

Research on the Cultivation of Musicology Professionals under the Integration Concept

Su Ma

Hunan Institute of Traffic Engineering, Heng Yang, Hunan, 421009, China

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Abstract: “Four integration” refers to the talent training mechanism that integrates the standards of talent training with social needs, innovation and entrepreneurship education with professional education, practical education with industrial education, and personalized training with quality standards. Under the guidance of “four integration”, the musicology professional talents are personalized musical talents with comprehensive musical ability and innovative ability, which adapt to the social needs. However, most universities in China do not train musicology professionals in accordance with the ultimate standard of “four integration” because of the single teaching standard, the theoretical teaching content, the traditional teaching method and the teaching system, and the lack of professional teachers. Therefore, colleges and universities should adhere to the “four integration” as the guidance to train comprehensive musicology professional talents.

1. Introduction

As a new talent training program for musicology specialty, “Four Integration” plays an important guiding role in the talent training for musicology specialty in colleges and universities, and is also an important basis for organizing music teaching in colleges and universities. With the rapid development of science and technology, the demand for musicology professionals is changing constantly. Therefore, the training plan of musicology major in universities should be optimized continuously. The specific content of “four-phase fusion” puts forward a new training standard for the training of musicology talents, which is consistent with the demand of contemporary society for musicology talents, so it has special significance to implement the connotation of “four-phase fusion” into the training of musicology talents.

2. Current Situation of Talent Cultivation of Musicology under the Guidance of “Four Phases Fusion”

2.1 The Teaching Objective is Single, Which is out of Track with the Social Demand

After many years of development, the teaching standard of musicology specialty is still vague. The training standard of musicology specialty talents in comprehensive colleges and universities is mainly to serve colleges and train music teachers. Up to the mouth, among all colleges and universities in China, more than 400 schools have opened musicology major. Taking the musicology major of Changji University as an example, the musicology major of Changji University focuses on cultivating students' music theory knowledge and basic professional ability, and requires students to have certain practical skills. When training musicology talents, colleges and universities require students to improve their musical ability on the basis of serving colleges and universities. Students are required to conduct related teaching and research in colleges and universities, secondary professional colleges, social and cultural organizations, cultural institutions and other places after entering the university. But society is in a state of progressive development, so the college talent training standard mouth also want to change, on the basis of the original mouth mark, enhance students' ability to service for society and the employment pressure, requires the training of specialists in the field of music not only can be competent for teaching work of schools and institutions, can adapt to the social music education related work. Therefore, from the point of view

of the training standard of musicology professional talents in many universities, the standard of music education designed by universities is single and backward, which is still out of track with the real needs of society.

2.2 However, There is a Serious Lack of Practical Education

At present, most colleges and universities in China focus on knowledge-based teaching when training musicology professionals, pay attention to music theory teaching in music, but ignore the practical teaching of students, and the only practical teaching requirements are music performance and concert at the end of the term. Although many colleges and universities set up the assessment of practical courses at the end of the term, they do not have practical courses in the daily teaching. Instead, they simply rely on students' daily exercises to complete the final assessment. Changji musicology professional teaching on the students of the college, for four years of undergraduate students of music education, music professional students on the basis of the understanding of relevant national guidelines and policies, to undertake to the student the basic theoretical knowledge, analysis of music knowledge and other music curriculum teaching, but about the deep music skills, and play, only demands students to master some basic skills, Lack of deeper practical teaching. Such teaching content setting is not scientific, and excessive neglect of the teaching method of practical teaching makes the teaching content too fragmented, and the unbalanced development of music theoretical knowledge and practical ability will also limit the improvement of students' music ability.

2.3 The Monotonous Teaching Method is Not Conducive to the Individualized Development of Students

Classroom teaching of musicology major in many colleges and universities is mainly one-to-many. Teachers have to teach the whole class at the same time, and the teaching content is also the same. Such teaching method has great limitations, which is not conducive to the personalized development of students. As an art subject, music has a high requirement for students' practical ability. Moreover, art stresses the development of uniqueness. If the homogenization of musicians is serious, it will inevitably affect the development of music itself. Although the classroom teaching atmosphere of one-to-many music teaching is relatively strong, it is contrary to the requirements of students' personalized development. Moreover, the one-to-many teaching mode is only suitable for the impart of theoretical knowledge, but not for practical teaching. In the one-to-many teaching classroom, teachers cannot understand the learning situation of all students, so they cannot put forward targeted suggestions for each student, which is not conducive to the personalized development of students, but also limits the improvement of music teaching quality.

2.4 Traditional Teaching System is Not Conducive to Students' Innovation and Development

The evaluation of students' musical ability in many colleges and universities is mainly based on the classroom performance and the final scores, but the final scores mainly include the theoretical scores and the fixed musical performance. This kind of rigid teaching evaluation system greatly limits the cultivation of innovative ability of musicology students. In the way of training musicology professional talents in colleges and universities, such teaching evaluation system runs through the whole time, and students will be affected by such evaluation system for four years. In order to get good grades, students have to pay more attention to theoretical knowledge learning and repeated performance of fixed tune, which leads to students have no more energy for music creation. Therefore, such a teaching evaluation system is not conducive to the innovation and development of students.

