

College students music literature course design and teaching practice analysis

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Keywords: College Students; Music literacy; Course Design; Teaching Practice

Abstract: As a basic theory and practice course of music, the teaching goal of music literature course is to cultivate students' music aesthetics, expressiveness and creativity, and improve comprehensive music quality to achieve the all-round development of music ability. It plays an indispensable and important role in the process of music learning. Taking college students music literature course as the research object, this paper explores and studies the teaching objectives, teaching contents and teaching methods of the course from the three aspects of college students music literature teaching status, course design and teaching practice. Through the comparison and analysis of the teaching practice results, this paper plans to design a more systematic Enrich and meet the music learning needs of college students. To achieve this goal, all colleges and universities in China actively carry out Music literacy education courses, and strive to correctly guide students to deeply understand the form and essence of music, so as to further form rational and critical thinking, and finally achieve the educational significance of perfecting students' body and mind and standardizing their manners.

1. Introduction

In today's society, the relationship between music and people cannot be overstated. Both children and adults have a natural hobby of music. Although the content of their preferences is different, some like ethnic and local music, some like foreign music, some like serious music, and some like popular music or even jazz or Rock music[1]. Music is everywhere and everywhere. It characterizes and enriches human life, deepens human experience, embodies the spirit of technology and humanity, beautifies the human environment, and purifies the human soul [2]. College Students' music education and related topics have always been a topic of concern to music and music educators at home and abroad. Modern music development psychology has fully demonstrated that in the period of college students, contacting and learning music can develop intelligence and enhance college students' memory, imagination and creativity. Moreover, relevant music teaching activities can also help them alleviate psychological diseases and help correct abnormal behaviors caused by bad life experience [3]. In the rapid development of education in the 21st century, education pays more attention to the integration of disciplines, and teaching emphasizes the cultivation of comprehensive and comprehensive abilities [4]. Foreign excellent teaching methods and ideas attract and impact the vision and thoughts of domestic educators. For example, the theory of "Multiple Intelligences" put forward by Professor Howard Gardner, a famous American psychologist, has been widely recognized and applied in the world. In his theory, "music" is one of many intelligences and plays an important role that can not be ignored [5]. At the same time, more and more parents are beginning to realize that the learning of music and musical instruments is not only a kind of skill learning, but also to give children a happy learning process and experience. In this process, through learning musical instruments and Relevant music knowledge cultivates their cheerful and optimistic character, makes them love music and love life [6]. However, with the gradual development of College Students' music education, some problems that can not be ignored also appear. Therefore, this paper puts forward college students music literature course design and teaching practice.

2. College Students' music quality education and its present situation

2.1. Music quality

Music quality refers to the basic qualities that people show in order to meet the needs of nervous system, sensory organs and artistic practice, mainly including people's basic knowledge of music (such as solfeggio and music theory), aesthetic ability (such as creating beauty, expressing beauty and feeling beauty), expressing ability and understanding ability [7].

The characteristics of music quality: First, it is nurturing. That is, under the influence of the environment and the influence of art, people's sense of music is gradually cultivated. The second is inherent portability. It means that people are born with a special liking for music. In other words, innate endowment and acquired cultivation and development are the main characteristics of music quality.

Under the quality education of music, not only can music cultivate sentiment and enhance aesthetic aesthetic function be developed, but also can develop human intelligence, especially creativity and imagination. In addition, music has a far-reaching impact on the development of human civilization. Therefore, it is important, necessary, unique and urgent to implement music quality education in higher education.

Carrying out music quality education in college teaching plays an important role in improving the intelligence of contemporary College Students, adjusting and innovating their knowledge structure, and cultivating their memory, imagination and thinking ability. Like many arts, thinking in images is the main body of music, which is characterized by abstraction, fuzziness and changeability based on the difference of music's "images". This requires the viewer to strengthen the application of creation, experience, imagination, association and logic, and deepen the emotional expression of music through emotional experience.

