

DEVELOPING STRATEGIC MANAGEMENT GUIDELINE FOR VOCAL MUSIC TEACHING IN THE CLASSROOM FOR JUNIOR MIDDLE SCHOOL STUDENTS AT HONG XINGLONG MIDDLE SCHOOL, CHINA

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Received : July 25, 2025

Revised : August 3, 2025

Accepted : September 22, 2025

Abstract

The purpose of this study were: 1) to explore the problem and needs for improving vocal skills; 2) to develop strategic management guidelines to enhance vocal music teaching in the classroom for junior middle school students. The sample of this survey includes 165 teachers and 336 students. Use the rating with five-point scale to assess the problems and needs of respondents. The collected data and information were analyzed, explained, and expressed in terms of frequency, percentage, mean, and standard deviation. The main findings of this study were as follows: 1) The problems and needs of vocal skills are at the "highest" level; 2) The strategic management guidelines to enhance vocal music teaching in the classroom for junior middle school students includes: 2.1) enhancing students' vocal skills by comprehensively analyzing the challenges and needs currently faced by students in the school, 2.2) combined with the latest language education theories and practices, 2.3) propose targeted and practical strategies and methods, 2.4) provide a framework for teachers to plan, implement, and evaluate their teaching strategies to enhance students' learning experience, 2.5) incorporates best practices in vocal education and considers the unique needs of middle school students, 2.6) helping teachers create a supportive and participatory learning environment that promotes the growth and development of music, 2.7) comprehensively reviewing literature on vocal education, strategic management, and teaching strategies for junior high school students, 2.8) to identify key principles and practices that should be included in this guide. The opinions of experienced vocal teachers from Hong Xinglong Middle School will be sought to ensure that the implementation of this guidelines in the classroom is relevant and practical.

Keywords: Vocal music teaching, Middle schools, Strategic guidelines

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Introduction

"Vocal art" is an aesthetic art. Many songs are closely related to our study and life. It can also be said that our music comes from our daily life. To sing music is to sing life. Learning vocal music pedagogy is the prerequisite for engaging in vocal music education. Learning vocal music pedagogy is the prerequisite for engaging in vocal music education. It can enable us to better and more comprehensively grasp the teaching rules of vocal music education, so as to improve the teaching quality. It is not only necessary to understand the relationship between their education systems, but also to grasp and coordinate their interactive relationship, so as to better promote the development of vocal music education. Learning vocal music pedagogy helps to improve the level of teachers' educational theory. Learning vocal music pedagogy can enable teachers to master the theories, principles and methods of education, which is a necessary condition for becoming an excellent teacher or preparing to be a teacher or engaging in related vocal music education work. Not only has the correct educational philosophy, but also is good at using the correct educational methods to effectively impart knowledge to students. Learning vocal music pedagogy helps to establish a new educational concept and promote the reform of vocal music education. With the progress of modern education and the development of vocal music education, new situations and new problems will inevitably appear in educational practice, which requires educational scientific research and educational reform. It is necessary to have a certain educational theoretical basis and establish innovative educational concepts. education reform. In order to meet the needs of the development of vocal music education. Vocal music teaching and learning is the theoretical basis for implementing correct aesthetic orientation. Vocal music pedagogy comprehensively summarizes the systematic structure of vocal music aesthetic education, fully analyzes the specific content of learning and research for teachers and learners, regulates the basic direction of vocal music aesthetic education and is the theoretical basis of vocal music aesthetic education. Vocal music education. In the 1920s, my country established a modern professional vocal music education system. Through the unremitting struggle and hard exploration of several generations of vocal music art educators, a large amount has been accumulated, and a system has basically been formed. However, the establishment of standards for the training of teaching talents in vocal music art education in my country is very unbalanced. Vocal music teachers in many colleges are not clear about what kind of vocal music talents to cultivate, and a scientific vocal music art education and teaching system has not yet been established. For example, teachers and students at professional music colleges who study western classical music regard whether they can win international awards as their primary goal, and take pride in singing foreign works, but there are very few studies on Chinese vocal duets; teachers and students who study national vocal music lack National self-confidence, often feel inferior. Students majoring in vocal music in non-music colleges choose to study western vocal music, and their singing can only be superficial; students who choose to study ethnic vocal music mostly follow the example of red singers, who can only sing roughly without depth and precision; the art of pop singing has not yet formed a complete the education system is in a state of groping.

