

Analysis of Music Teaching Problems in Chinese Universities

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Abstract: This study aims to explore the problems of music teaching in Chinese colleges and universities. Through the review and analysis of the existing literature, it is found that music teaching in Chinese colleges and universities suffers from the problems of homogenised content, outdated methods and insufficient teachers. Among them, the problems in teaching are specifically reflected in the following three aspects: music teaching in Chinese colleges and universities tends to favour traditional classical music, ignoring other genres of music, students lack of music education that combines with the trend of the times, and the influence of China's education system and policies. Outdated teaching methods are specifically manifested in the following 3 aspects: neglecting the active participation of students and the cultivation of practical ability, lack of innovative teaching means and tools, and the existence of the neglect of students' individual needs. Inadequate teacher strength is specifically manifested in the following 3 aspects: inadequate teacher training system, lack of teachers with professional skills, and imperfect teacher mobility and file management.

Keywords: Chinese universities; Music teaching; Problem analysis.

1. Introduction

Music education is an important way to cultivate students' musical literacy and aesthetic interest, which is of great significance for the development of music education in Chinese colleges and universities. However, there are some problems in music teaching in Chinese colleges and universities at present, such as homogenisation of teaching content, obsolete teaching methods and insufficient teachers. These problems seriously affect the quality and effect of music education and need to be solved urgently. Through in-depth research and analysis of the problems, it can provide certain reference and guidance for improving music teaching in Chinese colleges and universities, and promote the comprehensive development of music education.

2. Problems of Music Teaching in Chinese Colleges and Universities

2.1. Monotonous teaching content

The homogenisation of teaching content is an important problem in music teaching in Chinese colleges and universities. In the current teaching system, too much emphasis is often placed on classical music to the neglect of other genres of music. This monotonous teaching content limits students' comprehensive understanding and development of music, and prevents them from truly experiencing the diversity and richness of music.

First of all, music teaching in domestic colleges and universities often favours traditional classical music and ignores other genres of music. Classical music, as a traditional art form, has a rich historical and cultural background, but it does not represent the whole of music. Different genres of music, such as modern music, popular music and folk music, also have unique artistic charms and ways of expression, and should be paid more attention to and explored in music teaching.

Secondly, due to the homogenisation of teaching content,

students lack music education that combines with the trend of the times. As society develops and changes, music is also evolving and innovating. However, traditional teaching content often fails to meet students' needs and interests in music of the times. Therefore, music teaching in colleges and universities should combine with the trend of the times and focus on the cultivation of music creation and performance ability, so that students can adapt to the development trend of modern music.

The reason for the homogenisation of teaching content is mainly the influence of the education system and policies. Under China's education system, students' test scores often become an important indicator for measuring the performance of schools and teachers. As a result, in order to pursue high scores, schools and teachers are more inclined to teach traditional knowledge of classical music at the expense of other genres. In addition, the unbalanced distribution of educational resources has also led to the problem of homogenisation of teaching content, and some universities lack diversified music education resources and teachers.

To address this problem, we should take a series of countermeasures and measures. Firstly, it is necessary to update the teaching content and strengthen the education of diversified music genres so that students can fully understand and appreciate different types of music. Secondly, it is necessary to combine with the trend of the times and focus on the cultivation of music creation and performance ability, so as to improve students' music literacy and innovation ability. In addition, it is also necessary to strengthen the cultivation and selection of teachers, improve the music teacher training system, and improve the professional quality and educational ability of music teachers.

2.2. Outdated teaching methods

Outdated teaching methods are an important problem in music teaching in Chinese colleges and universities. The traditional lecture-type teaching mode dominates music education, and students passively accept knowledge and lack

the opportunity to actively participate and create. This teaching method cannot meet the needs of students' personalised development, nor can it cultivate students' creative ability and comprehensive quality.

First of all, the traditional didactic teaching mode focuses on the inculcation and memorisation of knowledge and neglects the active participation of students and the cultivation of practical ability. Students just passively accept the teacher's explanation and lack the opportunity of actual operation and practice. Music education should focus on cultivating students' creativity and performance ability, so that students can improve their artistic level through practice and performance.

Secondly, the traditional didactic teaching mode lacks innovative teaching means and tools. With the development of science and technology, educational technology has become an important part of teaching. However, in music education, many colleges and universities still use traditional blackboards and podiums and lack modern music teaching equipment and software. This has led to the homogenisation of teaching content and a decline in teaching effectiveness. Modern technological means, such as music software, recording equipment and interactive teaching platforms, should be introduced to improve the effectiveness and interest of music teaching.

In addition, the traditional didactic teaching mode also suffers from the neglect of students' individual needs. Every student has his or her own musical interests and potentials, but traditional teaching methods often focus only on uniform teaching content and standardised evaluation systems. Students' interest in learning and creativity should be stimulated and their individualised development should be cultivated through group activities and practical teaching.

2.3. Insufficient Teaching Staff

Insufficient teacher strength is an important problem in music teaching in Chinese colleges and universities.

First of all, the unsound teacher training system is an important reason for the insufficient teacher power. At present, although there are many music colleges and majors, the quality and quantity of teacher training can hardly meet the demand. On the one hand, the teacher training institutions and curricula are not perfect enough, and there is a lack of training and upgrading of the comprehensive quality of teachers. On the other hand, the trained music teachers often have insufficient professional skills to meet the requirements of music teaching.

Secondly, the lack of teachers with professional skills is also a major problem in the shortage of teachers. Due to the special nature of music education, music teachers need to possess solid basic knowledge and skills in music as well as rich experience in playing and performing. However, the reality is that many music teachers lack sufficient professional knowledge and skills to provide students with quality music teaching.

Reasons for the shortage of teachers also include teachers' mobility and poor file management. Due to the high mobility of music teachers in colleges and universities, some

outstanding teachers may be poached by other schools, resulting in a weakening of the faculty in the original school. In addition, some colleges and universities have problems in the management of teachers' records, which makes it impossible to accurately understand teachers' teaching ability and performance, and to effectively evaluate and motivate them.

The following countermeasures and suggestions can be taken to address the problem of insufficient teacher strength. Firstly, it is necessary to strengthen the construction of the training system for music teachers, improve the training institutions and curriculum, and pay attention to cultivating the comprehensive quality and professional skills of teachers. Secondly, the training and upgrading of music teachers should be increased to improve their professional quality and educational ability. In addition, a sound teacher file management system should be established to strengthen the evaluation and motivation of teachers in order to improve their teaching quality and motivation.

3. Conclusion

Solving the problem of homogenisation of teaching content is an important task to improve the quality of music education in Chinese colleges and universities. By updating teaching content, innovating teaching methods and strengthening teacher training, we can provide students with richer and more varied music education, and cultivate their all-round development of music literacy and creative ability. This will help promote the development and progress of music education in Chinese colleges and universities.

To solve the problem of obsolete teaching methods, we should promote the innovation and reform of teaching methods. Introduce modern technical means to improve the effect and interest of music teaching; pay attention to the cultivation of students' practical and creative ability, and stimulate students' learning interest and creativity through group activities and practical teaching. Only in this way can we adapt to the development needs of the times and improve the quality and level of music teaching.

Insufficient teachers is a serious problem in music teaching in Chinese colleges and universities. By strengthening the construction of the teacher training system, improving the professional quality and educational ability of teachers, as well as improving the file management system of teachers, this problem can be solved effectively and the quality and level of music teaching in colleges and universities can be improved.

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