

Analysis of Curriculum Reform of Music Education Major in High Normal Universities

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ABSTRACT

With the development of the new era, in order to further strengthen the teaching level of music education in higher normal universities, teachers should pay attention to scientifically developing curriculum teaching and practical research. Through analysis, this article focuses on the literature research method, expounds the specific research content, and explores how to carry out professional curriculum reform. In the process of practical analysis, teachers must effectively pass the curriculum system construction and teaching method reform methods. It is also a necessity to scientifically formulate a more complete education and teaching system. It is hoped that the analysis can lay the foundation for the improvement of the professional level of music education students.

Keywords: higher normal education, music education major, curriculum reform

I. INTRODUCTION

By carrying out research on the curriculum reform of music education major in higher normal universities, the level of music education and teaching has been improved, which can fully mobilize students' learning enthusiasm, and thus better promote the continuous improvement of students' professional standards. In the process of practical research, teachers should continuously explore effective curriculum reform models in combination with specific teaching content, so as to help students strengthen their professional abilities to better guarantee the improvement of students' professional level. The specific analysis is as follows.

II. RESEARCH CONTENT

A. Theoretical courses and practical courses advance together

In the past, there was an obvious disconnection between theory and practice in music teaching in normal universities in China. In accordance with the traditional music teaching system to implement teaching, the music curriculum of normal universities pays more attention to the training of disciplinary skills, but ignores the transmission of theoretical knowledge. As a result, students are still unable to master deeper subject knowledge after completing the subject learning of the established content and do not have a deep grasp of music theory. It is difficult for them to master the performance skills of the work. Some students even can't participate in complete performance activities

during the entire process of receiving music teaching. In addition, when implementing music teaching, teachers pay more attention to the intensive training of students' subject skills to promote students to master more basic skills. However, some students have not formed a solid academic foundation, and their comprehensive literacy has not reached the ideal level, so it is difficult to achieve the expected goals in the process of skill training, with little effect. In this regard, it is necessary to pay more attention to the solution of the above-mentioned problems when implementing the reform of music teaching in higher normal universities. It is also necessary to start from the actual situation, take the comprehensive development of students as the goal, combine the characteristics of students' specific learning laws and development levels, and construct an appropriate mechanism for combining theory with practice, so as to achieve higher level of subject teaching. In the specific implementation of curriculum optimization and innovation, higher normal universities should also closely integrate the foundation of music disciplines, comprehensively exercise and improve students' disciplinary skills, mainly including vocal music, singing, and instrument performance. Based on subject theory, teachers should guide students to form a more solid and in-depth theoretical system.

B. Co-construction of compulsory courses and elective courses

In 2017, China's guidance document for music teaching in higher normal universities proposed that when higher normal universities implement music teaching, they need to incorporate compulsory and elective courses into the scope of teaching reform.

Music teaching should be combined with the principles of curriculum setting, realize individualized development under the guidance of general rules, follow the principle of teaching co-construction, focus on improving students' disciplinary quality, guide them to establish more correct aesthetic inclination and ability, and finally train students to become a high-quality educational talent with comprehensive ability and application level. It can be seen that China attaches great importance to the implementation of the reform of the music curriculum in higher normal universities, and pays more attention to the formation of the music literacy and ability of the students in higher normal universities.

Therefore, in the specific development of music teaching reform and students' thinking development, teachers need to closely integrate students' individual conditions to continuously form a more complete compulsory course system, such as focusing on the systematic construction of students' subject skill courses, and in each semester, it is a must to promote the implementation of various teaching tasks in accordance with the requirements of class hours. Normally, the content of compulsory music courses in higher normal universities is in the skill courses, and the semester hours can usually be set at 12-18 class hours. In addition, the establishment of the elective course system should also be as complete as possible, which will have a more positive role in improving students' innovative thinking ability. For example, when planning and designing elective courses, it is possible to provide students with guitar, piano, Zheng and other courses, so as to enrich students' academic skills. Through the diversified setting of elective courses, the students' subject horizons can be continuously expanded, and the choice space can be enlarged, which has a more positive role in promoting students to form innovative thinking.

