

The Countermeasures to the Chinese General Colleges' Music Education Reform Under the View of Quality Education

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Abstract

At present, our country's colleges and universities is realizing the great transition from exam-oriented education to quality education. Quality education system of general colleges, is an indispensable important content for cultivating the modern talents' comprehensive qualities. Since Chinese general colleges' music education starts late, there are many problems in the teaching process. Analyzing the problems and corresponding reasons of the general colleges' music education, this paper will put forward the corresponding reform measures, our country's general colleges' music education reform and development.

Keywords: quality education; general college; music education; reform.

1. INTRODUCTION

At present, Chinese colleges and universities are further developing, and to achieve the great transition from exam-oriented education to quality education. Colleges and universities' music education is realizing the all-round, serialization, and deep-level reform^[1]. As the basic education content, music education is an important approach to cultivate talents. The fundamental aim of music education is to help students form the consciousness and ability of art appreciation, improve students' art taste, so as to improve the students' moral accomplishment and the humanities spirit, and promote the all-round development of students^[2]. In fact, music education is relatively weak in most colleges and universities^[3]. Chinese college is still in very early stages, and there are some problems, such as the shortage of teachers, management confusion, etc. These will directly affect the college music education work process^[4-5]. This article will analyze problems and corresponding reasons of the Chinese general colleges' music education, and put forward the corresponding reform measures, in order to promote our country's colleges and universities music education reform and development.

2. The necessity of general colleges' music education

2.1. Improve the students' cultural quality

(1) Music education is beneficial to improve the students' intelligence, develop students' image thinking, balance and adjust the brain function of the two hemispheres, and promote the brain's coordinated development, thus promoting person's intelligence improvement and making the students grasp the science knowledge better.

(2) Music education is beneficial to cultivate students' imagination and creativity. Music education can make students feel the artists' creation skill of music description, give full play to creative thinking, researching the professional scientific persistently and lastingly.

(3) Music education is beneficial to improve the students' artistic accomplishment and aesthetic taste. As an important form of art education, music is the basic content of aesthetic education. Music education cultivates and improves students' experience, appreciation, performance and creation ability of natural beauty, social beauty and artistic beauty. Emotionality, skills, image and aesthetic pleasure of music education make the students obtain higher aesthetic freedom, and improve their artistic accomplishment and aesthetic taste.

2.2. Facilitate the construction of college spiritual culture

The campus culture is heavy in the construction, including material culture construction, spiritual culture construction and institutional culture construction. The comprehensive and coordinated development of the three aspects will set up a complete culture image for the schools. Among them, the campus spiritual culture construction is the core content highest level of the campus culture construction. And the music education can provide important guarantee for the campus spiritual culture construction. Through music education, college students can form a healthy and upward nature, improve moral qualities, and broaden the horizons.

3. The problems and corresponding reasons of Chinese general colleges' music education

3.1. The problems of general colleges' music education

From the practice situations of Chinese general colleges, we can find some problems.

(1) The music education is not paid enough attention.

At present, in our teaching practice, there is a general mistake. Music is secondary, and those that can improve students' employment are the main teaching subjects. Under the guidance of this awareness, colleges and universities' music education has been marginalized. In some colleges, music education is just in the form of minor courses. The students just want to get the credit, rather than learning the related knowledge of music appreciation.

(2) The music education is lack of systemic curriculum.

At present, parts of general colleges carry out music quality education actively on the surface, most of the colleges and universities put the power to carry out extracurricular activities, resulting that a few music lovers or performance are improved by forming all sorts of music groups, and frequently participating in social music performances, etc. In contrast, the input power of music courses construction for all students is obviously insufficient. For example, music quality education courses is lack of systemic teaching plan, teaching outline, unified teaching materials, and even the basic teaching environment.

(3) Music education is lack of talents.

In practical activity of colleges and universities' education, music education is on the verge position, especially the public education for the non-music majors. The edge position makes a lot of music education talented person's ability and intellect can't play well, and they also can't realize their talent value. Since things go on like this, many talents have abandoned the music teaching profession, and the brain drain makes music teaching quality and level can't get effective guarantee.

(4) Students' art quality foundation is uneven

The students' music education degree has much difference, only some have music specialty, mainly concentrated in the city. Students with good foundation, can use the instruments skilled and singing skillfully. Due to the influence of restricted objective conditions, and education mode, most students, especially those from the rural areas, are lack of basic music accomplishment and foundation. Some students didn't take music classes, or just sang songs in the class. The basis of national music education is in primary and secondary schools, and the educational objects are mainly in the countryside. However, the faculty and facilities of Chinese rural primary and secondary school music education are very poor, and are difficult to accord with the requirement of the nine-year compulsory education syllabus, so as to adapt to highly qualified cross-century talent cultivation.

