

# Current Situation and Countermeasures of Music Teaching in Colleges and Universities

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**Abstract:** With the development of social economy and the advancement of educational reform, music education in Chinese colleges and universities is gradually paid attention to. However, there are still many problems in music education. Through the analysis of the current situation of music teaching in universities in China, it is found that there are some problems in music education, such as unclear educational concept and goal, single teaching content and method, insufficient teaching resources and facilities, uneven quality and level of teaching staff, or lack of unreasonable teaching evaluation system. In view of these problems, this paper puts forward the corresponding countermeasures and suggestions. Make clear the concept and goal of music education and integrate them into the overall education system; enrich the music teaching content and methods of music teaching, improve students' interest and participation in learning; increase the investment of music teaching resources and facilities to provide a good learning environment for students; improve the quality and level of teachers, strengthen the teacher training and selection; establish and perfect the music teaching evaluation system to ensure the teaching quality and effect.

**Keywords:** Colleges and Universities; Music Teaching; Current Situation Analysis; Countermeasures; Education Reform.

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## 1. Introduction

With the development of social economy and the improvement of cultural quality, the status and role of music education in higher education are increasingly prominent. Music education can not only help to improve students' aesthetic quality, but also to cultivate students' innovative spirit and teamwork ability. However, the current situation of music teaching in Chinese universities is not optimistic, and there are many problems, such as the ambiguity of educational goals and objectives, the singleness of teaching content and methods, and the shortage of teaching resources and facilities. These problems have seriously affected the improvement of the quality of music education, which is not conducive to the cultivation of higher education talents with comprehensive quality and innovative spirit. In this context, this paper aims to analyze the current situation of music teaching in China, reveal the existing problems, and put forward corresponding countermeasures and suggestions for these problems. Through the research, it is expected to provide a useful reference for the reform and development of music education in higher schools in China, promote the improvement of the quality of music education, and make contributions to the cultivation of higher education talents with comprehensive quality and innovative spirit.

## 2. Analysis of the Current Situation of Music Teaching in Colleges and Universities

### 2.1. The Current Situation of Music Education Concepts and Goals

The concept and goal of music education refer to people's understanding, concept and expectation of music education in the process of music education. In the current music education in China, the current situation of music education concept and goal is mainly reflected in the following aspects. First of all, the concept of music education is gradually diversified. On

the basis of the traditional music education concept, people begin to pay attention to the humanistic, aesthetic and creative characteristics of music education, and emphasize the important role of music education in cultivating students' comprehensive quality, cultivating their sentiment and improving their aesthetic ability. At the same time, the goal of music education has gradually changed from a single skill training to comprehensively improving students' musical literacy and aesthetic ability. Secondly, the goal of music education has a certain ambiguity. In the actual process of music teaching, some teachers and students have no clear understanding of the goal of music education, which leads to the choice of content and methods of music education deviating from the right direction. Some teachers pay too much attention to skill training and neglect the cultivation of music literacy; others put too much emphasis on innovation and neglect the teaching of basic music knowledge. This ambiguity affects the effect of music education. Thirdly, the goal of music education is disconnected from the social needs. In the current society, music education should cultivate talents with music professionalism to provide talents for the development of the music industry. Force support. However, in the actual teaching, some music education goals are not consistent with the market demand, resulting in the poor music graduates in the job market.

### 2.2. The Current Situation of Music Teaching Content and Methods

There are some problems in the music teaching of teaching contents and methods in China. First of all, the content of music teaching pays too much attention to the skill, ignoring the humanity and artistry of music. Too much time and energy is used in the training of skills, such as performance, vocal music, etc., while ignoring the teaching of music history, music theory, music appreciation and other knowledge. As a result, students can often only master some skills in the learning process, but the overall understanding and appreciation of music is insufficient<sup>[1]</sup>. Secondly, the music teaching methods are too traditional, lack of innovation and

practicality. In the existing music teaching, teachers often use the traditional teaching method to teach students music knowledge and skills. This way is easy to make students have a boring and boring feeling, which is not conducive to stimulating students interest and enthusiasm in learning. At the same time, the lack of practical teaching methods also makes it difficult for students to apply the knowledge and skills to practice, which affects the teaching effect.

