

# Music Teaching Research in Universities Based on the Perspective of Core Competencies

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**Keywords:** Core competencies of music; music teaching in universities; countermeasures

**Abstract.** Along with the continuous in-depth development of education reform in China, the teaching and practical theory of music course in institutions of higher learning have been constantly developed and improved in the process of teaching reform. Among them, students' core competencies of music education have become the focus of the current music teaching. This paper carries out the concept analysis of music core competencies, combining the application significance of music core competencies and the current situation of music education teaching in China to probe into the countermeasures of developing music core competencies, so as to promote further development of music teaching in universities.

## 1. Introduction

Core competencies are proposed on the basis of quality-oriented education of talents in the new period, which is centered on "cultivating new quality talents with all-round development". They are mainly divided into three aspects: cultural foundation, independent development and social participation. The presentation and development of core competencies fully reflects the new demands for the all-round development of people and society in the new era. The cultural foundation part of it not only focuses on students' acquisition of knowledge and skills, but also emphasizes the cultivation of students' comprehensive quality and core competencies under the requirement of new quality education. The core competencies of music show a kind of new quality cultivation method based on the talent cultivation strategy of colleges and universities.

However, due to the particularity of music discipline, there have been many problems in some schools for a long time, including emphasizing the specialty but neglecting the culture. With the introduction of music concept of core competencies, the attention paid to music teaching in colleges and universities has been improved, which brings a new development opportunity for music teaching. Only by constructing the curriculum reform model with music core competencies as the target, strengthening the teaching practice method led by music core competencies and carrying out the teaching evaluation oriented by music core competencies can the application of music core competencies be truly implemented from theories to teaching practices.

## 2. Value Connotation and Basic Features of Music Core Competencies

Music teaching is a very important branch of art teaching. Under the background of each round of curriculum reform, it presents unique discipline accomplishment and application value. Music curriculum is of great significance to the field of humanities curriculum, which is targeted at training students to know music basic knowledge and basic skills of music. The teaching of music courses can promote students gradually to form good characters and key abilities beneficial to the lifelong development in the process of learning, namely connotations and characteristics guided by the concept of core competencies. The music teaching should be improved to the level of core competencies of music, which is of great significance for the establishment and development of students' music abilities and characters, the revelation of the educational function and value of music subjects in basic teaching from the perspective of integrity. Music core competencies are based on the all-round development of people, especially on the development of the music abilities, which emphasizes students' integral multiple requirements in the areas and situations of music learning. In addition, music core competencies underline combining the

value connotation of music subject with comprehensive and holistic requirements for students' professional development in music teaching and learning process organically, so as to realize that music competencies play a guiding and practical significance in the process of music learning.

As a whole, core competencies refer to the music discipline competencies gradually formed according to students' mastery of music knowledge and skills in the process of music learning. These competencies mainly contain students' accumulated knowledge of music, mastered music learning methods and formed music practice abilities in the learning process, which lets students sense the music from the cultural and aesthetic level, as well as raise their comprehensive qualities from the perspectives of music learning and appreciation.

Based on the value connotation of music core competencies, it can be concluded that music core competencies possess the following characteristics in its formation and cultivation process, namely: the characteristics of comprehensive contents, multi-level developments and practices. Among them, comprehensiveness refers to the connotation and constitution system of music core competencies. Students can acquire other comprehensive skills while acquiring basic knowledge and skills of music. For example, students can develop their own aesthetic experience and expressiveness through the study of music skills. Meanwhile, the acquisition of music skills can improve music understanding and expressiveness. Students can not only understand the music forms of artistic expressions and architecture of music culture while learning skills and improving abilities, but also can discover links between music and art courses, and the connections among other categories of courses. Therefore, students can integrate these courses to comprehensively promote and form their own comprehensive qualities under social development, as well as bring multiple positive influences.

