

Research on Innovative Talent Training Mode in Music Education in Colleges and Universities

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Abstract: With the improvement of people's quality of life in China, people's demand for entertainment is also becoming higher and higher. In such a background, music major in Chinese universities has become more and more popular. In order to effectively cultivate more innovative music talents for our country, music education in our country's universities should strengthen the research on the cultivation model of innovative talents. With the popularization of music education in China, innovative talents have become more and more prominent for the music industry. The lack of innovative talents has become one of the main factors hindering the further development of BBB. In view of this, under the background of the new era, Chinese universities should carry out reform and innovation on music education and build innovative talent cultivation mode, so as to cultivate more innovative music talents for China and effectively promote the further development of music industry in China. This paper studies and analyzes this, hoping to provide reference for music education in our country's universities.

1. The importance of music education in colleges and universities to cultivate innovative talents

1.1 The inevitable demand of the development of music universities

As the base of cultivating more talents for our country, colleges and universities should actively meet the development of The Times and the actual needs of the society, and actively cultivate more high-quality music talents for our country. At present, the number of innovative talents in the music industry in China is seriously insufficient, which hinders the further development of music in China. Therefore, colleges and universities should be fully aware of this problem, actively carry out reform and innovation on their own music talent training mode, and build innovative talent training mode, so as to effectively promote the further development of China's music industry and enhance the market competitiveness of colleges and universities, and lay a solid foundation for the further development of colleges and universities [1].

1.2 The construction of innovative talent cultivation mode is the demand of China's music development

The development of music in China cannot be separated from the support of innovative talents, which puts forward new requirements for the cultivation model of music talents in Chinese universities. College music talent cultivation work shoulder the important task to cultivate more high-quality talent for our country music field, so colleges must fully understand the current our country music market demand for creative talents, the innovation ideas into music education, the internal construction of a perfect innovative talents training mode, innovative ideas to students develop into a new era of music creative professionals, to lay a solid foundation for the development of music of China.

2. Problems existing in innovative talent training mode in music education in colleges and universities

2.1 Lack of clear talent training objectives

At present, the music education in most universities in China adopts the traditional music

education talent training model, which has many problems such as unclear talent training objectives and professional convergence. These problems as a direct result of colleges and universities music education present homogeneity problem of talent cultivation, eventually the whole music quality cannot meet the market demand of the related standards, not only cannot provide enough high quality talents for our country music field, but also to a certain extent, which resulted in the vicious competition the music graduates of colleges and universities, this to our country music education has produced a serious impediment to further development. In addition, although music education in some universities has established a clear talent training target and program, they have not paid attention to the effective implementation of these contents in the actual teaching process, which directly leads to the fact that the talent training target is merely a form and students cannot be trained into innovative and high-quality music talents.

2.2 Lack of innovative curriculum system

Today most of the colleges and universities in our country music education is of music education degree lower cohesion system course, this led directly to the our country colleges and universities music education is very easy to duplicate the teaching situation, and in the music education professional, there is a lack of professional characteristics, different teaching direction for innovative talents training course system construction process, there is a serious problem of the unreasonable curriculum, and many colleges and universities are not pay attention to the construction of a perfect platform for the practice teaching, at the same time also does not have to student's innovation practice, This directly leads to the failure of music education innovative curriculum to form a complete, scientific and perfect system, and ultimately fail to effectively train college students into innovative music talents.

2.3 Ignorance of students

In music teaching, teachers should pay attention to students' subjectivity, guide students to actively participate in music learning activities, and cultivate strong music ability, form higher appreciation ability, expand divergent thinking and carry out creative learning. In music course guidance, teachers can guide students to carry out exploratory learning, and at the same time, they can also bring students into the music practical inquiry activity system, so that students can dig music resources and carry out innovative learning [2]. This is a very important direction, is also a crucial direction, is an important basis for cultivating students innovative thinking. For example, when instructing students to learn music, teachers can explore traditional music resources of the Chinese nation and guide students to appreciate and analyze. In the treasure house of traditional music, there are very rich resources, such as “spring river flower moonlight night”, “high mountain water”, “liang zhu”, “erquan yingyue” and so on. These tunes are played with different instruments, including pipa, guzheng, violin, erhu and so on. Teachers can take famous music as a model to guide students to appreciate the performance effect of different Musical Instruments and music characteristics. First, cultivate students' aesthetic appreciation ability; second, improve students' music perception ability to lay a foundation for students' deep learning. In addition, qualified schools can also organize students to participate in music performance and transformation. For example, erquan yingyue is played by erhu. Teachers can guide students to recreate it and play it with other Musical Instruments to endow it with new connotation and music elements. This is also the form of the development and cultivation of innovative thinking of music.

