

# Current Situation and Countermeasures of Music Education in Higher Education Institutions

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**Abstract:** The purpose of this paper is to discuss the current situation and problems of music education in higher education institutions in China, and to put forward corresponding countermeasures and suggestions. First of all, through the analysis of the current situation of music education, it is found that the problems of single curriculum, insufficient teachers, limited facilities and resources, lack of practice and activities, and imperfect evaluation system are more prominent. In order to solve these problems, this paper puts forward a series of countermeasures and suggestions, including optimising the curriculum, strengthening the construction of teaching staff, increasing the input of facilities and resources, enriching practice and activities, and improving the evaluation system.

**Keywords:** Higher Education; Music Education; Status Quo; Countermeasures; Suggestions.

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## 1. Introduction

With the progress of society and the development of human civilisation, the status and role of music education in higher education are becoming more and more prominent. Music education not only helps to improve students' aesthetic quality, but also cultivates students' innovation ability and teamwork spirit. In China, music education in higher schools has gradually become an important part of the education system, however, its current situation has many problems. The purpose of this thesis is to analyse the current situation of music education in higher schools in China and discuss the corresponding countermeasures, with a view to providing reference for the development of music education in China.

## 2. Analysis of the Current Situation of Music Education in Higher Schools

### 2.1. Curriculum of Music Education

Music education curriculum plays an important role in the current higher education system. A rich and diversified, scientific and reasonable curriculum can not only improve students' music literacy, but also promote their overall development. However, there are certain problems in the curriculum of music education in China's colleges and universities, which need our attention and improvement.

The current music education curriculum is too single and lacks systematicity. In many colleges and universities, the music education curriculum mainly focuses on traditional areas such as music theory, vocal music, instrumental music, etc., and involves relatively little in the areas of music history, music appreciation and music creation. This single curriculum is difficult to meet the diverse learning needs of students, which limits the overall development of students' music literacy.

### 2.2. Teaching Staff of Music Education

The music education teacher team is a key factor affecting the quality of music education in colleges and universities. At present, there are some problems in China's music education faculty, such as insufficient teachers, uneven teacher quality,

unstable teacher team, etc. [1].

First of all, the number of China's music education teacher team can not meet the actual demand. As music education was not prominent in the education system in the past, it led to a relatively small scale of training of music education professionals. And in recent years, with the improvement of people's attention to music education, the demand for music education is growing rapidly, which makes the supply of music education faculty outstrip the demand [2]. Secondly, the quality of music education teachers is uneven. On the one hand, some music teachers have high professional quality and teaching level, which can provide students with high-quality educational resources; on the other hand, the professional quality and teaching level of some music teachers still need to be improved, which affects the overall quality of music education. Again, the problem of instability in the music education teaching force is more prominent. The limitations of music education in terms of social status and treatment have led to a certain degree of brain drain among music teachers. Some music teachers choose to leave school after completing their basic teaching tasks to seek broader development space. This makes it difficult to maintain the stability of the music education teaching force, which in turn affects the sustainable development of music education.

### 2.3. Music Education Facilities and Resources

Music education facilities and resources are an important part of music education, directly affecting the quality and effect of music education [3].

At present, the situation of music education facilities and resources in China's higher education institutions has generally improved, but there are still some problems. Firstly, the quantity and quality of music education facilities are still unsatisfactory. Although the music education facilities of some colleges and universities have been improved to a certain extent, compared with developed countries, we still have a big gap. The music classrooms, rehearsal halls, music laboratories and other facilities in some colleges and universities are still backward and cannot meet the needs of teaching and scientific research. Secondly, the distribution of music education resources is still not reasonable. In China,

there is a big gap in the distribution of music education resources between cities and rural areas, and between developed and underdeveloped areas. Some colleges and universities are relatively rich in music education resources, while others are relatively scarce. This situation restricts the development of music education to a certain extent.

#### **2.4. Music Education Practices and Activities**

Music education practice and activities are an important part of music education in colleges and universities, which helps students combine theoretical knowledge with practical operation and improve their musical literacy and aesthetic ability. However, there are certain problems in the current practice and activities of music education in colleges and universities.