### **2.3. Current Situation of Music Teaching Resources and Facilities**

First of all, in terms of music teaching resources, the music teaching resources in Chinese universities mainly include teaching materials, audio materials and network resources. With the development of science and technology, music teaching resources are more and more abundant, the types of teaching materials are more and more, and the quality is also constantly improving. At the same time, the development and utilization of network music teaching resources also provides more choices for college music teaching. However, due to the particularity of music discipline, high-quality music teaching resources are still relatively scarce, especially the teaching materials and audio materials suitable for college music teaching<sup>[2]</sup>. Secondly, in terms of music teaching facilities, the music teaching facilities in Chinese colleges and universities mainly include classrooms, rehearsal halls, concert halls, laboratories and so on. In recent years, with the increase of educational investment, the music teaching facilities in colleges and universities have been improved to a certain extent. Many universities have established modern music classrooms and rehearsal halls, equipped with sound equipment and high-quality instruments. However, there are still some simple music teaching facilities in some colleges and universities, which cannot meet the needs of normal music teaching. In addition, the utilization rate and sharing degree of music teaching resources and facilities also need to be improved. On the one hand, the sharing mechanism of music teaching resources and facilities between universities and enterprises has not been established, resulting in the waste of resources; on the other hand, the management and maintenance level of music teaching resources and facilities is uneven, which affects the teaching effect<sup>[3]</sup>.

### **2.4. The Current Situation of the Music Faculty Team**

First, the overall number of music teaching staff is insufficient. With the expansion of colleges and universities and the increase of the number of students, the demand for music teachers is also increasing, but the current number of music teachers is difficult to meet the actual demand, leading to the impact on the quality of music education. Secondly, the age structure of the music teachers is not reasonable. In China, music teachers generally have a trend of younger age, and the proportion of middle-aged and above music teachers is relatively low, which affects the music teaching experience and academic research level to a certain extent. Thirdly, the structure of the academic background and professional title of the music teachers is not reasonable. Although the educational level of music teachers has improved in recent years, the proportion of music teachers with higher education is still low. In terms of professional titles, the number of music teachers with senior titles is small, which affects the overall level of music teaching and scientific research. In addition, the academic background and expertise of the music teachers are

unevenly distributed. Most music teachers are mainly good at western music, but the research and teaching of Chinese traditional music and folk music is relatively few, which makes the music teaching content relatively simple, which is not conducive to students comprehensive understanding and mastery of music knowledge<sup>[4]</sup>.

### **2.5. The Current Situation of the Music Teaching Evaluation System**

First, the evaluation system pays too much attention to the results and ignores the process. In the existing music teaching evaluation system, the result of the final exam will often become the only criterion to evaluate the learning effect of students, while the cultivation of students participation, innovation ability and practical ability in the classroom is ignored. This evaluation method tends to cause students to pay too much attention to exam scores and ignore the overall improvement of music literacy<sup>[5]</sup>. Secondly, the evaluation system lacks diversification. The current music teaching evaluation system relies too much on quantitative evaluation, such as the assessment of performance and singing skills, while the evaluation of students music appreciation ability, creative ability and comprehensive application ability is insufficient. This makes it difficult for the evaluation results to fully reflect the students music learning level. Thirdly, the evaluation system lacks personalization. The evaluation system of music teaching should vary from person to person and fully consider the individual differences of students. However, the existing evaluation system often ignores the personality characteristics of students and adopts the unified evaluation standards, which is not conducive to the exploration and cultivation of students specialties and interests. In addition, the evaluation system is relatively high in teacher evaluation, and there is a lack of various evaluation methods such as student self-evaluation, mutual evaluation and other evaluation. This single evaluation method is easy to lead to the one-sidedness of the evaluation results, which cannot reflect the teaching effect comprehensively and objectively.

