

Music Curriculum Enhancement Program for Higher Education Institutions in Inner Mongolia

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Abstract: The current music curriculum teaching needs to be improved comprehensively in terms of curriculum objectives, classroom activities, and classroom evaluation, and to focus on improving teachers' teaching ability to effectively cultivate students' music proficiency. The music curriculum in Inner Mongolia higher education institutions not only needs students to master professional music knowledge and theory, but also needs to help students learn to identify diverse compositions and rich music styles, and develop music teaching modes with appropriate skills and difficulties, to cultivate good artistic qualities, solid professional knowledge and better creative abilities. This paper analyzes the existing problems through the study of the current situation of music curriculum teaching development in Inner Mongolia higher education institutions, and proposes corresponding solutions to these problems in order to effectively improve the quality of music curriculum teaching in colleges and universities and enhance the effectiveness of music talent training.

Keywords: Higher Education Institutions; Music Courses; Enhancement Programmes; Music Courses.

1. Introduction

The Party and the government have always attached great importance to the development of basic music education. The release and implementation of the "Music Curriculum Standards for Full-time Compulsory Education (Experimental Draft)" printed in 2001, the "Music Curriculum Standards for Compulsory Education" compiled in 2011, and the 2017 version of the "Music Education Curriculum Standards for General High School" marked the gradual alignment of the philosophy of music education in primary and secondary schools in China with the philosophy of music education in advanced countries around the world. In 2004, the Ministry of Education released the "National Undergraduate Curriculum Guidance Program for Musicology (Teacher Education) in General Colleges and Universities", which places increasing emphasis on music education. As a result, the approval of the undergraduate program in music education was added in 2021, and the theory of music education was combined with the practice of music education to cultivate basic professional skills in music (such as piano, voice, conducting, etc.). Highly qualified and innovative talents who master the basic theory of music education and knowledge of educational disciplines and are competent for music teaching positions. "and take it as the training goal of music education major. From the perspective of the nature of the discipline, music education has a double major, i.e., music discipline and education major, which belongs to the interdisciplinary discipline of music education with a strong practical discipline. It follows that the rational selection of courses and the construction of extension programs for these two disciplines is the top priority of curriculum setting.

Music is an important part of aesthetic education in higher education institutions, with unique artistic expression and aesthetic value, and has produced many excellent musical works in different era backgrounds. Most of the excellent musical works are full of patriotism and the desire for a better

life [1]. As an important part of quality education in higher education institutions, music courses can improve students' aesthetic ability and help them establish a correct world view and outlook on life. In the process of music teaching, choosing more patriotic works and excellent national music will have a good promotion effect on improving students' patriotic feelings and cultural confidence.

2. Problems in the curriculum of music education

2.1. The music curriculum is not perfect

Currently, different universities have different requirements for when music courses are offered and when they are taught. Some universities require students to take music courses at the entry level, meaning that music instruction begins in the first year of college. Some universities choose to offer music courses in the second academic year [2]. The early setting of music courses is very helpful because most students are influenced by test-oriented education and lack music instruction in middle and high school, and may not even be exposed to music instruction at all. Offering music courses at the entry level allows students to feel familiar with a new music curriculum education. Therefore, it is essential to offer music courses in the initial academic year of college [3]. At the same time, music culture as an elective course not only allows students to learn more about music culture, but also enhances students' strong interest in music culture and enables them to further understand and inherit it. The purpose of the so-called familiarity is to add time to the music curriculum, to allow students to naturally complete the music culture content, to fill in the gaps in their past music learning experiences, to improve their music literacy, and to achieve the ultimate goal of teaching the music curriculum.

However, many schools do not strictly follow the time of the syllabus, or even use exam-oriented education as usual, ignoring the importance and necessity of the music

curriculum. At the same time, for some reasons, sometimes students only bring textbooks into the classroom to study without participating in the relevant practical sessions, making music teaching itself, which should be important for practice, unable to play a real role. Of course, there are many reasons for this phenomenon, such as poor curriculum and insufficient teachers.

