

Analysis of the Reasons for the Problems of Music Teaching in Chinese Universities

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Abstract: The reasons for the problems of music teaching in Chinese colleges and universities are manifold. Firstly, the influence of education system and policy is an important factor. The current education examination system in China pays too much attention to scores and promotion rates, leading schools and teachers to pay more attention to exam-oriented education, and music education often becomes a neglected part. At the same time, the unbalanced distribution of educational resources also makes some colleges and universities with poor music teaching conditions and insufficient teachers to provide high-quality music education. Secondly, the backwardness of the concept of music education is also one of the causes of the problem. In addition, the imperfection of teacher training and selection mechanism is also one of the causes of the problem. At present, the training system for music teachers is not sound, and there is a lack of ways to train music teachers with comprehensive qualities. Meanwhile, the irrationality of the teacher evaluation mechanism also prevents some music teachers with professional skills from getting due recognition and incentives, which leads to the shortage of teachers.

Keywords: Chinese Universities; Music Teaching; Reason Analysis.

1. Introduction

There are some problems in music education in Chinese colleges and universities. The analyses of the reasons behind them can provide a direction for improving the music teaching in Chinese colleges and universities, and provide a direction for thinking.

2. Influence of Education System and Policy

2.1. Pressure of Education Examination System

One of the problems of music teaching in Chinese colleges and universities is the pressure of the educational examination system. This problem stems from the characteristics of China's education system and the influence of policies.

First of all, China's education system is examination-oriented, and music teaching in colleges and universities cannot be left alone. In China, students' future development is often linked to their performance in the college entrance examination. As a result, students and their parents look to the gaokao results as the only measure of student achievement. This competitive pressure leads students and teachers to focus most of their time and energy on test-taking training, while neglecting the overall development of music education.

Secondly, the unbalanced distribution of educational resources also intensifies the pressure of the educational examination system on music teaching in colleges and universities. Due to limited resources, only a few colleges and universities have high-quality music education resources, while most colleges and universities are faced with insufficient teachers and facilities. This unbalanced distribution has led to disparities in music teaching in colleges and universities, as well as increased test anxiety among students and teachers.

In addition, China's education policy has also put some pressure on music teaching in colleges and universities. The

government tends to emphasize the development of traditional academic subjects while neglecting the importance of art and music education. This policy has led to insufficient resources and support for music teaching in colleges and universities, making it impossible for music education to gain sufficient space for development.

The following countermeasures should be taken to address the pressure of the educational examination system. Firstly, the way of education evaluation should be changed, not only taking examination results as the only criterion, but focusing on the cultivation of students' all-round quality and creativity. Secondly, the support for music education should be increased, the investment in music education resources should be increased, and the quality of music teaching in colleges and universities should be improved. Lastly, publicity and promotion of music education should be strengthened to enhance the community's awareness of and attention to music education.

In conclusion, the pressure of the educational examination system is an important problem in music teaching in Chinese colleges and universities. This problem can be alleviated and the healthy development of music education in colleges and universities can be promoted by changing the way of education evaluation, increasing the investment of resources and raising the awareness of music education in the society.

2.2. Uneven Distribution of Educational Resources

Unbalanced distribution of educational resources is an important reason for the problems of music teaching in Chinese colleges and universities. This imbalance is mainly manifested in the following aspects.

Firstly, there are geographical differences in the distribution of music teaching resources in colleges and universities. In first-tier big cities and developed areas, college music teaching resources are relatively abundant, with more music colleges and professional teachers, and better facilities and equipment. In some economically less

developed regions, on the other hand, the number of music colleges is smaller, the teaching force is relatively weak, and the teaching facilities and equipment are also relatively backward. This has led to differences in the opportunities and levels of music education for students in different regions.

Secondly, there are institutional differences in the distribution of music teaching resources in colleges and universities. Some famous and key colleges have more music teaching resources, can attract more teachers and students, and have better teaching conditions and environment. While some ordinary colleges and universities, due to limited resources, have relatively poor music teaching conditions and relatively insufficient teachers. This leads to the differentiation of the quality of music teaching in colleges and universities.

In addition, the distribution of music teaching resources in colleges and universities also exists in the differences between students. In some colleges and universities, the enrollment of music majors is more restricted, which leads to fierce competition and only a few students can enter the music majors. And some students are unable to receive high-quality music education due to family economic conditions, geographical differences and other reasons. This differentiated distribution of resources not only limits the development opportunities of students, but also affects the fairness of music education.

The reasons for the unbalanced distribution of educational resources are mainly as follows. Firstly, the distribution of educational resources mainly relies on the government's input and planning, but the level of development and economic strength of different regions and schools are different, and there are differences in the government's resource distribution. Secondly, some colleges and universities are able to obtain more resources due to their historical reasons and disciplinary advantages, while others are relatively weak. Finally, students' choices and score limitations also lead to unbalanced distribution of resources, and only students with excellent grades can enter quality colleges and music programmes.

