

Reform and Innovation in the Construction of Popular Singing Courses for Music Majors in Comprehensive Universities

Juncheng Fang

College of Music, Sichuan University of Science & Engineering, Zigong, Sichuan, 643010

ABSTRACT

Promoting the reform and innovation of popular singing courses for music majors in comprehensive universities is of great significance for enhancing students' comprehensive competitiveness, advancing the inheritance and innovation of music culture, and enhancing teaching effectiveness. Based on the perspective of reform and development, this paper holds that the reform of popular singing course for music majors in comprehensive universities is the inner driving force to promote the sustainable and healthy development of music education, an important measure to improve students' comprehensive music literacy, and an inevitable trend to promote the exchange and inheritance of popular music culture. In order to further improve students' professional quality, this paper proposes clear objectives of music culture curriculum reform and optimizes curriculum structure, strengthen the construction of music teachers and improve the level of music teaching, innovate popular music teaching methods and improve the quality of music teaching, improve the music evaluation system and promote the all-round development of music students.

KEYWORDS

music major; comprehensive universities; construction of popular singing courses; path innovation

1 Introduction

With the continuous upgrading of digital music technology, the construction of popular singing courses for music majors has become an indispensable and important part of music education in universities. Promoting the reform and innovation of popular singing courses for music majors in comprehensive universities is not only a practical need to adapt to the technological progress of the times, but also a key measure to cultivate talents with comprehensive music literacy. At the same time, with the increasing demand for comprehensive applied talents of popular music in society, popular education for music majors in comprehensive universities is also facing new challenges. This is mainly reflected in the fact that traditional popular singing courses tend to focus on the cultivation of single skills, and lack of continuous attention to students' comprehensive popular music literacy and innovative ability. In this context, the reform and innovation of popular singing courses for music majors in comprehensive universities can better adapt to the current music market demand and the trend of music talent training, and effectively drive the sustainable and healthy development of popular music. Therefore, this article firstly explores the importance of the reform of popular singing courses for music majors in comprehensive universities, and clarify the development direction of the current teaching mode of popular singing course for music majors in China. At the same time, this paper puts forward the improvement strategies for the construction of popular singing courses for music majors in comprehensive universities, in order to provide useful reference for the development of popular singing courses education for music majors in universities.

2 The importance of curriculum reform of popular singing for music majors in comprehensive universities

First of all, the reform of popular singing courses for music majors in comprehensive universities is the internal driving force to promote the sustainable and healthy development of music education. By promoting the reform of popular singing courses for music majors, comprehensive universities can introduce modern teaching concepts and methods such as student-centered teaching methods and digital music teaching to improve teaching efficiency and teaching quality. This is conducive to promoting the gradual transformation and upgrading of music education in comprehensive universities to diversification and specialization, providing more learning opportunities and development space for music students, and promoting the sustainable and healthy development of music education.

Secondly, the reform of popular singing course in music majors in comprehensive universities is an important measure to improve students' comprehensive music accomplishment. The reform of popular singing course for music major in comprehensive universities can enrich the teaching content of music major to a certain extent. For example, universities can help students learn more music knowledge and skills, improve their musical expression and creativity, and enhance their comprehensive musical literacy by increasing practical teaching contents such as courses on popular musical instruments, vocal works in harmony, and pop orchestra rehearsal. With the continuous expansion of the music market

and the intensification of competition, the reform of popular singing courses for music majors in comprehensive universities can help students better master the skills and styles of popular music singing, improve their professional quality and competitiveness, better adapt to the market demand for employment in the future, and obtain high-level and high-quality employment opportunities.

Finally, the reform of popular singing courses for music majors in comprehensive universities is an inevitable trend to promote the exchange and inheritance of popular music culture. As an important form of cultural expression, popular music has wide dissemination and influence. The reform of popular singing courses for music majors in comprehensive universities can guide students to learn of different styles of popular music and singing techniques, better understand and appreciate the charm of different music cultures, enhance their cultural consciousness and confidence, and promote the exchange and inheritance of different music cultures. At the same time, with the continuous development of the music industry and the increasing prosperity of the music market, the demand for popular music singing talents is also constantly increasing. However, traditional music education models in comprehensive universities often focuses on classical music or traditional music teaching, with relatively less emphasis on teaching popular music singing. In this context, the reform of popular singing courses for music majors in comprehensive universities can better adapt to the development needs of the music industry, cultivate more popular music singing talents that meet market demands, and promote the exchange and inheritance of popular music culture.

