

Exploration on the Practical Path of the Reform of Higher Music Education Under the "Double Reduction" Policy

Haibin Zhang

Yili Normal University, Yili 835000, China.

Abstract: In recent years, the National Education department has put forward the "double reduction" policy, which requires universities to step up the efficient transformation of classroom teaching, change the traditional teaching methods, alleviate the psychological pressure of students in learning, and increase teaching vitality. The music education major in colleges and universities should also constantly explore the reform of teaching practice, solve the typical problems existing in education and teaching, and release the teaching vitality of music education major, in order to show the unique artistic color of music major, and improve students' music education ability. This paper analyzes the teaching problems and their causes in the major of higher music education to explore and discuss the reform strategies of the major of music education under the "double reduction" policy.

Keywords: "Double Reduction" Policy; Music Education Major; Problems; Reform Strategy

1. Introduction

The educational work of music education major in colleges and universities is comprehensive and complex. Students majoring in music education will be engaged in music course teaching after graduation. Teachers should not only give consideration to students' music ability and music teaching skills, but also pay attention to cultivating students' music art accomplishment. Therefore, teaching reform plays an important role in students' learning and development. It is related to students' mastery of music skills and their future career development. However, at present, there are still some important problems that can not be ignored in the teaching of higher music education. Schools and teachers should carry out breakthrough reform and innovation according to specific problems.

2. Teaching problems in higher music education

2.1 Lack of emphasis in teaching content

The lack of emphasis in teaching content is a typical problem in the teaching process of higher music education. The teaching content of education is complex and diverse. Due to the particularity of the future occupation of the teaching object, teachers should not only pay attention to cultivating students' professional skills, but also develop students' professional ethics. Teachers do not highlight the key points of teaching in the design of classroom teaching and after-school practice homework. Too extensive teaching content will bring students learning illusion, and even cause learning halo phenomenon. As a result, students' music ability has not been targeted improved in classroom teaching, so that they can not effectively consolidate and expand knowledge in after-school practice activities.

2.2 Teaching courses are not innovative enough

The lack of innovation in teaching courses is also a prominent problem in the teaching of higher music education. As colleges and universities have been established for a long time, and the curriculum design is relatively fixed, there will be a lack of innovation and breakthrough in curriculum teaching. On the one hand, the school will adopt relatively traditional and proper teaching methods in the teaching system, teaching arrangement, teaching curriculum design and comprehensive teaching evaluation, which leads to the lack of innovation in the teaching reform of higher music education. On the other

hand, teachers' teaching methods and teaching contents are not innovative enough. Many teachers of music education major in colleges and universities are old teachers with rich qualifications, and they can not combine modern information technology well in teaching methods; In terms of teaching philosophy, the old teachers adhere to the traditional concept of talent training, and lack teaching recognition and teaching motivation for students' innovative behavior and innovative performance.

3. Causes of teaching problems in higher music education

The teaching problems of music education major are caused by various comprehensive reasons. First, the school pays little attention to music education. Colleges and universities include comprehensive professional teaching, and lack of attention to the teaching work of some colleges. The major of higher music education belongs to the professional teaching of education. In order to ensure that students can meet the national education and teaching standards, they can smoothly enter universities and colleges to participate in practical teaching. The school will focus on students' teaching practice ability, but lack of focus and guidance on students' professional development direction, which leads to certain limitations in the development of students' professional ability in music education. Second, schools and teachers lack efficient implementation of the latest national teaching policies and teaching ideas. In recent years, China's education department has issued a series of policies and standards on the reform of teaching in colleges and universities, requiring schools and teachers to adhere to the educational concept of "teaching based on learning", take students as the main object of teaching work and teaching reform, and comprehensively improve students' comprehensive ability, professional ability, core quality and teaching ability of education majors. For students majoring in music education in colleges and universities, it is not only necessary to cultivate students' teaching ability, but also to consolidate students' professional foundation and learn profound lessons from students' music learning. The comprehensive reasons have led to the problems in the teaching of music education in colleges and universities. It is urgent for schools and teachers to innovate and reform the educational work according to the main problems.

