

Research on the Current Situation and Optimization of General Music Curriculum in College Art Education

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Abstract: With the continuous promotion of quality education, aesthetic education in universities is gradually receiving attention. As an important component of aesthetic education, general music courses play an irreplaceable role in cultivating students' aesthetic taste and enhancing their artistic cultivation. However, there are many problems in the current setting of general music courses in universities, such as single course content, traditional teaching methods, and low student participation, which seriously restrict the function of general music courses. This study aims to analyze the current status of general music curriculum in universities, explore existing problems, and propose corresponding optimization strategies, in order to provide reference for the development of aesthetic education in universities.

1. Introduction

At present, aesthetic education has become an indispensable part of cultivating well-rounded talents. Music, as an important component of human culture, is of great significance in cultivating students' aesthetic emotions, enriching emotional experiences, and improving humanistic literacy. However, for a long time, the setting and implementation of general music courses in Chinese universities have not been ideal. The course content is often limited to traditional music knowledge transmission, lacking integration with students' actual lives and interests, and difficult to stimulate students' learning enthusiasm. Therefore, this study will conduct an in-depth analysis of the current situation of the general music curriculum in universities, and explore how to optimize the curriculum to improve teaching effectiveness and student satisfaction.

2. Current situation of general music curriculum in college aesthetic education

2.1. The course setting has a high degree of arbitrariness

The configuration of general music courses in some universities often appears to be relatively arbitrary, lacking systematicity and pertinence. This phenomenon reflects that schools have not fully considered the actual needs of students when offering and arranging such courses, and are more influenced by the personal wishes and interests of teachers. Specifically, music courses at these universities are usually scheduled for only one semester, once a week, with each session lasting several minutes. Although this arrangement can to some extent allow students to engage with and

learn music while studying intensively, there are also some issues. Firstly, in terms of time allocation, music courses are mainly distributed in the morning and afternoon, with evening also accounting for a certain proportion. In this way, the management and supervision of courses by the teaching department in the evening may not be as strict as during the day, which may affect the teaching attitude and quality improvement of teachers. In addition, attending classes at night may also cause some difficulties for students' daily routines[1].

In terms of course content, the current music curriculum mainly covers highly specialized music education content such as reading sheet music and sight singing, and training in singing language skills (see Table 1 for details). These contents have a positive effect on cultivating students' music literacy and professional skills, but may lack sufficient entertainment and fun, making it difficult to attract the interest of contemporary college students. In contrast, students prefer music courses that can bring pleasant experiences and have strong entertainment value, such as pop music, music appreciation, etc. [2-3]. However, these contents have insufficient proportion in the existing curriculum and fail to meet the needs of students.

Table 1: General Music Curriculum Setting of a Local University

Type of Course	Course Name
Basic knowledge of music	Reading sheet music and sight singing, simplified sheet music sight singing
Music appreciation	Appreciation and Performance of Chinese Ethnic and Folk Music, Western Music, and Famous Chinese and Foreign Songs
Musical performance	Singing language skills training, physique and dance

2.2. Imbalance between Chinese and foreign music teaching content

Under the current education system, many schools tend to favor Western music when selecting teaching materials, resulting in Western music occupying a prominent position in the curriculum system. In contrast, the proportion of ethnic music culture in the curriculum in China appears to be insufficient. Meanwhile, music cultures from other regions of the world, such as African music and American music, have not received sufficient attention, which undoubtedly hinders the diversified development of students' music knowledge.

Table 2: Types of Music Appreciation Courses Favorite by Students

Types of Music Appreciation Courses	Observation numbers	Expected number
Appreciation of European Classical Music	21	23.00
Appreciation of instrumental music	15	14.00
Appreciation of Jazz and Popular Music	35	40.00
Opera Appreciation	14	18.00
Appreciation of Chinese Opera	15	5.00
Total	100	

As shown in Table 2, the survey data clearly reveals students' preferences for jazz and popular music, which are considered the most popular types of music appreciation courses. However, the imbalance between Chinese and foreign music teaching content in current music appreciation courses urgently needs attention. Every music educator should shoulder their responsibility and reflect on how to properly handle the relationship between Chinese and Western music cultures, in order to

promote the comprehensive improvement of students' music literacy.

2.3. Lack of teaching management

Although the general music courses in universities are managed by the school's academic affairs office, these courses have not formed an independent art teaching and research institution specifically responsible for them. This situation has led to a lack of more systematic and in-depth research and exploration in public music courses. Due to the lack of specialized teaching and research institutions, general music courses often struggle to receive sufficient attention and support, thereby affecting the quality of the curriculum and teaching effectiveness. In addition, the lack of independent art teaching and research institutions also makes it difficult for music teachers to obtain sufficient professional development and academic exchange opportunities in the teaching process, further limiting the innovation and improvement of the curriculum[4-5].