2.2. The Status Quo of Music Quality Education for College Students

The situation of College Students mastering basic music skills and knowledge is shown in Table 1. It can be seen from Table 1 that college students are currently in a relatively lack of basic music knowledge, resulting in a weak understanding of music.

Table 1 College students master the basic skills and knowledge of music

Basic music content	Proportion
Understand a little knowledge of music theory	11.0%
Understanding Five Line Spectrum	17.3%
Acquaintance numbered musical notation sing	21.7%
Understanding Short Music Singing	5.0%
Music appreciation	26.0%

A single course setting is the main problem in the current music teaching in Colleges and universities, and it is also a key issue. At present, the main forms of music courses in Colleges and universities are conductor and chorus, or music enjoyment, which makes students feel dull in the study of music courses, can not effectively stimulate students' interest in music learning, and it is also difficult to achieve the purpose of promoting students' emotional, psychological and intellectual development with music teaching. In addition, some students have a wrong understanding of music teaching, regard music as a subject of enjoying records or singing, and know little about music theory, which makes music teaching in most colleges and universities still stay at the initial stage, and the development progress is slow. Moreover, music quality teaching does not exist in the form of compulsory courses in some colleges and universities, so that students choose only to satisfy their personal interests and hobbies, which makes it difficult to popularize music quality teaching. In addition, some colleges and universities prefer vocational education

when carrying out various kinds of competition activities, while using music and art programs as a supplement, which makes students less enthusiastic about participating in music activities and can not reach the goal of improving students'comprehensive music quality.

With the continuous advancement of education reform, many changes have taken place in China's higher education, but many colleges and universities are still unable to get rid of the shackles of traditional exam-oriented education concepts. In addition, music quality teaching has not attracted enough attention in schools, society and students' minds, which makes the number and quality of the current professional teachers worrying. Music educators' own music quality is not high, which makes it difficult for teachers to meet the current needs of higher education and achieve the goal of music quality teaching, thus causing serious obstacles to the cultivation of students' music quality.

3. College Students Music Literacy Course Design and Teaching Practice

3.1. Course Design

"Course Design" refers to the design for mastering the content of a certain course. It is a systematic activity that produces teaching plans, syllabus and textbooks with a purpose, a plan, and a structure. Course Design is an indispensable and important link in teaching activities. In order to achieve good teaching results and achieve the expected teaching goals, it is necessary to research and design teaching content, teaching principles, and teaching methods to make the classroom more active and students can Better integrate into the classroom to master the teaching content. Classify the students according to their different musical qualities, and ensure the ladder of the course setup, so that students at different levels can receive targeted music education, and promote the overall improvement of students'music quality. The specific course setup is shown in Table 2.

Table 2 The arrangement of music quality education courses in colleges and universities

Classification	Name	Content
Basic class	1. A brief history of music 2. Basic music theory	1. Music history at home and abroad 2. Basic Music Theory
Appreciation class	1. Pop Music Appreciation 2. Appreciation and introduction of national musical instruments 3. Appreciation of classic music works	1. Musical, rock music, popular hits 2. Appreciation of national classics and introduction of national musical instruments 3. Appreciation of masterpieces, basic methods and points of symphony works, knowledge of musical instruments and symphony orchestra
High-level class	1. Instrumental performance 2. Conductor and Chorus 3. Vocal Music Fundamentals	1. Playing methods, knowledge of musical instruments 2. Chorus methods, requirements and basic knowledge 3. Training generation and singing art, vocal theory knowledge

College StudentsMusic literacy course, as a basic and comprehensive music theory and practice course, should not only have the general principles of college students Course Design, but also take into account the following principles: first, the principle of "experience-aesthetics". The second is the principle of "participation-playability". The third is the principle of "exploration-creativity". In the College Students Music literacy course, the "Knowledge and Skills" module is the basic part of teaching, the main line part, and is inseparable from other teaching parts. Take the music elements in the basic theory of music as the main line, connect other teaching modules in series for teaching, and finally realize the comprehensive music development. Swanwick and Dillman investigated College Students and concluded that music development had a specific order of development just like their physiological development. Therefore, they proposed a spiral development model, whose specific stage division and characteristics are shown in Table 3.

