

Research on the Policy of Music Education in China

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Abstract: Music education has a wide range of significance and influence. How to formulate good music education policies and improve the status of music education is a topic worth thinking deeply. Based on the analysis of education policy, this paper analyzes the main content of music education, the implementation of education policy and the final evaluation of education policy. From the policy level, this paper explores the important policy factors that music education is ignored. In order to provide valuable reference for the follow-up research and provide some insights for the follow-up policy research.

1. Introduction

Music education has a wide significance and influence. As early as in ancient China and Greece, music education has existed. Music education is equal to moral and ethical education, and music has become a symbol of human goodness [1]. Today, Yao [2] believes that music education is a kind of diversified comprehensive teaching, which must cover the whole education of life, school and society, including the educational connotation of art literacy, life art and humanistic literacy, with the purpose of making everyone have the opportunity to learn and participate in art activities. Therefore, the ultimate goal of music education is not only the training of skills, the practice in life, but also rooted in social culture, so as to play a catalytic role in improving the quality of life in modern society.

Curriculum policy, as the axis of school education, has far-reaching influence. With the change of the trend of the times and the guidance of multi culture, Chinese music education should adapt to the rapid changes of the society, but its development and promotion are also facing challenges and bottlenecks.

At present, there are many researches and works on music education by Chinese scholars, but there is no complete research on music education policy in the research of Chinese education policy. Therefore, this paper hopes to study the Chinese music education policy experts, in order to serve as a reference for the follow-up study of music education policy, and also hope that the domestic music education researchers can pay more attention to the research of Chinese music education policy.

2. The Concept of Education Policy

The basic connotation of educational policy is as follows:

- 1) Educational policy is a part of public policy, its purpose is to solve educational problems;
- 2) Educational policy is produced and operated in educational situation;
- 3) Educational policy is the activity of government's action or inaction;
- 4) Educational policy's promotion organ should cooperate with other social groups;
- 5) Educational policy's promotion aims to make the subject of education satisfied. The ultimate purpose of education policy is to achieve education goals. Therefore, the education policy can be regarded as the government's goal to achieve education

To solve the educational problems and meet the educational needs, the relevant decision-making is to put forward plans, decrees, plans, etc. as the criteria or basis for promotion. Its purpose is to enable the subject to be taught to meet the educational needs and achieve the educational goals.

Education policy is a part of the national public policy, which is the government's action guideline to standardize the realization of specific education goals, as well as the strategy and blueprint to achieve the education goals. Specifically speaking, educational policy is an important document issued by educational administrative organs or schools at all levels according to educational purposes, laws and regulations, as well as educational action rules, implementation guidelines, laws and regulations, administrative plans, etc. in response to the needs of the country and students at that time [3]. Therefore, only by understanding how the education policy is formed and the whole process of making the policy, can we understand the purpose of the policy and realize the target of the policy. The government plays an important role in the formulation and implementation of music education policy, because its action or inaction can become a form of music education policy. The ultimate goal of music education policy is to solve the problem of music education, so the formulation, implementation and evaluation of music education policy are also to solve the existing problems of music education, so as to meet the needs of the public for music education.

2.1. The Main Contents of the Policy

The policy issue is not an independent objective entity, nor is it existing in the society. Policy problem is a product of thinking about existing social phenomena through the application of people's thinking mode[4]. Jones[5] believes that the problem is not only the people's demand for the government, but also the source of stimulus for the government's actions. The problem itself often determines the nature of the political process. Jones takes public issues as the research core, and points out the right research direction by understanding the connotation of public policy.

Dunn [6] divides policy issues into three structural types: well structured, moderately structured, and ill structured policy issues. The definition and diagnosis of policy problems is the first step in the process of policy analysis. If we can't do a good job in the definition and diagnosis of problems and put forward the countermeasures to solve the problems, the third kind of errors (error of the third type) called by Raiffa, a policy analyst, may occur. There are three principles to be mastered in the diagnosis of problems:

1) We must pay attention to avoiding the reductionism. In the diagnosis of problems, we should pay attention to that the causes and results of immediate problems may be problems. Generally speaking, policy analysis is a multi-level process, including higher level problem-building methods and lower level problem-solving methods. From the point of view of policy analysis, the higher level problem-solving method should be carried out earlier than the lower level problem-solving method, because the higher level construction belongs to policy design or design science, and the result of construction will affect the choice of the lower level problem-solving method in essence.

