

# Research on the "Four in One" Teaching Mode of Musicology Major in Normal Universities

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**Abstract**—Students majoring in musicology in normal universities are facing the severe challenges of variety and diversification of social employment needs. In order to make students have better and more comprehensive development, schools must face the status quo, take students' development as the main body, and closely follow the four aspects of knowledge, science, practicality and innovation and the basic rules of music disciplines and education to explore new ideas for the development of music curriculum, optimize, integrate, and expand new curriculum, establish an art practice platform and a scientific and normalized teaching practice system, and steadily promote the four aspects of innovation and entrepreneurship education. It is necessary to establish a "four in one" curriculum system to solve current problems through reform and innovative practice and strengthen the process of students' practicing in learning and growing in practice. It aims to improve the practical and innovative ability of college students and cultivate new types of music talents that adapt to the development of the times.

**Keywords**—four in one; curriculum setting; teaching mode; teaching practice; innovation and entrepreneurship

## I. INTRODUCTION

With the rapid development of China's economic culture, people's demand for accepting art education has also grown, and the social music education market is developing rapidly, with strong demand and broad prospects. Social music education has become a new demand for music education. The social music education market needs the versatile talents who "know something of everything and everything of something". Therefore, the training of music majors in comprehensive universities is experiencing the severe challenges of diversity and variety of social employment goals. In the face of today's huge employment pressures and the contradiction between supply and demand, in order to enable students to have better and more comprehensive development, schools must face the status quo and closely focus on the knowledge, science, practicality and innovation to explore the new ideas of curriculum development of music disciplines. Through reform, and innovation, the "four in one" curriculum system is established to effectively solve the existing problems. "Four in one" is the teaching curriculum system that takes students' personality development as the main body, optimizes integration, expands new courses, establishes an art practice platform, establishes a scientific

and normalized teaching practice system, and steadily promotes the four aspects of innovation and entrepreneurship education. It scientifically and rationally optimizes and integrates the existing curriculum teaching system and its contents, and truly adjusts the connotation of professional construction to form its own "features" and cultivates new type of music education talents who are qualified for the school's music education and can adapt to the work of social music education.

## II. OPTIMIZING, INTEGRATING AND EXPANDING NEW COURSES

At present, from the information on the reform of the national music theory teaching, the theoretical courses offered by the music majors are mostly set according to the "four-year undergraduate music professional teaching plan of higher normal colleges" promulgated by the Ministry of Education. It mainly includes: music basic theory, harmonics, song writing, Chinese and Western music history, music appreciation, national folk music, art introduction, primary and secondary music teaching materials and so on. However, these courses have not been able to fully meet the needs of people of all ages and levels in the society and the various types of music education. This means that we should break through the limitations of only cultivating music teachers in primary and secondary schools, facing the market demand, timely adjust the curriculum, organically combine school-based music education and social music education, find commonalities and similarities between the two, and establish a more complete curriculum teaching system to better meet the needs of social development. However, according to the current new curriculum standards for music education in primary and secondary schools, the current music education curriculum in primary and secondary schools has greatly increased the inheritance of national music culture and the content of contemporary multi-music culture, which enables students to understand and love the music culture of the motherland by learning Chinese and foreign folk music and inherit the Chinese traditional music culture tradition to increase national self-confidence. It is conducive to cultivating students' patriotism, broadening the aesthetic vision, understanding the richness and diversity of the world's music cultures, and enhancing the understanding, respect and love for the music culture of different ethnic groups. In this way, primary and secondary school students

and even social music lovers can better understand and inherit contemporary folk music and multi-music culture with large information of the content, wide scope of knowledge, and the vivid and flexible curriculum requirements. If the music education courses in our colleges are still old-fashioned and not adjusted in time, students cannot easily cope with the curriculum at work after they graduate. Therefore, our music major should make corresponding adjustments in the curriculum by offering relevant electives and compulsory courses to effectively integrate music theory knowledge, increase Chinese and foreign national folk music and contemporary multi-music cultural content, broaden students' knowledge and information horizons, and make up for the serious shortage of introduction of contemporary Chinese and foreign music culture in music education in primary and middle schools, which help students understand the multiple music world under the rapid development of information society today.

