

# Status Quo and Countermeasures of Clarinet Education in China

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**Abstract:** This paper aims to discuss the current situation and existing problems of clarinet education in China, and put forward corresponding countermeasures and suggestions. Through the development of clarinet education background, present situation, the existing problems are further analyzed, found that the clarinet education education resources distribution, uneven faculty quality, teaching materials and teaching method limitations, the lack of systematic training and training opportunities, social awareness of clarinet education. In view of these problems, this paper puts forward countermeasures and suggestions on strengthening the construction of teaching staff, optimizing teaching materials and teaching methods, improving the social awareness of clarinet education, increasing government input and support, and encouraging schools and communities to carry out clarinet education. It is hoped that these countermeasures and suggestions can provide some reference for the reform and development of clarinet education in China.

**Keywords:** Clarinet education; Status; problems; Countermeasures and suggestions.

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## 1. Introduction

With the continuous development of Chinese music education, the clarinet education status as an important woodwind instrument has attracted extensive attention. However, at present, the clarinet education in China is facing a series of problems, such as the uneven distribution of educational resources, the uneven quality of teachers, and the limitations of teaching materials and teaching methods. These problems limit the development of clarinet education and affect the learning effect of students. Therefore, this paper aims to analyze the current situation of the clarinet education in China, explore the existing problems, and put forward the corresponding countermeasures and suggestions, in order to provide reference for promoting the development of the clarinet education in China.

## 2. Current Status of Clarinet Education in China

### 2.1. Number and proportion of clarinet learning

The number and proportion of clarinet students are important indicators to reflect the current situation of clarinet education in China. In recent years, with the popularization of music education and people's attention to artistic quality education, the number of people studying clarinet has increased year by year. According to relevant statistics, the number of people learning clarinet in China has exceeded one million, and it is still growing.

Geographically, the number and proportion of clarinet learners varies significantly in different regions. First-tier cities such as Beijing, Shanghai and Guangzhou have a large number of students and a high proportion. These areas have developed economy, rich music education resources, and parents pay more attention to art education, so more children learn clarinet. In second-tier and third-tier cities, the number and proportion of clarinet students are relatively low, but they are also increasing. Moreover, the number and proportion of learning the clarinet varied in age level. The high proportion

of teenagers learning the clarinet is partly due to the promotion of school music education and the opening of various art training classes. The proportion of adults learning clarinet is low, but in recent years, with the concept of lifelong education, more and more adults begin to learn clarinet to improve their artistic accomplishment. It is worth noting that although the number of students learning clarinet is increasing, the proportion is still low compared with the total population. This means that clarinet education still has a lot of space for development in our country. In order to further improve the number and proportion of learning clarinet, we need to strengthen the publicity and promotion of music education, improve the social awareness of clarinet music, and optimize the allocation of educational resources to provide learning opportunities for more children who love music.

### 2.2. The popularity of clarinet education in different regions

Significant geographical differences exist in the popularity of clarinet education in China. First-tier cities such as Beijing, Shanghai, Guangzhou and other areas are relatively rich in music education resources, and clarinet education has been widely promoted and implemented in schools and communities in these areas. These areas usually have more music schools, professional teachers, and related music training institutions, and students have more access to the clarinet and learn relevant music knowledge and skills. In addition, families in these areas generally pay more attention to their children's art education and are willing to invest in their children's music learning, which also promotes the universal [1] of clarinet education. However, the popularity of clarinet education is relatively low in second and third tier cities, as well as in vast rural areas. These areas often lack professional music teachers and necessary music equipment, and the development of music courses in schools is limited. In addition, the influence of economic conditions and cultural concepts also makes families in these areas invest less in their children's art education, resulting in fewer learning opportunities for musical instruments such as clarinet.

### 2.3. Development of clarinet education in schools

The overall development of clarinet education in schools is relatively slow, which is mainly responsible for the uneven distribution of educational resources and the relatively low status of music education in school education. Nevertheless, there are still some schools that actively carry out clarinet education, providing students with a good learning environment and opportunities.

