

Research on the Innovation of Western Music History Teaching System

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Abstract. Constructing an innovative teaching system of western music history is conducive to optimizing the teaching process of music teachers, and can help students to invest in music teaching activities with more active and full enthusiasm. This paper explores the construction of an innovative teaching system for western music history on four levels: teaching curriculum, teaching team, teaching methods and teaching environment, so as to promote the improvement of teaching quality of Western music history.

Introduction

From a disciplinary perspective, Western music history is a science discipline that studies the history of the development of western music. Its most striking feature is based on music scores and writer's biography[1-2]. From the end of the 15th century to the beginning of the 16th century, people began to carry out research on the history of Western music. Up to now, China's research on the history of Western music has gradually matured, publishing a large number of papers and monographs on the history of Western music [3-4]. However, as far as the teaching of Western music history in school music education is concerned, many schools in our country still have many problems, such as problems with outdated textbooks, low teacher teaching ability, single teaching methods, unreasonable teaching strategies, and poor teaching environment [5-6]. To this end, constructing an innovative teaching system for Western music history is an important issue facing the current school leaders and music teachers.

The Construction of Innovative Teaching Course in Western Music History

Looking at the school music education in our country, the education about the history of western music has a special teaching material, "History of Western Music". Some of these textbooks are published domestically, and some are domestic translations of foreign books. However, whether it is domestic teaching materials or foreign textbooks translated, all sorts of knowledge of western music history are combed from different levels. The teaching curriculum is a material guarantee for the smooth development of other teaching activities. For this reason, if we want to construct an innovative teaching system for Western music history, the first task is to construct an innovative teaching curriculum for western music history. Specifically, we can build through the following ways, as shown in Figure 1.

Optimize the Course Structure of Western Music History. The so-called curriculum structure refers to the distribution and organization of various parts of the curriculum. For Western music history courses, it is necessary for music teachers to divide them into music score courses, character biography courses, and important historical event courses in accordance with educational goals. The basic requirement for optimizing the course structure of western music history is to organize and arrange the basic content of western music history according to the main content of western music history so that it conforms to the laws of music education and the study laws of students, and can also satisfy music education. The requirements have reached the complete structure of Western music history courses.

Increase the Duration of Western Music History Courses. According to the current situation, in many schools in our country, when it comes to the content of Western music history, only a small number of hours are arranged. Compared with the history of Western music, music teachers are

more inclined to tell Chinese students the history of music. In the long run, many students have also estranged the history of Western music and believe that Chinese people do not need to learn the knowledge of western music history. What's more, the knowledge taught in the history of Western music is historical, that is, old, outdated knowledge. However, the history of western music is rich in content and it plays a crucial role in students' music learning. To this end, schools should give an important position in the history of Western music, not only to increase the hours of Western musical history, but also regularly organize personnel to conduct on-the-spot observations of Western music history classroom teaching.

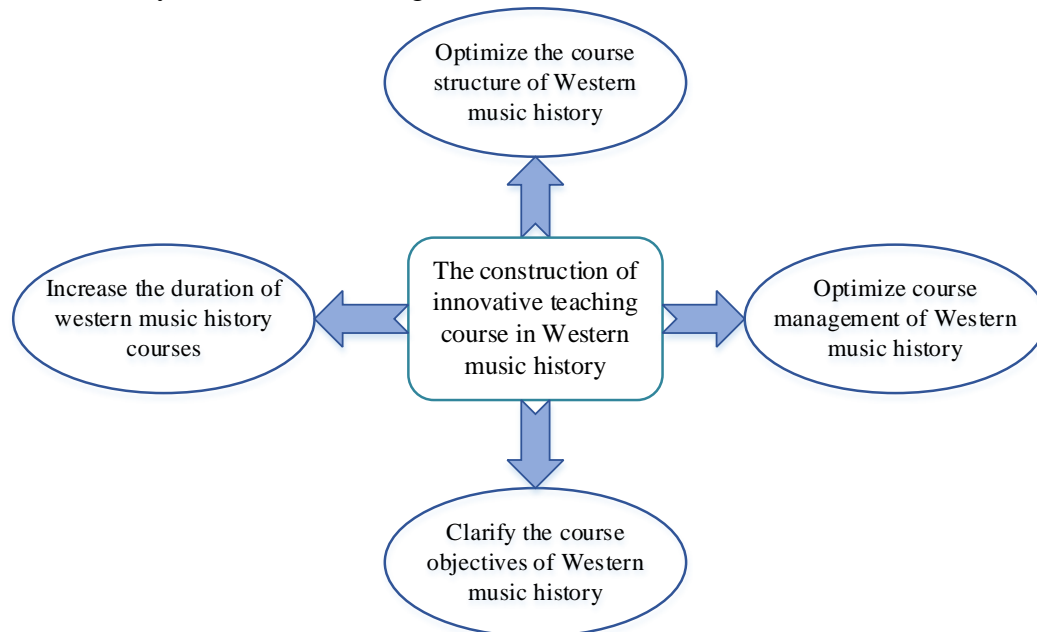


Figure 1. The construction of innovative teaching course in Western music history