2.4 Lack attention to music scientific theory and technical guidance

For a long time, normal university students learn music mostly by feeling, theoretical knowledge is not solid. Under the background of curriculum reform, teachers should pay attention to cultivating students' music scientific theory and pay attention to the guidance of music performance skills. For example, in vocal music guidance, students should be guided to establish sound concepts, including the structure of vocal parts, vocal principles and other scientific theoretical knowledge, in addition, students also need to understand the popular singing, national singing, bel canto singing and other different music singing characteristics. At the same time, music practice should be guided

to enable students to learn vocal music and guide students to master the skills of solo singing and chorus. In guiding students to learn music, theoretical knowledge and practical skills to organic fusion, in the theoretical guidance, let the students have basic knowledge of music performance and instruments, strengthen students' theoretical knowledge, in the skill instruction, let the students to participate in music practice, apply theory knowledge to practice study, lay a foundation for the cultivation of students' innovative thinking.

2.5 Not establish an evaluation mechanism that attaches equal importance to both results and processes

The course teaching evaluation mechanism plays an important role in the teaching effect. Teaching evaluation is an important guiding factor for teaching practice and teaching methods. In the teaching of music, teachers' colleges should establish the evaluation mechanism of both process and result. When students participate in music skills learning, if they encounter problems or make mistakes, the teacher should not be in a hurry to criticize them, but should patiently help students find problems and encourage them to try again [3]. For example, in music class, students are not familiar with relevant music theories, and for some music performance skills are not proficient, teachers can guide students to consult materials and guide students to conduct independent exploration. In learning evaluation, teachers should include innovative thinking into the music learning evaluation index. Teachers, as the guide of students, should be more tolerant and encouraging to students' creative behavior, less criticism and criticism, and more help students to explore music. Change the traditional music course evaluation mode and pay attention to the learning process of students, especially the creative exploration in music performance activities. For students' thinking and exploration results, no matter good or bad, the teacher should give correct evaluation and give guidance and Suggestions.

3. Measures for cultivating innovative talents in music education

Construction of colleges and universities music education innovative talents training mode has a vital practical significance, in the face of the traditional music education of innovative talents cultivation model of problems, colleges and universities should be diversification path to build a perfect innovative talents training mode, to cultivate more innovative talents for our country music field.

3.1 Establish a clear goal of cultivating innovative talents

In order to establish a perfect innovative talent cultivation mode, the first choice of BBB 0 education in colleges and universities must be clear about the goal of talent cultivation. The goal of talent cultivation is the key to the construction of innovative talent cultivation mode. In this regard, music education in colleges and universities must be combined with its own professional characteristics, the actual situation of colleges and universities, comprehensive quality of students and other aspects of the content of clear talent training objectives, effectively prevent the blind imitation of other colleges and universities talent training model leads to the problem of homogeneous talent training objectives.

3.2 Establish a sound innovative music curriculum system

By establishing a perfect innovative music curriculum system, the efficiency and quality of cultivating innovative music talents in colleges and universities can be effectively improved. , colleges and universities music education should do the following two aspects: the content of the first, the first point, colleges and universities should be combined with its own characteristic of music to improve innovative music course, curriculum and combining with the teaching rule, effectively guarantee the scientific nature and rationality of the curriculum, but also can effectively increase The Times of music course and characteristic; Second, colleges and universities should constantly improve the supporting guarantee system of innovative courses. On the one hand, colleges and universities should build a perfect music professional practice base internally to lay a

solid foundation for the improvement of college students' innovation ability. On the other hand, colleges and universities should also establish a perfect evaluation mechanism on the basis of innovative talent training program, so as to help teachers to have a detailed understanding of the actual situation of students, and then develop targeted teaching measures to effectively train college students into innovative talents in the market demand.

