

Research on Cultivating Comprehensive Ability for Normal Students of Musicology

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Abstract: The state is paying more and more attention to education, and teacher training has become a common concern of the society. The comprehensive ability of musicology normal major students is composed of knowledge, ability and quality. Aiming at the problems existing in the cultivation of comprehensive ability of musicology normal major students, the curriculum structure and curriculum system of musicology normal major students training were constructed: adjusting the curriculum structure, integrating the curriculum content, highlighting the music performance, reforming the assessment method. Students' comprehensive ability training path: strengthen professional skills and teaching skills training, strengthen the construction of "double-skilled" teachers, improve the second creative and innovative ability of music works, and promote the study and understanding of music theory with practical experience.

1. Introduction

Musicology normal major adapt to the needs of modern social economy, culture, science and technology and education development, high quality, solid foundation, great development potential, a high sense of responsibility and dedication, a certain musical theory and systematic musical performance or music creation skills, in music management, music performance, film and television production, news publishing and music education institutions and departments, engaged in music performance, music creation, art management, music teaching, art criticism and scientific research, as well as cultural and artistic related a variety of practical work complex specialists.

The state is paying more and more attention to education, and teacher training has become a common concern of the society. Higher normal education is the most important source of teachers for basic education. It is an important way to train qualified music teachers. It better implements and implements the educational reform policy, trains music teachers who are suitable for basic education requirements, and explores new talent training models for music teachers. It has become an urgent problem to be solved in the cultivation of professional talents in musicology. The traditional music talent training mode simply incorporates the professional music education curriculum. The students' music professional skills are outstanding, but they lack the love of music teaching. The musicology normal major training music education talents are not simply to let students master music techniques. Although music is the subject, the podium is essentially different from the stage. This paper studies the comprehensive ability training path of musicology normal major students, and provides guidance for cultivating cooperative music basic teachers.

2. Constitution on Comprehensive Ability for Normal Students of Musicology

The comprehensive ability of students consists of three parts: knowledge, ability and quality. There is a progressive relationship between the three, knowledge is the basis of ability, and the two are the logical premise of the existence and promotion of quality. Among them, knowledge is divided into explicit and implicit. The former has the characteristics of being sortable, editable and disseminated, and is internalized into memory content through the human brain. The latter has the

characteristics that it can only be unspeakable, and can only be understood through inner feelings. In the process of learning, memory is the input and reorganization of knowledge materials, and links with other knowledge materials to form the thought, method and spiritual content of the subject. Ability, the subject can be competent in some kind of operation. Although ability is the foundation of knowledge, acquiring knowledge does not mean possessing ability. Because knowledge is only externalized into an operational force that can produce some kind of efficiency and validity, it is regarded as ability. It is based on the memory and understanding of knowledge, using a variety of ways of thinking to analyze, synthesize, judge and reason the knowledge content, so that knowledge can be effectively transformed. Quality is the sum of the subject's intellectual and non-intellectual forms and their elements. Not only students are required to learn knowledge and ability to take exams, but also focus on comprehensive ability and overall quality. In this way, it is possible to cultivate talents with both knowledge and ability, both cultural and educated. The knowledge, ability and quality of the comprehensive ability of students majoring in musicology are briefly explained as follows:

(1) Knowledge. Students should understand the history and current status of science and technology development related to artistic creation, as well as new developments and new achievements, can consciously apply science and technology in artistic creation. It has the political, historical, literary and artistic knowledge to meet the needs of artistic creation, and it can be used in art work. Students should understand the country's literary and artistic policies, policies and regulations, and strictly implement them in practice, and master the basic theory and creative knowledge of the art field, and also master the expertise in music creation, performance and appreciation. They need gain the expertise of sound, language and physical training necessary to shape the artistic image with good knowledge of foreign languages and computer knowledge, in order to grasp the development of foreign art, and smoothly communicate with foreign counterparts. Students should understand the status quo and development status of related art education at home and abroad in order to get the knowledge and methods necessary for art teaching.