Firstly, the form of music practice activities is relatively single. The music practice in most colleges and universities mainly consists of traditional forms such as classroom practice, choir, national orchestra, etc., which lacks innovation and diversity. In addition, the practice activities are often limited to the school, less involved in exchanges and performances outside the school, limiting the students' vision and ability to improve. Secondly, the resources for music activities are limited. Due to the limitation of funds and venues, the scale and quality of music activities are affected to a certain extent. At the same time, the inadequate provision of music equipment and devices makes it difficult for students to fully exercise their music skills in the process of practice [4].

#### **2.5. Evaluation System of Music Education**

The music education evaluation system is an important means to measure the quality of music education and has an important guiding role in the development of music education. However, there are some problems in the current evaluation system of music education in higher education in China, such as a single evaluation standard, one-sided evaluation methods, and the lack of evaluation subjects, which leads to the evaluation results not being objective, fair and comprehensive enough.

First of all, in terms of evaluation standard, it pays too much attention to the learning of music skills and theoretical knowledge, and neglects the cultivation of students' comprehensive quality, innovation ability and practical ability. This single evaluation standard makes students pursue too many marks in the process of music learning and ignore the essential purpose of music education. Secondly, in terms of evaluation methods, it relies too much on forms such as written tests and performances, neglecting process evaluation and individual differences. This one-sided evaluation method cannot fully reflect the students' music level and learning progress, and it is easy to cause students to blindly pursue their grades and neglect the personalised development of music education. Again, in terms of the evaluation subject, teachers play a leading role in the evaluation process, and the participation of students and third-party evaluation subjects is low. This lack of evaluation subject makes the evaluation results easy to be influenced by teachers' subjective consciousness and lacks objectivity and fairness [5].

### **3. Problems in Music Education in Higher Education**

#### **3.1. Single Curriculum**

The curriculum of music education in higher schools has always been an important issue of concern to educators and scholars. At present, there is a certain degree of singularity in the curriculum setting of music education in higher schools in China.

First of all, in terms of curriculum content, China's higher education music education focuses too much on the teaching of professional knowledge and skills, ignoring the content of music aesthetic education, music cultural heritage and music creative practice. This kind of single curriculum content leads to students' knowledge and understanding of music being too one-sided, making it difficult to cultivate musicians with comprehensive quality. Secondly, in terms of curriculum structure, the curriculum of music education in colleges and universities in China lacks hierarchy and diversity. The music curriculum system of most colleges and universities is relatively similar, and there is a lack of curriculum that is flexibly adjusted according to students' interests, strengths and career development needs [6]. This makes it difficult for students to find a suitable direction for their own development in the learning process, limiting the cultivation of musical talents. In addition, in the implementation of the curriculum, music education in higher education in China often adopts the traditional classroom teaching mode, favouring the instillation of theoretical knowledge and skills training. This teaching method neglects the active participation of students and the cultivation of creative thinking, which makes music education boring and difficult to stimulate students' interest and enthusiasm for learning.

#### **3.2. Inadequate Teaching Staff**

There are deficiencies in the teaching staff of music education in colleges and universities. Firstly, the number of music teachers is insufficient, resulting in students not being able to get enough attention and guidance. Secondly, the professional level of teachers varies, and some teachers may lack systematic music education and practical experience, making it difficult for them to meet students' needs for high-quality music education. In addition, the age structure of the teaching force is also unreasonable, with a low proportion of young teachers and a lack of fresh blood injection, which limits the overall vigour and creativity of the teaching force.

The problem of insufficient teachers has a direct impact on the quality of music education. Due to the insufficient number of teachers, students are unable to obtain sufficient individual guidance and practice opportunities, resulting in the failure of students to fully develop their musical proficiency and creativity. In addition, inadequate professionalism of teachers also limits the development of music education. Students may not be able to receive the latest knowledge of music theory and practice, which affects their learning and growth.

#### **3.3. Limited Facilities and Resources**

Music education in colleges and universities is of great significance in cultivating students' aesthetic interests and improving their comprehensive quality. However, at present, music education in higher schools in China has certain limitations in terms of facilities and resources, which affects the development of music education.

