

МУЗИЧНА ОСВІТА В КИТАЇ

УДК 378.4:78](510)

DOI: <http://doi.org/>

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Дата надходження 23.03.2025. Рекомендовано до друку 18.04.2025

RESEARCH AND PRACTICE ON THE TALENT CULTIVATION MODEL OF MUSIC EDUCATION MAJORS IN NORMAL UNIVERSITIES IN CHINA

Abstract. This study focuses on the talent cultivation model for music education majors in normal universities. The analysis of existing models reveals issues in areas such as training objectives, curriculum design, and teaching methods. The research finds that some universities place excessive emphasis on the cultivation of musical performance skills while neglecting the enhancement of educational teaching abilities and comprehensive qualities, making it difficult for graduates to competently perform in actual teaching work. In response to the aforementioned issues, this study proposes innovative strategies such as practice oriented education, interdisciplinary integration, leveraging modern technology, conducting diversified musical activities, and establishing social connections, aiming to improve the quality of talent cultivation in music education majors. Taking the China Conservatory of Music as an example, its “dual-focus, one-specialty with multiple skills” model for cultivating outstanding teachers has achieved remarkable results in practice. It not only enhances students’ professional skills and educational teaching abilities but also promotes their comprehensive and all-round development. Through a scientific effect evaluation mechanism, the validity and feasibility of this model have been verified, providing beneficial insights and references for other normal universities. This study emphasizes that talent cultivation for music education majors in normal universities should focus on the comprehensive development of students, actively exploring and practicing new talent cultivation models that meet the needs of the times to adapt to the rapid development of society and education.

Keywords: normal universities; music education majors; talent cultivation model; practice and innovation; interdisciplinary integration.

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ТЕОРІЯ І ПРАКТИКА МОДЕЛІ РОЗВИТКУ ТВОРЧИХ ЗДІБНОСТЕЙ СТУДЕНТІВ МУЗИЧНИХ СПЕЦІАЛЬНОСТЕЙ У ПЕДАГОГІЧНИХ УНІВЕРСИТЕТАХ КИТАЮ

Анотація: У статті представлено модель розвитку творчих здібностей студентів музичної освіти в педагогічних університетах Китаю. На основі глибокого аналізу наявних моделей виявлено проблеми, пов’язані з визначенням цілей навчання, розробленням навчальних програм і вибором методів викладання. Зокрема, дослідження засвідчило, що в окремих університетах надмірну увагу приділяють формуванню музично-виконавських навичок, водночас недостатньо уваги

зосереджено на розвитку педагогічних умінь і загальних професійних якостей. Це, у свою чергу, ускладнює випускникам ефективну реалізацію себе в професійній діяльності. У відповідь на виявлені проблеми в статті запропоновано інноваційні стратегії, як-от: практико-орієнтоване навчання, міждисциплінарну інтеграцію, використання сучасних цифрових технологій, організацію різноманітних музичних заходів, а також розвиток соціального партнерства. Усі ці стратегії спрямовані на підвищення якості підготовки фахівців у галузі музичної освіти. Прикладом ефективної моделі підготовки є досвід Національної консерваторії музики, де впроваджено концепцію «подвійного фокусу та однієї спеціалізації з кількома компетентностями». Ця модель продемонструвала високу ефективність на практиці, оскільки сприяє не лише розвитку професійних і педагогічних навичок студентів, а й їхньому гармонійному особистісному розвитку. Застосування механізму наукового оцінювання дало змогу перевірити ефективність і доцільність запропонованої моделі, що дозволило сформулювати практичні рекомендації для інших педагогічних університетів. Проведене дослідження наголошує на важливості орієнтації на всебічний розвиток студентів у процесі підготовки фахівців з музичної освіти, а також на необхідності активного впровадження нових моделей освітньої діяльності, що відповідають сучасним викликам і динаміці змін у сфері освіти й суспільства загалом.

Ключові слова: педагогічні університети; музично-педагогічні спеціальності; модель розвитку творчих здібностей; практика та інновації; міждисциплінарна інтеграція.

Analysis of the Latest Research.

