

Music Cognition in General Education at University

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Abstract: Music education in colleges and universities was an indispensable important content in cultivating the comprehensive quality of modern talents. However, due to historical reasons, the popularization of music education in Chinese universities started late. And it remained an insufficient developed statement in many aspects, such as establishment of standards, construction of curriculum system. This paper aimed to analyze the present situation of domestic universities' music education, according to the author's Years of experience in studying abroad and working experience. use the psychology, pedagogy, philosophy, music and other related knowledge to illustration the problems existing in the music education in colleges and universities, and put forward the means of that.

1. Preface

Music education in Chinese colleges and universities just started in the 1950s. Due to historical reasons, music education was soon interrupted and only resumed until the early 1990s. Since 1981, some famous universities and colleges had set up music teaching office to open music elective courses for undergraduates. Then, with the implementation of strengthening the cultural quality education for the college students in the mid-1990s, music education had been more widely recognized and valued in ordinary colleges and universities. Both the quantity and quality of music courses had achieved rapid development. By the end of 1995, nearly 700 colleges and universities across the country had set up many music elective courses, which expanded from a single music appreciation to include music theory and skills practice and other aspects. And at the same time teaching materials were increasingly rich and diverse, reaching more than 10 kinds. With the continuous development of college students' general education, recently, most colleges and universities have carried out several forms of music education for different degrees.

Nowadays, the significance of music literacy for the comprehensive development of college students has been widely recognized. However, in the education and teaching practice of ordinary colleges and universities, music education still had not been implemented practically. Music education still lacked its due status in the whole school education, in which there were still many urgent problems needed to be solved, such as content, form, theory, method and teaching management. All these were the important reasons why music education in ordinary universities was difficult to further develop.

It was well-known that cultural quality was an important basis for the comprehensive quality of modern talents. And humanistic quality was the foundation of cultural quality. Although people had different opinions on the connotation of humanistic quality, most scholars attached great importance to the important role of music quality in the development of humanistic quality. It was safe to say that music quality education was an important part of constructing humanistic quality education. According to the author's long-term theoretical thinking and practical exploration, it was more accurate to call the college students' cultural quality education, including humanistic quality education, general education. Music education in general education was an indispensable part of higher education in the 21st century to cultivate high-quality talents, and played an irreplaceable role in the cultivation and improvement of comprehensive quality of talents. Therefore, this paper took "music education research in university general education" as the research subject, expecting to provide reference for the deepening and reform of music education in general education of

universities through the in-depth exploration of music education's present status, content and approaches.

2. Overview of Music Educational Theory in General Education

2.1 The Definition of Music Education

Music education, whether in schools or in society, had a wide range of objects, but generally referred to music education in schools. School music education was divided into special music education and ordinary music education. The main purpose of the former was to learn the special skills and researched theories of music, to train musicians, music educators and to study music as knowledge. The latter, on the other hand, aimed to improve general literacy and cultivate sentiment by learning music, and carried out sensory education by cultivating the reflection of the inner expressive force of sound.

There were two broad and narrow definitions of music education. In a broad sense, music education referred to "all educational activities that build or change educators' aesthetic consciousness by impart and learning music knowledge and skills, cultivate the sentiment of the educated, developed the thinking ability of the educated, and made the educated become all-round social members". In a broad sense, music education included school music education, social music education and family music education. In a narrow sense, music education referred to "music education aimed at cultivating music professionals such as singing, playing, music creation, music research and music teaching". It meant that music education focused on the cultivation of music professionals and had a strong and direct utilitarian purpose.

2.2 The Purpose of Music Education in General Education

The main content of music education in college general education was to make the quality education of students through the function and value of music effective, so that students' body and mind can develop in an all-round and harmonious way. For a long time, college students excessively pursued professional knowledge, pay more attention to science than literature, technology than comprehensive quality training. It was urgent and necessary to develop students' personality and cultivate high-quality talents with innovative spirit, broad scope of knowledge and perfect personality charm to adapt to the development of modern society. The college students' individual differences also needed to be first in-depth studied and considerable in university music education which was explored to adapt to their physical and mental development characteristics, so as to promote their harmonious development for achieving the above goal.

The music education in university should stick to the principle of fairness. it was not elite education, but universal, equal and oriented education. The music education of university should allow every student get the edification of art, form a sound personality and improve the overall quality. In facing the arrival of the era of knowledge economy, facing the century of talents cultivation, promote the quality education today should be the priority among priorities. the university of music education should find their own position, it must be for the college students, learn some basic knowledge of music and music playing skills, the combination of theory and practice of music, in order to reflect the humanities cultivate rich moral character and humanity spirit, the pursuit of truth, kindness, beauty and sublime value ideal as the core, in order to promote the overall development of college students as the goal of curriculum.

3. Development countermeasures of music education in general education in Chinese universities

3.1 Objectives should reflect the function and value of music

In China, music education aimed at aesthetic education through music education. Among the functions of music education, aesthetic education was only one of the many functions of music education. This kind of goal can not meet the needs of contemporary music education. From the

perspective of the development of music education in the United States, the current move was to establish art education as the core basic discipline, which meant a comprehensive understanding of the profound influence of music education function and value, and made the teenagers realize that music education was of great significance for improving people's literacy. In our country, the understanding of music education function was not very comprehensive. In the future century, the purpose of music education in our country should be set with more consideration of the social function, educational function and cultural inheritance function, so as to make music education truly serve the growth of teenagers more effectively. The aim of music education should not only focus on aesthetic education, but also consider the whole social and cultural background and its development. This included the need of our national tradition for music education, that was, the inheritance of national culture in music education. Our national folk music traditional inheritance by the impact of modern lifestyle, more and more relied on the traditional education of the school. It was not enough to just set up some relevant music courses. More specific objectives should be carried out in teaching practice. In addition, the relationship between music education and students' individual development should be recognized in the establishment of music education goal. In other words, it was to develop students' cognitive ability and cultivate their positive emotions and personality while recognizing and mastering music in cognitive functions such as perception, thinking, imagination and memory.

