

Research on the Practical Teaching of Music in Comprehensive Universities

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Abstract—As the social demand for talents gets diversified and multiple, the students of music in comprehensive university are facing severe challenges. In order to make clear the demand of social development, this paper make detailed analysis of the current domestic and foreign practical teaching courses and gives some material suggestions on the practical curriculum from the aspects of teaching curriculum system, academic thesis, comprehensive practice, and subject research in combination with the characteristics and advantages of the school in operation, so as to really make adjustments in the connotation of professional construction, strengthen the students' practice in learning and make them constantly learn in practice, develop a characteristic and feasible practice teaching curriculum. It is purposed to improve the practical and innovative ability of college students and cultivate the talents of music in accordance with the development of the times.

Keywords—teaching practice; current situation; teaching plan

I. INTRODUCTION

With the development of the times, the music culture is booming, the people have a growing demand for art education, the social music education market is developing rapidly, with a strong demand, which requires a versatile talent who not only master music creation but have "one specialty and multiple ability", therefore the cultivation of students of musicology is experiencing the severe challenges of social demand for diversified and multiple talent employment. Facing with the current huge employment pressure and the contradiction between supply and demand, more and more colleges and universities are aware of the importance of practical teaching, and they all have increased the practical teaching. The Higher Education Department of the Ministry of Education has issued documents to clearly state: "Institutions of higher learning should strengthen the awareness of educating people, distinguish the requirements of different disciplines for practical teaching, rationally formulate practical teaching programs, and improve the practical teaching system, practically strengthen practical teaching links such as experiments, internships, social practice, and graduation design (thesis)." These documents are purposed to provide students with a timely interface between the practical curriculum and the social needs during the school, making a good combination of theory with practice, to improve the students' ability to find problems — analyze problems — solve problems so that they can be better employed.

II. THE SIGNIFICANCE OF PRACTICAL TEACHING

The teaching practice of musicology is conducive to cultivating students' artistic sensibility, artistic creativity and artistic expression; to training students' ability of cooperation and coordination; to improving students' comprehensive ability and comprehensive quality; breaking the current situation of short-term internships, effectively opening up students' field of vision, enabling students to keep abreast of the current status and needs of social music education, consolidating and validating their theoretical knowledge and skills of music majors, and narrowing the gap between theory and practice; cultivating students' competence in the educational and teaching work of music in the primary and secondary schools and the society, laying a certain foundation for students to become teachers, enhancing students' sense of responsibility and mission of music education, to make them form a good professional quality as music teacher.

III. THE STATUS QUO OF MUSIC PRACTICE COURSES IN DOMESTIC AND FOREIGN COLLEGES AND UNIVERSITIES

At present, more and more colleges and universities in China are trying to change the status quo of "great attention to theory, but little attention to practice", and are constantly strengthening the students' practice in learning and students' learning in practice. In order to enhance the practical teaching, enrich the content of practical teaching, and improve practical teaching methods, the Ministry of Education has issued relevant policies and measures. In 2012, the "Notice of the Ministry of Education about Approval of the Construction of 'Undergraduate Teaching Quality and Teaching Reform Project for Higher Education' during the 'Twelfth Five-Year Plan' Period in 2012" is issued, in which the Ministry of Education decided to implement the innovation and entrepreneurship plan for undergraduates. Therefore, all comprehensive universities should formulate feasible and practical teaching plans and courses in light of the national major policies and the current social demand in the times, so as to better enhance the innovative and practical ability of college students.

The status quo of practical teaching of musicology in domestic comprehensive universities: 1. Curriculum setting. At present, many comprehensive colleges and universities in China have established musicology major (some universities call it music education major). The major of musicology in

these universities first is mainly based on the knowledge of music theory and supplemented by music practice, for which the "one-to-one" or "one-to-few" teaching mode is always followed, and special attention is paid to the cultivation of students in professional and teaching abilities, but little attention to the practical teaching that accounts for a small proportion in the entire teaching process. This has caused the students of musicology to have a relatively simple knowledge structure, short and non-systematic practice, and low level of teaching practice. 2. Hardware facilities. All teaching institutions have relatively complete teaching facilities, but insufficient base of practical teaching, without enough practical teaching space for students to make teaching practice. 3. Lack of exchange and communication. Especially, there is no platform for mutual exchange of teaching practices between comprehensive institutions, and an achievement report on practical teaching cannot be promoted by stages. 4. Students lack teamwork ability, with weak group consciousness, and they have no practical and innovative ability. 5. With the emphasis of the state on the practical teaching of college students, the innovation and entrepreneurship projects at all levels and various practical activities are actively carried out for college students, which greatly broadens the scope and increases the depth of teaching practice, provides students with unlimited innovative and creative space, makes students actively participate in thinking and research, and inspires students' sense of innovation.

