

Analysis of Music Ability of Directional Normal Students

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Abstract: Music education plays a positive role in the personal quality, comprehensive quality, educational ability and aesthetic cognition of directional normal students. The student group for directional normal students, the overall plan of education and training and the final choice of employment and career choice determine that music ability occupies an important position in the comprehensive quality of directional normal students. This study focuses on the music ability of directional normal students, and then explores the deep-seated reasons for the music ability of directional normal students, so as to provide reference for educational reform and teaching innovation.

Keywords: Directional Normal Students; Music Ability; Problems; Reason

1. Introduction

The cultivation of music ability is an important task of directional normal students' Education in China. Music education is an important component of aesthetic education. After students gradually form a positive attitude towards music learning, they will actively participate in various music activities. Music can bring students rich and diverse emotional experience. Students will try to feel, appreciate and express music in music education, The development of music ability is the cornerstone of the all-round development of directional normal students' teaching ability, personal sentiment and comprehensive quality.

2. Analysis of music ability of directional normal students

2.1 Vague objectives of music ability education

The establishment of the goal of music ability education for directional normal students directly determines the effectiveness and accuracy of music education practice. Music education is an important component of aesthetic education in China. For a long time, China has actively carried out music education in different education stages. Since the implementation of the targeted normal students' policy, it has become the main way of teacher training and transmission for teachers in the stage of grass-roots compulsory education, but the level of music ability and music literacy of targeted normal students has not been finalized. Education authorities, normal universities and educators have failed to form a clear positioning for the cultivation of music ability of directional normal students, which directly leads to students' ignorance of the specific ability level they should achieve after learning. Teachers and students are also faced with confusion and confusion. Music education is an important part of aesthetic education, but the cultivation of music ability is not only to achieve the goal of aesthetic education, but also the value of music education is weakened and diluted due to cognitive deviation ^[1].

2.2 The Music Foundation of directional normal students is weak

The weak strength of music education in grass-roots schools and the effective content of music education activities and time activities make it difficult for students to get enough music supplies. After normal education, directional normal students will return to their hometown to engage in education. It is difficult to realize the all-round development of music ability in a limited time, and the music ability of directional normal students will determine their performance in future education. Normal universities urgently need to take effective measures to help directional normal students make up for basic defects.

2.3 Limitation and lag of music education mode

The main purpose of students' course selection is to complete the credit requirements, without considering their personal actual situation and development needs. In terms of the choice of teaching methods, music education in normal universities is still dominated by traditional teaching methods, and theoretical courses and skill courses are mainly taught by teachers from mouth to heart. Art education should pay equal attention to curriculum education and extracurricular activities. The former is the foundation and core of the curriculum, and the latter provides a good environment for students' experience and participation. Practical practice is an effective way for students to acquire music related skills. The knowledge learned by students in music theory classroom also needs to be tested and developed in practice. If students' music knowledge cannot be tested in practice, it will affect the improvement of their ability. However, at present, the combination of music theory education and practical activities is not close. In the teaching evaluation link, teachers mainly use course papers, written tests, performances and other methods to investigate students' music ability. However, the particularity of music education determines that students' on-site display and practical performance are important standards to measure music ability.

3. Analysis on the causes of music ability problems of directional normal students

3.1 Students' lack of music foundation and music understanding

Traditional ideas have deeply influenced their ideas. Many students still face music with traditional ideas and understanding after entering the University. Students regard music as their hobbies, but they do not have the intention to experience and feel the connotation and spiritual world of music. The long-term exam-oriented education has influenced generations of students. The directional normal students who grew up in underdeveloped areas of education and economy are no exception. The education they received since childhood has constantly emphasized the importance of test scores. Music courses have gradually faded out of the students' vision because they are not the investigation items of middle school entrance examination and college entrance examination, The duration of students' music learning and music activities in primary and secondary schools decreases year by year, and even disappears in the end. These reasons lead to the low music ability and music literacy of directional normal students, which has become a common problem. Many students lack a basic understanding of music knowledge. After entering normal universities, they still continue the traditional cognitive concepts and learning habits. Students put their main energy into professional courses and certificates, Music elective courses did not get their attention and attention, because the number of students taking music related courses was limited, and the design and opening of many courses were mere formality, which further reduced the students' interest in learning. In addition, some areas are subject to educational ideas, teaching programs, training plans and other factors, resulting in the lack of sufficient choice space for students, which further restricts the development and optimization of normal music education^[2].

3.2 Traditional education restricts the curriculum of music ability

The basic situation, training objectives and employment direction of students are different from the survival of different normal students, which requires normal colleges to adopt new teaching ideas, teaching schemes and teaching modes when facing directional normal students, Especially in music education, we must help directional normal students to check and make up for their music ability problems in the stage of basic education. However, in the process of training directional normal students, normal colleges and universities can not distinguish them from ordinary normal students. Normal education, especially the cultivation of music ability, is divorced from the actual situation and development needs of directional normal students. Directional normal student education is to cultivate normal talents who have educational and teaching knowledge, teaching ability and can serve grass-roots education. In terms of curriculum, schools are more inclined to educational professional courses. Many schools only take music education as a part of elective courses, and even a few colleges and universities fail to set up music elective courses. It can be seen that normal universities still have obvious deficiencies and

deficiencies in the cultivation of music ability, especially the cultivation of music ability of directional normal students. The traditional curriculum structure compresses the space of music education and fails to effectively pay attention to the particularity of the growth and development of directional normal students, which eventually leads to the shortcomings in the cultivation of directional normal students, Music education has not been fully implemented in the educational activities of directional normal students.

3.3 Academic orientation obscures the essence of music literacy education

Under the influence of the school running concept of academic and research universities, the normal education at the undergraduate level has an excessive academic orientation. The school has been affected in the curriculum and the choice of teaching mode, which further affects the setting and choice of music teaching activities for directional normal students in normal universities. Teachers are more inclined to advanced music theoretical knowledge in the selection of teaching content, but many directional normal students do not receive systematic and perfect music education in primary and secondary schools. Their deficiencies in basic music knowledge are very obvious. Many students cannot even recognize staff and simplified music, and it is impossible to know and be familiar with Chinese and foreign music culture. This way cannot give full play to students' music literacy, so the appeal, vitality and influence of music are limited. In teaching practice, teachers should help students apply their knowledge and skills to real life and learning through practical means, such as art associations, musical performances, educational practice, etc. However, directional normal students often lack practical opportunities, which has also become an important reason restricting their musical interest and musical ability^[3].

Epilogue

China's active promotion of targeted normal student education is to effectively solve the problem of teachers in areas with weak educational foundation, further improve the unbalanced distribution of educational resources in primary and secondary schools, especially to create a healthy growth atmosphere for primary school students. Art Education in normal universities is universal and general education. Its main purpose is to promote the all-round growth and development of normal students. At this stage, the music ability and music literacy education of qualitative normal students has made some achievements, but some schools still have obvious shortcomings in the formulation of educational programs, the total curriculum design, the selection of educational contents and the implementation of music practice, which has also become the bottleneck restricting the development of music ability of directional normal students.

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