Journal of Neonatal Surgery
ISSN(Online): 2226-0439
Vol. 14, Issue 12s (2025)
https://www.jneonatalsurg.com

OPEN ACCESS

Research Of The Trend In The Piano Training And The Music Knowledge In China From The 20th To The 21st Century, Including A Concentrating On Guang XI Province As A Case Study

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Cite this paper as: Bai Yun, Lubna Ali, (2025) Research Of The Trend In The Piano Training And The Music Knowledge In China From The 20th To The 21st Century, Including A Concentrating On Guang XI Province As A Case Study. *Journal of Neonatal Surgery*, 14 (12s), 363-368.

ABSTRACT

In recent years, gamification has become an integral part of both conventional classroom teaching and online learning settings at all educational levels. Due to the good impacts on student motivation and the effectiveness of the learning process, gamification methods are being used more and more by educational institutions. To facilitate the integration of digital games into the learning-teaching process, this paper presents a game-based teaching-learning environment. The emphasis on practical experience makes this environment perfect for online accounting skill development. The article's game-based virtual classroom has been successfully implemented for many years, and the quantity of students actively participating in class has been steadily increasing, all because gamification is gaining popularity at the university level.

Keywords: *Administration of virtual classrooms, learning management systems, electronic education, gamified teaching, educational settings, and gamified learning spaces.*

1. INTRODUCTION

Upon acceptance, students will have access to the VLE, where they may enroll in courses, see course materials, submit assignments, and interact with instructors and classmates. Several parties, such as administrators, teachers, and students, make use of virtual learning environments (Baidu Baike, 2020). Virtual learning environments (VLEs) play a significant role in online education. University administrative functions are included within the VLE. Student information, grades, and administrative reports are just a few of the many things that virtual learning environments (VLEs) handle. Enrollment in virtual learning environments is a feature it provides. The virtual learning environment holds all the course content, including the lectures. The professor receives the exam results automatically. The virtual learning environment (VLE) communications hub includes features including chat, email, and multimedia teleconferencing. Teachers may also find resources for making their own VLE content, as well as instructions on how to do so. The course description also includes the professor's daily tasks when it is available to students. People are eager to consume interactive media that takes use of modern technological developments. Educational games, or serious games, are video games with interactive features that aim to educate and amuse players in a variety of domains, such as health, marketing, education, and more. The research looks at how educationally beneficial effective serious games are. In addition, it highlights the importance of tutoring in helping students learn, as well as the potential abilities and skills that may be acquired via these games. During socioeconomic and financial problems, people must be future-focused and in harmony with societal objectives. Serious games are well-suited for these tasks and successfully convey both message and principles. Human happiness, knowledge gain, and cultural preservation all hinge on the capacity to learn. Produces monetary gain. Considering the many impending threats to humankind, it is more crucial than ever to invest in education to achieve liberty, equality, and harmony. A more deep and peaceful kind of human growth may be fostered via education, which also helps to reduce inequality, injustice, marginalization, ignorance, and conflict. A person's learning process starts at birth and never ends. During the course of a lifetime. A child's education is not complete until they have learned all there is to know, whether in a school, library, playground, or workplace. In school, kids gain knowledge about the world, themselves, and the fundamentals of science (Baidu Baike, 2021). Greater efficiency is the result of improved knowledge, skills, and attitudes brought about by education. More career paths open available to pupils as they go through primary, secondary, and tertiary education, including those in the medical, engineering, scientific, nursing, and teaching fields. When both the natural and human resources are improved, the economy thrives. There has been ongoing worry around internet communities and associated communication technologies. Despite decades of study, the optimal structure for virtual learning groups (VLGs) to maximize participation and productivity is still unknown. This study examines studies on successful teaching and learning for virtual learning groups, with a focus on key theoretical viewpoints on the interaction of virtual communication and its effects on the effectiveness and efficiency of these groups. disagreements about literature and virtual communities. Lastly, it wraps up with suggestions for creating a deep-learning environment that students love (Beethoven, 2021).

