

Several Relationships in Music Education in Higher Normal University from a Global Perspective*

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Abstract—Music education in higher normal university is an important part of the national education system. At this stage, the development of diversified culture, information technology and the Internet has provided challenges and opportunities for music education in higher normal university. The author makes a detailed discussion on the five relationships between the training objectives of music education major in higher normal university by synthesizing many years of teaching practice and education management experience. Based on this, it is advocated to promote that music education of higher normal university should both teach professional skills and develop teacher skills, teach Western musical language and promote the educational philosophy expressed by the local music language world.

Keywords—multiculturalism; information technology; teaching evaluation

I. INTRODUCTION

Music education in higher normal schools is an important part of the national education system. Its main purpose is to train the teachers in primary and secondary schools, and also to train cast members and art management talents for the cultural art unit. However, with the implementation of the new goals of basic music education in the new century, music education in primary and secondary schools has entered a new stage. The author combines many years of teaching practice and education management experience, discusses the problems existing in the current music education of higher teachers from the relationship between Chinese and Western education system, virtual and realistic curriculum resources, and personality construction and talent training objectives and promotes that music education of higher normal university should not only teach professional skills, but also develop teachers' skills; it should not only teach Western music language, but also promote the educational philosophy expressed in the local music world.

II. EMPHASIS ON BOTH CHINESE AND WESTERN, AND THE MUSIC EDUCATION SYSTEM OF MULTICULTURAL DEVELOPMENT

Over time, different countries and nations have used western music as a "template" to construct their own music and music education systems. This has laid a theoretical system and technical support for the development of music in the country and the nation, of which the contribution cannot be denied. On the other hand, local music and national music are weakened and marginalized in this development process, and it is difficult to get rid of the influence of the so-called "European centralism". Therefore, dealing with the music system in the context of Western civilization and the musical characteristics of the oriental cultural background is the first relationship that music education must handle.

China's music education has been introduced into the Western education system and music language since the 1920s. So far, the major music departments are basically based on this solidified system as a basis for talent training programs. Although the voice "emphasizing the development of the nation's music language" has never been interrupted, and it has achieved certain results, it is difficult to shake the pattern of Western education.

First of all, Western music based on the cultural background of the two Greek civilizations (Ancient Greek-Roman culture and Hebrew culture) is influenced by "nature and rationality" and "religious consciousness", which has played a significant role in the progress of Western civilization. Secondly, Western music has been valued by the ruling class in its development history, and has constructed a highly mature theoretical system, such as notation, composing technology theory and so on; once again, Western music retains a large amount of music literature, providing a theoretical basis and work cases for music education. In addition, the Western music today is not the music of a certain country or a certain nationality, but the result of the integration of different countries and different national cultures in the West, so it has strong inclusiveness inherently; finally, the Western music system is constructed based on strong logical thinking, spontaneously or consciously commensurate with philosophy, mathematics, and acoustics. These are the reasons why Western music is "popular".

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Of course, any country or nation that introduces the Western music system and weakens the educational system of the nation's music culture is imperfect or unsound, because the culture of every country and nation should be respected. And the music of every country and nation should also be recognized. Different music has its own unique style characteristics, and different music reflects the culture of this country and nation. The purpose of education is to inherit knowledge and educate people, love the music of the nation, and build cultural self-confidence, which is the foundation for building national self-confidence. The Chinese nation itself is a united body constructed in a pluralistic and integrated way, scattered over 9.6 million square kilometers of land. Its historical importance and cultural broadness are our advantages. Their exchanges and interaction between different regions and different ethnic groups, shows the unique charm of their own music, and national music is our treasure. Therefore, music education in higher normal schools should develop ethnic music education according to local cultural characteristics and make required contributions to the development and inheritance of national music.

From the above two aspects, Chinese and Western music are not two opposites. We respect and promote Western music, because Western music is the common wisdom of mankind, reflecting the high development of Western civilization. At the same time, we can't ignore local music, because local music is our "root" and the living fossil of our national culture. Music education in higher normal schools should be eclectic, emphasizing the development of multiculturalism and should have a global perspective. Because music has no national boundaries, music belongs to everyone; we can listen to and play (sing) the musical cultural heritage of Western civilization and can also share the excellent music culture of China to the world, because national music also needs to be expressed in the world.

