

Thoughts on Opening Public Music Course in Comprehensive Colleges and Universities

Tingting Zhang

Xiamen University Tan Kah Kee College
Xiamen, China

Abstract—At present, most colleges and universities have opened public music course to cultivate students' artistic accomplishment and improve their comprehensive quality in addition to popularize music education. Because of different education opinions and teaching forms of different colleges and universities, the current public music course in colleges and universities faces many problems in the curriculum system and teaching methods. From the perspective of practical public music course in colleges and universities, this paper points out the specific teaching problems it faces, analyzes the causes and further put forward suggestions for improvement in aspects of teaching objectives, teaching strategy and overall quality of teachers.

Keywords—colleges and universities; public music course; teaching dilemma; teaching thoughts

I. INTRODUCTION

In aspect of public art courses established in colleges and universities, there are clear regulations and requirements for its main nature, specific teaching objectives, curriculum setting, hardware and technical supports. From the perspective of relevant teaching practices in recent ten years, it can be seen that according to the deployment of the Ministry of Education, colleges and universities have set up corresponding public art disciplines in school, which changes the disadvantages of music education only provided in professional music colleges and universities to some extent. However, different colleges and universities may have different teaching ideas, levels and teaching methods in the public music course so that the course fails to achieve the expected results in the specific implementation of the teaching in colleges and universities and there are various problems existing in relevant theories, concepts, teaching contents and methods as well as the entire quality of teachers. Therefore, it is necessary to further clarify the teaching objective, teaching design and method and execution of public music course, meanwhile pay attention to improving the entire quality of teachers in order to solve the current various problems.

II. CURRENT PROBLEMS EXISTING IN PUBLIC MUSIC COURSE OF COLLEGES AND UNIVERSITIES IN CHINA

A. The School Party Does Not Pay Much Attention to the Teaching Work of Public Music Course

As clearly stipulated by the Ministry of Education, public music course, as a component of public art curriculum and like other public courses, is an inseparable part in the current college education system of China and is also the only way for the aesthetic education work in colleges and universities. The current setting and development of public music course is a necessary part of art education in colleges and universities. However, most colleges and universities neither fundamentally focus on the teaching of public music course nor determine the applicable important position of the course and take relevant guarantee measures in specific teaching, but execute the stipulation of the Ministry of Education from surface level. In the process of teaching, teachers do not focus on the teaching objectives and school also do not pay more attention to it, so that teaching work is carried out only for the purpose of completing the teaching task and the teaching effect achieved is tiny. Moreover, as the music course provided is neither practical, charming is nor available to attract students' active participation, most students take the lesson just for getting score of the optional course so that public music course teaching is in contrary to the initial intention of education to cultivate all-round talents.

B. The Teaching Work Has Not Formed a Relevant System

Currently, most colleges and universities cannot have uniform teaching books so that there are certain problems in the teaching of public music course. Some schools forcibly introduce textbooks from other professional music colleges. As a result in the specific teaching process, students are not sufficiently attracted as they are almost not in music major and are very hard to understand the professional music teaching textbooks; some schools may select textbooks of primary level which students may have learnt in middle school so that they cannot stimulate great interest of students. Although some public music teachers can make their own teaching plans based on their own professions, their relevant knowledge coverage is over small and in broken system, without connotation and logic nature and thus can hardly be accepted by the majority of students.

C. *The System Construction of Public Music Course Lacks Rationality*

In the process of setting up the curriculum, the current colleges and universities implement the form of decentralized opening. They do not have systematic planning and design, and the connotation of the curriculum is not comprehensive enough. There are not many subjects for students to choose, and they cannot keep in line with the times to meet the future requirement of college students. In selection of music textbooks, some schools ignore students' true understanding level and specific demands due to failing to do it on the basis of specific practice of the school although they take relevant music knowledge of professional music colleges and universities as references and reduce the difficulty; there are also some schools which doesn't set up practice course or activities such as "chorus" and "musical form" to stimulate students' enthusiasm rather than just providing written interpretation.