## **3. Problems Existing in Music Teaching in Colleges and Universities**

### **3.1. Unclear of Educational Concept and Goals**

In the current college music teaching, the ambiguity of educational concept and goal is a significant problem. This is mainly manifested in the following aspects<sup>[6]</sup>. First of all, the goal of music education is vague. In the context of exam-oriented education, music courses are often regarded as minor subjects, and schools, parents and students are more concerned about the performance of language and mathematics surgery purposes. Therefore, the goal of music education is often blurred, and the purpose of students to learn music is not clear, which affects their enthusiasm and devotion to music to some extent. Secondly, the concept of music education is chaotic. In music teaching, some schools not only pursue professionalism, but also try to take into account popularization, resulting in complex teaching content and it difficult for students to master the core knowledge and skills of music. At the same time, some teachers put too much emphasis on technology in their teaching, and ignore the

cultivation of music aesthetic appreciation and humanistic spirit, which makes the music education deviate from its due direction. Third, the goal of music education is difficult to quantify. Due to the diverse content and forms of music education, it is difficult to measure the effect of education by traditional quantitative means. As a result, some schools rely too much on students performance level when evaluating the achievements of music education, while ignoring their understanding and perception of music.

### **3.2. Singleness of Teaching Content and Methods**

First of all, the music teaching curriculum is too traditional, lack of modernity and innovation. The music courses in most colleges and universities are still based on the basic courses such as western music history, Chinese music history, harmony music and music style, while ignoring the courses of modern music, pop music and music production with the characteristics of The Times and practical significance. This kind of curriculum is difficult to meet students diversified learning needs, and also limits the improvement of students comprehensive music quality<sup>[7]</sup>. Secondly, the music teaching method is too old, and the teacher-centered teaching mode still exists. In the classroom, teachers often adopt the teaching method of indoctrination to teach students music theory knowledge, while ignoring the cultivation of students practical operation and creative thinking ability. In addition, the degree of combination of classroom teaching and extracurricular practice is not high, which makes it difficult for students to apply what they have learned to practice. Thirdly, music teaching means are single, relying on traditional Musical Instruments and sound equipment. With the development of science and technology, the application of modern teaching means such as multimedia and network in music teaching has been gradually promoted. However, at present, these modern teaching methods have not been fully used in Chinese college music teaching, which makes the teaching methods and content relatively single, and it is difficult to stimulate students interest in learning.

### **3.3. Lack of Teaching Resources and Facilities**

In China, the music teaching resources and facilities of colleges and universities are generally insufficient. First of all, music teaching venues and equipment are the foundation of music teaching. However, many music teaching venues and equipment in colleges and universities cannot meet the normal teaching needs. The number of music classrooms and practice rooms in some universities is limited to meet the needs of students practice; the quality and quantity of music teaching equipment are generally insufficient, resulting to the impact of music teaching effect. Secondly, music teaching materials and teaching materials are also important resources for music teaching. However, at present, the music teaching materials and teaching materials in Chinese universities are single, and the quality is uneven. The content of some music textbooks is outdated and cannot keep up with the development of The Times, which is not conducive to stimulating students interest and enthusiasm in learning<sup>[9]</sup>. Thirdly, music teaching information and network resources are also an important support for music teaching. However, the construction of music teaching information and network resources in Chinese colleges and universities generally lags behind. The music teaching network platform of some colleges and universities is not perfect, and the music teaching

information is not updated in time, which is not conducive to students to obtain the latest music teaching information and learning resources.

### **3.4. The Quality and Level of the Teaching Staff are Uneven**

First, the quality and level of the faculty are influenced by the faculty education and academic background. Due to the relatively low threshold of music education major, some teachers are insufficient in education and academic background, so it is difficult for them to reach a high level in music teaching and research<sup>[10]</sup>. Secondly, the quality and level of the teaching staff are also affected by the age and teaching age of teachers. Although young teachers have high academic background and academic background, they lack practical teaching experience; although middle-aged teachers have rich teaching experience, some teachers may have insufficient knowledge updating. In addition, the quality and level of the teachers are also affected by the title of teachers. In Chinese institutions of higher learning, the professional title evaluation of music teachers mainly depends on the scientific research achievements, while ignoring the teaching achievements. As a result, some teachers pay too much attention to scientific research and ignore music teaching, thus affecting the quality of music teaching<sup>[11]</sup>.