2. BACKGROUND OF THE STUDY

To capture students' attention and motivate them to study, instructional games use the engaging aspect of video games. The ability of children's software to enhance learning could be accounted for by brain areas associated with attention and arousal, according to long-standing studies on the psychological and cognitive financial incentives generated by video games. Lamb claims that most instructional video games fall into one of three categories. Educational simulations, serious games, and serious educational games are the three main categories of educational virtual environments. The first kind is an attempt at a realistic simulation in two dimensions using interactive virtual environments. 3D virtual games that teach transferable skills via the use of real-world examples are called serious games. Despite their similarities, serious educational games provide instructional information in a very different way. There is a growing body of empirical research that suggests educational games might improve learning outcomes and lead to more generalized cognitive advances in the fields of medicine and science. The most recent meta-analysis compared the effectiveness of several types of educational games to find out if the results varied by genre. The precise magnitude of this benefit varied by game genre, game dimension, and learning situation, but a quantitative evaluation of 46 research found that educational games substantially increased learning results. To be more specific, although instructional games in 3D did improve learning outcomes, those in 2D and mixed formats did not. When comparing the learning effects of various types of simulators, serious educational games showed a much larger impact size. Compared to elementary school (grades 6-8) instructional games, those played in junior high (grades 9-12) had a small but discernible impact on student achievement. Based on the idea that practicing a skill more often will lead to better results, the most effective learning games were those that centered on the skill itself. Perhaps even more important is the transferability of these talents to other contexts. In terms of educational applications, this meta-analysis identifies two major ones. Before moving on, a teacher should give careful thought to the specific educational game they choose to use. Findings like these lend credence to the idea that, before introducing serious educational games into the classroom, it is essential to catalog their instructional elements to make the most of their educational potential. Secondly, some developmental factors may dictate the use of instructional gaming treatments. The research shows that middle school students learn more from educational games than high school students do from the same games. Benzing et al. (2019) found that students' educational demands change as they go through their academic careers, which might explain this phenomenon (Gao Qian, 2021).

3. LITERATURE REVIEW

Educational games, when supplemented with more conventional methods of classroom instruction, are undeniably beneficial. investigated how the rapid proliferation of ever-more-advanced technology is influencing every part of society, causing major shifts in the character and location of employment, in how individuals, groups, and nations view and define themselves, and in the suggested organizational structures for educational institutions. describe the rise of edutainment—which encompasses instructional PC games and other forms of entertainment that double as educational tools—due to its ability to engage audiences while simultaneously disseminating information. Recognizing and categorizing games with the potential to serve an educational function is more challenging than it seems. They are seen as distinct clusters by some, but as a continuous range by others. emphasised the importance of using games in the classroom, pointing out that they may help pupils retain information and build their fundamental cognitive capacities. In addition to boosting students' confidence, games may help level the playing field between fast and slow learners. Whatever the situation may be, the application of learning theories is crucial to the success of higher education. Important to constructivist pedagogy in computer science education is the idea that, given the right conditions, students may learn to solve problems independently. osmosis and settling allow students to build upon what they already know. In contrast to settling, which is making one's own adjustments considering new information, osmosis is the process of incorporating new information into one's internal structure. One example is the cyclical pattern that scientists have proven to govern learning: new information is built onto an existing body of knowledge, and this body of knowledge is then used as a foundation for future growth. Thinking about old and new information is another way the mind learns new things. According to (Koivisto & Kivijrvi., 2020), in developing an educational game, it is essential to consider the players' desire to learn. Additional elements may be added to online virtual learning environments to help students connect more deeply with course material and their peers. Specifically, a multitude of digital structures may be used by Coventry University. Included as well is the second-year computer science subject "Physics for Computer Graphics," which will be added to the system. Finally, to determine the virtual learning environment's efficacy in promoting learning, large-scale assessment studies should be conducted online. Most students have made significant progress in the following areas: sustainability, teamwork, solidarity, progress, innovation, problem-solving, power-efficiency, mathematical specificity, initiative, goal-attainment, result-orientation, flexibility, and working with the environment. This data is derived from the Game of Island and an ordinary least squares model. As the econometric model's findings show, gaming does, in fact, improve classroom instruction (Oğuzhan & Burak., 2020).

4. RESEARCH QUESTIONS

- What is the impact of motivation on learning environments?

5. RESEARCH METHODOLOGY

Quantitative research pertains to investigations that analyze numerical data of variables via one or several statistical models. The social environment may be more effectively analyzed via quantitative research. Academics often use quantitative methods to investigate issues affecting specific persons. Graphically represented objective data is a derivative of quantitative research. Numerical data is essential for quantitative research and must be gathered and examined systematically. Their assistance enables the calculation of averages, the formulation of forecasts, the identification of correlations, and the extrapolation of results to broader populations.

5.1 Research design

SPSS version 25 was used to analyze quantitative data. In the analysis of the statistical link, the odds ratio and 95% confidence interval were used to ascertain its direction and magnitude. The researchers proposed a statistically significant criterion of $p < 0.05$. A descriptive analysis was used to discern the primary components of the data. Data obtained via polls, surveys, and questionnaires, or modified by computational tools to enhance existing statistical data, is often analyzed using mathematical, numerical, or statistical methodologies using quantitative techniques.

