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Problems In China's College Music Teaching in Recent Years

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ABSTRACT

With the continuous improvement of my country's education system reform, music education has also played aesthetic education to some extent, which is important for national cultivated composite talents in the new era. With the continuous advancement of higher education reform, major colleges and universities actively explore comprehensive quality education, to gradually transform a single professional education, carry out effective quality education, and promote students to continue to strengthen their own capacity and quality. As an artistic course in human discipline education, music education can improve students' comprehensive quality. This paper analyzes the lack of higher education music teaching, avoiding the further impact of traditional concepts on music education, and comprehensively enhances the overall level of college music education.

Keywords: College; Music Education; Existing Problems; Resolution Countermeasures

1. INTRODUCTION

Colleges and universities are an important base for music talents. At present, my country's local integrated university music education is in new, rare development opportunities, which can highlight their discipline characteristics and local advantages, and can also serve the current development of social development; it can also reflect the superiority of the national mismatics discipline layout. It is also possible to reflect its irreplaceability. Based on the actual situation of local integrated university music education, we analyzed the historical mission of the music teaching in today's era, tried to crack the problems in music education teaching, and strive to explore the path and methods of music education teaching reform.

In college music education, due to the influence of traditional concepts and teaching content, music education is difficult to make peace of mind, seriously hindering the overall level of college music education, the reform of college education innovation is in full swing, realizing the reform of college music education, also new the inevitable demand for education development under the situation.

2. RESEARCH METHOD

During this study, the literature collection research method: through various network information resources such as China How to collect a large number of data analysis collections, review all relevant references and academic materials at home and abroad, summarize the analysis and summarize the research results of predecessors. Provide a related academic reference for the writing of the article. Secondly, the empirical research method is used to provide real, precise research information, especially in 2017-2021, and the development, problem, countermeasures, etc. Research.

III. DISCUSSION

3.1 The importance of music teaching reform in colleges and universities

Music education is the main medium of quality education in the education teaching system in colleges and universities. The quality of students in the new era is the core of talents. The music discipline must not only reflect their own discipline, but also art education, and gradually implement quality education. All required requirements, so the reform of college music teaching is not only the reform of teaching content and teaching model, but also introduces new educational concepts, starting from basic education reform, do quality education and music education, and comprehensively promote students' personalization development, Build a new teaching plan, set up a new teaching plan, set a good professional course, basic course and core courses, and gradually improve students' music learning effect, realize the transformation of college music education structure, goals, and models, avoid mechanized teaching,

and effectively improve students. Emotional and quality, expanding music imagination space and transforming art sense of artistic sense of art, ensuring students can improve art cultivation during music learning. And the college students 'music foundation, using traditional music education model and music education content, will only imprison students' thoughts and literacy, leading to the lack of enthusiasm of students, can't correctly treat music curriculum teaching, launching music education reform, and respecting students Differences, re-build new education models, and effectively improve students 'music and comprehensive quality as a new stage with music performances, music exercises and practical activities as students' music.

3.2 The Problems My Country's College Music Education At This Stage

3.2.1 It is not enough to emphasis on music education.

Music education and quality education are inseparable, university music education provides the basis for the quality education of college students. However, many colleges and universities do not recognize the importance of music education, and the music education is not paying enough, the teaching goals are unclear, resulting in the universal music education. Most colleges have hoped to develop professional "employed", rather than composite talents with comprehensive quality, and the backwardness of education concept is one of the main problems in college music education.

3.2.2 Music curriculum setting is unreasonable

Whether the quality of college music curriculum is reasonable and directly related to the quality of college music teaching. The setting of the music courses should be based on the value of the music course, but in the current stage, many universities in my country still have many shortcomings in music curriculum. Most colleges have set the music curriculum as an elective course, and college students have independent choices, and there are still 79 students often escape. Every Monday to two courses, the setting of music courses is obviously unreasonable, which seriously hinders my country's college music education. developing.