3.2 Build a curriculum system with Chinese characteristics

Music education in higher education stage was generally a form of comprehensive quality education comparing other professional education. It was often operated through elective courses of art, which determined that there will not be many teaching hours. And the level of the educated was uneven, which highlights the necessity and importance of careful teaching design. The best and most effective way was to build a curriculum system with Chinese characteristics, which teach more and requested more.

3.3 Strengthen the multicultural teaching content

Multicultural music education meant that music, as a kind of culture, was regional and contemporary. Its emergence and development were influenced by language, philosophy, religion and other factors. Each country and nation had its own music culture, and they were equal to each other without being advanced or backward. Therefore, music education should be based on mastering the national music and the modern music of other countries. The purpose of multicultural music education was to enable college students to have a more comprehensive understanding of world cultural heritage and national music culture. For example, music education in Japan well integrates the east and west music cultures. The national arts education standard of the United States also includes "understanding all kinds of music in the world". In addition, some developing countries, such as South Africa, had also abandoned the music education system of western exclusivity and established a democratic and diversified music education system that can represent all ethnic groups in the country. In recent years, music education in China had not been well implemented though it also emphasized on promoting national music. Music education in colleges and universities carried out diversified music teaching. Some distinctive music courses, such as folk music appreciation, world ethnic music appreciation, musical appreciation, opera appreciation and other courses, should be offered according to the teachers of the school. In this way, students can broaden their horizon and learn, understand and respect the music culture of other countries and nations in the world. Through music teaching, students can establish equal multi-cultural values, so that we can share all the excellent achievements of human civilization. What's more, teachers should also strengthen their understanding of multicultural music education. Whether teachers had multicultural music educational values will directly affect the learning and teaching effects of students.

4. A Variety of Ways to Improve The Abilities of Teachers

American educator Krabley said, "every capable teacher is an artist. He is engaged in teaching activities, just like a lute player. He gently touches the heartstrings of human thought and emotion to stimulate, comfort, excite and encourage." Excellent teachers always had one thing in common, that was, their teaching language was rich in emotional color. Emotional teaching language was like a delicate master key, which can not only develop students' intellectual space, but also go deeply into students' hearts and implant scientific knowledge and values into their hearts. This extraordinary teaching ability came from the reasonable construction of teachers' knowledge structure, and was the comprehensive embodiment of the integration of teachers' knowledge and ability. On the issue of reasonable allocation of music teachers in ordinary universities, the construction of music teachers' knowledge structure was the most important among them. As music teachers in ordinary universities in China were mainly from professional music universities and higher normal universities, there were always two kinds of voices in the knowledge structure of music teachers: one was that professional skills were stressed while cultural integration was neglected. And the other was the opposite. Two sound reflected the different building training mode to teacher knowledge, professional music colleges and universities in our country was generally independent of running a school, a single way of training from teachers to students and common weighs their professional skills and cultural learning, instead of higher normal university since it had the characteristics of comprehensive university, easier to complement each other and learn from cross-disciplinary. therefore, the students' knowledge structure was more focused on the development trend of diversification. From the history and current situation of music education development in ordinary universities, it was not difficult to see that music teaching with too strong professionalism was not practical in ordinary universities. The ordinary university music teaching should not only pay attention to students' growth and development needs, and to seriously do a good job in the penetration of discipline within the teaching content. This was our guiding ideology and starting point. Specifically, the knowledge structure of music teachers in ordinary colleges and universities should be established in the following two aspects: first, solid professional knowledge and skills and relevant subject knowledge. In the ordinary university music education, music teacher teach music works must be the age background, music image, emotion features, style, melody structure as well as the works of creation thought and aesthetic meanings. In the teaching activities, guiding students to think music understanding and music culture of precipitation. According to playing or singing skills, the teacher should possess a certain level. because the music teaching may need teachers impromptu performances at any time one or two segments of classical music, which was different from the actual music performances. In addition, the new educational concept reflected the principle of putting people first and paying attention to students' personal development. From the past emphasis on results to the present emphasis on process, payed more attention to students' feelings, experience and values. Therefore, teachers should not only be a tool for knowledge indoctrination and teaching, but also strive to create an educational environment conducive to the communication between teachers and students, establish an equal and interactive teacher-student relationship, encourage students' participation and creation, and let students take the initiative to learn and explore. so that students can truly become the masters of learning. Second, correct values and superb teaching skill. Music teachers in colleges and universities should have correct values and choose music works with higher aesthetic value and ideological value for students. When introducing music, teachers should introduce the characteristics of music in terms of form, language and style on the one hand, and explain the emotional content and cultural spirit connotation of music on the other hand, and probe into its philosophical significance, so as to improve the cultural taste of college students and establish their correct outlook on life and values. On the other hand, in terms of teaching methods, we should pay attention to the art of teaching, position ourselves in the role of teaching leaders, gave full play to students' imagination and creativity, guide students to think independently, and establish a personalized and comprehensive knowledge framework.

5. Conclusion

Music education in universities was a general education for all college students. This article aimed at our country's situation of music education in common university. It was proposed that the establishment of music educational goal should reflect the various functions of music education. It was not only the function of aesthetic education and intellectual education, but also the function and social inheritance of music education. The implementation of music teaching should reflect music educational goals. Based on the research literature and the author's own teaching practice, this paper analyzed the process of music education in foreign general education and put forward some suggestions.

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