

Exploration of the Teaching Model of Music and Art in Universities under the Cultivation of Core Competencies

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Abstract: Core competencies connect teaching objectives with teaching practices. The cultivation of core competencies is the fundamental task of implementing moral education and promoting the modernization of education in China. Under the guidance of core competencies, musical art education in universities should readjust its course, deepen teaching reform, optimize teaching models, comprehensively improve the teaching quality of music majors, and promote the long-term development of music teaching in universities. Based on this, this paper takes the cultivation of core competencies as the object of music and art education in universities, and explores its educational reality. The paper explores the path of modernization development of music education in universities under the concept of core competencies from five aspects, including creating a core nurturing environment, expanding music basic knowledge courses, enriching music literacy teaching content, optimizing music literacy teaching strategies, and strengthening music literacy teaching management. It aims to provide useful references for relevant research.

Keywords: Core Competencies; College Music Art; Teaching Model

1. Introduction

In recent years, China's educational philosophy has gradually shifted from professional education to education oriented, and teaching activities have begun with the goal of shaping modern youth with comprehensive development. Therefore, cultivating core competencies has become an important concept for cultivating social music talents. Music education in universities should deeply implement this educational concept, focus on cultivating core competencies of talents, and

promote the comprehensive development of talents.

2. Overview of Core Competencies

The concept of core literacy originated from the West and refers to the quality of life that enables individuals to have a beautiful and successful life. In the field of education in China, core competencies refer to the key abilities that students should possess and be able to adapt to development needs; It is not limited to specific situations, disciplines, or populations, and is a universal educational concept. In 2014, the *Opinions of the Ministry of Education on Comprehensively Deepening Curriculum Reform and Implementing the Fundamental Task of Building Virtue and Cultivating People* clearly stated that schools at all levels and types should implement core competencies throughout the entire teaching process to promote the comprehensive development of students. The proposal of this educational concept further refines the teaching objectives of the school, which can better promote the comprehensive development of students. The core literacy of music courses refers to the value of music courses themselves and the standards that students achieve after systematic learning, including not only music knowledge and skills, but also students' understanding, creative ability, aesthetic ability, practical ability, and so on. From this, it can be seen that the cultivation of core competencies is conducive to the cultivation of music professionals, which requires that university education should fully implement core competencies and carry out teaching activities with this as the goal. [1]

3. Development of Music and Art Teaching in Universities under the Cultivation of Core Competencies

3.1. Creating a Core Element Nurturing

Environment

Firstly, universities should increase funding and enrich teaching resources. Abundant and sufficient teaching resources are the prerequisite for conducting music teaching. Universities should increase funding and enrich teaching resources. Specifically, on the one hand, universities should improve teaching equipment, add dedicated music classrooms, and create favorable objective conditions for students to fully experience the beauty of music during the learning process; On the other hand, universities should also enrich multimedia teaching equipment, including some music equipment and staff blackboards, to achieve information-based teaching and further improve teaching effectiveness. In addition, universities should create a music atmosphere and enhance students' independent music awareness. Autonomous music cognition is a potential driving force for students to engage in music learning and activities, which not only enables them to actively participate in music learning, but also improves their music cultural literacy. Therefore, effectively improving students' autonomous music cognition should become an important goal of music education. On the one hand, schools can organize a variety of music extracurricular activities, including concerts, music knowledge lectures, music appreciation forums, and other forms, in order to create a good campus music atmosphere and enable students to actively engage in music learning; On the other hand, in order to strengthen students' enthusiasm for campus music activities, universities can incorporate the relevant information of students' participation in music practice activities into their comprehensive quality evaluation, encourage students to actively participate, and play the positive role of practical activities in educating people. [2]

3.2. Expanding Music Fundamentals Course

The music basic knowledge course is a prerequisite for students to learn and appreciate music, cultivate their core music literacy, and improve their basic theoretical knowledge of music. This requires universities to expand their music basic knowledge courses. Specifically, it includes the following content: firstly, universities offer classical music appreciation courses. Classical music has a rigorous structure and rich emotions, and is

considered classic music. To truly understand and deeply explore music, it is necessary to learn and understand classical music. Therefore, universities can offer classical music appreciation courses, introducing classical music works such as *A Midsummer Night's Dream* and *Spring* to students, guiding them to experience the beauty and shock of classical music, further expanding their horizons, and improving their aesthetic abilities. The second is to offer music skills courses. Music skills courses are the best way for students to acquire music knowledge and improve their music cognition, and are the fundamental way to cultivate students' core music literacy. Therefore, universities should add music skills courses, including some vocal basics, choral singing and conducting, to provide students with comprehensive music learning content and effectively improve their music theory knowledge. [3]

3.3. Enriching Musicianship Teaching Content

Firstly, universities should optimize the teaching content of music cultural literacy. Music cultural literacy is an important component of students' core music literacy, which enables them to understand music from a new perspective, explore the profound connotations behind music, such as social background, ecological environment, and social psychology, and further improve their music level. Especially in the current environment where cultures of various ethnic groups in the world are intertwined, students should not only understand local culture, but also explore different ethnic music cultures around the world. To this end, teachers should further enrich the teaching content, lead students to explore excellent cultural works of the world, experience different styles and music characteristics under different cultures, enhance students' understanding of the world's ethnic music culture, and further improve students' musical and cultural literacy. Secondly, universities should optimize the teaching content of music aesthetic literacy. Music aesthetic ability is an important component of music core literacy. During college, students have different perceptions of beauty. Therefore, teachers should choose some excellent works to teach students based on their actual situation in the teaching process, in order to cultivate

students' music aesthetics.

