

Current Situation of University Music Teaching and Countermeasures

Yu Gao, Tsetsegdelger Damdindorj

Graduate University of Mongolia, Ulaanbaatar, 11000, Mongolia

Abstract: The purpose of this paper is to discuss the current situation and existing problems of university music teaching in China, and to put forward corresponding countermeasures and suggestions. Firstly, the importance of university music education and the background and purpose of the study are analysed. Secondly, through the analysis of the current situation of university music teaching, it is found that there are problems such as imperfect curriculum and content, single teaching method and means, uneven level of teachers and uneven distribution of educational resources. In view of these problems, this paper puts forward countermeasures and suggestions such as optimising the curriculum and content, innovating teaching methods and means, strengthening the construction of teaching staff, improving hardware facilities and environment, and enhancing students' motivation and autonomy in learning. Finally, through the summary of the research of the paper, the importance of university music education in talent cultivation is emphasised, and reference is provided for the development of university music teaching in China.

Keywords: University Music Teaching; Current Situation Analysis; Countermeasures and Suggestions; Education Reform.

1. Introduction

With the rapid development of social economy, people's demand for spiritual and cultural life is constantly improving, music education as an important way to cultivate people's aesthetic interest and humanistic qualities, its position and role in higher education is becoming more and more prominent. University music education not only helps to improve students' artistic quality, but also cultivates students' innovative spirit and comprehensive quality. In China, university music education has achieved certain results after decades of development, but also faces many problems and challenges. This thesis aims to analyse the current situation of university music teaching in China, reveal the problems existing therein, and put forward corresponding countermeasures and suggestions for these problems. Through survey research, literature review and other methods, the current situation of university music teaching is comprehensively sorted out, with a view to providing useful reference for the reform and development of university music education in China.

2. Analysis of the Current Situation of University Music Teaching

2.1. Curriculum and Content

The curriculum and content of university music education is an important part of music teaching, which directly affects the learning effect of students and the enhancement of music literacy. At present, China's university music curriculum mainly includes two categories: theoretical courses and practical courses. Theoretical courses mainly include music appreciation, music history, music theory knowledge, etc., aiming at cultivating students' perception of music and aesthetic ability, and improving students' music literacy. Practical courses mainly include vocal music, instrumental music, harmony, composition, etc., focusing on cultivating students' musical expression and creative ability.

However, the current music curriculum still has some

problems. Firstly, the curriculum is too traditional and lacks innovation. Some schools pay too much attention to the teaching of music history and music theory knowledge, while neglecting the importance of music appreciation and music practice. This leads to the fact that students' ability to perceive music and aesthetic ability are not fully cultivated in the learning process. Secondly, the practical curriculum is insufficient. In some schools, the proportion of practical courses in the curriculum is small, which makes students not get enough exercise in music practice. Finally, the curriculum content is lagging behind. With the development of society, music styles and genres are constantly updated, but the content of music courses in some schools still remains in the past and cannot keep pace with the times.

In view of these problems, China's university music education should take the following measures. Firstly, optimise the curriculum structure, increase the proportion of music appreciation and practice courses, and pay attention to cultivating students' musical literacy and musical expression. Secondly, update the curriculum content and introduce modern music so that students can keep pace with the times. Finally, combining the characteristics of the university and the needs of students, special courses and elective courses are offered to meet the individual learning needs of students. Through these measures, we can make the university music curriculum more reasonable and better cultivate students' musical literacy and musical ability.

2.2. Teaching Methods and Means

In the current university music teaching, teaching methods and means play a crucial role in improving the quality of education and cultivating students' musical literacy. Traditional music teaching methods mainly rely on teachers teaching students theoretical knowledge and then consolidating what they have learnt through practice. However, this teaching method tends to focus too much on skill training and neglects the development of students' creativity and personality.

To solve this problem, many music education experts and

scholars have proposed a variety of innovative teaching methods. For example, the student-centred teaching mode emphasises students' active participation and exploration, while teachers play the role of instructors and mentors. This model encourages students to construct their own knowledge system through practice, co-operation and communication. In addition, interdisciplinary teaching methods are also widely used, combining music with other fields such as literature, painting and dance in order to develop students' comprehensive literacy.