D. *There Are Few Methods for Teaching Public Music Course*

The teaching of music course must be combined with emotions. The purpose of teaching is to cultivate students' inspiration for many aspects of understanding and creation. However nowadays, public music courses in most colleges and universities are still provided in "cramming" manner. Most of the learning time is arranged in classroom, and related content also involves the subjective thinking of teachers. Consequently, it is not available to form an interactive and discussion styled learning mode between student and teacher and between students, students cannot fully realize independent thinking and it is not available to create an atmosphere of quality education among students.

E. *Humanity Is Covered by the Professionalism of Music Teachers*

According to the relevant regulations of the Ministry of Education, the ratio of the number of persons implementing public art course teaching in colleges and universities to the number of students should be maintained about 0.2%, and the number of full-time art teaching persons should reach half of that of art teachers. The current teachers for teaching public music classes are only proficient in one aspect of music knowledge, such as being good at playing a certain type of musical instrument. In daily life, they do not pay attention to improving personal music and cultural literacy, so that their humanistic quality is relatively low. In the process of teaching provided for non-music majored students in comprehensive colleges and universities, the knowledge being taught is limited too much, resulting in serious separation of professional music knowledge from life. Due to the separation from reality, what students learnt cannot be well communicated, cannot realize the "people-oriented" education concept, which may eventually cause students losing interest. In the long run, the interaction between music teachers and students will be unavailable to be carried out smoothly or even unavailable to be carried out, which may further result in a decline in the teaching level of public music course.

III. PROPOSITION TO SOLVE CURRENT TEACHING PROBLEMS EXISTING IN PUBLIC MUSIC COURSE OF COLLEGES AND UNIVERSITIES IN CHINA

A. *Attracting All Parties' Attention onto Public Music Courses*

In order to improve the effectiveness of public music teaching in colleges and universities, the focus should be put on ideological work. The quality of ideological work determines the future quality of public music teaching. Colleges and universities should abide by the principle of "people-oriented". In previous teaching in colleges and universities, the teaching method is to impart the knowledge on textbook to students and students receive knowledge in a single and passive way. Teacher often ignores the existence of students and cultivating students' practice ability, which seriously restricts the development of students' interest in music in colleges and universities and also plays a negative role in music teaching quality. The connotation of people-oriented principle is that the ultimate goal of education is to meet students' learning demands and fully play their personality. Only in this way can quality education shoot the arrow at the target. For school, it is necessary to establish and promote the concept and positive significance of music spread, realize the important practical function of public music course from the depth of the soul, establish a clear teaching objective for music course, improve the quality of relevant teachers and provide necessary support from construction of foundation. For universities with powerful strength, it is advisable to set up teaching and research departments relevant to public music teaching in relevant institutions to make an in-depth research on public music course. Besides, colleges and universities should take relevant educational concepts and theories as the guidance to get high-level art centers and hot art activities in the society confused with public music lessons in colleges and universities, get abstract music theory combined with practical conditions to promote the establishment and development of various music society, regularly and irregularly hold concerts and music festivals to promote sound development of public music courses in the entire school.

It is necessary to timely enhance improving the construction of public music curriculum teaching system in colleges and universities. The purpose of any higher education is inseparable from the comprehensive cultivation and improvement of students' moral, intellectual and physical abilities and there is no exception for public music course in colleges and universities. Therefore, in the process of music teaching, teachers can introduce various excellent works vividly from the background by means of discussing ancient and current theories and guide them to appreciate, while teaching students relevant skills of music playing and composing and practice and improve the teaching of public music course so as to improve students' music level. At the same time, it is also necessary to actively promote the enthusiasm of students to learn public music course, and further improve the entire quality of college students including non-music students.

