

Studies to Chinese College Music Education Management Reform and Development of Countermeasures

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Abstract

China is in a period of social transformation of dramatic change, social transformation provides a good opportunity for Chinese college music education reform and development, but also has posed a severe challenge to the old philosophy of education. Music education at the intersection of art and education, both artistic, there are scientific; it is a course, but also a discipline. Therefore, on the one hand music education activities take the fully teaching practices to realize their own existing value, to complete education task of aesthetic as the core; the other hand, they need to keep research and thinking to many theoretical and practical issues of music education, and through the certain formation to form it results, in order to better guide and promote the discipline toward more better, more mature goal development.

Key words: College music education; Music education management; Teaching quality; Reform and development

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1. THE SIGNIFICANCE OF COLLEGE MUSIC EDUCATION AND MANAGEMENT RESEARCH

Professional music education management has different unique compare with and the general management or general music education, regardless of education or management sector, which has a certain degree of consensus. But the special nature of university music education and management has not been more discussion and inquiry.

In a sense, no high-level, highly developed, high-quality college music education and management, there would be no sustained development and prosperity of professional music education. College music education as an integral part of education, there are similar aspects with general education management. Therefore, music education management and education management have some common or cross management thinking and management principles, it can learn from each other. Effective education management may improve quality of teaching, how to reform and improve education management is an important part of music education management of research and exploration, this is a major issue which music education in Chinese universities facing, but also it is a new areas of educational management theory research. (Li, 2007) Adhere to people-oriented music education, and its essence is respect for music education principle, respect for the student's personality, respect for the education object's physical and mental development law, its core is that development of students as the education management starting point and destination.

2. ANALYSIS OF CHINESE UNIVERSITY MUSIC EDUCATION MANAGEMENT STATUS AND PROBLEMS

In recent years, music education management of innovation idea deepening, it has been some progress in music education management area, achieved outstanding results. For example, in the college music education and management, emphasis on the student's education management has become a consensus, college, and department of education management models are being improved. With Chinese university scale expanding, college and department of education management model become to basic model of college students education and management. (Li, 2005) On this basis, many colleges and universities music education continuously promote the standardization and scientific management according to student characteristics and college students' training goals. In addition, the college music education management also form educational system which combination to main channel and auxiliary channels.

At the same time, Chinese college music education and management are also showing a lot of disadvantages. Over the past 30 years, Chinese economic rapid development, but take economic development as the core of the social development strategy, management philosophy and values of economic area have a broad and deep impact to education. This effect has its positive, but also had a negative impact, that is take the performance management economy area as model and one-sided applied arts education management. In addition, by the traditional concepts of education, college music education prevalent in the following issues, specifically as follows:

2.1 Focusing on Music Technology Training but Neglects the Study of Music Theory

Specific performance of students: interest on courses that have a direct effect to learning of music technology, but they are not interested on other basic theory courses such as history of theory, music aesthetics, harmony, orchestration and so on. Students' passive learning some programs even under the teachers stringent requirements, they can not really learn in depth. Students think that These courses are no obvious effect on improving musical skills, these courses can not help them "to make a living" after graduation, and teacher stressed the importance of certain professional skills courses, which enable students to put more and more time and energy into skills practice areas.

Even some students interested in a music theory course, but they did not realize that only pure improve music skills, but not raise the level of music theory; it is not to promote overall music quality. Therefore, its result is imbalance in learning music skills and music theory. Essentially, this imbalance will have a potential impact to college music education professional development goal

2.2 Students only Focus on Learning Own Professional and Neglects Learning Adjacent Professional

Most Students Only concerned about their professional expertise and neglect learning of adjacent professional knowledge. "To learn the professional knowledge, get good result, even a good student."

This is the reality standards of college music education professional training personnel in China; Learn own profession is a "single-plank bridge" of leading to a successful career path, some students thinking are often limited to narrow and enclosed space, they are not aware of important to learn the adjacent disciplines knowledge, in fact, it is "Shining Path" of music education students go to a higher realm in the future.

2.3 Focusing on Text Knowledge and Contempt Practical Ability

First, with the deepening development of China's reform and opening, social more need comprehensive, ability talent instead of the previous academic-based, knowledge-based professionals. (Lu, 2008) However, the content of teaching in colleges and universities, music technology courses, music theory and cultural knowledge of the elective courses, accounted for almost 90% of the class, and internships for students of education, forced to take previous arranged and concentration of unified guidance practice, into individual autonomy macro guidance of decentralization education practice, so that make students lose more empowerment opportunities. Second, for some of artistic practice which improving students' ability, some institutions do not really form of institutionalization and standardization in the teaching activities. Therefore, some of the graduates of college music education professionals, due to poor general knowledge and superficial accomplishments artistic, they are very eager to return to school.