4. Strategies for Optimizing Music Literacy Teaching

Teaching strategy is the teaching behavior adopted by teachers in the teaching process to achieve established teaching objectives, specifically manifested in teaching methods and teaching practices; Teaching strategies vary for different teaching courses. Optimizing teaching strategies is a necessary path for universities to further improve teaching quality. Specifically, the following points can be taken into consideration.

Firstly, universities should respect the subject status of students. Students are the subject of learning. In the context of core competencies, music education in universities should fully respect the dominant position of students, prioritize the cultivation of students' comprehensive literacy, and guide them to improve their self-learning and exploratory abilities during the learning process. For example, in the process of music appreciation, teachers can guide students to participate in singing or playing musical instruments by using body movements, and mobilize students to experience the inherent meaning of music. For example, when explaining music works, teachers can encourage students to actively express their understanding of music works, appropriately inspire and guide students' musical thinking, and form good musical habits. In addition, teachers can also organize students to actively participate in music practice both on and off campus, guiding students to experience, appreciate, and create beauty in activities. [4]

Secondly, universities should optimize their teaching methods. With the development of science and technology, information-based teaching has become the main trend in the development of higher education. In music education, universities should make full use of network technology to develop music teaching from flat to three-dimensional, and further improve teaching effectiveness. You can start from the following points specifically. Firstly, universities should use network technology to select online courses and bring excellent music courses from both domestic and foreign sources to campus. By utilizing online courses, universities can make up for the shortage of teachers, venues, and funding, and better improve the quality of music teaching.

Secondly, teachers can make full use of multimedia technology to present teaching content in the form of videos, images, and other forms, creating a music appreciation form that is both emotional and illustrated, enabling students to better understand music content. In addition, teachers can also make full use of the internet to communicate with students anytime and anywhere, effectively solving students' confusion in music learning, and thereby improving students' enthusiasm and initiative in music learning.

5. Strengthening Teaching Management of Music Literacy

Firstly, universities should improve teacher literacy. Teachers are the designers and implementers of teaching activities, the disseminators of students' music knowledge, and the shapers of core competencies. Therefore, in order to improve the quality of teaching, teachers should continuously improve their professional literacy to better meet practical teaching needs. Firstly, universities should regularly carry out teacher training courses, which is conducive to teachers updating music teaching techniques and professional knowledge structures in a timely manner, and promoting the continuous development of teachers' professional literacy; Secondly, teachers should also establish a sense of lifelong learning, actively understand core competencies, and implement them throughout the entire process of education and teaching, in order to better promote the comprehensive development of students. In addition, universities should also open up communication channels for teachers both inside and outside the school, guiding teachers to enhance and improve themselves through mutual communication.

Secondly, universities should strengthen teaching management. To ensure the efficient implementation of music teaching, universities should further strengthen management. You can start from the following points specifically. One is to carry out music course design. Universities can organize teachers to conduct serious research based on the actual needs of students, and design teaching courses that are suitable for their own students by drawing on successful experiences both domestically and internationally; The second is to establish a professional teaching team to conduct

specialized research and optimization on the problems existing in teaching, ensuring the stability and coherence of the curriculum; The third is to provide online guidance for the course. For some music elective courses, schools can provide students with corresponding introductions and guidance, such as learning content, learning objectives, learning forms, etc., so that students can better understand the teaching curriculum and leverage its practical effectiveness.

Thirdly, universities should improve their evaluation system. Teaching evaluation is an important guarantee to ensure the efficient implementation of teaching. To further improve the quality of music teaching, universities should improve their evaluation system. Specifically, we can start from several aspects: firstly, we should clarify the evaluation criteria. In the evaluation process, teachers should use the development of students' core competencies as the evaluation criteria, and focus on students' performance in the classroom, including their interest in music, learning attitude, and emotional expression, which is conducive to guiding students to form good music learning habits; Secondly, teachers should broaden the channels for students to showcase and evaluate themselves. On the one hand, teachers can guide and showcase themselves through channels such as music works introduction and concerts; On the other hand, teachers can also expand evaluation channels by combining student self-evaluation, peer evaluation, etc., to comprehensively evaluate students, further improving the authenticity, objectivity, and accuracy of the evaluation.

6. Conclusion

In summary, the proposal of core competencies provides a clearer direction for the modernization development of music education in China. Universities should accelerate the implementation of core literacy concepts, guide teaching with advanced concepts, set up courses with scientific methods, root core literacy in the entire process of music education and teaching, and promote the comprehensive development of students' music literacy.

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