In some cities and developed areas, some schools have incorporated clarinet education into the music curriculum system, and have offered special clarinet courses for students to choose. These schools are usually equipped with professional music teachers and good music teaching facilities, providing students with a more comprehensive clarinet learning resources. In addition, these schools often organize students to participate in various music competitions and performances to improve students' practical ability and level [2]. However, clarinet education remains weak in some rural and less developed areas. Schools in these areas often lack professional music teachers and music teaching facilities, which makes it difficult to develop clarinet education. Moreover, due to the influence of exam-oriented education, these schools place a relatively low emphasis on music education, which further limits the development of clarinet education.

### 2.4. Current situation of the clarinet teachers

In China, the current situation of the clarinet faculty presents certain characteristics and problems. First, the number of clarinet teachers is relatively small, especially professional teachers are scarce. This phenomenon is particularly obvious in some small and medium-sized cities and rural areas, which leads to the low popularity of clarinet education. Secondly, the quality of the existing clarinet teachers is uneven, and some teachers lack systematic professional training and teaching experience, which is difficult to meet the needs of students for high-quality teaching [3]. Moreover, clarinet teachers face difficulties in their career development. Since the clarinet is a niche instrument and the relevant employment opportunities are limited, many teachers have to find other part-time jobs while teaching to make a living. This situation affects the cultivation of teachers' work enthusiasm and professional spirit, and then affects the quality of teaching.

At the same time, clarinet teachers lag behind in teaching methods and ideas. Some teachers still adopt the traditional teaching mode, pay attention to skill training but ignore the cultivation of students' music literacy, which makes it difficult for students to form a comprehensive music perception and aesthetic ability in the learning process.

### 2.5. Textbooks and teaching methods used in clarinet education

In China, clarinet education uses various textbooks and teaching methods, but generally it can be divided into two categories: traditional teaching method and modern teaching method [4].

Traditional teaching methods pay attention to the training of basic skills, and emphasize the standardization and accuracy of technical movements. In terms of teaching materials, classic professional books and etudes are usually used, such as clarinet Primary Course, Intermediate Clarinet

Intermediate Course and Advanced Clarinet Course. These tutorials cover the basic skills of clarinet playing and knowledge of music theory, suitable for use by different levels of scholars. In terms of teaching methods, teachers will control students 'practice progress one by one, give targeted guidance according to students' individual differences, and pay attention to the cultivation of intonation, rhythm and timbre.

Modern teaching rules pay more attention to the cultivation of students' comprehensive quality and innovation ability. In terms of teaching materials, in addition to traditional professional books, foreign excellent teaching materials are also introduced, such as "Rudimentary Method for Clarinet", "Clarinet Express", etc. These textbooks are rich in content and intuitive illustrations, which are easy for students to understand and master. In terms of teaching methods, teachers will use multimedia assisted teaching, such as playing concert videos of excellent performers, so that students can feel the musical charm of clarinet; at the same time, encourage students to participate in practical activities, such as school concerts, competitions and communication activities, to improve students' performance level and cooperation ability. However, in practical teaching, some teachers rely too much on traditional teaching methods, which leads to students' deficiencies in innovation ability, musical expression and sense of rhythm. Therefore, how to combine the traditional teaching method and the modern teaching method and learn from each other has become the key to improve the quality of clarinet education in China. On this basis, teachers also need to constantly update their teaching concepts, pay attention to students' individual differences, create a lively classroom atmosphere, stimulate students' learning interest and potential, so as to improve the overall level of clarinet education. There is still great room for improvement in teaching materials and teaching methods in China. Educators and scholars need to work together to explore more scientific and efficient teaching methods to lay a foundation for cultivating clarinet players with innovative spirit and practical ability [5].

## 3. Problems Existing in Clarinet Education in China

### 3.1. Uneven distribution of educational resources

In Chinese clarinet education, the uneven distribution of educational resources is a significant problem. First, there is an obvious gap in educational resources between urban and rural areas. Schools in urban areas usually have better music education facilities and more professional clarinet teachers, while rural areas have relatively scarce music education resources, and many schools do not even have specialized clarinet courses. This gap limits students' access to and learning about the clarinet in rural areas. Secondly, there is also an imbalance in educational resources in areas with different economic conditions. Economically developed areas can provide more funds and facilities for music education, and students can enjoy higher quality music education. Instead, insufficient investment in music education in economically underdeveloped areas leads to limited conditions for students to learn clarinet. In addition, the distribution of educational resources is uneven between schools. Key secondary schools and prestigious universities tend to attract excellent music teachers and provide better music education facilities, while general schools have limited resources in music education.

