Higher Music Education Teaching Based on the Core Accomplishments of Music Subject

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Abstract: In teaching, teachers should give full play to their ability to distinguish artistic beauty and improve teaching quality. In the current college music education, this topic has not received sufficient attention. This paper will focus on this issue. This article first gives a brief introduction to the requirements and content of "Elective Courses", and makes a detailed analysis and discussion of theoretical issues related to the teaching methods and characteristics of "Elective Courses". Finally, from the perspective of college students, this article proposes the idea of "cultivating students' core literacy at different learning stages" in response to the new basic task of "building morality and cultivating people", and conducts a systematic study of it. Music education in primary and secondary schools shoulders the important task of cultivating the aesthetic ability, artistic expression ability, cultural understanding and innovation ability of the new generation of students. Music majors in colleges and universities are the main target of higher teacher education. In college music education, how to cultivate students' core qualities plays a crucial role in their development.

1. Introduction

For a long time, in music education, basic knowledge and skills have often been placed at the center of education for various reasons, ignoring their unique role in art education. The new music curriculum standard regards aesthetics as a three-dimensional purpose, while placing the purpose of traditional knowledge and skills behind [1-2]. The emergence of the term "core competence" has deepened this concept. It can be seen that in terms of aesthetic consciousness, artistic expression, and cultural perception, people are concerned. In other words, all musicology is conducted for "people" [3-4]. To enable students to accept and immerse themselves in the beauty of music in the process of perception, experience, and creation, thereby improving their comprehensive quality and ability, and laying a solid foundation for their future personality development. Therefore, teachers must update and enrich their teaching concepts, deeply understand "core literacy" under the guidance of "aesthetic orientation" and "three-dimensional goals", and innovate their teaching methods and content under the guidance of this concept [5-6].

In the new era and under new ideas, every educator should focus on all students, achieve comprehensive and fair education, and make high-quality education available in every corner of education. The concepts of "all-round development" and "quality education" have been put forward

for many years, but in real life, there are inequalities in many places. Wu S mentioned special education, which has obvious effects. Special education is a work of educating and teaching special students. At the same time, it is necessary to carry out corresponding education work based on the psychological and physiological characteristics of special young children. Parents should take great care of their children, allowing them to experience the beauty of life and the beauty of society. The article explores how to achieve the integration of rehabilitation and teaching in special education under the guidance of music education [7]. Jorritsma M submitted a memorandum to the South African government to oppose the inaction of countries around the world in climate change, requesting South Africa to establish a mandatory climate education plan. This raises the question of how to meet such requirements in the environment of music education in normal universities [8]. Shaw R D conducted a study on the number of music teachers in Michigan based on statistics from the Michigan Department of Education. The results show that in many cases, there are significant differences between music teachers and ordinary teachers. In addition, there are significant inequalities in access to music education across the state and regions. This research result has certain reference value for formulating school art teaching strategies [9]. Nowadays, people pay more and more attention to the quality of educators. With the popularization of music professional certificates, problems have also arisen in the construction of educational talent teams [10-11]. This article discusses the core qualities that music education majors should possess from the perspective of music professional certification. This article takes this as a starting point, using methods such as questionnaire surveys, to explore the current situation of the core literacy of music education majors in colleges and universities, in-depth analysis of existing problems, and propose corresponding countermeasures, hoping to provide reference for future music teacher education theory research.