III. RESEARCH METHOD AND COUNTERMEASURES

A. Method

This article mainly uses the literature research method to obtain information by investigating the literature, so as to fully and correctly understand and master the direction and approach of the reform of the music education major of higher normal universities.

B. Countermeasures

1) Improving the music education curriculum system: For the setting of music curriculum system, it can include public compulsory courses and elective courses, and professional compulsory courses and elective courses, etc. Teachers need to systematically integrate different curriculum resources, use scientific

methods to compile courses, focus on increasing the proportion of elective courses, and increase the diversity and concentration of the curriculum system, so as to expand students' subject horizons and enable them to mobilize greater potential to participate in learning. It is necessary to increase the application level of teaching practice, form a specialized subject practice platform, provide each student with opportunities for practice and first-line teaching experience, and use theory as the guiding basis for practice to encourage students to summarize theoretical application skills and experience in practice. Thereby, it can form specific problem-solving ability, comprehensively improve the quality and effectiveness of teaching, optimize the professional level of students, and form a systematic professional teaching system. The core of teaching methods and other aspects can be combined with specific content to choose and apply corresponding forms, and can be flexibly formed into different scales for diversified attempts, with the goal of optimizing the subject curriculum system, and comprehensively promoting the reform effect of music teaching in higher normal universities.

In terms of innovation in teaching content, the universities can try to set up educational courses. The first is to increase the number of teaching courses. The second is to increase the curriculum content of spiritual culture music. The third is to set up interdisciplinary teaching content, so as to continuously optimize the comprehensive practical ability of students. It is a necessity to continue to expand in the public basic courses, including the humanities, social sciences and natural sciences, and enrich the content of public courses as much as possible to increase the attractiveness to students. It is also necessary to pay more attention to the cultivation and improvement of students' humanistic literacy, so as to assist students to achieve comprehensive development. Regarding the adjustment of professional courses, it is a choice to organically integrate performance, creation and theoretical content according to different professional directions and future teaching needs of primary and secondary schools, and expand the teaching content around the main curriculum, thereby providing more comprehensive and professional education talents for basic music education.

2) Diversified and innovative education and teaching models: Music teaching in higher normal universities should actively break the norms and restrictions of traditional teaching, consciously apply innovative ways to enrich the teaching methods, and continuously optimize the quality and effect of teaching. First of all, it is necessary to the universities to improve the one-way form of subject knowledge transmission in

the past and carry out interactive subject teaching. Students should be actively encouraged to participate in various teaching activities. Teachers should deepen the analysis of teaching content, and teach through seminars or group competitions, which can greatly enhance the active atmosphere and interest of subject classroom teaching, so that students can complete higher quality in the best learning state with the best learning effect. Second, practice teaching should be carried out in accordance with the specific environment. When planning the practical teaching content, it is necessary to closely integrate the specific teachers, software and hardware, and scientific research conditions of higher normal universities. At the same time, it is necessary to combine the development status of the regional music and cultural fields to design practical activities with local characteristics and suitability, and to ensure that the activities have suitable venues and channels, promote the smooth implementation of teaching activities, and comprehensively assist in improving the quality and effectiveness of teaching. In addition, it is necessary to form a more stable practice channel to promote continuous practice activities and form a long-term teaching mechanism. Thirdly, teaching content with scientific research nature can be added as appropriate. Focusing on the basic content of the subject, teaching is implemented in the form of research projects, so that the teaching content is set up as a project, which is more conducive to promoting students' in-depth research and solving specific subject problems, comprehensively expanding subject horizons, and improving practical skills. Finally, a full-time online teaching form can be constructed. Higher normal education needs to actively break the previous teaching methods, actively research and innovate online teaching methods, and take the initiative to use the advantages of network technology to provide students with a full-time selective learning mode. Students can complete learning activities independently without being restricted by time and geographical conditions. In addition, it is necessary to explore and improve the novelty and fun of the online teaching form in order to achieve the best effect of this teaching form.

