

# Reflections on Popular Music Education in Chinese Colleges and Universities

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## Abstract

Through the analysis and reflection of popular music education in Chinese colleges and universities, this paper puts forward some questions and suggestions. After analyzing the current situation of popular music education in Chinese colleges and universities, this article discusses the current problems and puts forward some solutions. Among them, the most important problem is the problem of the teaching staff of pop music education, followed by the problem of textbooks and teaching content. In order to solve the problem, this paper puts forward some suggestions, including strengthening teacher training, setting up diversified courses, establishing a practice platform closely combined with the industry and so on. This paper aims to provide some suggestions for the improvement of popular music education in Chinese colleges and universities.

## Keywords

Chinese Colleges and Universities, Pop Music Education, Teaching Staff, Teaching Materials, Practice Platform.

## 1. Introduction

With the development of The Times and social progress, pop music has become an indispensable part of today's society. With the increasing demand for popular music, the demand for popular music education is getting higher and higher. In China, with the continuous expansion of the pop music market, the education of pop music in colleges and universities has been paid more and more attention. However, at the same time, there are some problems in the education of popular music in colleges and universities. This paper aims to analyze and reflect on the current situation of popular music education in Chinese institutions of higher learning, put forward some questions and put forward some suggestions in order to provide some reference for the improvement of popular music education in Chinese institutions of higher learning.

## 2. Current situation of popular music education in Chinese institutions of higher learning

With the rapid development of China's economy and the rise of the cultural industry, pop music education in China has gradually gained attention and development. At present, China's pop music education presents the following aspects of development status.

First of all, pop music education in China has begun to gain more and more attention and investment. Since 2010, the country began to pay attention to the development of the cultural industry, and pop music education has gradually become one of the important directions of the development of the cultural industry. Governments at all levels began to invest a large amount of funds in the construction of pop music colleges, concert halls, music festivals and other related facilities, providing a guarantee for the development of pop music education.

Secondly, the teaching staff of pop music education in China is gradually expanding. In the past, the teaching staff of pop music education was relatively weak, and it was difficult to recruit

teachers majoring in pop music education. However, with the development and attention of pop music education, more and more professionals began to devote themselves to pop music education, and provide it with more professional and rich teaching resources.

Thirdly, the teaching content of pop music education is gradually diversified and professional. In the past, most of China's pop music education focused on teaching a specific instrument or singing skills, but with the development of the pop music market and the diversification of music styles, the teaching content of pop music education has gradually diversified, such as composition, arrangement, production, performance, and so on. At the same time, more attention has been paid to the individualized training of students. To enable students to give full play to their strengths and potential in the process of learning.

Finally, the practice platform of pop music education has been gradually improved. With the development of pop music education, more and more universities have begun to establish their own concert halls, music festivals and music organizations to provide students with more abundant practical opportunities. At the same time, the rapid development of the pop music market also provides a broader stage for students, so that students can gain more experience and opportunities in practice.

As can be seen from the above overview, China's pop music education in the continuous development and progress, but also faced with a lot of challenges and problems. In the future, we need to make continuous efforts to further improve all aspects of pop music education, so that more people can benefit from pop music education, and at the same time make Chinese pop music culture more prosperous.

### **3. Problems of pop music education in Chinese colleges and universities**

At present, popular music education in Chinese institutions of higher learning mainly includes the major of popular music in the Conservatory of Music, the major of music production and technology in the College of Communication, the major of popular singing in the College of Art, and so on. These majors usually cover the singing, creation, production and management of popular music. Although the current development of popular music education in colleges and universities is very rapid, compared with the developed countries, there are still some problems in the popular music education in colleges and universities in China.

#### **3.1. The problem of teaching staff**

As a new subject, popular music education in Chinese colleges and universities faces many problems and challenges in its development. One of the major problems is the shortage and instability of the teaching staff. The shortage of teachers directly affects the quality and effect of teaching and hinders the further development of Chinese pop music education.

First of all, the structure of the teaching staff is unreasonable. The structure of the teaching staff of popular music education in Chinese colleges and universities is relatively unitary, and most teachers mainly teach vocal music, piano and other basic instruments. Teachers who lack professional background and practical experience related to the pop music industry are unable to provide students with more practical courses and guidance. In addition, since pop music education also involves many aspects such as stage performance and music production, the teaching staff also needs to strengthen the construction of diversification accordingly.