4. Strategies for the reform of higher music education under the "double reduction" policy

4.1 Renewing teaching ideas and cultivating innovative thinking

The teaching idea affects the teaching content, teaching direction, teaching form and teaching means. The lagging teaching idea will lead to the poor overall teaching effect. In recent years, the National Education Department has put forward the teaching requirements for colleges and universities to cultivate innovative talents, which further requires colleges and universities to comply with the international and Chinese development trends and cultivate educational talents of a new era with innovative thinking and pioneering consciousness. As an important major for training future music course teachers, higher music education should be based on the education and teaching situation of the university and the development characteristics of professional students, constantly update the traditional teaching concept, and integrate modern teaching ideas and big teaching policies, in order to cultivate students' innovative thinking in music learning, stimulate each student's music potential, and shape each music education major student into a talent with professional teaching skills.

The reform of higher music education requires the joint efforts of schools and teachers to make a good combination of teaching reform. Teachers of music education should update their teaching methods and ideas in time. First, teachers need to improve their professional knowledge, such as music theory, solfeggio, harmony acoustics, Chinese and foreign music history and appreciation, music teaching methods, music aesthetics, introduction to art, etc. Secondly, we should update the teaching methods, such as using modern information technology to collect online teaching resources, listening to excellent teachers' excellent courses and learning from classroom teaching. At the same time, we can also use modern flipped classroom to change the traditional identity of teachers and students in classroom teaching and enhance the innovation and vitality of classroom teaching. Thirdly, colleges and universities should provide effective policies, funds, technologies, channels and professional teachers for the reform of music education, for example, by carrying out research on the reform

and innovation of music education to promote teaching reform and innovation.

4.2 Giving consideration to educational policies and innovating teaching

contents

The issuance of the national "double reduction" policy requires schools and teachers to simplify classroom teaching according to the actual teaching situation of the school, improve students' knowledge learning in the classroom and reduce unnecessary learning activities after class through the efficient use of classroom teaching time. Therefore, the teaching reform of music education major in colleges and universities should also comply with the national education policy. By highlighting the key points of classroom teaching, we should provide students with targeted, specialized and simplified teaching content, and reduce the miscellaneous and complicated classroom teaching content, so as to cultivate students' awareness of streamlining teaching, establish a scientific and efficient teaching concept, and help students enter their jobs, being able to effectively use the concept of "double reduction" policy to carry out teaching activities. For example, when teaching the class hour of "high, great and suitable teaching method", teachers should take the basic concepts, teaching methods and the mobilization of pronunciation senses advocated by them as the basic content of the theoretical teaching link, and formulate corresponding teaching practice links, so as to take them as the focus of classroom teaching, reduce unnecessary complicated teaching and create a simplified classroom for students.

4.3 Breaking through teaching limitations and creating characteristic

courses

The teaching reform of music education major in colleges and universities can not lack a breakthrough in teaching limitations. In the traditional teaching of music education, the fixed music theory knowledge, music basic theory, music skills and educational psychology are the main contents of the course, which fails to break through the traditional teaching pattern, resulting in the limitations of the teaching of music education. Therefore, the music education major in colleges and universities needs to break through the teaching limitations, carry out characteristic music teaching courses according to the actual learning situation of the university, and broaden students' music learning vision to enhance students' teaching skills. Teachers can actively create characteristic classroom teaching. Teachers can also invite famous national music education instructors to carry out online teaching with the help of the Internet, so that students can become their own teachers by changing the identity of teachers and students in classroom teaching, and independently carry out professional learning and classroom teaching practice activities. In addition, the university can strengthen the exchange and cooperation with other professional music universities, and create music teaching courses suitable for the university through teaching mutual learning between schools. At the same time, the school can design its own characteristic courses according to the learning reality of its music major.

5. Conclusion

To sum up, the teaching work of music education major in colleges and universities has its particularity. On the one hand, it is the comprehensiveness and complexity of music teaching content. Teachers need to give consideration to the comprehensive cultivation of knowledge, skills and professional quality. On the other hand, students majoring in music education will be engaged in the education industry in the future, which has certain particularity. The two main teaching factors promote the teaching reform of higher music education major, put forward effective reform strategies for the existing teaching problems, actively respond to the national double reduction policy, and carry out simplified teaching according to the actual situation of students' professional development, in order to realize the innovation of music education and teaching in colleges and universities.

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