In addition, with the development of science and technology, modern teaching methods such as multimedia and the Internet have been introduced into music teaching. For example, teachers can use multimedia courseware to show the historical background and creative process of musical works, so that students can understand and feel music more intuitively. Meanwhile, online resources also provide students with rich learning materials and practical opportunities, enabling them to learn and create music anytime and anywhere.

However, despite the great theoretical advantages of these new teaching methods and approaches, they still face some challenges in practical application. For example, teachers need to possess a high level of technical skills and pedagogical competence in order to use these tools effectively. Also, uneven distribution of educational resources is a problem, and some schools may not be able to provide the necessary technical equipment and software.

2.3. Faculty and Hardware Facilities

The quality and level of university music teaching depends to a large extent on the condition of the faculty and hardware facilities. At present, there are certain deficiencies in the university music teaching staff in China. First of all, the professional background and level of music teachers are uneven, some teachers have music professional degree, but the actual teaching ability is insufficient, and the research on music education theory and teaching methods is not deep enough. Secondly, music teachers have heavy teaching duties, making it difficult for them to have enough time and energy for professional upgrading and teaching research. Furthermore, the title evaluation and promotion mechanism of music teachers is not perfect enough, which leads to the teachers' lack of enthusiasm in teaching and research [1].

At the same time, the hardware facilities for university music teaching are in urgent need of improvement. Firstly, the quantity and quality of music classrooms and practice rooms cannot meet the teaching needs, and some music classroom facilities are outdated, which affects the teaching effect. Secondly, music teaching equipment such as pianos and stereos are not well maintained, which affects students' practice and performance. Finally, the collections of books and audio materials in music libraries and resource rooms are insufficient, limiting students' ability to study and research independently [2].

In order to improve the situation of the faculty and hardware facilities for university music teaching, it is necessary to take the following measures: firstly, to strengthen the selection and training of music teachers, and to improve the professional level and teaching ability of teachers; secondly, to improve the mechanism of teacher title evaluation and promotion, and to stimulate the enthusiasm of teachers in teaching and research; thirdly, to increase the investment and maintenance of music teaching equipment,

and to improve the quality of teaching facilities; fourthly, to enrich the collections of books and audio materials in music libraries and resource rooms. and library collections and audio materials to provide students with more learning resources. Through these measures, it is expected to improve the overall level of university music teaching in China [3].

2.4. Students' Learning Conditions and Needs

In the current university music teaching, students' learning situation and needs present diverse characteristics. First of all, with the development of society and the progress of education, more and more students realise the importance of music education, and they hope to improve their aesthetic quality, cultivate their sentiment and increase their competitiveness in the future job market through learning music. Therefore, students have high motivation and initiative in music learning [4].

However, students also face some problems in music learning. Firstly, due to the music curriculum and teaching content, some students feel that music learning is not very relevant to their majors and interests, resulting in insufficient motivation to learn. Secondly, music teaching methods are too traditional, focusing too much on skills training and neglecting the cultivation of students' creativity and personality, making some students resistant to music learning. In addition, the uneven distribution of music education resources, and the low level of music teaching facilities and faculty in some colleges and universities have also affected students' learning experience and effect.

In response to these problems, students have the following demands for music teaching: firstly, they hope that the music curriculum can be more flexible and diversified, and that they can take electives according to their own majors and interests. Secondly, they hope that music teaching methods can be innovative and focus on cultivating students' musical literacy and creativity rather than just skills training. Thirdly, they hoped that schools could invest more in music education resources and provide better teaching facilities and teachers to enhance the effect and experience of music learning. Finally, students also hope to have more practical opportunities, such as participating in concerts and music competitions, in order to improve their music performance ability and practical experience. In conclusion, students' needs in music learning are multifaceted, and it is necessary for schools and society to work together to create a better music education environment for students.

3. Problems in University Music Teaching

3.1. Disconnect between Theory and Practice

In the current university music teaching, there is an important problem in general, that is, the disconnection between theory and practice. This phenomenon is manifested in a number of aspects, which has brought about a certain impact on the improvement of students' music literacy and future development [5].