There are also shortcomings in how to inherit, develop and innovate traditional opera teaching under the conditions of modern social development. At the same time, there are problems in the education system, and there are also problems in the guidance of propaganda. If the young people of this nation do not like the vocal music art tradition of their own nation, then it is just empty talk that our country's vocal music education has reached the world's advanced level. Take the China International Vocal Competition as an example. The China International Vocal Music Competition has been held three times. Overall, the competition has created a good Chinese brand and platform for professional vocal music competitions in my country. Judging from the actual situation, Chinese contestants have the shortcomings of paying too much attention to voice and singing; no matter in terms of accurate language pronunciation, delicate emotional expression, and the relationship between characters in the play—that is, the overall understanding and expression of the essence of Western vocal art in a weak state. To this end, the researchers hope to investigate the needs and problems of classroom music teaching for junior middle school students, and to propose effective classroom music teaching strategies for junior middle school students. The results of this study provide: 1) data and information to communicate the needs and issues of music classroom instruction in junior middle schools.

Research Objectives

1. To investigate the needs and problems of music teaching in the classroom of junior middle schools.
2. To develop the strategic management guideline for vocal music teaching in the classroom of junior middle school students.

Research Method

Population and Samples

Population Hong Xinglong Middle School was used as a case study for this research. The population were: divided in to 2 groups; namely, 1) 2100 students; 2) 245 teachers and education administers.

Sample In this research, the respondents were divided into 2 groups; namely, 336 students and 152 teachers/administrators used for the investigation of needs of the handbook and problems of music teaching in the classroom of junior middle school students (Yamane, 1973). The respondents were selected through stratified random sampling technic.

Research Instrument

Questionnaire for investigating needs and problems of 1) To investigate the needs and problems of music teaching in the classroom of junior middle school 2) To construct a handbook for music teaching in the classroom of junior middle school students.

In the questionnaire, there are two sets of respondents: 1) students and 2) teachers/administrators. The questionnaire is divided into 3 sections; namely, 1) general information, 2) needs of music teaching handbook and 3) problems of music teaching. Each question in the questionnaire was assessed and approved by three experts. Each question possessed IOC scores between 0.67 and 1.00. By applying a Likert scale, the respondents rated opinions in the level from 1 to 5. A lot of

questions were constructed for the person-to-person interior. All the questions constructed were related to the objectives of the research. Focus on groups discussion. For the approval of the constructed guideline. The three-focus group meeting among the three specialists and the research were conducted.

Data Collection

For this research project, the researchers personally collected data and information on the sample group. The sample group was informed of the purpose of the data collection and an appointment was made. The researchers will submit a consent form to the school principal in advance, requesting permission to collect the data and information of the sample group in Hong Xinglong Middle School.

Data Analysis

The Data and information collected were analyzed, interpreted and then presented in terms of frequency court, percentage, mean (\bar{X}), standard deviation (S.D.). The Five Point Rating Scale was used to evaluate the respondents' needs and problems in educational management. The ideas and comments from the 5 specialists obtained from the focus group discussion meeting were analyzed by using Quantitative Research Method and then used to correct and improve the contents of the strategic management guideline. The criteria and define at the range of the mean scores (Srisa-ard, 2002, p. 103) as the following:

- 4.51-5.00 = the highest level of problems and needs
- 3.51-4.50 = the high level of problems and needs
- 2.51-3.50 = the moderate level of problems and needs
- 1.51-2.50 = the low level of problems and needs
- 1.00-1.50 = the lowest level of problems and needs

Conclusions

The gender analysis results show that: the number of males is 171, accounting for 50.89%; the number of females is 165, accounting for 49.11%; among them, males (50.89) are the highest and females (49.11) are the lowest. The age frequency analysis results show that: the frequency of 16-year-olds is 104, accounting for 20.76%; the frequency of 17-year-olds is 187, accounting for 37.33%; the frequency of 18-year-olds is 210, accounting for 41.92%; among them, 18-year-olds (41.92) have the highest frequency, 16 years old (20.76) is the lowest.

The frequency analysis results of reading time show that: the frequency of 3-4 hours is 180, accounting for 35.93%; the frequency of 5-6 hours is 228, accounting for 45.51%; the frequency of more than 10 hours is 93, accounting for 18.56%; among which the highest is 5-6 hours (45.51), and the lowest is more than 10 hours (18.56).

The teacher sample group, there are 53 males (32.12%) and 112 females (67.88%). Most of the teachers are women. The ages of the sample group are mostly between 31-35 years old (30.30%) and 41-45 years old (24.24%). Among the remaining data, there are 6 teachers aged 21-25, accounting for 3.64%; 25 teachers aged 26-30, accounting for 15.15%; 24 teachers aged 36-40, accounting for 14.55%; 11 teachers aged 46-50, accounting for 6.67%; 8 teachers aged 51-55,

accounting for 4.84%; 1 teacher aged 55-60, accounting for 0.61%.

