

Research on Strategies for Improving Students' Music Literacy in Undergraduate Colleges

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Abstract: This article proposes relevant solutions to address the potential shortcomings of the current music literacy cultivation mechanism, such as students' poor music foundation, teachers' neglect of artistic practice, and a single teaching evaluation method. Through the organization of practical activities, students can combine theoretical knowledge with practical operations, improve music skills and creative expression; By utilizing modern information technology, music classroom teaching can be enriched and a more flexible and diverse learning environment can be created; Establishing an art group provides a platform for students to showcase their personal talents and cultivate teamwork skills. Finally, the importance of continuing to innovate music education models, focusing on interdisciplinary and cross-cultural understanding, was emphasized in order to promote the comprehensive improvement of music literacy and cultivate music professionals with more comprehensive qualities.

Keywords: Undergraduate institutions; Music literacy; Value; Strategy

Introduction:

The cultivation of music literacy is one of the core tasks of music education in undergraduate colleges. It not only relates to students' comprehensive understanding and perception of music, but also is a key link in shaping students' comprehensive quality. However, there are some potential defects in the current mechanism for cultivating music literacy in undergraduate colleges in China, such as poor students' music foundation, teachers' neglect of artistic practice, and a single teaching evaluation method. In order to effectively enhance students' music literacy, this article will discuss practical strategies such as actively organizing practical activities, utilizing modern information technology to improve the quality of music classroom teaching, and forming art groups to enrich the second classroom. Through the organic combination of these strategies, we are expected to cultivate music professionals with more comprehensive qualities and creativity in undergraduate music education, promoting the prosperity and development of music culture.

1. Analysis of the Ideological Connotation and Cultivating Value of Music Literacy

Music literacy, as a broad cultural literacy, encompasses various abilities such as understanding, appreciating, and creating music. Its ideological connotation is reflected in its profound understanding of music, emotional experience, and understanding of the correlation between music, culture, and society. Music literacy is not only a narrow training of music skills, but also a comprehensive perception of humanities and art, which is the foundation for cultivating students' emotional richness, aesthetic taste, and cross-cultural communication. In the cultivation of music literacy, students gradually develop sensitivity and critical thinking towards beauty through exposure and understanding of different forms of music, thereby improving their comprehensive understanding of life, emotions, and society^[1]. The cultivation value of music literacy is reflected in its ability to stimulate students' development of creativity and imagination, cultivate students' aesthetic taste, and improve cultural consciousness and confidence.

2. Potential Defects in the Current Mechanism for Cultivating Music Literacy in Undergraduate Colleges and Universities in China

2.1 Students have a poor foundation in music and are not familiar with music theory knowledge

One of the potential flaws in the current mechanism for cultivating music literacy in undergraduate universities in China is the poor music foundation of students, which is generally manifested as unfamiliarity with music theory knowledge. This may be due to

the lack of music education in secondary school or the singularity of teaching content. In undergraduate education, attention should be paid to the cultivation of students' music foundation, and systematic teaching of music theory knowledge should be strengthened to ensure that students have a solid foundation in music theory and provide solid support for their subsequent professional learning.

2.2 Teachers neglect artistic practice, resulting in less communication and interaction between teachers and students in class

The current mechanism for cultivating music literacy has the problem of teachers neglecting artistic practice, resulting in relatively less communication and interaction between teachers and students in class. Art is a highly practical discipline, and relying solely on the instillation of theoretical knowledge cannot fully cultivate students' musical literacy^[2]. Therefore, undergraduate colleges should pay more attention to designing practical teaching content, encourage students to participate in various music activities, and actively guide students to consolidate theoretical knowledge and promote the development of artistic creativity through practice.

2.3 The teaching evaluation method is relatively single, which is difficult to reflect the true level of students

The relatively single teaching evaluation method is also a potential flaw in the current mechanism for cultivating music literacy. Traditional examination and paper evaluation methods are difficult to comprehensively evaluate students' music literacy, especially with relatively few evaluations of their actual music skills and creative expression. Diversified evaluation methods should be explored, including examining students' music performance, creation, team collaboration, and other aspects, in order to gain a more comprehensive and objective understanding of students' music literacy level and promote the cultivation of music professionals with more comprehensive qualities.