Recent research on music education in normal universities in China has focused on various aspects, including curriculum alignment with employment market demands, teaching philosophies, teacher knowledge and abilities, and the use of multimedia in teaching. Liu et al. (2024) examined the curriculum of Jiangxi Normal College and found a need for alignment with industry requirements. Yuxiang and Roongruang (2024) explored the Chinese philosophy “He-he” in music education at Yuxi Normal University. Ke and Othman (2022) surveyed graduates from a normal university in Guizhou, assessing their knowledge and abilities. Meng and Goopy (2024) focused on early-career music teachers’ perspectives of their initial teacher education program. Zhong (2024) highlighted Li Shutong’s contribution to modern music education in China. Research has also investigated global perspectives on music education in higher normal universities (Li, 2019) and curriculum reforms (Dai, 2020). Pedagogical studies for developing student singing were conducted at Guizhou Normal University (Zhongjing and Yodwised, 2023). Su (2023) analyzed the present situation of music education in China using knowledge maps and visualization. Guan (2023) examined music education management modes in Chinese colleges and universities. Moreover, research on multimedia applications in vocal music teaching (Xiaoyin et al., 2024) and strategies for vocal music teaching (Jinkun and Sondhiratna, 2024) has emerged. Li (2022) studied the dissemination of Chinese folk music through online learning courses. Lei and Pattananon (2024) focused on harmony theory courses in Chinese music universities, while Zhang and Prompanyo (2022) discussed music education guidelines for government-paid teaching students. These research papers offer helpful perspectives on the evolving landscape of music education in China.

Introduction. In the context of rapid development in today’s society and education, the talent cultivation model of music education majors in normal universities is facing new challenges and opportunities. Music education not only requires students to master solid music performance skills but also to possess excellent educational and teaching abilities and good comprehensive qualities to meet the practical needs of future educational work. However, some universities currently focus too much on the cultivation of music performance skills in music education majors, neglecting the improvement of educational and teaching abilities and comprehensive qualities, resulting in graduates being unable to perform effectively in actual teaching work. Therefore, the research and practice of talent cultivation models for music education majors in normal universities are particularly important.

Purpose. The training objectives are the core of the talent cultivation model. In the field of music education, our training objectives are clearly aimed at cultivating composite talents with music performance skills, educational and teaching abilities, and high comprehensive qualities. This means that students not only need to have profound knowledge in the field of music but also need to master scientific educational methods and advanced teaching concepts in order to be competent in basic music education work in the future.

Methods. Curriculum design is a crucial step in achieving training objectives. We have established a scientifically reasonable curriculum system based on the characteristics and training objectives of the music education major. This includes music major courses such as music theory, harmony, and musical form to solidify students' music foundation; educational courses, such as music education psychology, music teaching methods, etc., to enhance students' educational and teaching abilities; and general education courses, such as cultural cultivation, art appreciation, etc., to broaden students' knowledge horizons. This course design aims to meet the diverse needs of students and lay a solid foundation for their future career development.

The selection and application of teaching methods are crucial for improving teaching effectiveness. We adopt diverse teaching methods, such as traditional lecture methods, interactive discussion methods, case analysis methods, and practical teaching methods. These methods each have their own advantages, which can stimulate students' interest and initiative in learning, enabling them to master knowledge and skills in a relaxed and pleasant atmosphere. Especially the practical teaching method, by organizing students to participate in actual music teaching activities, cultivates their practical operation ability and teamwork spirit.

The evaluation system is an important criterion for measuring the quality of talent cultivation. We have established a diversified evaluation system, including academic assessment, ability assessment, and comprehensive quality assessment. These assessments not only focus on students' mastery of knowledge and skills, but also examine their educational and teaching abilities, teamwork spirit, and innovative thinking. Through a comprehensive evaluation system, we can comprehensively reflect the quality and effectiveness of students' training, providing strong support for their future career development.

The theoretical framework of the talent cultivation mode for music education majors is an interrelated and mutually supportive systematic engineering. The various elements need to work together to provide scientific guidance and guarantee talent cultivation. Only in this way can we cultivate compound talents with profound music literacy, solid educational theory, and excellent teaching skills.

Problems and Strategies. The current talent cultivation model for music education majors in normal universities has obvious problems in multiple aspects. These issues mainly focus on training objectives, curriculum design, and teaching methods, and their existence seriously affects the quality of talent cultivation in music education majors. In terms of training objectives, some music education majors in normal universities focus too much on the cultivation of music performance skills, while the training of educational and teaching abilities appears relatively weak. The problem with curriculum design mainly lies in the disconnect between music major courses and educational courses. In some normal universities, there is a lack of effective integration and connection between music major courses and educational courses, which makes it difficult for students to combine music knowledge with educational theory and form systematic teaching thinking. As for teaching methods, some music education majors in normal universities still rely on traditional teaching methods, lacking innovation and interaction.

The talent cultivation mode of music education majors in normal universities has urgent problems that need to be solved in terms of training objectives, curriculum design, and teaching methods. To address these issues, we need to re-examine and adjust the talent cultivation model of music education majors to ensure that it is more in line with the actual needs of music education in primary and secondary schools.

