



# Research on the Reform of University Music Education from the Perspective of Multiple Talents Cultivation

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## ABSTRACT

From the perspective of diversified talent cultivation, the reform of university music education is of great significance to cultivate students with innovative thinking and cultural accomplishment. At present, there are many problems in university music education, including ignoring the role of music education in the cultivation of multiple talents, unscientific curriculum, and the need to improve the teaching level of music teachers. In order to reform and improve music education, four effective paths are put forward: pay attention to music education, establish a diversified music education concept; build a diversified music education curriculum system; choose appropriate music teaching materials to improve students' learning enthusiasm; improve the teaching level of music teachers, and promote the diversification of music teaching methods. These measures aim to improve the quality of music education, promote the all-round development of students, and lay a solid foundation for cultivating diversified talents.

**Keywords:** university music education; multi-talents training; education reform

Under the background of globalization and information, the diversified training of talents has become an important subject of education reform. With the increasing demand for innovative and comprehensive talents, higher education is facing the challenge of cultivating students' comprehensive quality and innovation ability. In this context, university music education, as an important field of art education, plays an important role in cultivating students' aesthetic ability, creativity and cross-cultural communication ability. However, there are some problems in the current university music education, such as the single content of education, traditional teaching methods, lack of innovation, etc. These problems limit the potential and effect of music education in the cultivation of multiple talents. Therefore, exploring and implementing the reform of university music education to meet the needs of talent training in the new era has become an urgent problem to be studied and solved.

## 一、THE IMPORTANCE OF MUSIC EDUCATION IN UNIVERSITIES FROM THE PERSPECTIVE OF MULTIPLE TALENTS CULTIVATION

### (一) Music education is essential to cultivate students' aesthetic quality

From the perspective of diversified talent training, music education at the university stage is not only an important part of art education, but also a key way to improve students' comprehensive quality and cultivate international vision. Music, as the 1 universal language, has crossed national boundaries and cultures, and has become an important bridge for people's emotional and cultural exchanges on a global scale. In this context, the importance of university music education is not only reflected in the teaching of skills and knowledge, but also in the cultivation of students' aesthetic and cross-cultural understanding ability through music, so as to lay the foundation for students to enter the international stage. The foreign music education system pays special attention to the integration of music, humanities and society. For example, some of the top universities in the United States not only offer professional music degree programs, but also encourage non-music majors to participate in musical activities, such as choirs, bands, musicals, etc., to enrich their college life and expand their cultural horizons. In addition, universities in many European countries have incorporated music education into the general education system to enhance students' understanding and respect for the world's multiculturalism by learning music from

different countries and nationalities. In today's increasingly obvious trend of globalization, music education can also help students to establish the ability of international exchange and cooperation. For example, international music festivals and music exchange programs provide students with opportunities to communicate and cooperate with musicians from all over the world, which not only helps to improve their musical skills, but more importantly, promotes cross-cultural understanding and respect. The importance of music education in the university stage is not only reflected in the cultivation of professional skills, but also lies in broadening students' horizons through music, the 1 international language, improving their cross-cultural communication skills, and cultivating diversified talents with international perspectives. This is invaluable for students' personal development and future success in a globalized world.

### **(二) Music education plays a significant role in stimulating students' creativity and imagination**

In the context of today's diversified talent training, university music education plays a vital role in stimulating students' creativity and imagination. From an international perspective, the teaching methods and concepts of music in different cultures and education systems are different, but they jointly emphasize the importance of music education in developing students' innovative thinking and expanding their imagination. In Europe and the United States, music education is often regarded as the 1 tool to cultivate innovative ability and critical thinking. For example, some innovative educational programs in the United States emphasize stimulating students' creativity through composition, improvisation and musical performance. Students are encouraged to explore the various possibilities of music and express their thoughts and emotions freely, and this teaching method effectively promotes their innovative thinking and problem-solving skills. Similarly, in Nordic countries, such as Finland, music education also attaches importance to the cultivation of creativity. The Finnish school system regards music education as an important part of cultivating students' comprehensive abilities. Through collective music activities and individual creative projects, it not only improves students' music skills, but more importantly, promotes their social communication skills, teamwork skills and Innovative thinking. In Asia, some countries have also begun to pay attention to the role of music education in the cultivation of creativity. For example, some universities in South Korea and Japan have launched innovative courses that integrate technology and music, encouraging students to use digital music technology to create, which not only broadens students' artistic horizons, but also inspires them to explore and create new forms of music. From an international perspective, whether in Europe, Europe, Northern Europe or Asia, music education is regarded as the 1 important educational resource to stimulate students' creativity and imagination. Through participation in music activities, students can develop unique ways of thinking and expression in the process of free exploration and innovation, which has a profound impact on their future success in all walks of life. Therefore, university music education has been given a new meaning and mission on a global scale, that is, to prepare students to face the changing world by cultivating innovation and imagination.

