

Realistic Dilemmas and Practical Approaches for the Connection between Music Education in Universities and Basic Music Education

Weijian Li

Dongguan City University, Dongguan, 523427, Guangdong, China

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Abstract: The purpose of this article is to discuss the connection between music education and basic music education in universities, analyze its present situation and predicament, and put forward practical approaches, hoping to improve the overall quality of music education and promote the comprehensive development of students. Firstly, this article expounds the important position of music education in cultivating students' comprehensive quality, and the problems caused by the poor connection between university music education and basic music education. In order to study this problem deeply, this article adopts various research methods to comprehensively sort out the present situation of music education and basic music education in universities, and lists and analyzes the difficulties encountered in the process of convergence. The research shows that there is an obvious disconnect between university music education and basic music education in terms of enrollment standards and curriculum system. These dilemmas are closely related to the deep-seated reasons such as educational policy orientation, educational resource allocation, educational assessment system and social and cultural factors. In order to solve these problems, this article puts forward a series of strategic suggestions and discusses the specific paths to implement these strategies. The government, schools, society and families should work together to promote the smooth progress of the convergence work.

1. Introduction

Music education, as an important part of human cultural heritage, plays an irreplaceable role in the comprehensive development of students [1]. In the basic education stage, music education can stimulate students' interest in music and cultivate their musical talents [2]. Through the carrier of music, students' aesthetic ability can be improved imperceptibly, so that they can learn to appreciate beauty, feel beauty and create beauty [3]. Music education can also enrich students' emotional world, enhance their cultural literacy and lay a solid foundation for their comprehensive development [4]. In the stage of higher education, music education pays more attention to the training of professional skills and the deepening of theoretical knowledge, aiming at cultivating music professionals with innovative spirit and practical ability.

In the current education system, there is a certain inconsistency between university music

education and basic music education [5]. This incoherence is reflected in the connection of curriculum content, as well as in instructional objectives, instructional methods and assessment system [6]. This incoherence may lead to difficulties in students' adaptation in the transition from basic education to higher education, which will affect their learning effect and development prospects [7]. Therefore, it is particularly necessary and urgent to strengthen the connection between university music education and basic music education.

The purpose of this study is to deeply explore the practical dilemmas in the process of connecting music education with basic music education in universities, analyze the causes of these dilemmas, and put forward practical approaches. Through this study, we expect to provide useful reference for promoting the effective docking of the two educational stages and promote the sustainable development and innovation of music education.

2. An analysis of the present situation of music education and basic music education in universities

As two important stages in the music education system, basic music education and music education in universities bear different educational missions and tasks [8]. Basic music education usually runs through primary school to high school, and its education system pays attention to comprehensiveness and popularization. The teaching goal is to cultivate students' basic musical literacy, such as knowledge of musical theory, ability of music appreciation, simple playing or singing skills, etc. The curriculum is rich and varied, including music theory, solfeggio, chorus, musical instrument performance and so on, aiming at stimulating students' interest in music through diversified instructional methods. The teaching content focuses on the teaching of basic music knowledge and the training of basic skills, which lays a solid foundation for students' music learning.

Compared with basic music education, music education in universities is more specialized and in-depth. Its educational system pays more attention to academics and practicality, aiming at cultivating professionals with profound music theory and exquisite playing skills. The teaching goal is to improve students' musical creation ability, performance level and musicology research ability [9]. In terms of curriculum, in addition to continuing to deepen the study of music theory knowledge, there are also professional courses such as music history, music aesthetics, composition technology, music pedagogy and a large number of practical courses. The teaching content pays more attention to the training of professional skills and the innovative application of theoretical knowledge.

In terms of educational concepts, instructional methods and assessment system, there are both similarities and significant differences between basic music education and university music education (see Figure 1). Both of them emphasize student-centered and pay attention to cultivating students' innovative ability and practical ability. However, in terms of instructional methods, basic music education pays more attention to fun and interaction, with the focus on stimulating students' interest in learning. Music education in universities pays more attention to professionalism and academics, and emphasizes the combination of theory and practice. In the assessment system, basic music education pays more attention to students' comprehensive development and comprehensive quality assessment. Music education in universities pays more attention to the assessment of students' professional skills and academic achievements.