2. Teaching and Methods of Higher Music Education

2.1 Core Discipline Literacy

Since the 1990s, the concept of "core quality" has received widespread international attention. Starting from the research plan of "The Definition and Choice of Literacy: The Basis of Theory and Concepts" in higher music education in 1997, experts and scholars from around the world have conducted a series of related educational policies, educational practices, and educational research on issues such as educational policy, educational practice, and educational research, starting with the "basic literacy rate". It includes both "personal needs" and "social needs", both "globalization" and "localization", as well as the integration and transcendence of knowledge, abilities, and attitudes [12-13]. Whether in China or the international community, the connotation and realization of its core competitiveness have their own characteristics. The Ministry of Education of the People's Republic of China launched a new round of curriculum reform in basic education in 2001, making corresponding adjustments to the new curriculum from "dual foundation" to "knowledge and skills", "process methods", "emotional attitudes", "values", and other aspects. The new round of basic education curriculum reform has emphasized personal cultivation, social care, and feelings of family and country, and has paid more attention to independent development, cooperative participation, and innovative practice. In terms of China's educational environment, many experts and scholars have not limited it to specific applications, but have explored it on the basis of "discipline", taking "society" and "culture" as three levels, thereby drawing conclusions [14-15]. The "Core Qualities" research group summarizes the core qualities of outstanding Chinese college students into six levels: cultural heritage, autonomous learning, and social participation, namely, humanistic and scientific spirit, learning and healthy life, responsibility and creativity, as shown in Figure 1:
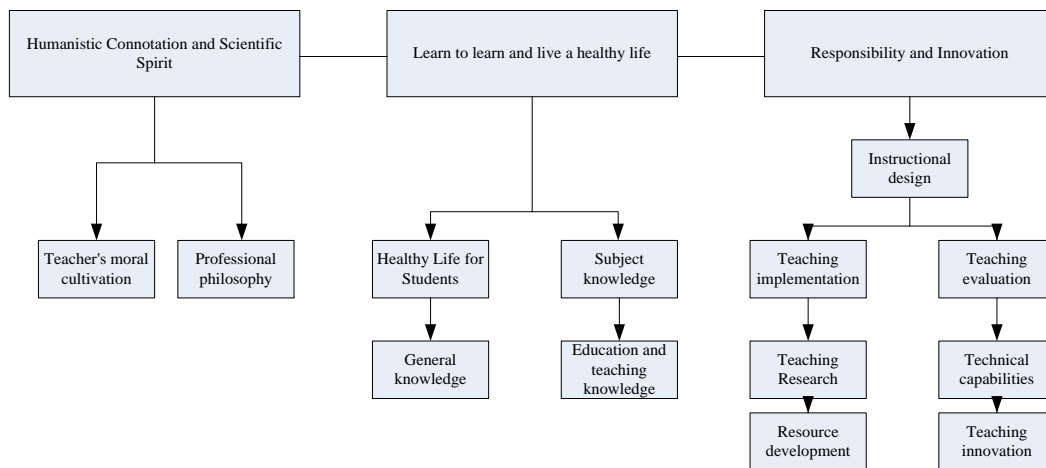
Figure 1: Flow Chart of Core Literacy

From its professional philosophy, professional ethics, professional knowledge, and professional skills, it embodies a professional quality. As professional ideals, attitudes, and emotions, teachers' professional concepts and ethics are the basis for the other two basic elements, and have a direct impact on "cultural understanding."

2.2 Teaching Mode of Higher Music Education

Colleges and universities should take promoting social development as their mission, and under the implementation of policies, give full play to the guiding and popularization role of colleges and universities, so as to achieve their sustainable development. Higher education is the product of China's economic and social development, and its function and characteristics are guidance and popularization. In practice, the leading role of higher education is the prerequisite for exerting its universal function. It can not only promote social progress, but also promote self-development. As shown in Figure 2, the basic flow chart is as follows:
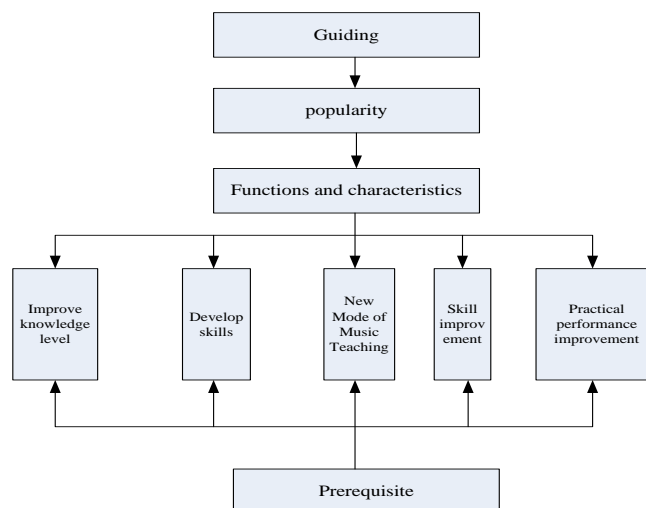

Figure 2: Teaching Mode Flow Chart

2.3 Higher Music Education

In essence, it is a topic that organically combines theory and practice. Therefore, on the one hand, this study adopts methods such as theoretical description and review of social sciences. On the other hand, select specific music school management systems for analysis, and use empirical research methods to form a scientific understanding of the theory. This study is based on the idea of "the background and significance of the research topic - the current situation and existing problems - the necessity of institutional reform - the construction of a musical cultural system".