2.2. Insufficient content

Diversification of course content allows students to acquire more knowledge, stimulates students' interest in learning, active thinking and learning, improves students' acceptance of course content, increases the conversion effect of course content, and helps students learn more in a relatively short period of time. The course content includes not only the textbook, but also the supplementary knowledge covered by the teacher's expansion of classroom teaching and various recreational activities conducted by the university. Currently, the classroom content at many universities is primarily textbooks. Although there are other forms of instruction, they are not given sufficient attention, resulting in student learning being limited to the content of the book. Such teaching can reduce students' enthusiasm for learning and their sense of independent learning, so that they not only do not realize the joy of learning, but also can only passively receive classroom knowledge, greatly reducing the actual value of course content, while affecting students' effective knowledge and possibly leading to negative content impacts as teachers fail to obtain positive teaching feedback from students. At the same time, many teachers with extensive theoretical knowledge fail to achieve the desired teaching effect in the classroom. These teachers have professional theoretical qualities, but have problems such as inappropriate teaching methods or insufficient teaching experience in the teaching process, resulting in insufficient teaching content to provide good knowledge instruction to students.

2.3. A single approach to teaching

In many colleges and universities, theoretical teaching methods are the main teaching methods used by teachers, followed by practical teaching methods, while practice and discussion methods are rarely used. In the classroom, teachers mainly use theoretical teaching methods, complete with plain text or slides, play audio and video, and play a leading role in the teaching process. Students learn knowledge from the teacher's explanation and can only play the role of audience, rarely interact with the teacher and cannot really participate in the classroom practical activities. This single teaching method makes it difficult for students to effectively interact with the teacher in the classroom, thus reducing their enthusiasm for learning and lacking time and opportunities for independent thinking and learning, which also affects the quality of course teaching and greatly reduces the effectiveness of course teaching [4]. With the rapid development of science and technology, multimedia is playing an increasingly important role in production life. There is no doubt that the application of multimedia in teaching can greatly enrich the course content and help students understand and master the course content. Although multimedia can vividly reproduce the practical operation of music, teachers will form a certain dependence on the excessive use of multimedia in the classroom, thus neglecting the importance of practical teaching.

3. The specific improvement scheme of music course teaching in higher vocational institutions

Music courses are an important carrier of aesthetic education in higher education institutions. By taking music courses, students' musical literacy and aesthetic ability will be greatly improved, which will help students to improve their personality. Teachers have become an important part of students' learning and curriculum. Teachers should reasonably conceive all aspects of teaching from the perspective of the accuracy and adaptability of the materials and pay attention to students' needs for music knowledge, so that the music curriculum can truly become an effective carrier for students to learn music. At the same time, students will be able to feel the charm and significance of the music curriculum with novel teaching methods. In stimulating students' passion to participate in learning, students can get more happiness in music, let their hearts follow the pace of music, grow in music, and make themselves become socialist builders and successors with sound personality [5]. Therefore, it is necessary to analyze the strategies used in the teaching of music courses in higher education institutions in conjunction.

3.1. Selecting appropriate teaching materials

The textbook is a very important element in the process of teaching music in higher education. It has become a reference and an important basis for teachers to teach. A good music textbook is an important teaching tool for teachers, who will teach scientifically and systematically according to the content of the textbook. Therefore, in the teaching process, teachers should dig deeper into the music teaching materials and choose music teaching materials that are suitable for students' learning. In order to let students, have a strong love in the process of learning music. Higher vocational institutions should choose music teaching materials reasonably. Before starting a class, teachers can investigate students' love of music and pay attention to students' interest in music [6]. For example, teachers can prepare several music experience courses in advance. When choosing teaching contents, they can try to combine classical music with modern music contents and folk music with popular music. Only by focusing on understanding the specific musical needs of students can we ensure that the music materials are reasonable and relevant. Appropriate music materials will give students a solid grasp of music knowledge and improve their musicianship. When setting up music teaching chapters, teachers should implement a form of on-demand teaching that will engage students according to the needs of the material and the actual situation of the students. In finding the best teaching methods, students' learning and teachers' teaching effectiveness can be improved.