This imbalance allows some students to get a better music education, while others face the problem of missing opportunities.

### **3.2. The quality of the teachers is uneven**

The quality of teachers in Chinese clarinet education is uneven, which restricts the quality and level of clarinet education to some extent. First of all, due to the development degree and regional differences of Chinese music education system, the sources and backgrounds of clarinet teachers are different, which leads to the great differences in their professional level, teaching experience and educational concept. Some teachers may have high playing skills and artistic accomplishment, but lack systematic educational theories and teaching methods; while others have mastered certain educational theories, they are difficult to apply in practice, which affects the teaching effect. Secondly, the uneven quality of the teachers is also reflected in the professional training and continuing education of the teachers. Due to various reasons, including economic conditions, policy support and personal will, it is difficult for some teachers to obtain timely and effective professional training and further study opportunities, which makes it difficult for their teaching level and educational philosophy to be updated and improved in time. This not only affects the individual professional development of teachers, but also limits the improvement of the quality of clarinet education in [6]. In addition, the uneven quality of the teachers is also reflected in the teachers' teaching attitude and professional ethics. In some cases, teachers may lack sufficient enthusiasm and responsibility for teaching work due to the differences in personal quality and professional ethics, which will directly affect students' learning enthusiasm and education quality.

### **3.3. Limitations of textbooks and teaching methods**

The clarinet education in China has some limitations in teaching materials and teaching methods. First of all, most of the existing textbooks rely on the western music theory system, but lack of textbooks in line with China's national conditions and national characteristics. This makes it difficult for students to understand and learn the essence of clarinet music during the learning process, and also limits the development of clarinet music in China. Secondly, the teaching method is too single, mostly relying on the traditional way of master mentoring, lack of systematic and scientific teaching methods. This makes it difficult for students to form a systematic knowledge system in the learning process, and also affects the inheritance and development of clarinet music. In addition, due to the lack of innovation and reform, the teaching methods are outdated, and they are unable to meet the diverse and personalized learning needs of modern students. To sum up, Chinese clarinet education needs to be reformed and innovated in teaching materials and teaching methods to adapt to the development of The Times and the needs of students.

### **3.4. Lack of systematic training and further training opportunities**

The lack of systematic training and opportunities for further study is a significant problem in Chinese clarinet education. First, for teachers, they often lack continuous professional development opportunities, which limits the improvement of their teaching skills. Since clarinet is not a

mainstream musical instrument, there are relatively few specialized training institutions and courses, so it is difficult for teachers to find suitable ways for further study. Moreover, even with training opportunities, many teachers cannot participate in [7] due to factors such as geographical location and economic conditions.

For students, the lack of systematic training means that they struggle to gain deeper musical understanding and improved skills. Music education in schools is often limited to classroom teaching, and lacks practical and professional guidance. In this case, students' musical potential cannot be fully developed, and it is difficult to cultivate high-level clarinet players.

### **3.5. Lack of social awareness of clarinet education**

In China, although clarinet education has made some development, it still faces many problems, among which the most prominent is the lack of social awareness of clarinet education. This phenomenon is manifested in the following aspects:

First of all, compared with the piano, violin and other instruments, the status of clarinet is relatively low in the public mind, leading to many people know little about clarinet education. Many people even confuse the clarinet with other playing instruments, and lack an understanding of the musical characteristics and charm of the clarinet. This lack of cognition makes the clarinet education be ignored to a large extent, and then affects the interest and enthusiasm of learners. [8]. Secondly, when choosing Musical Instruments for their children, parents tend to choose musical instruments that seem to be easier to work and have more practical value, such as piano and violin. They believe that the clarinet employment prospects are narrow and difficult to find a suitable job, so they are children to spend time and energy learning the clarinet. This idea makes the popularity of clarinet education among teenagers very low. Thirdly, in China's music education system, the clarinet curriculum is relatively few, and many music training institutions and schools do not offer perfect clarinet courses. This makes it difficult for potential learners to access the systematic clarinet education, further reducing the social awareness of the clarinet education [9].

## **4. Countermeasures and Suggestions**

### **4.1. Strengthen the construction of the teaching staff**

Strengthening the construction of teaching staff is one of the important countermeasures for the development of clarinet education in China. At present, the current situation of clarinet teachers is not optimistic, there are problems such as uneven quality and professional background, these problems restrict the quality and level of clarinet education [10] to a certain extent.