The teaching level of public music course in colleges and universities may be improved gradually from an overall vision. Generally, students from different majors jointly participate in public music courses. At the same time, because of the change of related instruments and courses, students need to change the place of class when they are taking different courses. This problem requires teachers to be diligent in publishing and updating class related information such as time and place of class. So, it is necessary to establish a relevant system to guarantee the conduction of the above factors, control the student's absenteeism rate and guarantee the discipline and completion of work on the class during class time in order to improve the corresponding teaching level and effect. In addition, it is available to establish an applicable teaching platform in combination with information technology to enhance the communication between teachers and students while improving the quality of teaching. Relevant evaluation system should also be continuously improved, to ensure making evaluation on comprehensive performance of students in the class, practice, and graduation examination, to ensure improving college students' quality in music and other aspects and realize the original intention of setting up public music courses in colleges and universities.

B. Making Improvement from Instructional Design

First, educators should carefully understand non-professional college students' psychological characteristics to accept music education, their cultural background and acceptance level of music theory and select or independently formulate practically applicable teaching textbooks in combination with specific major of students and with the aim to guarantee the quantity and quality of knowledge spread to keep in line with the development of the times. Second, it is necessary to pay attention to the rationality of the curriculum setting. It is necessary to independently prepare the syllabus in accordance with the specific conditions of the university, organically combine the compulsory courses of public music course with optional courses, and add related music theory, musical instrument techniques and masterpiece appreciation courses to make the course adaptable to multiple music requirements of students; in detailed content, it is more necessary to meet students' requirement in aspects of bel canto, folk music and pop music to some extent in addition to improving students' level in understanding classical music.

C. Enriching the Teaching Methods

Relevant teachers should have a full understanding of their students. Especially for the particularity of the profession, teachers should change the teaching methods of mechanical infusion in the past, explore the creativity of students on the basis of protecting their natural instincts, make research in combination with the actual situation and get the research result applied in practice. In the class and practice, it is also necessary to enhance the link between teacher and students, to make the classroom atmosphere lively, enhance students' interest and initiative in learning the course and enable students to make deep practice and obtain applicable achievement. For example: in the process of understanding folk music, teachers can encourage students to

introduce or sing the songs with characteristics of their hometown or nationality, and then explain them in combination with relevant theory. This interactive way may greatly enhance the students' impression and improve the learning efficiency.

A large number of practical activities have proved that it plays a key role in improving the teaching level of public music classes. Therefore, it is necessary to strengthen students' practice in society in addition to teaching public music course in the classroom. Considering the differences in interests and specialties among different students, colleges and universities can organize various types of students into dance clubs, singing clubs, band clubs, etc., provide collective training on a regular or irregular basis as well as strengthen the exchanges among various associations to make the school's musical atmosphere lively and take the advantage to improve the concepts of teamwork and collectivism. Colleges and universities can also stimulate students' desire to show off and make innovation from the perspective of perception and hearing through various forms of concerts.

D. Emphasizing on the Importance of the Entire Quality of Teachers

Relevant teachers should expand their knowledge to the direction of literature, history, geography, art, etc., while consolidating their individuals' professional music foundation. At the same time, they should be proficiency in corresponding IT technology and multimedia technology, adapt to the characteristics of the era of knowledge explosion, realize a confusion of various majors in the teaching of public music course, and apply multiple knowledge to attract student finishing the arranged homework and task related. Moreover, it is necessary to pay attention to relevant research and development function, have the knowledge structures of teachers group greatly improved to keep it in the same pace with the development of current science and technology and the society. It is also necessary to make continuous improvement in practice to promote improving the entire quality of public music curriculum teachers in colleges and universities.

IV. CONCLUSION

It is imperative to play specific teaching features in the corresponding teaching practices. One of the key goals of colleges and universities to open public music course is to understand or explore the initial intention and artistic conception of various composers and performers, realize their noble characters and help students obtaining life perception. By learning music, student will be appeased in their restless mental state and progressive characters and be able to make contribution to stable development of the society in the future. Therefore, in the planning process and implementation of the teaching plan, it is necessary to combine the corresponding disciplines and professional characteristics, in order to improve students' actual level in music theory, vocal music and performance by virtue of providing public music course.

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