

# Research on Music Education of “Double Tutor System” for Postgraduate Students in China and Belarus

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## Abstract

The construction of the “double tutor system” is a crucial link in promoting the comprehensive reform of professional master’s degree postgraduate education, and it is also a comprehensive work that involves the interests of primary stakeholders such as universities, enterprises and industry departments, tutors inside and outside the school, and postgraduate students. During the implementation of the “Double Tutor System”, due to the different interest demands of the main stakeholders and the mutual game between them, the contradictions between academic logic and market logic, internal development law of education and external development environment, personal value and social value are typical. Therefore, the Double Tutor of higher education has become the inevitable trend of education development in colleges and universities in today’s society, which is also a new type of school-enterprise joint training mode. A questionnaire survey was conducted for the master’s group as the research target. It also analyzes the relevant questions of the questionnaire, puts forward relevant feasible suggestions, and solves the relevant problems of the double tutor system for postgraduates in China and Belarus, to promote the training path of professional masters and promote the rapid development of new higher education models.

**Keywords:** Graduate students, Double tutor system, Music education research, China-Belarus

## **1. Introduction**

The dual tutoring system was developed based on the traditional tutoring system and group counseling for tutors. It originated from the American vocational degree education in the 20th century and is a postgraduate training system derived from the collaborative postgraduate training model (Liyan & Chunsheng, 2016). The dual-tutor system is expressed in a broad sense as the integration of theoretical basis and practical experience. In a narrow sense, graduate students have two professional tutors simultaneously. The professional tutors in the school are mainly responsible for the theoretical teaching and training of graduate students. The off-campus professional tutors are mainly responsible for the professional skills training and practical guidance of postgraduates, so that postgraduates can better adapt to the corporate environment in employment and meet the previous adaptability of employers. In a large amount of literature research, it is found that Chinese scholars have done much research on the double tutor system. Li Xiaoke believes that the current society's demand for talent urgently requires talents to improve their abilities in practice, and music education majors are based on music majors in many schools. Learning is the main body, and teacher education courses are often neglected (Xiaoke, 2017). Hu Shihong's research points out that "prospective music teachers" should be trained to be qualified music teachers. In addition to strict and systematic training and training in theory and practice, so that they can master the necessary knowledge and skills, a new type of music teacher is proposed: the training mode of the school double tutor system (Shihong, 2009).

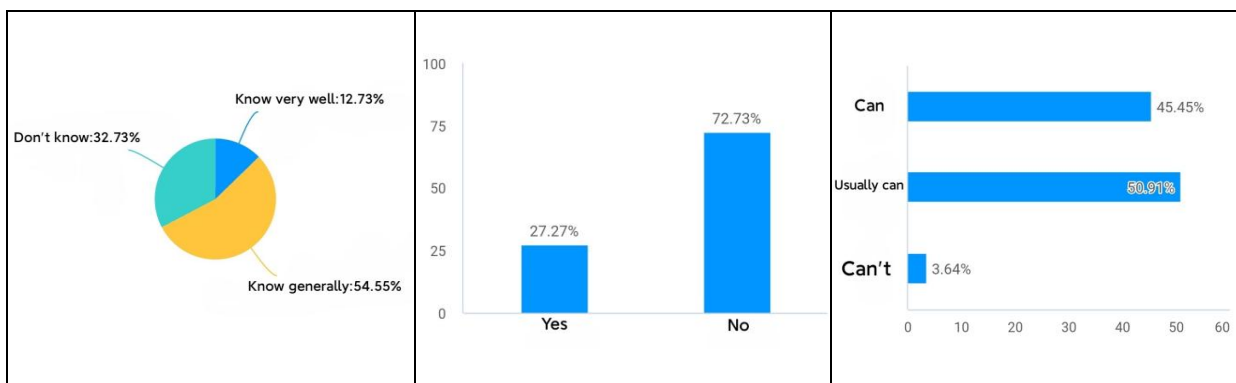
To sum up, the dual-tutor system not only brings innovation and development of postgraduate education, but also lays the foundation for postgraduates to enter social work. However, there are still many problems with the dual-tutor system in China, while the dual-tutor system education in Belarus is basically at a blank level, and research and teaching applications still need to be launched. Taking music education as an example, the professional practice of graduate students is an indispensable part of the learning process. Therefore, Double Tutor System is particularly important in the training process of music education graduates. It brings more than just carrying music. Academic theoretical knowledge is also a necessary means to have social practice experience. Because of its particularity, it is necessary to pay more attention to the combination of theory and practice; therefore, in order to further solve the relevant application problems of the double tutor system in higher education. This paper used the methods of literature research and questionnaire survey, this paper investigates the application of the dual Mentorship system for music education postgraduates in China and Belarus. This paper briefly discusses the existing problems, and further puts forward the scientific research ability training mode based on the Double Tutor to promote music education and the reform of the graduate education double tutor training mechanism.

