

Practical Investigation and Analysis of Traditional Classical Music in Modern College Music Teaching

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Abstract: In the process of music teaching in Colleges and universities, the practicability of teaching methods and contents is of great significance to students' future employment. Among them, traditional classical music plays an irreplaceable role in college music teaching, and will play a greater role in the future. However, there are still some difficulties in the music teaching activities in modern colleges and universities, which leads to a great crisis in the development of traditional classical music. Therefore, this paper first analyses the current situation of classical music teaching in Colleges and universities, and carries out practical investigation work, and finally puts forward targeted solutions.

1. Research Background

1.1 Literature review

With the gradual opening of China's market to the outside world, the traditional education model has been unable to meet the requirements of the development of the new era. Therefore, the relevant education departments in China began the new curriculum reform. By introducing technology into the new classroom, great changes have taken place in teaching methods and teaching quality (Guo L, 2016). In the process of music teaching in Colleges and universities, the rational use of multimedia technology can stimulate students' learning enthusiasm and expand students' artistic innovation ability. At present, many scholars have discussed it in detail. Some scholars have studied the current situation of introducing information technology into pop music teaching in Colleges and universities, and proposed to develop specific technology based on students' interest points. Some scholars start with classical songs and analyze the role and value of current classical songs in Universities (Min X. M, 2019). In the process of modern college education, only by actively tapping the cultural content of classical songs and introducing them into the process of Ideological and political education can students' learning enthusiasm be effectively promoted. When students sing classical songs, they can be subjected to subtle cultural influence and effectively play the role of classical song culture in educating people (Li F, 2010). Some scholars have pointed out that the constant change of teaching methods in Colleges and universities has set off a trend of combining classics with pop in the discussion of music teaching. Only by fully exploring the broad and profound connotation of Chinese traditional culture can it be introduced into many aspects of learning and life (Liao L.F., 2018). Therefore, scholars start with the content of Silk Road music culture, combining the current development status and specific reasons for bursting vitality. Then it analyses the specific content of classical music teaching, and puts forward specific solutions (Zhou C.L., 2018). Some scholars have pointed out that traditional music has always been an important part of Chinese vocal music art and the essence of the music system. However, at present, vocal music teaching in Colleges and universities mostly tends to theoretical knowledge, and pays little attention to traditional music culture, which greatly limits the diversification of classical music (Luo L.S., et al, 2003). In view of this, scholars from the emotional experience teaching, put forward the use of modern information technology to disseminate classical music culture, and give specific countermeasures and suggestions.

1.2 Purposes of research

As an important part of music curriculum in Higher Vocational colleges, traditional classical music plays an important role in the existing teaching system. In recent years, in the process of traditional classical music teaching, collective teaching has become an important form of teaching due to the increasing enrollment of students in schools. Therefore, there is a great conflict between the modern teaching method and the flexibility of classical music teaching. In addition, the cultivation of musical repertoire in modern colleges and universities has gradually taken the trend of “professionalization”, which makes the music teaching of classical repertoire more difficult. In view of the above considerations, only by implementing the application of classical music teaching in modern universities and linking it to the goal of teaching and training can we effectively promote the efficiency of classical music teaching in Colleges and universities, thereby improving the quality of teaching and promoting its long-term development. The existing literature only explores the development of classical music teaching in theory, and seldom investigates the practicability of traditional classical music. Therefore, this paper will take this as a starting point for analysis, and give specific research results and implementation plan.

2. Analysis of the Current Situation of Classical Music Teaching in Colleges and Universities

2.1 Teaching objectives are not clear

The training objectives of art colleges and universities lay particular stress on “professionalism”, and the teaching and training objectives of these colleges and universities are to cultivate professional technical application-oriented talents for the society. To implement music teaching in Colleges and universities, especially in traditional classical music, the key is to train their basic skills of singing and appreciation, that is, to train practical talents such as playing and singing, improvising accompaniment, rather than professional music performing artists (Shi M, 2007). Therefore, from the perspective of the target situation, students will study traditional classical music through music majors in Colleges and universities. After graduation, they will engage in music teachers'profession at the grass-roots level, or enter professional guidance classes. This requires that the goal of music teaching in Colleges and universities should be aligned with the direction of students'employment. Nowadays, many colleges and universities specialize in the real-time training and teaching of music students, and seldom pay attention to specific talents. When practicing classical music, the standard of high degree of difficulty is usually adopted, which distorts the application goal of traditional classical music, and makes the teaching effect quite different from the actual application.

2.2 Music teaching method is relatively single

In traditional teaching methods, music teaching is a one-to-one way for teachers to teach students. The teaching effect accords with the actual teaching situation. Through one-to-one teaching, teachers can optimize the content of music teaching in Colleges and universities, and give it to students in time to help students learn the specific content of music. However, with the continuous development of education, the number of school enrollment is increasing. If colleges and universities continue to use this way of teaching, it will be difficult to adapt to the current educational environment, and will also produce problems such as inadequate teaching resources, imbalance of teaching proportion and so on. Therefore, in the teaching of classical music in Colleges and universities, there is still a lack of more useful teaching methods. Few schools introduce multimedia, information technology and other diversified teaching methods. Under this teaching mode, it is difficult for music teaching in Colleges and universities to train professionals to meet the actual needs of society, which hinders the development of traditional classical songs.