3 Practical strategies for the reform for popular singing courses in music majors in comprehensive universities

3.1 Clarify the reform objectives of music culture curriculum and optimize the curriculum structure

At present, comprehensive universities need to clarify the goals of music culture curriculum reform, continuously optimize curriculum structure, and provide basic guarantees for the reform of popular singing courses for music majors. On the one hand, comprehensive universities should set goals for music teaching curriculum reform, optimize curriculum structure, accelerate the reform of popular singing courses for music majors, and cultivate popular singing talents with solid singing skills, good music literacy, innovation ability, and practical ability. On the other hand, comprehensive universities should integrate existing curriculum resources, combine traditional singing techniques with modern popular elements, form a diversified and systematic curriculum system, gradually clarify curriculum reform goals, introduce interdisciplinary courses such as music theory, vocal anatomy, and music psychology, continuously optimize curriculum structure, broaden students' knowledge and music perspectives, and accelerate the reform of popular singing courses for music majors.

3.2 Strengthen the construction of music teachers and improve the level of music teaching

Comprehensive universities need to be committed to strengthening the construction of music teaching staff, improving the level of music teaching, and laying a solid foundation for accelerating the reform of popular singing courses in music majors. Firstly, comprehensive universities should actively introduce outstanding talents with rich singing experience and teaching experience, strengthen the construction of music teaching staff, improve the level of music teaching, and accelerate the reform of popular singing courses for music majors. At the same time, comprehensive universities should encourage teachers to actively participate in academic exchange activities at home and abroad, broaden their musical horizons, enhance their professional competence and teaching abilities in music, and provide talent support for accelerating the reform of pop singing courses for music majors. Secondly, comprehensive universities should regularly organize music teacher training activities to improve teachers' teaching abilities and comprehensive qualities, encourage music teachers to conduct diversified research on popular singing teaching, explore new teaching methods and models, improve the level of music teaching, and provide necessary guarantees for deepening the reform of popular singing courses for music majors. Thirdly, comprehensive universities need to establish close cooperative relationships with record companies, music producers, music performance institutions, and other entities to jointly develop talent training programs and teaching plans, strengthen the construction of music teaching staff.

3.3 Innovate the teaching methods of popular music and improve the quality of music education

Comprehensive universities need to continuously innovate popular music teaching methods to provide strong support for improving the quality of music teaching and the effectiveness of talent cultivation. First, comprehensive universities need to use modern teaching methods such as multimedia and the Internet to break the time and space constraints, innovate popular music teaching methods, improve students' learning interest and participation, gradually

improve the quality of music teaching, and accelerate the reform of popular singing courses for music majors. Secondly, comprehensive universities should innovate and introduce interactive teaching methods such as case studies, group discussions, and role-playing to stimulate students' interest and initiative in learning, and encourage them to actively participate in classroom discussions and practical activities. Thirdly, comprehensive universities should invite industry experts and entrepreneurs to serve as visiting professors or practical mentors, actively carry out music competitions, concerts, music workshops and other activities, innovate popular music teaching methods, provide students with a platform to showcase their talents and practical skills.

3.4 Improve the music evaluation system and promote the comprehensive development of music major students

On the one hand, comprehensive universities should adopt various evaluation methods such as student self-evaluation, peer evaluation, and teacher evaluation, establish a diversified music evaluation system, comprehensively evaluate students' popular music singing skills, music literacy, innovation ability, and other aspects, in order to promote the comprehensive development of music major students. On the other hand, comprehensive universities should innovate and introduce music industry standards, establish a diversified music evaluation system, make the music evaluation system more in line with the demand of the popular music market and the development trend of the popular music industry, and comprehensively evaluate students through classroom performance, homework completion, and participation in practical activities, promoting the comprehensive development of music majors and accelerating the pace of reform of popular singing courses in music majors.

Funding

Funded by the Teaching Reform Project of Sichuan University of Science & Engineering (Project No.: JG-24062).

References

- [1] Piao Hui lin. Exploration of Pop Music Education in Chinese Universities on Integration Concept[J]. Journal of Northeast Normal University (Philosophy and Social Sciences), 2018(6):42-46.
- [2] Cao Le. Research on Stylistic Teaching of Pop Music Singing: A Four Dimensional Matrix Teaching Model [J]. People's Music, 2022(7): 68-72.