

## **Research on Music Appreciation Teaching of Non-Music Majors in Normal Universities**

**Liu Lei**

China West Normal University

### **Abstract**

*Schools in China pay more attention to quality-oriented education. Music, an essential part in quality-oriented education, has been an indispensable part in education policy making process for a long time. During the crucial period transforming from examination-oriented education to quality-oriented education, music plays an irreplaceably special role in learning and teaching. According to the recent data, all the normal universities have set up the music curriculum, whether it is music, or non-music majors. It stresses the importance of music class in the form of compulsory or optional courses in the teaching content. However, there are some problems which are bothering the teachers. To solve those problems, the author will combine theoretical knowledge and practical experience and make a preliminary study and research of music appreciation teaching of non-music majors in normal universities.*

**Key words:** Normal University, non-music major, research on teaching

Normal universities as important places for cultivating the future teachers, music teaching is the one of the focuses of education, but there are three frequently-asked questions the teachers encounters in the music appreciation teaching of non-music majors in normal universities. In this paper, the author will discuss the value of music appreciation course. It includes three specific aspects: aesthetic educational value of music appreciation, teachers of new era being required to develop music literacy, and the important mission of cultural inheritance. Finally, according to the three common problems, some suggestions are put forward, hoping to help theoretical researchers and teachers in colleges and universities.

### **( I )The educational value of the music appreciation course for students not majoring in music**

#### **1. Music appreciation has the value of aesthetic education**

Music is an art, which can extend one's mind to any dimensions of space and time. At the meantime, to some degree, art can develop human's brain and intelligence greatly and release human's emotions from various aspects in the most humanistic way. Music appreciation is made to help students to find their aesthetic orientation from the beauty of music.

Music appreciation courses in the teachers college are full of variety. The duty of a music teacher is not only to impart the basic knowledge on music, but to help students to foster appropriate aesthetic and appreciative taste for music. The beauty of music lies behind our savoring it with our ears instead of the direct and massive visual impact. Brain can get pleasure through music. Though the duration of this kind of pleasure is shorter than that of vision, pleasure of listening to music is more likely to facilitate brain's thinking and imagination of aesthetic, through which the music is able to follow one's growth all the way and permeate the concept of aesthetic into all the aspect of life.,

Therefore, music appreciation course for students not majoring in music plays a significant role, whose function is not embodied in the professionalism but the self-preoccupation for beauty, particularly the beauty of music. We can conclude that it is extremely necessary and educationally valuable to open music appreciation course for students not majoring in music in teachers college.

## 2. Teachers need a good music quality in the new era.

In the important period of education reform, educational workers, no matter they teach in primary school or secondary school, need increasingly high demands of self-quality. Although the current school teaching task is subject teaching, teachers' daily teaching is no longer so obvious and the basic teaching of subjects even combined with each other. As a result, teachers' comprehensive quality is becoming more and more significant. Music quality has become one of the essential qualities.

As an important place for training outstanding teachers for our country, normal universities are supposed to pay much attention to music quality regardless of the major. Teacher is the person who propagates the doctrine, imparts professional knowledge and resolves doubts. Because music exists as a kind of beauty, it deserves to be a part of students' learning. Teachers are the key link between students and knowledge. If you want students to have music qualities and integrate it into aesthetics and daily life, the teachers must have a profound knowledge basis and quality to support it.

## 3. The important mission of cultural inheritance

The wonderful things influence people's mind and virtue unconsciously, music is of no exception. In terms of communication, music is to express and receive emotion by a series of sound effects. The time music exists in the world cannot be proven for its extremely long history. Music has already penetrated into tens of thousands of years of human spiritual life because of long history and the universality of existence. Every field of human contains the music and thinking more or less. That's to say music appreciation plays an irreplaceable role to the human spirit world.

In the influence of what music has to human beings, the function of moral education has been mainly praised by intellectuals and poets from time immemorial. The story of lofty mountains and flowing water between Zhong Ziqi and Yu Boya tells good friends 'freemasonry and similar morality. Governing without interruption while playing the Guqin, breaking off the closest relation as harp strings break, showing the adoration in the recess of one's mind by playing music, concentrating upon Shao music so deeply that Confucius forgot what the meat tastes in three months even he had the meat, sound of nature lingering around the house with long-lasting aftertastes...All of these have proved that ancient people get good methods and strategies of moral cultivation, family regulation and state ruling from music appreciation. On the other hand, music can purify people's mind and influence human's disposition. It can help shape student's personalities and rational thinking ability by the perception of aesthetic. At all times and in all countries, millions of music works are elites in the human's historical development. Music, as for the reflection of human's wisdom, shoulders the responsibility of culture transmission. Normal colleges and universities offering non-music majors music courses is to some extent in passing on history and culture, students of normal colleges and universities will be the actual participants of the national education work in the future, if the future of education workers will continue to put the historical and cultural heritage through music to the next generation, then the achievements will be far greater than conventional approaches. Thus, normal universities offer music courses to non-music majors will have great influence on the development and heritage of the culture of the country as a whole.

## **( II ) The existing problems in the teaching of college music appreciation for the non-majors**

### **1. The problems in the textbook and syllabus**

The textbook and syllabus of college music appreciation for the non-majors are not unified. The teaching style merely depends on the teachers' professional knowledge and their personal experiences in learning music, causing the teaching aim ambiguous and the teaching style bald. The teaching goal of the course is not to cultivate musicians but to promote their music quality and aesthetic value, and the teaching itself is a kind of quality education. Nevertheless, lacking understanding of the needs of the non-majors, most teachers usually give lessons based on their own experiences, which makes it more difficult to operate teaching, enhances the professionalization and reduces students' interests in learning.