First of all, in the curriculum, the ratio of theoretical courses to practical courses is often unbalanced. Too many theoretical courses lead to a lack of sufficient practical opportunities for students. The theoretical knowledge students learnt in the classroom cannot be applied and consolidated in practice, making their understanding and perception of music hollow and abstract. Secondly, in terms

of teaching methods, the traditional didactic teaching still occupies a dominant position. Teachers pay too much attention to the teaching of theoretical knowledge and neglect students' practical operation and experience. This teaching method makes students' learning of music boring, and it is difficult to stimulate their interest and enthusiasm in learning. Once again, in the evaluation system, too much attention is paid to the theoretical results, ignoring the practical ability. Students often only need to memorise the theoretical knowledge to get good grades in music exams. This makes students pay more attention to theoretical learning and neglect the cultivation of practical ability.

To address these problems, we need to take measures to change. First, the curriculum should be optimised to increase the proportion of practical courses, so that students have more opportunities to apply theoretical knowledge to practical operation. Secondly, teachers should adopt more lively teaching methods, such as demonstration teaching, group practice and so on, to stimulate students' interest in learning. Finally, the evaluation system also needs to be reformed, not only focusing on students' theoretical knowledge, but also on their practical ability and innovative spirit.

In conclusion, to solve the problem of disconnection between theory and practice in university music teaching, we need to reform and innovate from various aspects such as curriculum, teaching methods and evaluation system. Only in this way can we really improve students' music literacy and lay a solid foundation for their future development [6].

3.2. Imperfect Curriculum System

The imperfect curriculum system of university music teaching is a major problem faced in current music education. First of all, the existing curriculum is too traditional, focusing on the learning of theoretical knowledge and neglecting the cultivation of practical operation and creativity. This leads to the difficulty for students to combine theoretical knowledge with practical operation in the learning process, thus affecting the improvement of their comprehensive music literacy [7]. Secondly, the content of the curriculum is too outdated and cannot keep up with the development of the times. In today's rapidly changing music industry, the forms and styles of music are constantly changing, while the content of the school curriculum is still stuck in the past. This makes it difficult for students to come into contact with the latest music concepts and techniques, thus affecting the improvement of their professional quality. In addition, the curriculum system lacks systematicity and there is a lack of connection between individual courses. It is difficult for students to form a complete knowledge system in the learning process, and they are unable to fully grasp the basic skills and theoretical knowledge of music. This not only affects the learning effect of students, but also limits their future development space.

To address these problems, we need to reform the music curriculum system. Firstly, the proportion of practical courses should be increased, so that students have more opportunities for practical operation and improve their practical ability. Secondly, the content of the curriculum should be updated in a timely manner to introduce the latest music concepts and techniques so that students can keep up with the development of the times. Finally, the links between the various courses should be strengthened to form a complete knowledge system to help students fully grasp the musical skills and theoretical knowledge. Only in this way can we cultivate musical talents with comprehensive quality and competitiveness.

3.3. Uneven Level of Teaching Staff

The uneven level of teachers is a significant problem in the current university music teaching. This problem is mainly manifested in the following aspects [8].

Firstly, the professional background and academic level of music teachers are not the same. Due to historical reasons and regional differences, some music teachers may not have received formal music education, and thus may have deficiencies in music theory, performance skills and teaching methods. In addition, the relatively low academic level of some music teachers makes it difficult for them to meet the requirements of modern music education. Secondly, the age structure of music teachers is unreasonable. In music teaching in some universities, the teaching force shows an aging trend with relatively few young teachers. This age structure may lead to the lagging of teaching concepts and teaching methods, which is difficult to adapt to the ever-developing music education career [9]. Again, the titles of music teachers are unevenly distributed. In some schools, the proportion of music teachers with senior titles is low, and the proportion of music teachers with intermediate and junior titles is high. This distribution of titles may lead to differences in teaching quality and research level, affecting the overall development of music education [10].