5.2 Sampling:

After pilot research with 30 Chinese Researcher, 1200 Rao-soft pupils were included in the final Investors. Male and female Researcher were picked at random and then given a total of 1342 surveys to fill out. A total of 1112 questionnaires were used for the calculation after 1132 were received and 20 were rejected due to incompleteness.

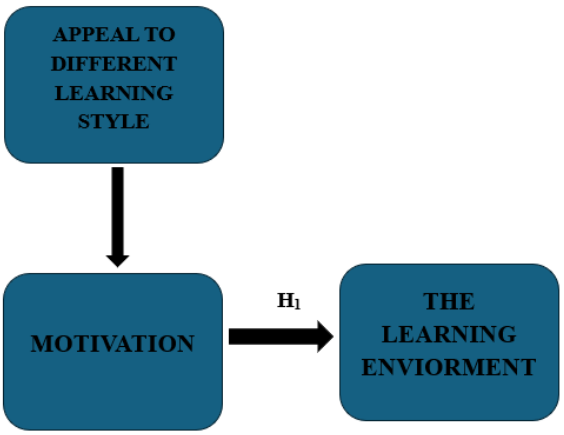
5.3 Data and Measurement:

A questionnaire served as the primary data gathering tool for the study. The survey had two sections: (A) General demographic information and (B) Responses on online and offline channel characteristics measured on a 5-point Likert scale. Secondary data was acquired from many sources, mostly via online databases.

5.4 Statistical software: The statistical analysis was conducted using SPSS 25 and MS-Excel.

5.5 Statistical Tools: To grasp the fundamental character of the data, descriptive analysis was used. The researcher is required to analyse the data using ANOVA.

6. CONCEPTUAL FRAMEWORK



7. RESULT

- **Factor Analysis**

A common use of Factor Analysis (FA) is to ascertain the presence of latent variables within observable data. In the absence of readily discernible visual or diagnostic indicators, it is customary to use regression coefficients to provide ratings. In FA, models are crucial for success. The objectives of modeling are to identify errors, intrusions, and evident correlations. A method to evaluate datasets generated by multiple regression analyses is using the Kaiser-Meyer-Olkin (KMO) Test. They confirm that the model and sample variables are representative. The data exhibits duplication, as shown by the figures. Reduced proportions facilitate comprehension of the data. The output for KMO ranges from zero to one. If the KMO value ranges from 0.8 to 1, the sample size is deemed adequate. These are the allowable limits, as per Kaiser: The subsequent

approval requirements established by Kaiser are as follows: A lamentable 0.050 to 0.059, subpar 0.60 to 0.69 Middle grades often reside within the range of 0.70 to 0.79. Exhibiting a quality point score between 0.80 and 0.89. They are astonished by the range of 0.90 to 1.00. Table 1: KMO and Bartlett's Test for Sampling Adequacy Kaiser-Meyer-Olkin measurement: .980 The outcomes of Bartlett's test of sphericity are as follows: Approximately chi-square, degrees of freedom = 190, significance = 0.000 This confirms the legitimacy of claims made just for sampling purposes. Researchers used Bartlett's Test of Sphericity to ascertain the significance of the correlation matrices. A Kaiser-Meyer-Olkin value of 0.980 indicates that the sample is sufficient. The p-value is 0.00 according to Bartlett's sphericity test. A positive outcome from Bartlett's sphericity test indicates that the correlation matrix is not an identity matrix.

Table 10: KMO and Bartlett's

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.980
Bartlett's Test of Sphericity	**Approx. Chi-Square**	3252.968
	df	190
	Sig.	.000

In addition, Bartlett's Test of Sphericity provided further evidence that the correlation matrices were statistically significant. Kaiser-Meyer-Olkin sampling requires a value of 0.980 to be considered satisfactory. The researchers used Bartlett's sphericity test and got a p-value of 0.00. After running Bartlett's sphericity test, it was determined that the correlation matrix was not really a correlation matrix.

- **INDEPENDENT VARIABLE**
  - **Appeal To Different Learning Style**

To put it simply, "learning styles" are diverse approaches to acquiring, processing, expressing, and retaining knowledge (Mawusi et al., 2020). Everyone learns best in one of four main ways: visually, aurally, kinesthetically, or by reading and writing. Make a graphic for those who learn best visually. To help the arguments stand out, use visually appealing charts, graphs, and pictures. Make use of the voice if a person learns best via auditory experiences. Craft an interesting story to start. Craft an interactive activity for students that learn best via movement. To accommodate students with varying preferences in how they learn best, try combining visual, aural, and kinesthetic elements into the courses. Visual aids, group discussions, and practical exercises are a few examples.