## **2. The Implementation of the Double Tutor System for Music Education Majors in China and Belarus**

There are few cases of research on the dual-tutorial system in the two countries. In order to

understand the general implementation status of the dual-tutorial system for postgraduates majoring in music education in China and Belarus, the author conducted a questionnaire survey on some issues. The survey objects were 330 music education majors. Among them, 165 are graduate students majoring in music education from major universities in China, and the other 165 are majoring in music education from significant universities in Belarus. The questionnaire's content is in Appendix A, "Investigation and Research on the Dual-Tutor System for Music Education Postgraduates in China," and Appendix B, "Investigation and Research on the Dual-Tutor System for Belarusian Music Education Postgraduates." The statistical findings from the survey are presented in the statistical graph.

### 2.1 Implementation of the Double Tutor System for Chinese Music Education Majors

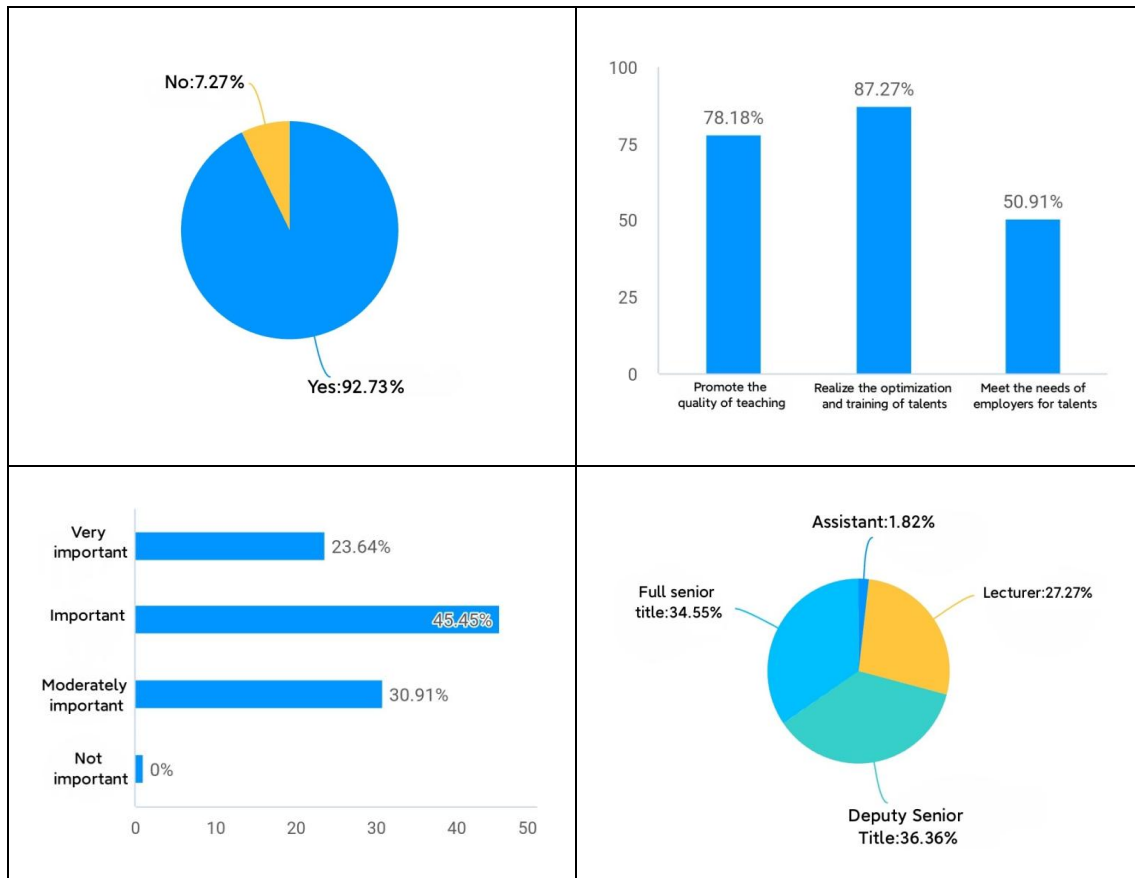


Figures 1-3

It can be seen from Figure 1 that the implementation of the dual-tutorial system in China needs to be more objective. The proportion of people who know the dual-tutorial system very well is the smallest, only 12.73%. The current educational popularisation of the dual tutoring system in China is not high.