First of all, the education background and professional quality requirements of the clarinet teachers should be improved. Teachers engaged in clarinet education should be required to have relevant professional qualifications and qualifications to ensure that they have systematic music theory and clarinet playing skills. In addition, teachers should regularly participate in professional training and further study to continuously improve their education and teaching ability and professional level. Secondly, establish a perfect teacher evaluation and incentive mechanism. Schools and education

departments should regularly assess and evaluate the clarinet teachers to understand their work performance and achievements in education and teaching. For teachers with excellent performance, certain rewards and promotion opportunities should be given to stimulate their work enthusiasm and innovation ability. At the same time, a teacher withdrawal mechanism should also be established. For teachers who perform poorly for a long time, they should consider adjusting their jobs or canceling their teacher qualifications. In addition, strengthen the communication and cooperation between teachers. Schools and education departments should encourage communication and cooperation between clarinet teachers, organize regular teaching and research activities and workshops, share teaching experiences and experiences, and jointly explore and improve teaching methods. Through mutual learning and reference between teachers, the overall teaching level and quality can be improved. Finally, strengthen the stability of the teaching staff. Schools and education departments should provide a good working environment and treatment to ensure the stability and professional development of clarinet teachers. Through a stable teaching staff, the continuity of education and teaching and the stability of quality can be guaranteed.

#### **4.2. Optimize teaching materials and teaching methods**

At present, there are some problems in teaching materials and teaching methods in Chinese clarinet education, such as the outdated content of teaching materials, lack of systematization, and too single teaching methods. In order to improve the quality of clarinet education, it is particularly important to optimize the teaching materials and teaching methods [11].

First of all, the optimization of textbooks should pay attention to the selection and arrangement of content. The content of the textbook should be close to the students' reality, from shallow to deep, step by step. We can learn from the international advanced textbooks and adapt them according to the characteristics of Chinese students locally. In addition, more practical links should be added to the textbook, such as the practice of combining music theory and performance, as well as the performance guidance of different styles of music, so as to improve students' practical operation ability. Secondly, the optimization of teaching methods should focus on diversification. Teachers should adopt different teaching methods according to the students' personality, interests and needs. For example, using group teaching, one-to-one tutoring, distance teaching, etc., in order to meet the learning needs of different students. In addition, teachers can also use modern information technology, such as music teaching software, network resources, etc., to enrich the teaching means and improve the teaching effect. At the same time, the combination of practice and theory should be emphasized in the teaching process. While teaching the clarinet playing skills, teachers should also pay attention to the teaching of music theory knowledge. Through practical practice, the students can master the basic playing skills of clarinet and improve their musical literacy. In addition, teachers should pay attention to cultivating students' innovative consciousness and teamwork spirit. In the teaching process, students are encouraged to create and improvise to cultivate students' personality expression. At the same time, students are organized to participate in all kinds of concerts, competitions and other activities to improve students' stage

performance. Finally, teachers should constantly improve their own quality. Participate in professional training, learn advanced teaching concepts and methods, in order to improve their own teaching level. At the same time, pay attention to the clarinet education dynamics at home and abroad, keep up with the pace of The Times, and provide a guarantee for students' quality education.

In short, optimizing teaching materials and teaching methods is the key to the development of clarinet education in China. By continuously improving the content of teaching materials, enriching teaching methods, paying attention to the combination of practice and theory, and improving the quality of teachers, it is helpful to improve the quality of clarinet education in China, and cultivate more excellent clarinet playing talents [12].

#### **4.3. Improve the social awareness of clarinet education**

Improving the social awareness of clarinet education is one of the important countermeasures to promote the development of clarinet education in China. First of all, we can increase the publicity of clarinet music through various media channels, such as TV, newspaper, the Internet, etc. Through music programs, concerts, music competitions and other forms, let more people understand and contact with the clarinet music, feel its unique charm. Secondly, schools and professional music institutions can regularly hold clarinet concerts, lectures and seminars, and invite well-known clarinetist players and educators to perform and teach, so that more people can understand the musical characteristics, learning methods and playing skills of clarinet. In addition, we can use social media and network platforms to establish a clarinet education alliance or community, so that clarinet teachers, students and parents can exchange learning experiences with each other, share educational experience, and form a good interactive atmosphere [13]. At the same time, the government and relevant departments should increase policy support and capital investment for clarinet education, encourage schools and training institutions to carry out clarinet education, and provide a better learning environment and conditions for the majority of learners. Finally, we can also hold various clarinet competitions and activities to select excellent talents, improve their performance level, make them become the disseminators and promoters of clarinet music, and further expand the influence of clarinet music in the society.

