

Music Curriculum Reform and Reconstruction of Teacher Education Concept

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Abstract: Both national music and professional music are the behavior embodiment of music education. However, it is worth noting that from the actual situation of these two kinds of educational behavior, the object of education and the goal of education have some different characteristics, and at the same time, there will be some differences in the way of education and the evaluation criteria of education. In order to ensure our true understanding of music goals, the corresponding premise and basis are the comparative analysis of these differences, on the basis of which the smooth implementation and development of music education can be guaranteed. At present, the current curriculum innovation and the continuous infiltration of educational reform and development, music teachers should face up to the current situation of music education, and then pay attention to explore the specific ways of music curriculum reform, based on the renewal of educational ideas, optimize music classroom teaching.

1. Introduction

Carrying out the knowledge of the new curriculum standard has brought new vitality and upgrade to the music teaching of music teachers, but at the same time, it also gradually improves the teaching requirements of teachers. Based on this, under the background of curriculum innovation, music teachers should think about the better development of music education in our country, and improve the music curriculum system actively and continuously, which can promote the smooth and effective development of music education to a certain extent. It is worth noting that the most important thing in this process is the teacher's educational idea, which will naturally have a certain adverse effect on music teaching under the background that teachers still have the traditional educational idea. Therefore, in the process of optimizing and improving music teaching, teachers should follow the requirements of the new curriculum standard, pay attention to the renewal and optimization of their own educational ideas, and the reform of music curriculum and the reconstruction of teachers' educational ideas can achieve the purpose of effective music curriculum reform and promote the improvement of teaching quality.

2. Recognition of Music Education

From the perspective of the essence of the two kinds of education, the content of the national music education includes the music courses in primary and secondary schools, while the professional music education often represents the music courses in universities. In the teaching of music courses in primary and secondary schools, it is the basic task to arouse students' music love effectively, to attract students to participate in music learning and to cultivate students' music interests and hobbies. Music education in senior high schools pays more attention to the cultivation of students' participation in music ability than in junior high school and primary school. In short, it means that students' aesthetic ability, musical performance and music creation ability can help students master the basic skills of music. However, it is worth noting that no matter what stage of music curriculum education can promote the inheritance and spread of excellent music culture and excellent music culture in China and other countries, help students to gradually understand their own national music, promote students' love for the music art of the motherland and patriotic enthusiasm can be effectively stimulated, and in the process of students' contact with the world's

excellent music culture, they can also achieve the broadening of students' music vision. In general, the smooth development of music teaching can enlighten students' wisdom to a certain extent, cultivate students' noble sentiment and good balance, promote students' imagination and creation ability to develop effectively, and gradually realize the practical cultivation of students' independent personality and collective attention spirit, so as to fully meet the needs of the society for all-round development of talents [1].

Influenced by the examination-oriented education, the development of senior high school music students can be said to be very prosperous, in this context, also make a large number of music products do not understand music gradually, the increasing number of social and economic development has made a certain contribution, but it is worth noting that the quality of the sudden decline in the background, seriously hindered the future development of music. And from the social point of view, there is often a disdainful attitude towards people who study music and work in music, and those who focus too much on music products and have received a professional music education can be said to have no love for music, even if they will work in music, but doomed to look at music with contempt. It is worth noting, however, that the former we speak of people who do not know or have not received a musical education, who tend to have an attitude of contempt for those who work in music; and the latter, who work in music, have an attitude of contempt for music itself, which would have a devastating effect on music.

In the background of the music boom, there are some students who have a real musical talent and love music, but the above problems will often lead students and parents to gradually back down, and then choose to give up learning music, which will also cause some obstacles to the development of music. This part belongs to the music talent and has the potential student is difficult to convey to the university, carries on the effective acceptance to the specialized music education, will seriously crack down the specialized music education development. And in the following downward trend of professional music education will also have a certain impact on the normal development of national music education, and the development of national music education, which is restricted by certain, will certainly not be conducive to the development of professional music education. From the point of view of social music culture, the two indispensable parts of music education are national music education and professional music education.[2]. In the process of music development, the higher purpose of cultivating music talents can be said to be the root of professional music education, but it is important to focus on national music education.