In the question of whether the school implements the double-tutor system mentioned in the questionnaire, 72.73% of the graduate students said that the higher education did not implement the double-tutor system, and only 27.27% of the graduate students said that the higher education in their school implemented the double-tutor system. The questionnaire analysis shows that China still needs to popularize the dual-tutor system in higher education. Refer to Figure 2 for more information.

In the questionnaire analysis, 45.45% of the subjects thought it was possible to cooperate well with the guidance of on-campus tutors and external tutors, 50.91% of the subjects thought it was impossible, and 3.64% thought it was impossible. To sum up, although implementing dual-tutor is a good reform and innovation, many problems remain to be improved. It is necessary to strengthen the relationship between the tutors inside and outside the school to maximize the unique advantages of the dual-tutor system. See Figure 3 for additional information.



Figures 4-7

When investigating the role and views of the subjects on the double-tutor system, 78.18% of the subjects believed that it was to promote the quality of teaching, 87.27% of the subjects believed that it was to realize the optimization of talents training, and 50.91% of the subjects believed that it was to satisfy Employers' demand for talents, it can be seen from the above that most of the subjects prefer to realize the optimization and training of talents. Refer to Figure 4 for more information.

When investigating whether the double-tutor system compared with the single-tutor system can achieve greater benefits for all parties, only 7.27% chose "No", while the vast majority of subjects chose "Yes", accounting for 92.73%, which shows that the double-tutor system is superior to the traditional single-tutor system. Refer to Figure 5 for more information.

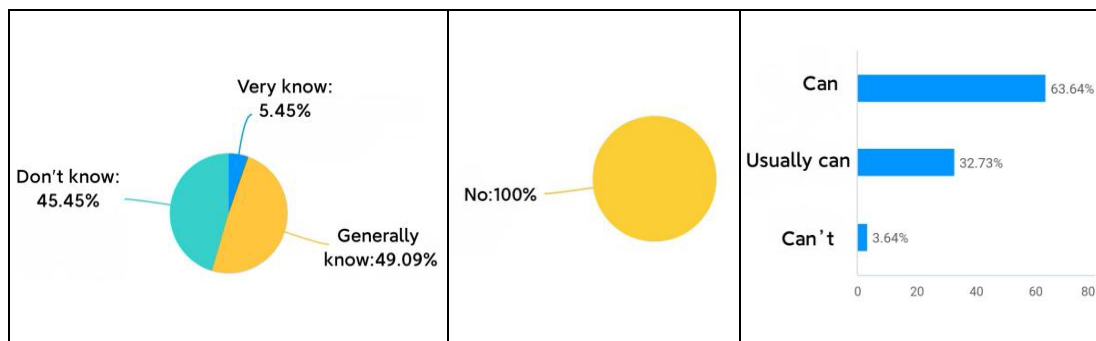
On the issue of whether the dual-tutor system is important, 23.64% of the subjects think it is very important, 45.45% of the subjects think it is important, 30.91% of the subjects think it is generally important, 0% of the subjects think it is not important, most The subjects all chose to be important, so it can be seen that the dual tutor system is an important system that cannot be ignored nowadays. Refer to Figure 6 for more information.

When investigating the subjects' intentional off-campus tutors, 1.82% of the subjects chose assistants, accounting for the least; 27.27% of the subjects chose lecturers; 34.55% of the

subjects chose senior professional titles; 36.36% of the subjects chose those who chose the deputy senior title accounted for the largest proportion. To sum up, most of the expected external tutors of the subjects are mostly concentrated in the senior professional titles and deputy senior professional titles. Therefore, the situation of external tutors is also an issue that we cannot ignore, and it will determine the dual tutors system of cultivation. Refer to Figure 7 for more information.

