

Research on the Reform of Music Literacy Teaching in Musicology and Art Management Major

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ABSTRACT

The music literacy teaching of music art management is of great significance in the development of the modern music industry. However, the traditional teaching model can no longer meet the needs of students and the requirements of the industry. Therefore, this article has carried out a reform and research on the teaching of music literacy in music and art management. Through the introduction of practical projects, off-campus internships and modern technical means, students can apply the theoretical knowledge they have learned to practical situations and cultivate the ability to solve problems and innovate. This kind of practical teaching can not only improve students' practical operation and management ability, but also cultivate teamwork awareness and technical application ability. Through the implementation of these reform strategies, we can expect to cultivate music art management professionals with more comprehensive literacy and practical ability to contribute to the development of the music field.

KEYWORDS

Major in Music and Art Management; Music Education; Teaching Reform.

1. INTRODUCTION

The major of music art management has always played an important role in cultivating talents who are passionate about music and have management skills. However, with the continuous development and change of the music field, the traditional music literacy teaching model can no longer meet the needs of the modern music industry. Therefore, we urgently need to reform and research the music literacy teaching of music art management to adapt to this era full of challenges and opportunities. This article will discuss how to improve the musical literacy of students majoring in music art management through reform strategies, especially strengthening practical teaching, and lay a solid foundation for their future career development.

2. PROBLEMS IN THE CONSTRUCTION OF MUSIC ART MANAGEMENT MAJOR

2.1. Curriculum Construction and Talent Input

In the construction of the major of music art management, there is a problem that the curriculum is not perfect. There are still some difficulties in the integration of traditional music disciplines and art management disciplines, resulting in a lack of systematic and practical content of the course.[1]. In addition, in terms of talent input, the teachers who lack practical experience closely integrated with the music industry also limit the depth and breadth of professional development.

2.2. Professional Training Structure

There are certain problems in the training structure of music art management majors. At present, many music art management majors pay too much attention to the transmission of theoretical knowledge and ignore the cultivation of practical skills.[2]. There is a certain disconnect between the knowledge learned by students in the classroom and the actual work needs, and they cannot truly adapt to the development needs of the music industry.

2.3. Employment and Talent Training

Music art management also has problems in employment and talent training. At present, the employment market demand of the music industry is diversified, but the focus of professional training is still limited to traditional music institutions and art management institutions, and there is a lack of attention to emerging fields and innovative models.[3]. In addition, the cooperation channels between the school and the music industry are not smooth, and the internship opportunities are limited, which cannot provide students with a broader space for employment development.

3. THE IMPORTANCE OF MUSIC LITERACY TEACHING TO THE CONSTRUCTION OF MUSIC ART MANAGEMENT MAJORS

3.1. Cultivate the Ability of Music Appreciation

Music literacy teaching plays an important role in the construction of music art management majors. Cultivating students' music appreciation ability can enable them to better understand and appreciate various music forms and styles, so as to improve their ability to identify different music products and performances in the music industry.[4]. With good music appreciation ability, students can better understand market demand and consumer preferences, and provide more accurate guidance for the development and promotion of music products.

3.2. Cultivate Music Theory Ability

Music literacy teaching can also cultivate students' music theory ability. For students majoring in music and art management, a profound foundation in music theory is indispensable. Through systematic music literacy education, students can learn the basic concepts, structure and expressions of music, master the skills of music analysis and creation, and then make accurate decisions and evaluations in the practice of music management and planning.

3.3. Cultivate Music Practice Ability

Music literacy teaching should also pay attention to cultivating students' music practice ability. Students majoring in music art management need to have certain music practical skills and be able to participate in music creation, performance, recording and other work. Through music literacy education, students can be exposed to different types of music practice and improve their playing skills, music expression ability and teamwork ability.[5]. Such practical experience will help them better understand the operating mechanism of the music industry, cultivate students' core music literacy, and lay a solid foundation for future career development.

4. REFORM STRATEGY OF MUSIC LITERACY TEACHING FOR MUSIC ART MANAGEMENT MAJORS

4.1. Reform the Curriculum

In order to improve the teaching effect of music literacy majors in music art management, it is necessary to reform the curriculum. First of all, the number and depth of music appreciation courses should be increased, covering different music types and styles, and guiding students to understand and appreciate music works from multiple dimensions and angles. Secondly, we should strengthen the practicality of music theory courses, pay attention to the combination of theory and practice, and let students deepen their understanding and application of music theory through practical operation and creation. In addition, interdisciplinary courses, such as music marketing, music copyright management, etc., can also be introduced to cultivate students' comprehensive literacy and practical application ability. Through the reform of the curriculum, the teaching of music literacy is more comprehensive and practical, so that students can acquire richer music knowledge and skills in the learning process, and better adapt to the development needs of the music industry.

4.2. Change the Teaching Concept

In order to effectively promote the reform of music literacy teaching, it is necessary to change the traditional teaching concept and pay attention to the subjectivity and practical orientation of students. First of all, teachers should change from teaching knowledge to guides and facilitators of students' learning, and stimulate students' interest and initiative in learning through heuristic teaching, case analysis and discussion. Secondly, pay attention to practice orientation, and let students personally participate in practical activities such as music creation, performance and management by organizing practical activities, off-campus internships and social practice, so as to deepen the understanding and application of music literacy.[6]. At the same time, with the help of modern technical means, such as music software, virtual laboratories, etc., more practical opportunities and resource support are provided to promote the cultivation of students' learning and innovation ability. By changing the teaching concept, it can stimulate students' passion for learning, enhance their practical ability and creativity, and better adapt to the development needs of the field of music art management.

4.3. Strengthen Practical Teaching

In order to improve the teaching effect of music literacy for music art management majors, strengthening practical teaching is a crucial reform strategy. Through practical teaching, students can apply the theoretical knowledge they have learned to practical situations and cultivate the ability to solve problems and innovate. On the one hand, the introduction of practical projects is an effective way. Through the design and implementation of various music projects, such as music activity planning, music festival organization, art team management, etc., students can personally participate in and be responsible for actual music projects. Such practical experience will enable them to learn and apply the music literacy they have mastered in practice, and exercise their practical operation and management skills. In addition, the practical project can also cultivate students' sense of teamwork and communication and coordination ability, which is of great significance for future music management. On the other hand, off-campus internship is also an important means to strengthen practical teaching. Establish cooperative relations with institutions and enterprises related to the music industry to provide internship opportunities for students. By participating in practical work, students can be exposed to the real music industry environment, understand the operation rules of the industry, master practical operation skills, and combine the knowledge they have learned with practical work. Internship experience can not only improve students' professional quality, but also establish contacts and contacts with the industry, laying a solid foundation for future employment and career development.

5. CONCLUSION

In a word, the reform and research of music literacy teaching in music art management is an important and challenging task. Through the reform of curriculum settings, the transformation of teaching concepts and the strengthening of practical teaching, we can look forward to cultivating music art management professionals with more comprehensive literacy and practical ability. The implementation of these reform strategies will help improve students' music literacy and train them to become independent professionals in the field of music. However, the reform and research of music literacy teaching is a process of continuous development and exploration. We need to maintain sensitivity to the latest music development trends and industry needs, and constantly update the teaching content and methods. In addition, close cooperation with the music industry and related institutions is also essential to ensure the close integration of teaching and practical work. In the future, we hope it is hoped that through continuous research and practice, we will continue to improve the reform strategy of music literacy teaching for music art management majors, and contribute to the training of more excellent music art management professionals. We believe that through continuous efforts and innovation, the education of music art management will inject new vitality into the development of the music field and provide a solid foundation for students' personal growth and career development.

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