

Tibet School Music Education Development Process since the Founding of New China

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Abstract: music education in Tibet school is an important part of Tibet school education. With the national policy, social consciousness, teaching units, families and individuals attach importance to and help music education in schools, the public pays more and more attention to the importance of music education in schools. This paper reviews and summarizes the development of music education in preschool, primary and secondary schools and higher music education in Tibet since the founding of new China, and comprehensively grasps the past and present of music education in Tibet schools, so as to provide reference for the sustainable development of music education in Tibet schools.

1. Introduction

Since the founding of the People's Republic of China, music education in Tibet schools has developed in three aspects: preschool music education in Tibet, music education in Tibet primary and secondary schools, and music education in Tibet higher education. The higher music education in Tibet is divided into three parts: music education in Tibet (music major), music education in Tibet (preschool education major) and music education in Tibet (public art). By reviewing and tracing the development process of music education components in Tibet schools, it is of great theoretical and practical significance to help absorb advanced teaching experience and realize leapfrog development in the future.

2. Tibet Preschool Music Education

Preschool education in Tibet can be divided into two periods: pre-democratic reform preschool education (before March 1959) and post-democratic reform preschool education (after March 1959). Before the democratic reform, preschool education in Tibet was in a natural and spontaneous state. "before the establishment of formal preschool education institutions, preschool education in Tibet mainly existed in the family, which is not only the embodiment of the family function, but also the common feature of all ethnic groups before the emergence of formal preschool education" ^[1]. After the democratic reform, preschool education in Tibet has gone from the initial stage to the emergence and sustainable development of contemporary preschool education institutions. Tibet contemporary preschool education institution was founded in March 1960 in shannan area (now the school of donghui middle school), which was abbreviated as shannan nursing home. Later, it was renamed shannan experimental kindergarten. Its establishment marked the formal birth of Tibet contemporary preschool education institution. "By December 1960, more than 70 children were enrolled in the nursery care center, 3 preschool teachers and 2 child-care workers were employed, and the service objects were the children of employees of shannan sub-work committee, namely the children of cadres who were engaged in the work of" civil reform review ^[2]. In the same year, Lhasa also established a municipal nursery school (renamed Lhasa experimental kindergarten in 1984). By 1965, when Tibet autonomous region was founded, Tibet had nine nursery schools with over 700 children in them. In the 1960s and 1970s, due to the lack of teaching materials and teachers, most of the early childhood classes and kindergartens set up in various places (cities) offered Tibetan language, singing, drawing and general games ^[3]. "The first nursery school in qamdo, founded in June 1962, was closed in 1969, and 112 children were admitted again in April 1972" ^[4]. After the decade of cultural revolution, preschool education in Tibet also stagnated or moved forward slowly in tortuous

development. From 1983 to 1984, the number of kindergartens in Tibet increased from 929 in 1976 to 20 in 1984, and the number of children enrolled in kindergartens increased from 14,598 in 1976 to 731 in 1983^[5]. Currently, there are 88 kindergartens in Tibet with 1,281 teachers and staff. Statistics by the end of 2009 showed that there were 137,000 children aged 3 to 6 in Tibet, 15,959 of whom were in kindergartens, including 11,123 who received three-year preschool education and 4,836 who received one-year preschool education. The preschool enrollment rate was 11.7%^[6]. Modern preschool education in Tibet has made continuous development in school construction, teaching software and hardware, teaching and teaching methods, teacher training and other aspects through internal exploration and exploration, and has reached an unprecedented height through the implementation and implementation of various policies of assisting Tibet at all levels.