a) Excavating music resources and guiding inquiry thinking: When implementing the teaching activities of the music subject, teachers need to actively increase their attention and importance to the students' dominant position, promote students to actively participate in learning activities, and at the same time continuously strengthen the optimization and promotion of subject ability to form a more mature appreciation ability, and simultaneously expand divergence and

innovative thinking. When instructing students in subjects, teachers also need to provide students with more opportunities for inquiry, guide students to participate in subject inquiry independently, and make use of the advantages of subject resources through exploration and practice, so as to efficiently complete innovative learning. The above-mentioned teaching methods can be used as the leading direction of music teaching in higher normal universities, and also an important channel for training students' innovative thinking.

For example, when teachers guide students to implement subject knowledge, teachers can focus on acquiring knowledge and information from folk music resources, so as to provide students with appreciative content. China's traditional music resources are rich, such as "High Mountain and Flowing Water" and "The Moon Over a Fountain" are examples of traditional music types. Different musical works are completed by different musical instruments, so teachers can guide students to master the performance effects of different musical instruments based on classic works and master the musical characteristics. First, it can promote the improvement of students' appreciative level, and secondly, it can focus on strengthening students' sense of music ability, so as to provide a prerequisite foundation for subsequent in-depth learning. Finally, for higher normal universities with superior objective conditions, students can also be organized to further enhance their exploration ability and awareness through music performance activities. For example, the main musical instrument of the classic work "The Moon Over a Fountain" is the erhu. At this time, the teacher can guide the students to creatively innovate the performance form, try to use other musical instruments to complete the work, give the work new connotation and meaning, and innovate the students' ways to cultivate disciplinary thinking.

b) Paying attention to music science theory and technical guidance: In the past, most of the students of higher normal colleges and universities carried out subject learning activities based on experience, but they were obviously insufficient in theoretical reserves. In the context of the current curriculum reform, teachers need to pay more attention to the cultivation and improvement of students' theoretical literacy, and strengthen the guidance and training of subject skills. For example, when carrying out guidance on vocal music skills, teachers must first guide students to form a correct sound concept, including the optimization of pronunciation position and the master of more knowledge of principles. In addition, teachers also need to comprehensively teach students the singing skills including pop and bel canto, and strengthen guidance to students in subject practice, so as to encourage students to master the correct practice methods and perform

better in solo and chorus. When instructing students on subject knowledge, teachers need to fully integrate theory and practice, provide students with more opportunities to participate in practice, and establish a corresponding relationship between theory and application, so as to fully optimize students' innovative thinking ability.

3) *Implementing flexible talent training programs:* Higher normal universities need to further clarify the setting of educational goals, accurately position talent training strategies, and continuously innovate and expand educational channels with improving the effect of talent education as the core. First of all, it is necessary to formulate specific strategies for cultivating talents with one specialty and multiple skills. "One specialty" refers to having in-depth and solid subject teaching skills, while "multiple skills" refer to advocating that professional students can take courses in other subjects while completing professional learning activities. For example, the simultaneous acceptance of education in management, pedagogy and other related disciplines can comprehensively improve the adaptability of students' future education positions and meet the development needs of the education industry. Secondly, it should focus on establishing a multi-level docking talent training plan. The universities should actively establish cooperative relations with local cultural institutions and music groups, give full play to the resource advantages of all parties, and orientedly cultivate docking talents, thereby enhancing the practical value of talent training. Finally, it is important to implement the talent training plan for mass entrepreneurship and innovation education. It is necessary to focus on improving students' innovative and entrepreneurial education ability, exploring the talent needs of the music industry through the use of scientific research institutions and international exchanges, breaking the traditional forms of employment, and continuing to innovate and expand employment channels.