### III. ART PRACTICE PAYS ATTENTION TO PRACTICALITY

In general, art practice is often a simple stage practice course or a performance event, and students always participate passively. In fact, the scope of artistic practice is not only the stage practice, and it should also include reading, speech, photography, painting, etc. It can stimulate students to participate in it actively from many aspects. Our primary and secondary school music teachers and social music teachers are often treated as "all-rounders" in school activities and work. They sometimes not only need to perform but also serve as hosts, conductors, or accompaniment, or take charge of recording or videoing. If the students lack the practical exercise in these aspects, they will not be better qualified for future work. The implementation of artistic practice activities will help students improve their overall quality, establish their sense of responsibility and work hard in a large number of artistic practice activities. It forms a good transition between school and work for the future work of students, so that students can be more confident in their future work.

There are many forms of artistic practice activities, such as instrumental ensembles, choruses, concerts, performances, competitions, events, etc. Schools should set up a variety of practical platforms to guide teachers to actively organize and encourage students to participate in, observe concerts or various music activities. It should change the past behavior of teaching practice and operations in the books, put the practical teaching into practice, and effectively improve the practicality and practicalness, so that students can find problems in time to effectively solve practical problems. Each student is allowed to make specific operation and specific implementation, and personally experience the practice links. According to the students' personality characteristics and specialties, students are cultivated in recital, host, painting, photography and other aspects in addition to vocal music, instrumental music, and dance. Schools can establish teaching practice bases in various primary and secondary schools, set up practical teaching points in children's palaces, cultural centers, art centers, training centers, communities, etc., and build more practical

platforms for students as much as possible. Not only can they effectively improve the level of music professional, but also have a clearer understanding of the planning, training, performance and other processes of the entire event through multiple and continuous exercises, which is conducive to reasonable arrangements and coordination in future activities. In teaching practice activities, students have the opportunity to contact the society, recognize the society, and integrate into society. Through many and diverse performances, we constantly accumulate performance experience, continuously improve the overall quality of individuals, and lay a certain foundation for students to walk out of the classroom to the society, and to enhance social competitiveness and adaptability.

### IV. SCIENTIFIC AND NORMALIZED PRACTICAL TEACHING

The ultimate goal of all teaching reforms is to better cultivate talents, so it becomes particularly important to explore more scientific and reasonable teaching methods in the process of implementing teaching reform, adopt more reasonable teaching methods, and absorb more professional and practical teaching contents.

Teaching practice enables students to keep abreast of the current state of music education in primary and secondary schools, consolidate and validate the theoretical knowledge and skills of music majors, and deepen understanding to narrow the gap between theory and practice. It is necessary to cultivate students' ability to engage in music education in primary and secondary schools, lay a foundation for students' future teaching career, effectively improve students' sense of responsibility and mission to music education, and form a good professional quality of music teachers. At the same time, it can seamlessly connect the music education work in the future through the scientific and normalized teaching practice.

At present, the teaching practice of the school is generally arranged in the last semester of the senior year, for only one semester (2-4 months). The short internship time and heavy tasks make students unable to fully grasp the rules and characteristics of classroom teaching. Scientific and normalized teaching practice means that from the first year of university, there is a period of time for students to participate in the music classroom teaching of primary and secondary schools in each semester. During winter and summer vacations in the freshman — the junior year, teachers can scientifically and rationally formulate the practical teaching content at each stage and improve requirements and goals step by step through the process of "visiting, assisting, teaching, reviewing, and attending classes" with the "mentoring" training of the instructors in music training institutions, Children's Palace, cultural halls, communities, etc. In the process of teaching practice, students can understand the basic requirements, the rules of classroom teaching, the teaching process, etc. of current primary and secondary school music teachers, and they will be familiar with the command, piano impromptu accompaniment, vocal music, dance, chorus, recitation and other aspects of knowledge. In the process of practice, they can fully recognize their strengths and weaknesses, and

constantly fill in the gaps in study and practice. When they graduate from college, they have accumulated considerable teaching experience and prepared for fierce employment competition.