### 2.2 The Implementation of the Double Tutor System for Music Education Majors in Belarus

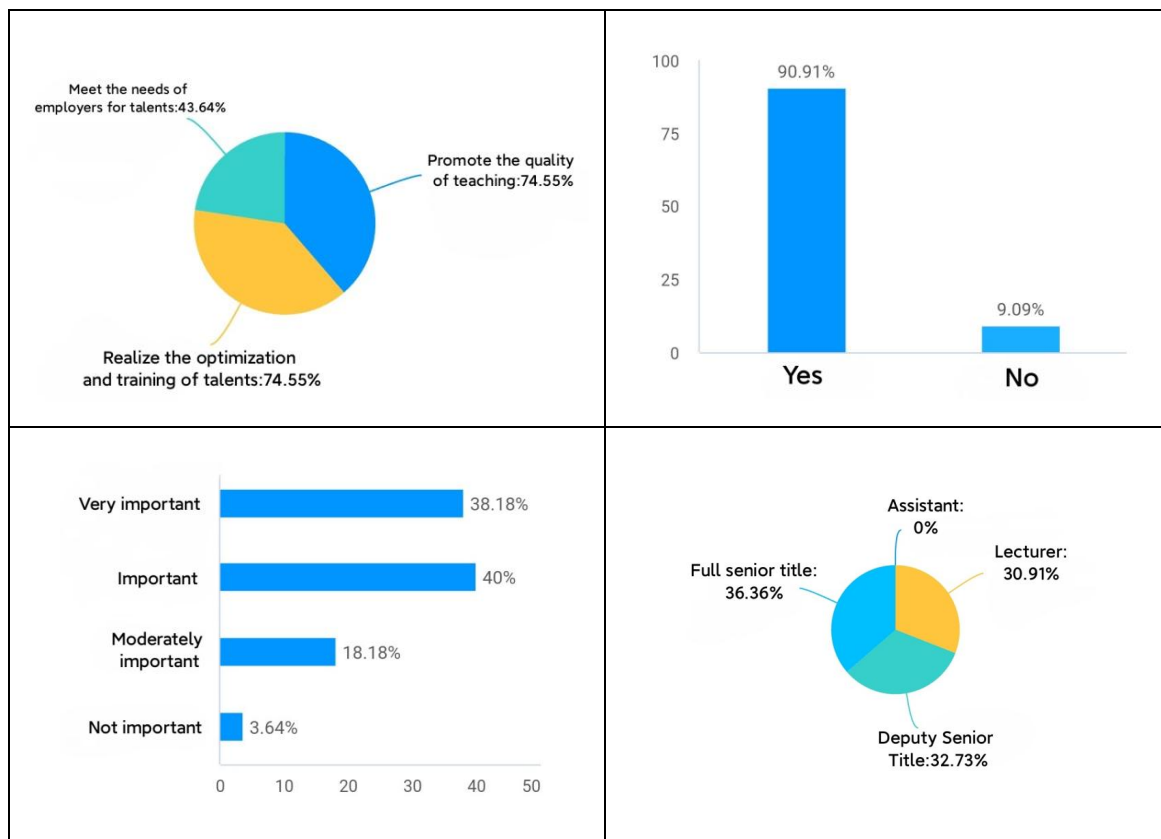
It can be seen from Figure 8 that in Belarus, postgraduate students majoring in music education need a deeper understanding of the dual-tutor system. Only 5.45% of them know it very well, and most of them have a general understanding, accounting for 49.1%. They don't understand it at all. The number of people also accounted for a relatively high proportion, reaching 45.45%. From this we may understand that the present dual-tutor system is not very popular in Belarus.



Figures 8-10

According to the survey in Figure 9, it can be seen that the proportion of the dual-tutorial system in the universities of the subjects is 0%, indicating that the dual-tutorial system has not yet been implemented in Belarusian universities.

When surveying and testing the subjects' opinions on whether the guidance of on-campus tutors and off-campus tutors can be interlinked, 63.64% of the subjects thought they could, 32.73% of the subjects thought it was not possible, and 3.64% of the subjects thought that No, it can be seen that the dual-tutor system has not been implemented in Belarus, but most of the subjects have confidence in the dual-tutor system. Refer to Figure 10 for more information.



Figures 11-14

When investigating the role and views of the subjects on the dual-tutor system, the proportion of issues such as promoting the quality of teaching and realizing the optimization and training of talents is the same and the highest, with 74.55%. 43.64% of the subjects believe that it can meet the needs of employers for talents. Refer to Figure 11 for details.