III. VIRTUAL AND REALISTIC, EMPHASIZING THE IN-DEPTH DEVELOPMENT OF CURRICULUM RESOURCES

At this stage, domestic higher normal colleges, especially local normal colleges, still adhere to the traditional teaching model. Information technology is highly developed today. Virtual and realistic teaching models are both challenges and opportunities for local universities. How to effectively apply modern educational technology and apply network resources is the main factor affecting the development of local colleges and universities. College administrators and college teachers should adjust and "transform" as soon as possible. The classroom teaching and knowledge transfer will be transformed into classroom management, classroom organization and the frontier interpretation and guidance of the discipline. Therefore, the seamless connection between the real classroom and the virtual classroom is the development direction of music education in higher normal colleges.

First of all, it is necessary to affirm and optimize the traditional education model. The advantages of the real classroom are face-to-face, teaching in accordance with their aptitude and emotional communication; the foundation of education is the growth and development of people, which

has the goal of the transferring knowledge and skills and the establishment of personality. Knowledge skills can be accomplished through real-life classrooms, or achieve goals by using network resources (cloud classrooms, micro-classes, classes, etc.), and personality is gradually improved in the real environment of growth and the society regulated by ideology. Chinese children go to kindergarten at 3 years old, go to elementary school at 6 years old, graduate from university at 19 years old, and continue to study at school for 6-8 years at the stage of expanding study (master's degree and doctoral degree). That is to say, more than half of the lifetime is spent in school. The school is like a small society, or we should make the school a small society, where student can learn the skills and knowledge to serve the society, but also learn to cooperate and distinguish between good and evil, so as to achieve seamless integration with the society and prepare for the future service of society, which cannot be completed by virtual classroom education.

At the same time, we cannot avoid the fact that the Internet and artificial intelligence have been involved in every corner of our lives, and music education is no exception. In the Internet age, just as online shopping breaks the monopoly of specialty stores, the educational resources and information owned by a few people (generally called experts) are radiated to everyone on the opposite side of each network. As long as the person on the surface of the earth has a computer, he can access these resources and information, which undoubtedly interrupts the monopoly of a few people on high-tech knowledge resources when benefiting more people. Because researchers acquire more information, they have shortened R&D time, which avoids repeated construction, and reflects education fairness in a sense; for learners, virtual education provides learners with a more convenient way of learning, so learners are not limited by time and space, and can acquire selective and targeted access to knowledge information at any time and location based on their own needs.

In short, in the Internet era, great changes have taken place in people's learning and life. The requirements of school education for teachers are not reduced, but improved; because the teacher's task is not only to impart knowledge and answer questions, but also to lead the growth of students and grasp the frontiers of the industry. They are the master of the socialization of knowledge application. Of course, the Internet is developing rapidly in China, but its management and application have not yet kept up. The information transmitted by the Internet is mixed, which requires teachers to identify and select students according to their development requirements. At the same time, college teachers should also participate in the construction of online classrooms and contribute to the diversified construction of classroom resources. For example, university teachers can work with large digital media companies to cooperate with schools, attract talents, integrate resources, and establish more comprehensive curriculum resources.

IV. SYNCHRONIZING PERSONALITY CONSTRUCTION WITH ABILITY IMPROVEMENT, AND CULTIVATING TALENTS WITH BOTH ABILITY AND POLITICAL INTEGRITY

The rapid development of the economy and the fast-paced life all affect the value judgment of contemporary college students; the impetuosity of people, the quick success and instant benefit, and pragmatism have become the mainstream driving force for college students. We should understand that music education in higher normal university is not only the transmission of culture, but also the establishment of personality of college students. The establishment of outlook on life and values is an important part of university education, and music education is no exception. In China, music education in higher normal university model mostly imitates the teaching mode of the music academy, vigorously develops the education of technology and skills, and weakens the construction of personality charm. An important aspect of differences between school education and social education is that students can get comprehensive and all-round development in school. Students here not only accept the basic knowledge of music and the teaching of basic skills, but more importantly, they should establish a outlook on life, values and the worldview of the pursuit of discipline and cultural beliefs in the growth in school. Music educators and educatees can have both ability and political integrity and serve the society only by establishing a patriotic complex with a spirit of collectivism, complying with social ethics laws, democratic awareness, scientific world outlook, outlook on life, and mental health. Just as the chaos of war does not allow students to study quietly on campus, it is difficult for students to sit in the classroom to learn the nourishment of knowledge with the confusion or chaos of cultural beliefs.

V. TEACHING SKILLS AND PROFESSIONAL SKILLS ARE STRESSED TOGETHER, EMPHASIZING TEACHING IN ACCORDANCE WITH THEIR APTITUDE

The goal of talent training in music department is to train high-quality performance talents, creative talents, research talents and art management talents. The music education of higher normal colleges also shoulders the task of cultivating talents, so improving teaching skills is an integral part of it. Therefore, the music education of higher normal schools must emphasize both teaching skills and professional skills, and teach according to professional characteristics.