Secondly, the teaching staff lacks teaching experience. Popular music education requires teachers to have rich practical experience and understanding of the music industry, but most teachers lack such experience at present. Their teaching content and teaching methods are more traditional, which is difficult to meet students' needs and expectations of pop music. In addition, as pop music has the characteristics of The Times and fashion, it needs to constantly

follow up the latest music styles and genres, but many teachers currently do not have the awareness and ability to update this aspect.

Then, the hiring mechanism of the faculty is not sound. At present, the recruitment mechanism of popular music education teachers in Chinese colleges and universities is relatively simple, and a stable recruitment system and management system have not been established. Many teachers are only hired temporarily or part-time, without long-term and stable job security, and without a clear promotion mechanism and career development path. Under such circumstances, it is difficult to attract outstanding music education talents to join, and to retain experienced teachers.

Finally, the educational level of the teaching staff is not high enough. As pop music education is a relatively new discipline, there are not enough master's and doctor's talents in related majors at present, leading to the problem that the educational level of teachers is not high enough. Relatively speaking, most teachers engaged in popular music education currently have bachelor's degree or below. This results in teachers lacking systematic professional knowledge and in-depth academic research ability to provide students with higher level of teaching and guidance.

### **3.2. There are problems in teaching materials and teaching content**

Popular music education in Chinese colleges and universities is a relatively young discipline. With the change of The Times and the continuous development of the music market, its teaching materials and teaching contents are constantly updated and improved. However, there are still some problems:

First of all, the teaching materials are not of high quality. At present, most textbooks for pop music education come from abroad, or are written by domestic teachers without sufficient academic research. This results in uneven quality of teaching materials, lack of rigorous academic standards and in-depth research. Secondly, textbooks are not updated in a timely manner. As the music market is constantly changing and developing, so are the styles and forms of popular music. However, many textbooks have not been updated in a timely manner, resulting in lagging and outdated content. The teaching content lacks diversity. At present, the teaching content of popular music education mainly focuses on music theory, vocal music, performance and composition, etc., while there is a lack of systematic introduction and training for practical content such as music industry and stage performance. As a result, students lack practical experience in actual music creation and performance, which makes it difficult to adapt to the development needs of the music industry. Then, the teaching content lacks individuation. In pop music education, there is a lack of individualized teaching for different students. At present, most teachers adopt the same teaching model and teaching content, which cannot meet the needs and characteristics of different students. This results in many students feeling boring and bored in their studies and developing a resistance to popular music. Then there is the lack of connection to the actual music market. What is currently taught in popular music education lacks a connection to the actual music market. It is difficult for students to understand the real situation and demand of the music market in the study, and they cannot accurately understand the development trend and market demand of the music industry. As a result, students lack the ability to cope with the market demand in actual music creation and performance. Thirdly, they lack an international vision. At present, the teaching content and textbooks in pop music education are mainly from foreign countries, which lacks an international vision. Domestic pop music education lacks a profound international teaching system, which can not fully absorb the advanced ideas and practical experience of foreign pop music education. As a result, the influence of pop music education in Chinese colleges and universities is relatively weak in the field of international pop music education. Finally, there is insufficient education in music technology. With the popularization and development of digital technology, the music industry

has entered the digital age, and the application and innovation of music technology has become an indispensable part of the music industry. However, there is a lack of teaching and application of music technology in popular music education in Chinese colleges and universities, resulting in relatively weak technical abilities of students in digital music production.

In a word, there are many problems in the teaching materials and teaching contents of popular music education in Chinese colleges and universities, including the low quality of teaching materials, the late updating of teaching materials, the lack of diversity of teaching content, the lack of personalized teaching content, the lack of connection with the actual music market, the lack of international vision, the lack of innovation in teaching mode, the lack of music technology education and so on. These problems need to arouse the attention of institutions of higher learning and education departments, strengthen the research and improvement of teaching materials and teaching content, in order to improve students' comprehensive quality and the ability to adapt to market demand.

