



# Strategies for integrating the development of musical space into the modern educational infrastructure

Huang Yige,  
Yulia Burtseva



Over the last ten years, strategies for the musical development of person have undergone significant changes, reflecting broader shifts in educational priorities, technological advancements, and cultural trends. These changes have not only impacted the way music is taught but also how it is perceived as a vital component of a person's overall education.

One of the most notable changes in music education over the past decade is the integration of technology. With the advent of digital tools, online platforms, and mobile applications, music education has become more accessible and personalized. Ten years ago, learning an instrument or studying music theory often required physical attendance in a classroom or private lessons. Today, students can access a wealth of resources online, including virtual lessons, interactive apps for practicing instruments, and software for composing and producing music. This technological shift has democratized music education, allowing students from diverse backgrounds to learn at their own pace and according to their individual interests.

We can also talk about changes in teacher training strategies, focus on inclusivity and accessibility, shift towards interdisciplinary approaches, cultural diversification of music curriculum, emphasis on social and emotional learning, increased focus on creativity and innovation etc. That is why the problems in modern education are not

just relevant — they require rethinking and study in new realities.

*Analysis of literary sources* demonstrates that the last five years several studies have emerged as influential in the field of musical space formation, particularly in the context of education, cognitive science, and technology. The most popular and impactful areas of research are how music education influences cognitive development in children [10], the integration of technology into music education and music development of personality [1], cultural and social aspects of music education [11, 12], the benefits of including a wide range of musical traditions in education, helping students develop a more global perspective and fostering inclusivity (for example, the University of London and other institutions have contributed significant research in this area, emphasizing the need for culturally responsive music education) [8] etc. Among Ukrainian pedagogs, we can note the works of O. Mkrtichian, V. Shyshenko, I. Nebytova, O. Parfonova, who investigate the problems of teacher training processes [5]. We also note a certain number of studies that demonstrate the mutual interest of researchers in the practice of musical development of schoolchildren in Ukraine and China, for example, work of M. Fedorets and Guo Jun research topical issues of future musical art teachers training [14].

*Highlighting previously unsettled parts of the general problem* are the use of arti-



ficial intelligence in music composition and education, the design of acoustic spaces in schools and universities, focusing on how the physical environment affects music learning, The use of virtual and augmented reality to create immersive musical spaces, psychological and emotional effects of music — therefore, different aspects of the formation of the musical space in the virtual and real world, the influence of the musical space on the personality, the educational and formative effect of such influence. That is why the topic of the article was chosen — strategies for integrating the development of musical space into the educational infrastructure.

*The purpose of the research is to determine the basic strategies for integrating the development of musical space into the modern educational infrastructure. In accordance with the purpose of research, the tasks of the article are:* to analyze modern strategies for the formation of musical space in education; to compare the commonalities and differences in strategies of musical space development into the educational infrastructure in Europe and China.

Studies in the field of musical space formation reflect the diverse and interdisciplinary nature of research in the field of musical space formation. They highlight the importance of integrating cognitive science, technology, cultural awareness, and social-emotional learning into the development of music education programs. As this research continues to evolve, it will likely lead to even more innovative approaches to how music is taught and experienced in educational settings.

The last decade has seen a concerted effort to ensure that all students, regardless of their socioeconomic status, have access to music education. This has been driven by a broader understanding of the benefits of music for cognitive and emotional development. Programs that provide free or low-cost instruments, scholarships, and community-based music education initiatives have become more prevalent. Additionally, there has been a push

to include students with disabilities, utilizing adaptive technologies and tailored teaching methods to ensure that music education is inclusive. The traditional model of music education, which often focused solely on technical skills and music theory, has evolved towards more interdisciplinary approaches [9]. Educators now emphasize the connection between music and other subjects, such as mathematics, history, and literature. This shift reflects a broader educational trend towards holistic learning, where music is used not just as a standalone subject but as a tool to enhance understanding in other areas. For example, music is increasingly being used to teach complex mathematical concepts through rhythm and patterns, or to explore historical contexts through the study of different musical eras [4].

The last decade has also seen a growing emphasis on cultural diversification within music education. In response to an increasingly globalized world, schools are moving away from a Eurocentric focus on Western classical music to include a broader range of musical traditions from around the world. This has led to the inclusion of world music, jazz, folk, and contemporary genres in the curriculum, providing students with a more diverse and inclusive musical education [2, 7]. This cultural diversification helps students develop a deeper understanding and appreciation of different cultures, fostering a more inclusive worldview. Traditional methods that emphasized rote learning and technical proficiency are giving way to approaches that encourage students to explore their own creative potential. This is evident in the rise of project-based learning in music, where students are encouraged to compose, arrange, and produce their own music [6]. Schools are increasingly providing students with access to music production software, recording equipment, and other creative tools, allowing them to experiment and create in ways that were not possible a decade ago.

