

Reform and innovation of practical teaching mode of music education major in colleges and universities from the perspective of core literacy

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Abstract: From the perspective of core literacy, the reform and innovation of practical teaching models for music education majors in colleges and universities have become the key to improving the quality of music education and cultivating high-quality music talents. This article focuses on the practical teaching of music education majors in colleges and universities, and deeply analyzes the problems existing in the current teaching mode, such as the imperfect practical course system, single teaching methods, and the lack of practical platforms. Based on the requirements of core literacy, reform and innovation strategies such as constructing a diversified practical curriculum system, innovating teaching methods, and expanding practical platforms are proposed. Through these measures, the aim is to cultivate students' core qualities such as music perception, expression, creation and aesthetics, enhance their comprehensive abilities and professional competitiveness, provide outstanding talents for the future music education cause, and promote the sustainable development of practical teaching in music education majors in colleges and universities.

Keywords: Core literacy Music, Education major in colleges and universities, Practical teaching mode Reform, Innovation

1. Introduction

With the continuous deepening of educational reform, the cultivation of core literacy has become an important goal in education of all subjects. In the music education major of colleges and universities, practical teaching is an important link in cultivating students' music skills, innovation ability and comprehensive quality. However, the traditional practical teaching model has gradually exposed many problems from the perspective of core literacy and is difficult to meet the demands of music education in the new era.

Traditional practical teaching often focuses on skills training while neglecting the comprehensive cultivation of students' core musical literacy, resulting in students' insufficient abilities in music perception, creation and aesthetics. The limitations of teaching methods and practical platforms also restrict students' development. Therefore, it is imperative to reform and innovate the practical teaching mode of music education major in colleges and universities. Through reform and innovation, we can better adapt to the requirements of core literacy, enhance students' comprehensive abilities, and cultivate more outstanding talents for the music education cause.

2. Problems Existing in the Current Practical Teaching Mode of Music Education Major in Colleges and Universities

2.1 The practical course system is not perfect

At present, there are many deficiencies in the practical curriculum system of music education majors in colleges and universities. The curriculum design lacks systematicness and coherence, and the connection between practical courses and theoretical courses is not close enough, which leads to students being unable to effectively apply the theoretical knowledge they have learned to practice. For instance, the music knowledge taught in some theoretical courses is not promptly consolidated and applied in practical courses, which leads to students' insufficient understanding of the knowledge.

The content of practical courses is also relatively monotonous, mainly focusing on traditional skills training such as vocal music and instrumental music, with less involvement in courses related to music

composition and music education practice. This leads to an unbalanced development of students' musical abilities and a lack of comprehensive musical literacy. Moreover, the arrangement of practical courses lacks hierarchy and fails to meet the learning needs of students at different stages^[1].

2.2 The teaching methods are monotonous

In the practical teaching of music education in colleges and universities, the teaching methods are relatively traditional and monotonous. Teachers often adopt a "one-to-one" or "one-to-many" teaching approach, with the teacher demonstrating and students imitating as the main methods. Although this teaching method can enable students to master basic skills, it lacks the cultivation of students' innovative thinking and autonomous learning ability.

Teachers in the teaching process pay too much attention to imparting skills while neglecting the analysis and understanding of musical works. Students merely mechanically imitate the teacher's performance or singing, lacking an understanding and expression of the musical connotation. This single teaching method also fails to fully mobilize students' enthusiasm and initiative in learning, resulting in poor teaching effectiveness.

2.3 Lack of practical platforms

The practical platform is an important place for students to apply the knowledge and skills they have learned to reality. However, at present, practical platforms for music education majors in colleges and universities are relatively lacking. The practical platforms on campus mainly include concert halls, rehearsal rooms, etc. Their number is limited and their usage time is restricted, which cannot meet the large number of practical needs of students.

The construction of off-campus practical platforms is also not perfect, and the cooperation with primary and secondary schools, art institutions, etc. is not close enough. Students lack sufficient opportunities to participate in actual music teaching and performance activities. This makes it difficult for students to quickly adapt to the demands of society after graduation, and they lack practical experience and professional competitiveness.

3. The Necessity of Reforming and Innovating the Practical Teaching Mode of Music Education in Colleges and Universities from the Perspective of Core Literacy

3.1 Adapt to the development trend of education

With the advancement of educational reform, the cultivation of core literacy has become the mainstream trend in education. In the field of music education, cultivating students' core musical literacy, such as their abilities in music perception, expression, creation, and aesthetics, is not only the key to enhancing students' artistic accomplishment but also an important approach to achieving the goal of fostering virtue and nurturing talent. As the core base for cultivating music teachers for primary and secondary schools, the music education major in colleges and universities shoulders the dual mission of inheriting music culture and innovating teaching concepts. It must proactively adapt to this development trend and further promote the reform and innovation of practical teaching models.