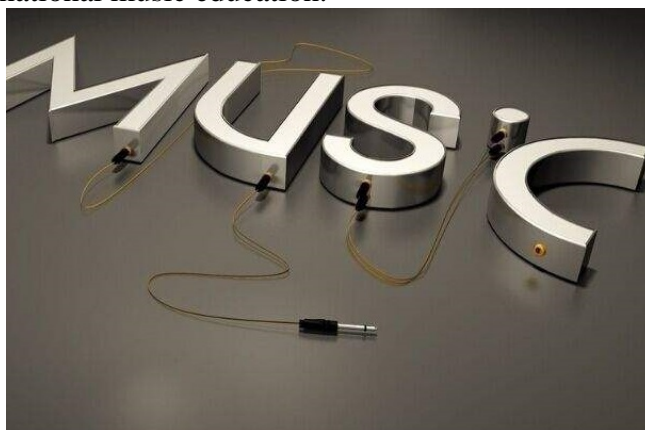


Figure 1 Correct cognitive music education

3. The Reform of Music Curriculum and the Reconstruction of Teachers' Education Concept

Under the premise that the music teacher correctly recognizes the music education, can promote the teacher's new education idea to form gradually, and then rely on the new education idea, guarantee the effective reform of the teacher's music curriculum, realize the music curriculum reform to the reconstruction of the teacher's education idea, and give full play to the music curriculum teaching goal and the educational value.

3.1. Multi-Cultural Integration and Enrichment of Curriculum Teaching Content

From the point of view of modern society, the blending of multi-culture has become a developing trend, in which the multi-cultural system is gradually formed. From the point of view of music, its own remarkable characteristics are reflected in its uniqueness and activity, so people have a higher degree of love for it, and the combination of multiculturalism has promoted the increasing degree of love. Therefore, in music teaching, as music teachers should also integrate multicultural content into curriculum teaching, based on the reconstruction of music teaching structure, based on the content of curriculum teaching, the multi-cultural knowledge will be effectively infiltrated into it, and then help students to understand different music culture and knowledge, and promote the gradual improvement of students' musical literacy.

For example, in the course of teaching music appreciation, the music teacher should explain the culture and background of the western dance drama before the students' appreciation. In addition, in music teaching, through the integration of multiculturalism, it can also help students to see things in the process of looking at things from many angles and multi-level observation, and this is bound to be inseparable from the use of teachers' diversified teaching methods. The integration of multi-culture of music course teaching is an embodiment of the new teaching concept of teachers, which effectively realizes the reconstruction of music course teaching and teacher education concept.



Figure 2 Multicultural integration

3.2. Information Technology to Strengthen the Exchange of Educational Ideas

With the increasing level of science and technology, information technology has been widely used in many fields, and its application in education is very remarkable. In order to develop music teaching, teachers can make active use of modern advanced teaching methods, construct the corresponding effective communication platform through the effective use of internet, and create favorable conditions for the exchange and sharing of experience among music teachers. Under the background of constructing the information platform, we can solve the problem of the time and space limit in the communication process actively, and the music teachers of each region and each major school can share their own teaching ideas and opinions and suggestions on the information platform, at the same time, through the publication of some experiences in their own teaching process, fully expound their own shortcomings and problems, and then collect the suggestions of each teacher by the platform, promote the optimization and improvement of their own curriculum teaching through the help of other teachers, and construct the information platform based on the information technology and the network. The interaction between teachers on the concept of education can be effectively realized.



Figure 3 Building an information platform

3.3. The use of a Variety of Teaching Systems, Integration of Education and Teaching

The richness of the teaching system is also a full embodiment of the reform of the music curriculum in the reconstruction of the concept of teacher education, which plays an important positive role in the development of music education on the basis of giving full play to the advantages of each music system. For example, the Orff music system is one of the well-known systems, which emphasizes the comprehensiveness of music. When teaching, we should not only use the form of singing and listening to express music, but also use the form of synthesis to realize music, such as can be integrated into dance. In the specific teaching, teachers can guide students to arrange and perform the corresponding group dance around the teaching song content of the course, and use body language to express music, which can effectively help students to feel the connotation and charm of music. In the background of this teaching mode, the cultivation of students' creativity is realized [3]. In addition, in the case of insufficient teaching conditions, such as the lack of corresponding musical instruments, teachers can guide students to use the common utensils around them effectively, such as chopsticks, cups and so on can be used to express music. The application of various teaching systems pays more attention to the individualized development of students, breaks through the shackles of traditional single teaching on students' thought and cognition, and will certainly help students to improve their professional level.

4. Conclusion

Based on the current social development and curriculum innovation, music teachers should also reconstruct their own music teaching concept to ensure that the new curriculum standard music teaching requirements can be fully met, and then based on the reconstruction of teachers' teaching concept, promote music curriculum reform, promote the gradual progress of music teaching level.

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