In terms of working years, 1-5 years old accounted for the highest proportion, accounting for 22.42%, followed by 16-20 years old, accounting for 21.82%, followed by 11-15 years old, accounting for 21.21%, 6-10 years old accounted for 13.94%, 21 - 25 accounts for 8.48%, 26-30 accounts for 10.92%, and finally 31 and above accounts for 1.21%.

Problems of vocal music teaching in the Classroom Management of Junior High School Students

Table 1 Problems of music teaching in the Classroom Management for students.

Questions	n=336		Level of problems
	\bar{X}	S.D.	
Problems			
1. In your opinion, what strategic importance does vocal music education hold in the overall development of junior middle school students?	4.93	0.29	Highest
2. Do you believe that strategic vocal music education can enhance the academic performance of junior middle school students?	4.17	0.54	High
3. When formulating strategic guidelines for vocal music education, do you think students' musical talents should be emphasized?	4.87	0.37	Highest
4. Do you think strategic vocal music education can have a positive impact on the emotional and social development of junior middle school students?	4.52	0.29	Highest
5. In your view, can strategic vocal music education help shape leadership and teamwork skills in junior middle school students?	4.71	0.81	Highest
6. Do you think strategic vocal music education should place more emphasis on students' personal creativity and expression?	4.88	0.58	Highest
7. When developing strategic guidelines for vocal music education, do you believe integration with other subjects is necessary?	4.20	0.25	High
8. Should strategic vocal music education have a prominent place in the overall educational strategy of the school?	4.76	0.28	Highest

Questions	n=336		Level of problems
	\bar{X}	S.D.	
9. How do you perceive the impact of strategic vocal music education on the future career development of junior middle school students?	4.09	0.34	High
10. Do you believe that strategic vocal music education can enhance the creative thinking of junior middle school students?	3.96	1.14	High
11. In your opinion, should schools establish more strategic goals for vocal music education?	4.81	0.81	Highest
12. Do you think strategic vocal music education should be aligned with the overall academic plan of the school?	3.94	0.39	High
13. In your observation, can strategic vocal music education inspire a greater interest in learning among junior middle school students?	4.89	0.89	Highest
14. Do you think strategic vocal music education contributes to the development of teamwork and communication skills in junior middle school students?	3.87	0.65	High
15. Should strategic vocal music education emphasize the preservation of cultural traditions in your view?	4.94	0.42	Highest
16. Do you think strategic vocal music education should cover various music genres?	4.82	0.28	Highest
17. Should strategic vocal music education emphasize students' performance skills, in your opinion?	4.17	1.16	High
18. Do you believe strategic vocal music education can help junior middle school students cope better with academic stress?	4.96	0.26	Highest
19. In your perspective, should strategic vocal music education focus more on students' self-expression?	4.79	0.20	Highest
20. Do you think strategic vocal music education can cultivate leadership potential in junior middle school students?	3.95	1.05	High
Total	4.45	0.50	Highest

According to table 1, It can be seen from the table that question 17 teachers' strategic vocal education can better help junior high school students cope with academic pressure, with an average score of ($\bar{X} = 4.96$, S.D. = 0.26). Next is question 15, strategic vocal music education should emphasize the protection of cultural traditions the highest score ($\bar{X} = 4.94$, S.D. = 0.42).. It was also shown that most of the 20 questions were rated at the highest level.

Table 2 Problems of music teaching in the Classroom Management for teachers.

Questions	$n = 165$		Level of problems
	\bar{X}	S.D.	
Problems			
1. In your opinion, what strategic importance does vocal music education hold in the overall development of junior middle school students?	4.32	0.29	High
2. Do you believe that strategic vocal music education can enhance the academic performance of junior middle school students?	4.57	0.54	Highest
3. When formulating strategic guidelines for vocal music education, do you think students' musical talents should be emphasized?	4.85	0.37	Highest
4. Do you think strategic vocal music education can have a positive impact on the emotional and social development of junior middle school students?	4.92	0.29	Highest
5. In your view, can strategic vocal music education help shape leadership and teamwork skills in junior middle school students?	4.86	0.24	Highest
6. Do you think strategic vocal music education should place more emphasis on students' personal creativity and expression?	4.60	0.43	Highest
7. When developing strategic guidelines for vocal music education, do you believe integration with other subjects is necessary?	4.73	0.26	Highest
8. Should strategic vocal music education have a prominent place in the overall educational strategy of the school?	4.70	0.50	Highest
9. How do you perceive the impact of strategic vocal music education on the future career development of junior middle school students?	4.74	0.35	Highest