- **FACTOR**
  - **Motivation**

An individual's intrinsic drive to act in pursuit of their goals is known as motivation. Commonly, it's thought of as a driving factor that clarifies the timing of an action's initiation, continuation, or termination in living beings. The exact nature of this phenomena is up for debate because of how complicated it is. The opposite of motivation is amotivation, which means to be uninterested or unmotivated. Psychology, neurology, motivation science, and even philosophy have all delved into the study of motivation. The three main characteristics of a motivating state are its direction, intensity, and duration. A motivating state follows a trajectory determined by its endpoint. Whether or whether the state is put into action and the amount of effort put forward are both influenced by intensity, which is the strength of the state. How long a person is prepared to put themselves into anything is called their persistence. An individual's motivation often consists of two stages: the first involves setting a goal, and the second involves making efforts to achieve that objective (Avanzini et al., 2020).

- **DEPENDENT VARIABLE**
  - **The Learning Environment**

Depending on the context, a "learning environment" might be anywhere from a student's house to a school in another nation. Some people prefer this term over "classroom," which makes people think of a stuffy old school with rows of desks and a chalkboard and doesn't do justice to the many other places kids might learn, like a park. Educators' strategies for fostering student learning, such as using classrooms as miniature versions of real-world ecosystems, dividing students into desk groups, decorating the walls with educational materials, and incorporating digital, visual, and auditory technologies, are also part of the prevailing ethos and characteristics of a school or class. School regulations, organizational structures, and other factors may also be considered components of a "learning environment" because of the multiplicity of factors that impact the

characteristics and qualities of such a place (Baydag, 2020).

- **Relationship Between Motivation and Learning Environment**

Educational psychology, corporate training, and individual growth all revolve on the connection between intrinsic motivation and the learning environment. Students are more likely to participate, stay on the course, and achieve their goals when they are in a safe and encouraging classroom. This connection is examined further below: The term "motivation" describes the inner urge or external rewards that push people to act in pursuit of their objectives. One source of inspiration for education is: Driven by internal forces like interest, curiosity, or a need for self-improvement, this kind of motivation is known as intrinsic motivation. Extrinsic Motivation: Influenced by things outside of oneself, such praise, status, or opportunities for growth in one's profession. Every aspect of a person's physical, social, and mental surroundings may be considered part of their learning environment. This part covers the tangibles, such as the classroom's furniture, lighting, accessibility, and supplies. Interactions with classmates, teachers, and other members of the class make up the social climate. The psychological setting includes a sense of security, positive reinforcement, and assistance. There is a strong relationship between intrinsic motivation and the classroom setting. Learners may be more motivated, both internally and externally, to reach their maximum potential in an encouraging, interesting, and helpful classroom setting. On the other side, motivation and learning results may be negatively impacted by an environment that is badly constructed. Educators and trainers may foster a lifelong love of learning and growth by carefully planning and executing the classroom setting (Walton, 2020).

- ***H_{01}: There Is No Significant Relationship Between Motivation and Learning Environment.***
- ***H_1: There Is a Significant Relationship Between Motivation and Learning Environment.***

Table 2: H_1 ANOVA Test

ANOVA					
Sum					
	Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
Between Groups	39588.620	312	5655.517	619.312	.000
Within Groups	492.770	799	5.356		
Total	40081.390	1111			

This investigation yields remarkable results. The F value is 619.312, achieving significance with a p-value of .000, which is below the .05 alpha threshold. This means ***H_1: "There is a significant relationship between Motivation and Learning Environment"*** is accepted and the null hypothesis is rejected.

8. CONCLUSION

looked at the accounting class's e-learning platform to see "how learning might become a game" (Bennett et al., 2020) and to have a better grasp of the technological and pedagogical-methodological possibilities for combining gaming with learning. The widespread use of information and communication technologies has unleashed enormous latent powers that should be put to use in all areas of scientific endeavor, including classroom instruction, but this does not necessarily need a paradigm change in accounting education. Gamified classrooms, in which digital games take the place of more conventional forms of instruction like lectures, books, and homework, are on the rise, but this should not be misunderstood as a harbinger of the end of conventional education. An important part of this strategy is carefully considering how to use digital and virtual resources in the classroom, as well as how these innovations may affect future pedagogical trends. Students and educators alike need to believe that educational games can impart knowledge in any field, whether it law, history, chemistry, sociology, or military-technical information, for the use of digital games and game-based learning to be a success in the professional world. To create an effective learning environment, online educators need to have a range of perspectives. In living learning environments, children flourish in all aspects of their development, including learning to be independent, social, communicative, and creative. In addition, it needs to foster the development of cutting-edge specialized abilities. A classroom fit for a prince could be within reach with the assistance of today's ICT resources. For these reasons, "game-based learning" is gaining traction as a possible substitute (Wallbaum, 2020).

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