By establishing a student-centered practical teaching system and integrating project-based learning, interdisciplinary integration and information technology, the cultivation of core literacy can be organically permeated into the practical courses of vocal music, instrumental music, choral conducting and improvisational accompaniment. At the same time, strengthening the collaborative education mechanism both inside and outside the school, expanding internship and training platforms, and organizing art performances and teaching observations can help enhance students' comprehensive expressiveness and teaching application abilities. Reform and innovation not only enable students to develop musical thinking and aesthetic judgment in real situations, but also lay a solid foundation for them to be competent in a diversified and internationalized music education environment in the future, promoting the development of China's music education towards higher quality and greater vitality^[2].

3.2 Enhance students' comprehensive abilities

The reform and innovation of practical teaching models from the perspective of core literacy can comprehensively enhance students' comprehensive abilities. In the diversified practical curriculum

system, students can not only enhance professional skills such as vocal and instrumental performance, but also systematically participate in cross-disciplinary practical activities like music composition, choral conducting, music therapy, and digital music production, deepening their comprehensive understanding of music art. Through innovative teaching methods such as project-based learning, cooperative inquiry, and situational simulation, students stimulate their innovative thinking in real tasks, enhance their autonomous learning and teamwork abilities, and gradually develop critical thinking and practical problem-solving skills. The practical platforms that interact both inside and outside the school, such as art performances, community services, educational internships, and school-enterprise cooperation, provide students with diverse practical opportunities, enabling them to hone their professional skills in a real social environment and enhance their career adaptability and sense of social responsibility. At the same time, emphasis should be placed on process evaluation and reflective practice to guide students to construct knowledge, develop aesthetic judgment and humanistic sentiments through experience. Through these multi-dimensional training paths, students not only master solid professional skills, but also possess good cultural understanding, communication and expression, as well as lifelong learning abilities. Eventually, they grow into high-quality, compound music talents with comprehensive musical literacy, innovative spirit and social responsibility.

3.3 Promote the development of music education

Students majoring in music education in colleges and universities are the main force of the future music education cause. By reforming and innovating the practical teaching model, strengthening the deep integration of the curriculum system and teaching practice, and establishing a talent cultivation mechanism with aesthetic perception, artistic expression and cultural understanding as core qualities, the quality and level of music education can be comprehensively improved.

These outstanding music education talents not only possess solid professional skills and teaching abilities, but also can integrate advanced music education concepts and diverse teaching methods into primary and secondary school classrooms. They pay attention to students' emotional experiences and creative expressions, stimulate students' interest and love for music, and enhance their aesthetic abilities and humanistic qualities. They are good at applying modern educational technology to achieve individualized teaching and promote the popularization and fairness of music education. Meanwhile, they actively participate in community music activities, public welfare performances and teacher training, spreading music culture and serving social needs. They have become a bridge connecting schools and society, continuously injecting vitality into the construction of a national aesthetic education system and the sustainable development of music education.

4. Strategies for the Reform and Innovation of Practical Teaching Models for Music Education Majors in Colleges and Universities from the Perspective of Core Literacy

4.1 Build a diversified practical curriculum system

It is necessary to optimize the setting of practical courses and enhance the organic connection between practical courses and theoretical courses. Based on the training objectives and core literacy requirements of the music education major, scientifically plan the content, class hours and sequence of practical courses to ensure that theoretical knowledge is applied and deepened in practice. For instance, while systematically offering skills courses such as vocal music, instrumental music, and choral conducting, practical links like music composition, impromptu accompaniment, multimedia music teaching, and simulated teaching in primary and secondary school classrooms are added to enhance the coordinated development of students' teaching abilities and artistic expression, and promote the overall improvement of their comprehensive music literacy.

Emphasis should be placed on the hierarchical and progressive nature of practical courses. Based on the cognitive development laws and professional growth paths of students from lower grades to higher grades, a three-stage practical teaching system of "foundation - improvement - innovation" is constructed. The basic practice courses focus on fundamental skills training and standardized operations, strengthening the abilities of singing, playing and teaching organization. Enhancing practical courses emphasizes cross-skill integration and situational application, such as conducting on-campus and off-campus teaching internships, stage performances, and ensemble training. The innovative practice course encourages students to participate in research projects, original music projects, teaching design competitions, etc., to stimulate their artistic creativity and educational

reflection ability.

