

Analysis of Music Classroom Teaching Strategies in Universities

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Abstract: As globalization accelerates and cultural exchanges deepen, music education assumes a more prominent role in fostering students' aesthetic sensibilities, cultural competence, and innovative capabilities. The purpose of this study is to deeply analyze music classroom teaching strategies in universities and put forward optimization suggestions to improve teaching quality. This article comprehensively understands the present situation and challenges of music teaching in universities. It is found that although music teaching has made some achievements, there are still issues such as uneven distribution of teaching resources, traditional teaching methods, and varying teachers' levels. Based on this, the article proposes a series of suggestions for implementing teaching strategies, including integrating local music resources, innovating teaching methods, strengthening teacher training, and establishing a teaching assessment mechanism. These suggestions aim to promote the development of music teaching in universities in a more comprehensive, innovative, and personalized direction, thereby enhancing students' music literacy and overall abilities.

1. Introduction

In today's society, music education has become an indispensable part of higher education [1]. With the acceleration of globalization and the deepening of cultural exchanges, music education plays an increasingly prominent role in cultivating students' aesthetic taste, cultural literacy, and innovation ability [2-3]. The purpose of this study is to deeply explore teaching strategies in music classrooms within universities, aiming to provide theoretical and practical support for improving the overall quality of music teaching.

The main objective of this research is to analyze the current teaching strategies employed in university music classrooms and to investigate how these strategies can be optimized to enhance teaching quality. Specific research questions include: What are the teaching strategies currently adopted in music classes in universities? How effective are these strategies? How can we construct and optimize the teaching strategy for music classrooms? By addressing these questions, this study aims to offer valuable insights and suggestions for music teaching not only in specific regions but also in broader contexts.

2. The goal and task of music classroom teaching in universities

Music classroom teaching in universities is unique, which integrates theory and practice, and the course content is wide and diverse, covering vocal music, instrumental music, composition and music appreciation and other music fields [4]. At the same time, the teaching emphasizes innovation and exploration, encourages students to exert their imagination and creativity, goes deep into music creation and performance, and comprehensively improves students' musical literacy and comprehensive ability.

The goal of music classroom teaching in universities is mainly to cultivate students' musical literacy and comprehensive ability [5]. Specific tasks include: imparting basic knowledge and skills of music, improving students' music appreciation and aesthetic ability, cultivating students' innovative thinking and creative ability, and guiding students to form good music learning attitudes and values. Through the completion of these tasks, music classroom teaching in universities aims to

lay a solid music foundation for students and cultivate them to become music talents with high quality and innovative ability.

3. Present situation of music classroom teaching in universities

3.1. General situation of music teaching in universities

Music education holds a significant place in the realm of higher education, particularly in regions with a rich musical heritage. The diverse forms of folk and traditional music found worldwide contribute to the unique regional characteristics of college music teaching in various areas [6]. As educational investments increase and educational philosophies evolve, universities have been establishing comprehensive music education systems. These systems encompass not only foundational music theory and skill-based courses but also diversify their offerings to include music appreciation, music creation, and research into local music cultures.

In such educational environments, universities emphasize the practical application of music teaching, providing students with ample opportunities for performances and practical platforms to showcase their talents. This holistic approach to music education aims to cultivate students' aesthetic sensibilities, cultural competence, and innovative capabilities. The purpose of this study is to delve into the teaching strategies employed in university music classrooms, with a focus on understanding the current practices, assessing their effectiveness, and exploring ways to optimize these strategies for improved teaching quality.

3.2. Existing music classroom teaching strategies and implementation effects

At present, universities have implemented a diverse range of teaching strategies in their music classroom instruction, as illustrated in Table 1.

Table 1 University music classroom teaching strategies and implementation details

Teaching strategy	Specific content	Implementation details
Group cooperative learning	Through group cooperative learning, strengthen the interaction and cooperation between students and improve the learning effect.	Grouping principle: reasonable grouping according to students' musical level, personality and other factors; Group tasks: analyze music works together, discuss creative ideas, and perform cooperatively; Teacher's role: provide guidance, monitor the learning process and ensure that every student can participate.
Case analysis method	Through in-depth analysis of specific music works, improve students' understanding and appreciation ability.	Case selection: select representative music works as cases; Analysis content: work style, musical structure, harmony application, performance skills, etc. Teaching methods: teachers guide discussion, students express their opinions and explore the connotation of works together.
Practical activity	By holding concerts, music festivals and other activities, it provides a platform for students to show their talents and enhance their stage expression.	Types of activities: concerts, music festivals, music competitions inside and outside the school, etc. Student participation: students voluntarily register, teachers are selected, and programs are rehearsed; Activity effect: improve students' self-confidence, exercise stage performance and enhance practical experience.

The adoption of these strategies has, to some degree, enhanced students' interest and engagement in learning, contributing to an overall improvement in their music literacy. However, the implementation process is not without its challenges [7]. For instance, the effectiveness of group cooperative learning can be impacted by individual student differences. Some students, due to their personality or ability, may not fully engage in discussions. Similarly, when employing the case analysis method, it is crucial to take into account students' receptive capabilities and areas of interest when selecting cases. If not carefully considered, this approach may inadvertently lead to a decline in student participation. Therefore, it is essential to continually evaluate and refine these teaching strategies to ensure their optimal effectiveness in promoting student learning and

engagement.

4. Construction and optimization of music classroom teaching strategies in universities

4.1. Student-centered teaching strategy

The student-centered teaching strategy emphasizes students' dominant position in the teaching process [8]. In music classroom teaching, teachers should design and adjust teaching contents and methods according to students' interests, needs and abilities. For example, students' expectations and difficulties in music learning can be understood through questionnaires and individual interviews, and then teaching plans can be made accordingly. At the same time, teachers can also encourage students to participate in classroom design and organize activities to improve their learning enthusiasm and autonomy.