(2) Ability. Strong self-learning ability to adapt to the needs of constantly innovating works, adapt to the needs of different positions in the art creation team, and have the ability to smoothly change between practice, management and teaching in the art field. Students continue to pay attention to the development and innovation trends in this art field. Students should have a clear understanding of the fusion of various art forms. Students are able to analyze and solve problems better in music creation and performance, and to work with team members to research and solve problems in creation. Students should have the ability to observe life and experience life, and master the methods of artistic processing of life. Students need understand the working mode of the art team, adapt to the working environment of the team, and have the experience of the art team, and obtain a Mandarin certificate and a teacher qualification certificate.

(3) Quality. Students should health, and able to adapt to continuous high intensity training and performance. They should cheerful and confident, which has a good artistic professional ethics, noble morality, elegant taste and social responsibility, and patriotism and love of socialism. Students have the ability to learn, inherit and carry forward the traditional culture and art of the nation. They also love art and serve the community wholeheartedly. Students should learn about the latest developments in the art world and have the ability to communicate with foreign counterparts to conduct cross-cultural arts activities with good interpersonal skills, good at communicating with team members, audiences and the media.

3. Problems on Cultivating Comprehensive Ability for Normal Students of Musicology

There are still the following problems in the comprehensive ability training of music major students:

(1) Lack of clear and accurate talent development goals. Due to the influence of the musicology normal major thoughts of the music school, there are tendencies in the talent training objectives that are vague and unclear. The teachers adhere to the traditional teaching philosophy for many years and insist on cultivating singers or performers. The importance of the curriculum; from the student's

point of view, most of them began to learn from a certain level of professional skills, and long-term skills learning made them think one-sidedly that professional skills learning is all about music learning. No one associates music skills learning with music education, and students who are trained in music majors are not as good at performance skills and stage performance as those in music school, and their teaching ability is generally low. The music major is different from the music professional education, aiming at cultivating qualified music teachers.

(2) The structure and system of professional teaching courses are unreasonable. The musicology normal major students generally have a narrow professional discipline and a weak professional foundation, resulting in poor overall quality and creativity of graduates. The main reasons include: unreasonable course structure, outdated content, single teaching method, and disconnection from social practice. Many college music courses focus on the systemic and complete aspects of the curriculum. There are fewer links, support and inheritance between the courses. The more the lessons are taught, the less practical and effective, which leads to the poor adaptability of students after entering the society. The school did not deepen the reform of the course content, and still retained the old, irregular and unsupported traditions, and rarely added cutting-edge content. In terms of teaching methods, traditional infusion, mechanical and cramming are still the main methods, which seriously affect the teaching achievements and difficult to cultivate high-quality talents.

(3) Enlarging enrollment leads to a decline in the quality of students and the quality of teaching. The expansion of enrollment in colleges and universities is a double-edged sword, which has a positive social impact and a series of problems in the quality of teaching. The average educational resources of students decreased, and the proportion of academic structure was out of balance. The music science teacher major requires a large amount of music equipment. Under the premise of lack of teaching funds, the growth rate of teaching resources is far less than the growth rate of students. Some teaching resources are overloaded, leaving hidden dangers for the improvement of teaching quality. On the other hand, the quality of teaching is determined by both the teacher and the student. Enrollment expansion in colleges and universities has allowed more people to have access to higher education. However, the admission scores are reduced and the overall quality of the students is reduced. The gap in student base has increased, which has a greater impact on the development of teaching work. It is not only the poor basic knowledge of students, but also the poor learning attitude and poor learning ability.

4. Curriculum Structure and Curriculum System on Cultivating for Normal Students of Musicology

The curriculum system refers to the system that arranges and combines the various components of the curriculum under the guidance of certain educational values, so that each curriculum element is unified in the dynamic process to the realization of the objectives of the curriculum system. The curriculum system is the guiding ideology of the educational activities, the specification and support of the training objectives, and the planning plan for the implementation of the training objectives. The curriculum system is the carrier to achieve the training objectives and the key to guarantee and improve the quality of education. The curriculum structure is the coordination and organization of each part of the curriculum. It is the skeleton of the curriculum system. It stipulates the categories of disciplines that make up the curriculum system, as well as the proportional relationship of the content of each subject, the matching of compulsory and elective courses, the divisional courses, the comprehensive courses, and the value orientation of the curriculum concept and curriculum. The curriculum structure is for the whole curriculum system. The knowledge composition of the curriculum is the core issue of the curriculum structure. The morphological structure of the curriculum is the skeleton of the curriculum structure. Optimizing the curriculum structure and curriculum system is the core issue of talent training. The optimization scheme proposed in this paper is as follows:

(1) Adjust the course structure. It is necessary to adjust the current public curriculum and professional curriculum structure, and increase the vocational curriculum according to the

classification of compulsory and elective. Based on the occupational classification, a curriculum system consisting of public foundation courses, professional core courses and vocational skills courses is built. When the functional departments carry out the curriculum structure reform, it is necessary to adjust the start time period and structural proportional relationship of various types of courses. At the same time, increase the teacher-level education curriculum and strengthen the training of students' education and teaching skills.