Analysis and summary method: This article uses a large number of initial data for statistical comparison to analyze the achievements and existing problems in the reform process. This article analyzes and integrates the various elements in this article from a general perspective, focusing on analyzing the relevance of each element:

$$W(Z^n) + W(Z^h) = W(Z^r)[r = \{O_Z P\}] \tag{1}$$

Field investigation method: Before writing data, many field investigations were conducted, and four universities were systematically investigated in turn. On this basis, a detailed investigation was also conducted on this phenomenon, striving to have a more comprehensive understanding of this phenomenon, and a more comprehensive summary of this phenomenon was made. The characteristics of this phenomenon were discussed to derive a formula:

$$z_1 = (\frac{c_a / 2^\sigma}{\delta})^2; \quad z_1 = \frac{c^2_{a/2}(1-p) \ P}{\delta^2} \tag{2}$$

Case study method: This is a discussion based on practical issues. Through long-term observation of individuals, groups, organizations, and other levels, they have a deeper understanding of their growth process. In recent years, the school has carried out comprehensive reform and innovation in school running concepts, concepts, and teaching methods. In order to improve the teaching quality of schools, a series of evaluation systems should be established. We should implement a scientific, standardized, and standardized management system. If R is used to represent the characteristic state, the following formula can be obtained:

$$R = 1 + \sum ki[(1+f)i - 1] \tag{3}$$

3. Teaching Experiment of Higher Music Education

3.1 Investigation of Music Theory Knowledge

The core literacy of music education majors is based on knowledge quality, which requires teachers' own academic knowledge reserves to be larger than students' knowledge cognition range, further broadening students' knowledge range and improving students' knowledge range [16-17]. With the progress of the times, people's understanding of knowledge continues to deepen, and teachers' knowledge literacy is also continuously improving [18-19]. This article studies a new music teaching model, which adjusts and analyzes 105 cases under the new teaching model.

3.2 Music Theoretical Knowledge

To achieve quality education, one must recognize one's own educational concepts. When conducting music teaching, it is necessary to have a correct teaching method, a clear understanding, and a correct perspective. [20]. The new curriculum reform requires the implementation of the concept of "learning based". How to choose appropriate teaching methods will directly affect the

results of the new curriculum reform. For college students, it is of great significance for their employment and scientific research.

3.3. Data Statistics Results

Teaching methods and other theoretical knowledge are necessary skills for every teacher, and differences in teaching methods directly affect students' understanding and mastery of teaching content. If the teaching method is correct, then this teaching method can be better applied. The mastery of students' theoretical knowledge is shown in Figure 3. As can be seen from Figure 3, 8.73% of students have intermediate mastery of theoretical knowledge such as music teaching methods, while the total proportion of students who have comparative mastery is only 27.56%, with 46.49% of students fully mastering theoretical knowledge such as teaching methods. Only 4.97% of students did not master it.
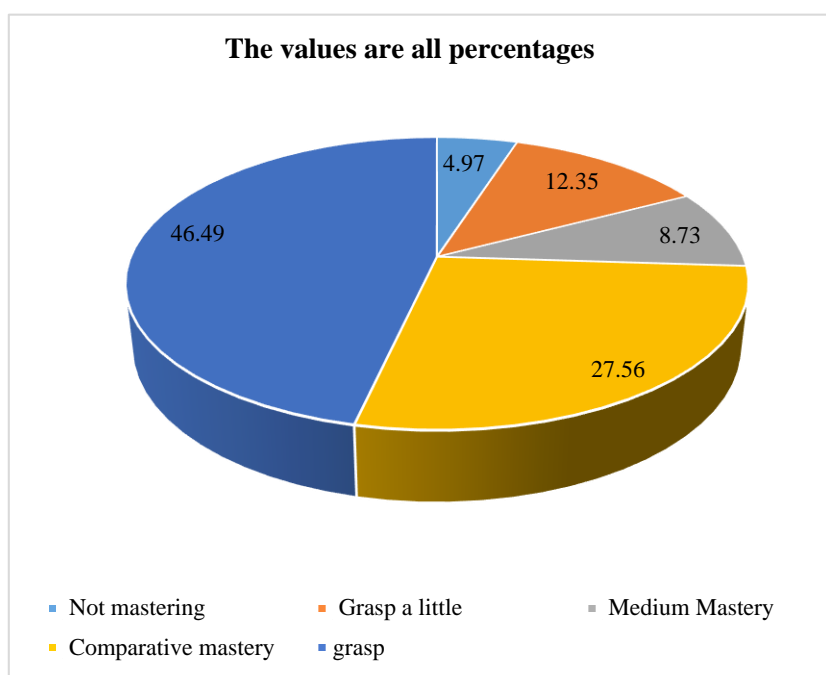
The values are all percentages