It is necessary to establish a diversified and full-process evaluation system for practical courses. Combining formative assessment with summative assessment, students' attendance, process performance, practical achievements, and reflection reports are included in the assessment scope. Additionally, peer review, mentor evaluation, and feedback from internship units are introduced to comprehensively evaluate the development level of students' practical abilities. Through data analysis, teaching shortcomings are identified in a timely manner, course content and teaching strategies are dynamically adjusted, and the quality of practical teaching and the effectiveness of talent cultivation are continuously improved.

4.2 Innovate teaching methods

Adopt the project-based teaching method. Teachers can design comprehensive projects such as the arrangement of campus musicals, the creation of original songs, and class concerts, guiding students to collaborate in groups and participate throughout the process from topic selection, creation, rehearsal to performance. In real situations, students need to independently look up information, repeatedly debug their works, and coordinate team opinions, effectively exercising their innovative thinking and communication and collaboration skills. The project achievements can be shared through performances both on and off campus to enhance the sense of accomplishment in learning.

Introduce information-based teaching methods. Teachers should make full use of multimedia courseware, online music platforms and intelligent software to build a diverse and interactive classroom. Teachers can push resources such as classic music appreciation and composer documentaries through online platforms to broaden students' horizons. With the help of digital audio workstations (DAWs) or piano simulation software, students can achieve virtual composition, orchestration and performance practice, breaking through the limitations of equipment and space, and improving learning efficiency and practical experience.

Carry out heuristic teaching. Teachers should set exploratory questions around the emotional expression, structural features and cultural background of music, such as "Why does this melody create a sad atmosphere?" "How do the timbres of different instruments affect the mood of a work?" "Through situational introduction, comparative listening and group discussion, students are guided to think actively and express their opinions. In the process of in-depth participation, their aesthetic perception and critical thinking are enhanced, truly achieving the transformation from "listening to music" to "understanding music".

4.3 Expand the practical platform

Strengthen the construction of on-campus practical platforms. Schools should continue to increase investment in funds and equipment for infrastructure such as concert halls and rehearsal rooms, update the configuration of sound, lighting and Musical Instruments, and improve the hardware level. School logistics management departments should scientifically formulate usage plans and implement a reservation management system to avoid idle resources and improve utilization efficiency. At the same time, efforts should be made to actively build innovative platforms such as music studios, recording laboratories, and digital music production rooms, support students in carrying out original music, music composition and multimedia integration projects, stimulate artistic creativity, and expand the dimension of practice.

Strengthen the construction of off-campus practice platforms. Colleges and universities should take the initiative to establish long-term cooperative relations with primary and secondary schools, professional art troupes, cultural centers and stations, theaters and other units, and jointly build internship bases. College music major teaching teams should regularly organize students to go to primary and secondary schools for music teaching internships, where they undertake course instruction and club guidance. Additionally, they should arrange for students to participate in the rehearsals, performances and planning work of art institutions, helping them deeply experience the operation process of the industry. Through practical training in real situations, students' teaching abilities, stage presence and teamwork awareness can be enhanced^[3].

Encourage students to participate in social music activities. Schools can establish special support programs to guide students to participate in community public welfare performances, local cultural festivals, music competitions and volunteer services, etc. College music major students should

demonstrate professional qualities in the process of serving the society, enhance their communication skills and public expression abilities, increase their sense of social responsibility and musical influence, and lay a solid foundation for their future career development.

5. Safeguard Measures for the Reform and Innovation of Practical Teaching Models in Music Education Majors in Colleges and Universities from the Perspective of Core Literacy

5.1 Construction of the teaching staff

Strengthen teacher training. Schools should regularly organize teachers to participate in high-level academic symposiums, special training courses and teaching observation activities at home and abroad, encourage teachers to take part in international exchange and cooperation projects, and systematically learn advanced music education concepts and diversified teaching methods. At the same time, a school-based research and training mechanism should be established. Case analysis, collective lesson preparation and teaching reflection should be carried out in combination with teaching practice to comprehensively enhance teachers' professional quality, practical ability and information-based teaching level.