Questions	n = 165		Level of problems
	\bar{X}	S.D.	
10. Do you believe that strategic vocal music education can enhance the creative thinking of junior middle school students?	4.65	0.42	Highest
11. In your opinion, should schools establish more strategic goals for vocal music education?	4.83	0.39	Highest
12. Do you think strategic vocal music education should be aligned with the overall academic plan of the school?	4.80	0.27	Highest
13. In your observation, can strategic vocal music education inspire a greater interest in learning among junior middle school students?	4.84	0.41	Highest
14. Do you think strategic vocal music education contributes to the development of teamwork and communication skills in junior middle school students?	4.53	0.36	Highest
15. Should strategic vocal music education emphasize the preservation of cultural traditions in your view?	4.85	0.33	Highest
16. Do you think strategic vocal music education should cover various music genres?	4.83	0.39	Highest
17. Should strategic vocal music education emphasize student performance skills, in your opinion?	4.81	0.32	Highest
18. Do you believe strategic vocal music education can help junior middle school students cope better with academic stress?	4.85	0.30	Highest
19. In your perspective, should strategic vocal music education focus more on students' self-expression?	4.74	0.28	Highest
20. Do you think strategic vocal music education can cultivate leadership potential in junior middle school students?	4.96	0.38	Highest
Total	4.75	0.37	Highest

According to Table 2, it can be seen from the table that question 20 strategic vocal education can cultivate the leadership potential of junior high school students, with an average score of ($\bar{X} = 4.96$, S.D.=0.38). Next is question 4. Strategic vocal music education can have a positive impact on the emotional and social development of junior high school students, with an average score ($\bar{X} = 4.94$, S.D.=0.42). It also showed that most of the 20 questions were rated at the highest level. Question 5. Strategic vocal music education can help cultivate the leadership and teamwork skills of junior high school students. Highest score ($\bar{X} = 4.92$, S.D.=0.24).

Needs of music teaching in the Classroom Management of Junior High School Students

Students' needs for strategic vocal education should be more individualized had the highest score ($\bar{X} = 4.71$, S.D.=0.53). Students have higher requirements for personal achievement in strategic vocal education ($\bar{X} = 4.60$, S.D.= 0.32). Strategic vocal education should pay more attention to students' mental health needs ($\bar{X} = 4.34$, S.D.= 0.31).

Teaches that school leaders do not have sufficient awareness of the need for vocal education strategies. Highest score ($\bar{X} = 4.85$, S.D.= 0.30). Students have higher requirements for cultural traditions related to strategic vocal education. The highest score ($\bar{X} = 4.83$, S.D.= 0.26). Students have higher requirements for active participation and initiative in strategic vocal education High score ($\bar{X} = 4.82$, S.D.= 0.25).

Strategic management guidelines for vocal music teaching management

The vocal music educational quality management guidelines of Hongxinglong Senior High School are revised through group discussion in the original management system. And through the expert review can be used as the vocal music education quality management guidelines of Hongxinglong Middle School.

1. The school implements independent management in accordance with the law and strives to become a model institution for the reform and development of provincial senior secondary education. This charter is formulated in accordance with the provisions of the "Education Law of the People's Republic of China", "Vocational Education Law", "Teacher Law" and relevant laws and regulations.

2. The full name of the school is Hongxinglong No. 2 Senior High School. It is affiliated to Shuangyashan City Education and Sports Bureau. It is a public high school whose main responsibility is to implement high school academic education and professional specialty education. three-year education. Address: Hongxinglong Administration Bureau, Shuangyashan City, Heilongjiang Province, China.

3. The purpose of running the school: to run the school closely in conjunction with the current social and economic development of the region and surrounding areas, to provide students with the concept of "laying a foundation throughout their lives and being responsible for the future of the nation", in accordance with the national education policy, to cultivate the

ideological and moral education and professional ethics education of the educated, and to impart cultural and Professional knowledge, training and transporting more than 10,000 talents to the country

4. Guiding ideology and school-running characteristics The guiding ideology and school-running characteristics mainly include the following aspects: Comprehensive quality education: Senior high schools focus on cultivating students' comprehensive quality, including ideological and moral literacy, scientific and cultural literacy, physical and mental health quality, artistic literacy and social practice ability etc., aiming to cultivate socialist builders and successors with comprehensive moral, intellectual, physical and aesthetic development. Comprehensive development: Pay attention to the all-round development of students, not only focusing on students' academic performance, but also focusing on cultivating students' talents in art, sports and other aspects, and promoting students' all-round development in many aspects. Moral education comes first: Senior high schools focus on moral education, emphasizing cultivating students' correct outlook on life, values and morals, and guiding students to grow healthily. Serving local development: Senior high schools actively serve local economic and social development, cultivate talents that meet the needs of local economic development, and contribute to local development.