The practice teaching of musicology in foreign universities is generally divided into: start-up-business practice teaching, scientific research practice teaching and enterprise-style practice teaching. 1. Start-up-business practice teaching is how to use textbook knowledge to create music-related projects, support students' start-up-business activities, provide guidance for project research, and encourage students to participate in the start-up-business projects of music. 2. Scientific research practice teaching is to encourage students to participate in various music researches, and emphasize students' acquirement of comprehensive theoretical knowledge in music research activities. 3. Enterprise-style practice teaching is to make cooperation with music-related enterprises, conduct vocational training of students, making them get good exercise in enterprises. It pays great attention to students' initiative participation, creates various practical opportunities for students, makes them fully participate in practice in their holidays and spare time, and actively cultivates students' practical ability.

IV. FORMULATION OF FEASIBLE AND PRACTICAL TEACHING PLANS

The art practice of musicology is diversified in form, including: stage performances (vocal music, instrumental music, chorus, dance, etc.), music creation, and teaching internships and so on. It helps students to improve their overall quality, establish their sense of responsibility and make them can work hard in a large number of practice activities of arts, so as to make them form a good transition from school to work in the future, and make them more confident in their future work. Off-campus practice is an extension of learning and a

necessary supplement and it is an effective way to test classroom teaching.

Therefore, we should really make adjustments in the connotation of professional construction based on the applicability and practicality of the musicology major and according to the principle of applying the learning, develop a practical teaching course with characteristics in combination with the advantages of the school and the local characteristics, and scientifically and reasonably optimize the setting and integration of the existing curriculum teaching system and its contents. It is known that practical teaching internships in many music colleges and normal colleges are generally arranged in the first semester of the senior year, of which some schools make a unified arrangement of internships, with special teachers for guiding the teaching, and some schools have students self contacted the internship, with a teacher for guiding by principle, however, the internship is short, just one semester (3-4 months), but the task is heavy, in which the students cannot fully grasp the rules and characteristics of classroom teaching, thus, practice should be long-term. We should establish the teaching practice link of "listening to lecture, assisting lecture, presenting lecture, evaluating lecture, and attending classes" and conduct the practical teaching step by step based on the experiences of years and the actual conditions.

A. Curriculum Structure

The normalization of teaching practice means the students should be required to attend the music class of primary and secondary schools every semester starting from the freshman year in university, and combine with the advanced teaching methods and teaching concepts such as Orff, Kodaly, micro-class, MOOC, flip classroom to conduct lectures and study in the music training institutions, children's palaces, cultural centers, etc. in their winter and summer vacations from the freshman year to the junior year, they can use music and winter training, Combine other.

The freshman year and the sophomore year of the university: based on "listening classes", "studying classes" and "assisting classes". (Strengthen the learning of excellent lesson plans and classroom teaching.)

The junior year of the university: based on "assisting class" and "presenting lecture". (Strengthen the reflection and conclusion after the "class evaluation".)

The senior year of the university: based on "presenting lecture" and "giving lectures". (Take the goal of high-quality music lessons, to improve the teaching level and ensure the quality of teaching practice.)

Gradually establish a system of "listening to lecture, assisting lecture, presenting lecture, evaluating lecture, and attending classes", and maintain normal teaching and practice for four years, and master the rules of classroom teaching.

B. Term Papers

Master the methods of sorting, arrangement and summarizing of materials, writing of reading notes and papers

based on the study of reading, reviewing, collection, and arrangement of music-related materials.

The freshman year and the sophomore year of the university: to learn the writing of reading notes through collection, organization and reference of domestic and foreign monographs, periodicals and papers.

The junior year of the university: Learn to write music-related term papers. (Master the standard writing format of the paper, to write music papers)

The first half of the senior year of the university: to write a music-related term paper. (Lay the foundation for completing a graduation thesis with a certain quality)

Establish a paper collection process model of "collecting-organizing-studying-writing". To lay the foundation for theoretical writing in future theoretical summarization and teaching work.