Clarify the Course Objectives of Western Music History. The goal of Western music history curriculum is to cultivate high-quality talents who can inherit the essence of Western music (ie, the excellent experience of Western music), increase the breadth and depth of Western music research, or improve the level of their singing and playing. School leaders and music teachers should hold this concept in the process of curriculum teaching, and optimize the curriculum objectives of western music history from the perspective of talent cultivation. Music teachers should not avoid the prejudice that “Western music classes are teaching the history of Western music to students”, but infiltrate the cultivation of talents into the curriculum objectives of western music history at every stage of teaching activities, so that teaching Activities are more targeted and more developmental.

Optimize Course Management of Western Music History. For Western music history courses, it has certain disadvantages compared to other music disciplines, such as the neglect of music teachers and students, and the preservation of textbooks. However, based on the importance of Western music history disciplines, school leaders must attach great importance to their teaching curriculum. In the specific practice, the school leaders must maintain a high degree of attention from the compilation of western music history curriculum, to the implementation of music teachers' teaching, and to the evaluation of music teachers' teaching activities. If you find a problem that is not good, promptly request and require rectification. If you find a good problem, promptly put forward praise and rewards, and record it in order to guide the follow-up work.

The Construction of Innovative Teaching Staff in Western Music History

The Western music history teaching team mentioned here refers to music teachers. At present, most schools in China have many problems in the construction of music teachers, such as a small number of teachers, teaching ability and innovation ability are not high. Since music teachers are executors of Western music history teaching activities. Their quality is directly related to the final quality of Western music history teaching activities. To this end, the construction of an innovative teacher

team is an essential part of constructing an innovative teaching system for Western music history. Specifically, we can build through the following ways, as shown in Figure 2.

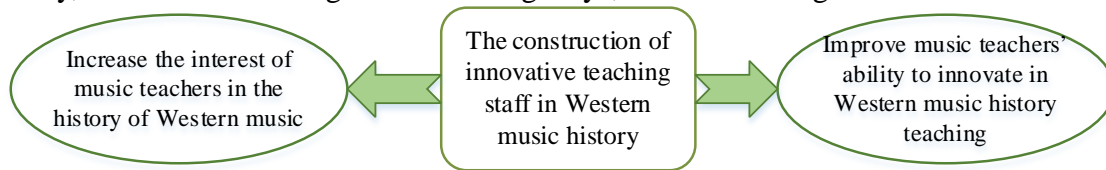


Figure 2. The construction of innovative teaching staff in Western music history

Increase the Interest of Music Teachers in the History of Western Music. The so-called attention degree refers to the music teacher's focus and detailed description of the content of the Western music history involved in the music curriculum. To increase the interest of music teachers in the history of Western music is to increase the enthusiasm of music teachers for the education of Western music history. At present, in the practice of music teaching in some schools in our country, many music teachers will only "read the script" when they explain the history of Western music, or directly "read" the text on the textbook, or allow the students to view the multimedia on their own projection. This fully shows that music teachers have not paid enough attention to the history of Western music. In fact, Western music history contains a wide range of content, such as ancient Greek music, Roman music, Renaissance music, and Baroque music... For each country, each period of music, Western music history has a very detailed explanation that these contents can help music teachers establish a correct understanding of music, help them sort out the whole context of Western music development, and help them learn the excellent experience of Western music education. For this reason, it is particularly important to increase the attention of music teachers to the history of Western music.

Improve Music Teachers' Ability to Innovate in Western Music History Teaching. Western music history differs from musicology theory, pedagogy, aesthetics, compositional theory of technology, piano or other musical performances. First, it is "western" and secondarily it is "historical." Since it is "western", it must be very different from our country's subject knowledge in terms of content. Since it is "historical," it must have some differences in the content and the development of modern music, that is, the difference between old and new. For this reason, whether from the "Western" perspective or the "historical" perspective, music teachers are in urgent need of reform and innovation in the process of Western musical history teaching. There are two main innovations: The first is to allow "Western" knowledge to be Chineseized to enhance students' affinity for Western music history. The second is to allow "historical" modernization to use the old good experience to promote the development of modern music education.