3. Music Education in Primary and Secondary Schools in Tibet

In October 1950, the people's liberation army (PLA) issued the announcement of “establishing a school in qamdo to develop the education of Tibetan people” in the qamdo area, and subsequently organized the qamdo winter school in an old temple in the northwest corner of qamdo, namely qamdo primary school (renamed qamdo experimental primary school in 1956). The establishment of this school marks the formal establishment of primary and secondary schools in the modern sense of Tibet and plays an exemplary role in the development of modern educational institutions in Tibet. After entering Lhasa in November 1951, the PLA launched Tibetan language and Chinese training classes (later known as Tibetan cadre schools). In August 1952, Lhasa primary school (now the first primary school in Lhasa) was established by recruiting pupils of different ethnic groups and age groups. By learning from the successful running experience of qamdo primary school and Lhasa primary school, a large number of primary schools have been set up in xigaze, nyingchi, nagqu, shannan and ali. “In September 1956, Lhasa middle school, the first junior middle school in Tibet, was founded, and a junior middle school class was attached to xigaze primary school and qamdo primary school”^[7]. During this period, music, fine arts and other art courses were gradually added to the curriculum. There were 1-2 music teachers in primary and secondary schools (mainly part-time), who were soldiers from the 18th army that entered Tibet. The weekly music class (also known as singing class) has only one class, and its teaching form and teaching equipment are relatively simple. It mainly teaches singing and learns to sing (without accompaniment of Musical Instruments). Its songs are revolutionary songs and traditional folk songs created in the mainland. However, it is of great historical significance for the development of music education in modern schools. On the one hand, it spreads the advanced ideas of revolution and patriotism, and on the other hand, it further exchanges and studies with each other through the introduction of music art in the mainland^[8]. In 1979, Tibet autonomous region established the earliest secondary art school, Tibet autonomous region art school, which has a music major. By the end of 2010, Tibet had 872 primary schools, 688 teaching centers and 296,355 students. There are 93 junior middle schools with 138,992 students. The enrollment rate of primary school-age children increased from 85.5 percent in 2000 to 99.2 percent. The enrollment rate of junior middle school increased from 32% in 2000 to 98.2%^[9]. In September 2013, the second secondary vocational and technical school of Lhasa was established in hongjun primary school of liuwu new area, and moved to the new campus of education city in 2014. Among the 9 categories and 30 majors, there are music courses such as vocal music and ethnic music.

4. Tibet Higher Music Education

January 1976, the Tibet autonomous region bureau of culture and education after separate independent organizational system and the original bureau of culture and education in around the city, the county also established independent culture bureau^[10]. From the establishment of early management institutions in the development history of contemporary music in Tibet to the establishment of mass art galleries, performance institutions, educational institutions and research institutions, and the training of a large number of professional talents, it marks that music business in Tibet has entered into a new, three-dimensional education and management system with Tibetan

characteristics. Tibet higher music education can be divided into three parts: Tibet (music major) music education, (preschool education major) music education and (public art) music education.

4.1 Music Education in Tibet (Music Major)

Department of music, school of arts, Tibet University ^[11]: the revolutionary art class under the department of political language of Tibet normal university, which was established in 1975, was later changed to the department of musical and physical beauty. In 1985, Tibet university and art department were established. The Tibet autonomous region art school, established in 1979, was incorporated into the art department of Tibet university in 1999, and the art college of Tibet university was established in 2004. Tibet university art institute existing music performance, music and music composition composition theory three undergraduate programs, and the Chinese minority nationality art (music) Tibetan doctor's degree authorization centers and art theories, master of music and dance, art and Chinese minority nationality art such as a master's degree authorization centers, secondary discipline. Among them, musicology (Tibetan music) has been rated as the national characteristic specialty construction point, autonomous region level key discipline and characteristic specialty construction point. The “Lhasa zhannian performing art” and “Lhasa zhannian performing art” were rated as intangible cultural heritage projects at the Tibet autonomous region level. At present, the music department has 27 teachers, including 2 teachers with doctor's degree, 3 professors, 10 associate professors and 9 lecturers. There are 5 doctoral students, 63 master's students, 138 undergraduates and 14 secondary school students ^[12]. The music department of Tibet university has formed the education system of doctor's degree, master's degree, bachelor's degree and technical secondary school.