Firstly, music education venues and teaching equipment are

insufficient. Since music education is not a subject of the college entrance examination, some schools do not pay enough attention to music education, resulting in insufficient teaching venues and equipment such as music classrooms, rehearsal halls and music laboratories. When students practice music, they often face problems such as limited space and outdated equipment, which is not conducive to improving the quality of music education [7]. Secondly, there is a lack of music teaching materials and materials. Music education needs the support of rich teaching materials and materials to broaden students' knowledge and horizons. However, the content of current music teaching materials is updated slowly, making it difficult to meet the diverse needs of students. In addition, music education libraries, resource rooms and other resources are poorly constructed, making it difficult for students to access a wealth of music materials. Again, music education practice activities are limited. Music education practice is an important way to improve students' music literacy, including chorus, band, musical theatre and other forms [8]. However, restricted by factors such as venues, equipment, and funds, some schools organise fewer music practice activities and students have limited opportunities to participate. In addition, music education teachers are insufficient. Music teachers are the leading players in music education, and their professional level and teaching ability directly affect the quality of music education. However, the current music teacher team in China has problems such as insufficient number and uneven professional quality. On the one hand, the number of music graduates can't meet the education demand; on the other hand, some music teachers lack systematic education and teaching training, and their teaching methods lag behind.

### **3.4. Lack of Practice and Activities**

Firstly, the music practice curriculum is insufficient. Music education is not only theoretical learning, but more importantly, practical operation. However, in the current curriculum, music practice courses are often neglected, resulting in a lack of sufficient practice opportunities for students. Secondly, music activities are not sufficiently carried out. Music activities are an important part of music education, and through various forms of music activities, students' music literacy and practical ability can be effectively enhanced. However, many colleges and universities have not invested enough in the organisation and development of music activities, resulting in a single type and limited number of music activities. Once again, the resources for music practice and activities are limited. Music practice and activities need corresponding venues, equipment and other resources to support. However, at present, many colleges and universities have insufficient investment in music education resources, which limits the development of music practice and activities [10].

### **3.5. Imperfect Evaluation System**

First of all, the imperfection of the evaluation system is manifested in the singularity of the evaluation standard. The current evaluation standard of music education often focuses only on students' performance level and theoretical knowledge, while neglecting the cultivation of students' musical creativity, aesthetic ability and musical literacy. This single evaluation standard makes students only pursue technical improvement in the learning process, while ignoring the artistic and personalised expression of music. Secondly,

the imperfection of the evaluation system is also manifested in the traditional nature of the evaluation methods. The current evaluation methods of music education often still use the traditional forms of exams and competitions, which tends to lead to excessive pressure on students to pursue scores and rankings, while ignoring the joy of music and the significance of self-expression [10].

## **4. Countermeasures and Suggestions**

### **4.1. Optimising the Curriculum**

Music education in higher schools needs to be optimised in terms of curriculum to adapt to the development of society and the needs of students. Firstly, we should pay attention to the curriculum of basic music courses, such as music theory, harmonic theory, composition analysis, etc., which are the foundation of learning music and the basis of future music teaching. Secondly, some practical courses should be added, such as vocal music, instrumental performance, music production, etc. These courses can improve the practical ability of students, so that they can be competent in music-related work after graduation. In addition, some music appreciation and music history courses should be offered to improve students' music literacy and aesthetic level. Finally, some special courses, such as ethnic music, popular music and music therapy, can be offered according to students' interests and needs. In a word, optimising the curriculum should focus on the foundation and practice as well as students' interests and needs, so as to cultivate musical talents who can adapt to the development of the society.

### **4.2. Strengthening the Teaching Staff**

Strengthening the construction of faculty is one of the important countermeasures to improve music education in higher education. The development of music education can not be separated from the excellent teacher team, a professional music teacher team can provide students with high-quality music teaching and cultivate students' music literacy and aesthetic ability [11].

