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Based on the background of college curriculum construction music education theory implementation approach analysis

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Abstract: Under the background of the new era, it has become an irresistible trend for music education theory to be deeply integrated into the curriculum construction of colleges and universities. Offering music education theory courses in colleges and universities is not only beneficial to improve college students' aesthetic ability, but also beneficial to cultivate college students' creative ability. On the basis of in-depth analysis of the actual situation of the theoretical curriculum construction of college music education, it is found that the low efficiency of the curriculum teaching and the weak strength of the faculty team are the main shackles that hinder the implementation of the national quality education goal and the promotion of the curriculum construction. Based on this, this paper puts forward three ways to expand the teaching resources of music course, cultivate the innovation consciousness of the teachers and enrich the teaching methods of music course, so as to provide a reference for the decision of integrating music education theory into the curriculum construction of colleges and universities. Under the background of the new era, it has become an irresistible trend for music education theory to be deeply integrated into the curriculum construction of colleges and universities. Offering music education theory courses in colleges and universities is not only beneficial to improve college students' aesthetic ability, but also beneficial to cultivate college students' creative ability. On the basis of in-depth analysis of the actual situation of the theoretical curriculum construction of college music education, it is found that the low efficiency of the curriculum teaching and the weak strength of the faculty team are the main shackles that hinder the implementation of the national quality education goal and the promotion of the curriculum construction. Based on this, this paper puts forward three ways to expand the teaching resources of music course, cultivate the innovation consciousness of the teachers and enrich the teaching methods of music course, so as to provide a reference for the decision of integrating music education theory into the curriculum construction of colleges and universities.

Keywords: Colleges and universities; Curriculum construction; Music education theory; Ways of implementation.

1. Introduction

Curriculum has always been a prerequisite for college education construction, and curriculum construction is also one of the key contents of college teaching infrastructure. Gradually strengthening curriculum construction is an important guarantee for colleges and universities to carry out education and teaching plan effectively and improve the quality and level of education. Under the background of college curriculum construction in the new era, as an important content of comprehensive education, music education theory has been paid more and more attention in college curriculum construction. Throughout the current status of the construction of music education theory courses in colleges and universities, according to the incomplete statistical information of related websites, the names of this kind of courses in the education programs of colleges and universities are not uniform. For example, including music pedagogy, music teaching method, introduction to music education, music teaching theory and many other names [1]. Throughout the current reality of the theory course construction of music education in universities of our country we can find that its name form is not different in universities. No matter what the course name is, in the final analysis, music education theory course is a course closely related to practice. However, at present, the disconnection between the theory and practice of teaching content is a big dilemma facing the theoretical curriculum construction of college music education. Music education theory courses usually cover the basic theory of music education, music education history, music education reform process, music curriculum objectives and so on. The practice of music teaching generally includes teaching practice, teaching probation and concentrated teaching practice. Therefore, in the process of practical teaching, the theory learning and teaching practice of music education are mostly separated. As a result, college students only regard the course as a simple theory when learning theory, which greatly weakens their attention and interest in learning. Therefore, it is necessary to carry out a deep analysis of the implementation of music education theory under the background of college curriculum construction, so as to provide theoretical reference for its subsequent development [2].

2. Organization of the Text

2.1. The practical significance of music Education Theory courses in colleges and universities

2.1.1. Helpful to improve the aesthetic ability of college students

Under the background of curriculum construction, the theory course of college music education has become one of the key disciplines to promote quality education in China.

Specifically, music education can not only help college students to have certain musical skills and scientific and cultural knowledge, but also cultivate their ability to perceive and appreciate music, which is of great significance to enrich and cultivate the spiritual world of college students. Dufhainer once said that aesthetic experience can reflect the most intimate and profound relationship between human beings and the world. As an aesthetic activity, college music theory education course is also a kind of aesthetic experience. While spreading professional knowledge and skills, it can guide college students to personally experience the beauty of the vast universe, so as to help them learn how to make their life more beautiful. In the long run, this will greatly boost the aesthetic ability of college students to improve [3].

2.1.2. Beneficial to cultivate the creative ability of college students

Compared with educational theory courses of other disciplines, music education has incomparable significant advantages. It can not only provide students with sufficient perceptual materials, but also deepen their understanding and cognition of beauty virtually, and help them establish a good aesthetic psychology. In addition, the pitch, tone, rhythm and timbre involved in the teaching of music theory all depend on the hearing of college students. [4] This characteristic can promote college students to form a unique auditory response and bring them deep emotional experience and experience. The beauty of music infects college students' thinking and thoughts and promotes their aesthetic creativity.

