

# The "strong teacher" strategy for music teachers in rural primary and secondary schools from the perspective of subject core literacy

Yifei LI

School of Music & Dancing, Lingnan Normal University, Zhanjiang 524048, China

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**Abstract:** This article mainly discusses the development characteristics of "strong teacher" in rural music teachers from the perspective of subject core literacy, and summarizes the development plans for teachers from three aspects of "independent development", "social participation", and "cultural foundation". Through effective thinking on the analysis of the current situation of music education in rural primary and secondary schools, the following three issues can be identified: cognitive bias in the construction of rural music education, insufficient integration of rural music teachers, and insufficient equipment in rural music classrooms. A comprehensive development strategy has been proposed to enhance the comprehensive strength of rural music teachers, as well as their professional ethics and subject core literacy, and integrate localized teaching resources for the development of "strong teachers" in rural music. The aim is to improve the level of teaching staff.

**Key words:** disciplinary core literacy; rural teachers; primary and secondary school music teachers; "strong teacher" strategy

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## 1 Introduction

In recent years, the State has invested a large amount of financial support in the future development plan of music education in primary and secondary schools. At the same time, the Ministry of Education has also issued a series of relevant documents and policies for the rectification of music education measures in primary and secondary schools. With the development of the information age, the convenience of international music education exchange activities has also promoted the increase of exchange activities, enabling us to understand the advanced international music education ideas of foreign countries, and further improving the music education methods in primary and secondary schools through scientific and rational introduction and reference. At the same time, it has laid a solid foundation for the future development of music education in China.

## 2 The development characteristics of "strong teacher" in rural music teachers from the perspective of subject core literacy

Under the influence of the teaching philosophy of the new curriculum reform, the professional development of rural music teachers require teachers to have high moral literacy [1]. For rural music teachers, having a high knowledge foundation and good educational ability, and being able to propose developmental planning suggestions for the cultivation

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of students' core competencies will help to effectively implement educational and teaching activities. At the same time, the development characteristics of "strong teachers" for rural music teachers are summarized as follows.

Firstly, a development plan should be established for teachers in the three areas of "independent development", "social participation", and "cultural foundation" as a goal for the phased and continuous development of rural music teachers. The core literacy of teachers is not innate, and it requires teachers to continuously learn and improve their professional and music subject core literacy. This further reflects the different stages of development between the professional development of rural music teachers and the core competencies of their subjects, and indicates that the professional development of music teachers requires a gradual process.

Despite of different environments, regions, and cultures in which rural music teachers are located, their overall development, rural education, and traditional rural culture have a certain correlation. The professionalism and core competency development of rural music teachers further highlight their regional and environmental cultural characteristics while preserving traditional rural culture, which requires rural music teachers to focus on building music courses that are in line with rural and regional characteristics based on local music resources and ethnic characteristics. By integrating rich and diverse teaching content, the overall teaching efficiency of rural music can be further improved.

Most rural schools have relatively limited music teaching resources, and their teacher training is also relatively weak. Therefore, when developing the characteristics of "strong teachers" under the core competencies of rural music teachers, more autonomy and balance should be combined with the characteristics of rural schools for more precise training. Rural music teachers can have access to the essence of ethnic and folk music, and balance the professional development of rural music teachers and the establishment of core disciplinary competencies through resource sharing between rural and village communities.

### **3 Analysis and reflection on the current situation of music education in rural primary and secondary schools**

Rural education, which is a key target of national education development and poverty alleviation, has seen an overall improvement in education level in recent years. At the same time, the professional development of rural music teachers is facing problems such as unclear understanding of music teaching ideas by teachers, insufficient integration of teaching staff due to a lack of relevant music professional knowledge. The shortage of music teaching equipment and other issues have led to the professional development of rural music teachers falling into a dilemma of lacking independent development ability [2].

#### **3.1 The ideological and cognitive biases in the construction of rural music education**

In some rural schools with significant economic disparities, the difficulty of offering music courses is relatively high. Influenced by traditional educational concepts, some teachers in certain areas have a misconception that whether music courses are offered or not is not important due to the fact that music scores are not directly related to middle school entrance exam scores. In the current era of urgent demand for teachers to surpass traditional education concepts and core competencies in professional development, it is urgent to cultivate the comprehensive quality and key abilities of rural music teachers.

Under the long-term influence of the exam oriented education philosophy, some schools have insufficient understanding of music education. Music courses are not directly related to enrollment rates and are not closely related to teaching quality. When there is a shortage of main subject courses, music classes are often suspended for reasons such as "the music teacher is sick" or "the music teacher has something to do", making it difficult to guarantee the weekly music courses.

### 3.2 Insufficient integration of rural music teaching staff

At present, rural music teachers lack sufficient professional abilities and teaching levels, resulting in a shortage of teaching staff. At the same time, the overall integration of the teaching staff is insufficient, and the problem of imbalanced high-quality music education resources is fully reflected. In the framework of the education system for core competencies, there is a lack of practical guidance and constructive opinions on the construction of core competencies for rural teachers, as well as the long-term training mechanism and professional development of rural music teachers [3].

At the same time, the educational concepts of rural music teachers also need to be updated. Under the influence of various factors such as the age level of teachers, the understanding of basic music theory knowledge structure, the accumulation of teaching practice experience, the current social environment, and the differences in cultural backgrounds of teachers, further differences in educational concepts have arisen among rural music teachers. In rural primary and secondary schools in Chongqing alone, the teaching staff of music teachers is very weak, and only about 30% of rural schools in Chongqing are equipped with music teachers. Moreover, in most schools, there is only one music teacher who teaches the entire school's music curriculum and organizes school activities related to rural school music. At the same time, due to the influence of the main subject teacher, most music teachers are unable to complete the teaching progress according to the music curriculum and teaching outline.