#### V. STEADILY PROMOTING INNOVATION AND ENTREPRENEURSHIP EDUCATION

At present, the teaching mode of music science majors offered by music colleges in China pays special attention to the cultivation of students' professional and teaching ability. The knowledge structure of talents cultivated by this model is relatively simple, and the students lack group consciousness and the cooperation ability. To this end, China has introduced many college students' practice innovation policies in recent years. Among them, the college students' innovation and entrepreneurship project plan aims to cultivate college students' innovative and entrepreneurial thinking, and enhance students' sense of social responsibility, innovation, entrepreneurial awareness and innovation and entrepreneurship ability, so as to cultivate high-level innovative talents adapt to the need of the construction of an innovative country. Innovation and entrepreneurship is the best way to combine learning and practice. As the main body of innovation and entrepreneurship, college students should grow up in learning, become talents in practice, progress together, grow together, and synchronize with learning and the times in addition to learning professional knowledge and good teamwork spirit at school. Students should be encouraged to actively participate in innovation activities, innovative research, and innovation teams, so as to effectively solve the problem that students only study blindly and ignore the goal of innovation and entrepreneurship.

Under the guidance and leadership of the instructors in undergraduate teaching work, students will be trained to conduct research on "transferring, helping, and leading" topics. That refers that the senior members of the project lead the lower grade students to do the declaration, field investigation, collection of folk work, and final report. The lower grade students follow the senior students to understand the steps and procedures of the subject. Each grade learns from, helps and influences each other to form a team that is constantly cycling, aggressive, and united. In this process, students are encouraged to actively think, actively discover new problems, new perspectives, and new methods, and keep thinking and making progress, so that the innovation and entrepreneurship education system of college students with school-based characteristics can be established and improved. It is of great significance to explore new channels, new forms, future work and further study in employment and entrepreneurship.

Therefore, we must carry out cognitive education of innovation and entrepreneurship, cultivate correct values, innovative thinking and entrepreneurial ideas, focus on emerging fields, understand the status quo of social and technological frontiers, and carry out innovation and entrepreneurship awareness training, ability training, and simulation training. At present, the innovation and entrepreneurship projects of music major in comprehensive university should firstly be projectization, relying on the

main form of innovative and entrepreneurial projects in universities. Students take the participation of the project as the starting point, and form a team with teachers and policies as effective guarantee. Then they can establish the innovative and entrepreneurial education operation system including assessment and evaluation, to effectively solve problems and promote the sound development of the project. Second, synchronization means from the first year of university, starting with school work, students start to participate and then become creating members. From the declaration and project approval to final report of innovative and entrepreneurial projects, they can gradually deepen and improve, which promote students to grow in learning and becoming a talent in practice. Third, base-orientation refers that the smooth development of innovation and entrepreneurship education practice need the establishment of a long-term and stable practice place, which is the platform for the innovation and entrepreneurship education exercise and the platform for the incubation of results.

#### VI. CONCLUSION

It is suggested to firmly grasp the fundamental tasks of morality education and the main line of deepening education and teaching reform, aim at cultivating high-quality innovative talents with all-round development with the guidance of transforming educational thoughts and updating educational concepts. In short, the study of the "four in one" curriculum reform of music major in comprehensive university is a long-term continuous improvement process. This article takes students as the main body, and constantly improves the basic knowledge of music, art practice, educational practice, innovation and entrepreneurship education curriculum system from the four aspects of knowledge, science, practicality and innovation, and puts forward some of its own opinions. It is hoped that through constant revision and continuous improvement, the objectives and tasks of the teaching curriculum will be put in place, so that students can acquire the necessary and systematic skills and techniques in this teaching system. As soon as possible, we will grow up in practical learning and strive to become the new creative talents of the times.

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