3.2. Factors influencing the quality of Chinese general college music education

(1) The influence of social environment.

Our society is in transition, the development and change of the politics, economy, culture, etc, have an impact to colleges and universities' music education, so as to college students' conception, consciousness and lifestyle. The main reason that China's music education isn't considered is that our country mainly gives priority to "exam-oriented education". Students who can get good grades, are good students. In the meantime, if some students love music or often listen to music, they will be considered chairwarmers. Although there are music lessons in colleges and universities, they are arranged as the elective courses. Due to the employment pressure, only a small number of students choose these courses, and most of the rest are still busy in academic and obtaining all kinds of certificates.

(2) The cause of higher education itself.

The leadership of colleges and universities is failure to recognize the importance of music education, and mistake for that music education is just singing or dancing. They also think that some competitions or art shows are all about music education. These all lead music education ignored, becoming a mere formality and appearance. And college students' music aesthetic ability can't really get improvement and development.

In the aspect of hardware, many colleges and universities don't have multimedia classrooms, and some teachers even bring a small tape recorder to play music. In the aspect of software, teachers' team is not perfect. And they are not encouraged for further study. Music teachers' education background is not treated as strict as professional teachers and music teacher title is more difficult to assess.

(3) College students' own problems.

Contemporary college students demand music culture and art urgently. Many students pay more attention to those music culture related to their life and career, consistent with the life pursuit, and associated with value system, independence, aggressive and competitive. They hope to meet their own development through a variety of learning channels. But most college students lack the understanding of music culture, and can't enrich themselves by a number of initiative ways. They have to accept the existing contents, which have little effect. Contemporary college students have lower cultural quality than what they should have in aspect of music culture quality, which doesn't meet the need of themselves and social cultural development.

4. Reform countermeasures of Chinese general colleges' music education

4.1. Pay more attention to general colleges' music education.

We should propagandize the importance value through

education department, letting more college leaders recognize the importance of music teaching. The shift of leaders' ideological understanding level will largely influence series of work and decisions. In addition, the education department should also commend and reward those who do the music education work well, and encourage more college to attach great importance to music education activities. College managers should also encourage the literature and art activities of campus life to form a trend of taking actively part in culture activities, as well as driving more students to join the activities related to music education.

4.2. Build systematic curriculum system.

Under the perspective of quality education, colleges and universities' music education is not a professional music education. Aiming at quality education, the music education reduces the threshold and makes most students experience music activities, expanding students' knowledge and improving the cultural quality. They are always carried out through the arts courses, which determines the music education classes not many.

The level of educatees is uneven, which highlights the necessity and importance of designing teaching carefully. Courses should not only have the music professional courses, but also have multidisciplinary cross professional course and multicultural curriculum, making colleges' music course teaching system more perfect and improving the music quality of college students.

4.3. Strengthen music education faculty's construction

Colleges and universities should make plans to organizing music teachers' further study. On one hand, it can promote the business level of teaching staff, so as to help them better carrying out teaching activities. On the other hand, it can let them feel the attention of the colleges, joining the music teaching with greater enthusiasm. In addition, colleges and universities should also safeguard the salaries and benefits of music teaching staff, and let them enjoy the same treatment with some basic subjects, improving their enthusiasm and initiative of teaching

4.4. Give full play to students' corpus function.

Music teachers put forward some questions and activities, guiding and helping students' music learning and appreciation activities. Teachers should have the sense of

responsibility of simulating students' thirst for knowledge and arousing students' potential learning ability in the respects of music appreciation, music playing, singing, music creation and research, music exploration as well as problem solving, etc, establishing a creative music teaching mode centered on students' development. The music education should base on the needs of students, and the development of students. In a kind of equality, harmonious and happy atmosphere, the students' subjectivity, potential, creation consciousness and enthusiasm can be played maximumly.

5. Conclusion

With the deepening of education reform and rapid development of high-tech, general colleges pay more and more attention to music education reform. Music education is an indispensable important content of cultivating modern talents' comprehensive qualities. Music education of general colleges can enhance students' rational thinking ability, enhancing students' music expressing force through professional skills training, and enhancing college students' strain ability through music practice activities. The problems in music education must be found timely, and corrected promptly, in order to improve the teaching quality of music education and students' comprehensive quality.

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