

An Overview of the Development of Music Education in China's Normal Universities in the Second Half of the 20th Century

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Abstract. After the founding of New China, music education in China developed forward in twists and turns. On the one hand, China's use of the former Soviet Union's music education model has brought about a brand-new idea for the music education of teachers' universities in China. On the other hand, due to the excessive dependence of the music education system on the Soviet Union model, which has led to the emergence of a series of problems, people have continuously explored the music education system for teachers' universities with Chinese characteristics. After the reform and opening up, the music education of teachers' colleges is based on the local community, is compatible with and integrates international advanced education concepts, and carries out international exchanges and cooperation, so that the development of music education in normal colleges takes a new height.

The Development of Music Education in Teachers Colleges in China from 1949 to 1978

The Development of Music Education in Normal Colleges from 1949 to the Cultural Revolution. In the early days of the founding of New China, China's teacher education showed a vigorous vitality. In 1952, the Ministry of Education promulgated the "Regulations on Higher Normal Schools", which clarified a series of policies and measures for higher normal schools. This has given rise to the importance of higher teacher education in China and the development of music education. During this period, Beijing Normal University, Southwest Normal University, Kunming Normal University, Shandong Normal University, Northwest Normal University, Northeast Normal University, Nanchang University, Guiyang Normal University, Hebei Normal University and other colleges have established Music Department of Normal Colleges. After the adjustment of educational reform institutions in 1952, 15 of the 31 higher normal colleges and universities in the country had established music departments, and the number of music teachers in the national normal colleges reached 1,200. In 1952, the Ministry of Education promulgated the "Music Department Teaching Plan" of teachers colleges and universities. This is the first teaching program for music majors issued by our country. This provides a reference for the development of music education in teachers colleges. The teaching plan draws on the Soviet Union model and learns from the Soviet Union's music education system. From the curriculum of the music education of the teachers' college to the teaching plan, from the teaching content to the teaching method, from the teaching plan to the teaching management, etc., the Soviet education concept is permeated. The teaching plan stipulates professional goals and curriculum settings, and even plans to list the number of hours of elective courses, compulsory courses, examination methods, and the number of times, which lays a foundation for the sound and healthy development of music education in normal universities. The Beijing Art Teacher's College, established in August 1956, is the first normal college in China to train middle school art teachers. It has trained a large number of music and art talents and primary and secondary school teachers for China during this period. Afterwards, the provinces set up art teachers' colleges with reference to the curriculum of the Beijing Art and Teachers College, such as Hubei and Hebei provinces. During this period, there were 20 music academies in the country with music majors.

From 1957 to the eve of the Cultural Revolution, the music education in the China Normal University was full of twists and turns in its development. In this period of time, the music education system of higher normal colleges in China relied heavily on the Soviet Union model, which led to the lack of flexibility in the curriculum setting, the modelization of the teaching plan, and the lack of suitable music education systems for teachers with Chinese characteristics. People began to realize the importance of this issue. The “Educational Revolution” from 1958 to 1960 was a combination of productive labor and education. Trying to get rid of the dogmatism in the Soviet model of teacher education, so as to find a path of education that meets Chinese characteristics. For example, in the music major of Fujian Normal University, under the organization of the Party branch, the teacher led the students to experience life in the local people's commune, live with the members, eat and work together, and write the chorus "People's Commune" is a typical example [1]]. At the same time, in terms of learning methods, the Ministry of Education requires that music education majors in normal universities cultivate a sense of learning that “conquers”. That is to say, whether it is music theory or skill, students should learn more knowledge than they need in their future work. They should ask students to be “all-rounders” and improve themselves from the aspects of music teaching ability and organizational extracurricular ability.

At the same time of achieving the results, due to the influence of the "Left" thinking, the development of music education in higher education during this period is full of twists and turns: The lack of "normality" in higher normal colleges, Overemphasis on professionalism, Teachers colleges are required to be aligned with professional colleges and universities, even change directly into comprehensive universities. Before and after 1960, some high school music departments were either closed or adjusted out from normal college and set up specialized art colleges. Overemphasizing the role of practice, replacing classrooms with practice, leading to the lack of basic theory courses, this is also the problem of music education in higher education in this period. Fortunately, this problem was solved after the Ministry of Education issued the "Provisional Work Regulations for college and university directly affiliated under the Ministry of Education in September 1961. The regulations require that higher education institutions should reasonably arrange social activities, which is conducive to teaching. In the subsequent period from 1962 to 1965, the Ministry of Education promulgated more than 10 regulations, which clarified the objectives for the music major of the higher education, clarified the relationship between production labor and teaching tasks, and re-established the teaching order based on teaching. Music education in normal colleges has regained healthy and reasonable development during this period.

The Development of Music Education in Normal Colleges during the Cultural Revolution.