### **3.3. There are problems in the practice platform**

The practice platform of popular music education in Chinese colleges and universities is an important place for students to learn and practice, as well as an important link of talent training in the music industry. However, there are some problems in the practice platform of popular music education in Chinese institutions of higher learning, which are mainly reflected in the following four aspects:

First of all, the practice platform equipment and facilities are insufficient. At present, the practice platform of popular music education in Chinese colleges and universities has certain deficiencies in equipment and facilities. Due to the rapid development of technology and equipment in the field of popular music, the equipment of music laboratories in many colleges and universities is backward and outdated, which cannot meet the actual needs of students. In addition, the practice platform of popular music education in some colleges and universities is too small to accommodate large band performances and other activities, which affects the cultivation of students' practice and performance ability. Secondly, the teaching quality of the practice platform is not high. There are some problems in the teaching quality of the practice platform of popular music education in Chinese colleges and universities. Although the practice platforms of pop music in some colleges and universities are well equipped, the teaching quality still cannot meet the requirements. This is mainly because pop music teachers in some schools lack rich practical experience and innovative spirit, and cannot provide high-quality teaching services. In addition, the practice platforms of pop music education in some universities also lack professional music production and performance talents to provide high-level teaching services. Then there is the lack of connection between practice platforms and the music market. The practice platform of pop music education in Chinese colleges and universities lacks close connection with the music market and cannot meet the market demand. Due to the rapid change of market demand, the practice platform of popular music education in many colleges and universities cannot adapt to the changes of market demand in time, unable to provide music education services in line with the market demand. In addition, the practice platforms of popular music education in many colleges and universities lack a close connection with the music industry and are unable to provide practical vocational training and practical opportunities for students. Finally, the practice platform management is not standardized. Before, there were some problems in the management of the practice platform of popular music education in Chinese colleges and universities. The practice platform management of popular music education in some colleges and universities is not standardized and lacks effective management measures and mechanisms, leading to some confusion in the use and management of the practice platform. For example, the practice platform of popular music education in some universities lacks effective reservation and management mechanism, which leads to the waste

and abuse of resources. In addition, the practice platforms of popular music education in some universities lack effective safety management measures, and there are some security risks.

To sum up, there are some problems in the practice platform of popular music education in Chinese colleges and universities, such as insufficient equipment and facilities, low teaching quality, lack of contact with the music market and non-standard management. These problems have a certain impact on the cultivation of students' practice and performance ability, the cultivation of talents in the music industry and the development of the music market. Therefore, effective measures should be taken to solve these problems and improve the teaching quality and management level of the practice platform of popular music education in Chinese colleges and universities.

#### **4. The solution of popular music education in Chinese colleges and universities**

Although the popular music education in Chinese institutions of higher learning has made some achievements, there are still some problems and challenges, which need suggestions to solve and cope with. For example, the teaching staff is not professional enough, the textbooks and teaching content are not comprehensive enough and fit to the actual needs, and the practice platform is not perfect and diversified enough. The suggestions can provide improvement directions and concrete action plans for colleges and universities to promote the scientific and effective development of pop music education.

##### **4.1. Teaching staff**

The construction of the teaching staff of popular music education in Chinese colleges and universities is the key to improve the quality of education and promote the development of the industry. In order to effectively build the teaching staff, we can start from the following four aspects:

First, improve the educational background and professional skills of teachers: colleges and universities should give priority to the employment of popular music teachers with a master's degree or above and rich practical experience. At the same time, for the existing teachers, the professional skill level of teachers can be improved through further study and training, so that they can better grasp the cutting-edge trends and professional knowledge of music education and improve the quality of music education. Then, establish a reasonable incentive mechanism: establish a scientific and reasonable salary system for teachers, stimulate their work enthusiasm, improve their work efficiency and work quality. At the same time, teachers can be encouraged to innovate and improve their teaching level by establishing a teacher evaluation mechanism. Secondly, strengthen the cultivation of practical experience: In order to improve the practical experience of teachers, colleges and universities can actively promote the "dual teacher type" education model, that is, teachers and industry professionals share teaching tasks and jointly cultivate students' practical ability. At the same time, schools can also encourage teachers to actively participate in industry practice, exchange and study with industry professionals, improve their practical experience. Finally, establish a connection with the music market: the school can actively cooperate with the music industry, communicate with well-known enterprises, artists and producers in the industry, and promote the updating and upgrading of teaching content and practical experience. Through the connection with the music market, teachers can have a deep understanding of the development trend and demand of the music market, so as to better guide students' study and practice.

To sum up, the construction of the teaching staff of popular music education in Chinese colleges and universities should be started from four aspects: improving the educational background and professional skill level of teachers, establishing a reasonable incentive mechanism,



strengthening the cultivation of practical experience and establishing the connection with the music market, so as to improve the quality of education and cultivate more high-quality music talents.

