

# Conception of Music Education in Thailand

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## Abstract

*The purpose of this paper is to investigate the principles of music education in Thailand. They are divided into three sub-concepts based on aesthetic beliefs and scientific truths. 1) Bringing music courses into Thailand's educational curriculum from early childhood to undergraduate level to enhance numerous developments that help learners become a well-rounded individual in terms of physical, emotional, social, and intellectual growth. 2) The concept of evaluation in teaching and learning music, two course categories have been established based on their characteristics: (1) theoretical course, which focuses on knowledge and uses mostly measurement data from cognitive domain learning theory. (2) practical course, affective domain and psychomotor domain metrics from learning theory are used to focus on the growth of individual music in a music practice group. 3) Production of music teacher, according to the National Higher Education Qualifications Framework, the origins, characteristics, and trends of the need for potential music teachers are discussed. To be in accordance with the educational environment that will lead to a learning society in the coming decade.*

**Keywords:** Music Education, Management in Music Teaching and Learning, Evaluation in Music Subjects, Production of Music Teachers, Thailand

## Introduction

Music is an artistic part of axiology, which consists of (1) ethics, the pursuit of the ultimate good in human existence, (2) logic, the application of cause and effect using evidence to discover the truth, and (3) Aesthetics, a study of beauty. The purpose of axiology is to transform people into complete human beings, both physically and psychologically. When human beings are flawless physically and mentally, they may peacefully coexist in a cultural society, as the phrase goes as "Music isn't about soaring through the air. But it's about a regular person's life." [1]. People's perceptions of music in Thai society are based on the beauty of sound. The definition of music used to be confined to sounds with a lovely tune. Noise and other signals other than the melody's tone are now utilized as raw materials in music production. Might be considered to be distinct, the music in the in context of people who learn music and the music in the sensations or perceptions of the general audience. In addition, the current school curriculum emphasizes comprehending music in its purest form.

Music allows listeners and players to focus their emotions and thoughts on a particular emotional issue. Comparable to meditation, the emotional state becomes stationary. As a result, the power of ideas becomes more apparent and accessible. In particular, music with pure content or harmonizing melodies will lift the spirit to new heights. [2] Therefore, music is the sound of creative energy that improves human thought quality, stated in William Shakespeare's poem "The Merchant of Venice" as [3] "The man that hath no music in himself

Nor is not moved with concord of sweet sounds  
Is fit for treasons, stratagems, and spoil  
The motions of his spirit are dull as night  
And his affections dark as Erebus  
Let no such men be trusted"

Music awareness is crucial and necessary for the country's educational progress. As it turns out, capitalism's economic transformations are quick and violent. Humans' daily lives have been influenced by technological advancements. Humans, on the other hand, cannot be flawless until they have had appropriate mental development. Music may be utilized for more than only religious purposes. It can also be used to improve mental abilities. The use of music for mental therapy has been considered in the field of music therapy. Consistent with the Eastern world's concept that "the mind is master, the body is the slave," because having a healthy mind will lead to the development of good physical health. However, music education in Thailand is impacted by such notions and social elements through building educational programs that encourage learning as well as developing new musical ideals such as "music enhances the quality of people who improve the quality of the nation." [4]. Music learning has been cultivated from the basic education system to the educational institutions that are characterized by music only including the emergence of many private music schools.

Music is related to the ability of brains to combine spatial and imaginative talents. It helps to activate the brain in relational dimensions, allowing learners to excel in both intelligence and music. Music is also like candy and food for brains. Because music stimulates the brain, it effects development of children's minds letting both parts of brains to be in a state of well balance as follows. (1) Intelligence quotient in linguistic memory and the ability to think critically, rationally, or quantitatively, both of which necessitate rational thought. (2) Emotional quotient, a measure of emotional regulation that promotes optimism, social adaptation, aesthetics, and emotional interactions with others. (3) Moral quotient, being generous to others, having love and goodwill, and relying on treating people with kindness. (4) Adversity quotient confronting and addressing obstacles, as well as tenacity in accomplishing tasks independently. From a young age, this capacity must be honed. (5) Spiritual Quotient, a person who is focused and peaceful, is charitable, does not bully animals, and does not ruin nature and the environment. The majority of spiritual quotient's meanings have religious connotations. (6) Play quotient of children's imagination and creativity while they are happily playing, the brain will gain knowledge. As a result, the more imaginative the children are, the better his brain developed and the more brain cells joined, the more interesting it became. [5]