■ Not mastering	■ Grasp a little	■ Medium Mastery
■ Comparative mastery	■ grasp

4.97 12.35 8.73 27.56 46.49

Figure 3: Pie chart of students' mastery of theoretical knowledge

4. Advanced Music Results and Discussion

4.1 Current Situation of Advanced Music

The actual skill mastery of students is shown in Table. Nearly 47.62% of students have this ability in music skills and literacy, chorus conducting, music appreciation, and reading performance. 19.05% of students have mastered more than three musical instruments, 15% have mastered two musical instruments, and 19.05% have only mastered one or none, demonstrating that most music education disciplines attach great importance to professional skills. Almost all music education disciplines have an appreciation consciousness and aesthetic cultivation. The details are shown in Table 1:

Table 1: Details of Practical Skills

Practical Skills	Chorus conductor and music reading	Three or more musical instruments	Two musical instruments	A musical instrument or not
Number of people	50	20	15	20
Proportion%	47.62%	19.05%	14.29%	19.05%

4.2 Data Statistics Results

Then, a survey was conducted on 20 individuals who only mastered one or no musical instrument to understand their interest and skill level in music. Based on the survey results, we can draw the following conclusion: Among the respondents, 20% only slightly mastered one musical instrument, because they did not have a high level of interest in learning musical instruments and did not have the motivation to continue learning. In addition, 50% of individuals fully master an instrument and enjoy the hobby. They may already have some playing skills and enjoy the joy of playing an instrument.

Another 30 people have a neutral preference for musical instruments. They may have started learning an instrument, but they have not yet fully mastered it, as shown in Figure 4:
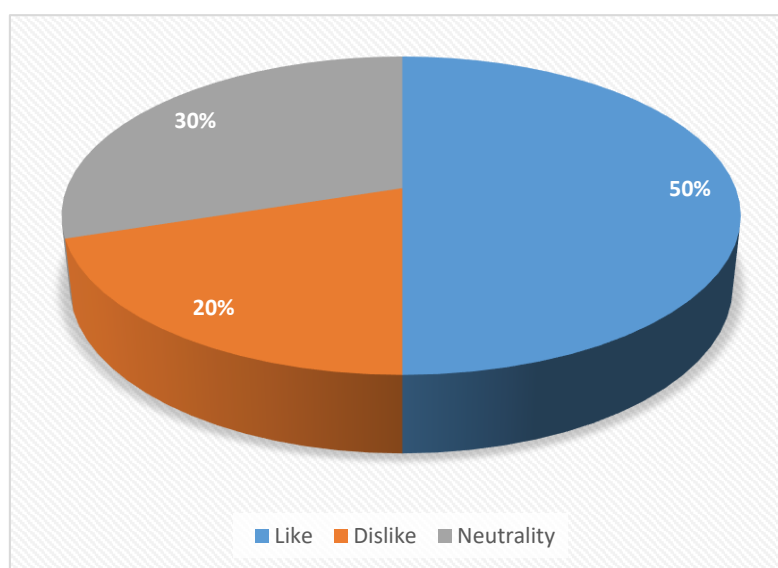

Figure 4: Pie Chart for Mastering Music Interests and Skills

4.3 Advanced Music Strategy

In carrying out subject teaching, we should take "the combination of theory and practice" as the guidance, and pay attention to innovation and innovation in teaching content and form. Firstly, carefully select materials for teaching materials. In music education, intuitive teaching materials should be selected to give students a clear understanding of the way music is thought. At the same time, teachers should also choose scientific and reasonable research methods to integrate core literacy goals into their own teaching, in order to achieve the goal of improving the core literacy of music education students. Secondly, it is necessary to pay attention to interdisciplinary teaching methods, find the relevance between knowledge related to your field of study and knowledge in other fields in your field of study, and achieve a "1+1>2" effect on what you have learned, so as to master what you have learned, lay a good foundation for learning theory and practice, and

comprehensively improve your basic abilities. Combining theory and practice courses to achieve the unity of theory and practice teaching is not to separate and cultivate before restructuring, but to comprehensively and comprehensively cultivate students' core literacy.

5. Conclusion

This article analyzes college music teaching from both theoretical and practical aspects. In terms of knowledge, there is still a significant gap in the basic theoretical level of Chinese universities. From the perspective of talent and quality, there is still a significant imbalance in the cultivation and cultivation of vocational skills. To solve the above problems, this article discusses how to cultivate students' abilities and build their application abilities. "Core quality" will be the basis for teachers and students to find common ground. Through an investigation of the core literacy of music majors in Chinese universities, the problems were identified, and the reasons were analyzed. Finally, the relevant research in this paper was formed.

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