3.2.3 Music teaching means relatively single

Music teaching methods have a single extent to a certain extent affect the improvement of college music education. At present, many universities still use traditional teaching methods, music teachers conduct general introduction of music works, by analyzing their creative background and creative content to conduct ideological education for college students, using "infusion" teaching method, did not let college students to participate In the learning of the music course, college students have gradually lost interest in this course, and they will not learn independently after class. This music teaching means can't let college students really realize the profound meaning of music, can't experience music, the music knowledge they have learned is only one, and it is impossible to bring too much help for its future work and life.

3.2.4 Lack of high-quality music education teachers

For a long time, since colleges and universities did not pay attention to music education, the construction of music education teachers and teams have relatively weak, and some problems need to be solved. First, the number of musical teachers is small, the teacher is seriously short; the second is that the music teachers have not received enough support. After many colleges' music courses, many major students think that music courses can be available, and many colleges and universities Music teachers do not have formal personnel prepared or universities did not set up a special public art teaching and research department.

3.3 Methods for Solving Problems in College Music Education

3.3.1 Strengthen the importance of music education in colleges and universities, and implement

Quality education college music education is the basic medium to realize quality education in colleges and universities, and plays an important role in college education. Therefore, in order to improve the quality of music education and teaching in colleges and universities, college leaders should first pay more attention to music education and improve their sense of responsibility and mission to the practice of music education in colleges and universities in all aspects. At the same time, college leaders need to recognize the importance of college music education and understand the connotation of music education. In Colleges and universities, music education is mainly to let college students experience the aesthetics contained in music, which belongs to the aesthetic education in quality education. Therefore, college leaders should pay attention to this part and actively advocate the cultivation of students' music literacy.

3.3.2 Scientifically set up music education courses to improve classroom quality

In order to give full play to the purpose of quality education in college music education, the quality of college music education is very important. Improving the quality of music education is inseparable from the setting of music education courses in colleges and universities. In order to avoid unreasonable curriculum, colleges and universities need to set up music education courses scientifically according to different educational objects. Generally speaking, there are two kinds of objects of music education in colleges and universities, one is professional music students, the other is nonprofessional students. Therefore, for the two types of students, there will be differences in the curriculum. For professional students, the curriculum should focus on the cultivation of professional quality and music skills of music, so as to cultivate students' professional ability and music appreciation; For non-professional students, we should focus on music appreciation, cultivate students' musical sentiment and stimulate students' interest.

3.3.3 Enrich music teaching methods and carry out diversified teaching

In order to improve the quality of music teaching, the key point is to improve the efficiency of music teaching. The improvement of music teaching efficiency is inseparable from rich teaching methods. Therefore, in music teaching in colleges and universities, artistic methods and modern teaching technology should be adopted to enrich the content

of music education classroom, reduce dull explanation and description, and avoid indoctrination education. For example, in the music education classroom, situational teaching, project teaching, layered teaching, video teaching and role-playing are adopted to improve students' interaction, so as to enhance students' interest in learning and achieve the purpose of learning music.

3.3.4 Strengthening the construction of music education teachers

The effective implementation of music education is inseparable from the team of music teachers. Therefore, in order to effectively realize the organic combination of music education and quality education, the construction of teachers is a very important part. In the cultivation of music teachers, college leaders not only need to assess their professional music literacy, but also need to comprehensively evaluate teachers' sense of social responsibility and good professional ethics, so as to ensure that teachers have solid professional knowledge and profound cultural heritage. In addition, music teachers also need to have a certain ability to organize teaching, effectively guide students in the classroom and correct students' music aesthetic concept.

IV. CONCLUSION

1. College music education can help college students establish correct music aesthetic ability and concept, cultivate college students' aesthetic interest, stimulate college students' deep love and pursuit of music beauty, and use music beauty to create beautiful things in their future work and life.
2. Music education in colleges and universities is a systematic project. Music teachers are the key to the implementation of reform in colleges and universities. They put forward new requirements for the setting of music courses, the application of teaching modes and methods, and the improvement of comprehensive quality.
3. College music teachers should deeply understand the psychological development and learning laws of contemporary college students, innovate educational ideas, give full play to innovative consciousness and ability, and continuously improve the quality of classroom teaching in combination with practical activities, so as to meet the needs of college music education for teachers' comprehensive teaching ability in the new era.
4. Insufficient attention to music education, unreasonable music curriculum and single music teaching methods are the current mainstream problems.

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