### **Concept of management in teaching and learning music in Thai educational programs**

Music not only add color and excitement to the classroom but also beneficial to children's growth are the following: (1) As to promotes bodily growth, the music helps in the development of both large and tiny muscles. When it comes to music, the child's bodily motions respond to the music's beat by moving in time with it. Furthermore, music improves the function of the heart and other physiological systems. (2) Encourage emotional growth, slow-paced music has a calming effect. Helps to quiet the mind,

concentrate, and can change an irate, irate child into an easy-to-teach child. Fast-paced music will awaken a drowsy youngster and make them feel energized, fresh, bright, and cheery. (3) Promoting social progress, children will be entertained, have fun, and gradually get together with their friends without being ashamed if they listen to music and participate in music activities with their friends. Music naturally teaches children how to live harmoniously with others. (4) Promoting intellectual growth, music will also put children in a pleasant mood, allowing them to concentrate. Lyrics-based music is also beneficial to intelligence and creativity. For example, if the songs mention about animals, plants, or flowers, youngsters will gain better understanding of the natural around them. With a language communicated through the lyrics, children would be able to imagine the sounds they hear in instrumental music with natural sounds, such as water and animal sounds allowing youngsters to use their imagination. This would assist them in learning how to analyze things in a systematic manner. [6]

In Western nations, music is regarded as a liberal art or a subject of academic study. A musical career is dignified, dependable, and financially viable. However, this could be the case in Thailand. If artists in Thai society seek stability in their lives through music, music educators are frequently chosen, both in formal and non-formal education. According to the National Education Act of B.E. 2540(1997), it has been highly useful to the management of music education and has given the meaning of learning music in addition to the real music as well as the importance of music in society. The benefits of music in different domains, particularly the emotional and cerebral growth of learners. As a result of these changes, Thailand's music scene has become more international. Since 1939 the creation of the School of Musical Instruments has been evident with the opening of a specialist music institute. [7]

Learning music in Thailand has traditionally been informal, taking place at various institutions in society such as music teachers' house, temples, and various royal palaces. [8] Since the first edition of the National Education Curriculum in 1895, under the reign of King Rama V, music lessons have been incorporated in the curriculum. [9] Music was first used to instruct students at undergraduate level in 1961, as the course of music appreciation, an elective subject offered by the Faculty of Education, Chulalongkorn University, a university in Bangkok, Thailand. [10] In the discipline of music, Payap University began offering a bachelor's degree program in the Department of Music in 1974, as Thailand's first bachelor's degree in music-related fields. [11] Subsequently, music-related courses were introduced at the graduate level. The master's degree was started in 1989 at the Language and Culture Research Institute for Rural Development, Mahidol University [12] Later, the doctorate degree was started in 2005 at the College of Music, Mahidol University [13]

### **Concept of evaluation in teaching and learning music in Thailand.**

Teaching and learning music in educational management in Thailand can be classified into 2 groups of courses: 1) Theoretical subjects such as music theory 2) Music practice subjects such as musical instruments, singing, etc.

Theoretical subject group focuses on knowledge acquisition, which is mainly based on cognitive domain learning theory. The cognitive domain is a process that develops brain behaviors and behaviors related to intelligence, knowledge, intelligence, and the ability to think about stories effectively as follows: (1) Recall, the ability to store and recall a large number of previously acquired experiences. It's similar to a tape recorder or a video camera in that it can record and preserve sounds and images from various stories. You are free to look at them whenever you want. (2) The ability to comprehend the significance of the media, which can be represented through interpretations, interpretations, speculations, interpretations, or other acts. (3) "The application of knowledge." This is the point at which pupils can put their knowledge into practice. or experience to handle problems in a variety of contexts, which necessitates knowledge and comprehension before it can be applied. (4) Analysis by which learners are able to think or differentiate things into smaller parts. as well as being an important component and see the relationship of

the related parts Analytical abilities vary from person to person. (5) Synthesis. It is the ability to systematically combine the smaller parts into one story. to create something completely new and better than before It may be easy to convey the idea to others to understand. Determining the planning of new operational methods or perhaps the idea of creating a relationship of abstraction in a new form or idea. (6) Valuation is the ability to judge. Appraise or draw conclusions about the value of things in the form of a lawful virtue, which may be in accordance with the content of the subject or may be rules that are accepted by society.

