

Problems and Countermeasures in the Teaching of College Music Theory

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Abstract: With the continuous development of society, the market has higher and higher requirements for the artistic skills of talents. Colleges and universities have carried out many art courses to cultivate students' artistic ability. This paper briefly analyzes the problems existing in the current music theory teaching in colleges and universities, and puts forward some countermeasures such as innovative teaching methods, perfect teaching configuration and improving teachers' level for reference.

1. Introduction

Theory is the foundation of all practice. It is also true in the field of music art. It is necessary to master the theory of music before we can begin to study music in depth. In order to cultivate the artistic skills of college students, many colleges have set up music classes and set up relevant music theory classes to improve students' aesthetic sense of music and aesthetic ability. However, it seems that the current situation of college music theory teaching is not optimistic and needs to be reformed.

2. Problems in the Teaching of Music Theory in Colleges and Universities

2.1. Single teaching method

Because the development time of music teaching in colleges and universities is relatively short, the corresponding teaching system is not perfect, and the teaching methods of teachers are relatively simple. Infusion teaching is a common teaching method for teachers. Teachers copy the contents of the book into the classroom and infuse them with students. This kind of teaching mode will make students gradually resent the music lessons and will not be able to cultivate their interest in learning music. At the same time, the school divides the music theory course into elective courses. Many students do not choose this subject, and they lose the meaning of setting up the course. In addition, many teachers in the classroom are limited to the basic knowledge in the textbook, lack of the introduction of relevant cases, students' attitude towards these boring content is not positive, it can not produce the initiative to learn music, is not conducive to the comprehensive development of students [1].

2.2. Unreasonable teaching configuration

On the one hand, college music theory courses are unreasonable in terms of curriculum setting, which is one of the important reasons for the difficulty in improving students' musical ability. Most colleges and universities classify music theory courses as an elective course, and the assigned credits are relatively low. In order to make more students pass, the teacher will greatly reduce the difficulty of the exam. This situation will lead students not to pay attention to this subject, the attitude is not serious in the classroom, and even the situation of skipping classes. On the other hand, colleges and universities have great problems in the allocation of teachers. The music theory class is different from the music practice class. The former emphasizes the study of basic knowledge such as music theory, while the latter emphasizes the learning of deductive skills. However, some colleges and universities allow teachers who teach music skills to go to music classes. Although teachers can also complete teaching tasks, there may be some comprehension errors in the teaching process, which may mislead students and is not conducive to students' follow-up music learning.

2.3. The quality of teachers is low

The teacher is the leader of the students in the classroom and plays a demonstration role. The coaching ability of the teacher is directly related to the learning effect of the students. It is very late for colleges to incorporate music lessons into students' public courses. The corresponding teaching configuration is not perfect, and the professional quality of teachers is relatively low. The teaching methods they use have great problems. In order to cope with the teaching tasks, in the teaching class, only the syllabus is used to retell the book knowledge, not interacting with the students, and the teaching attitude is not positive, resulting in a dead class in the classroom, and its own boring music. The theoretical classroom will be more boring, and students will gradually lose their interest in learning, and even produce certain negative and contradictory emotions, which will affect the music learning of future students.

3. Improvement Measures for Music Theory Teaching in Colleges and Universities

3.1. Innovative teaching methods

The teaching content of music theory mainly includes subjects such as music theory, vocal training, brief history of music and music appreciation. It covers theoretical and technical related knowledge, and students are more interested in these contents. However, students are more reluctant to learn the knowledge of boring music history. This knowledge can improve students' music literacy and is of great help to students' future music learning. With the continuous deepening of music teaching research, teachers need to use more teaching methods in the teaching of music theory, find a teaching method suitable for students' current learning situation, and improve it. There are more and more teaching facilities in colleges and universities, and the classrooms are equipped with corresponding multimedia equipment. Teachers should make full use of these resources. In the teaching of music theory, teachers may introduce many instruments or musicians. If they simply repeat the retelling, students will not be too impressed. Teachers can collect corresponding pictures and video clips from the network, and then combine book knowledge. Explain the students. Students will learn more about music theory from rich multimedia information and learn about the background stories of many musicians. Through multimedia teaching, students can significantly improve the efficiency of learning music theory, and students will also have the initiative to learn.