Table 3 Stage division and characteristics

Development stage	Music growth characteristics
Sensory stage	The exploration of sound pays great attention to expressive sound.
Operation phase	Improve the ability to control sounds and instruments, control a fixed beat, and start "creating" your favorite sounds on the instruments.
Self-expression stage	Direct personal expression, without a lot of reflection and shaping, changes in music through speed or sound.
Dialect stage	Begin to enter the first stage of "music creation", a lot of music experience and accumulation, began to explore the phrase and rhythm.
Inference stage	Begin to use musical imagination, explore the structure of music, and pay attention to the contrast and change of melody.
Recognition stage	Begin to understand the specific music style and form your own music style. The favorite music style will have a deep impact at this stage.
Symbolic stage	He began to have a strong cognition and preference for music, and he was good at using music to express his personal feelings, and the value of music became more personalized.
Systemic stage	Conscious style principles, mature aesthetic concepts, innovative systems.

From this table, we can see that during the music development of College Students, it is also a process of continuous experience, exploration, theory and creation, so music teaching should also echo this.

3.2. Teaching practice

The design and conception of the teaching content of the College Students Music literacy course is a reflection and supplement to the current status of College Students' music teaching. As for teaching practitioners—teachers, how to flexibly apply these teaching content and teaching design to the classroom is closely related to teaching practice. Applying theories and ideas to practice, and constantly analyzing and summarizing them in practice, can achieve good teaching results. The enjoyable classroom atmosphere allows most students to actively participate and accept the teaching content in the process. Students like this teaching method very much. Secondly, through more "module" teaching activities, students generally reflect that they can have a deeper understanding and expression of the teaching content. Through "enlightening", "questioning" and "guiding" teaching, students can actively discover and think about problems, and gradually improve themselves in thinking. All kinds of assessment activities make students know more about themselves, and also get teachers' full attention, which enhances students' courage and self-confidence in answering questions and participating in activities in class.

Although the teaching practice has achieved good results and the courses are very popular among students, the following problems have also appeared in the teaching practice. Classroom space problem. Ability to respond in class. Teaching content and textbooks. Personal qualities of teachers. College Students' music teaching is an important teaching activity for the quality education of College Students. It should actively implement the general secretary's educational philosophy of "cultivating people by virtue", integrate College Students' literacy education with music teaching, and actively explore music teaching to develop College Students' literacy Methods of education.

4. Conclusions

Leaders and music teachers in Colleges and universities should continuously deepen the music curriculum standards, enrich and optimize the professional settings of music courses, standardize the construction of music teaching materials, and explore music teaching methods, so as to provide orientation and guidance for the integration of quality education and music teaching in College Students. In addition, it also deepens the development of College Students' literacy in the process of music learning, strengthens the timely evaluation of the integration degree between College Students' literacy education and music teaching, and gives full play to the leading value of Chinese

national music to College Students' literacy education, thus providing an important guarantee for promoting the teaching status of Chinese national music. Course Design not only pursues how much theoretical knowledge it has mastered, and how exquisite skills it has cultivated, but also uses the "feel, experience, and creation" model to carry out spiral graded teaching to achieve the progressiveness of the teaching content and the comprehensive ability of the students. "Spiral" improvement. Through the design of this course, we strive to make College Students truly feel, express and enjoy music in the process of music learning. Inspire the interest, imagination and creativity of College Students. Music Intelligence promotes the comprehensive development of College Students' multiple intelligences. Make College Students love music, life and others, grow up healthily, cultivate human spirit and store human feelings. Music education, as a humanistic education, is not omnipotent, but it cannot be replaced by other courses. College Students, as an important group in real social life, are also inheritors of social culture. Their attitudes and concepts towards music will definitely affect the music quality of the next generation. From this level, the music quality course of College Students has more important significance.

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