

Study on the Reform and Development of Music Education in Chinese Schools Based on the Network Era

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Abstract: Vocal music presents the soul and charm of music through the performance of musical instruments. In the performance of vocal music, the instrument is like a human voice. Vocal music teaching in music education major teaching is also very important and basic component, with the deepening of music education reform, the current vocal music teaching has broken the traditional teaching mode, combined with the modern concept to achieve professional and popular vocal teaching mode, under the guidance of teaching laws to promote the students' vocal music basic ability and music professional quality.

1. Introduction

Music is an essential course in school education. However, due to the limitation of various reasons, the development of modern school education has not paid attention to music education for a long time, and music education in China has not yet formed a mature teaching system. In 2010, the promulgation of the National Standard setting of compulsory education music curriculum (2011 edition) has entered a new historical stage in the reform and development of basic music education in China. Improving music education in schools requires perfection in all aspects. Throughout the music education that my generation has received, it is clearly unsuccessful. In the feeling and appreciation, performance and creation required in the music curriculum standard, most students only stay at the first level, and other skills still need to be improved [1].

2. The problems in music education in our country's schools

2.1. The music syllabus is not perfect

At present, the music education system refers too much to the teaching system of western countries to set up the music curriculum in compulsory teaching, and many programs cannot be fully implemented in the teaching process [2].

2.2. Selection of teaching instruments in the music classroom

The vast majority of Chinese schools are large class-style teaching, but in textbooks, the requirement of the harp is a compulsory musical instrument, in practice will have difficulties. The sound of the harp is sharp, and the sound of the blowtorch instrument is very high for the student's breath and fingers, and when the student's fingers are not pressed correctly, or when the breath is not enough, the sound will be more harsh. If you learn to play the harp in the teaching of large classes, students will not only feel the opportunity. to the beauty of music, and will lose interest in learning due to harsh sounds and difficulty in operation [3].

2.3. Extracurricular practice of music

In the music curriculum, students are required to participate in extracurricular music practices, and the main way is community activities. But there are few community activities around us, so it's still a little difficult for students to practice after-school through the community. The systematic shortage of music curriculum is insufficient in primary and secondary schools, lack of systematic and reasonable music expertise, reasonable music appreciation and simple music creation system. Because of the short development time of music education, our country has not yet figured out a set

of music teaching methods that are really suitable for the characteristics of our country's education, and the theory is insufficient. At the same time, it is more free to choose music textbooks, but not necessarily every school's teaching materials are chosen by people with a proper understanding of Chinese music education, so that it is possible to select teaching materials that are not suitable for the stage of development of students [4].

2.4. The construction of teachers is unreasonable

Most music colleges and universities' music education is still following the way of training with the main goal of improving a certain performance major and a theoretical major, and now the school music education needs quality teachers in generalism, which leads to inconsistent orientation and social demand in colleges and universities.

2.5. The contradiction between supply and demand of music teacher's post

The contradiction between supply and demand of music teacher posts is greater, while the urban saturation and the rural music teacher is relatively scarce. This is mainly due to the fact that music teachers are both art students and have higher educational and training costs, thus increasing students' expectations of high income after graduation. And the rural teachers' income and welfare are relatively low, all aspects of resources are relatively poor, and students' expectations are far from, resulting in the current shortage of teachers situation [5].

3. The Necessity of the Transformation and Development of Music Education

3.1. Music Education is of great significance in quality education

In our country's traditional educational structure, physics, chemistry, mathematics and other science and engineering knowledge has been respected by people, under the influence of utilitarianism, most students generally lack enough attention to the social science humanities knowledge, over time gradually formed a special cultural deficiency phenomenon. Since the reform and opening up, this social phenomenon has gradually aroused people's great concern, quality education should gradually start to take to the stage. Music education plays an important role in quality education and has a vital influence on students' artistic literacy. Therefore, the development of music education can not ignore the importance of quality education, we must do a good job in music education-related content, improve the quality of music education. The problems involved in the various links of vocal music teaching in colleges and universities are described in detail, breaking the shortcomings of the traditional teaching mode, paying more attention to the combination of theory and practice operability, and the system and logic are clearly defined. The first part is mainly an analysis of the development and educational significance of vocal music education in our country, ' from the pre-Qin dynasty to the late Qing Dynasty, to the period after the Anti-Japanese War and the founding of New China, carried out a systematic review of the development, educational characteristics and teaching concepts at each stage, especially for the current stage of the current stage of the current situation of vocal music teaching in universities to examine and analyze the current situation of vocal music teaching. And, using the actual questionnaire to obtain first-hand information, combined with the current problems in the teaching of vocal music in colleges and universities, from the art quality and campus culture and other aspects of the need to develop vocal music teaching in colleges and universities, and according to the current situation combined with the development of the educational concept of the times to give the relevant teaching recommendations and the need to pay attention to the problems in the process of education. The second part is from the perspective of education reform on how to carry out vocal music teaching analysis and research, which is exactly what is needed at present, in the process of elaboration of vocal discipline construction and curriculum setting issues to be taken into account, combined with the principles to be followed and professional skills to make a key interpretation, the professional quality of teachers and classroom teaching put forward certain requirements, which is also an important factor to promote the reform of vocal education teaching in colleges and

universities. The third part is from the theory and practice of the current college vocal education summary and induction, from the physiological point of view of analysis, the physiological characteristics of singing organs to introduce, for how to carry out scientific exercises for a detailed analysis, in addition to singing resonance and language-related content. The fourth part is formed on the basis of the third part, only a lot of practice can form a good singing skills, so in order to meet the actual needs of teaching, in the fourth part of the introduction mainly introduced the selection of teaching songs, and the Western songs and national vocal music introduced, expounded the development of national songs, the traditional classical vocal works of scientific choice for students' daily practice and teacher teaching [6].