First of all, higher education institutions should pay attention to the introduction and cultivation of music teachers. When recruiting music teachers, they should pay attention to the teachers' academic background, professional ability and teaching experience. At the same time, schools should provide continuous professional development and training opportunities so that teachers can continuously improve their teaching level and artistic cultivation. Secondly, an incentive mechanism is needed to strengthen the building of the teaching force. Schools can set up music education reward funds to encourage excellent teachers to conduct teaching research and innovation. In addition, teachers can be motivated to improve their quality and teaching ability through title evaluation and promotion.

In addition, strengthening the construction of the teaching force also requires the establishment of a diversified teaching force. In addition to full-time music teachers, external experts, artists and other part-time teachers can be hired to enrich the type and level of the teaching team and provide more diversified teaching resources. Finally, strengthening the construction of the teaching force needs to focus on teachers' welfare and career development. Schools should provide a good working environment and reasonable remuneration to protect the basic rights and interests of teachers. At the same time, schools should also pay attention to teachers' career

development, provide promotion opportunities and academic research support, so that teachers can have a better space for career development.

To sum up, strengthening the construction of teachers is an important countermeasure to improve music education in higher education institutions. By introducing and cultivating excellent music teachers, establishing incentive mechanisms, diversifying the teaching force and paying attention to teachers' welfare and career development, the quality and level of music education can be improved and more excellent musical talents can be cultivated.

### **4.3. Increase Investment in Facilities and Resources**

Music education in colleges and universities plays an important role in cultivating students' aesthetic ability and improving their comprehensive quality. However, many colleges and universities have limited facilities and resources in music education, which affects the improvement of education quality. In order to improve this situation, it is necessary to take measures to increase the investment in facilities and resources.

First of all, colleges and universities should increase the investment in music education to ensure that the needs of music education and teaching are met. The funding input can be used to purchase musical instruments, audio equipment, music teaching materials and other teaching resources to provide teachers and students with good teaching conditions [12]. Secondly, colleges and universities should strengthen the construction of music education facilities and improve places such as music classrooms, music halls and rehearsal rooms. In addition, the construction of music museums, music libraries and other facilities can be considered to provide students with more learning and practice opportunities. Again, colleges and universities should actively strive for external resources, such as co-operation with enterprises, government departments and music institutions to jointly carry out music education programmes. Through co-operation, colleges and universities can obtain support in terms of funds, equipment and teachers to enhance the overall level of music education. In addition, colleges and universities should also pay attention to the construction of network music education resources, using modern information technology means to develop online music courses, network music lectures, etc., to provide students with rich and diverse learning resources. Finally, colleges and universities should regularly check and maintain music education facilities to ensure their normal operation. At the same time, the management of music education resources should be strengthened to prevent waste and loss of resources.

In conclusion, increasing investment in facilities and resources is the key to improving the quality of music education in higher education institutions. By increasing the investment, strengthening the construction of facilities, striving for external resources, building a network education platform and other measures, we can provide a good environment and conditions for music education and promote the overall development of students [13].

### **4.4. Enriching Practices and Activities**

Music education in colleges and universities should include not only theoretical teaching in the classroom, but also a variety of practical activities, which can enable students to learn and experience music in practice, and enhance their interest and enthusiasm for music. However, the current

music education practice and activities in many colleges and universities are relatively lacking, which is mainly manifested in the following aspects:

Firstly, the type of music practice activities is single. The music practice activities in many colleges and universities mainly focus on traditional forms such as concerts, choral and orchestra performances, lacking innovation and diversity. However, music is not just a performing art, it also includes many fields such as creation, production and research. Therefore, colleges and universities should provide more types of music practice activities, such as music composition competitions, music production workshops, music academic seminars, etc., to meet students' different interests and needs. Secondly, the participation of music practice activities is low. Although some colleges and universities have a variety of practical music activities, few students participate in them. This is because, on the one hand, music practice activities often require students to participate at their own expense, which is a considerable expense for some students with poor financial conditions; on the other hand, the time schedule of music practice activities often conflicts with students' courses, part-time jobs and other work, which makes it impossible for them to participate in them. Therefore, colleges and universities should take some measures, such as providing scholarships and adjusting the time of activities, to encourage more students to participate in music practice activities. Again, the quality of music practice activities is not high. Although the music practice activities in some colleges and universities are rich in variety, their quality varies. The organisation of some activities is not professional enough and lacks effective guidance and evaluation; the contents of some activities are too simple and cannot improve students' musical literacy; the venues and equipment of some activities are in poor condition, which affects the activities. Therefore, colleges and universities should strengthen the management and supervision of music practice activities to enhance the professionalism and quality of the activities. Finally, music practice activities are disconnected from curriculum teaching. Some colleges and universities lack an effective connection between music practice activities and curriculum teaching, and students participating in practice activities can't consolidate and apply the knowledge learnt in the classroom well. Therefore, colleges and universities should combine music practice activities with curriculum teaching, so that students can apply and improve the knowledge of music theory in practice.