As shown in Figure 12, when investigating whether the double-tutor system can achieve greater benefits for all parties compared with the single-tutor system, 90.91% of the subjects said yes, and only 9.09% of the subjects said no, which shows that in Most of the subjects in Belarus have expectations for the dual-tutor system.

As shown in Figure 13, when investigating the educational degree of the dual-tutor system in today's postgraduate training, 38.18% of the subjects considered it very important, 40% of the subjects considered it important, 18.18% considered it generally important, and only 3.64 % of the subjects think it is not important, therefore, most of the subjects think that the dual-tutor system plays an important role in today's world.

As shown in Figure 14, when surveying the subjects' intentional off-campus tutors, the largest proportion is the tutors with senior professional titles, accounting for 36.36%, followed by tutors with senior deputy titles, accounting for 32.73%, and the third is lecturers, accounting for 30.91%. The ratio is 30.91%, while the proportion of assistants is 0%, which shows that the subjects all hope to be at least lecturers and above-level tutors, and have high

expectations for professional qualification titles.

### **3. Existing Problems and Suggestions for Improvement in the Implementation of the Double Tutor System for Music Education Majors in China and Belarus**

#### *3.1 Existing Problems in the Implementation of the Double Tutor System for Music Education Majors in China and Belarus*

Higher education researcher Xiaoshi (2020) mentioned that the dual-tutor system should be a joint training of students by tutors inside and outside the school, in order to allow students to better integrate into society, and it should be a cooperative relationship. However, tutors inside and outside the school belong to different educational organizations. Limited by time and space, there are few opportunities for communication between the two, and the process of cultivating students is also very different. This has led to two separate modes of cultivating students. And Qi Yao also put forward a similar point of view. From another perspective, although the on-campus tutor and the off-campus tutor are in a cooperative relationship in name, but from the actual situation of postgraduate training, there is not much difference between the two connections (Yao, 2017). The dual-tutor system aims to cooperate with on-campus and off-campus tutors to train students jointly. Compared with the single tutor system, it is more conducive to the development of students. However, the author through the questionnaire survey method and the literature research method research shows that the cooperation between the tutors in China's double tutor system is not strong. Due to the different teaching positions of tutors, on-campus tutors have been engaged in theoretical research for a long time, while off-campus tutors have been engaged in front-line teaching practice work for a long time. Such an overly paranoid teaching situation leads to students seemingly having two tutors, but in fact there is a lack of cooperation and communication between tutors inside and outside the school. As a result, the guidance of the two tutors to the students cannot be closely integrated, and it is difficult to achieve the integration of production and education.

The division of responsibilities between on-campus and off-campus tutors needs to be clarified. Under normal circumstances, all colleges and universities formulate relevant job responsibilities for on-campus tutors, and only a very small number of graduate schools have formulated relevant job responsibilities for professional degree postgraduate tutors. For example: Beijing Normal University stipulates in detail the responsibilities of on-campus supervisors in the Regulations for Supervisors of Postgraduates with Professional Degrees, but does not mention the duties of tutors outside the school; and in the recruitment methods for supervisors of Postgraduates with Professional Degrees in Hunan University, although it stipulates the duties of tutors outside the school, but not specific and only a few short ones. There is no detailed division of the supervisor's responsibilities in the recruitment method of practical supervisors for Master's degree graduate students in Zhejiang Normal University (Anonymous, 2014). Today, with the gradual implementation of the dual-tutor system, only a few graduate schools have issued relevant documents to clarify the specific responsibilities of external tutors, and most universities have not formulated standards for external tutors, so that in the implementation of the dual-tutor system In the process, it is difficult for external

tutors to clarify their responsibilities and exert their own value, which leads to the fact that the dual tutor system is formalized and does not produce specific value.

The second is the lack of an evaluation system for off-campus tutors. Most colleges and universities have developed a series of evaluation systems for on-campus tutors, but they are quite scarce for off-campus tutors. Many off-campus tutors only pay attention to their daily work and do not pay attention to the practical results of graduate students on time. Therefore, the lack of a dual-tutor system evaluation and assessment system lacks a complete reward and punishment mechanism, so that off-campus tutors have no sense of belonging to their mission. This leads to a lack of emphasis on the training of postgraduates by external tutors, which seriously loses the value of external tutors.