C. Comprehensive Practice

To improve the students' compilation and creation ability of the programs such as vocal, instrumental, dance, chorus, recitation and of stage performance based on the comprehensive practice of stage performances.

The freshman year and the sophomore year of the university: give teaching assistance and help the arranger of vocal music, dance and chorus programs, understand the rehearsal process and rehearsal rules of various programs, and attempt to arrange small programs.

The junior year of the university: Participate in and arrange vocal, instrumental, dance, chorus and other programs, participate in the school concert of practice teaching results.

The senior year of university: Participate in and arrange music-related programs for primary and secondary schools or training centers, and participate in and arrange programs in the practice unit during the internships, and attend concerts.

Participate in the arrangement and creation of music programs for primary and secondary schools, and provide students with a platform and stage for practice to accumulate experience for future work and school activities and program arrangement.

Through the teaching practice activities in each school year, students get a certain training in command, impromptu piano accompaniment, vocal music, instrumental music, dance, chorus, recitation, etc., from which they know their advantages and weaknesses, thus they can constantly learn from others' advantages and offset their own weakness, and through four years of continuous practice and learning, after graduation, they will accumulate considerable teaching experience and extracurricular practical experience, ready for fierce employment competition.

D. Topic Research

In recent years, the state has introduced a number of college students' practice and innovation activities, of which the college students' innovation and entrepreneurship project plan is purposed to strengthen the innovation and

entrepreneurship ability training of students, enhance students' innovative ability and further promote their entrepreneurial ability, and cultivate the high-level innovative talents to meet the needs of innovative country in the construction.

It includes innovative training project, entrepreneurship training project, entrepreneurial practice project, of which the innovative training project requires that the team independently completes innovative research design, preparation and implementation, report writing, and achievement (academic) exchange under the guidance of the instructor.; the entrepreneurship training project requires the team masters the entrepreneurial foundation, entrepreneurial processes and methods, entrepreneurial regulations and policies under the guidance of the instructor, through the preparation of business plans, simulation of business operations, participation in corporate practice, writing of entrepreneurial reports, and achievement (academic) exchanges; and the entrepreneurial practice project requires that under the common guidance of the instructors outside and inside school, the team independently seeks business opportunities, integrates resources, start up enterprises, manages enterprises, truly experiences all the processes of business start-up, masters entrepreneurial theories, entrepreneurial methods and entrepreneurial regulations, and completes report writing and achievement (academic) exchange and so on, so as to inspire the innovative vitality of college students.

According to the statistics from 2015 to 2018, there were 17,869 national-level large creation projects in 2015, 20,768 national-level great creation projects in 2016, 36,000 national-level large creation projects in 2017, and national-level great creation projects in 2018. From the above data, we can see: 1) the number declared is increasing year by year, and the number of participating students is increasing year by year, and the participation range is increasing; 2) the direction of professional research is gradually developing in breadth and depth; 3) a large number of research patents and achievements at the forefront of the subject field have emerged; 4) it is strongly practical and effective.

Under the leading and guidance of the instructors, students are purposefully trained to set up groups for topics study and research in the way of "imparting, helping, and leading". That is, the topics members in senior grade lead the lower grade students to do the declaration, field investigation, folk songs collection and conclusion; while the lower grade students follow the senior students to understand the steps and procedures of the subject, so as to achieve mutual learning and help and form a constantly cycling team that is enterprising, united and collaborative. In brief, all students have a task, direction, achievements and accumulation of the topics research, which is very important for them in their future work and further study.

V. CONCLUSION

Generally, the study on practical teaching of music in the comprehensive universities is a long-term and progressive process that keeps pace with the times, and we should carry out a long-term and progressive training for students with steps

and goals. In this paper, I only put some opinions on the practical curriculum from the aspects of the teaching curriculum system, the term papers, the comprehensive practice, and the topics research, and I hope that we continuously improve the practical teaching plan and practical content, concretely implement the objectives and tasks of practical teaching in various practical links, to make students master the necessary, complete and systematic skills and techniques in practical teaching, grow up soon as possible in their practice and study, competent for the teaching, research, management and service and other works in the large, medium and small schools, social and cultural groups, cultural institutions, communities, art education and training institutions and other departments, and thus realize their value as soon as possible and become a capable and creative music talent that meets the needs of the new era.

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