To solve the problem of unbalanced distribution of educational resources, the following countermeasures should be taken. On the one hand, the government should increase investment in music education and improve the allocation of music teaching resources. Especially in economically underdeveloped areas and ordinary colleges and universities, they should increase their support for music education and provide more teachers and equipment. On the other hand, colleges and universities should strengthen co-operation and exchanges, share music teaching resources, and improve the efficiency of the use of educational resources. At the same time, measures should be taken to reform the enrolment system of colleges and universities to reduce competition among students and improve the fairness of music education.

In summary, the unbalanced distribution of educational resources is an important problem in music teaching in Chinese colleges and universities. Only through the input of the government and the co-operation of colleges and universities can the fair distribution of music education resources be realised and the quality and level of music teaching be improved.

3. Backwardness of Music Education Concept

3.1. Emphasis on Utilitarian Education Concepts

Attaching importance to the utilitarian concept of education is an important reason that leads to the problems of music teaching in Chinese colleges and universities. Under the current education system, the concept of utilitarian education prevails, i.e., the pursuit of students' examination results and advancement rate, while ignoring the value and significance of music education itself.

First of all, the concept of utilitarian education makes music education become utilitarian, focusing on students' examination results and promotion rate rather than cultivating students' interest and love for music. Under China's college entrance examination system, students need to pass the music examination to get extra points in the college entrance examination, which leads many students to regard music education as only a means for taking the examination, instead of really understanding and appreciating music. This utilitarian concept makes the content of music teaching homogenised, neglecting the cultivation of musical diversity and creativity.

Secondly, the utilitarian concept of education also leads to a one-sided understanding of music education. Many people think that learning music is only for the purpose of engaging in music-related occupations in the future, neglecting the cultivation of comprehensive quality and the enhancement of humanistic spirit of music education for students. This concept makes music education confined to a narrow vocational scope, ignoring the role of music in shaping students' personality, emotion and aesthetics.

Finally, the concept of utilitarian education also has an impact on the teaching style and method of music teachers. In order to pursue students' examination results, many music teachers focus only on teaching content and neglect the cultivation of students' creative and expressive abilities. Teachers pay more attention to letting students learn test-taking skills rather than really trying to guide students to discover the beauty of music and express their emotions.

Therefore, to solve the problems of music teaching in Chinese colleges and universities, it is necessary to change the concept of education from utilitarian education to quality education. Education departments and schools should pay attention to the value of music education, increase support for music education, and provide more resources and opportunities for music education. At the same time, teachers should change their teaching methods, focus on cultivating students' creativity and expressive ability, and guide students to discover the beauty of music and express their emotions. Only in this way can the quality and level of music education in Chinese colleges and universities be truly improved.

3.2. Lack of In-depth Understanding and Awareness of Music Education

One of the problems in music teaching in Chinese colleges and universities is the lack of in-depth understanding and awareness of music education. This problem is mainly reflected in teachers' and students' perception of music education. First of all, teachers' understanding and knowledge of music education tend to stay in the traditional teaching mode and content, and lack a diversified and comprehensive

knowledge of music education. They tend to limit the Music Education Bureau to teaching music theory knowledge and skill training, while neglecting the importance of music's artistry and emotional expression. This has led to a homogenisation of teaching methods and a homogenisation of teaching content, which cannot meet the individual needs of students and the requirements of developing their creativity and performance ability.

Secondly, there are also problems with students' understanding and awareness of music education. Due to the lagging concepts of music education and outdated teaching methods, students tend to regard music education as a utilitarian discipline, focusing only on skills training and test scores, while neglecting the connotation of music art and the cultivation of humanistic spirit. Their lack of in-depth understanding and appreciation of music leads to superficiality and utilitarianism in music teaching.

4. Imperfections in Teacher Training and Selection Mechanism

4.1. Lack of Ways to Cultivate Music Teachers with Comprehensive Qualities

An important problem in music teaching in Chinese colleges and universities is the lack of ways to cultivate music teachers with comprehensive quality. This is because there are some defects in the current music education system and teacher training mechanism.

Firstly, the music education system has some deficiencies in cultivating music teachers with comprehensive quality. The current music education system pays more attention to the training of students' music skills and neglects the comprehensive quality training of music teachers. Music teachers need to have knowledge of music theory, performance skills, music composition ability and teaching ability and other qualities. However, the existing music education system often pays too much attention to the training of professional skills when training music teachers, and is relatively insufficient for the cultivation of other qualities. This has led to the low level of comprehensive quality of music teachers.