The strategies for integrating the development of musical space into the educational infrastructure in Europe and China

reflect distinct cultural, historical, and educational philosophies. In the table below, we

outline some of the key commonalities and differences

**Commonalities and differences in strategies of musical space development into the educational infrastructure in European countries and People Republic of China**

EUROPEAN COUNTRIES	PEOPLE REPUBLIC OF CHINA
<b>Cultural Context and Emphasis</b>	
<p>European countries have a long-standing tradition of classical music and a deep cultural connection to various musical genres. Music education often emphasizes Western classical music, with a strong focus on developing individual musicianship through instruments, theory, and composition. Music is seen as a critical component of cultural heritage and personal expression.</p>	<p>In China, music education is influenced by both traditional Chinese music and Western classical music, with a strong emphasis on discipline and technical proficiency. The integration of music into education often reflects the collective values of society, where group performances, such as orchestras and choirs, are highly encouraged. Music education may also be linked to broader educational goals, such as national identity and moral education.</p>
<b>Curricular Integration</b>	
<p>Music education is often integrated into the general curriculum from an early age, with a focus on creativity and critical thinking. Schools may offer a variety of music-related subjects, including music history, composition, and performance. There is also a strong emphasis on extracurricular activities, such as school orchestras and choirs, which are seen as vital parts of the educational experience.</p>	<p>Music education is often more formal and structured, with a strong focus on examinations and standardized testing, particularly for students who pursue music professionally. The curriculum may be more rigid, with less emphasis on creative exploration compared to Europe. However, music is also used as a tool for character building and reinforcing traditional values.</p>
<b>Government and Policy Support</b>	
<p>In many European countries, music education is heavily supported by government policies, with funding allocated to ensure that all students have access to music instruction. There is often a strong network of public music schools and conservatories that offer specialized training for those interested in pursuing music at a higher level.</p>	<p>Music education is also supported by the government, but with a different focus. There is a strong emphasis on creating a disciplined and competitive environment, with music often being used as a way to enhance cognitive development and academic performance. The government also promotes music as a means of cultural preservation and national pride.</p>
<b>Use of Technology</b>	
<p>European countries have been early adopters of digital tools in music education, utilizing online platforms, digital instruments, and virtual learning environments to enhance music instruction. There is a growing trend toward incorporating technology to facilitate distance learning and make music education more accessible.</p>	<p>Technology is also widely used in music education, but often with a focus on efficiency and scalability. Digital platforms are employed to reach large numbers of students, and there is significant investment in online music education platforms that can deliver standardized lessons to students across the country. The use of AI and other advanced technologies in music education is also gaining traction.</p>
<b>Extracurricular and Community Involvement</b>	
<p>European education systems often place a strong emphasis on community-based music programs, such as local choirs, orchestras, and music festivals. These activities are seen as vital for fostering a sense of community and cultural engagement.</p>	<p>Extracurricular music activities are often more competitive, with students participating in national and international competitions. Success in these activities can be a significant factor in university admissions and career opportunities. Community involvement in music may be more structured and tied to larger cultural initiatives.</p>

[3, 5, 11, 13, 14]

In summary, while both Europe and China value music education, their approaches differ in emphasis on cultural traditions, the role of music in personal versus collective development, the structure and flexibility of curricula, government support, the integration of technology, and the nature of extracurricular activities. These differences reflect broader educational philosophies and cultural values unique to each region.

The last decade has brought significant changes to the strategies used for the musical development of schoolchildren. These changes reflect a broader shift towards more inclusive, interdisciplinary, and creative approaches to education. By embracing technology, promoting cultural diversity, and recognizing the role of music in social and emotional learning, educators are helping to ensure that music remains a vital and dynamic part of the educational experience. As we move forward, these trends

are likely to continue shaping the future of music education, providing students with the tools they need to thrive in a rapidly changing world.

Based on the analysis of pedagogical scientific researches and the patterns of modern society development, it is possible to determine the following promising strategies for the development of the musical space with the aim of educational and formative influence on the individual: integration of technology in music education; incorporate digital tools and platforms into music space; embedding music in school culture; teacher training and professional development: invest in the ongoing education of music teachers through additional training, workshops, and professional development programs, this enables educators to better integrate music into the broader educational framework; creating dedicated musical spaces, these spaces can become hubs of musical activity and creativity.

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*Відомості про авторів:*

Хуан Іге — здобувач програми доктора філософії кафедри освітології та інноваційної педагогіки; Харківський національний педагогічний університет імені Г. С. Сковороди; Харків, Україна; ORCID: <https://orcid.org/0000-0002-2499-1895>

Бурцева Юлія Олександрівна — кандидат педагогічних наук, доцент, ректор; Донецький обласний інститут післядипломної педагогічної освіти; Краматорськ, Україна; ORCID: <https://orcid.org/0000-0003-1859-7493>