2.2. The actual situation of theoretical curriculum construction of music education in colleges and universities

2.2.1. The teaching efficiency is low

According to the overall teaching effect of Chinese colleges and universities, the teaching efficiency of the non-professional college music theory course is low. This may be because college students do not have a strong interest in music theory. In addition, the original faculty team strength is relatively weak. Based on this situation, college students' music theory education is difficult to achieve the initial goal set by the state and universities. Through the practice of exploration and analysis, summed up the following two aspects of content. On the one hand, the awareness of education is weak. Based on the in-depth analysis of the current college music theory education model, the music discipline itself is in a relatively awkward state in the whole university curriculum setting system. To be specific, some colleges and universities initially set music theory education as an elective course. Moreover, music teachers themselves have a vague concept of music theory education, and the ultimate teaching concept is relatively lacking. Therefore, the vast majority of music theory courses are usually taught in the mode of pure theory or entertainment mode [5]. This seriously affects the quality of music theory education and is not conducive to the implementation of the national curriculum. At the same time, some music teachers in colleges and universities ignore the individualized and targeted training of college students' music literacy, which also has a certain negative impact on the implementation of music theory curriculum education goals. On the other hand, the goal setting is not clear. In order to better implement, implement and promote the reform of curriculum education, colleges and universities of our country have set the customer layer of music theory education as a key content in the daily teaching work, and have made and improved the corresponding teaching mode and process according to the actual situation. However, on the whole, colleges and universities in China have not formed a relatively unified standard for the setting of teaching objectives of music theory courses, and still tend to focus on other professional cultural courses. This will have a negative impact on the implementation of national quality education requirements and the improvement of comprehensive education ability of colleges and universities to a great extent [6].

2.2.2. The faculty team is weak

At present, in the process of Chinese college music theory course construction, the problem of the weakness of the overall faculty team is very obvious. This will not only have a direct negative impact on the quality and effectiveness of music education in colleges and universities, but also severely discourage the enthusiasm and enthusiasm of college students to carry out music learning, which goes against the original intention of colleges and universities to cultivate the comprehensive ability of college students. It is manifested in two aspects: one is the knowledge structure. Compared with non-professional music colleges, they have not put forward clear requirements on the knowledge structure of music teachers because of their neglect of the cultivation of college students' theoretical literacy of music. From the perspective of undergraduate universities, the average knowledge structure of most music teacher teams on campus only covers some basic content. Although it includes simple professional music theoretical knowledge, the overall educational knowledge is still relatively short, which is difficult to provide support for college students to further expand their music theoretical knowledge. Based on such teaching conditions, once college students think deeply and ask questions, it is difficult for teachers to give accurate answers [7]. This will not only seriously affect the status of teachers in the minds of college students, but also greatly discourage the enthusiasm and initiative of college students in asking questions and learning, thus making the quality of music theory teaching in colleges and universities difficult to meet the expected requirements. The second is ability. Based on practical experience, it can be concluded that if teachers have strong professional music theory knowledge, they can promote the corresponding teaching courses with high quality. However, from a large number of practical situations at the present stage, it can be found that in the process of some music practice activities, teachers often only play the role of demonstration, and do not give corresponding answers to the key points that should be paid attention to and the problems that should be corrected in the learning process of college students. This does not match the high-quality teaching environment required for college students to learn music theory knowledge. Under this influence, the original knowledge authority of teachers in the minds of college students will be greatly reduced, which is not conducive to the full play of the overall organizational effect of music activities [8].

3. Conclusion

3.1. To expand the teaching resources of music courses

The breadth of music teaching resources determines the depth of college students' music knowledge system. As a

basic teaching resource, the quality of music theory education textbooks will have a direct impact on the teaching effect of music theory. Therefore, if we want to expand the teaching resources of music course, we should take more music theory education textbooks as the focus and carry out the next steps. To be specific, colleges and universities should constantly strengthen the development and construction of music theory education textbooks according to the characteristics of college students, school conditions and social actual needs. On the one hand, colleges and universities should organize and establish competent departments to guide teachers engaged in music theory teaching to develop teaching materials according to corresponding norms and standards, so as to avoid the occurrence of low level, inconsistent standards and dispersed resources. The focus of research and development content should be based on ensuring that basic music theoretical knowledge can fully meet the learning needs of college students, and at the same time, appropriately increase the content or section that can cultivate the practical ability of college students. In this way, it can not only make up for the social deficiencies in the teaching of sustainable education to the maximum extent, but also promote the comprehensive development of college students' musical literacy and musical skills, so as to comprehensively improve the effectiveness of music theory teaching [9]. On the other hand, colleges and universities can introduce a large number of excellent music theory education textbooks into teaching by means of openness and transparency, explore and study the content of the textbooks in depth, review the foreign textbooks with the spirit of questioning and learning, search the deficiencies in the textbooks and timely improve them, so as to avoid the mistakes of the textbooks and mislead college students to form wrong cognition. In addition to correctly guiding college students to play traditional classical art pieces, college music teachers can also add a large number of songs that meet students' future teaching needs. In this way, the songs involved in the future campus music activities will be integrated into the teaching, which will help lay a good foundation for college students to enter the workplace after graduation and enrich the employment channels for college students. In addition, teachers can also combine the actual situation, fully stimulate the advantage of local cultural resources, take national folk music as the main entry point, and add local characteristic folk music and children's songs.

