

Cultivating the Professional Ability of Musicology in Normal Universities under the Background of Double First

Siman Wen*

Changsha Normal University, Changsha 410100, Hunan, China. E-mail: wensiman@163.com

Abstract : As one of the seven modern arts, music has strong artistic and cultural value ^[1]. Musicology is a comprehensive subject that integrates artistic, technical and theoretical aspects. This subject requires in-service college teachers to have a diversified teaching practice application ability to meet the knowledge needs of students for the content of the course. Due to the current lack of teaching practice ability, relatively weak teaching practice ability, backward talent training standards, and traditional teaching mode of musicology teachers in major domestic universities. Major colleges and universities should choose appropriate training methods, actively arrange teachers' extracurricular tasks, innovate subject teaching models and increase the training of musicology teachers' teaching ability to achieve continuous improvement of college musicology teachers' teaching level^[2].

Keywords : Colleges and Universities Develop Music Practice Teaching; Colleges and Universities Music Education Related Majors; College Music Teachers Develop Music Practice Teaching; Improve Students' Creative Ability in Music Practice Activities; Music Talent Training and Teaching Strategies

Due to the continuous deepening of the key tasks of the new curriculum teaching reform in colleges and universities, the completion and gradual improvement of the key tasks, the major universities in our country have gradually invested in the reform tasks of continuous optimization of the structure of the college education system. By improving the innovation ability of college vocational education through the continuous reform and innovation of the structure of college education system and make further efforts to complete the college teachers' music subject moral education teaching management work to realize the transformation of the times^[3]. This enables the faculty of the college of music and arts to successfully complete the major transition from traditional to professional music teachers to modern music application-oriented professional teachers and the continuous development of the music professional talent training project for modern and contemporary universities work laid a good foundation ^[4]. The undergraduate degree of musicology and art belongs to the professional scope of literature and art physical education teaching research work, and has a strong professionalism of music art teaching. There are higher professional requirements for undergraduate teachers' comprehensive professional operation ability, comprehensive theoretical practice artistic ability, etc. It requires colleges and universities to train undergraduate teachers of musicology and art, and they must be able to continuously cultivate and improve their professional comprehensive practical ability in the task of comprehensive practical art teaching. It is necessary for college music teachers to continuously improve their comprehensive ability in practical teaching tasks.

1. The significance of training the professional ability of teachers of musicology in colleges and universities

1.1 Improve students' comprehensive professional quality

To analyze this in the most intuitive way of teaching, what is the research on teachers' theoretical and practical teaching ability? It means that a teacher combines his own rich and solid theoretical knowledge of teaching with the theoretical ability and practical

experience that can be competent for related professional teaching in specific professional classroom teaching^[5]. At present, the comprehensive music academic majors of major domestic universities are rapidly transforming toward the professional development direction of applied comprehensive music disciplines. This also requires teachers of music education in colleges and universities not only to have a solid foundation of music theory knowledge and rich music professional practice applied music practical experience, but also to have advanced music innovation teaching thinking and hands-on music practice. In this way, students can be actively organized to actively participate in professional practice music training and teaching activities also can improve the comprehensive application ability and cultural literacy of the students in the subject.

1.2 Combination of theory and practice

The serious shortage of teachers' theoretical and practical operating ability is a prominent problem in the transformation and upgrading of the professional construction of colleges of art and music^[6]. The huge demand for the training of applied professional talents in music is far from the requirements of the training standards for applied talents in colleges and universities. Even these music teachers who can study the major of the music school in colleges and universities generally must have a master's degree in music or a master's degree or above^[7]; however, these high-educated teachers are in the process of conducting music teaching and research work in colleges and universities. It usually completely follows the traditional professional teaching mode of colleges and universities, and ignores the emphasis on training of professional students' music professionalism and practical operation ability.

1.3 Cultivate innovation

Practical application is the core of all educational tasks carried out by universities. Cultivating a group of outstanding scientific professionals with independent innovation, pioneering thinking and practical innovation capabilities. This is the fundamental strategic goal of scientific education in colleges and universities. It is an important educational measure for colleges and universities to actively respond to the party and the country's development strategy for the development of science and education, and the development strategy of talent cultivation to strengthen the country^[8]. In the actual teaching of music related majors in colleges and universities: the cultivation of the independent teaching innovation ability of college music teachers is an important foundation for cultivating students' independent innovation ability in music related majors, it is to continuously improve the overall quality of college teachers and students in music related majors important foreshadowing. Therefore, in the teaching and construction of undergraduate professional courses of professional music in colleges and universities, professional music teachers should continuously learn to improve their theoretical and practical operating level by organizing offline and online teaching activities.