### 3.3 Insufficient equipment in rural music classrooms

Affected by the relatively backward economy and the lack of emphasis on music courses by most teachers, the teaching conditions of rural music are also correspondingly backward, leading to a corresponding decrease in the emphasis of rural music teachers on music courses. Rural primary and secondary school students themselves are very interested in music classes, but due to the single teaching content and form of music classes, students gradually lose interest.

Good teaching conditions are a prerequisite for the effective implementation of teaching work. To promote the improvement of teaching methods, music hardware teaching equipment is necessary for a comprehensive exploration of music. Secondly, the lack of unified textbooks in the use of music textbooks in rural primary and secondary schools is also one of the key issues that makes it difficult to advance the progress of rural music teaching nowadays.

## **4 Strategies for the development of "strong teachers" in rural music teachers**

### 4.1 Comprehensively developing to enhance the comprehensive strength of rural music teachers

A qualified teacher must first meet the development process of today's society and the demands of the times, and meet certain standards in all aspects, in order to become a qualified intellectual with comprehensive abilities to "preach, teach, and resolve doubts". The requirements for cultivating professional competence are extremely strict. While meeting the requirements of having a strong knowledge reserve, rural music teachers need to further improve their overall strength from different perspectives of learning.

As a rural music teacher, it is necessary to have a certain degree of self-regulation, not be affected by external interference, and maintain a positive and optimistic attitude. Because the students in rural schools come from different families, teachers should communicate with them in a targeted manner, adopt completely different communication methods for students with different personalities, and family environments, and further care for the psychological health and growth status of students, as well as the problems and difficulties they face in their actual lives, through which, it can better cultivate versatile talents in the new era by cultivating teachers [4].

### 4.2 Enhancing the professional ethics and subject core literacy of rural teachers

The core competencies of teachers in the subject are mainly reflected in their professional ethics, their dedication to teaching students, the integration of their existing knowledge points through scientific and rational teaching methods, and

promoting the establishment of a good outlook on life, values, and worldview among students, which are achieved through the cultivation and enhancement of the educational and teaching abilities of rural primary school teachers. Core literacy is the fundamental task orientation of adhering to the educational philosophy of cultivating virtue and nurturing talents, while also adhering to the returning of teaching value based on people-oriented principles. The main concept includes the core competencies of rural music teachers, which mainly include the following points:

Firstly, it is necessary for rural music teachers to possess noble professional ethics and conduct. At the same time, as disseminators of quality education, every word and action of music teachers in rural areas with relatively scarce music resources will have a profound impact on children.

Secondly, rural music teachers need to establish a noble sense of responsibility in music education. For rural families with scarce music learning resources, their music education is almost in a state of deficiency. Because it is now an era of rapid development of information technology, most parents in rural areas choose to work outside, which has led to a large number of left-behind children in rural areas. At the same time, rural music teachers also need to actively guide students to establish a good worldview, values, and outlook on life.

Finally, it is necessary for rural music teachers to have compassion and moral education. In the teaching process of music courses for students, rural music teachers should sincerely care for their learning status and psychological development. While fully meeting their aesthetic needs for music, they can also subtly change their temperament. When rural teachers impart content in the classroom, they will subtly change and guide students due to their own factors. Through the infectious power of teachers, students are encouraged to establish a good foundation of role models. Teachers can use a compassionate and moral teaching approach to make students feel warm and kind.

#### 4.3 Integrating localized teaching resources

Teachers should fully tap into textbook resources, make reasonable use of digital information teaching methods, and expand student thinking by combining teaching content with national characteristics. By combining the characteristics of local ethnic music with textbooks, we aim to integrate localized teaching resources and provide students with unique rural music teaching values. Teachers should encourage students to integrate local life into their music courses in order to drive their learning enthusiasm. Thus, our goal is to maximize the integration of local teaching resources in music school-based curriculum, and effectively enhance the professional competence and core competencies of rural music teachers in the music discipline. In this process, rural music teachers need to learn music professional knowledge and the unique music culture of different ethnic groups. By leveraging the advantages of regional differences and visiting well-known local artists, we can obtain more information about folk and ethnic music, and integrate it with modern teaching concepts in music classrooms, which is beneficial for students' learning and improves the professional knowledge of rural music teachers.

## 5 Conclusion

In summary, at present, the country's emphasis on education is increasing day by day, and the development of rural music teachers in terms of professionalism, establishment of subject core literacy, and comprehensive ability and quality is also constantly improving. It should further explore the process of professional development of rural music teachers through core competencies, while focusing on effective answers to fundamental issues in rural education and cultivating teacher professional development. And from the perspective of core literacy, effectively promoting the professional development of rural music teachers, laying a foundation for the overall level and quality of rural music education, are essential for the basic education work in rural areas. From the perspective of core literacy, under the national education

policy, we should always pay attention to the new direction of teacher professional development, and further implement the "strong teacher" development path of rural music teachers to truly achieve the policy implementation of quality education.

### **Conflicts of interest**

The author declares no conflicts of interest regarding the publication of this paper.

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### **Research achievement**

Research achievement on the establishment of the National Teacher Education Innovation Experimental Zone by Lingnan Normal University.