(2) Integrate course content. It is focused on cultivating students' application and creativity, and optimizing the content of singular and specialized courses. Combine the theoretical knowledge learning with the music industry practice and actual cases, eliminate the old content, and based on the application skills requirements of the teacher profession, integrate the course content, which not only reflects the knowledge and scientific of each course content, but also highlights the application and practicality, laying the foundation for music teaching and music production after graduation.

(3) Highlight music performance. As the main feature of music art, music performance is integrated into the overall activities of music creation, performance and appreciation. Musical expression exists in the composer's creative thinking, the formal structure of the work, the artist's artistic re-creation and the acceptance of the musician's aesthetic activities. Music performance can best reflect the practical application characteristics of musicology. Therefore, it is necessary to cultivate students' musical performance through various methods such as school art practice, social art practice and stage performance.

(4) Reform the assessment method. Course assessment is an important way to test the effectiveness of teaching. The assessment of the curriculum of music majors requires an open social practice assessment based on the closed-campus assessment. Taking the piano direction as an example, students can be arranged to the music training center to practice the piano teaching. The piano teaching effect is used as the evaluation result of the students' practical use of the piano teaching method. The number of students participating in various piano performances and the difficulty of completion can also be used as the examination results as the basis for assessment.

5. Paths on Cultivating Comprehensive Ability for Normal Students of Musicology

Based on the comprehensive ability of music majors, aiming at the problems of the comprehensive ability training of music majors, on the basis of optimizing the curriculum structure and curriculum system of musicology normal major training, the following music majors are proposed. Student comprehensive ability training path:

(1) Strengthen professional skills and teaching skills development. The teacher education curriculum will be offered to improve the language expression ability, writing ability and ability to control the teaching content while cultivating the sense of social responsibility and dedication. Students are required to master the music production software and apply it to practical teaching to develop the ability to adapt to modern teaching. According to the professional characteristics and talent training objectives, the theoretical knowledge and practical application are closely combined, so that students can feel the status and role of the learned knowledge in practical application, clarify the entry point and focus of knowledge application, and stimulate the enthusiasm and exploration of learning and practice, and the passion for innovation.

(2) Strengthen the construction of the "double-type" faculty. Teachers are the main body of curriculum reform and curriculum construction. They guide teachers to break through traditional thinking, understand the spirit of reform, deepen their understanding of the needs of teachers of basic music education, and deeply consider the significance of curriculum reform for the realization of talent training goals, thus transforming the teaching concept and actively participating in it. On the one hand, the application of a teaching team composed of professional teachers with high level of teaching and research and experts with rich practical experience. On the other hand, the key teachers who introduced some basic music education went into the university classroom to guide students to conduct music classroom teaching exercises. .

(3) Improve the second creative and innovative ability of music works. Teachers strengthen the cultivation of music-related cultural knowledge, broaden students' knowledge, improve music

culture, and understand and express the connotation of music works. Through the accurate interpretation of music works, the second creative ability and innovative ability can be improved. It is necessary to guide students to access music literature, and develop students' teaching and research capabilities in the process of data accumulation, and actively carry out performance practice and timely discover and solve problems in the practice chain, and also guide students to conduct theoretical research on teaching and develop students' analytical and problem solving skills.

(4) Promote the learning and understanding of music theory with practical experience. As a teacher learning stage that accepts music and audio-visual professional training, only with the ability of both theory and practice, and combining the two well, can we grow into a qualified music teacher. The combination of theory and practice is not a simple superposition, but the use of theory and enrichment of theory in practice, and the absorption of practice in the construction of theory. Through practical experience and reflection, reconstruction realizes deep understanding of music theory, achieves innovative interpretation and sublimation of music theory, and is used to guide music learning and education teaching practice.

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