2. Problems existing in the task of cultivating the professional ability of college music teachers

2.1 Insufficient understanding of professional abilities of college music teachers

Musicology, as one of the seven modern arts, is generally divided into the management of college literature teaching tasks in actual college teaching tasks. In most cases, people habitually regard professional ability as the characteristic of teachers of science and engineering; however, musicology is an art major with strong practical operability. Professional teachers must have professional application ability when holding teaching activities, otherwise professional teachers will form a flashy phenomenon when carrying out music teaching tasks^[9].

2.2 The relatively lack of professional ability of college music teachers

The research results with big data found that the comprehensive teaching practice ability of mathematics teachers in major colleges and universities is only relying on the evaluation of teachers and students on the answering papers and the mutual evaluation of other teachers. Analyze the strict assessment results of the students and teachers of the musicology and art major of this school. Whether it is an undergraduate student of the art major or other students and teachers of this discipline, the strict assessment of professional teachers' professional ability and questionnaire survey results may be generally biased, low undesirable phenomenon. Because the comprehensive professional theoretical ability and the practical ability of teaching theory research that professional teachers need to complete the teaching and research tasks in practice are not entirely dependent on the students' own practical ability of this professional course, the students' comprehensive professional teaching ability of professional teachers' comprehensive teaching and research ability, etc., it can fully reflect the professional comprehensive teaching ability required by the teachers of the professional course after strict assessment. The teaching and research ability does not depend on the students' own abilities of this major. Students' assessment of the teachers' professional ability and teaching ability can reflect the comprehensive ability of the professional teachers to a certain extent.^[10]

3. Conclusion

All in all, the development of professional competence training tasks for teachers of musicology majors in major domestic colleges and universities depends on a single theoretical knowledge training for teachers, which is far from achieving the expected teaching and training goals. This requires music teachers to develop innovative and developing ways of thinking in their long-term teaching work^[1]. Therefore, domestic colleges and universities should adhere to the principle of innovation and sustainable development and specifically analyze the various abilities of music teachers in their schools. According to the specific characteristics of teachers and their own development goals, combined with the social demand for musicology professionals, a series of effective measures and methods with high efficiency, high level and high requirements are formulated.

References

1. Zhang M. The construction of the innovative model of piano teaching for music majors in local undergraduate colleges. *Northern Music* 2018; 38(13):122-123.
2. Geng R. On the reform of the teaching method of composition technology theory course in Musicology (teacher education). *Northern Music* 2018; 38(11): 93-94+127.
3. Wu J. An innovative research on the training mode of musicology professionals under the “One Belt, One Road” strategy——Taking local universities in Zhaoqing as an example. *Contemporary Music* 2018; (6): 143-145.
4. Guo Q, Chen J. Talking about the infiltration thinking of the participatory teaching mode in the practical teaching system of musicology major. *The Voice of the Yellow River* 2018; (3): 94.
5. Yang L. Research on the training model and curriculum system reform of music majors in independent colleges. *Drama House* 2018; (4): 133.
6. Miao H. Practical teaching research on the enlightenment of music audition program to the professional training of musicology majors. *Drama House* 2017; (23): 135-136.
7. Wang X. The practical significance of opening stage performance courses for music majors in normal universities and the conception of course implementation. *Drama House* 2017; (18): 171-172.
8. Feng H. Research on the reform of the training model of musicology (teacher education) professionals in normal universities under the “New Curriculum Standard”——Taking the Musicology Department of Quanzhou Normal University as an example. *Curriculum Education Research* 2017; (34): 196.
9. Ren X. The construction of the innovative mode of piano teaching in colleges and universities. *The Big Stage* 2014; (01).
10. Mi J. Discuss the construction and thinking of university piano teaching innovation mode. *Northern Music* 2017; (07).
11. Ministry of Education. National College Musicology (Teacher Education) Undergraduate Professional Course Guidance Program. 2004.