Lhasa Normal College music teaching and research section ^[13], its predecessor was founded in 1964, the city bureau of culture and education “class” qualifications (acteq), and normal school was founded in August 1975 to Lhasa, 2006 2 menstrual national colleges and universities set up the commission approval, changed its name to Lhasa normal college, in the sports art consists of music teaching and research section, with college education is given priority to, mainly cultivate music teachers' specialty. It was rated as the construction point of “music characteristic specialty of colleges and universities” of Tibet autonomous region. At present, there are 14 teachers, including 2 associate professors and 4 lecturers. There are 1 doctoral candidate and 7 master candidates.

4.2 Tibet (Preschool Education) Music Education

Preschool education major of Tibet University ^[14]: school of education of Tibet university was established in December 2008. It has a department of education and psychology under it. “Most teachers in the direction of preschool education are external teachers, most of whom are music, fine arts and dance teachers from the school of arts of Tibet university. Two formal teachers in preparation mainly teach theoretical courses of preschool education” ^[15]. At present, there are 15 teachers, 6 associate professors and 6 lecturers. There are 4 doctoral students, 5 doctoral students and the rest are masters.

Preschool education major of Tibet University for nationalities ^[16]: Tibet university for nationalities, located in xianyang city, shaanxi province, was first established as “Tibet public school” on September 15, 1958. Approved by the State Council, it was renamed Tibet college for nationalities on April 30, 1965. Later, it was approved by the Ministry of Education to change its name to Tibet university for nationalities on April 28, 2015. The school of education of Tibet university for nationalities was established in 2005. It has two majors, preschool education (undergraduate) and preschool education (junior college), and offers music courses including basic music theory, vocal music and piano. At present, there are 59 teachers, including 3 professors, 23 associate professors and 29 lecturers. Among the teachers, there are 18 doctors (including students).

Lhasa Normal College preschool education major ^[17]: Lhasa normal college established in 2006 set up the preschool education major in the department of education in August 2007, and the music practical courses of the preschool education major mainly include basic music theory, electronic organ and vocal music. I am able to master the basic knowledge of music theory and professional theories systematically, have the basic piano playing skills and playing methods in preschool

education and teaching, and be competent for teaching and management of music including basic singing skills and basic skills in preschool education. At present, there are 23 teachers, including 1 professor, 5 associate professors and 4 lecturers. Doctor 1 person, master 13 people.

4.3 Tibet (Public Art) Music Education

As the central committee of the communist party of China and the ministry of education promulgated in 1999 “the central committee of the communist party of China on deepening education reform, comprehensively promote quality education decision”, in 2002 the national school art education development plan (2001-2010) “and” regulations of the school art education work, the education ministry make no. 13 (2002), in 2006 the national ordinary higher school public art curriculum guidelines “(combination of art hall [2006] no. 3 files), and in 2010 the national medium and long-term education reform and development plan outline (2010-2020) and a series of documents, Universities and colleges in the Tibet autonomous region (university of Tibet, Tibet University for nationalities, Tibet, and the factors influencing University officer Tibet agriculture and animal husbandry college undergraduate course colleges and Universities and Colleges, Lhasa Normal College and the Tibetan Vocational College, such as college) in response to the ministry of education and the public art education in the Tibet autonomous region, has opened a school-wide public art: curriculum mainly music appreciation and vocal music aspects such as courses. The public art authorities in Tibet autonomous region help students develop interdisciplinary research methods and improve their comprehensive quality through the construction of general education music courses in various universities, so as to achieve the expected goal of coordinated development of various aspects of abilities set by the state for public art courses in higher education ^[18].

5. Conclusion

Due to Tibet's school music education has its own national characteristics and local characteristics, and other parts of China's school music education has a late start, compared to such problems as lagging development and unbalanced, it is only through to Tibet's preschool music education, primary and secondary school music education and higher music education development course systematically review and summarize only helps to fully grasp the Tibet school music education in the past and present, can promote Tibet school music education's sustainable development. At the same time, music education in Tibet school is an important part of Tibet school education, which is of great significance for harmonious development of society, steady progress of economy and music talent training.

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