At the same time, teachers can apply the teaching mode of other disciplines to the teaching of music theory. For example, teachers can adopt the flip teaching mode, which reverses the position of teachers and students in the traditional classroom to a certain extent, allowing students to complete themselves first. Learn, then bring back the problems encountered in self-study back to the classroom and solve them with the help of teachers. Through the flip teaching, the students can find out the deficiencies in the music learning process in a targeted manner, and the teachers can also adjust the teaching tasks and teaching progress according to the actual learning situation of the students. On July 19, 2018, Changsha University of Science and Technology carried out the practice of wisdom teaching, organized a series of teaching seminars and training activities on the theme of "helping classroom teaching reform", further promoted the practical application of mixed teaching and flipping classrooms in schools, and flipped teaching in music classrooms. Have a good performance. In addition, colleges and universities can also carry out a series of music activities. Teachers can lead students to participate in concerts regularly, explain the contents after the concert, and enable students to learn a lot of music knowledge to cultivate students' musical interest. Regardless of the type of teaching method used, teachers should start from the actual situation of the students and try to cater to the teaching needs of the students [2].

3.2. Improve teaching configuration

At present, it seems that most colleges and universities in China have begun to include music lessons in their curriculum in recent years, and have realized the importance of music for the future development of students, setting up relevant music theory courses, and strengthening the training of college students' music. Music theory teaching is an elective course in many colleges and

universities. Teachers can't deepen the teaching content, only teach some superficial knowledge, students can't learn the essence of music theory. Some students do not pay much attention to the study of college music theory, and they have passed through the examinations, which has lost the meaning of music theory teaching. In order to standardize the music theory teaching and teaching system in colleges and universities, colleges and universities need scientific teaching configuration. On the one hand, to ensure the rationality of the music curriculum. Colleges and universities should pay attention to the teaching of music theory. Music as an art discipline has positive significance for cultivating students' artistic accomplishment. The society has more and more demand for comprehensive talents. Through the study of music theory, students will have more in their future work. Competitiveness. In the course setting, it is necessary to include it in the compulsory courses of the students, and to increase the proportion of credits, so that students pay attention to the music theory class. At the same time, it is necessary to scientifically set the course content. The teaching content should cover both the basic music theory knowledge and some professional music knowledge, so as to broaden the students' knowledge and lay a foundation for students' future music learning. On the other hand, colleges and universities need to rationally allocate coaches. In order for students to learn more accurate and professional music theory, colleges and universities should hire more excellent music teachers to develop reasonable music teaching plans for the students.

3.3. Improve the level of teachers

Because the development of music theory teaching in colleges and universities in China is relatively short, teachers mainly use indoctrinated teaching methods, coupled with the large number of students in the classroom, students can not fully understand the music theory, resulting in low efficiency of music theory teaching. In order to improve students' quality of learning in music theory, colleges and universities need to start from the root and pay attention to the cultivation of teachers' professional quality. For example, colleges and universities can send teachers to go abroad or go to famous music colleges for further study, learn more efficient teaching methods and novel music theory, and then develop a set of scientific and reasonable teaching plans based on the students' actual learning situation. At the same time, teachers also need to start from their own and improve their teaching strategies. In the teaching of daily music theory, you can incorporate some skills teaching and instill some music skills for students. In the teaching of music theory, it is necessary to combine the corresponding instruments to practice, so that students can understand music theory more deeply. Teachers should sum up after each lecture, analyze the deficiencies in the teaching and the problems generated by the students, so as to develop a corresponding teaching plan, which is reflected in the next teaching. In addition, teachers should also strengthen interaction with students in the classroom, enhance students' sense of participation, improve students' interest in music learning, and lay the foundation for learning music in the future.

4. Conclusion

In order to bring students a better experience in music theory teaching, schools should pay attention to it and scientifically arrange teaching. Teachers also need innovative teaching methods to enhance the interest of music theory teaching, so as to improve students' enthusiasm for learning. The above puts forward a series of problems and countermeasures in the teaching of music theory in colleges and universities, and provides empirical reference for the future research of music theory teaching by experts and scholars.

References

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