3. CHINESE COLLEGE MUSIC EDUCATION MANAGEMENT REFORM MODEL

College music education and management should be Implement people-oriented concept of scientific management, sum of higher education management experience, on the basis of analysis of traditional higher education management deficiencies and defects, then presents a comprehensive, systematic and scientific people-oriented higher education management model. No matter what kind of education management model, research methods of innovation music education management, the efficiency is the core. Music education management and is not completely out of general education management, music education management research is based on education management universal rule as the foundation to development of its specificity.

They have different personalities, but also have some

similarities, which are commons supply learning and reference for music education management, such as management rules, management thinking, management innovation, and so on. To change the status of music education colleges, training model must be done changes.

3.1 Changes from a Single and Closed Type to Open and Integrated Training Model

College music education and management should from only focusing on musical skills, from the music discipline to accept knowledge, into the music-based and multidisciplinary learning knowledge. Only in this way, in order to develop students' overall cultural quality, improve their artistic taste. (XU, 200) Any art, though there are technology and skill composition, but a purely technical can never be art, because art problems is foremost problems of life, art is a kind of the concept of life, art style of life is valuable meaningful life.

Develop musical talent only pay attention to train students' art of life, make the students can really understand mysteries of art, only in-depth understanding of life, in order to understand and grasp the art. Life, value and meaning are the core of art, literature, philosophy (especially philosophy of life), and history is the secret of casting intellectual, leading to art galleries.

3.2 Changes from the Type of Skills-Based to Theory-Based Consider Training Model

College music education should out of art school training model, from the mechanical skills training, into a thinking type, speculative type, intelligent grasp of theoretical guidance to improve their theoretical knowledge and theoretical level.

Over the years, Chinese college music education take traditional education theory as direction, which resulted in skills lessons to be mechanical imitated, and theory lessons to be passive repeated memory. From a psychological perspective, skill practice exercises so much action, as it is to exercise the brain, namely: the practicing control the action. Therefore, teachers are essential of guide students to learn to use scientific methods learning. Teachers must understand the modern student of psychology trends and individual characteristics, good to stimulate the enthusiasm of students, professional students to gradually straighten the relationship between the culture of knowledge and knowledge of music, music skills, music theory, make them to unity with each other and promote each other.

Today, knowledge accumulation and knowledge update is accelerating, students want to learn all the knowledge in school, is clearly impossible. In fact, people need the knowledge in the workplace; the vast majority of re-learning in practical work, students study during in school is to lay a foundation. Inherent students potential to develop students positive thinking ability and use knowledge to solve new problems ability, and train students way of thinking of good at selecting, acquiring,

absorb new knowledge and summary new experiences, this is the best way of college music education which change the traditional concept, and comprehensively improve the quality of student and professional level.

3.3 Changes Training Model from the Type of Knowledge-Based and Skill-Based to the Type of Ability-Based

Students practical skills and participate in social activities ability is a very important task of college music education. Therefore, the artistic practice should be standardized, systematic, diversity; teachers should take new ideas, new methods and new programs into regular education. (YANG, 2007)

College music education should follow principles of training and to improve students' ability of musical practice, musical performances, organization, of teaching ability, to carry out colorful variety of concerts, performances, dance events, organization and formation "Art salon" with a certain academic and exploratory, so that make each student to get exercise and improve in practice, Meanwhile, college should take students performance in practice as an important component of the overall quality of assessment.

3.4 Changes Training Model from the Theory-Based to Teaching-Based

College music education train future music teachers for the community, students not only to have own performances with professional skills, but also have the ability of education others - to bear the mission of education, they can demonstration out their own theory of knowledge and professional skills in different languages form, accurately convey to the students. This requires students to have a keen perception and accessible language skills.

Therefore, It is necessary to strengthen the students' education and psychology of learning and practice, improve their teaching ability level. Music education is a very practical business, it requires people to be engaged in this work must have both a high theory level and musical skills, but also well at teaching music theory into practice. (Chen & Liu, 2006) College Music Education only enhances creativity, in order to gradually get rid of the shackles of tradition idea, to nurture outstanding music education professionals for the community.