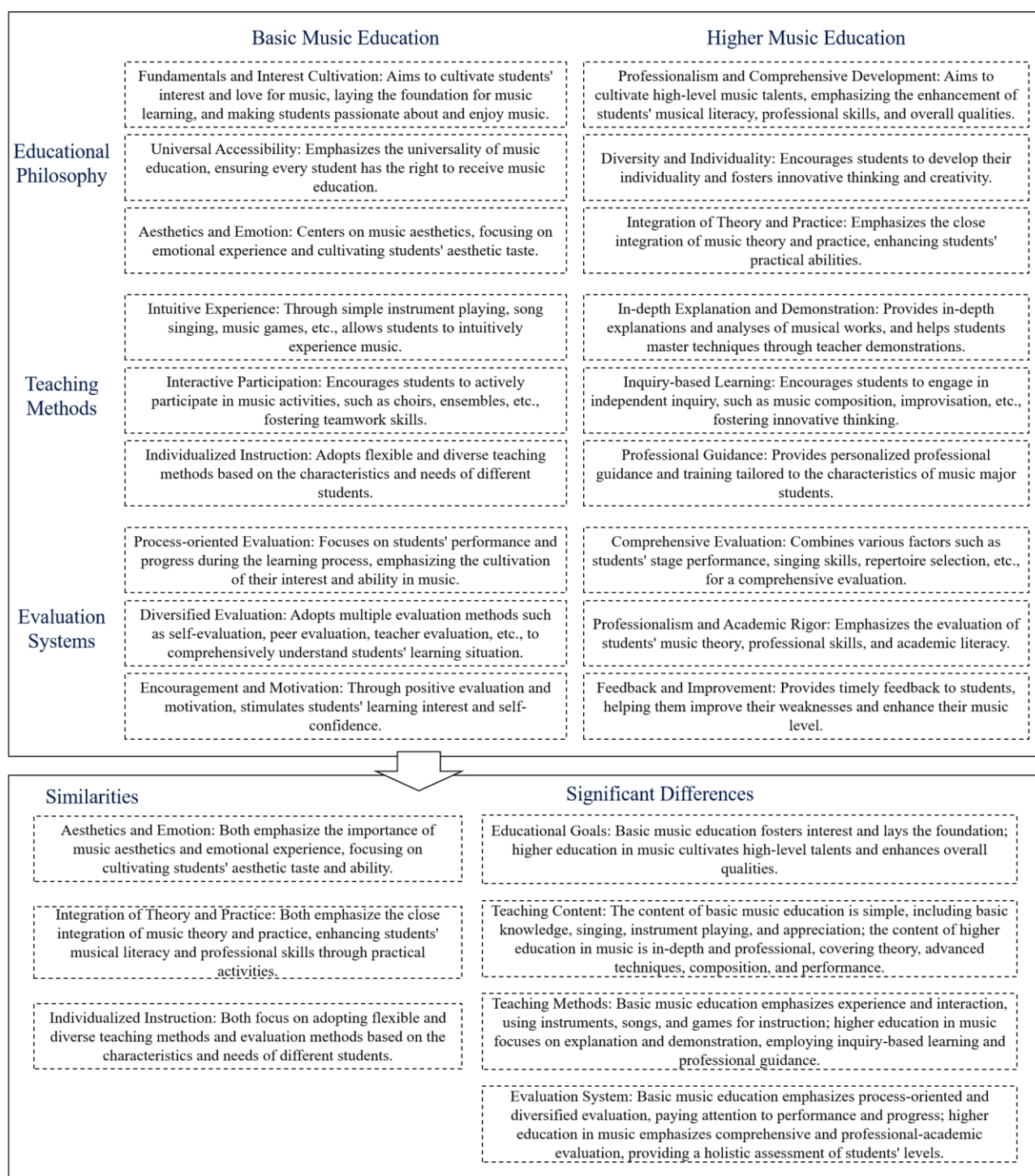


Figure 1 Similarities and differences between university music education and basic music education

The cultivation of students' music literacy in the basic education stage is very important for music education in universities. The basic knowledge, basic skills and appreciation ability of music mastered by students in the basic education stage are the basis for their further study after entering universities. However, the connection breakpoints in the current education system, such as the mismatch of curriculum objectives and the repetition or lack of teaching content, have seriously affected the continuous and systematic cultivation of students' music literacy. The mismatch of curriculum objectives may lead to students' inability to adapt to the new teaching requirements and

learning rhythm quickly after entering universities. The repetition or lack of teaching content may waste students' time and energy, or make them have knowledge gaps and skills shortcomings in some aspects.

3. The realistic dilemma of the connection between music education and basic music education in universities

In the process of connecting music education with basic music education in universities, we are faced with many specific difficulties. The inconsistency of enrollment standards is a prominent problem. In the stage of basic education, music teaching focuses on improving students' comprehensive quality and stimulating their interests, while in the stage of universities, the focus of selection turns to students' professional potential and future growth potential. This change makes some students who have made outstanding achievements in the basic education stage may face challenges in the process of further education because they do not meet the selection criteria of universities. The cohesion of the curriculum system is also significant. The content of music courses in the basic education stage is relatively extensive and basic, and the music courses in universities are more professional and in-depth. The jumping of this course content makes it difficult for students to adapt to the new learning system quickly after entering universities, which affects their learning effect and interest. In addition, the imbalance of teachers is also an important factor restricting the convergence effect. Music teachers in the basic education stage pay more attention to the fun and popularity of teaching, while music teachers in universities pay more attention to academics and professionalism. This difference in teaching staff leads to a gap in the music education received by students at different stages, which affects the continuous cultivation of their music literacy.