4.2. Teaching strategies for integrating local music culture

The realm of traditional music is rich in cultural resources. Integrating these resources into music classroom teaching serves multiple purposes: it enriches the teaching content, fosters a deeper understanding and appreciation of cultural heritage, and enhances students' cultural identity and pride. To achieve this, teachers can organize a variety of activities such as lectures on traditional music culture, field trips to explore local music scenes, and workshops where students can engage with traditional musical instruments and practices. Furthermore, encouraging students to blend traditional music elements with modern music creation can stimulate their creativity and result in the production of unique musical works that reflect local cultural characteristics. By incorporating these strategies, music classrooms can become vibrant spaces where the past and present converge, enriching the learning experience for all students.

4.3. Teaching strategies using modern educational technology

With the development of science and technology, modern educational technology provides more possibilities for music teaching. Teachers can use digital music production software and virtual reality technology to assist teaching. For example, using digital music production software can make students understand the process and skills of music creation more intuitively; Through virtual reality technology, students can feel the atmosphere and performance process of the concert in an immersive way. The application of these technologies can not only improve students' learning interest and effect, but also cultivate their innovative ability and scientific literacy.

4.4. Teachers' role and students' participation in strategy implementation

In the process of implementing the above teaching strategies, teachers need to play the roles of guide, organizer and participant. They should flexibly adjust their teaching strategies according to the actual situation of students and give them feedback and guidance in time. At the same time, teachers should also encourage students to actively participate in classroom activities and practical projects, and cultivate their teamwork ability and problem-solving ability. Students need to give full play to their subjective initiative, actively participate in the learning process and dare to try new things and methods. Through the joint efforts and interactive cooperation between teachers and students, the optimal effect of music classroom teaching can be realized.

5. Suggestions on the implementation of music classroom teaching strategies in universities

5.1. Innovating teaching methods to enhance students' interest in learning

Traditional teaching methods often focus on imparting knowledge and ignore students' subjectivity and creativity. In order to enhance students' interest in learning, teachers need to constantly innovate teaching methods. For example, project-based learning can be used to allow students to conduct in-depth research around a certain music theme, and encourage them to show their learning results through creation, performance and other forms. In addition, teachers can also

use music games, music competitions and other ways to stimulate students' interest in learning and sense of competition, so that they can master music knowledge and skills in a relaxed and happy atmosphere.

5.2. Strengthen teacher training and improve teaching level

Teachers are the key factors in music classroom teaching. In order to improve the teaching level, universities should strengthen the training of music teachers. Training content can include modern teaching concepts, innovative teaching methods, local music and cultural knowledge and so on. At the same time, universities can also invite music education experts and famous musicians to give lectures or workshops to provide teachers with opportunities to exchange and learn with people in the industry. Through these training activities, teachers can constantly update their educational concepts and teaching skills and improve the teaching quality of music classes.

5.3. Establish an effective teaching assessment mechanism

In order to ensure the effectiveness of music classroom teaching, universities should establish a scientific and comprehensive teaching assessment mechanism, as shown in Table 2.

Table 2 Assessment mechanism for music classroom teaching

Assessment dimension	Assessment content	Assessment methodology
Students' learning achievement	Mastery of music theory knowledge	Regular tests, final exams, classroom quizzes, etc.
	The improvement of music skills	Skills assessment such as playing and singing, and performance in skill competitions.
	Learning attitude and participation	Class participation, homework completion, group discussion contribution, etc.
Teacher's teaching effect	Quality and innovation of teaching content	Whether the teaching content meets the course objectives and is innovative.
	Diversity and effectiveness of teaching methods	Whether the teaching methods are rich and varied, and whether they can effectively promote students' learning.
	Teacher-student interaction and classroom management	Interaction between teachers and students, classroom discipline and management effect
Utilization of curriculum resources	Selection of teaching materials and supplementary materials	Whether the teaching materials conform to the syllabus and whether the supplementary teaching materials are rich and varied.
	Usage of music equipment and venues	Whether the music equipment is fully utilized and whether the music venue meets the teaching needs.
	Integration of off-campus music resources	Whether to make effective use of off-campus music resources, such as inviting experts to give lectures and co-performing, etc.

During assessment, emphasis should be placed on student feedback, encouraging them to suggest improvements for teaching content and methodologies. Additionally, universities have the option to utilize big data and other technological tools to conduct real-time monitoring and analysis of the teaching process, facilitating timely identification of issues and subsequent adjustments and enhancements. By employing such assessment mechanisms, the relevance and efficacy of music classroom instructional strategies can be ensured, ultimately enhancing the overall quality of education.

6. Conclusions

Through an in-depth analysis of music classroom teaching in universities, this study arrives at a series of significant conclusions. Firstly, this article underscores the pivotal role that music classroom teaching plays in enhancing students' music literacy, aesthetic appreciation, and innovative capabilities within the higher education context. By examining the current state of music education in universities, the article uncovers the demands and challenges associated with integrating music teaching resources, innovating teaching methodologies, and fostering teacher development.

Building on this foundation, the article proposes a range of strategies for implementing effective teaching practices. These include integrating local music resources to enrich the curriculum, innovating teaching methods to stimulate students' learning interest, reinforcing teacher training programs to elevate teaching standards, and establishing a robust teaching evaluation mechanism to ensure consistent teaching quality. These recommendations are geared towards assisting universities in optimizing their music classroom instruction, thereby fostering students' holistic development and enhancing the overall quality of education.

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