Discussion

Vocal music education is an important subject, and its development process is relatively long. The quality education promoted in our country has promoted the development and progress of vocal music education. The promotion of quality education provides a solid foundation for the future development of vocal music education. However, many problems have emerged during the steady development of vocal music education. The first is the lack of corresponding practical teaching courses. Although vocal music education continues to develop under quality education, it has never been the mainstream of teaching courses in colleges and universities in my country, so its practical courses It has also failed to receive the attention of colleges and universities, resulting in the teaching materials selected for vocal music education courses being out of touch with it. Secondly, the vocal music education classes in most colleges and universities are generally based on theoretical knowledge, and the teaching models adopted are relatively backward and have not been in line with the times in a timely manner. , adding new content is more difficult for students to accept, so the overall level of student learning is low.

The current teaching concept of quality education is the reference basis for various schools to carry out teaching activities. More and more people realize the benefits of quality education, which promotes the development of music and other courses. With the development of quality education, vocal music education courses need to continuously improve their original The traditional teaching model should add more modern and diverse elements and reform the curriculum to reflect modern society, so that students can accept more fresh content. The reform of the vocal music education curriculum will enrich the content of students' classes and integrate

practical courses into it, allowing students to experience and practice more on their own. This will play a certain role in cultivating comprehensive talents. The reformed vocal music curriculum allows students to understand both theory and practice. Knowledge can be practiced and experienced by itself.

Vocal music education is a basic part of music education and a relatively practical course. The study of vocal music can help students master music skills and improve their ability to learn other aspects of knowledge. Vocal music is a comprehensive course. can also help students improve their overall personal quality, reflected in the fact that vocal music can make students richer in emotions and more active in thinking when learning music. After the reform of the vocal music education curriculum, it will be helpful to students' emotional expression and can form a positive impact on music. Your own understanding and understanding ability can also be improved; you can feel the charm and pleasure of music during the learning process, and you will like learning vocal music more, which will inspire students to be more active in the learning process. Thinking and in-depth understanding can help students develop the ability to learn independently. The study of vocal music can help students form a more complete personality, and music will also sublimate students' souls. In addition, music has always been a way for people to express their emotions since ancient times. In this form, you can feel joy, excitement or sadness from music, which can guide students' emotions, cultivate students' comprehensive quality, and promote social progress.

The reform and development of vocal music education can effectively convey music art to students and better cultivate students' comprehensive quality. The reform of education also updates the content received by students, providing more innovative content and opportunities for learning good vocal music.

Suggestion

1. Changes in vocal music teaching reform and training model: Changing the vocal music teaching and training model will be the primary task of the vocal music teaching reform. It is necessary to change the original backward teaching model and formulate a teaching model that is in line with the new era. Cultivating students' musical emotions, practical ability and aesthetic ability of music will be the training model. The direction of reform is to truly improve students' ability to learn vocal music.

2. Cultivation of innovation awareness in vocal music teaching: Any course should take the cultivation of innovative thinking as the goal of the course, and vocal music courses are no exception. Innovation is a necessary content for the development of the current era, and innovation is also the driving force for social development. Therefore, the reform of vocal music courses should focus on cultivating students' innovative consciousness. integrate it into the teaching concept, cultivate students' innovative consciousness, better serve students' music learning, and serve the development of society.

3. Promote a new teaching model for vocal music teaching: Traditional vocal music teaching courses are more about imparting theoretical knowledge and lack of practical courses.

Therefore, adding practical vocal music courses is also an important part of vocal music teaching reform. The development of practical courses can better cultivate students' singing practice ability and ability to organize performances, so that while learning vocal music knowledge, students can go deep into society, which will lay a certain foundation for students to actually enter the workplace in the future.

4. Optimizing the teaching staff for vocal music teaching: The core component of vocal music teaching is the teacher team. An excellent teacher team will help the development of vocal music teaching. Therefore, when selecting a vocal music teacher team, it is necessary to strictly check the teacher's professional knowledge and ability, as well as the teacher's personal quality. Needs attention. At the same time, teachers' concepts also need to change. Only by being able to integrate new content into the classroom in a timely manner and having a sense of innovation can they better promote the development and reform of vocal music teaching.

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