2) As for the method of problem construction, most of the policy issues involve a high degree of conflict between the majority of policy stakeholders, so they belong to the problem of poor structure. Policy analysts have developed many methods to deal with the problem of ill structured policies, that is to say, the enterprise chart is dealt with by the way of problem construction, and the ill structured policies are transformed into well structured or moderately structured ones, so as to facilitate the application of policy analysis methods.

3) Because the policy stakeholders involved in policy issues are competitive with each other, most of the policy issues are essentially ill structured. The problems with good structure can be dealt with by policy analysis, but the problems with bad structure must be discussed through problem construction, otherwise the true nature of the problem and effective solutions may not be found. CAI [7] pointed out that when there is a gap between the ideal and the reality, the so-called problem will be formed. The education policy problem is the so-called education policy problem formed by the education related departments to solve the problem when the public has a gap between the education expectation and the education reality. Some policy problems are structured clearly, some policy problems are not structured clearly and vague, but whether they are Most of the education policy problems with clear structure or fuzzy structure are interdependent, historical, dynamic and subjective. If we look at China's music education policy from the above perspective, we can find that

from the perspective of interdependence, China's music education policy problems are often interlinked and interdependent, and China's music education policy problems often need the assistance of different departments, so in order to solve China's music education policy problems, we need to have a whole system view, rather than only see the local aspects or questions from the micro perspective.

2.2. The Implementation of the Policy

Although the process of policy analysis can be divided into different analytical infrastructures according to the theories of different scholars, policy implementation is an important part of it. Anderson[8] believes that policy implementation is to implement a decided policy program, and the government and the private sector should take appropriate measures to cooperate with it to achieve the expected purpose. Therefore, it is necessary to consider what steps or technologies should be applied in the implementation, and what the impact of the implementation action measures will be. Jones[9] proposed a detailed analysis framework to reasonably and systematically examine policy development and implementation. As for the implementation of policies, he believes that after the development of policies, the government implements policies in order to understand the identified problems, so the necessary executives of the organization should be able to explain the contents of plans and implement various measures in order to expect the solution of public problems. Therefore, policy implementation belongs to the government problem solving stage. Therefore, policy implementation can be regarded as one of the most important stages in the process of policy formulation. It is an attempt by policy makers to achieve positive effects through the setting of policy objectives and the planning of action program based on the policy makers.

The relation between good and bad policy implementation and the realization of policy objectives and the effectiveness of policy content. Qiu [10] points out that, starting from the concept of policy implementation, three perspectives can be observed. First, from a top-down perspective, policy implementation is viewed as a hierarchical control process of the bureaucracy. Second, from the bottom-up perspective, the implementation of policy is regarded as the interaction process between the upper and lower strata. The third view of mutual evolution is that policy execution is a process of mutual evolution between policy and action. From the above three perspectives of policy implementation concept, we can understand the policy implementation of the variable and complex.

Education policy also has the problem of implementation level. For the policy programs designed by the Chinese government to formulate and implement music education policies, it is necessary to carefully consider the measures at the level of policy implementation and consider the influencing factors in order to achieve its policy objectives. Besides the problems of policy design, the problems caused or derived from the implementation of policy cannot be ignored. Only by understanding the relevant theories of policy implementation can we have a deep understanding of music education policy issues, and the design and discussion of music education policy improvement Suggestions can have theoretical basis.

2.3. The Evaluation of the Policy

Policy evaluation is the work that the government must perform when it wants to know whether the policy has achieved the expected effect or whether the resources are used most efficiently [11]. Therefore, there are several reasons for policy evaluation:

- 1) Meet the requirements of financial subsidies;
- 2) To achieve the purpose of collecting data;
- 3) Facilitate the selection of policy options;
- 4) As a reference for policy adjustment or improvement;
- 5) Accumulate policy experience for future study.

