

Analysis on the Reform of Multiple Design Methods for Undergraduate Graduation Thesis of Musicology Majors in Normal Colleges and Universities

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Abstract: *The undergraduate dissertation is an important practical link to achieve the training goal of musicology major in normal colleges. The contrast between its quality and value has become a hot topic at present, and reform has become its natural choice. This paper expounds the necessity of the design reform of the undergraduate thesis of musicology majors in normal colleges, analyzes the current problems and attributions, and combines the characteristics of musicology majors in colleges and universities, and puts forward diversified design ideas for the design methods of the graduation thesis. Provide reference for the reform of music majors in similar normal colleges.*

Keywords: *musicology in normal colleges; graduation thesis; assessment method*

The undergraduate dissertation is an important practical link to realize the training goal of musicology major in normal colleges and universities. It is not only a summary of students' four-year study, but also a platform to fully demonstrate their professional knowledge, ability and literacy. Through the practical process of graduation thesis, students can improve their ability to discover, analyze and solve problems in the exploration of fully integrating theory, skills and practice. With the continuous reform and development of higher education in my country, the changes in the social environment have put forward more requirements for the practical ability of contemporary college students. The special nature of the musicology major in normal schools makes the traditional graduation thesis assessment form unable to meet the needs of the current society and student development. . Therefore, it is necessary to actively promote the diversified reform and innovation of the undergraduate thesis of musicology majors in normal colleges and universities starting from the traditional assessment form of graduation thesis [1].

1. Problems existing in the undergraduate graduation thesis of musicology majors in normal colleges and universities

1.1. Inappropriate topic selection of the thesis

If a student chooses a dissertation topic improperly, it will directly lead to his failure to pass the dissertation defense. For example, "On the Development of Music Education in China", "The Performance Skills of the World's Piano Masters", etc., the topics of these papers are too broad and broad, without specific pertinence, and beyond the scope of students' own research ability, they cannot write in depth It can only be discussed in general terms, and ultimately the defense will fail due to empty content and other reasons. In addition, the topics of some papers are too old or not in line with the actual situation of the students themselves, so that they cannot innovate and extract their own new viewpoints during the writing process, and more of them use the Internet to look up relevant literature to imitate The opinions of others, which lead to the loss of the value and significance of practical research in graduation thesis.

1.2. The writing quality of the thesis is not high

There are many problems in the graduation thesis written by students majoring in musicology in normal colleges, such as irregular format, not arranging in accordance with academic standards and school document requirements; too much reliance on the Internet to access literature and materials, lack of innovation; Colloquialism, many typos, etc.; the structure of the thesis is unreasonable, the point of view is not clear, the examples are not sufficient, and there is a lack of coherence; the topics or sub-

points of some papers are not related to the content of the argument; some students even seriously plagiarize condition.

1.3. The thesis has a single design form

Comparing music majors with other general arts and science majors, it is not difficult to find that students of ordinary majors can express their academic ideas and reflect their personal professional level through graduation thesis to a certain extent, but due to the emotional and technical nature of musicology majors, In order to fully express the professional ability and level of students, it is not comprehensive to express in words alone. It also requires students to creatively integrate their own emotions into music, and then express it through technology, so as to ensure the level of professional ability. fully displayed. Therefore, the traditional graduation thesis only requires writing a dissertation with a prescribed number of words. For graduates of musicology, it is too single and has little choice, which limits the development of students' talents and cannot truly reflect the actual level of students. [2]

2. The Attribution of the Problems of the Undergraduate Thesis of Musicology Major in Normal University

2.1 Insufficient energy and ability of teachers

Due to limited experience and ability, students must get guidance and help from teachers in a series of processes such as topic selection, topic opening, writing, revision, drafting, and defense of the thesis. It depends on the quality of students' final papers. Judging from the current situation, normal colleges and universities will arrange special dissertation tutors for each student. Some teachers and students have a one-to-many number of tutors, but some will reach a one-to-dozen dozen. In addition to guiding the thesis, teachers have to undertake professional teaching work, and the heavy task makes it difficult for them to devote all their energy to the work of thesis guidance. In addition, although some instructors have strong professional ability, they have relatively weak experience in scientific research and low comprehensive quality. Therefore, there will be insufficient guidance and lack of management in the writing process of students' graduation thesis, which leads to the students' topic selection bias or poor writing quality will ultimately affect the defense of the graduation thesis.