The Construction of Innovative Teaching Methods in Western Music History

For Western music history, due to its strong theoretical basis, its content involves the development process of music in many western countries and multiple historical periods. At the same time, there are also many musical figures in each country and every historical period, and the character of each person's music creation is very different. Therefore, it can be said that Western music history is a discipline with a huge amount of information. In front of such a huge amount of information, if music teachers use traditional or single teaching methods, they will not be able to meet the students' current musical needs. So, how to construct innovative teaching methods of Western music history? Specifically, we can build through the following ways, as shown in Figure 3.

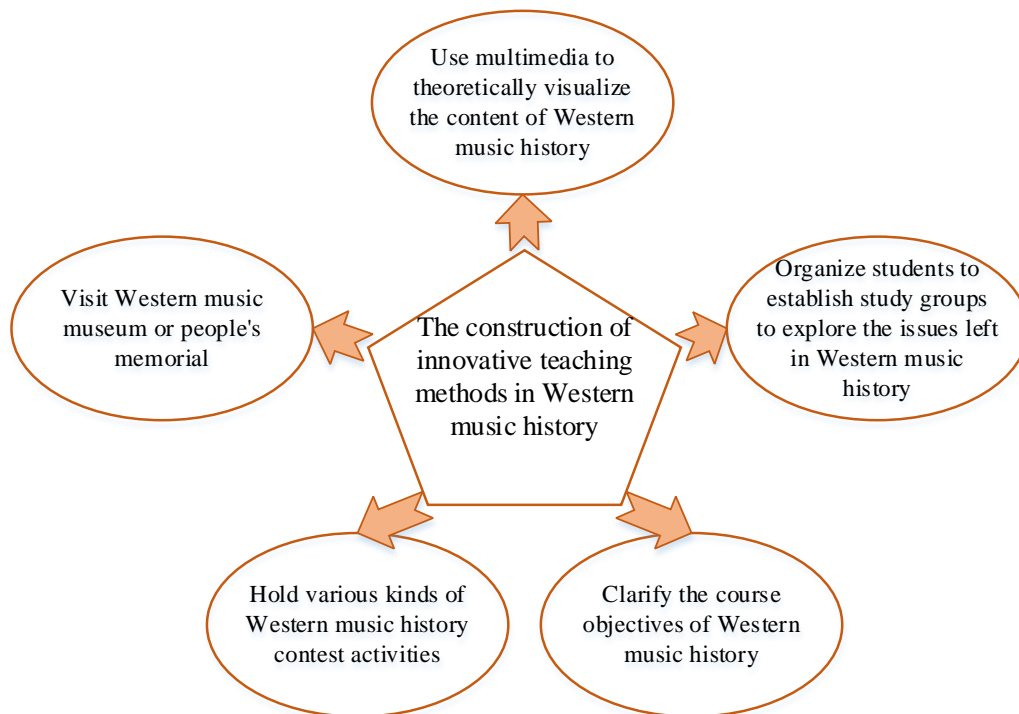


Figure 3. The construction of innovative teaching methods in Western music history

Use Multimedia to Theoretically Visualize the Content of Western Music History.

Multimedia can perfectly integrate “sound”, “picture”, and “text” to make the original boring teaching alive. For Western music history, because it includes many foreign music masters and their works, if students only understand these contents from textbooks, they cannot have a deep impression on this knowledge. Under this circumstance, music teachers will use multimedia presentations of various historical periods or music master data from various countries to enter computers, display them on multimedia projection devices, and provide more intuitive explanations of these contents in terms of pictures, audio, and video. By watching multimedia videos, students will have a keen interest in the history of Western music, thus improving the quality of music teachers' teaching.

Visit Western Music Museum or People's Memorial. It is necessary for music teachers to regularly organize students to visit Western music museums or character memorials. Through the visits, students can learn the knowledge that is not available in textbooks, and can comprehensively analyze people and events in the history of Western music from historical photographs, historical figures, and other historical materials. What needs to be put forward is that when the visit is over, the music teacher should promptly ask the students to express their opinions on the visits, or to communicate with the self-constructed group, or write a visit.

Hold Various Kinds of Western Music History Contest Activities. School leaders and music teachers can rent out some contests on the history of Western music, such as debate games, speech contests, etc., encourage students to participate, and give material rewards or spiritual rewards to outstanding students. The purpose of carrying out the competition is to test whether the students have mastered the knowledge of Western musical history in class, and to test the teaching achievements of music teachers. In specific practice, Western music history contest activities are not necessarily school-wide but can also be grade-level units or class units. Of course, for those schools that focus on the development of western music history, teachers and student teams can also be formed to participate in school-school competitions or participate in national competitions.

Watching Western Musicals, Movies and TV Shows. Although Western music history is the development history of Western music, it does not mean that the content it contains is knowledge of the past. Although eras are developing and science and technology are improving, representative works of music masters in the history of Western music are endless. For this reason, if music teachers want to improve the quality of Western music history teaching, it is necessary to lead or encourage students to listen to more Western musicals after school hours, or watch some movies

and TV dramas related to the history of Western music.

