

The Application and Research of Exploratory Music Teaching Mode in General Education Elective Courses

Lei Fu^{1,*}, Xuemei Li²

¹Faculty of Music, Universiti Sultan Idris Malaysia, Tanjung Malim, Perak, 35900, Malaysia

²Department of Music, Universiti Sultan Idris Malaysia, Tanjung Malim, Perak 35900, Malaysia

*Corresponding author's email: 757710952@qq.com

Abstract: General education, also known as general education, general education, and general education, refers to the teaching content aimed at all college students. The general education curriculum, abbreviated as general education curriculum, is opposite to the concept of professional courses and generally refers to courses used outside of professional courses, with universality, universality, and practical value. Music courses have the effect of pleasing the body and mind, enhancing cultivation, and are also popular general education elective courses among students in major universities. As an elective course in general education, most registered students do not possess strong music cultivation, and the difficulty of course design is not high. This situation leads to the teaching effect of music general education courses being far from what teachers expected. To improve the teaching effectiveness of the course, teachers can use exploratory teaching models to improve the quality of the classroom. This article combines the design characteristics of general education elective courses to discuss the application value, application difficulties, and application strategies of exploratory music teaching mode in general education elective courses.

Keywords: Exploratory teaching, College Music Courses, General Elective Course.

1. Introduction

As a learning method, "exploration" is usually guided by examples and questions by teachers, allowing students to acquire knowledge and learn skills through the process of data collection, investigation and research, problem discovery, problem solving, and result exchange, which plays a teaching effect of optimizing students' thinking and cultivating their interests. Exploratory teaching, as an emerging learning method and curriculum form, plays an irreplaceable and important role in music courses. Exploratory teaching can not only cultivate students' independent musical feelings, insights, and emotions, but also exercise students' independent thinking and cooperation abilities, which can be said to be multiple in one go..

2. Design Features of General Education Elective Coursest

2.1. Extensiveness

College courses can be simply divided into two categories: professional compulsory courses and general elective courses. The knowledge and skills taught in professional compulsory courses require students to master them, and the curriculum, teaching content, and teaching cycle of each major are different. Therefore, professional compulsory courses have targeted and proprietary characteristics. The audience range of general education elective courses is wider, and the course content is also more diverse. General elective courses can be further divided into two categories. One is the expansion and supplementation of professional courses, such as the evolution of Chinese and foreign currencies, appreciation of famous packages, and appreciation of famous wines. There is a certain connection between courses and finance majors, but students majoring in finance and non finance can sign up for relevant courses. Another type is slightly distant from professional courses, such as Chinese and foreign film

appreciation, martial arts guidance, social dance learning, guitar learning, and other courses with lower registration requirements. Therefore, the broadness of the content covered by general education elective courses and the breadth of registered students are its most prominent characteristics.

2.2. Universality

General education "refers to" consensus ", and universality is the value that general education courses should possess. Due to the fact that general education elective courses are offered to students in multiple majors at the same time, considering the knowledge reserves and practical operation abilities of students in each major, the teaching difficulty of general education elective courses is generally much lower than that of professional compulsory courses. However, as a course, it is bound to teach students an ability or improve their knowledge level. General elective courses will still test students' learning achievements through written examinations, practical assignments and other means, which is similar to professional compulsory courses.

2.3. Interest

As the saying goes, "Interest is the best teacher for students." Most of the students who enter universities are young adults, who have infinite aspirations for the next few years of their learning career. The design of general education elective courses should not only meet the requirements of teaching supplement and knowledge expansion, but also meet the needs of students' interests and hobbies. Therefore, the fun value not only ensures that the general education elective course can be accepted by the vast majority of students, but also ensures that the vast majority of students can actively participate in the course, allowing various elective courses to continue to be optimized and exist for a long time.

2.4. Difference

The characteristics of diversity stem from the dual

influence of universality and universality. Extensiveness creates differences in the level and interest of registered students, while universality creates differences in the design of course content and teaching. To effectively attract the attention of students from various majors, the teaching methods, equipment, and activities used in general education classrooms are more diverse, making it easier for students to maintain a sense of freshness in their learning.