3.3 Improve the professional quality of music teachers

The construction of innovative talent cultivation model is inseparable from the support of teachers. Therefore, colleges and universities must take targeted measures to effectively improve the comprehensive quality of music teachers. This can be achieved by the following two aspects to achieve this purpose: the contents of the first point, colleges and universities should actively change the music teachers' teaching ideas, invite the industry experts to professional music teachers training, enhance the consciousness and the ability of music teachers' innovative teaching, strengthen the music teachers' innovative teaching and training, improve the capacity of music teachers in colleges and universities music education innovation; Second, colleges and universities should combine their own music specialty characteristics, increase the capital investment in talent recruitment, recruit high-quality talents to take office with high salary, and constantly expand the staff of high-quality teachers of music education in colleges and universities [4]. In addition, colleges and universities should also invite social music professionals as guest teachers to effectively solve the problems encountered by students in the process of innovation practice.

3.4 Innovate teaching concepts

In the process of actual teaching, music teachers in colleges and universities must fully consider the feelings of students and cannot dare to force students' learning. For example, in the process of education, extreme methods are adopted to force students to finish, which is not only detrimental to the improvement of teaching efficiency and quality, but also leads to the deterioration of the relationship between teachers and students, with serious negative effects. Therefore, colleges and universities should innovate teaching ideas through the following two aspects:

First, music teachers in colleges and universities must follow advanced teaching ideas, not follow the traditional system rigidly. For example, teachers should take students as the leader, give full respect to students and guide students in the teaching process, so that students can give full play to their subjective initiative and improve their learning efficiency and quality. Second, teachers in the teaching of music theory, it should be noted and students communicate, guides the student to put forward their own views, to can let the boring teaching not only interesting, but also can effectively reduce the distance between teachers and students, enhance teaching efficiency and teaching quality, students will develop into a creative talents.

4. Music teaching and innovative thinking training thinking

With the advancement and deepening of quality education, the new curriculum idea has penetrated into every subject of education. The new curriculum reform not only puts forward new requirements for teachers' teaching philosophy and teaching methods, but also puts forward new expectations for students' learning style and innovative ability. As an important part of elementary school aesthetic education, music has made great contributions to cultivating students' music quality and aesthetic sentiment. With the deepening of new curriculum reform, music curriculum is widely recognized for its infinite charm. In this environment, the comprehensive development of music courses has been highly valued by all sectors of society, and cultivating students' innovation ability in music courses is the inevitable direction under this general trend [5]. How to improve music curriculum reasonably so as to cultivate students' innovative ability?

4.1 Create a flexible teaching mode

Give play to the potential of students most of the traditional music course in music appreciation and interpretation of the two aspects, the connotation of the course is huge, but it is hard to

stimulate students' intrinsic enthusiasm and creativity, so in this kind of education environment, students learn in a passive state, it is difficult to play the students' personalities and potentials. Because each student's gender, nationality, different growth environment, family atmosphere, the students themselves have music accomplishment, possessed, and the orientation to the preferences of different music has different, therefore in the teaching of music create a flexible teaching mode, giving full play to the advantages of different characteristics of the students' individual has become an important direction of primary school music curriculum teaching reform. The ever-changing teaching mode in time teaching can bring a fresher feeling to the course. This learning experience full of new interest can not only make students feel fresh in the process of learning and feel the fun of learning music, but also enable students to be exposed to the innovative teaching mode and enhance their innovative consciousness. For example, I added music games in my actual teaching, and music has various forms.

4.2 Advocate student-centered teaching model to focus on students' curriculum experience

According to the new curriculum standards, primary and secondary school education should focus on students as the main part of teaching, while teachers, as the leading and organizer of teaching, should pay attention to students' curriculum experience. Music courses, different from some intellectual education courses, emphasize not students' understanding of knowledge, but students' perceptual knowledge of music. Speaking of perceptual knowledge, we have to pay attention to students' emotional changes in the course. As is known to all, music with foil and expression of feelings is very strong, and in music course teachers could sentiment perfectly presented to students is the key to the success of a music lessons, so when making music teaching we should not only pay attention to the arrangement of course content, also need to pay attention to the students the experience of teaching environment, improve the students' feelings so as to strengthen the music course of middle school students experience depth. It is advocated to pay attention to the application of situational teaching in music teaching. Situational teaching method is a teaching method that arouses students' learning emotion vividly [6]. Primary school music courses mostly have a certain main environment, this environment for the development of music courses both certain constraints and brought a certain degree of operability. For example, in appreciation course, the interpretation of "swan lake" melody is to show you the fairy tale scene, so might as well the swan lake fairy tales as show in the classroom teaching situation, let the students immersive experience swan lake that the emotion is a fairy tale and the plot, and its background music to foil the emotion, deepen students' understanding, to improve the students' understanding of the work to understand the width and depth. Of course, situational teaching method is not limited to some fairy tale themes. It can also be widely applied in some courses with strong emotional colors, strong picture sense and interesting music plots, so as to improve students' perception of music, strengthen their innovation ability and music literacy.