Organize Students to Establish Study Groups to Explore the Issues Left in Western Music History. In the process of Western music history teaching, music teachers should encourage students to re-explore issues in Western musical history that are questionable, biased, or not yet thoroughly studied. Students can further research these issues by writing reports and publishing papers. For students who perform well in the research process, school leaders and music teachers must reward in time.

The Construction of Innovative Teaching Environment in Western Music History

A good teaching environment is an important guarantee for sustained and stable teaching activities. For the Western music history teaching activities, the innovative teaching environment needs to be constructed from three aspects: society, family and school, as shown in Figure 4.

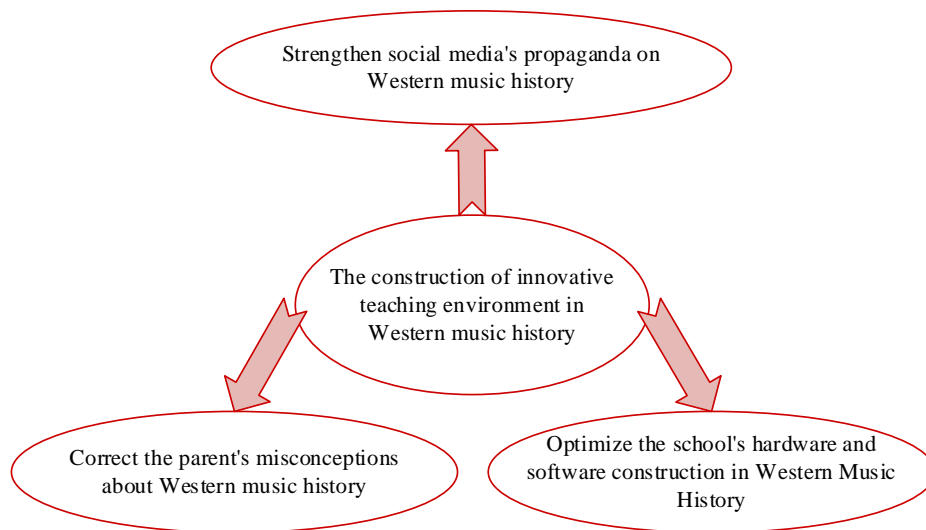


Figure 4. The construction of innovative teaching environment in Western music history

Strengthen Social Media's Propaganda on Western Music History. In order to construct an innovative teaching environment for Western music history, the work that social media needs to do is mainly to actively promote the important role of learning western music history. Whether it is traditional media, such as television, radio, newspapers, or new media including online media, mobile media, and digital television. They must regularly report, publish or publish news or soft papers related to the history of Western music.

Correct the Parent's Misconceptions about Western Music History. At present, many parents in our country are more inclined to allow their children to learn Chinese folk music in the face of Western music. In addition to the vigorous development of popular music in the past two years, even the original obscure Chinese opera has been reported by numerous media, and the development trend is very good. This has caused great obstacles for parents to recognize the history of Western music. To this end, in addition to social media promotion above, schools must establish cooperative relationships with their parents and correct parental misconceptions about the history of Western music through home visits, sending documents, and opening parent conferences.

Optimize the School's Hardware and Software Construction in Western Music History. Both social media and parents are external environments. The one that has the greatest impact on the teaching of Western musical history is the internal environment, the school environment. In the specific practice, the school leaders must first set up special funds for classrooms (including music classrooms) and teaching aids for the teaching of Western music history. The second is to publish information related to the history of Western music on the campus network and post it on campus. The propaganda posters and newsletters related to the history of Western music, the construction of landscapes or sculptures related to the history of Western music on campus, and the creation of a good atmosphere for the study of Western music history in many aspects. The third is the

establishment of sound music teacher recruitment, selection, and wages and welfare systems. The fourth is to encourage music teachers and students to carry out academic research on the history of Western music. The fifth is to carry out “school-enterprise cooperation” with social enterprises, and provide employment guidance for students with learning potential and development potential in the history of Western music.

Conclusion

China's research on the history of Western music has gradually matured, and published a large number of papers and monographs on the history of Western music. However, as far as the teaching of Western music history in school music education is concerned, many schools in our country still have many problems. Constructing an innovative teaching system of Western music history is conducive to optimizing the teaching process of music teachers, and can help students to invest in music teaching activities with more active and full enthusiasm. This paper explores the construction of an innovative teaching system for western music history in terms of teaching curriculum, teaching team, teaching methods and teaching environment. This will promote the improvement of teaching quality of Western music history.

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