3. The Application Value of Exploratory Music Teaching Mode in General Education Elective Courses

3.1. Helps to transform the teaching mode of the course

Exploratory learning takes individual exploration and small groups as the main teaching forms. Whether it is independent exploration or cooperative exploration, active participation by students is the key to teaching implementation. It is not difficult to see that exploratory learning can not only cultivate students' sense of subjectivity, but also cultivate their teamwork spirit, continuously stimulating students' willingness to explore courses. Exploratory learning advocates for students to independently discover, raise, and solve problems. In music general education courses, it is to give students the right to choose the type of music. In terms of specific practice, students can choose to learn one or two types of professional instruments such as guitar, bass, and drum, as well as the development history of music genres such as pop, classical, and electronic music. In short, exploratory learning helps students transition from passive learning to active exploration, in order to unleash the full effectiveness of the chosen course.

3.2. Helps to enrich the types of course activities

The teaching volume and knowledge of professional compulsory courses are extremely large, so theoretical knowledge explanation is very common in professional course classrooms, and the teaching mode and teaching activity form are slightly singular. The teaching difficulty of general education elective courses is relatively low, the teaching content is moderate, and the teaching methods that teachers can use are more diverse, and the forms of activities are more diverse. As mentioned earlier, exploratory music teaching greatly encourages students to try independently and collaborate in practice, resulting in various forms of teaching activities. In terms of music general education courses, teachers may guide students in learning instrument performance, song singing, and hold irregular concert activities on campus. For students who are not interested in playing musical instruments or singing songs, teachers can also guide them to learn skills such as musical costume production and music stage lighting photography, and encourage them to cooperate with music major students to organize school performance activities, so that students can truly apply what they have learned and achieve what they have learned.

3.3. Helps to enhance harmonious relationships between teachers and students

The traditional teaching structure consists of three parts: teachers, students, and knowledge and skills. Teachers are the bridge between students and knowledge and skills, and without teacher guidance, it is difficult for students to truly reach the "other shore" of music learning. Exploratory teaching allows teachers to lower their profile and no longer be the "absolute authority" of classroom teaching. If teachers and students learn and progress together from an equal perspective, it will bring closer the intimate relationship between teachers and students. The healthy development of teacher-student relationships will promote the long-term development of general education courses, so that the popular general education courses among students can exist for a long time and remain fresh.

4. The Application Difficulties of Exploratory Music Teaching Mode in General Education Elective Courses

Although the teaching value of exploratory music general education courses has been recognized by many universities, many problems will still be encountered in the practical process. On the one hand, some universities often assign the same teacher to teach elective and compulsory courses due to teaching budget considerations, which invisibly increases the work pressure of teaching teachers. In addition, the general education elective courses do not have as strong a requirement for the quality of the teaching teachers as professional compulsory courses, so there is a situation of "professional mismatch" among the teaching teachers. If the teachers lack attractiveness or are unable to meet the learning needs of students, it will directly lead to the abolition of the general education elective courses. On the other hand, music courses usually require professional teachers and equipment support, and some universities' music construction cannot meet the learning needs of all students. High quality equipment and classrooms are often provided to professional students, and non professional students' elective learning experience is not interesting. Over time, student attendance will significantly decrease, and the teaching effect of general education courses will continue to decline.

5. The Application Strategy of Exploratory Music Teaching Mode in General Education Elective Courses

5.1. Creating a musical context to stimulate the desire for exploration

The core of exploratory teaching is "problem", and classroom teaching should revolve around the logic of discovering, proposing, and solving problems. To stimulate students' desire for exploration, on the one hand, teaching teachers should set suspense and ask questions during the topic introduction process, allowing students to participate in the classroom learning process with questions. On the other hand, teaching teachers should use teaching equipment to create specific music contexts, reduce teaching difficulty

under the background, and provide convenience for students' music exploration. Jurassic World 3 "is a popular science fiction film of 2022. Teachers can play classic interludes from the three movies in the classroom, guide students to horizontally compare the similarities and differences in the music design of the series, and conduct in-depth analysis of the connection between changes in background music and changes in the movie atmosphere. In short, directly introducing music works into the topic, or creating music appreciation scenarios through movie and animation playback, can help students think and fully stimulate their desire for exploration.

5.2. Encourage students to try and explore their potential

The key to exploration lies in guiding students to actively try in an open thinking atmosphere, and only through practice can students realize their learning potential. Teachers should provide necessary professional guidance, provide rich music materials, and encourage students to try with sufficient external assistance. Taking guitar teaching as an example, in the first few classes, teachers should focus on tone and fingering explanations, and can also play popular songs in class according to students' requirements to stimulate their practical willingness. Subsequently, the teacher can hand over the classroom to the students and encourage them to try playing independently. When students practice, teachers should conduct classroom inspections and promptly answer students' doubts. Teachers can also invite students with excellent performance skills to serve as "little teachers", creating a positive competitive atmosphere of mutual learning and motivation between students, thereby providing ample opportunities for students to practice independently.