### **3.5. Lack Or Irrationality of the Teaching Evaluation System**

First of all, the lack of teaching evaluation system is reflected in the unclear evaluation criteria and the singleness of the evaluation subject. In the current music teaching evaluation, often only pay attention to the cultivation of students performance, singing and other technical ability, ignoring the cultivation of music aesthetic, creation, theory and other abilities. The evaluation standard is too narrow to fully reflect the students musical literacy and ability. In addition, the evaluation subject is often only teachers, lacking the participation of students, peers, experts and other subjects, leading to the one-sidedness of the evaluation results. Secondly, the unreasonable evaluation system is mainly reflected in the singleness of the evaluation method and the lack of objectivity of the evaluation process. In the existing music teaching evaluation, often only use the traditional examination, competition and other ways, can not fully reflect the students actual level and learning progress. At the same time, it lacks objectivity in the evaluation process, and the evaluation results are easy to be influenced by subjective factors, which can not truly reflect the teaching quality and students actual ability<sup>[12]</sup>.

## **4. Countermeasures and Suggestions**

### **4.1. Clarify the Concept and Goal of Music Education**

Music education is an important way to cultivate students aesthetic taste and improve their humanistic quality. In the stage of higher education, music education should clarify its ideas and goals in order to better play its role. The concept of music education should focus on cultivating students overall quality, emphasize the integration of music and other disciplines, and pay attention to the personalized development of students. The goal of music education should include: cultivating students musical aesthetic ability, improving students musical cultural accomplishment, stimulating

students creativity and imagination, cultivating students sentiment, and enhancing students teamwork ability. In order to achieve these goals, music education should focus on the diversity and pertinence of the curriculum, covering different music styles and genres, so that students can have access to and understand music extensively. At the same time, it pays attention to practical teaching, encourages students to participate in performance, chorus, dance and other practical activities, and improves students musical performance and practical ability. In addition, the teaching of music theory should also be strengthened, so that students can master the basic music knowledge, and lay the foundation for their lifelong love of music. In the process of music education, teachers should pay attention to students individual differences, teach students according to their aptitude, and stimulate students interest and potential. Through lively and interesting teaching methods, such as music games, improvisation, etc., let the students learn music in a relaxed and happy atmosphere. At the same time, focus on the training of student team association. Make spirit, through collective performance, chorus and other forms, make students experience the charm of music in cooperation.

#### **4.2. Enrich the Content and Methods of Music Teaching**

The enrichment of music teaching content and methods is the key to improve the quality of music education. First of all, the music teaching content should cover the music works of different music types, periods, regions and cultural backgrounds, so that students can fully understand and appreciate the music. In addition, modern technology can be combined with to introduce music production, music software application and other emerging content, so that students can experience the creation and production process of music. Secondly, the music teaching methods should also be diversified. Traditional music teaching methods, such as group singing and playing Musical Instruments, still have their own importance, but they also need to introduce more interactive and participatory teaching methods. For example, through music games, improvisation, music discussion and other ways, to stimulate students interest and creativity, and help them to better understand and master music knowledge<sup>[13]</sup>. In addition, modern educational technology, such as multimedia teaching and network teaching, can also be used to enrich the form and content of music teaching. Through music videos, audio materials, online music courses, etc., to provide more intuitive and vivid learning resources, to help students to better understand and appreciate the music.

#### **4.3. Increase the Investment of Music Teaching Resources and Facilities**

Music teaching resources and facilities are an important guarantee for the smooth progress of music teaching activities. In the current music teaching in higher schools, the insufficient investment of teaching resources and facilities is a common problem. First of all, music teaching places and equipment are the basis of carrying out music teaching activities, and the lack of sufficient teaching places and equipment will directly affect the quality and effect of music teaching. Secondly, the lack of music teaching resources and facilities will also limit the richness of music teaching content and the diversity of teaching methods. Music teaching includes not only classroom teaching, but also practical activities, such as concerts, practical courses, etc. These

activities need sufficient space and equipment support to ensure the smooth progress of teaching. In addition, the insufficient investment in music teaching resources and facilities will also affect the construction of the teaching staff and the students learning experience. The cultivation and development of music teachers need a good teaching environment and conditions, and students learning experience is also affected by teaching resources and facilities. Lack of sufficient teaching resources and facilities will limit students learning opportunities and development space, and affect their interest and motivation in learning<sup>[14]</sup>. Therefore, institutions of higher learning should increase the investment of music teaching resources and facilities. First of all, schools should ensure the adequacy and quality of music teaching venues, and provide adequate classrooms, practice rooms, concert halls and other facilities. Secondly, schools should purchase and update music teaching equipment, such as piano, Musical Instruments, audio equipment, etc., to meet the teaching needs. At the same time, schools should also provide rich music teaching resources, such as teaching materials, music scores, audio-visual materials, etc., to support teachers teaching and students learning. In addition, schools can share music teaching resources and facilities by cooperating with other schools or institutions to improve the efficiency of resource utilization. At the same time, the school can also actively strive for social donations and sponsorship, and increase the investment of music teaching resources and facilities<sup>[15]</sup>.