3.2. Innovation in teaching methods and content

In the context of the new curriculum education reform, higher demands are placed on teachers' teaching. Teachers should not overly dominate the classroom in teaching, but should fully highlight the students' learning status, so that they can keep up with the teacher's lectures and increase their interest in learning. Teachers put students in a position of importance and allow them the opportunity and space to present themselves in the classroom. It is difficult to improve

the vividness and effectiveness of teaching and learning if teachers fail to respect the primary position of students and teach around them. Therefore, the indoctrination form of teaching drowns out the charm and value of music teaching in higher education institutions [7]. Therefore, teachers should focus on cultivating students' musical ability from the basic objectives of teaching music courses in higher education institutions. Teachers should study and analyze students before teaching. In the process of evaluating students, they should focus on improving their musical level and ability, and fully understand their characteristics, learning interests and difficulties. The principle of teaching students according to their talents is implemented from their understanding and comprehension of music. Teachers update the form of music teaching to make students interested in the music curriculum, have a perception of life in the process of music, purify students' minds and make them more beautiful. For example, teachers teach in higher education music courses for the teaching of classical music. In the learning process, many students may know little about classical music. Teachers can prepare and support the smooth development of music teaching by introducing students to the appropriate classical music fundamentals from their specific learning situations. It is well known that lecture classes on the fundamentals of music theory are boring and many students have misconceptions about what they are learning. Therefore, teachers should change their teaching mode and concept to combine music teaching theory with music knowledge and music stories with music. In the process of choosing music works, the works should have high artistic value and be conducive to students' understanding and learning. Teachers should focus on the depth and breadth of musical works so that students can move from shallow to deep and from simple to complex in the learning process. With reasonable learning transitions, students learn emotional music. The teacher stimulates students' interest in learning through emotional music, which leads them to move in a rational direction. In this case, students will better understand and enjoy music.

3.3. Improving teaching methods

In the process of conducting music courses in higher education institutions, it is important to focus on music courses so that music can permeate students' learning and life and purify their minds. Usually, music contains musical emotions, which also fully stimulate the human senses. In this way, students develop the same emotions as music in the actual learning process. This is mainly to make students resonate accordingly during their exposure to music learning. As a result, students will also focus on their past experiences. In the process of teaching music courses, teachers should strive to find the point of resonance between students and music [8]. This is to give students an important point of interest in the process of learning about music. For example, the song we know as Sunset Flute and Drum is a famous Chinese classical piece. Many students have difficulty in understanding it during the learning process. Therefore, teachers should solve the problem of students' inability to understand it if they want to improve the effectiveness of the music curriculum. Here, teachers can try to start with a poetry reading by asking students to pay attention to the song and

read it aloud from the beginning to the end. Once the reading is complete, create an undulating picture in the form of an icon. With the impact of the picture, students will associate with and appreciate the song. In addition, teachers can use modern teaching techniques and multimedia teaching technology to make students feel the charm and value of the music process. This music is taught by combining multimedia teaching pictures with music knowledge to improve students' music perception and expression. Students can communicate and research and express their opinions about the music and gain a deeper understanding of its content. As a result, students' musical abilities are improved and their musicianship is enhanced.

4. Conclusion

To sum up, in the process of China's educational development, the music curriculum has been a course that has not received much attention, except for professional music schools, there are many problems in music teaching in other schools, so teachers need to pay more attention to the music teaching process and adopt more scientific music teaching methods, while improving students' music level and promoting the growth of music, teachers can combine the classic red songs with students' music education combined with each other. Classroom discussions on how to learn music can also involve students in classroom interactions and guide them to explore and think, through which students can directly discuss any problems with the teacher and promote mutual learning between students and teachers, thus effectively fostering students' music learning and promoting the improvement and overall development of their music appreciation skills.

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