3. Practical Strategies for Improving Students' Music Literacy in Undergraduate Colleges

3.1 Actively organize practical activities to increase the frequency of communication between teachers and students

To enhance students' music literacy, undergraduate colleges can adopt a practical strategy of actively organizing practical activities. By organizing music practice activities such as concerts, performances, music festivals, etc., students are able to transform theoretical knowledge into practical operations and improve their performance and performance skills. At the same time, these activities also provide more opportunities for communication between teachers and students, promoting the frequency of interaction between teachers and students. Through closer cooperation between teachers and students, students can directly benefit from the teacher's experience and guidance, while cultivating collaborative spirit and creative thinking in teamwork. Such practical activities can not only stimulate students' enthusiasm for music, but also enable them to continuously improve their music literacy in practical operations, achieving an organic combination of theory and practice.

3.2 Utilizing Modern Information Technology to Improve the Quality of Music Classroom Teaching

To improve music literacy, undergraduate colleges can improve the quality of music classroom teaching by fully utilizing modern information technology. By introducing digital teaching resources and online learning platforms, teachers can more flexibly design rich and diverse teaching content, including music history, theoretical knowledge, performance skills, etc. Through multimedia demonstrations and presentation of audio and video materials, students can more intuitively understand and perceive the multidimensional connotations of music. Modern information technology also provides highly interactive teaching tools, such as online discussion platforms, virtual laboratories, etc., which helps to expand the frequency of interaction between teachers and students. Through online discussions and interactions, students can raise questions and share insights, while teachers can respond and provide guidance in a timely manner, promoting deeper learning. In addition, with the help of virtual reality (VR) and augmented reality (AR) technologies, music classrooms can create a more immersive learning experience. Students can experience different music environments through virtual reality, as if they are in person, further deepening their understanding of music. At the same time, utilizing augmented reality technology can turn the classroom into an interactive learning space, allowing students to gain a more intuitive learning experience through practical operations, simulated performances, and other means. By comprehensively utilizing modern information technology, music teaching in undergraduate colleges can be more flexible, diverse, and tailored to students' actual needs. This not only helps to increase students' interest and participation in music, but also cultivates their independent learning ability and information acquisition ability, thereby comprehensively improving their music literacy level.

3.3 Establish an art group to enrich the second classroom

To enhance students' music literacy, undergraduate colleges can adopt a practical strategy of forming art groups to enrich the

music experience in the second classroom and cultivate students' comprehensive literacy. The formation of art groups can include various forms such as choirs, symphonies, chamber orchestras, etc., aiming to provide students with a broader music stage and create more diverse and colorful music activities^[3]. The existence of art groups not only provides a platform for students to showcase their talents, but also encourages them to cultivate teamwork and leadership skills in collective collaboration. By participating in group performances, students can leverage their personal strengths within the group and also learn to collaborate with others to create a harmonious team atmosphere. This collaborative experience is crucial for cultivating students' teamwork spirit and communication skills, which are not only beneficial in the music field, but also have important value in their future career. Rich second classroom activities, such as performances by art groups, music salons, music festivals, etc., can not only broaden students' musical horizons, but also help cultivate their aesthetic emotions and expression abilities^[4]. By participating in various music activities, students can have a more comprehensive understanding and experience of the diverse charm of music, and cultivate their ability to appreciate different music styles. Overall, forming art groups is an important way to enhance the music literacy of undergraduate students. It not only provides a platform for students to showcase their talents, but also provides them with opportunities to develop personal interests, enhance teamwork and leadership. Through rich and colorful music activities, students will deepen their integration into the world of music, thereby achieving a comprehensive improvement in their music literacy.

Conclusion:

In the process of improving students' music literacy in undergraduate colleges, actively organizing practical activities, utilizing modern information technology to improve the quality of music classroom teaching, and forming art groups to enrich the second classroom are all forward-looking and actionable strategies. The implementation of these strategies not only helps to compensate for the potential shortcomings in the current music literacy cultivation mechanism, but also provides students with a more comprehensive and in-depth music learning experience. Through practical activities, students can combine theoretical knowledge with practical operations, improve music skills and creative expression. At the same time, utilizing modern information technology to enrich music classroom teaching can create a more flexible and diverse learning environment, cultivate students' independent learning ability and information acquisition skills. Establishing an art group provides a platform for students to showcase their personal talents and cultivate their teamwork abilities, promoting their continuous development and improvement in the collective. In the future, continuing to explore innovative music education models, combining with global music development trends, paying more attention to individual differences among students, interdisciplinary and cross-cultural understanding, will be an important direction for improving music literacy. Through joint efforts, undergraduate institutions can lay a solid foundation for students to become comprehensively developed and creative music professionals, promote music education to keep pace with the times, and help promote the prosperity and development of music culture.

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