

Research on the Innovative Development of Chinese Music Education in the Context of the New Era

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Abstract: With the changes in education policies, music education in China is playing an increasingly important role in schools. Music education plays an important role in realizing the all-round development of students' morality, intelligence, physical fitness, art and labor. However, in the past, people's understanding of music education was limited to traditional teaching, which led to problems such as incomplete transformation of music models, single teaching content, and disconnection between home and school. This paper studies and considers these issues and puts forward the following suggestions. This paper argues that schools should conform to the "new liberal arts" education concept and integrate music education and new liberal arts construction. At the same time, teachers should pay attention to establishing a multicultural education concept, innovating teaching models, and enhancing students' interest in learning Xi. Schools and parents should pay attention to the realization of home-school co-education and cultivate students' musical outlook and musical aesthetic ability.

Keywords: Music education, new liberal arts, teaching model

1. Introduction

In the context of the new college entrance examination, the status of music in quality education is gradually increasing, and the education department is paying more attention to music education, and the requirements for music teachers have also become very high. The implementation of the new curriculum standards by the country has led to an increasing number of educators delving deeper into music. Both primary and secondary school music education and university music education have undergone significant changes. The classroom of music education is no longer just about imparting professional knowledge but also focuses on various fields that are conducive to the development of students in society, such as cultivating humanistic literacy, improving innovation awareness, and developing exploratory abilities [1]. This is not only in line with the development needs of the new era but also in line with the teaching philosophy in the new situation [2]. Based on this, this study explores how Chinese music education can innovate in the context of the new era.

2. Problems Existing in Music Education

2.1. Solidified Model of Music Teaching

Although quality education has begun to emphasize music, the traditional education model is still deeply rooted, and schools and teachers have not realized the importance of music [3]. Music classes will still be occupied by other courses, and the practice of teachers canceling courses will still exist. Due to the strong professionalism of music, students still have a shallow understanding of music and are unable to delve deeper into learning. Teachers still only focus on teaching students how to sing, with teachers leading and students following, resulting in ineffective cultivation of students' professional qualities. This traditional education model is no longer suitable for the current development needs of music education, nor can it meet the personalized and diverse learning needs of students.

2.2. The Single Teaching Content

Many schools have not changed their outdated teaching methods, blindly following the textbook and reciting PowerPoint, making the whole class very boring and unable to stimulate students' interest in learning. Music courses are just a formality, and some teachers have nothing to say in the classroom [4]. They can only play music or videos for students, pass a class perfunctorily, and do not teach. This will lead to students writing homework for other subjects in the music class, treating music classes as self-study classes, and thinking that it is okay not to listen to music classes.

2.3. Disconnect between Home and School

Firstly, in the eyes of many parents, the improvement and cultivation of cultural courses are the most important part of education. The attention to music is very low, and it is only seen as entertainment. The lack of a music atmosphere in families leads to the delay in cultivating students' interest in music. Secondly, the high cost of investment and the eagerness for quick success in the music environment have also deterred many parents. Schools are disconnected from parents, and teachers do not provide feedback on students' music learning progress to parents. Parents also do not care about their children's progress in music learning at school.

3. Suggestion

3.1. Improve the Talent Training Plan according to the Stage Education Goals

3.1.1. Promote the New Liberal Arts of "Arts"

In response to the problem of the lack of good transformation in the education model, many regions have borrowed the "new liberal arts" education concept from abroad, promoting the transformation of the teaching mode of music education in China [3]. The new liberal arts concept emphasizes the cultivation of students' comprehensive qualities and emphasizes their comprehensive development, bringing new educational concepts to teachers. It not only makes students more proactive in learning but also makes teachers full of enthusiasm for class. Many key universities in China, such as Peking University, Tsinghua University, Fudan University, etc., have offered various courses on new liberal arts education, aiming to cultivate students' aesthetic education, provide more ways for students, enhance their practical abilities and social responsibility, and broaden their horizons. In the context of the construction of new liberal arts, art courses such as music have been included in the cultivation of students' humanistic literacy. Therefore, music courses have shifted from emphasizing skill training at the beginning to the current comprehensive quality. In the previous context of traditional

humanities, music education only focused on cultivating a single talent. The implementation of new humanities can cultivate talents from various aspects such as music art practice, music performance, music teaching, and music theory research. The implementation of the new concept of liberal arts education should pay attention to the following points: teachers should drive students to actively learn, not only blindly imparting knowledge, but also giving students more space for active exploration. Music education should not focus on theory, but also strengthen the design of practical activities to help students apply theory to practice and test their learning outcomes; Music education should not focus on exams.

3.1.2. Innovative Teaching Mode

Innovative teaching mode refers to an educational and teaching approach in which teachers, based on the cognitive characteristics and educational objectives of students, use modern educational technology to create an educational environment conducive to active learning, independent exploration, and cooperative communication, stimulate students' interest and motivation in learning, and cultivate their innovative spirit and practical ability [5]. The innovation of teaching modes has always been an important aspect of current education reform, and how to promote education innovation, improve education quality, and cultivate innovative talents has also become an important issue in China's education reform. With the continuous development of technology, the application of innovative teaching models in the field of education will become increasingly widespread. Here are some applications of innovative teaching models.