Music practice group is a teaching that focuses on development, which can be applied from the learning theory, affective domain and psychomotor domain as follows:

1) Affective Domain: Values, feelings, appreciation, attitudes, beliefs, interests, and virtues are all part of the affective domain. It's possible that this behavior will take some time to manifest. As a result, teaching and learning activities are structured in a suitable setting. and putting good things in all the time will cause learners' behavior to shift in a positive way. Behaviors in affective domain can be divided into 5 levels. (1) Perception is the emotion that occurs in response to a phenomenon or one of the stimuli, and it is based on the interpretation of the stimulus as what will be communicated in the form of feelings. (2) A response is an expression of the stimulus's willingness, permission, and satisfaction. It is a pre-selected response (3) To discriminate against what is accepted in society is to acknowledge a certain value or commitment to a particular subject until it became a belief, and then a positive attitude is established in that person. (4) Systematization is the creation of ideas The organization of values that arise is based on relationships. If they are compatible, they will continue to adhere to it, but if they disagree, they may not accept the new values by abolishing the old ones. (5) Personality is defined as the use of values to demonstrate behavior. That is a habit to follow, but it is the correct and decent thing to do. It's all about sentiments and minds when it comes to this activity. It begins with a perception of the surroundings and then reacts until it develops to encompass a variety of feelings. Then it becomes a value, and it evolves into beliefs, ideologies, and ultimately, control over people's actions. How do humans distinguish between good and bad? This is the outcome of their actions.

2) Psychomotor Domain is a behavior that indicates the ability to perform tasks fluently and proficiently, which can be directly expressed by the time and quality of the work itself. Point the level of skill, the behavioral skill range can be divided into 5 levels as follows: (1) Cognition is the ability for students to understand the correct principles of practice or to choose from a variety of interesting models. (2) Act according to the drawings or directions, which is a behavior that learners try to practice and repeat based on their interests in order to build skills or can work according to the instructions. (3) Once the action has been repeated and attempted to achieve accuracy in practice, finding correctness is a behavior that may be practiced on its own, without the use of guiding tools. (4) After settling on one's own style, the continuous action will continue to follow that pattern, allowing one to do complicated tasks swiftly, accurately, and fluently. (5) To operate in a natural manner, is a habit that is developed through time until it can be executed effortlessly and fluently. It comes naturally, and it demonstrates a high level of practical skill.

Music education management differs from other parts of education in several ways. Music measurement and evaluation principles are comparable to those used in educational measurements and evaluations such as aptitude testing and quantifying learning achievement. Satisfaction is a term that is used to describe how satisfied people are with their lives. Evaluation of the Mind Psychological testing and evaluation of a wide range of abilities. Because music is a matter of practice, the emphasis in music evaluation and evaluation is on measuring and evaluating learning achievement and range skills. As a result, measuring and evaluating learning performance is a way to more precisely identify learning achievement. Music can be classified into three categories based on how it is evaluated: [14]

1) "Music Aptitude Test" is a measure that can be used to predict future success, such as children who have good musical instrument skills. It is likely to be a good actor in the future. This measure measures what is inherent to the learner, which includes both holistic measurements such as competence or general skill in music or specific measurements as aural test.

2) "Music Achievement Test" is the creation of a test to evaluate the students' knowledge of music. There are 2 types: The first is a quiz that the teacher devised on his own. This method of measuring is typically used to assess only the class that the teacher instructs. The results of the evaluations are not compared to anybody else's. The standardized test was the second type, or the central examination. The majority of them are established by a panel of music subject matter experts as well as measurement and assessment experts. It goes through a process of academic preparation and testing until it is certain that it can be assessed appropriately as needed.

3) "Personal Preference Inventory" is used to evaluate results in order to assist students in learning and teachers in identifying areas for development. It could also be used to assist students in deciding which course to pursue.

### **Concept in production of music teachers in Thailand**

Music majors in the Higher Education Diploma level at Bansomdejchaopraya Rajabhat College with bachelor's degree level were the first to offer courses that explicitly focused on the production of music teachers in 1970. In 1976, the Department of Music at Srinakharinwirot University Prasarnmit and the Faculty of Education at Chulalongkorn University were both available for music majors. [15] The production of music teachers would focus on the process of transferring knowledge related to music, including the techniques and methods of teaching music in particular. It aimed to produce music teachers or music educators who were qualified and knowledgeable in teaching. The transfer of knowledge to learners develops learning management skills. To manage music-related education both within and outside the school system. The creation of research and development of new knowledge was beneficial to the academic circle of music education, which results in effective academic development in society