5.3. Timely guidance and guidance, standardized exploration direction

Guiding guidance and students' independent attempts complement each other. After all, teachers have several more years of learning experience than students, and their guidance will provide students with clear exploration directions, thereby helping them establish exploration confidence. To achieve the goal of students' autonomous learning, teachers should provide timely guidance and scientific guidance, so that students can always feel the charm of music learning. Taking the guitar teaching mentioned earlier as an example, teachers can encourage students to form their own bands to perform on campus, or encourage students to actively participate in school music competitions. Teachers should always keep in mind the specific analysis of specific problems, provide different guidance to students' different problems, and provide improvement suggestions without compromising their confidence in exploration. If students have problems with snatching or missing beats during guitar performance, teachers can first record the students' performance audio and then analyze it frame by frame with the students. Teachers can also play the same track again, allowing students to extract areas for improvement through comparison. More advanced and complex knowledge such as musical emotions and charm still requires teachers and students to blend in and learn together before resonance and consensus can be reached.

5.4. Analyze the teaching process and achieve exploratory results

Exploratory teaching is a long process of data collection,

investigation and research, problem discovery, problem-solving, and result exchange. Regardless of the size of the exploratory behavior, results will inevitably be obtained. Therefore, teachers should attach importance to the summary and analysis of exploratory behavior. The analysis of exploration results essentially provides students with the opportunity to re-examine themselves. In terms of specific teaching, teachers should always record classroom teaching videos, review the teaching situation every other week, and lead students to sort out the exploration results. Teachers can also lead students through video comparisons to review the changes in their one-year and three-year studies, allowing them to intuitively experience the results of exploration. The stronger the students' desire to explore, the more they will adhere to music learning.

5.5. Create a communication platform, evaluate and promote exploration

Encouragement and affirmation have always been an intrinsic motivation for students to continuously learn. The number of registered students for general elective courses is usually lower than that for professional compulsory courses, and the small number of students means that teachers can communicate directly with students "one-on-one". To stimulate students' desire for exploration and establish their confidence in exploration, teachers should establish an equal dialogue platform in the classroom. For example, a teacher can arrange for a student to introduce a song to everyone in each class. This song can be the opening, ending, or interlude of a movie or animation, or it can be a work by a singer that the student likes. By sharing student songs, teachers can not only gain a brief understanding of students' music preferences in the classroom, but also enhance mutual understanding among students in the class. In addition to teaching, teachers should also use various evaluation methods such as teacher-student mutual evaluation and teacher-student self-evaluation to review the teaching process and promote students' exploration and practice through teaching evaluation.

6. Conclusion

In summary, general education elective courses meet the interests and preferences of college students. Music general education courses not only expand students' horizons of music knowledge, but also enhance their music cultivation. Exploratory teaching has the characteristics of strong autonomy and openness, which is extremely suitable for the development of general education courses. As a teaching teacher, one should scientifically balance the relationship between teaching requirements and student needs, guiding students to cultivate their interests as a professional ability.

References

- [1] X. M. Sun, Y. B. Chen. Research on the Implementation Path of Ideological and Political Education in the Teaching of General Music Courses in Universities. *Popular Literature and Art.*, 2023(06), pp. 125-127.
- [2] Q. Lang. Optimization of Music Teaching Mode in Universities from the Perspective of Five Education Simultaneously Developing. *Art Evaluation.*, 2023(02), pp. 91-95.
- [3] Z. Y. Li. Exploring the Optimization of Music Teaching Models in Colleges and Universities in the Information Age-A Review of "Research on Music Teaching and Multimedia

- Technology Application in Colleges and Universities". *China Sciencepaper.*, 2022, 17(11), pp. 1307.
- [4] A. Ku. Strategies for Improving Music General Education Courses in Vocational Colleges from the Perspective of Core Literacy. *Home Drama.*, 2022(24), pp. 193-195.
- [5] T. H. Liu. Research on the Reform of Music General Education Teaching and the Construction of Aesthetic Education Courses in Universities. *Art Evaluation.*, 2021(11), pp. 100-102+114.