Introduce outstanding talents. The school should broaden the channels for talent introduction, with a focus on attracting performers, composers and interdisciplinary innovative music talents who have both profound artistic attainments and rich stage experience, and optimize the structure of the teaching staff. By setting up specially-appointed positions and establishing master teacher studios and other means, the leading role of high-end talents is brought into play, injecting cutting-edge concepts and fresh resources into practical teaching, and promoting the close connection between course content and industry demands.

Establish an incentive mechanism for teachers. Schools should establish a scientific and reasonable evaluation and incentive system, and incorporate the achievements of practical teaching and the effectiveness of teaching reform into the evaluation and appointment of professional titles and performance assessment. Teachers who perform outstandingly in curriculum innovation, student practical guidance and teaching competitions should be commended, rewarded and given resource support to create a favorable atmosphere of respecting creation and encouraging exploration, and continuously stimulate the enthusiasm and creativity of teachers^[4].

5.2 Teaching resource guarantee

Increase investment in teaching funds. Schools should increase their investment in practical teaching for the music education major, with a focus on upgrading digital music equipment, building smart music classrooms, establishing both on-campus and off-campus training bases, and supporting teachers and students in carrying out teaching reform projects. Adequate financial support can not only enhance the level of teaching hardware but also encourage teachers to explore new teaching models, providing a solid backing for the continuous innovation of practical teaching.

Integrate teaching resources. Schools should systematically integrate their art departments and high-quality external resources, and promote in-depth cooperation with sister institutions, professional orchestras, cultural center orchestras and other organizations. By jointly building practice bases, jointly holding workshops, and exchanging teachers for teaching, etc., equipment sharing, course sharing, and talent co-cultivation can be achieved, forming a collaborative education mechanism and enhancing the efficiency of resource utilization.

Strengthen the construction of teaching materials. Schools should organize key teachers to collaborate with industry experts to jointly develop practical teaching materials that align with the orientation of core literacy. The content of teaching materials should integrate local music culture, modern educational technology and actual teaching cases, highlighting its application and forward-looking nature, and enhancing students' comprehensive practical ability and professional adaptability.

5.3 Innovation in teaching management

Establish a teaching quality monitoring system. Schools should establish a scientific and systematic quality monitoring mechanism for teaching, covering the entire process from the formulation of

teaching plans, the implementation of courses, practical training to assessment and evaluation. Through various means such as regular teaching inspections, classroom observations by supervisors, student evaluations of teaching, peer reviews, and third-party assessments, a comprehensive grasp of the teaching operation status is achieved. Timely feedback should be provided on the identified issues and follow-up rectification should be carried out to form a closed-loop management of "monitoring - feedback - improvement - enhancement", continuously optimizing teaching quality and educational effectiveness.

Promote the reform of the teaching management system. Schools should deepen the innovation of educational and teaching management, break away from the traditional rigid management model, and promote the implementation of systems such as the credit system, flexible academic system, major and minor system, and cross-disciplinary course selection. University teaching management departments should encourage students to independently choose courses and learning paths based on their interests and career plans, so as to enhance the initiative and personalization of their learning. At the same time, they should improve the academic early warning and assistance mechanism, perfect the student record management and incentive mechanism, stimulate teaching vitality, and promote individualized teaching. Colleges and universities need to strengthen the informatization management of teaching. Schools should accelerate the construction of smart teaching environments, integrate data resources such as educational administration systems, learning platforms, and quality monitoring platforms, and achieve the collection, analysis, and visual management of teaching information. By leveraging big data, artificial intelligence and other technological means, we can dynamically track students' learning behaviors and teachers' teaching performances, accurately identify teaching shortcomings, assist in management decisions, and enhance the scientific, refined and intelligent levels of teaching management.

6. Implementation Steps for the Reform and Innovation of Practical Teaching Models for Music Education Majors in Colleges and Universities from the Perspective of Core Literacy

6.1 Research and planning stage

Establish a reform and innovation team. Schools should form an innovation and reform team composed of key teachers in music education, teaching administrators, industry experts and outstanding alumni to coordinate the reform of practical teaching. The group needs to hold regular special topic discussions, strengthen collaborative interaction, and ensure that the reform measures are scientific and feasible.

