

Exploration of the Teaching Innovation Path of the History of Chinese Music in Colleges and Universities

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ABSTRACT. *the course “history of Chinese music” is one of the professional basic courses of music major in Colleges and universities. Whether from the content or the purpose of teaching, the course is a theoretical and practical course. How to effectively improve the teaching quality of this course, improve the teaching effect, cultivate students' ability to analyze and solve the problem of combining theory with practice is the purpose and starting point of the research.*

KEYWORDS: *College music education, Chinese music history, Education reform, Classroom design*

1. Introduction

The development of Chinese music history course has a history of nearly 100 years. After several generations of exploration, the content of the course is more and more rich. It is an interdisciplinary subject of musicology and history. By studying the history of Chinese music, we can understand the traditional music culture of our country and master the historical development law of music culture. It is the standard to test the basic music accomplishment and art appreciation ability of music talents, and it shoulders the task of training high-quality talents. The course of Chinese music history is of great significance to promote the all-round development of students majoring in music and to cultivate high-quality talents.

2. The Popularization of Music Education in Colleges and Universities

2.1 Definition of Music Education

“Music education and teaching method” explains music education as: “music education is an essential and important category in both education and music fields. In the field of education, music education is an indispensable part of art education, aesthetic education, cultural education and even the all-round development of human beings; in the field of music, music education is an important foundation and activity base for the inheritance and development of social music culture. “Obviously, music and education are inseparable as a whole. They are interrelated and permeated with each other. Compared with professional music education, music education in Colleges and universities not only enables students to master basic professional skills, but also takes music as a means of aesthetic education in cultural education to comprehensively cultivate and develop students' body and mind[1].

2.2 The Establishment of Relevant Music Courses in College Public Music Education

There are many courses for music education in Colleges and universities, such as music theory, vocal music, keyboard, national musical instruments, appreciation of Chinese and Western masterpieces, Chinese music history, western music history, music aesthetics, etc. These courses are designed to improve the aesthetic quality of students and inherit the excellent traditional culture of human beings. As a history discipline, Chinese music history not only tells the historical context of music development, but also comprehensively includes all aspects of the Chinese nation's music life since ancient times. Through the study of this course, people can have a more basic and objective understanding of the formation and development of music [2].

3. The Present Situation of Chinese Music History Teaching

First of all, the current teaching materials of music history in China are not rigorous and scientific enough, such as the common teaching materials “music in ancient times”, “music in Ming and Qing Dynasties” and the music teaching materials in the period of the May 4th movement, Tang and Han Dynasties, Song and Yuan Dynasties, etc., each stage of music needs to use different musical instruments and different folk singing methods, so the teaching materials are very complex and disordered, so it is difficult for teachers to find the key teaching content in the teaching process. Second, because the teaching of Chinese music history is generally based on Teachers' theoretical teaching, there is no innovative teaching method, which leads to the whole teaching classroom in a very dull situation, unable to mobilize students' enthusiasm for learning, which brings students a lot of pressure, which also affects the teaching efficiency of Chinese music history. Third, in the current stage of teaching, teachers often do not reflect the main position of students in the classroom, which leads to the lack of democracy in teaching, so it is difficult to improve the enthusiasm of students to actively carry out learning. Students can only learn passively in the whole learning process, without interest in learning, and lack of interaction and communication with teachers, which further enhances the hard situation of teaching students. Fourth, in the teaching process of music history, teachers often pay too much attention to the explanation of theoretical knowledge, and do not set the practical teaching as the key teaching goal. Therefore, students can only copy mechanically and mechanically in the learning process, only to cope with the examination and study, unable to achieve the real teaching goal. Fifthly, teachers do not build a scientific teaching evaluation mechanism in the teaching of Chinese music history, can not get timely and effective teaching feedback information, which affects the scientific guidance of students [3].

4. On the Teaching Strategy of Chinese Music History

4.1 Using Scientific Teaching Materials to Improve Students' Confidence

In the traditional teaching process of music history, teachers do not choose reasonable teaching materials, which leads to the content of classroom teaching is too single and theoretical, and students can not learn systematically according to the time or development conditions, which creates certain difficulties for students to learn music history, also increases students' learning burden, and leads to students' learning process in music history Lack of confidence. Therefore, in the new teaching process, teachers should choose more scientific and reasonable teaching materials as much as possible, and be equipped with audio materials that can let students carry out appreciation work, or pictures of some musical instruments, playing illustrations and so on, so as to arouse students' interest in learning. At the same time, the teaching materials of Chinese music history should also conform to the characteristics or laws of time development order, so that students can carry out systematic learning according to certain clues, save students' learning time, effectively relieve students' pressure in learning Chinese music history, and enhance students' learning self-confidence. In addition to learning the contents of teaching materials, teachers should also guide students to use a variety of ways to expand learning resources, enrich and enrich these information into the subject teaching materials, lay a solid foundation for students' theoretical learning, and enhance the subject's self-confidence [4].