3.4. Uneven Distribution of Educational Resources

In China, uneven distribution of educational resources is a long-standing problem, which is especially obvious in university music teaching. First of all, in terms of hardware facilities, there is a big gap between the conditions of music teaching in different regions and schools. Some schools have advanced music classrooms, audio equipment, musical instruments, etc., while others have not invested enough in this area, resulting in the opportunity and quality of music learning for students being affected [11]. Secondly, in terms of the teaching staff, there are also obvious geographical disparities in the professional quality and teaching level of music teachers. Music teachers in some schools have rich teaching experience and high artistic cultivation, while music teachers in other schools may face problems such as insufficient professional ability and single teaching method. This disparity makes it difficult for students to receive comprehensive training and improvement in music learning. In addition, the problem of uneven distribution of educational resources in terms of curriculum and teaching content is also more prominent. While some schools have a rich music curriculum covering a wide range of genres such as theory, practice and performance, others have a single curriculum, making it difficult to meet the diverse learning needs of students. This not only restricts the improvement of students' music literacy, but also may lead to the gradual decline of students' interest in music learning.

In order to solve the problem of uneven distribution of educational resources, our government and relevant departments should increase investment in music education, especially in hardware facilities and teachers. In addition, it is also necessary to improve the music education system, promote the standardisation of music education, and ensure the balanced development of the quality of music education in each school. At the same time, it encourages the sharing of music education resources, makes full use of the network, multimedia and other modern technical means to broaden

students' music learning channels and improve the overall level of music education. Only in this way can university music education truly benefit every student and lay a solid foundation for the cultivation of musical talents in China.

3.5. Students' Interest in Learning and Ability to Improve Limited

In the current university music teaching, students' interest in learning and ability to improve is a problem that can not be ignored. Firstly, the curriculum is too traditional and lacks connection with the modern society, which makes it difficult for students to feel the actual meaning and value of music learning, thus affecting their interest in learning. Secondly, the teaching methods are too single, mostly based on classroom teaching, lacking interaction and practice, which makes it difficult for students to transform theoretical knowledge into practical operation ability, limiting the enhancement of their ability. In addition, due to the uneven distribution of educational resources, some students are difficult to obtain sufficient learning resources and opportunities, which further aggravates the restricted degree of students' learning interest and ability enhancement [12].

In order to solve this problem, firstly, the curriculum needs to be reformed so that it can be combined with the needs of modern society and enhance students' learning interest. Secondly, teaching methods also need to be innovated to introduce more interactive and practical links to improve students' practical ability. In addition, the distribution and integration of educational resources should be strengthened to ensure that every student has a fair chance to learn. Only in this way can we truly stimulate students' interest in learning, enhance their musical ability, and contribute to the development of music education in China.

4. Countermeasures and Suggestions

4.1. Optimise Curriculum and Content

University music education is of great significance in cultivating students' aesthetic interests and improving their humanistic qualities. At present, there is a certain degree of deficiency in the curriculum and content of university music teaching in China, which needs to be further optimised [13].

First of all, the curriculum should focus on the combination of theory and practice. While strengthening the teaching of theoretical knowledge of music, increase the practical links, such as chorus, band performance, music creation, etc., so that students can apply the theoretical knowledge learnt in the classroom to the actual situation and improve their practical ability. Secondly, the content of the curriculum should be diversified to cover different music types and genres. In addition to traditional music courses such as vocal music, instrumental music, harmony, etc., courses on modern music, ethnic music, world music, etc., can also be offered to enable students to understand and experience different music styles and cultivate a wide range of musical interests. In addition, the curriculum should also pay attention to students' personalised development. Elective courses and speciality courses, such as popular music, electro-acoustic production, music therapy, etc., should be provided according to students' interests and strengths, so that students can develop their strengths and potentials under professional guidance. Meanwhile, the curriculum should focus on interdisciplinary integration. Combining music with literature, art, history and other disciplines, interdisciplinary courses are carried out to

broaden students' horizons and improve their comprehensive quality. Finally, the curriculum should keep up with the development of the times. Focusing on the current situation and trends of the music industry, courses such as music industry management, music marketing, music technology, etc. are offered to cultivate students with certain knowledge and practical ability of the music industry [14].

In short, to optimise the curriculum and content of university music teaching, we should pay attention to the combination of theory and practice, diversification of curriculum content, attention to students' personalized development, interdisciplinary integration, as well as keeping up with the development of the times. Through these measures, it helps to improve the quality of university music teaching and cultivate the comprehensive quality of students [15].