Carry out research work. The reform and innovation team should systematically sort out typical cases and advanced experiences of practical teaching in music education majors at home and abroad. Through methods such as questionnaire surveys, teacher-student symposiums, and on-site visits, they should comprehensively analyze the shortcomings of the existing practical teaching models in terms of curriculum setting, practical training conditions, and evaluation mechanisms. University music education departments should proactively connect with music classrooms in primary and secondary schools, social art training institutions, and cultural enterprises and public institutions to deeply understand the actual demands of employers for music education talents in terms of teaching ability, comprehensive quality, and professional adaptability. Universities should formulate reform and innovation plans. Based on thorough research, the reform and innovation team should formulate a practical teaching reform plan with clear goals, specific tasks and definite paths, covering the optimization of the curriculum system, the construction of on-campus and off-campus practical platforms, the building of a dual-qualified teacher team, and a diversified assessment and evaluation mechanism, etc. The plan should be implemented in phases to ensure that the reform is effectively carried out.

6.2 Implementation and promotion stage

Organize learning and training for teachers. Schools should systematically organize all teachers to deeply study the reform and innovation plan for practical teaching, clarify the goals, core contents and implementation paths of the reform, and enhance teachers' sense of mission and responsibility. Through various forms such as special lectures, teaching discussions, and case analyses, stratified and categorized training is carried out to enhance teachers' abilities in teaching design, classroom organization, and educational innovation. Colleges and universities or education authorities should

encourage teachers to participate in teaching and research exchanges and project research, cultivate their innovative thinking, and provide a solid teaching staff guarantee for the implementation of the reform. Education institutions shall gradually promote reform and innovation. In accordance with the requirements of the plan, adhering to the principle of "pilot first and steady progress", pilot projects for teaching model reform will be carried out in classes or courses with a solid foundation and mature conditions, exploring the application of new teaching methods such as project-based, inquiry-based and cooperative approaches. University reform leading groups should regularly organize phased evaluations, summarize experiences, identify problems, and dynamically optimize implementation plans to ensure that reform measures are scientific and effective, and promote them in an orderly manner throughout the school after they mature.^[5]

Strengthen publicity and promotion. University publicity departments and music departments should make full use of platforms such as the campus website, WeChat official account, parents' meetings and open days to widely publicize the significance, progress and achievements of the practical teaching reform, and showcase outstanding lesson cases and students' achievements. They should also actively seek parents' support and social attention, create a favorable atmosphere of understanding, supporting and participating in the reform, and promote the continuous improvement of educational and teaching quality.

6.3 Evaluation and summary stage

Establish an evaluation index system. Schools should establish a scientific, systematic and operational evaluation index system for the reform and innovation of practical teaching models, covering multiple dimensions such as teaching quality, students' comprehensive ability development, social satisfaction and feedback from employers. It should focus on the combination of process and result evaluation, highlighting the effectiveness of practical education. The design of indicators should reflect the professional characteristics and talent cultivation goals to ensure the pertinence and effectiveness of the assessment.

Carry out the assessment work. University Teaching Reform Evaluation Committee should regularly organize experts both inside and outside the school, front-line teachers and student representatives to conduct dynamic evaluations of the reform's implementation effects through methods such as questionnaires, symposiums, interviews, classroom observations and achievement exhibitions. It should focus on the update of teaching content, the innovation of teaching methods, the guarantee of resources and students' participation, timely identify bottleneck problems, put forward practical and feasible optimization suggestions, and promote the continuous improvement of the reform.

Summarize the experiences and lessons learned. University Teaching Reform Evaluation Committee should, based on the assessment data and feedback, conduct in-depth analysis of the reform's achievements and shortcomings, distill typical experiences that can be replicated and promoted, and form a phased summary report. At the same time, an incentive mechanism should be established to honor and reward teachers who are courageous in exploration and have achieved remarkable results in practice, as well as students who actively participate and perform outstandingly, so as to create a positive and enterprising atmosphere for teaching reform.

7. Conclusion

From the perspective of core literacy, the reform and innovation of the practical teaching mode for music education majors in colleges and universities is a long-term and arduous task. Through the analysis of the problems existing in the current practical teaching mode, we have recognized the necessity of reform and innovation. Reform and innovation strategies such as constructing a diversified practical curriculum system, innovating teaching methods, and expanding practical platforms have provided effective ways to improve the practical teaching quality of music education majors in colleges and universities.

The guarantee measures such as the construction of the teaching staff, the guarantee of teaching resources and the innovation of teaching management, as well as the scientific and reasonable implementation steps, have ensured the smooth progress of the reform and innovation work. In future teaching practices, the music education major in colleges and universities should constantly explore and improve the practical teaching model, continuously pay attention to the cultivation of core literacy, and cultivate more outstanding music education talents with comprehensive music literacy and

comprehensive ability for society. Only in this way can we promote the vigorous development of music education in colleges and universities and make greater contributions to the inheritance and innovation of music culture.

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