IV. RESEARCH CONCLUSIONS

A. Recommendations

Music discipline has obvious characteristics of artistic practice, and the main difference from other types of professional courses lies in the special nature of its profession. The education system received by an individual is mainly composed of several stages and parts, thus forming a more complete education system. Music teaching has the characteristics of being independent of other teaching models, and directly cultivates the individual's hearing, so as to form a more mature aesthetic ability. Music teaching is an important

part of the overall teaching system of the music teaching department, and music teaching also occupies a relatively important part in the process of individual receiving systematic education. Only by receiving systematic music subject education can the integrity of the individual's education be guaranteed. Music teaching has a broader sociality and universality, and can effectively assist individuals to form a sound personality. Music teaching can also be widely implemented at various times and places, which can have a potential impact on individual emotions and consciousness, and has a close relationship with overall education. The implementation of music teaching needs to be implemented in accordance with the established rules, so as to be carried out step by step under the guidance of the overall teaching system. Therefore, the implementation of innovations in the music curriculum at the higher normal level must be scientifically implemented under the guidance of established rules, so as to achieve the expected results.

At present, most colleges and universities in China pay more attention to the transmission of western music knowledge when implementing music courses, especially in performance and theory. In the current multicultural era, broadening the field of music teaching as much as possible is the main development direction. Based on the current curriculum foundation, educators should continuously improve the research depth of ethnic and traditional music, and at the same time offer traditional music culture courses for majors in higher normal universities so as to achieve the integration of Chinese and western music teaching. Subject teaching staff should focus on analyzing effective ways to integrate Chinese and western music cultures in the context of music education reform, so that students can deeply understand and experience the profoundness of traditional Chinese music, which can avoid the thinking bias of excessive emphasis on western music and neglect of local music. In addition to breaking the previous misconception that western music is the mainstay and traditional music as a supplement, music teaching in higher normal universities also needs to enrich the music teaching style as much as possible in China, and adjust the curriculum structure and content in an orderly manner, so as to form a more scientific and complete music teaching system.

The main trainees of music teaching in higher normal universities are teachers who are engaged in music teaching in primary and middle schools. Therefore, when designing music teaching activities in higher normal universities, they need to actively research and cater to the development needs of music teaching in primary and secondary schools, so as to provide scientific guidance for basic education. It can be said that the development direction of music teaching in primary and secondary schools also serves as a guide for music teaching in higher normal

universities. Music teaching in colleges and universities needs to be closely integrated with the development of primary and secondary education to form corresponding teaching plans, forms and specific content, so as to provide more suitable professional talents for basic music teaching. The development of music teaching in primary and secondary schools needs to be based on the quality of music teaching in higher normal universities, and the two need to promote mutual integration and be harmonious and unified. The goal of music teaching in colleges and universities is also to provide high-quality educational talents for basic music education in China.

B. Thinking

How to lay a good foundation in music in a relatively short period of time, and be able to learn practically, and truly improve students' actual music ability are questions that need to be carefully considered by all music majors and music teachers. This also requires teachers to break the traditional teaching methods of art specialization, start with training goals and curriculum goals, design and arrange courses based on actual needs, and focus on the cultivation of students' practical ability. It is necessary to handle the relationship between discipline and actual ability development. At the same time of teaching, it is a must to pay attention to and sort out the disciplinary system of the content learned, clarify the internal academic relationship, form a system in the construction of students' knowledge and ability, follow the law of ability development, and avoid music teaching model in the style of "pulling up seedlings to help them grow".

V. CONCLUSION

In short, with the in-depth development of the teaching reform of music education major in higher normal universities, in order to strengthen the professional level of students, teachers should pay attention to optimizing the curriculum system, and constantly develop more efficient music teaching classrooms to help students comprehensively improve their comprehensive ability. Through the above analysis, the classroom reform of music education major in higher normal universities has been studied from many aspects, aiming to continuously improve the quality of classroom teaching of music education major in higher normal schools through practical exploration.

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