The reasons for the problems in the talent cultivation mode of music education majors in normal universities are multifaceted, mainly including outdated educational concepts, limited resource conditions, and unclear positioning of music education majors. The educational philosophy of some universities still remains at the traditional stage, overly emphasizing the cultivation of students' music performance skills, while neglecting the development of educational and teaching abilities and comprehensive qualities. Under this concept, students' comprehensive development is limited, making it difficult to cultivate composite talents who possess both professional skills and good teaching abilities. The limited resource conditions are also an important factor restricting the innovation of talent training models. Due to insufficient faculty and outdated teaching facilities, some universities find it difficult to implement more advanced and innovative talent training models. For example, some music education majors in universities lack excellent teacher resources, resulting in uneven teaching quality and greatly reduced learning outcomes for students. At the same time, the backwardness of teaching facilities also restricts the development of teaching practice activities, affecting the cultivation of students' practical abilities and innovative thinking. Some universities lack clear positioning for music education majors and lack targeted training and teaching plans, which also affects the quality of talent cultivation. Without a clear professional positioning, universities often fail to develop teaching plans that meet social needs and student development, leading to blindness and inefficiency in talent cultivation.

Conclusion. This study emphasizes the uniqueness of the music education major, which not only focuses on students' music performance skills, but also emphasizes the cultivation of students' educational and teaching abilities. An excellent music education professional should be a composite talent with profound music literacy, solid educational theory, and excellent teaching skills. This requires that the talent cultivation model must be clear and constructed around this goal.

The innovation and practice of talent cultivation mode for music education majors in Chinese normal universities require multiple efforts and attempts. By adopting a practice oriented teaching model, and interdisciplinary curriculum design, utilizing modern technology to enhance teaching effectiveness, conducting diverse music activities, and establishing close connections with society, we can promote the sustainable development of the music education profession and cultivate more music education talents with professional competence and innovative ability.

Table 1

Innovative Practice Strategies for Music Education in Normal Universities

	Innovation strategy	Specific content
1	Practice oriented teaching mode	Encourage students to deepen their understanding of theoretical knowledge and enhance their educational and teaching abilities through practical operation and experience. For example, organizing teaching internships.

	Innovation strategy	Specific content
2	Interdisciplinary Integration Curriculum Design	Combine music with art forms such as dance, drama, and art to design more creative and practical courses.
3	Utilizing modern technology to enhance teaching effectiveness	By utilizing digital music production software, virtual reality technology, etc., students can learn in a more intuitive and vivid environment. Simultaneously utilizing online teaching resources such as MOOCs and micro courses.
4	Carry out diversified music activities	Organize concerts, music festivals, music competitions, and other activities to provide students with a platform to showcase their performance skills, enhance teamwork and organizational coordination abilities.
5	Establish a close connection with society	Strengthen connections with society, understand industry trends and market demands, and adjust talent development plans in a timely manner. Through school enterprise cooperation, industry university research integration, and other means, students can learn and practice in practical work environments. Invite experts and scholars from the music education industry to come to the school for exchange and guidance.

Prospects for further research

The field of research and practice on the talent cultivation model of music education majors in normal universities in China holds immense potential for further exploration. As the musical landscape evolves and educational needs shift, it is crucial to continually refine and innovate our approaches. One promising avenue for future research lies in exploring the integration of technology into music education. With the advent of digital tools and platforms, there is a need to investigate how these can enhance learning experiences, improve teaching methodologies, and foster creativity among students. Understanding the impact of technology on music education could lead to the development of more effective and engaging curricula.

Moreover, interdisciplinary collaboration presents another exciting area for research. By examining how music education can intersect with other fields such as dance, theater, and visual arts, we can uncover new ways to cultivate well-rounded musicians who possess a broad range of skills and perspectives. This research could lead to the creation of innovative programs that better prepare students for the diverse demands of the music industry.

Additionally, there is a need to delve deeper into the assessment and evaluation of music education programs. Developing robust and comprehensive evaluation frameworks can help us measure the effectiveness of our talent cultivation models and identify areas for improvement. This research can also inform policy decisions and guide the development of future music education initiatives.

Finally, as globalization continues to reshape the musical landscape, there is a growing need for research on international perspectives and collaborations in music education. By studying how music education is practiced around the world, we can gain valuable insights that can inform and enhance our own programs. This research can also facilitate cultural exchange and foster a more profound understanding of diverse musical traditions.

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