4.2. Innovative Teaching Methods and Means

In university music teaching, innovative teaching methods and means are of great significance in improving teaching quality, stimulating students' interest and cultivating comprehensive quality. Firstly, introduce diversified teaching modes, such as the combination of appreciation and practice, so that students can improve their musical skills while feeling the beauty of music. Secondly, modern education technology, such as network platforms and digital music software, is used to enrich teaching resources and broaden students' horizons. In addition, students are encouraged to participate in teaching activities, such as organising concerts, arranging musicals, etc., to improve their practical ability and teamwork spirit. At the same time, focus on individual differences and adopt differentiated teaching strategies to meet the learning needs of different students. Finally, strengthen teacher-student interaction, create a relaxing and pleasant classroom atmosphere, and stimulate students' learning interest and creativity. Through the above measures, it helps to improve the effect of university music teaching and cultivate more excellent talents with music literacy and creativity.

4.3. Strengthening the Construction of Teachers' Team

Strengthening the construction of teachers is the key to improving the quality of university music teaching. At present, there are certain problems in the university music teaching team, such as uneven level of teachers, lack of professional background and practical experience. For this reason, we need to start to strengthen the construction of the faculty from the following aspects.

Firstly, improve the overall quality of the teaching staff. Strengthen the selection criteria for music teachers and attach importance to their professionalism and teaching ability. At the same time, encourage teachers to participate in various types of training and academic exchange activities to improve their professional knowledge and teaching level. Secondly, focus on the diversification of the teaching staff. Introduce professionals from different music fields to enrich the subject structure of the teaching team. At the same time, well-known musicians and industry experts are hired as part-time teachers to provide students with more practice opportunities and academic resources. Again, strengthen the incentive mechanism of the faculty. Set up teaching and research incentives to encourage teachers to devote themselves to music teaching reform and scientific research. At the same time, improve the teacher title evaluation and promotion

system to stimulate teachers' teaching enthusiasm and innovative spirit. Finally, focus on the stability of the teaching force. Improve the treatment and status of music teachers to ensure the stable development of the teaching force. At the same time, strengthen teamwork among teachers to create a good teaching atmosphere and team spirit.

Through the above measures, we can gradually create a high-quality, professional and reasonably structured university music teacher team to provide a strong guarantee for improving the quality of university music teaching. Thus, we can better cultivate excellent talents with music literacy and innovation ability, and promote the prosperous development of university music education.

4.4. Improve Hardware Facilities and Environment

The quality and effect of university music teaching are affected by many factors, among which hardware facilities and environment are indispensable. Music teaching requires corresponding venues, musical instruments, audio equipment and other hardware support, and the advantages and disadvantages of these conditions have a direct impact on the smooth progress of teaching and students' learning experience. Firstly, music classrooms should be set up to meet the needs of music teaching. The classroom should have good sound insulation to avoid the interference of external noise and ensure that students can focus on music learning and practice. In addition, the spatial layout of the classroom should be reasonable, which is convenient for teachers to carry out teaching activities and for students to practice in groups and individually. Secondly, the quality and quantity of musical instruments is also an important part of the hardware facilities. Schools should have a sufficient number and quality of musical instruments to meet students' practice needs. The maintenance and updating of musical instruments should be fully guaranteed to ensure that they are always in good condition. In addition, music teaching relies on professional audio equipment. The advanced degree of audio equipment directly affects the effect of music playing. Schools should purchase high-quality audio equipment so that students can better perceive and understand music. Finally, the construction of the music teaching environment is also crucial. Schools should create a harmonious, positive and artistic music teaching environment to stimulate students' learning interest and creativity. The artistic atmosphere of music classrooms can be enhanced by hanging portraits of musicians and placing music-related books.

In conclusion, improving hardware facilities and environment is one of the key measures to enhance the quality of university music teaching. Schools should pay attention to the hardware support of music teaching and provide students with high-quality learning conditions, so as to promote the development of music education.