On the contrary, Belarus has adopted two types of courses, ‘lectures’ and ‘practical exercises’, in the teaching of postgraduate students, but the education system is still not perfect, because ‘practical exercises’ only rely on the practice in the classroom, and the objects in the practice process are. Therefore, the “Practical Practice” class is more about mastering teaching methods. However, in the teaching process, in addition to teaching methods, you also need to pay attention to students’ emotional feedback and adjust your own teaching in a timely manner. Accomplish teach students in accordance of their aptitude. The “double tutor system” can solve these problems very well. In the university, graduate students receive theoretical courses and the guidance of scientific researchers as usual, but they have to go to the school for field teaching with practical tutors outside the school every week, combining theory with practice. At present, the dual-tutor education in Belarus still exists and needs to be improved. How to introduce a dual mentor system is also a problem faced by researchers.

### *3.2 Suggestions for Improving the Implementation of the Double Tutor System for Music Education Majors in China and Belarus*

Establish a good cooperative relationship between internal and external tutors: In the process of cultivating postgraduates, establishing a good cooperative relationship between internal and external tutors will play a vital role in the development of postgraduates, which can be established by offering cooperative courses and establishing a communication platform. Good cooperation with tutors inside and outside the school. Universities can arrange specific time, places and themes, and organize internal and external tutors and postgraduate students to carry out lectures, conferences, practical simulation classrooms and other related courses, so that excellent tutors outside the school can also enter the classroom, bringing research and practice to postgraduate students. Integrated new courses, at the same time, on-campus tutors can also directly and clearly understand the latest developments of the major. Through the course activities carried out by both internal and external tutors and postgraduate students, the mutual understanding between internal and external tutors and postgraduate students can be promoted and deepened. Forming a good cooperative relationship and enhancing mutual affection. Two-way tutors can further strengthen the communication between tutors inside and outside the school by establishing a platform for mutual communication. External tutors are required to join in on the content of on-campus courses and thesis topic selection, opening, and defense; on-campus tutors are also required for practical parts. Participate in the whole



process, so that the tutors both inside and outside the school can take a step towards each other. In addition, tutors inside and outside the school can also keep in touch through meetings or network communication tools, such as phone calls, text messages, WeChat, etc., so as to keep abreast of the students' situation and make timely communication feedback adjustments. It also allows students to combine knowledge and skills to avoid the problem of disconnection between production and research.

Clarify the division of responsibilities of on-campus and on-campus tutors: the dual-tutor system essentially requires both on-campus and on-campus tutors to participate in the entire training of postgraduate students. More targeted guidance. On-campus tutors should pay attention to the overall development of students, including life, study, and future work. In addition, they should also pay attention to students' scientific research, provide timely guidance and follow-up, and actively communicate with external tutors about the specific situation of students in all aspects, so that Yu off-campus tutors make timely practical guidance plans. The off-campus tutor is an important role in guiding students to apply the knowledge they have learned to professional practice. It mainly cultivates students' practical ability. The off-campus tutor should actively participate in the student's scientific research projects and related topics of thesis, and tailor the practice suitable for the student. Plan, maintain regular contact with the tutors in the school, and participate in the student training plan together, so that the quality of master's training can achieve a qualitative leap.

Establish an evaluation system for off-campus tutors: a tutor is not only a qualification, but also a position; since it is a position, it must have clear responsibilities and a corresponding evaluation system (Noye, 2004). In response to the shortcomings of the assessment system for applied graduate supervisors, universities should develop a comprehensive assessment system, fully understand the differences between applied and academic graduate students, and establish a reasonable assessment cycle and indicators (Wenhui et al., 2008). The expectation theory of management believes that the stimulation of individual motivation includes three aspects: one is effort—effect expectation; the other is performance—result expectation; the third is valence (Wenhui et al., 2008). Therefore, colleges and universities can formulate various assessment standards and reward and punishment mechanisms to fully mobilize tutors' enthusiasm and improve their sense of responsibility.

Finally, various assessment standards for external tutors are formulated: firstly, the scientific research and practice of external tutors should be included in the assessment, and the guidance of students' scientific research achievements should be used as the main assessment indicators for tutor performance; secondly, a competition mechanism needs to be added to ensure the survival of the fittest. Tutors who fail the assessment will withdraw, enhance the sense of competition among the tutors, and inject new vitality into the double-tutor team; finally, set up a reward and punishment mechanism, link the assessment results of the tutors with the company's title and salary, and set up allowances, which can be provided for excellent off-campus tutors. Preferential conditions for studying abroad, visiting scholars, honorary professors, etc., and criticize or even dismiss tutors who fail the assessment depending on the situation. The school's training quality will cultivate more application-oriented and compound talents for society.