The connotation of policy evaluation includes the following points:

- 1) The applicable objects of policy evaluation are mainly limited to the public policies or program plans concerning the public, excluding the programs of private enterprises;
- 2) In addition to quantitative research methods to collect relevant information, qualitative analysis

methods can also be used to evaluate policy objectives or benefits;

3) Most of the policy evaluation is based on the past and present time orientation, which is an ex post factor research orientation;

4) Policy assessment is an activity designed in the process of policy analysis. Its purpose is to measure whether the implementation effect of policy programs meets its objectives, so as to serve as a reference for decision makers to plan and adjust policy programs in the future.

The content of policy assessment plays an important role in policy formulation. Therefore, policy evaluation has the following functions in modern political society:

- 1) Re-examine the suitability of policy objectives and implementation;
- 2) Clarify the attribution of policy responsibility;
- 3) As a basis for formulating policy recommendations and allocating policy resources;
- 4) Provide policy makers, executives and relevant public policy information.

But there are actually three problems that are often difficult to solve:

- 1) policy positions of decision-makers and evaluators are different

Many decision makers (including government agencies and other groups) need assessment reports in order to endorse or rationalize their established policy direction. Therefore, it is natural for policy makers to expect the evaluator to come up with an assessment report that is consistent with their position, and thus convince the target group. However, when the evaluator sticks to his professional principles and the objective evaluation results differ from those of the decision maker, the evaluation report is likely to be rejected.

- 2) the concept gap

Due to the different professional training, interests and ideas received by decision-makers and evaluation researchers, different frames of reference are formed to understand the problem, and the interpretation and cognition of the observed things are also different. Secondly, decision makers and evaluation researchers tend to view things from different perspectives due to different organizational environments.

- 3) different needs

Many evaluation researchers are concerned with the academic community's recognition of their academic ability, so the research focus of policy evaluation is not as focused as that of decision-makers on solving practical problems. It is to validate scientific concepts and research methods through the conduct of policy assessments. Thus, in order to conform to the scientific research procedure, the researcher emphasizes the rigorous data collection process, which is in conflict with the policy makers' emphasis on short-term and immediate use.

China music education policy should conduct policy evaluation to examine whether the policy is effectively implemented and whether it deviates from the original planning objectives. From the multiple perspectives of the policy stakeholders, it should analyze their positions, ideas and needs, find problems and propose improvement measures that can meet the needs of the public.

3. Conclusion

Generally speaking, the policy proposition is to propose the applicable policies to the relevant government offices to promote the change of the current government policies. So for music education needs what kind of policy proposals, [12], although cannot be expected to policy makers, at least not all of the policy makers can understand music education workers engaged in music education for students, the community, the importance of the state and citizens, but to convince policymakers about the importance and value of music and remind music education policy should be according to the precise knowledge foundation and have a lot of information to judge professional formula design. Music education policy advocates are expected to express the beliefs and commitments of music education and show how music educators think and stick to their beliefs in the content of their work.

Music is often considered different in nature from other disciplines requiring development, so music education policy propositions are significant and need to be fully stated. However, in real life, the real needs of music education policy propositions are seldom clarified. In reality, music education policy is often passive, because it is less able to herald the opening of new models or change the status [13]. Therefore, for music education policy, there are two steps that must be justified: first, the objectives of music education policy must be clearly expressed; Secondly, educational activities related to these objectives must be identified. Policy proposition can be regarded as the expression of policy idea. Before planning policy content, it is necessary to clearly understand the characteristics and purposes of education in order to have a clear policy proposition or idea. However, music education policy proposition should be supported by detailed theories and research information in order to be recognized and accepted by policy makers. As for the realistic dilemma, it is often ignored and in a weak position. The reason for this is that policy makers, school administrators and even the public are not paying enough attention to and understanding music education policies. How to make good music education policies and improve the status of music education is a topic worth pondering.

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