Teachers use information technology to enrich teaching formats. The information age is an era of resource sharing, where teachers can make good use of high-quality learning and teaching resources, improve the quality of the classroom, and inject new vitality into music education. To conduct student-centered teaching, teachers can adopt a flipped classroom approach. In this mode, students learn independently at home through videos, online courses, etc., while classroom time is used for discussion and answering questions [6]. The advantage of a flipped classroom lies in improving students' active learning ability, stimulating classroom interaction, and helping to cultivate their teamwork and communication skills.

Teachers can use group work in music lessons. Divide students into several small groups and have them work together to create a composition or choir ensemble, solving problems together. Students can learn to listen to the opinions of others, analyze and evaluate problems, and put forward their opinions and opinions through teamwork. Overall, group cooperative learning plays an important role and has many benefits in the classroom. It can improve learning outcomes, cultivate teamwork skills, enhance problem-solving abilities, promote the development of communication and expression abilities, and cultivate critical thinking abilities.

Based on these, teachers use innovative teaching models to deliver a good lesson. Firstly, a student-centered approach should be adopted, with a focus on individual differences and tailored teaching tailored to individual needs. Through observation, communication, and other methods, teachers can understand the characteristics of each student, their interest in music, their learning habits, and their level of cognition. Based on the observed results, teachers can develop teaching plans.

Secondly, innovative teaching models emphasize the situational nature of the teaching process [7]. During class, teachers create lively and lively situations that can attract students to listen attentively. Teachers can combine real-life situations with classroom content to more intuitively stimulate students' imagination, and then use information technology to provide students with rich auditory and visual experiences. In the classroom, some activities can be carried out, such as role-playing, group competition, etc. Cultivate students' innovation ability and awareness of actively researching.

Interaction in the classroom is also important. Teachers should have effective communication with students in the classroom, encourage them to actively speak up and ask questions, organize classroom discussions, and pay more attention to introverted students, guiding them to actively speak up.

3.2. Establish a Multicultural Education Perspective

Multicultural education, as a new educational concept, has not only become an important direction of educational reform, but also a key factor in cultivating talents in the era of globalization [8]. In recent years, the Chinese government has vigorously promoted the policy of multiculturalism, emphasizing the need for tolerance and understanding of multiculturalism. Ethnic minorities and impoverished areas have also increased the popularization of multiculturalism, and more and more schools are introducing multiculturalism to carry out international exchanges and cooperation.

3.2.1. Universities Level

Based on the concept of multiculturalism, universities should increase educational content, optimize curriculum settings, such as Western music history, world ethnic music, etc. At the same time, they should also pay attention to interdisciplinary integration of courses to improve students' comprehensive quality. The teaching content is not limited to a single musical form and style, but covers works from all over the world. Universities should enrich practical activities, such as holding concerts, setting up choirs, folk orchestras, Western orchestras, etc., so that students can experience the charm of music culture from different places in music and art practice. Universities should strengthen the construction of their teaching staff, improve their multicultural literacy, introduce more teachers with international backgrounds, strengthen cross-cultural training for teachers, and enhance their abilities in music education [9].

The evaluation of music teaching in universities should adopt diversified evaluation methods. To build a diversified evaluation system, it is necessary to introduce various evaluation indicators, such as music theory, practical ability, innovation ability, team cooperation, etc. By comprehensively evaluating students in these aspects, teachers can not only comprehensively understand their music literacy, but also fully tap into their potential.

3.2.2. Students Level

Students should pay more attention to the music itself. In the music classroom, they should actively think and imagine, and enhance their artistic cultivation through multicultural music learning [10]. Teachers need to change their educational concepts, focus on students, pay attention to individual differences among each student, cultivate their interest and literacy in music, and make music an essential part of their lives. In secondary education, full consideration should be given to the developmental needs of students, and diversified and personalized courses should be set up, such as music appreciation classes, music composition classes, music performance classes, etc. By utilizing modern technological means, students can independently choose courses and enjoy rich music resources through online learning platforms. Encourage students to participate in various music competitions or performances within the school to enhance their confidence.

3.3. In Terms of Home-School Cooperation

Parents of middle school students should establish the concept of quality education, attach importance to their children's music education, encourage their children to learn music independently in the family environment, and cultivate interests and hobbies [11]. At the same time, parents should not only focus on grades and competition results, but also on cultivating their children's music skills.

Schools should reform their education models and strengthen their teaching staff. A good communication and cooperation mechanism should be established between families and schools, and both parties should jointly pay attention to the music education of students. Parents can participate in school music activities, music competitions, and other organizational planning, pay attention to their children's performance, and provide them with more opportunities to showcase their talents. Schools can also regularly invite parents to attend music concerts and other activities to enhance emotional communication between families and schools or collaborate with professional organizations to provide students with more opportunities to experience music.

4. conclusion

This article studies the innovative development of music education in China under the background of the new era, proposes solutions to the current problems in music education, and brings new teaching content and methods. At present, art disciplines such as music are not valued by students and teachers, and it is common for art disciplines to be replaced by specialized subjects. In addition, due to the lack of attention, the music discipline lacks the coordination of family education and school education. However, based on the above problems, it is difficult for students to achieve all-round development of morality, intelligence, physical fitness, art and labor. This paper suggests that in the face of the current solidification of music education mode and the lack of attention to music and other art disciplines, universities and teachers should pay attention to innovating the teaching methods of music education and using information technology to enrich the teaching methods. At the same time, families should also pay attention to students' art education and cultivate students' all-round development.

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