In terms of the construction system of music core competencies, it should be clear that music core competencies merely contain single contents, but multi-domain and multi-linked systems, which can promote students' self-development and improve their participation ability on this basis. In the process of music learning, the cultivation of each learning content and core competencies is not independent of the one-way development of other contents, but takes core competencies as the standard to form music core competencies through comprehensive knowledge complementation in multi-field learning.

Developmental feature concern the problem of how to improve students' development space in the process of forming comprehensive quality and competencies. The cultivation of core competencies is a process of continuous integration and dynamic development. What it advocates is a sort of learning attitude and process, which is not only the process of acquiring knowledge and skills, but also the process of the generation and development of specific emotions, as well as attitudes and values of students in the learning state. Through the cultivation of core competencies, students can acquire the ability to integrate knowledge, skills, attitudes, emotions and values from the dynamic development of music subject learning, and can jointly promote the requirement of comprehensive development, which is developmental feature.

Practicality refers to that the cultivation of music core competencies needs students to complete a series of practical activities, including students' thinking abilities, operation skills, and other practical aspects. The learning of music courses needs students to reinforce cognition through the experience. Therefore, the practical characteristic of music course is the key to cultivating music core competencies. If students only pay attention to abilities, skills training, and break away from music practice activities, they cannot understand the comprehensiveness and developmental feature of music core competencies, which will directly affect the value orientation and effectiveness of music teaching. Practical activities that take music as the carrier can help students to experience the beauty, construct music knowledge, and transform it into a component of music competencies, so as to achieve the goal of music education.

### **3. Significance of Developing Core Competencies of Music**

The cultivation issue of core music competencies is first of all reflected on the construction of music discipline competencies, which belongs to postnatal acquisition, and emphasizes on knowledge

construction. In the process of knowledge construction, students achieve to explore and experience the discipline knowledge through active thinking ability, thus creating the migration function in terms of knowledge, skills, attitudes, emotions and values.

Music learning demonstrates sound construction activities that can realize the objectification of the aesthetic consciousness. Music elements formed by horizontal sequence generate melody; music elements formed by vertical sequence produce chord; horizontal and vertical relationships in music form polyphony; various kinds of rhythm and pitch patterns as well as different voice tones exist with the symbiosis, etc. These are all reflected in the cultivation of the core competencies problems. Their existence lies not only in explicit sound form itself, but also lies in more implicit functions and values.

First of all, it is conducive to the cultivation of students' music taste and cognitive level, so as to improve music skills and literacy. Excellent teaching methods can promote students' enthusiasm for learning music. Teachers should reasonably adopt teaching methods and contents in the teaching process, abandoning the traditional teacher-centered teaching methods in the past and turning to student-centered teaching approach. Teachers play the role in guiding and assisting students to learn better. Additionally, teachers should enhance students' music learning activeness and initiative, as well as strengthen students' interest and independent participation in music learning.

Secondly, it is beneficial to cultivate students' comprehensive quality, cultivate their sentiment and enrich their cultural connotation. Through the perception and experience of music, they can improve their minds as well as enrich their emotional expressions and aesthetic quality. Music experience is composed of auditory experience and non-aural experience together. The pure auditory experience does not exist in the acoustic shape. As a kind of organic composition of culture, music can fully display the connotation of the "core competencies" demands whether to analyze the two relations between music and culture from "culture in the music", or "the music in the culture".

The music core competencies rely on the cultivation of comprehensive development of students, so they are often implicit. As an important part of the humanities, music course has borne the mission of cultivating students into "what kind of person" from the beginning of the course establishment, and core competencies are the important links of grafting this relationship.

Thirdly, the cultivation of core competencies of music can elevate students' music appreciation ability and aesthetic ability, expand their thinking and develop their innovation ability. The interestingness and practicality of music teaching can stimulate students' creativity and imagination. While actively participating in music learning and creation, students can give full play to their imagination and creative thinking, all of which are the contents directed by the connotation of core competencies.