4.5. Improving Students' Learning Enthusiasm and Autonomy

In the current university music teaching, improving students' learning enthusiasm and autonomy is an important and urgent problem. In order to improve this situation, we can start from the following aspects:

First of all, we need to adjust the teaching mode to make it closer to the students' life and interests. For example, pop music and modern music can be introduced into the teaching process to stimulate students' interest in learning. At the same

time, multimedia technology, such as music software and video, can be used to make the classroom more vivid and interesting. Secondly, students' participation should be improved. For example, some small performances or competitions can be set up in the classroom so that students can have the opportunity to participate personally and improve their practical ability. In addition, students can be encouraged to participate in music activities inside and outside the school, such as music lectures and concerts, to broaden their musical horizons. Again, attention is paid to cultivating students' creative awareness and ability. In the teaching process, teachers can guide students to create and adapt music, etc. to cultivate their innovative thinking. At the same time, students are encouraged to engage in interdisciplinary learning, such as the integration of music with dance, theatre, fine arts and other fields, so as to improve their comprehensive quality. Finally, a sound evaluation system for music education needs to be established. Change the previous single assessment method and adopt the combination of process evaluation and summative evaluation to comprehensively assess students' music literacy. At the same time, it focuses on evaluating students' independent learning ability, practical ability, innovation ability and so on, in order to promote the overall development of students.

5. Conclusion

In this paper, we have deeply analysed and explored the current situation of university music teaching, revealed the problems that exist in it, and put forward corresponding countermeasures and suggestions for these problems. In general, university music teaching has certain problems in curriculum, teaching methods, teaching staff and hardware facilities. These problems affect the quality of music education and students' learning interest to a certain extent. In order to improve this situation, we put forward a series of countermeasures and suggestions. Firstly, the curriculum and content should be optimised, focusing on the combination of theory and practice, so that students can better understand and master music knowledge. Secondly, teaching methods and means should be innovated, making full use of modern technological means to improve the teaching effect. At the same time, it should strengthen the construction of the teaching team and improve the professional level and teaching ability of teachers. In addition, the hardware facilities and environment of music teaching should be improved to provide students with better learning conditions. Through the implementation of these countermeasures and suggestions, we believe that the status quo of university music teaching will be effectively improved, and students' learning interests and abilities will be enhanced, thus promoting the development of music education in China. We would like to pay tribute to all the teachers who have worked so hard for the cause of music education and express our confidence in the future of music education. We believe that with the joint efforts of the whole society, the cause of music education in China will usher in a better tomorrow.

References

- [1] Li Xiaohong. Research on the reform of music education in colleges and universities [J]. *Music Exploration*, 2020, (02): 78-81.

- [2] Zhang Huijuan. Analysis of the status quo and countermeasures of contemporary university music education[J]. Art Education Research, 2019, (24): 102-104.
- [3] Wang Jianhua. Research on the role of music education in the quality development of college students[J]. Education and Teaching Forum, 2021, (03): 207-208.
- [4] Liu Siyuan. Discussion on the reform of university music education based on the background of quality education[J]. Music Journal, 2018, (04): 112-114.
- [5] Gao Zhenyu. Analysing the problems and countermeasures in music education in colleges and universities in China[J]. Contemporary Education Forum, 2020, (05): 89-91.
- [6] Chen Sisi. Research on the status quo and development trend of music education in colleges and universities under the new situation[J]. China Music Education, 2019, (12): 50-52.
- [7] Sun Lina. Research on the impact of music education on college students' mental health[J]. Education and Teaching Forum, 2021, (02): 189-190.
- [8] Zhou Mengting. Research on the Cultivation of Students' Creative Ability by Music Education in Colleges and Universities[J]. Research on Music Education, 2020, (01): 62-64.
- [9] Hu Yali. Inheritance and innovation of national music culture in music education in colleges and universities[J]. Art Education Research, 2019, (15): 98-100.
- [10] Yuan Huimin. The role of music education in enhancing college students' humanistic literacy[J]. Education Teaching Forum, 2021, (04): 178-179.
- [11] Wei Siyao. Exploration of the reform of university music education based on the integration of industry, academia and research[J]. Journal of Music, 2019, (03): 91-93.
- [12] Liu Tingting. Research on innovation strategy of contemporary university music education[J]. Education Teaching Forum, 2020, (11): 198-199.
- [13] Zhang Lili. Research on the Influence of College Music Education on Students' Aesthetic Ability[J]. Music Exploration, 2021, (01): 82-85.
- [14] Wang Huimin. Research on the Integration of Emotional Education in University Music Education[J]. Art Education Research, 2020, (22): 112-113. 15.
- [15] Zhao Jingjing. Research on the reform of university music education based on OBE concept[J]. Education Teaching Forum, 2021, (06): 158-159.