3.2. Cultivate the innovation consciousness of curriculum teachers

In order to promote the good innovative development of college students' music theory education, colleges and universities should be committed to pushing the music theory teaching to get rid of the traditional music education concept, and establish a modern music theory education concept. This teaching concept must have new characteristics and conform to the requirements of The Times and social development. At the same time, it is also necessary to enhance the enthusiasm of college students in learning music theory knowledge, guide them to carry out self-reflection as the main purpose, and effectively improve the practical ability of college students' music theory knowledge as the fundamental purpose. For example, when choosing music theory course structure or textbook content, teachers should follow the physical and psychological development needs of college students and the current situation of the rapid development of music theory culture, and select some courses that fit the hobbies and interests of contemporary college students and can show the role of music with the characteristics of The Times. This can not only stimulate college students' interest in learning music theory knowledge to the maximum extent, but also implement the country's long-term education concept of "student-oriented". In the process of practical education of music appreciation courses, colleges and universities should take aesthetic experience as the core of music theory education, fully reveal the music literacy in music works, so as to help college students to empathize with the expressive content in the works. In the teaching process of music skills and techniques, teachers should take the transfer of theoretical knowledge as an auxiliary means, take the practice of college students as the key content, and continue to drive the improvement of college students' music skills and techniques. In addition, the teachers of music education theory courses in colleges and universities should start from themselves, establish a positive concept of innovative education, and cultivate the innovative ability and consciousness of college students as the key content of pre-service training of music classrooms in the future. It is also necessary to create more opportunities for college students to experience and observe music courses in primary and secondary schools, so as to promote college students to understand the current situation of music education in primary and secondary schools in advance, and lay a solid foundation for them to better integrate into and adapt to teaching work in the future. Moreover, colleges and universities may not regularly invite some well-known music classrooms to teach in person, introducing excellent teaching cases into music education theory courses [10].

3.3. To enrich the teaching methods of music courses

At present, the teaching method of music education theory courses in colleges and universities is usually large class teaching. However, due to the large number of students in class, the enthusiasm and initiative of college students are relatively insufficient, which seriously affects the teaching effect of music course. Therefore, teachers should increase diversified teaching methods such as group learning, group performance, group editing and creation on the basis of large class teaching, so as to stimulate students' interest in learning to the maximum extent. In the course of teaching, especially the teaching content at the level of teaching theory, teachers do not need to carry out teaching one by one according to the textbook. It should be based on the real problems of college students' simulated teaching, according to the teaching requirements of organic integration and coordination, with the help of the teaching practice of simulated classroom to expand the content of music education theory. For example, when conducting relevant teaching activities, music teachers in colleges and universities can put forward some divergent art questions that do not have standard answers to college students, so as to promote in-depth discussions among college students, improve their artistic quality and cognition in the process of mutual communication, and fully realize that art has no boundaries. When there are certain differences in teaching concepts, teachers can also let students show their own personality and characteristics as fun in the actual learning process, rather than simply follow the teaching process. In other words, when explaining theoretical knowledge, college music teachers should not set fixed standards such as "black and white" and "good or bad" for

college students, limit their artistic thinking, and guide them to develop divergent thinking. In addition, in the process of practical teaching, teachers should pay attention to the cultivation of the aesthetic level of college students, through the delivery of aesthetic content to promote college students to form a clear understanding of the boundary of art. For example, when teachers prepare the teaching plan of Beethoven's Symphony of Destiny before class, they should take it as the main teaching purpose to let college students have a comprehensive understanding of the artistic aesthetics and artistic thoughts in the era of Beethoven's life. Therefore, when carrying out corresponding teaching, teachers should pay attention to guiding college students to deeply understand symphonic works and form correct cognition.

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