4.3 Create a loose and free teaching space.

Guide students to create music courses freely, which should be relaxed and cheerful. In such an atmosphere, it is easy to stimulate students' innovative thinking and creative desire. In the past, the traditional teaching way imprisoned the student's thought, to make students understanding of the music on "to listen to music - knowledge - finished - to listen to music" of the loop, boring in the cycle mode is easy to limit the students' thinking and thus cannot be effectively, not to mention the creative innovation. In today's continuous implementation of new curriculum standards, music courses need to pay attention to the comprehensive quality of students while teaching basic knowledge, and the cultivation of innovation and creative ability is a very important part of it. But for now, many schools can really stimulate interest, inspire wisdom and stimulate students to explore.

For example, in the teaching of "catch a loach", the teacher played the MV of "catch a loach" for the students and asked questions, what are the children doing? After answering the question "catch the loach", the students put forward an extended question, why do they catch the loach? Can loach be eaten? Do you know where the main production base of loach is? These lifelike and interesting

questions arouse students' interest and satisfy their curiosity. Then, the teacher played “catch loach” again, let the students listen to, about the feelings of the music. Then, the teacher skillfully to “so good song, is how many times? “, prompting students to discuss the knowledge of “four four beat”.

The purpose of question teaching is to ask the reason for thinking, to ask interest, to ask to promote. As music teachers, they should design questions skillfully on the premise of following students' cognitive characteristics, so as to lead students into music, feel music and explore music, so as to achieve the effect of “moving” with questions.

4.4 Carry out diverse activities, let the students move

Pupils like to play, love to move, good performance, according to these physical and mental characteristics, music teaching, teachers should be clever design of diversification of activities, with activities to set up students move, classroom live bridge, let the activity for the classroom add color. For example, when teaching rhythm, the teacher can let the students do rhythm training. For example, in the teaching of “catch loach”, the teacher raised questions to arouse students to discuss the rhythm of the song. After the teacher gave a brief explanation of the “si-si-pai” and summarized the strength and weakness of the “si-si-pai”, the teacher encouraged the students to show the characteristics of the rhythm with movement and clap it with movement. Through the use of action beat, to understand the characteristics of four time - strong, weak, sub-strong, sub-weak. After that, carry on momentum training, such as stomp foot, clap leg; Clap your hands, clap your legs, etc., and encourage students to play percussion accompaniment to the song... In this way, the use of multiple activities, so that students move, improve music performance.

Activities in music teaching can also be integrated into interesting activities such as competitions and games, music interaction with the theme of exploration, and artistic performance with the help of festivals and other activities. All these activities can stimulate students' interest, improve their music ability and arouse their enthusiasm for music, so that students can fall in love with music.

Teaching method, teaching method. Innovative music classroom, also do not have the established methods and strategies, teachers in the teaching, constantly updating the teaching idea, constantly explore new ways, from different aspects of the cultivation and development of core literacy, pay attention to stimulate interest, initiative, independent, cooperative and exploring ability enhancement, from the construction of classroom atmosphere, the use of multiple methods, let the music classroom will no longer be inefficient, with wings of music for the students, improve the ability of music, to develop music accomplishment, so as to promote the all-round development of students, comprehensive ability of ascension.

5. Summary

With the rapid development of China's social economy, the importance of music education in universities has become more and more prominent. Music education in universities can effectively promote the further development of music field in China. However, there are many problems in the music education of most universities in China, which leads to the limited cultivation of innovative talents, which directly hinders the further development of music field in China. In view of this, China's universities must study the cultivation mode of innovative talents, so as to cultivate more innovative music talents for China.

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