2.5 The Quality of the Teaching Team is Insufficient and the Teaching Quality Needs to Be Improved

Teaching team is an important body to help music major students improve their music ability effectively. As far as the situation is concerned, although the teaching team of music major in many colleges and universities in China has begun to take shape, the ability of the teaching team is still limited due to the limitations of the major itself. The discipline setting of music major in China is

relatively late, and the development history is relatively short, which makes it difficult for the teaching team of music major in colleges and universities to guarantee high standard, high level and high experience in a short period of time, and the quality of teachers is uneven. At the same time, in the teaching team of musicology major in many colleges and universities, the age structure and gender structure of teachers are not reasonable. Therefore, the teaching team of music major in colleges and universities needs to be improved not only in terms of quality, but also in terms of teaching experience and teacher structure.

3. Training Strategy of Musicology Specialty Talent under the Guidance of “Four Integration”

3.1 Take Root in the Society to Carry on the Teaching, Explore the Teaching Mouth Mark That Serves the Society

Under the guidance of “four integration”, colleges and universities are first required to take root in social needs and constantly explore teaching signs to help students adapt to the needs of social development. The demand for musicology talents in today's society requires students not only to serve the school but also to serve the society. More importantly, students must have the ability of employment pressure after graduation, and also must have the ability of teaching and employment in the social music industry. At present, the trend of social development requires that music teaching must be close to it, and training music master is not the main point of musicology. Music creation comes from life, so it is required that the musicology professional talents trained by colleges and universities must learn from the public and the society. For example, the art benefit to the people project, that is, under the leadership of the state, with the help of universities and art organizations and an art training service to the public, this is the art service to the society and the public.

3.2 Pay Attention to Music Practice Education and Cultivate the Comprehensive Ability of Music Talents

Music as an art discipline, has a relatively high practical requirements for students, and the “four integration” also focuses on the cultivation of students' practical ability, so colleges and universities in the training of musicology professional talents, to constantly strengthen the cultivation of students' practical ability, to cultivate modern music talents with comprehensive ability. First of all, in addition to compulsory music courses, colleges and universities can also set up a series of elective music courses for students, including music performance, stage practice performance, music theory knowledge and other subjects related to music and music practice. In addition, colleges and universities can also actively organize concerts and musical performances to provide more training opportunities for students majoring in musicology, so that students can consolidate and improve their musical ability during training.

3.3 Innovate Music Teaching Methods and Respect Students' Individual Development Requirements

The traditional one-to-many teaching method can no longer meet the requirements of today's society for musical talents, nor is it conducive to the personalized development of musical talents. Therefore, colleges and universities should adhere to the “four integration” as the guidance, innovation of music teaching methods, respect the individual development of students. Although one-to-many teaching classroom atmosphere more thick, but also to the teaching of theoretical knowledge, but in the practice teaching, universities should try to meet the needs of students and less a pair of one to one, make the music teachers to the students' ability of music has a more clear understanding, to undertake to the student is more targeted and more full and teaching. In addition, colleges and universities can also carry out cooperative teaching, so that students can enter the music groups to carry out certain practices, and find their own shortcomings in more professional practical activities, so as to continuously promote the development of their own musical ability.

3.4 Constructing a Pluralistic Teaching System to Enhance the Creative Ability of Musical

Talents

In the actual teaching process of musicology major, colleges and universities should also construct a pluralistic teaching system, so as to ensure that the teaching effect of music teaching and the teaching evaluation system are constantly improved. It has to be admitted that the evaluation of the traditional teaching system is not only bad for the comprehensive development of students, but also restricts the creative ability of musical talents. Therefore, colleges and universities should constantly improve the previous teaching evaluation system, and construct an all-around evaluation system that combines self-evaluation, student evaluation, teacher evaluation, department evaluation and practice group evaluation, so as to have a more complete and intuitive understanding of students. In addition, the assessment side should also pay attention to the common development of exam-taking ability and innovative ability, abandon the traditional examination based on the final examination, improve the proportion of students' innovative ability, and encourage musicology talents to continuously improve their innovative ability.

3.5 Strengthen the Construction of Teachers and Improve the Teaching Quality of Musicology Specialty

Based on the importance of teachers, the teachers of musicology must also make continuous progress in today's society. On the basis of optimizing the structure of teachers, the music quality and teaching ability of music teachers must be constantly improved, so as to improve the teaching quality of teachers. Especially in today's society, music is in a state of constant development. Only if music teachers themselves have enough musical literacy, can they cope with the constantly changing music creation pattern, and then solve various teaching problems in music teaching, and finally improve the teaching quality of musicology major. Of course, colleges and universities should also continuously organize music teachers to conduct training, help teachers constantly learn new teaching concepts, and improve music teachers' creative ability and teaching ability.

4. Conclusion

To sum up, the teaching methods and systems used by musicology major today, as well as the teaching standards set for students, are inconsistent with the needs of today's society, which has caused certain restrictions on the training of musicology major talents. However, the "four-phase fusion" has put forward new requirements for the talent training mode of musicology specialty, and has made more clear guidance for the talent training standard, talent training mechanism, talent education content and talent training direction, which is conducive to the modern and comprehensive talent training of musicology specialty.

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