The management of education in the music teacher production disciplines in each course is similar. It was a course that focuses on education subjects and music subjects. Other than music knowledge, the contemporary music, instructors should have the following knowledge, talents, and teaching skills. In order to address the needs of basic education curricula, schools, communities, and societies, basic education curricula, schools, communities, and societies must be in step with societal trends and graduates must be prepared to pursue future vocations. Therefore, experience in courses or supplementary activities on characteristics and other skills should be provided to music teacher students in order to emphasize the development of graduates' abilities in a comprehensive manner and enable those students to graduate to become quality music teachers. The changing trends and issues of national development in various fields would cause higher education in music adapting to the needs that arise in order to be a mechanism for creating balance in the society. This included teaching in relation to the graduate's curriculum and qualifications. Music is both a science and an art, and it takes time to teach it to both the desire of both students and teachers to help them develop intellectual, emotional, and practical abilities, which necessitates the use of specialized teaching approaches and procedures. [16] Therefore, music teachers need to have real knowledge of music subject matter, both theoretical and practical, enough to be used to teach students to understand and be able to play music. This deals with the techniques and methods of teaching music, especially in playing musical instruments in order to be able to apply to develop the skills of playing instruments, according to their own aptitude. By means of transferring knowledge in music, it must be done continuously step by step from easy to difficult for effective learning and transmission. The educational environment's trend in the next decade will lead to a learning society, the

development of music instruction, and the use of higher technology to solve learning management difficulties in order to construct an information system. Music education students will have greater capacity in teaching, supervision, and media production, and music will be crucial to society's survival. [17] Therefore, a good music teacher should think systematically and rationally. Able to apply scientific and mathematical principles in the thinking process. Able to analyze problems step by step and rationally solved the problem. Find the root cause of the problem and fix it on the spot. Able to create academic works by applying scientific principles. Beneficial for arranging in order in studying and researching information. Analyze data and summarize the results by learning principles and learning outcome standards according to the framework of the bachelor's degree qualifications Department of Education and Education. The National Qualifications Framework for Higher Education provides a standard for learning outcomes that are expected for graduate teachers to have 6 areas as follows: [18]

1) Moral and ethical values: Believe in yourself and be pleased to be a teacher. Full with idea and spirit, as a teacher, you should practice professional ethics in order to be a good role model for your students. Teachers must be able to handle and resolve moral and ethical issues in a way that is both correct and appropriate for society. In the workplace, logic must be used in conjunction with discretionary social norms. Finally, do not assist the plagiarizing or corruption of others' work.

2) Knowledge: understanding of teaching and learning principles, concepts, theories, and psychology. integrating Thai language proficiency, English language proficiency, innovation, information technology, and developments in various sciences to be used in the development of learners

3) Intellectual Skills: The ability to think, search, and analyze material from a variety of sources, including keeping up with developments in the digital world, which require teachers to initiate and produce new works. By drawing on research information and inventing new ways to improve learners' learning.

4) Interpersonal Skills and Responsibilities: Recognizing and caring for others' feelings. Understand how to provide a good example for the community or society. Having optimistic thoughts and good interpersonal relationships with those around you are among them. In addition, they must be responsible and scholarly leaders. capable of guiding and conveying correct knowledge to students.

5) Numerical analysis, communication, and technological skills: have the ability to appropriately analyze and synthesize quantitative and qualitative data. Teachers must also be able to select the language or format of presentation in a variety of formats using appropriate technology or innovation.

6) Having the ability to develop material and teaching activities in terms of learning management science approaches involving the use of diverse tools, whether media or technology, as well as effective assessment of learners in many contexts and places in which teachers must use their psychology understanding to assess each student. Organizing learning activities through hands-on practice in real-life circumstances, as well as putting the learners first. both inside and beyond the school, creating an environment rich in science, culture, and knowledge for students to study more effectively.

### **Conclusion**

In Thailand, music education has affected the concept of aesthetics in mental growth, resulting in the development of good physical and mental health. According to the empirical evidence, it has been determined that learning music is the capacity to combine spatial and imaginative talents within the brain, allowing both hemispheres to function in harmony. As a result, music is integrated in Thailand's educational curriculum. Its purpose is to promote physical, emotional, social, and intellectual growth. In terms of teaching and learning music in educational programs in Thailand, they are classified into 2 subject groups: (1) Theoretical group focusing on cognitive

domain learning, and (2) Practical subject groups which emphasizes on learning about affective domain and psychomotor domain. There are three sorts of teaching and learning outcomes: music aptitude test, music achievement test, and preference inventory. The development of music teachers became increasingly popular as music courses became more essential in the national school system. The music teacher training program in Thailand focuses on developing understanding of music subjects such as theory and practice of musical instruments, in line with the national framework for higher education qualifications.

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