Secondly, there are also problems with the teacher training mechanism. At present, the training of music teachers mainly relies on institutions of higher learning such as conservatories and art colleges. However, the uneven distribution of educational resources and the pressure of the educational examination system have led to an imperfect training mechanism for music teachers. When choosing their majors, many students prefer to choose majors that offer higher grades and more job opportunities, while music education is often considered a "non-mainstream" major. As a result, there are limited channels for training music teachers, and it is difficult to ensure the quality of training.

To address this problem, we need to take a series of countermeasures to cultivate music teachers with comprehensive quality. Firstly, we can reform the music education system to strengthen the cultivation of music teachers' comprehensive quality. This includes increasing the curriculum for music teachers' education and teaching ability training and music composition ability training, and focusing on cultivating students' comprehensive quality. In addition, cross-cultivation with other majors can be strengthened to provide a diversified disciplinary background and to cultivate music teachers with interdisciplinary thinking and creative

abilities.

Secondly, the teacher training mechanism should be reformed to improve the social status and treatment of music teachers, so as to attract more outstanding students to choose music education majors. At the same time, diversified ways of training music teachers can be established, such as co-operating with social music organisations to provide practical training opportunities, so that students can exercise and improve their educational abilities in actual teaching.

To sum up, the lack of ways to cultivate music teachers with comprehensive qualities is an important problem in music teaching in Chinese colleges and universities. By reforming the music education system and teacher training mechanism and strengthening the cultivation of comprehensive quality of music teachers, the overall quality level of music teachers can be improved, laying the foundation for the improvement of the quality of music education.

4.2. The Irrationality of Teacher Evaluation Mechanism

Teacher evaluation plays a crucial role in music teaching in colleges and universities, which is not only an objective assessment of teachers' teaching quality and educational ability, but also a feedback on students' learning effect and satisfaction. However, there are many irrationalities in the teacher evaluation mechanism in music teaching in Chinese colleges and universities, which not only affects teachers' teaching enthusiasm and creativity, but also restricts the development of music teaching in colleges and universities.

First of all, the teacher evaluation mechanism pays too much attention to students' examination results and subject ranking. At present, there is a common teaching mode in music teaching in colleges and universities that is oriented to examination results, and teacher evaluation is also mainly based on students' examination results as the evaluation standard. This evaluation mechanism makes teachers pay too much attention to students' test-taking ability, while neglecting the comprehensive and artistic nature of music education. Music education should focus on the cultivation of students' musical literacy and comprehensive ability, rather than just pursuing high scores.

Secondly, the teacher evaluation mechanism lacks a comprehensive assessment of teachers' teaching methods and educational philosophy. Existing teacher evaluation is mainly based on students' evaluation and qualitative evaluation by higher leaders, with little in-depth assessment and reflection on teachers' teaching methods and educational philosophy. This has led to a lack of motivation for teachers to innovate and practice in teaching, resulting in a rigid teaching model over time that cannot meet the diverse needs of students.

Finally, the teacher evaluation mechanism lacks an effective feedback and improvement mechanism. In the existing teacher evaluation, there is rarely targeted feedback and suggestions, and teachers often find it difficult to understand their own shortcomings and the direction of improvement. This makes it difficult for teachers to make timely adjustments to their teaching methods and content in teaching, and prevents them from truly improving the quality of education.

In order to solve the problems of teacher evaluation mechanism, the following countermeasures and suggestions should be taken. Firstly, a diversified evaluation system should be established, including student evaluation, peer

evaluation and expert evaluation, etc., in order to comprehensively assess teachers' teaching quality and educational ability. Secondly, emphasis should be placed on the assessment of teachers' teaching methods and educational concepts, so as to encourage teachers to innovate and practise and to improve the quality of education. Finally, an effective feedback mechanism and improvement mechanism should be set up to provide timely feedback on teachers' teaching situation and provide corresponding training and support to help teachers continuously improve their teaching standards.

In conclusion, the irrationality of teachers' evaluation mechanism is an important problem in music teaching in Chinese universities. By reforming and improving the evaluation mechanism, we can improve teachers' education level and teaching quality, and promote the development of music education in colleges and universities.

5. Conclusion

The reasons for the problems of music teaching in Chinese colleges and universities are manifold. Firstly, the influence of education system and policy is an important factor. The current Chinese education examination system pays too much attention to scores and promotion rates, which leads schools and teachers to pay more attention to exam-oriented education, and music education often becomes a neglected part. At the same time, the unbalanced distribution of educational resources also makes some colleges and universities with poor music teaching conditions and insufficient teachers to provide high-quality music education. Secondly, the

backwardness of the concept of music education is also one of the causes of the problem. In addition, the imperfection of teacher training and selection mechanism is also one of the causes of the problem. At present, the training system for music teachers is not sound, and there is a lack of ways to train music teachers with comprehensive qualities. At the same time, the irrationality of the teacher evaluation mechanism also makes it impossible for some music teachers with professional skills to get due recognition and incentives, which leads to the shortage of teachers.

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