The Cultural Revolution severely hampered the development of music education in China's normal universities, and a large number of professional talents were framed as “reactionary authority”. The precious music materials were burned and destroyed, the music teaching equipment and musical instruments were smashed, and during the four years from 1966 to 1969, the music teaching activities were forced to suspend, and the development of music education in normal universities was also fell into a state of stagnation. In 1970, colleges and universities resumed their enrollment and teaching work, and the Music Department was established in many normal universities across the country. The enrollment targets are workers, peasants and soldiers, and the students received by the Music Department come from the “ people's recommendation and leadership approval”, most of the trainees do not have the ability to study music majors. In this period, the political movement was the main subject, and many schools even called the music department "Revolutionary Arts Department" in order to adapt to the political environment. During this period, music education in higher education faced a series of problems. If there were no formal textbooks, no reasonable curriculum, no formal syllabus, no unified teaching plan, no teaching time could be guaranteed, and the teaching staff was very weak. However, in this period, students used the opportunities of “opening a school” and “revolutionary model opera” to carry out art practice. To a certain extent,

workers, peasants and soldiers also solved the problem of the shortage of music teachers in primary and secondary schools. This is also a reflection of the rare achievements in the development of music education in normal universities during the Cultural Revolution.

Development of Music Education in Normal Colleges in China from 1979 to the Present

The Recovery of the Development of Music Education in Normal Universities from 1979 to 1986. After the Third Plenary Session of the 11th Central Committee, China's politics, culture, and economy have shown great vitality. The music departments of many normal colleges across the country have been restored, and other teachers' colleges have joined the ranks of the Department of Music. At the same time, the Ministry of Education held a series of meetings and formulated a series of measures to help the recovery of music education in higher education and continue to develop. On December 13-20, 1979, the Ministry of Education held the first conference in Zhengzhou since the founding of the People's Republic of China, which was dedicated to the work of art education related to higher normal arts. The meeting reaffirmed that the goal of music education in higher education is to train qualified teachers for secondary schools. And the meeting arranged detailed tasks for the development of music education in higher education, such as clarifying the tasks and teaching requirements, formulating teaching plans, doing a good job in teaching materials construction, working hard to improve the professional ability of teachers in higher education, improving the ability of art education and scientific research, and carrying out professional academic activities. This meeting was a very important meeting in the history of the development of music education in higher education, which brought the music education of normal colleges back to the track of healthy development. In March 1980, the Ministry of Education issued the "four-year undergraduate music major teaching plan for higher normal schools (the draft trial)" [2]. It is clearly stated in the training objectives that the music major of the higher education is to train music teachers for secondary schools and off-campus educational institutions, and requires students to "master the basic theories, basic knowledge and basic skills necessary for music majors, and have certain analytical and problem-solving abilities; Mastering the educational theory of Marxism, it is capable of teaching in secondary schools, has the ability to educate and organize young people, and can read books of music in a foreign language." The teaching plan stipulates the curriculum of the music major of the higher normal school, such as 8 compulsory public culture courses, 16 professional compulsory courses, 8 major courses, and the teaching plan also arranges the time and content of the educational internship. The time is the first six weeks in seventh semester. In March 1982, the Ministry of Education promulgated the "Two-Year Teacher's College Music Professional Teaching Plan (Trial Draft)" and the "Three-Year Teacher's College Music Professional Teaching Plan (Trial Draft)" [3], which was clearly defined the training objectives of the professional music major at the specialist level, and arrangements were also made in the teaching content and curriculum. In this way, the music major of normal colleges in China has begun to have a complete and standardized syllabus and plan, which will make music education develop in a more scientific direction. At the same time, the Ministry of Education also organized the preparation of specialized textbooks for music majors such as "Selection of Vocal Music", "Sightwatching Course", "Accordion Teaching Material", "Piano Basic Course" and "Chorus". These textbooks are closely related to the actual needs of teaching, starting from the national conditions, embodying nationality and highlighting the teacher's nature.

Development of Music Education in Higher Education Institutions from 1986 to 1991. In 1986, the State Education Commission Art Education Committee was established, which played an important role in the improvement of China's education system and the healthy development of art education. In 1987, the State Education Commission formulated the "National School Art Master Plan" and released it to the whole country in 1989. The plan proposed a short-term and medium-term deployment plan for music education in higher education. And pointed out that by the end of the 20th century, the task of teacher education in China was to train 22,700 teachers for primary school music, 63,900 junior high school music teachers, and 27,000 art teachers in

secondary normal schools. The plan also proposes corresponding measures to complete the task, such as revising the teaching plan and outline, adding and adjusting the music education major in higher education, improving the quality of teaching, expanding the enrollment ratio of music education, increasing the number of doctoral and master programs in music education, recruiting visiting scholars, and setting up Teacher's music education correspondence class, self-study and so on.