### **4.5. Improve the Evaluation System**

Improving the evaluation system is the key link to improve the quality of music education in higher education. At present, there are certain problems in the evaluation system of music education in China, such as a single evaluation standard, simple evaluation methods, and a lack of objectivity in evaluation results. In order to better promote the development of music education, it is necessary to reform and improve the evaluation system of music education.

Firstly, diversified and three-dimensional evaluation standards should be established. In addition to focusing on students' music skills and knowledge level, attention should be paid to students' comprehensive quality, such as innovation ability, cooperation spirit, aesthetic interest and so on. In addition, the evaluation criteria should have a certain degree of flexibility so that targeted evaluation can be carried out according to the characteristics of different students. Secondly,

the evaluation methods should be enriched and diversified. In addition to the traditional evaluation methods such as written tests, performances and examinations, classroom observation, mutual assessment of students and display of works can be used to understand students' music learning in an all-round way. At the same time, the use of modern information technology means, such as the network, multimedia, etc., to provide more convenient and efficient ways of evaluation. Again, the management and supervision of the evaluation process should be strengthened to ensure that the evaluation is just, fair and transparent. Schools should establish a sound evaluation management system, clarify evaluation responsibilities, standardise evaluation procedures, and prevent subjectivity and bias in the evaluation process. At the same time, the analysis and application of evaluation results should be strengthened to provide strong support for teaching. In addition, focusing on the feedback function of evaluation, the evaluation results will be fed back to students, teachers and schools in a timely manner, so as to adjust teaching strategies and improve teaching methods. Evaluation feedback should be targeted and practical, affirming students' strengths as well as pointing out deficiencies and guiding students to make targeted improvements. Finally, a dynamic evaluation system should be established, which should be continuously adjusted and improved with the development of music education. Schools and education departments should regularly review the evaluation system of music education and revise it in light of the actual situation, so as to ensure that the evaluation system always has a high degree of adaptability and scientificity.

In conclusion, improving the evaluation system of music education is an important measure to improve the quality of music education in higher schools in China. By reforming and improving the evaluation system, we can stimulate students' interest in learning, improve the teaching level of teachers, and promote the overall development of music education.

## 5. Conclusion

Music education is an important part of cultivating students' comprehensive quality, which is related to students' physical and mental health and personality shaping. At present, music education in higher schools in China has certain problems in curriculum, teachers, facilities and resources, practice and activities, and evaluation system, which affects the improvement of the quality of music education. In order to improve this situation, this paper puts forward countermeasures such as optimising the curriculum, strengthening the construction of teachers, increasing the input of facilities and resources, enriching practices and activities, and improving the evaluation system. The implementation of these measures requires a long-term process and the joint efforts of education departments, schools, teachers and students. During the implementation process, detailed implementation plans should be formulated, regular evaluation and feedback should be conducted, and countermeasures should be adjusted and optimised according to the actual situation. Through these efforts, we expect the status quo of music education in China's higher education institutions to be effectively improved, providing students with a better environment for music education and promoting their all-round development.

Music education is not only the cultivation of skills, but also the comprehensive improvement of aesthetics, emotion, creativity and other aspects. Therefore, we should understand and pay attention to music education from a broader perspective. We hope that this thesis can draw attention to the current situation of music education in higher schools and further promote the development of music education.

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