Exploring the deep-seated causes of these dilemmas, this article finds that educational policy orientation, educational resource allocation, educational assessment system and social and cultural factors have all played an important role. On the educational policy level, the policy guidance between different stages of education is inconsistent, resulting in the phased deviation of the goal and focus of music education. In the distribution of educational resources, the uneven distribution of resources between basic education and higher education makes the development level of music education uneven at different stages. As for the education assessment system, there are significant differences in the assessment standards and methods adopted by basic education and higher education, which makes it difficult for students to accurately evaluate their musical ability and potential in the process of further studies. In addition, social and cultural factors can not be ignored, and the different social understanding of music education and its importance also affect the smooth transition of music education stage to some extent.

4. The practical path of the connection between university music education and basic music education

In order to promote the effective connection between university music education and basic music education, this section puts forward a series of strategic suggestions. The first policy lies in the unification of enrollment standards. This article suggests that the educational administration organization organize a team of experts to create a set of enrollment criteria that not only examines students' musical talents and development potential, but also pays attention to their all-round growth and comprehensive quality, so as to ensure that outstanding musical talents can enter the higher education stage without obstacles. Secondly, it is also very important to build a cohesive curriculum system. The basic education stage and universities should jointly develop a set of progressive music curriculum system to ensure that students can receive systematic and coherent music education at

different stages and prevent the teaching content from being broken.

Aiming at teacher training and interaction, this article proposes to strengthen the interaction and cooperation between basic education and music teachers in universities. Through regular teacher training, seminars and other activities, we can promote the exchange of teaching ideas and practical experience and improve teachers' professional level and teaching skills. It is also essential to establish the linking mechanism of assessment system. Education authorities should study and formulate a set of music assessment system covering basic education to higher education, ensure the consistency and consistency of assessment standards, and provide a fair and just assessment environment for students.

The specific path to implement these strategies requires many efforts and cooperation. In terms of policy-making, the government should formulate relevant policies, clarify the objectives and key points of music education, and provide policy guarantee for the convergence of music education. In terms of resource allocation, we should increase investment in music education in the basic education stage, improve teaching facilities, improve the treatment of teachers and ensure the balanced development of music education. In terms of school-enterprise cooperation, universities can establish cooperative relations with music-related enterprises and institutions, provide students with practical opportunities and employment platforms, and enhance their practical ability and professional competitiveness. In terms of international communication, it is suggested to actively introduce advanced international music education concepts and methods, and promote the internationalization of China's music education to enhance its global influence. There may be many challenges in the practical approach. In view of the related challenges, we should adopt corresponding coping strategies. Specific music education practice challenges and coping strategies are shown in Table 1:

Table 1 Challenges and Strategies in Music Education Practice

Challenge Category	Specific Challenge	Strategy
Policy Formulation	Constrained and influenced by various interest relationships	Government should strengthen policy guidance and regulation to ensure smooth implementation of policies
Resource Allocation	Limited by economic conditions and regional differences	Schools should actively seek resources and support to improve the quality and level of music education
School-Enterprise Cooperation	Facing challenges in enterprise cooperation willingness and cooperation models	Schools should proactively communicate with enterprises to explore win-win cooperation models
		Enterprises should enhance their sense of social responsibility and actively participate in school-enterprise cooperation
International Exchange	Affected by language and cultural barriers	Strengthen language training and cultural exchange to promote international understanding and cooperation
		Utilize international educational resources to broaden the international horizons of teachers and students
Social Support	Insufficient attention and support from society for music education	Society should increase attention and support for music education, fostering a positive atmosphere for music education
Family Awareness	Insufficient emphasis on music education in families, lack of cultivation of music interest and hobbies	Families should value music education for their children and cultivate their interest and love for music

5. Conclusions

Through in-depth research and discussion, this article realizes that the smooth convergence of music education is directly related to the improvement of the overall quality of music education. At present, due to various reasons, there is an obvious fault and disconnection between university music education and basic music education. This not only affects the continuous cultivation of students' music literacy, but also restricts the improvement of the overall level of music education. Therefore, it is of great significance to strengthen the connection and promote the organic integration of music education in the two stages to improve the overall quality of music education. This article emphasizes the importance of cohesion in promoting students' comprehensive development. Music education is not only to impart music knowledge and skills, but also to cultivate students' aesthetic interest, innovative thinking and practical ability through music as a carrier. If the basic music education and the music education in universities can't be effectively connected, the music education received by students at different stages may be repeated or missing, which will lead to the uneven development of their music literacy and ability. Therefore, it plays an irreplaceable role in promoting their comprehensive development to do a good job of linking up and ensure that students can receive systematic and coherent music education at different stages. Only in this way can we cultivate more outstanding musical talents with profound musical literacy and comprehensive development ability, and contribute to the prosperity and development of the music industry.

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