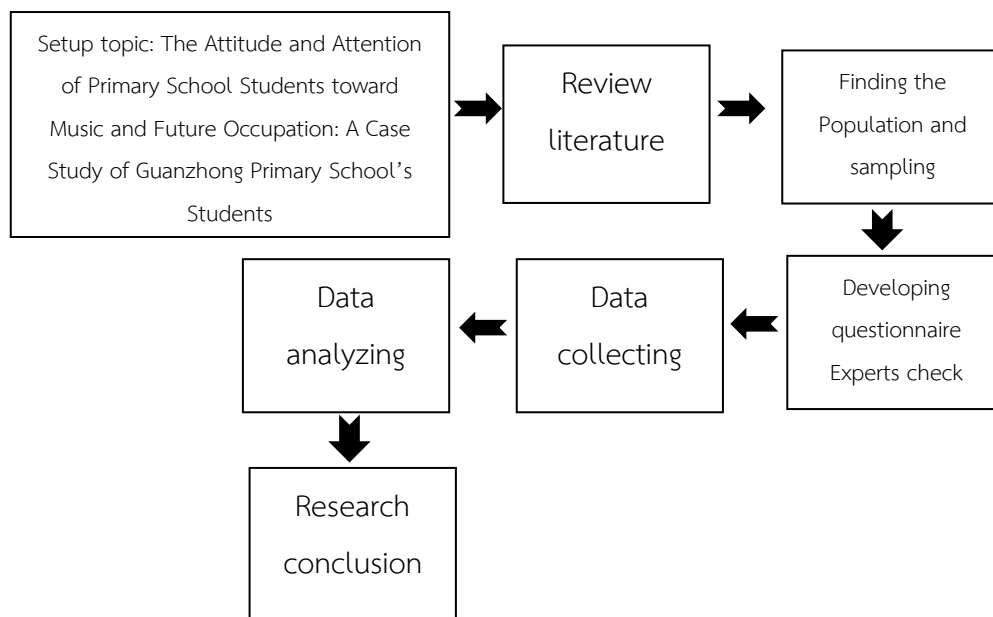


Figure 1: Conceptual Framework

Research Method

1. Research place: Guanzhong Primary School, Fuyang City, Anhui Province, China.
2. Population are grade four, grade five and grade six of primary students at Guanzhong Primary School in Fuyang City, Anhui Province, China
3. Sample are 60 students got by systematic sampling.
4. Working period are two weeks.
5. Research tool is a five steps rating scale surveying questionnaire, rating from 5 (very much agreed) to 1 (very much disagreed)
6. Data collection processes

The researcher first need to apply to the schools they study, and then get permission to collect data in the field. At the appointed time, the researcher sent questionnaires to 60 students at Guanzhong Primary School and get them back within 3 days.

Data analysis

In this research, SPSS statistical software was used to assist the computer in statistical analysis of relevant data. This research mainly analyzed the interest of primary school students in music lessons and conducts statistical analysis on the data of different genders, ages, grades, attitudes towards music lessons and learning situation and other aspects.

Research result

Attitude of students

According to the results in chapter 4, most students have a good attitude towards music lessons. There are 10 items that all shown like very much.

Students' learning in music lessons

According to the results of Chapter 4, it can be seen from table 4.3, the proportion of music lessons content in Guanzhong primary school from high to low is as follows: Singing 35%, appreciate the songs in the textbook 30%, watch movies 21.7%, learn to play an instrument 5%, and learning music knowledge 8.3%.

According to the results of Chapter 4, it can be seen from table 4.4 that students like to import music lessons from high to low: Game import 25% situation import 25%, story import 20%, song import 20%, and review import 10%.

According to the results of Chapter 4, it can be seen from table 4.5, students' favorite part in music class: 15 students chose to play games and 15 students chose to appreciate. Then 12 students chose to singing and 12 students chose to create. Finally 6 students chose to import.

According to the results of Chapter 4, it can be seen from table 4.6, most of the students are doing well in their music lessons. There are 8 items shown often are: 1) can tell the mood of a song, 2) when hear a new song, can understand and say the feelings expressed in the song, 3) can volunteer to sing in music class, 4) can sing the songs their learned in music class, 5) can master the knowledge and exercises in the textbook, 6) the teacher demonstrate when learning a new song, 7) the teacher organize cooperative study in music class, 10) they disappointed when their music class is occupied by other subjects. There are 2 items shown sometimes are: 8) not paying attention or doing other work in the

music class, 9) the music class occupied by other subjects.

According to the results of Chapter 4, it can be seen from table 4.7, most of the students' participation in music activities is good. There is one item shown sometimes:

- 1) The school organize activities related to music.
- 2) There are 2 items shown often, that are:
 - take part in the music activities organized by the school,
 - take part in music activities other than school.

Students' expectations for music lessons

According to the results of Chapter four, it can be seen from table 4.8 almost students have good expectations for music lessons. There are 6 items shown very much agree are: 3) change the teaching modes of the music class, 4) give them the chance to learn an instrument, 5) increase the variety of music to learn, 6) their teachers to teach them something about music in addition to the textbooks, 9) appreciate to music that they are interested in, 10) reduce the frequency with which music lessons are occupied by other subjects.