#### **4.2. Teaching material and teaching content**

In order to improve the quality and level of the teaching materials and contents of popular music education in Chinese colleges and universities, the following four methods can be adopted:

First, introduce international advanced pop music teaching materials and teaching models: colleges and universities can improve the teaching quality and level by introducing international advanced pop music teaching materials and teaching models to understand and learn from foreign educational experience and successful cases. For example, foreign teaching materials can be introduced into the curriculum to absorb advanced teaching concepts and technologies and apply them to teaching practice. Then, promote the sharing of pop music teaching resources: colleges and universities can actively promote the sharing of pop music teaching resources and establish a pop music education resource library, so that teachers and students can more conveniently obtain information and resources related to pop music teaching. At the same time, institutions of higher learning can also actively participate in the formulation of pop music education standards and the compilation of teaching materials, and jointly promote the development of pop music education. Secondly, strengthen the design and implementation of practical links: pop music education should be practice-oriented, therefore, colleges and universities should strengthen the design and implementation of practical links. For example, practice bases related to the music industry can be established to allow students to participate in real music production and performance and other practical activities to improve students' practical ability and comprehensive quality. Finally, strengthen the training and construction of teachers: colleges and universities should strengthen the training and construction of teachers of popular music. Through teacher training, exchange and practice, teachers' teaching level and teaching experience can be improved, so as to provide more professional and authoritative support for pop music education. At the same time, teachers can be encouraged to innovate and improve their teaching content and teaching methods by establishing a teaching evaluation mechanism.

To sum up, in order to improve the quality and level of the teaching materials and contents of popular music education in Chinese colleges and universities, we can start from four aspects: introducing international advanced teaching materials and teaching models of popular music, promoting the sharing of teaching resources of popular music, strengthening the design and implementation of practical links, and strengthening the training and construction of teachers.

#### **4.3. Practice platform**

Aiming at the practice platform of popular music education in Chinese colleges and universities, the following four construction methods are put forward:

Firstly, the construction of diversified practice platforms. College pop music education should build a variety of practice platforms, including student associations, art troupes, music festivals, performances and so on, to provide students with a variety of practice opportunities. Student associations can provide a platform for students to create and perform, so that students can learn and grow in practice; The art troupe can cultivate students' teamwork spirit and stage performance ability. Music festivals and performances provide opportunities for students to showcase themselves and improve their confidence and performance skills.

Second, strengthen ties with the music industry. Pop music education in colleges and universities should actively establish links with the music industry to provide students with more practical opportunities and industry information. Professionals in the industry can be

invited to give lectures, hold performances and lectures, etc., so that students can understand the development trends and professional knowledge of the industry; Students can also be guided to participate in industry activities, such as music competitions, music festivals, etc., to improve their competitiveness and practical ability.

Then, courses on innovative practice can be offered.

Finally, improve the quality and level of practice platform construction. Colleges and universities should strengthen the construction of practice platform, improve the quality and level of construction. The following are the concrete construction methods: First, increase practical courses. In terms of educational content and curriculum setting, colleges and universities should pay attention to the setting of practical courses, including band performance, music production, music recording, music performance, musicals, etc., so that students can better understand and master music knowledge through practical activities. Second, diversified practical experience. Colleges and universities should establish more diversified practice platforms, including on-campus bands, on-campus concerts, competitions and performances, as well as off-campus internships, social practices and music festivals, so as to provide more rich and practical practical experience. Third, strengthen the construction of equipment and facilities. Colleges and universities should strengthen the construction of practice equipment, including music production rooms, recording studios, rehearsal rooms, etc., to ensure that students have sufficient and advanced practice facilities and tools to complete practical activities more efficiently. Fourth, cooperate with the industry. Colleges and universities should establish close ties with the music industry, promote cooperation between schools and enterprises, carry out music activities and practical projects, etc., to provide students with more authentic work experience and opportunities, and cultivate students' close ties with the music industry.

## 5. Conclusion.

Generally speaking, popular music education in Chinese colleges and universities has made a lot of achievements in the development process, but it also faces some challenges and problems. In order to better meet the needs of society and students, improve the quality and level of education, we need to establish a more professional teaching staff, improve the teaching materials and content, build a diverse practice platform, and actively explore innovative teaching models and methods and other aspects of improvement. Only in this way, can we better cultivate high-quality music talents in line with the needs of society, and promote the continuous development of China's pop music cause.

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