#### **4. Discussion on Cultivation Countermeasures of Music Core Competencies**

From the point of the current teaching situation, regardless of professional musical schools or normal teachers' colleges and universities are focusing more on technology and skills training, which regards improvement of results as the ultimate goal. This type of teaching method makes students over-emphasize special-purpose study ways, which makes students are unable to effectively cultivate their active thinking abilities in the process of learning, and can't have a deep understanding of music. Moreover, they are incapable of forming their own unique artistic styles, thus leading to constraint in terms of artistic expressions and innovations.

A large number of teaching activities in music classrooms still follow the cognitive subjects of fixed music ontology or operation paradigm. The teacher is the transmission channel of the classroom, and the teaching process is that the teacher inculcates his acquired and clear knowledge to the students. Such subjectivity principle has constantly been questioned in the post-modern culture. Postmodern curriculum values the generative nature of teaching itself, believes that teaching is a process of dialogue and reflection, and advocates metaphorical and descriptive methods, as well as criticizes preset and fixed goals, which exactly reflects the center of the connotation of core competencies.

Core competencies are cultivated in an open, dynamic, constantly absorbing and correcting process, which belongs to a collective concept of knowledge, skills, attitudes, emotions and values. Their objectives focus on the cultivation of the comprehensive development of students. Based on this, what follows in the passages starts from how to cultivate students' music core competencies combined with some problems that are existed in the process of music teaching, so as to explore the corresponding countermeasures.

First of all, take improving the core competencies as the goal, so as to strengthen the practicality of the course teaching. The cultivation and development of music core competencies should follow closely the connotations and characteristics of core competencies. Music core competencies are not innate. It comes from the progressive learning of music course. Teachers should start from the value of core competencies to let students experience the generation of emotional attitudes and values during music learning. Through music practice activities, students are guided to feel music, so as to cultivate their exploring spirit and cognitive ability in music practice activities, which is of certain practical significance to promote students' innovative thinking.

"Practicality" is the essential attribute of music course. The main method for music learning is not to rely on language, but to enable students to experience and feel actively through music practices, so as to form skills, methods and competencies. Practice teaching is an important part of music teaching activities, which is also the important channel to improve science literacy and social participation ability. The schools shall provide sufficient teaching resources in the practice teaching strengthen the optimization and integration of teaching resources, create good education conditions for the students to cultivate music core competencies, so as to promote the all-round development of students' individual competencies.

Meantime, a situational teaching model can be created to integrate the cultivation concept of music's core competencies into the teaching everywhere. Music possesses rich cultural connotations and historical values. Therefore, students should have basic comprehension and performance ability of music in the process of learning music. The cultivation of core competencies of music is a process of learning music skills, as well as a way to cultivate music appreciation ability as well as acquire cultural knowledge and humanistic spirit. In the process of constructing music aesthetic ability, teachers' teaching cannot be separated from the creation of situational mode. In the actual teaching, teachers can create real music emotions to express situations, so as to help students to get rich emotional experience in the process of learning music skills, coupled with vivid and intuitive body language expression forms. The vivid and authentic teaching situation is an effective way to cultivate core competencies. Through this teaching method, students can deeply feel the charm and emotion expression of music in close to the reality, and experience the cultural connotation of music.

The teaching subject should fully establish the cultivation concept of music core competencies, so as to influence students with the cultivation of their own core competencies in the teaching process. Teachers should integrate the task of cultivating core competencies into classroom teaching, design teaching objectives and contents consciously and rationally, and choose teaching methods reasonably. Under the guidance of the core competencies concept, students can improve the discipline competencies, enhance humanistic spirit and effectively elevate their comprehensive ability through the cognition of several elements that constitute music in the learning process.

To sum up, cultivating students' music core competencies is the focus of current music teaching. Only by correctly grasping the concept of music core competencies, combining the current situation of music education teaching in China and focusing on the application significance of music core competencies can we find the countermeasures to cultivate music core competencies and eventually commit to further development of music teaching in universities.

## **5. References**

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