There are 4 items shown agree are: 1) increase the number of music lessons every week, 2) increase the content of the music lesson, 7) increase music activities in the school, 8) their school to organize more music activities outside of school.

Discussion

The results are discussed based on theoretical literature and a questionnaire survey is conducted among the students of Guanzhong Primary School.

Attitude of students

The most students have a good attitude towards music lessons. And listening to music is the students' favorite. For a primary school student, sound is the most intuitive feeling. A beautiful piece of music will catch students' attention. According to Wang Yue (2011), "Applied Research of Music Psychology in Music Teaching activities". Music is an art, which enables people to experience, feel and create beauty, as well as to delight their body and mind. Listening to music can cultivate students' ability to appreciate music, and their ability to feel and distinguish sound, deepen students' emotional experience, and improve their attention, memory and aesthetic ability.

Students' learning in music lessons

Half of the students chose games and appreciation as their favorite part of music class, the second is appreciation. Refer to “The Application of Music Education Psychology in Primary School Music Teaching” by Zhou Taotao (2013). To stimulate students' interest in music lessons, it is necessary to have a colorful teaching process with various forms, such as game-style teaching interaction, in which students participate rather than passively accept. Current teaching emphasizes the all-round development of students' ability. Therefore, in primary school music education and teaching, students should not only learn music itself, but also develop a certain sense of appreciation through music learning. Therefore, listening and appreciating are very good teaching methods.

Students' expectations for music lessons

Most students have good expectations for music lessons. Most students wish to reduce the frequency with which music lessons are occupied by other subjects. Refer to Gao Yang (2019) “Elementary school music education status analysis and thinking”. We often encounter the problem of "changing classes" in primary school. It means that spend the time in music class studying Chinese, Math, English and so on. While it may seem that spending more time on these cultural courses can help students develop better in the present, in the long run, it limits the direction in which students develop. Therefore, the school should strictly supervise the progress of music teaching to ensure that each music lesson can be put into practice and avoid being occupied by other teachers. Schools should also put forward requirements for teachers, not to occupy the time of music and other courses, to give students enough time to study music, to ensure that music teaching can be carried out in an orderly manner. Will be more conducive to the overall development of students.

Suggestions

1. Suggestions for the research results

Based on the research results, the researchers proposed the following suggestions:

1.1 Changed the ideology.

First of all, schools need to actively organize music teachers to study national policies and fully recognize the positive impact that primary school music education can bring to students' physical and mental health development. Secondly, music teachers

should recognize the purpose of music teaching, affirm students' subjectivity in music classroom, take improving students' comprehensive quality and shaping students' scientific aesthetic standards as teaching objectives, and gradually improve the teaching system according to the actual situation of the school.

“Music Curriculum Standards” clearly puts forward: In the period of compulsory teaching, the teaching purpose of music class is not to cultivate professional music talents, but to stimulate students' music potential, encourage students to participate in music learning, cultivate students' interest in music, and lay a solid foundation for students to learn, enjoy and love music.

1.2 Strictly supervise the progress of music teaching.

The school should strictly supervise the progress of music teaching to ensure that each music lesson can be put into practice and avoid being occupied by other teachers. Schools should also put forward requirements for teachers, not to occupy the time of music and other courses, to give students enough time to study music, to ensure that music teaching can be carried out in an orderly manner.

1.3 Improve the basic music teaching equipment.

The first is to raise awareness of music education. Second, the basic teaching facilities of music should be improved to meet the basic requirements of teaching. Multimedia, staff, electronic organ, piano and other teaching equipment should be fully equipped, and music-related books, magazines and audio-visual materials should also be equipped in the reading rooms of the school.

1.4 Use music games.

Primary school music classroom teaching should be combined with the age characteristics of students, in the teaching process to add music games. Music teachers create certain teaching situations for students, encourage students to participate in game activities, and enhance the spirit of cooperation and gain self-perception in the game. Teachers should gradually change their teaching concepts, scientifically select and organize music games, guide students to innovate and create in games, and gradually improve students' cooperative exploration level.

1.5 Focus on innovation.

The purpose of music education in primary schools is to adopt a variety of teaching methods so that students can improve their aesthetic level and cultivate their

innovative thinking. Elementary school basic music education can show its value in the creation process. Enthusiastic singing, beautiful musical works and energetic live dance can all stimulate students' innovation and creativity. In classroom teaching, teachers can adopt a variety of teaching methods to create an orderly and enterprising learning atmosphere, such as creating story scenes for students through situation creation and other ways, encouraging students to play a role, and improving students' participation enthusiasm.

Suggestions for future research

Firstly, this study used a quantitative method. The researcher takes the attitude of primary school students towards music and the future as the topic, adopts the methods of questionnaire survey, and draws the research conclusion through statistical. However, the sample size of this study is too small to popularize the results of this study. If conditions permit, future scholars can try to expand the sample study, and the content and scope of the study are also continuously refined.

Secondly, due to the shortage of time, only the students were investigated. If a multi-faceted investigation is carried out, such as the teachers, the problems understood may be more comprehensive and the research will be more sufficient.

Finally, this study only studies the attitudes and concerns of primary school students towards music lessons and hopes to study other professional fields in the future, such as piano teaching.

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