3. Ideas for optimizing the curriculum of general music in college aesthetic education

3.1. Improve the curriculum of compulsory and elective general music courses

Currently, higher education institutions should include general music courses in the undergraduate teaching plans of various majors, which requires every college student to take at least one art limited elective course during their studies and pass the corresponding assessment. For universities that implement a credit system, every student must study art limited elective courses in order to obtain corresponding credits. Only by completing the required credits can students graduate smoothly. This article suggests that general music courses in universities should be made mandatory or limited elective courses, with certain mandatory requirements for credits. Specifically, college students must take music courses for a certain number of credits and hours during their school years to ensure the popularization of general music education in universities. Such measures will help enhance students' artistic cultivation, enrich their spiritual world, and also help cultivate their comprehensive qualities and humanistic care. Through such educational arrangements, students can not only master professional knowledge, but also gain a more comprehensive educational experience, thus better adapting to the needs and challenges of society[6].

Higher education institutions should rely on their significant advantages in disciplinary construction and abundant educational resources in their respective regions to carefully design and offer a series of music elective courses with distinctive features and rich content. These courses aim to fully meet the growing diverse interests and needs of students and open up a broader learning space for them. For schools with mature conditions, it is recommended to include these elective courses in the credit management system to further enhance the efficiency of course management and the scientificity of student performance evaluation. Each elective course is generally set at 2 credits, totaling 32 class hours. The course content is rich and diverse, including but not limited to courses on appreciation of works, such as "Appreciation of Folk Music"; Art history courses, such as "A Brief History of Chinese Music" and "A Brief History of Foreign Music"; Art criticism courses, such as Contemporary Music Review. Through the study of these courses, students can not only deepen their understanding of music theory and historical knowledge, but also improve their music skills and aesthetic taste through practical exercises.

3.2. Enriching the content of general music courses

The concept of multicultural music education is formed through in-depth development based on the concept of multicultural education, and has become a focus of attention in the global education

field. This educational philosophy is committed to transforming the biased view of "European music monism" in traditional music education. Under this theory, the teaching core of general music courses in universities is no longer limited to the traditional Western music system, but integrates music cultures from around the world into music education, thus breaking through the shackles of a single culture. Through this approach, students can be exposed to a wider variety of music forms and their profound cultural heritage, thereby comprehensively enhancing their music literacy.

Taking general music courses in music appreciation as an example, universities should add Chinese music content to these courses[7].

Chinese music, as an important part of Chinese national culture, has a profound historical heritage and unique aesthetic tradition. In this ancient land, music is not only the art of sound, but also an expression of emotions and spirit. The rhythm of Chinese music is not only an external rhythm and melody, but also an internal temperament and charm that runs through every note of Chinese music. As the crystallization and sublimation of the collective wisdom of the Chinese people, Chinese folk songs are a rich artistic heritage. These folk songs not only carry the memories of history, but also contain the emotions and spirit of the nation [8-9]. Strengthening the teaching of folk song appreciation is particularly important in music education. By guiding students to listen to and analyze folk songs, allowing them to absorb rich cultural nutrients from these ethnic music, understand their ethnic roots through singing, and guide them to deeply understand the excellent musical cultural heritage of the Chinese nation. By personally singing folk songs, students can not only feel the unique charm of folk songs, but also deeply understand the value of folk songs.

With the development of technology and the improvement of aesthetic awareness, general music courses in universities should include diverse cultures, including classical, popular, traditional Chinese, and other ethnic music. The allocation of course content should be scientific and reasonable to meet the needs of the times and students. Classical music and traditional Chinese music should each account for 30% to experience their artistic charm and cultural connotations. World music and pop music each account for 20%, helping students understand the music styles and cultural backgrounds of different countries and regions, and satisfying their pursuit of fashion and trends.

3.3. Strengthen the construction of educational management institutions

In conventional higher education institutions, building and optimizing a complete public music education teaching and research office, placing it under the direct leadership of the teaching management department, can achieve comprehensive and systematic management of public music education work. This move officially incorporates public music education into school teaching plans, thereby forming a systematic and standardized teaching system. This type of educational operation mechanism not only has clear goal orientation, but also demonstrates systematicity and integrity, effectively ensuring the improvement of educational quality.

The establishment of public art teaching and research rooms in ordinary universities should be based on art departments, which provide high-quality music education for students with strong faculty, professional teaching conditions, and rich professional qualities. The teachers of art departments not only have profound expertise in their professional fields, but also have rich teaching experience, which can effectively guide students and tap into their artistic potential. Meanwhile, art departments usually have advanced teaching facilities and abundant teaching resources, which can provide solid support for the design and educational management of general music courses[10].

4. Conclusion

In the current aesthetic education system of universities, the setting and optimization of general music courses is a continuous process of improvement. By improving the setting of compulsory and

elective courses, enriching course content, and strengthening the construction of educational management institutions, universities can gradually enhance the quality and effectiveness of public music education. Universities should continue to pay attention to the rationality of curriculum design and the balance of teaching content, ensuring the balanced development of music teaching content both domestically and internationally. At the same time, they should strengthen teaching management to ensure the continuous improvement of educational quality. Only in this way can we cultivate students with profound artistic literacy and comprehensive development, and provide society with more talents with innovative spirit and artistic appreciation ability.

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