2.2 Improper arrangement of thesis writing time

As an important way for students to obtain a degree, students majoring in music science need to demonstrate their ability through graduation thesis. Throughout the normal colleges and universities, it is not difficult to find that the graduation thesis is usually arranged at the end of the second semester of the junior year or even the first semester of the senior year. During the year of senior year, in addition to participating in educational internships, some students have to rush to find jobs, some have to prepare for postgraduate entrance examinations, and some have to prepare for concerts. Therefore, a considerable number of students do not focus on their graduation thesis, and the preparation time will be very short. Some students are still unable to get comprehensive guidance from teachers, especially for those students with insufficient writing ability, they are easily bored, and even falsify their papers in order to save time, which seriously affects the quality of students' graduation thesis [4].

2.3 The cultural quality of students is not high

As we all know, compared with other liberal arts majors, the threshold for admission of music majors in the college entrance examination is much lower, and the overall cultural quality of these students is relatively weak. After entering the university, these students are influenced by the university education model. In their studies, they tend to pay more or less attention to professional skills courses and despise theoretical and cultural courses. What an improvement. Therefore, it is still difficult for them to write a high-level graduation thesis.

2.4 Poor quality control of papers

Although the school has made specific and clear regulations for the guidance and assessment of graduation thesis, the control is not enough, and many regulations are mere formalities. Therefore, some teachers do not pay much attention to the defense of students' graduation thesis. As long as

students participate in thesis writing, they will basically pass it, and rarely conduct a second defense. Although some teachers will also ask questions about the thesis on the spot and ask students to revise it, it is not known whether the students will revise it in the end, so there is still a lack of overall control of the final quality of the paper.

3. Effective strategies for diversified design of undergraduate thesis of musicology majors in normal colleges

Through the above analysis, it is not difficult to find that the musicology major in normal colleges must attach great importance to the cultivation of talents. In teaching practice, it is not only necessary to pay attention to the learning of students' theoretical knowledge, but also to the cultivation of students' professional skills. In the music professional talent training program in normal colleges, music professional skills courses and teaching practice courses account for most of the proportions. Therefore, only using writing to complete the graduation thesis design cannot fully demonstrate the level of the four-year university. Therefore, we should proceed from the actual needs of music majors in normal colleges, comprehensively consider the overall situation of students, and explore strategies to improve students' professional level and teaching ability through the following diversified designs.]

3.1 Concert-style graduation thesis

Taking into account the particularity of musicology majors in normal colleges, the design of undergraduate thesis is not limited to the assessment form of writing thesis defense. It should be actively innovated and the form of graduation concerts should be introduced to stimulate students' interest in graduation thesis. Plagiarism can also be avoided in the writing process. Students complete their graduation thesis on the stage in various forms of performance, singing, playing, etc. This assessment method can not only fully demonstrate the students' comprehensive ability, but also help to promote the development of students' professional ability. important assessment methods in the thesis. In practice, it is necessary to design a scientific, reasonable and standardized process to ensure the smooth progress of the practice process. Specifically, it can be divided into four stages: qualification review, process guidance, assessment and analysis and summary.

(1) Qualification review. Qualification review is to assess whether students have the ability to hold special concerts. First, the individual student submits the application signed and approved by the teacher. The college organizes a professional review team composed of teachers of various professional courses to review the application of the students. Students need to show 1-2 works and state the ideas and preparation framework for holding a concert, which is equivalent to the opening of a traditional graduation thesis. The review team will determine whether they have the professional ability and level to successfully hold a graduation concert. The basis for determining the eligibility for hosting.