#### **4.4. Increase government input and support**

The government plays an important role in the field of music education in China. However, in clarinet education, we found relatively insufficient government input and support. To improve this situation, we propose the following recommendations [14].

First, the government should pay more attention to the clarinet education. The government should incorporate music education into the national education planning, and take the clarinet education as a key promotion project. The government can organize various types of concerts and performances to improve the public's appreciation and awareness of clarinet music. In addition, the government can also let more people understand the significance and value of clarinet education through media publicity. Secondly, the government should increase the financial input to the clarinet education. The government may set up a special music

education fund to provide adequate financial support for clarinet education. The funds can be used to buy musical instruments, hire excellent teachers, provide scholarships, etc. At the same time, the government should also encourage enterprises and social groups to participate in the clarinet education, so as to form a diversified investment pattern with the joint participation of the government, enterprises and the society. Thirdly, the government should strengthen the management and supervision of the clarinet education institutions. The government should formulate strict standards and assessment systems for clarinet education to ensure the quality of education. In addition, the government should regularly evaluate the educational institutions to rectify or cancel the institutions that do not meet the requirements [15]. Finally, the government should encourage clarinet education in schools and communities. The government can formulate relevant policies to encourage schools to offer clarinet courses and provide corresponding financial support. At the same time, the government should also encourage the community to hold clarinet training classes, so that more people have the opportunity to learn clarinet.

#### 4.5. Encourage clarinet education in schools and communities

In China, although clarinet education is gradually receiving attention, it still faces some challenges. In order to promote the popularization and development of clarinet education, it is an effective countermeasure to encourage schools and communities to carry out clarinet education.

Schools and communities are important places for clarinet education. Schools can provide students with a systematic clarinet curriculum to develop their interests and skills. Communities can provide a platform for adults to learn and communicate, promoting the development of clarinet music at all ages. Secondly, carrying out clarinet education needs certain facilities and resources. Schools and communities can make full use of existing music classrooms, rehearsal halls and other facilities to provide a good learning environment for clarinet education. At the same time, funds can be raised through government investment and social donations to buy Musical Instruments and equipment to ensure the smooth progress of education. In addition, schools and communities can invite professional clarinet teachers and artists to teach and perform to improve the quality and level of education. Through holding concerts, competitions and other activities, we will provide students with opportunities to show their talents and stimulate their interest and motivation in learning. Encouraging schools and communities to carry out clarinet education will not only help to cultivate more clarinet players, but also promote the diversified development of music culture. At the same time, it is also conducive to improving people's quality of life, enriching the community cultural atmosphere, and building a harmonious social environment.

### 5. Conclusion

In this paper, we deeply discuss the current situation and existing problems of clarinet education in China. Through the analysis, we find that although clarinet education has made some development in China, there are still many challenges. The uneven distribution of educational resources, the uneven quality of teachers, and the limitations of teaching materials and teaching methods have seriously affected the development of clarinet education. To address these problems,

we put forward a series of countermeasures and suggestions. First of all, strengthening the construction of teachers is the key. Government departments should increase the training and introduction of clarinet teachers to improve the professional level of teachers. Secondly, it is also very important to optimize the teaching materials and teaching methods. Education departments should organize experts to study the clarinet textbooks suitable for Chinese students, innovate teaching methods, and stimulate students' interest in learning. In addition, the improvement of social awareness of clarinet education can not be ignored. The government and relevant institutions should increase the publicity of clarinet music, hold various performances and competitions, and enhance the social recognition of clarinet art. At the same time, we suggest that the government increase its input and support for clarinet education. At the school level, clarinet education should be incorporated into the music curriculum system to ensure that every interested student can get the opportunity to learn. At the community level, the government can encourage and support the establishment of clarinet training courses to give more adults the opportunity to contact and learn about clarinets.

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