The double tutor system should be introduced for Belarus: In order to improve the quality of education, the double tutor system can be introduced into the existing education system of Belarus. Belarus currently adopts two types of courses, ‘lecture’ and ‘practice’, in the postgraduate stage. According to the current educational situation in Belarus, using the dual-tutor system for teaching in the postgraduate stage is very suitable. In the postgraduate stage, there are the “lecture” class that focuses on theory and the “practical exercise” class that focuses on practice, but whether it is a “lecture” class or a “practical exercise” class, they are all limited to university classrooms, and do not really allow graduate students into teaching, apply the theoretical knowledge learned in practice. The root of the problem is that the teachers who teach the courses belong to the teachers in the school, and their resources are relatively limited. Therefore, the introduction of the double tutor system can solve this problem very well and increase the number of teachers outside the school. The role of a tutor will be more conducive to cultivating students’ practical ability, so that students’ theoretical knowledge will blossom and shine in practice, and then improve the overall teaching level of postgraduate students.

Belarusian postgraduates should increase the promotion of double-tutor system “into the classroom” teaching activities every week: under the leadership of off-campus tutors, postgraduates will truly enter the classroom to participate in teaching. In this process, postgraduates will personally prepare the teaching plans, including teaching methods, teaching methods, teaching design, etc., will also be truly integrated into the classroom, impart knowledge and experience to students, exercise their ability to face various situations and emergencies in the classroom, and fully understand. Realize your own strengths and weaknesses, maintain an attitude of carrying forward own strengths, keep clear about your own weaknesses and work hard to correct them, truly organically combine theory with practice, grow through exercise again and again, and find your own Teaching style, grow into a new generation of excellent teachers.

#### **4. Conclusion and Prospect**

Postgraduate teaching skills training based on the “double tutor system” can better enable postgraduates to combine teaching theory and practice, adapt to the real working conditions in advance, and make full preparations for faster and better adaptation to social work after graduation.

First of all, in the implementation process, on the one hand, it is necessary to establish a reasonable and effective cooperation mechanism in order to promote the smooth implementation of the “double tutor system”. Moreover, various education administrative departments must take the lead in establishing a collaborative cultivation system supported by university organizations and companies. Powers and responsibilities, especially the work arrangement and evaluation mechanism for external tutors, require the university’s administrative department’s participation. On the other hand, it is necessary to establish a good cooperative relationship between internal and external tutors, and clarify the division of responsibilities between internal and external tutors, so as to better promote and deepen the mutual understanding between internal and external tutors and master students, form a good

cooperative relationship, and enhance mutual research cooperation.

Secondly, an evaluation system for off-campus tutors and various assessment standards for off-campus tutors should be formulated, so that the tutors can be motivated from the root to truly attach importance to this work and enhance the sense of responsibility of the tutors; In addition to the fees, opportunities to study abroad with excellent off-campus tutors and related honors such as honorary professors should also be given, so that off-campus tutors can get full application value in the process of instructing teachers on their postgraduate practical ability. On-campus university teachers should also use the academic resources of universities to help external tutors improve their scientific research while guiding graduate students' theoretical knowledge. This is also an important factor for the continuation of the "double tutor system". Based on this, the dual-tutor system can be carried out better, and in order to promote better cooperation between on-campus and off-campus tutors, the jointly responsible area guides the theoretical and practical abilities of postgraduates to achieve a win-win situation.

In the end, the author made a full analysis of the dual-tutorial system, pointed out the existing problems in China and Belarus, and gave reasonable suggestions for the existing problems of the dual-tutorial system for Chinese graduate students. I also hope that Belarus can introduce the dual-tutorial system as soon as possible in classroom. Therefore, the author hopes that the dual-tutor system is not just a slogan and a form, but should be implemented in every aspect, so that every graduate student can receive dual guidance from tutors inside and outside the school, combine theory with practice, and promote Graduate students can broaden their employment channels, adapt to the scope of social work in advance, cultivate social work ability, and be able to achieve their dreams in their own positions and write a beautiful chapter for their lives.

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