4.2 Multiple and Innovative Teaching to Stimulate Students' Interest

In the past, teachers used to adopt too single teaching method in the history of Chinese music, which greatly restricted the teaching efficiency of the history of Chinese music. Therefore, in the future teaching process, teachers should take as many teaching methods as possible to fully mobilize students' interest in learning, so as to improve the teaching efficiency of the history of Chinese music. For example, in the teaching process of Chinese music history, teachers can adopt research teaching method. For example, when learning the music history of the May 4th movement, teachers can let students study some music creation in advance, and let students evaluate and explain these collected materials in the classroom teaching process. In the process of data collection, reading and explanation, students can fully understand and study the music background, historical development significance and music form of this period, and in the process of data display, the original low teaching atmosphere can become more active and fully mobilize the classroom atmosphere. Therefore, teachers can take this kind of teaching method when they carry out the teaching of music history in every new period, so as to arouse the students' enthusiasm for learning and make them study in happiness. At the same time, teachers can also understand the learning characteristics and needs of students through questionnaire survey, so as to choose appropriate teaching strategies in combination with the actual characteristics of students [5].

4.3 Creative and Democratic Teaching to Enhance Learning Awareness

Because in most of the Chinese music history teaching, teachers are the main body of the classroom, students can only be in a passive learning state, which makes the music history teaching lack of democracy, so it hinders the students' awareness of active learning. Therefore, in the future teaching process, teachers should establish a democratic learning atmosphere as much as possible, fully highlight the main position of students, and ensure enough teacher-student communication and cooperation in the classroom, so as to improve the teaching efficiency of music history. For example, when learning the music of the Anti Japanese period, teachers can first let students talk about their memories of that period of history during the Anti Japanese War, and discuss some problems. In this way, the students' thinking becomes active immediately, and they begin to recall one after another, and can carry out in-depth discussion on some views. Teachers can also play some film and television clips about the history of Anti Japanese, which set off the learning atmosphere of the whole teaching. After the students' learning atmosphere is fully mobilized, teachers can add the actual teaching content. Students are completely immersed in this historical background, and naturally can absorb the knowledge imparted by teachers more quickly. After the class content teaching, teachers can also let students combine their own memory and knowledge learned in this course to summarize, and put forward their own views, giving each student an opportunity to express themselves. Of course, in the process of students' presentation, teachers must respect students enough, guide their ideas, and improve learning Students' awareness of autonomous learning [6].

4.4 Pay Attention to Practical Teaching and Promote the Application of Learning

If students are only required to learn the theoretical knowledge of Chinese music history without paying attention to the setting of practical links, they will be separated from the theory and practice, and fall into a mechanical learning state. They will only learn by rote, but not be able to properly use the theory they have learned to solve practical problems. In view of this situation, teachers should pay attention to the integration of theory and practice, organize colorful practical learning activities in classroom teaching, promote the maximum participation of students, and lay a good foundation for students to learn and apply. First, carry out practical activities of classroom communication. Teachers can let students form study groups, choose research topics independently, let them deepen the content of teaching materials in the learning and research activities of Chinese music history, enrich students' learning experience, and broaden their knowledge. Second, we will hold large-scale seminars and debates in the form of forums. Teachers can let students use their time after class to read and collect literature and periodicals related to the knowledge of Chinese music history, and express their views and knowledge, so as to better participate in seminars and debates [7].

4.5 Reform Teaching Evaluation and Build Efficient Classroom

The single teaching evaluation mechanism has become a major problem restricting the teaching of Chinese music history, which also affects the development of students' multiple abilities and reduces the effectiveness of classroom teaching. In the past, the teacher mainly used the result evaluation method to test the students' learning situation, so the students used the back focus method to deal with the examination, which seriously affected the teaching efficiency and quality, and also easy to make students have negative learning emotions. Therefore, the important way to change this situation is to innovate the teaching evaluation mechanism, integrate the result evaluation and process evaluation, not only examine the learning process of students, but also evaluate the learning level of students through the examination. However, when using the test method, we must improve the content of the test paper to avoid blindly examining the knowledge of students' mechanical recitation, but we should set up certain open and practical problems to test more students' ability; the examination of students' learning process, including their attendance, participation in classroom learning, completion of daily work, research results of related topics, etc [8].

5. Conclusion

If we want to make certain achievements in the reform of Chinese music history curriculum, we should keep up with the pace of the times in the teaching of Chinese music history curriculum. Teachers should mobilize a variety of positive factors to cultivate students' interest in this course; In the course of teaching, we should combine various measures such as classroom art practice, classroom interaction, and curriculum comprehensive design practice to improve the quality of teaching, so that students can understand it, recognize it and love it from the bottom of their hearts.

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