3.2. Music education plays an active role in students' future development

From the current situation of China's social development, music education has a vital impact on the future development of students, with the comprehensive promotion of intelligent technology, the influence of technology on personal development is gradually reduced, on the contrary, humanistic literacy will become an important factor affecting personal development. Therefore, doing a good job in music education can effectively promote the all-round development of students, and then for students to win social competition to lay the necessary foundation [7].

3.3. The development of music education in China lags behind at this stage

Due to the obvious lack of attention to music education for a long time, the development of music education in China is still relatively lagging behind, on the one hand, the degree of attention of music education at this stage is obviously inadequate, the school for music education equipped with human resources, infrastructure, etc. also have certain defects, resulting in the development of music education in China as a whole is hindered [8].

4. Measures to address existing problems

4.1. Improving the music teaching system

Perfecting the music teaching system in line with music education in China is an important basis for the exploration of music education. While drawing on the excellent system of other countries, we should apply it to the school music education in our country, combine it with the practice of school music teaching, and make the students' musical aesthetic ability meet the expected goal of our new curriculum standard [9].

4.2. Exploring the teaching methods of music with Chinese characteristics

Looking at the music education of all countries in the world, excellent music education has its characteristic teaching system. In exploring the teaching methods of music in our country, we can learn from the reasonable composition of other countries and use them for me [10]. Dalcrooz music teaching emphasizes the enhancement of musical emotional experience through physical rhythm, Olf music teaching emphasizes the development of human imagination and creativity through music-language-action and small musical instrument improvisation, Kodaly music teaching emphasizes the use of emotion to make music belong to everyone, and Kabarevski's music teaching method focuses on the combination of aesthetic and moral functions of music —education. Each of these musical methods has its own unique charm, which is combined with the actual teaching in the country. In the future music teacher's job, these excellent music teaching methods can provide us with new teaching ideas.

4.3. The construction of the teaching staff and the efforts of the teachers themselves

To carry out high-quality music education, we must first train excellent teachers. Higher music colleges should give students more time to study music teaching theory and excellent teaching methods in the school, and give more time to train students' teaching ability and cultivate more quality teachers in generalists. Only by cultivating excellent teachers can we improve the current state of music education in schools. Students receive good education and receive the correct

guidance, in order to cultivate a good student's musical aesthetic, for the next generation of music education to lay a good foundation for the development of our music education to provide a virtuous circle. Kodaly once said, "We must teach music and singing in schools in a way that makes children happy rather than pain, and cultivate their desire for noble music, which will last a lifetime." Music is very important to each of us, and it is the voice of the soul that expresses people's emotions more intuitively and at a higher level than language expression. Because of the fun of music courses, students will be happy to take music classes, because music classes can not only relieve students of the pressure of other courses, but also no heavy after-school homework, compared to other disciplines, music classes will make students feel relaxed and happy. As music teachers, we need to think about how to make students gain more music expertise in a relaxed and pleasant state.

4.4. Policy support and guidance

Art students in the primary and high school students have a bonus policy, promoting students to learn music enthusiasm. In solving the problem of the contradiction between supply and demand of music teachers, we can establish a correct view of career choice when training students, and we should also rely on the support of policies to increase the income and welfare of rural music teachers, so as to strengthen the construction of teachers in music education in schools.

4.5. Introducing social projects into the classroom training model

Schools should strengthen cooperation with enterprises, introduce social projects into classroom teaching, and provide students with opportunities to participate in social practice. Specifically, on the one hand, we should actively carry out the construction of the "Transformation and Development Pilot Reform" project, vigorously cultivate students' knowledge application ability and practical ability, and enhance social competitiveness. On the other hand, we should also make full use of the teaching resources of the practical training room and give full play to the positive role of individual teachers in value, and form the practice mode of "skills tutors and students' independent practice".

4.6. Rooted in the local folk art soil, serving the local culture mode

Music itself comes from civil society, which is also the basic living ground for civil society. Therefore, the new era of music education must realize the importance of rooted in the folk art soil, to be based on folk art to carry out music education. Secondly, music education should also guide students to consciously serve the development of local cultural and artistic industries, and gradually improve students' service skills. For example, while carrying out music skills education, teachers should emphasize the charm of folk art to students at the same time, and stimulate students to go deep into the forefront of the development of folk art, and contribute their own strength to the development of folk art.

5. Conclusion

In the process of teaching, the specific teaching methods, and on this basis, each teaching method has carried on a detailed step point analysis, for the reform of classroom teaching to provide practical guidance. Based on the detailed grasp of the basic knowledge in the teaching of vocal music in colleges and universities, the study and practice of students are guided in detail by the educational concept of the times and the current actual situation, and the problem of indoctrination education in traditional teaching is abandoned. In addition, it also provides specific teaching methods for the practice teaching of vocal theory and teaching reform, can provide substantive help for professional vocal music teachers in the course of practical teaching, and is worthy of reading and use of the relevant professional teachers in vocal music education in colleges and universities, which has certain reference value.

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