4. CHINESE UNIVERSITY MUSIC EDUCATION MANAGEMENT REFORM AND DEVELOPMENT STRATEGIES

Music education and management workers should follow the basic law of higher education, take the basic principles of educational administration as a guide, use of advanced methods, and establishment of music education scientific management system, set up feedback systems of music teaching information, management decision-making

system, and then realize comprehensive management of music education.

4.1 College Music Educations Management Should Reflect Scientific

Education Management decision-making is involved in education managers, formation of a series of educational management methods and program based on practice, education management system run by the decision-making system to control quality. Meanwhile, the education information management is also the basis of education management decision-making system, because only guidance under science education and management decision-making system, in order to make overall education management system to reasonable operate, and therefore complement each other.

Management by objectives is one of the methods of modern education management, that is before the start of the teaching process, combined with information about teaching and learning, to develop educational goals reasonable and will make target detailed, quantitative, in order to achieve the desired effectiveness of teaching, to achieve the intended teaching target, and given the teaching of science assessments.

In the process of Music education scientific management, education management team overall quality is the key to achieve education and management scientific, advanced and standardized, which requires education and management managers to make good use of existing scientific methods and advanced methods to improve the quality of education management.

In addition, managers should recognize the inherent laws of education management, learn to use scientific methods to analyze and solve problems, master modern management methods. Managers also pay attention to both teaching and learning initiative in the process of music education management, and to improve management effectiveness.

4.2 College Music Education and Management Should Reflect Institutionalized

Institutionalization of management is based on national education policy and regulations, according to university tasks and internal management requirements, to build an effective management mechanism, to achieve the management of a virtuous circle. To the principle of lean and efficient, improve the management structure system, considering characteristics of the higher education management, make specific arrangements to entire management system, including education management system, administrative system, education and research system, evaluation system, faculty building system, distribution system, student management system, financial management system and so on.

In addition, the university but also to take quality of the core, build and implement a comprehensive quality management system. Institutional management's ultimate

goal is to improve the quality of education and educational management standers. First, set up a standardized management system. The school should all set down with the file format about management responsibilities of quality policy and organizational structure, quality system, education and teaching process control, inspection and summary and appraisal, preventive and corrective measures and so on , so it can better protect the management effectiveness; (Huang , 2009) Second, school should establish management and leadership team, management functional structure and quality management group, in order to form a quality management network of clear objectives, responsibilities, authority, and promote each other's.

4.3 Implementation Incentives to Music Teaching

In the college management, managers should establish of incentives to stimulate student's enthusiasm and creativity according people-oriented concept, and turn them from passive education into active education.

It is particularly important to mobilize teachers and students actively and awareness in university music education management. First, managers should do a series of researches and studies, to understand teachers and students different psychological needs in the teaching process, combine these needs with the teaching objectives to improve the efficiency and quality of music education management fundamentally.

Second, based on ensure effective implementation teaching rules and regulations, to strive to maximize student initiative and creativity, to mobilize their enthusiasm. College music education should be based on the actual situation, integrated use of various incentives to encourage, and make motivation means and ends together, change the mode of thinking, really set up the opening incentive system that to adapt to school characteristics, teachers and students needs and characteristics of the times so that make colleges and universities stand in an invincible position in the fierce market competition.

4.4 Managers Should Strength Assessment and Evaluation of Music Teaching

Scientific assessment of teaching and teaching evaluation can be effective in promoting the improvement of quality of teaching and teaching level.

Specifically, there are following main points, first, make teaching inspection and monitoring routine, which is the basis means of effective education management; Second, development of scientific and rational evaluation system. (PEI, 2009) The formulation use of scientific assessment methods according to the different levels and types of teaching requirements, assessment to all levels and types of education management, objective evaluation, positive results, identify problems, to provide direction for future improvements;

Finally, thorough objective and fair assessment of teaching and assessment results, rewarding outstanding

person of using a variety of means, make the necessary penalties for those who failed to, this sense of competition can form a positive good atmosphere in the field of educational administration

4.5 Managers Should be In-Depth Study of Music Teaching Management Skills

In education music management process, managers can learn from other disciplines of management models and concepts, make a comparison, and draw its essence to their education policy, management system, management issues of different education system. (ZHANG, 2007)

In the current, Chinese music education system reform management of innovation is imminent. The current system of music education, whether college resources configuration, or the operation of the school internal management mechanism, etc., there are still many problems, which is incompatible with the laws of market economy. The development of music education system to fit the new needs, Chinese colleges should create a new management theories, new concepts, new technologies, new systems and new methods to activate creativity and improve music education management system.

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