With explicit requirements of teaching tasks, the syllabus is the institutional request of all school's teaching. However, in the daily teaching, non-music major's syllabus hasn't involved any teaching task for music education. As there's no specific requirement, teachers are more likely to teach without following the syllabus. The reason why we lay the problem into the first place is that it's related to the setting of the institution, which is a matter of big frame. The uncertainty of the frame means the mistakes in the general teaching direction. Therefore, much more attention should be paid to the problems of the textbook and syllabus.

### **2. Teachers' negative attitude towards teaching**

It is mentioned that some non-music major of normal universities even have some problems with the most basic teaching materials and teaching programs. Obviously, the music teachers who teach the students of non-music major have no "teaching status" at all. In reality, this is the case. The universities don't attach importance to them and they are given unfair treatment, which result in teachers' lack of motivation, and their negative attitudes in teaching. What's more, this problem will have an effect on learning efficiency in class directly. The non-music major in Normal University is a place where no teacher is willing to give lessons the most. Music teachers believe that this kind of music teaching is not only a waste of time, but also has no practical significance. What's more, they also think that it's not necessary for students to learn music. Thus the music teacher teaching in the universities would lay stress on the music major students rather than non-music major students. The teachers even be absent from class or find others to take her class. This kind of terrible teaching attitudes will result in big teaching accidents unconsciously. At that time, they would find that the loss outweighs the gain.

### **3. A lack of enthusiasm of learning music**

The students of non-music majors have little interest in music. There are two reasons which attribute to it. First, the content of the course, "music appreciation", is too dull such as the appreciation of classical music, the introduction of classical instruments and the taste of folk songs. It is difficult for them to learn and appreciate, even let alone have any enthusiasm to get to know about it. Imposing the knowledge for music majors on the non-music majors, it is definitely an implication of education inequality.

Second, some students have bias against their recognition and learning of music. Not only did they fail to form a good taste of music, but also they have no idea about appreciating the beauty of music. What's more, it is hard for them to understand the feelings and emotions which are embedded in one certain music. These phenomena have caused some bad effect on music learning in college. That is to say, most students have wrong recognition

towards music appreciation and they don't want to spend enough time and patience on it.

### **(III) Some suggestions aimed at solving the problems mentioned above**

#### **1. Formulating reasonable textbooks and teaching program**

One question was mentioned above----During non-music-major students' music-appreciation courses, the goal of teachers' education is not to cultivate musicians, but to promote students' music accomplishment and the aesthetic value, which is part of quality-oriented education, so the formulation of textbooks definitely cannot be set up on the basis of music major, but lower the request in accordance to meet the current situation of non-music-major students' music learning. When formulating the teaching program, the normal university ought to take different situations into consideration. Analyze the teaching list of the non-music-major students more specifically and set up the teaching task more practically, so that the program could be more popular among teachers and students. Only in this way can them become the qualified textbook and reasonable teaching program.

#### **2. Improving the attitude of teachers**

There are two methods to improve the attitude of teachers while they are teaching. At first, the school office must pay enough attention to the treatment of professional teacher of non-music majors. That is to say, respects and suitable payment should be conferred upon the non music professional teachers. Do not set non music professional teachers at the second place, let them know their due responsibility, and then they can take their initiative to complete their teaching plan. Secondly, teachers should keep improving themselves. Music is not born only for music majors, but for all those who who believe music is beautiful. Teachers should realize that teaching non music majors to appreciate music is a chance to share music appreciation with all kinds of people from different backgrounds and cherish the chance and then correct the attitudes toward music teaching throughly. Seminar-style discussions should be organized, if teachers' self improving is too difficult to carry on. Through ultimate discussion, help each other correct the attitude. It has been proved by all the facts that this method enjoys a pretty high rate of success

#### **3. Colorful music teaching activities**

In order to boost the enthusiasm of music leaning, it is necessary to develop facilitating activities of music appreciation lesson, such as holding some colorful extracurricular teaching activities. By contract, non-music majors have less time to get close to know music than music majors, therefore, teachers can carry out a part of extracurricular teaching to enhance their understanding of music, and give more chances for them to appreciate music. Firstly, encouraging students to join the after-school concerts that can be held irregularly in library, teaching area, etc. It can enrich undergraduates' after-school life, improve their music appreciation and provide the chance for them to get close to music. Secondly, making great use of extracurricular time is a way to appreciate music. Teachers can organize music salon occasionally for non-music majors. Students and teachers can communicate with each other to help deepen students' knowledge, appreciation and understanding of music.

### **4. Conclusions**

Normal colleges are cultivating a great number of future teachers. Music, as a universal language of art, rightly deserves its due regard, which attaches more significance to music education of the non-music major. Despite continual problems, solutions never stop catching up with. Thereupon, along with the further advancement of teaching concept and teaching facilities, music education of the non-music major in normal colleges is bound

to be easier and easier. Naturally, the great boon brought by this kind of education will be seen in the development of teaching cause and make contributions.

[1] Yi Xiaoyan. Non-Music Majors in music appreciation teaching and research [J]. Nantong Shipping vocational and technical college journal, 2007,02:126-128.

[2] Liu Yan. The research on the teaching of music appreciation course for non-Music Majors in Colleges and universities [J]. 2015,05:170-171.

[3] Chen Hui. Music appreciation course for non-music majors [J]., Northern Music.2013,07:113-114.

[4] Cai Zhaomei. General music education in Normal University, Northwest Normal University, 2004