In May 1987, in the "National Education Commission's Undergraduate Major Catalogue Review Meeting", the music major of the higher normal college was changed to music education major, and the professional requirements of the music education major were also established, and the main courses of the major were also set. 19 courses. The revised major catalogue has a clearer definition of the training objectives of the Music Department of higher normal colleges, emphasizing the importance of the teacher curriculum. The revision of the major I catalogue has a guiding role in promoting the development of music education in higher education. [4]

From 1986 to 1991, a series of reforms were carried out in the music education major of higher education. Due to historical reasons, the music education in higher education has always followed the mode of professional music colleges, Emphasis on music skills and despise the characteristics of teacher education, such as teaching methods, educational practice, theoretical and cultural courses. Practice has proved that students trained in this model cannot adapt to the development needs of basic education. Therefore, some teachers' colleges and universities have begun to actively explore effective measures and seek reforms, such as the shift from the proportion of professional courses and elective courses, the combination of group lessons and single-person courses, and more practical and targeted edited textbooks. the importance of the training of students' teaching ability, etc, the purpose of these measures is to establish a music education system with teacher characteristics. The music education seminar of the high school in this period also promoted the development of music major. The most representative ones were the first to fourth national music education reform seminars held in 1986, 1987, 1988 and 1990 respectively. The hot and difficult problems encountered in the development and reform of music education in higher normal schools and solutions are proposed, which has played a guiding role in the development of music education. Actively absorbing the world's advanced educational concepts, ideas, and methods is also the result of music education reform in this period, and it is also a major feature of the development of music education in higher education during this period. Several advanced teaching methods in the world have been introduced to China. They are: German Orff Teaching Method, Hungarian Kodaly Teaching Method, Swiss Dalcroze Teaching Method, Soviet Union Kabalevsky Teaching Method, Japanese Suzuki Teaching Method, the United States DBME comprehensive music sense teaching method.

Overview of the Development of Music Education in Higher Normal Schools from 1992 to now. After entering the 1990s, the music education of higher education has developed rapidly. According to statistics, as of the end of 1990, 111 colleges and universities (including higher normal colleges, art colleges, and comprehensive universities) have established music education majors. [5]In 1992, the State Education Commission drafted a number of "Opinions on the Development and Reform of Art Teacher Education" and officially promulgated in 1995. The opinions put forward corresponding solutions to the problems existing in the development of music education in the high school in the 1980s, mainly focusing on the control of the number of music education majors, the supervision of the quality of music majors, and the increase of the high-level structure of music education such as the addition of music doctor and master's degree, improve the importance of moral education and aesthetic education in the music major, reform the curriculum structure and teaching methods, attach importance to students' cultural literacy and teaching ability, strengthen the connection between folk art and the classroom, strengthen the connection with basic education, and attach importance to the cultural scores of freshmen and other aspects. In order to implement a number of opinions, the State Education Commission's Department of Physical and Arts Education issued the "Second-year (three-year) music education professional curriculum program (Trial)" on February 27, 1996[6]. Compared with the previous curriculum, the curriculum

plan pays more attention to the characteristics of teachers; for example, in order to improve the ability of tutoring music activities, the small band orchestration course is added; in order to improve classroom efficiency and avoid wasting resources, impromptu accompaniment and piano skill classes are combined; In order to improve students' teaching ability, they infiltrate teaching methods in music major courses and so on.

The flourishing development of postgraduate education is also the result of the development of music education in this period. This not only makes China's music education development stand on a new height, but also can independently cultivate high-level music education talents, and also provides a powerful training for music education teachers. The level of education for teachers of music majors in higher education has been significantly improved. As of the mid-1990s, there have been 10 master's degree programs in the music department of the higher normal colleges, and the music department of Fujian Normal University took the lead in possessing the doctoral authorization point in 1996. This is the highest level of talent training for music education in China.

In the first year of the new century, the Ministry of Education promulgated the "Full-time Compulsory Education - Music Curriculum Standards" experimental draft. The curriculum standards have far-reaching influence on the music curriculum of primary and middle schools. This is a thorough reform of basic education, but also proposed new requirements for music education in higher normal schools. In 2002, the Ministry of Education issued the National School Art Education Development Plan (2001-2010), which requires that music education in higher education should start from the reality of basic education reform and development. These two documents clarify the way of thinking for the development of music education in the 21st century.

Inclusive and intensive academic exchanges at home and abroad and curriculum reforms that are advancing with the times are two major features of music education development since the 1990s. China in the 1990s is already an open country. The national music education teachers of the high school have obtained the latest international and domestic educational information through various means. They actively carry out international academic exchanges through various means, or participate in academic conferences, or invite foreign experts to exchange lectures. Or study abroad, study visits, etc. Since the 1990s, the rapid development of science and technology has also brought about the curriculum reform of music education majors. Some schools are the first to open computer music courses, developing multimedia technologies and applying them to music education courses such as sing and ear training, composing, music appreciation, which greatly improved the students' interest in learning and the efficiency of teaching. The popularity of the Internet in the 21st century has deeply affected the way of education. Music education is no exception. The new classroom methods such as MOOC, micro-class, flip classroom, and distance education have appeared in the music education classroom of the higher education, while innovating the traditional music education classroom. It also caused thoughts on the development of music education in higher education.

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