(2) Process guidance. After passing the review, the instructor fully communicated with the students, determined the moderately difficult concert repertoire based on the actual level of the students, and carried out a concert based on the style characteristics, emotional connotation, singing (playing) skills, and musical expression of the musical works. The one-to-one guidance encourages students to constantly discover their own shortcomings, tap their own potential, and better learn relevant knowledge and skills, thereby improving their music practice ability. At the same time, students should also implement relevant matters such as program list, host words, stage lighting, and performance costumes and so on.

(3) Assessment. A good concert evaluation mechanism is very important. Therefore, the college will organize the teachers of the evaluation team to comprehensively consider the difficulty of the students' musical works, and evaluate the students based on the actual concert stage effect. Compare the overall score.

(4) Analysis and summary. After the concert is completed, it enters the analysis and summary stage. The teacher guides the students to use the text to summarize the concert, and then exercise the students' ability of reflection and written expression. At this stage, students need to organize and submit three archives of materials, one is the qualification review related concert design copywriting and other materials; the second is the poster, program list, performance video and score evaluation form for the concert; and the third is the concert summary.

3.2 Lecture-style graduation thesis

The talent training goal of musicology majors in normal schools is to be qualified music teachers in primary and secondary schools. After graduation, most of the students are engaged in basic music education work. Being able to take a high-quality music class is a basic ability of musicology graduates in normal schools. This is also an important inspection link for many primary and secondary schools when recruiting music teachers. Therefore, the design of undergraduate graduation thesis can replace the traditional graduation thesis with lectures, give full play to the advantages of lectures, exercise students' ability to teach, and improve professional quality. The specific implementation is divided into four stages: qualification review, process guidance, lecture presentation and analysis and summary.

(1) Qualification review. At this stage, students choose a lesson from the music textbooks in grades 1-9 of compulsory education to give a 10-minute lecture. The college organizes an audit team to review the performance of the students who are speaking. Whether the students understand music teaching in primary and secondary schools and master the knowledge of music education Qualifications are determined based on merit and the level of lectures.

(2) Process guidance. After the students pass the qualification review, they can choose the topic of the lecture under the guidance of the teacher. In order to give the students enough learning space, the teacher can choose multiple lecture contents for the students to choose freely. After determining the topic of the lecture, the teacher defines the basic framework of the lecture, which generally includes teaching materials, learning conditions, teaching objectives, teaching difficulties, teaching methods, teaching processes, and the design of blackboard writing. And guide students to design and revise teaching design plans and courseware according to the requirements of the new curriculum standards, until they fully grasp the basic methods and processes of speaking.

(3) Talk show. The lectures are displayed according to the prescribed time of 15 minutes, and after the end, a talent display is carried out, and the members of the teaching sub-committee will grade according to the assessment standards. In the actual evaluation process, teachers should always carry out corresponding comprehensive evaluations around the students' courseware, on-site lecture performance and other details. Whether it meets the standard and whether it conforms to the logic of teaching thinking.

(4) Analysis and summary. After the lecture, it enters the analysis and summary stage, requiring students to summarize the insights, gains and losses during the lecture process, and then exercise students' teaching reflection ability. Students are required to submit three parts of materials for filing. The first is the relevant materials for the lecture in the qualification review stage; the second is the teaching design plan, courseware, video and other related materials for the lecture display; the third is the summary material for the lecture display. [6]

To sum up, in order to realize the diversification of the design of the undergraduate thesis for the musicology major in normal colleges, it is necessary to actively participate in the school, teachers, students and other parties, proceeding from the actual situation of the students, comprehensively consider, and actively adopt a variety of methods and methods to ensure that teachers Active participation, ensuring the effectiveness of thesis design, and giving play to the role of practical education guidance. Only in this way can we better improve students' professional quality, effectively improve their comprehensive ability, and help students quickly grow into qualified and even excellent music educators.

Acknowledgement

Fund Project: Guangxi Higher Education Undergraduate Teaching Reform Project(Category B): "Diversity and Innovation: Reform and Practice Research on the Assessment Method of Undergraduate Thesis for Musicology Majors in Teachers Colleges" (Project No.: 2017JGB355)

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