#### **4.4. Improve the Quality and Level of the Teaching Staff**

Improving the quality and level of music teachers is the key to improving music teaching. First of all, schools should strengthen the selection and training of teachers. In the selection process, we should pay attention to the teachers musical literacy, teaching ability and educational concept, to ensure that the selection of excellent music teachers. At the same time, schools should also provide regular training and training opportunities for teachers, so that they can understand the latest music education theories and methods, and improve the teaching level. Secondly, teachers themselves should also strive to improve their professional quality and teaching ability. Teachers should actively participate in the research of music education, constantly explore and innovate the teaching methods, and improve the teaching quality. In addition, teachers should also pay attention to their own spiritual cultivation, cultivate good educational feelings and educational sense of responsibility, and provide better educational services for students. Finally, establish an incentive mechanism to encourage teachers to improve their own quality and teaching ability. Schools may set up a music education incentive fund to reward the teachers who have achieved excellent results in the music education work. At the same time, teachers can also be encouraged to continuously improve their education and teaching level by means of professional title evaluation and job promotion.

#### **4.5. Establish and Improve the Teaching Evaluation System**

First of all, we need to clarify the evaluation criteria of music teaching. The evaluation standard of music teaching should fully reflect the students music literacy and ability, including music theoretical knowledge, music skill level, music aesthetic ability, music creation ability and other

aspects. Therefore, the evaluation criteria should be diversified, taking into account both the students classroom performance, their practical ability and innovative spirit. Secondly, we need to enrich the evaluation methods of music teaching. The traditional examination-based evaluation method easily leads to students exam-taking thinking, which limits students creativity and practical ability. Therefore, we should adopt diversified evaluation methods, such as students self-evaluation, peer evaluation, teacher evaluation, work display, etc., these methods can evaluate students more comprehensively and objectively in their musical ability. Thirdly, we need to strengthen the diversification of the evaluation subjects. The evaluation subject should include students, peers, teachers and other multiple participants, so as to better play the feedback role of evaluation and promote students self-cognition and self-improvement. Finally, we need to establish and perfect the feedback mechanism of music teaching evaluation. The evaluation results should be fed back to the students and the teachers in time, so that the teachers can adjust the teaching methods and contents according to the evaluation results, so that the students can reflect according to the evaluation results Their own learning process and methods, so as to realize the teaching phase

## 5. Conclusion

In China, music education, as an important part of higher education, not only undertakes the responsibility of inheriting music culture and cultivating music talents, but also shoulders the mission of improving students comprehensive quality and enriching campus culture. However, at present, music teaching in universities is faced with a series of challenges and problems, such as the ambiguity of educational concepts and goals, the simplicity of teaching content and methods, the lack of teaching resources and facilities, the uneven quality and level of teachers, and the lack or unreasonable teaching evaluation system. In order to improve this situation, it is necessary to adopt a series of countermeasures and suggestions. First of all, the concept and goal of music education should be clarified, music education should be closely combined with the overall development of students, and attention should be paid to cultivating students music literacy and innovation ability. Secondly, enrich the content and methods of music teaching, introduce diversified teaching means, such as modern information technology, practical activities, etc., to improve students interest and enthusiasm in learning. At the same time, increase the investment of music teaching resources and facilities, to provide students with a good learning environment and equipment. In addition, improve the quality and level of the teaching staff, strengthen teacher training, and promote the professional development of teachers. Finally, establish and perfect the evaluation system of music teaching, pay attention to the process evaluation and comprehensive evaluation, and measure the music teaching comprehensively and objectively The effect of

learning. In short, the reform of music teaching in colleges and universities has a long way to go, which requires the joint efforts of schools, teachers, students and the society. We expect that in the near future, music education can truly become a highlight in higher education, and make greater tribute to the cultivation of talents with comprehensive quality and innovative spirit

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