For a long time, a large part of the music education major of higher normal schools is to imitate the talent training program of professional music colleges, emphasizing the cultivation of music professional skills, such as the ability to play (sing), creative ability and research ability. To some extent, these are understandable, because they must have solid music skills to be qualified as a teacher, and it is difficult for the educator who does not have a high standard of professionalism to be qualified as a teacher. In some schools, there are other situations. Due to the background of normal colleges and universities, there is a unique advantage to the teaching theory of Chinese and foreign subjects. This advantage is radiated to all majors and fields, and music

education is no exception. The result is the excessive emphasis on teacher skills, while ignoring the cultivation of professional knowledge, so that it stays in the study of methodology, or in the practice of methodology, and the control of professional knowledge and its skills is not enough.

Therefore, education does not "transport" the educational resources it has to students, but should teach them to students in a way that educatees like to accept by applying professional teaching skills, teaching modes and methods. The orientation of running a higher normal college is to train teachers for primary and secondary schools. Therefore, the words "normal school" should be reflected in the curriculum, personnel training programs, and teaching plans. In addition, music education students must also have strong professional knowledge, and be full of love and awe to music and music education.

Of course, professional skills and teaching skills are not antagonistic. Music needs inheritance, which can be oral communication, or interpretation through school education and school education is inseparable from the support of teaching skills. In addition, music education can also achieve educational goals through artistic practice, improve professional knowledge in practice, improve collaboration ability, and enhance educational ability in practice. In short, for the music education of higher normal university, teaching skills and professional skills are not opposite, but serve as "two aspects of a coin", which can complement each other and are indispensable from each other.

VI. TEACHING ACHIEVEMENTS AND TEACHING EVALUATION, DEEPENING TEACHING QUALITY

Teaching objectives, teaching content, teaching modes and methods, and teaching evaluation are important elements in teaching. Teaching evaluation is an evaluation of teaching effectiveness according to the training objectives, which generally involves the inheritance of knowledge and skills, the improvement of concepts and concepts, and the control of information and methods. This is a comprehensive consideration of teaching; teaching evaluation is generally divided into process evaluation and results evaluation. Process evaluation is a means of collecting information of teaching process in a timely manner in the process of teaching, which is an important way to find problems and solve problems. The results evaluation are mainly the course assessment, the results presentation, etc., which is a reflection and summary of discipline development. Applying domestic and foreign mature evaluation systems and evaluation methods, and using advanced information technology and network technology for data collection and analysis is a commonly teaching evaluation method used at this stage.

Music education in higher normal schools should adopt the method of combination of process evaluation and course assessment. The process evaluation establishes a channel for teaching and learning, and quickly feeds back the teaching effect, thereby stimulating learning and improving the quality of teaching. The result evaluation is to promote teaching and split the talent training objectives, such as the

assessment of knowledge, the assessment of teaching methods, the assessment of teaching concepts, the assessment of learning methods, and the assessment of interest in learning to indicate directions for teaching behavior.

Music education in higher normal schools should adopt the evaluation methods combining theoretical assessment and practical ability examination. At this stage, the teaching evaluation of music education in higher normal schools stays mostly in the simple form of curriculum assessment, which is only an assessment of the principle of knowledge, but the assessment of comprehensive ability, especially practical ability, is relatively weak. The assessment of practical ability is composed of a series of phased evaluation. Through the phased test of practical teaching activities, the collection, analysis and research of a series of practical parameters are used to judge the gap between the teaching process and the teaching objectives, which requires the music education of higher normal schools to set up teaching practice links in the training program and personnel training objectives, such as teaching skills, professional skills, organization and management, etc., and at the same time establish matched corresponding evaluation mechanism and evaluation system to complete the collection and analysis of parameters.

In addition, music education in higher normal schools should also set up evaluation mechanism for morality and education; the evaluation mechanism for diversified construction of curriculum resources; the evaluation mechanism for the application ability of information technology and network resource; the evaluation mechanism for serving society and locality, etc.

VII. CONCLUSION

The music education in higher normal colleges should be clear about their own school orientation and school-running advantages. In particular, local colleges should strengthen their school-running characteristics, and at the same time rationally apply Internet resources, break geographical restrictions, develop higher teacher education, and make contribution to local grassroots music education; contribute to the professionalization and popularization of music education in primary and secondary schools in marginal areas; let everyone sing the songs of their hometown, and be able to listen to exotic music far from the other side of the ocean.

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