3.3 The content of music teaching is rather dull

In the existing teaching mode, teachers usually adopt traditional teaching methods. In terms of teaching content selection, college teachers mainly use exercises, listening, singing and other forms

to let students understand the content represented by traditional classical songs. In this way, students simply study for the sake of learning, it is difficult to expand the traditional classical repertoire, and can not accept the latest information. With the rapid development of Internet technology, multimedia network has been applied in schools. However, in music teaching, colleges and universities do not attach importance to the introduction of technology into teaching activities, resulting in students little understanding of the Internet on classical music reviews, resources. In this case, the students' understanding of classical music is at the stage of ignorance, and it is difficult to understand the background of the music and the content to be expressed. In addition, the existing music content can not bring students situational experience, leading to students' understanding of traditional classical music is not profound. Therefore, the content of music teaching in Colleges and universities urgently needs to be optimized and reformed.

3. A Survey of the Practicability of Traditional Classical Music in College Music Teaching

In order to effectively investigate the teaching effect of traditional classical music in Colleges and universities, as well as the specific practicability, this study is mainly carried out from three aspects, namely, the current situation of teaching equipment and teachers, teaching situation, and the survey content of practicability results.

3.1 Investigation on the present situation of teaching equipment and teachers

By investigating universities with traditional classical music teaching in China and interviewing famous teachers online, and further conducting field investigations with some students, it is found that the teaching equipment of traditional classical music in China has been greatly developed. At present, in addition to the latest instrumentation of Ben, multimedia networks have been added, and the utilization rate of digital equipment and music facilities has reached 35%. In the universities surveyed, 72.2% of the equipment matched the number of students, and 27.8% of the school teaching equipment was still inadequate. In the survey on the matching of teaching equipment and actual teaching needs, 78.6% of the respondents thought it was matching and 21.4% thought it was not matching. When discussing whether colleges and universities have specialized classical music equipment management departments, 68.5% of schools do not have, only 31.5% of school facilities have, but the management level is still low.

In the aspect of teachers' construction, most of the education background of teachers are undergraduate, and they are young. However, according to the actual investigation, most colleges and universities lack teachers on classical music teaching. Even if they have, they lack enough teaching experience. Traditional classical music requires more cultural content, so it is necessary to establish a team dedicated to the teaching of classical music. The reality is that the lack of specialized teaching teachers and the lack of rich teaching experience lead to the unreasonable construction of teaching staff.

3.2 A survey of teaching situation

The teaching of traditional classical music in Colleges and universities is directly reflected in the following aspects. First, teaching objectives. By investigating several universities, it is found that students can understand the specific connotation and culture slightly by learning classical music courses; by learning, they can tell the contents of some classical songs and give some insights; by communicating with singers, they can have basic singing ability and help to improve their employment ability. Power. Second, syllabus and plan. The overall outline is dogmatic and lacks sufficient concrete real-time solutions. The syllabus of some schools does not clarify the skills of singing classical songs that students should master, and how to cooperate with their peers. In terms of teaching materials, classical music courses in Colleges and universities still adopt the traditional way, lacking enough creativity. At present, with the rapid development of multimedia network technology, there are more and more network courses. Electronic tutorials on traditional classical songs are more abundant. They are no longer confined to e-books, but more in the form of video, audio, PPT and so on. Thirdly, teaching content. At present, the content of traditional classical

music performance in Colleges and universities is mostly based on the basic knowledge in the course, with fewer specific cases. When compiling teaching materials, they are mainly divided into technical exercises, track appreciation, music exercises, accompaniment singing and so on. Fourth, the teaching form. In the process of communicating with efficient teachers, the current forms of classical music education in Colleges and universities mainly include teaching, accompaniment, watching, appreciation and so on. The key lies in the simplicity of the forms.

3.3 Survey of practical result

In order to fully investigate the practicability of traditional classical music learning in the process of music teaching in Colleges and universities, the research mainly includes three aspects. First, what do you think of the position of traditional classical music teaching in professional courses? Secondly, do you think traditional classical songs will help you in the future? Third, through learning, do you have the ability to work in the workplace? Through these three aspects of the survey, the answer results are very unsatisfactory. The key point is that school education does not include students'future careers. At the same time, there is a lack of market research in Colleges and universities, and there is no in-depth integration between classical music projects and current teaching work.

4. Practical Teaching Strategies

4.1 Accurate positioning of teaching objectives

The teaching goal is set for the normal teaching activities, which is the final destination of all teaching activities. At present, in order to effectively promote the process of music teaching in Colleges and universities, in order to improve the efficiency and quality of traditional classical music teaching, colleges and universities should formulate specific teaching objectives. Such training objectives standardize the development prospects of classical music programs in Colleges and universities and students'future employment direction, help to improve students' understanding of classical music programs, and apply them to real life. At the same time, music teaching in Colleges and universities needs to change the ambiguous teaching objectives and cultivate qualified and high-quality practical professionals.

4.2 Adopting diversified teaching methods

Students have less time to study, and accumulate more theoretical and practical content, the overall learning task is heavy. Therefore, colleges and universities should fully increase the diversification of teaching methods to attract students to pay more attention to the content of classical songs. At the same time, colleges and universities can use multimedia technology and rich network resources to provide students with a variety of teaching methods. As a result, students can fully understand the relevant content in the process of learning classical songs, thus laying a solid foundation for improving self-cultivation and future employment direction.

4.3 Further expansion of teaching content

Music majors in Colleges and universities have different levels of professional knowledge. Some students may have basic knowledge of classical music, but others lack such knowledge. At the same time, because of the different curriculum settings and professional orientations, the curriculum settings of classical songs do not meet the specific requirements of students. Therefore, colleges and universities should choose more practical lists of classical songs, as well as more course materials, in order to make up for the deficiencies in the course, so as to increase the amount of knowledge of students.

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