### **(三) Music Education Helps Develop Students' Emotional and Social Competence**

Under the background of global multi-talent cultivation, music education at the university stage is not only an improvement of artistic accomplishment, but also an important way to cultivate students' emotional and social skills. As the 1 universal language, music education crosses cultures and national boundaries, serving as a bridge to connect people from different backgrounds, promoting emotional expression and social communication. Internationally, universities in many countries have recognized the importance of music education in developing emotional intelligence and social skills. For example, universities in some European countries emphasize teamwork and the process of working together to complete music works through collective music activities such as choirs, bands and chamber orchestras, which not only enhances the communication skills between students, but also improves their social skills. In these activities, students learn to listen to others, understand and respect different opinions and cultural backgrounds, which is essential to develop the cross-cultural communication skills needed in the era of globalization. In the United States, music education is also regarded as part of the development of students' comprehensive ability. Many universities offer music courses that not only focus on the development of musical skills, but also incorporate elements of music psychology and music therapy to help students understand the role of music in emotional regulation and mental health. Through these courses, students learn to use music as a 1 tool for self-expression and emotional release, which is extremely important for improving their emotional intelligence and ability to cope with stress. Some Asian countries, such as Japan and South Korea, also emphasize the role of music education in developing social skills. Universities in these countries encourage students to participate in diverse music activities, such as ethnic music studies, international music festival participation, etc., aiming to enhance students' global vision and cross-cultural social skills through the international exchange of music. From an international perspective, university music education plays an irreplaceable role in cultivating students' emotional and social skills. By participating in music activities, students can not only improve their artistic accomplishment, but also develop the necessary emotional communication and social interaction skills in a globalized society.

## **二、THE PRESENT SITUATION OF COLLEGE MUSIC EDUCATION FROM THE PERSPECTIVE OF 2. DIVERSIFIED TALENTS CULTIVATION**

### **(I) Ignoring the Significance of Music Education to the Cultivation of Diversified Talents**

From the perspective of diversified talent training, a significant problem facing university music education is the neglect of the role of music education in talent training. First of all, many colleges and universities regard music courses as non-core and optional auxiliary courses. This attitude leads to music education in the curriculum, resource allocation and teaching emphasis compared with other major disciplines in a more disadvantaged position. As a result, the potential of music education in cultivating students' aesthetic quality, creativity and cross-cultural communication ability has not been

fully realized. Secondly, music education in the stage of compulsory education generally attaches importance to the transfer of knowledge and neglects the cultivation of ability. In many schools, the main content of music courses still stays on the basis of singing, dancing and other activities, lack of music theory knowledge, music appreciation ability and music creation ability of the system education. This teaching mode is difficult to stimulate students' deep interest and understanding of music, and can not effectively cultivate students' music literacy and innovative thinking. Furthermore, music courses often lack continuity and depth in a student's overall educational experience. From primary school to Senior high school, music education is often not a continuous development process, and students rarely have the opportunity to get in touch with more in-depth and systematic music learning. This kind of fault makes the students' understanding and interest in music may still be limited to a more superficial level when they enter the university stage. In the implementation of university music education, there is a neglect of the importance of music education, as well as limitations in the content and methods of music teaching. These problems not only affect the quality of music education itself, but also limit the role and effect of music education in cultivating diversified talents.

## **(二) University music education curriculum is not scientific**

From the perspective of multiple talents training, a significant problem in the current situation of university music education is that the curriculum is not scientific enough, especially in the cultivation of students' emotional experience. In the current educational practice, many music teachers pay too much attention to the cultivation of musical sense and the teaching of musical skills, but ignore the cultivation of students' emotional experience and aesthetic ability. This bias leads to students in the music learning process can not be fully developed, it is difficult to truly appreciate the essence of music and deep value. Due to the emphasis on skills training and neglect of emotional education, students often only learn music skills mechanically in music classes, lacking a deep understanding and feeling of music works. This teaching method can not effectively stimulate students' inner emotion, and it is difficult to cultivate students' creativity and imagination. Students may progress on a technical level, but their potential in music appreciation and composition is not fully realized. In addition, this kind of biased curriculum does not really play the role of music education in improving the overall quality of students. Music is not only a skill, but also an expression of emotion and the transmission of humanistic spirit. Ignoring the emotional experience of music education, can not help students to establish a deep understanding of music and long-term love, it can not really achieve the deep goal of music education. Therefore, college music education needs to pay more attention to the cultivation of students' emotional and aesthetic ability in the curriculum, so as to better serve the training goal of multiple talents.

## **(三) The teaching level of university music teachers needs to be improved**

In the perspective of multiple talents training, another problem existing in the current situation of university music education is that the teaching level of some music teachers needs to be improved. Some of the current music courses are held by non-professional music teachers, or even teachers of other disciplines, which directly affects the quality and effect of music teaching. First of all, these part-time music teachers often lack sufficient professional knowledge and teaching experience in music teaching. They may not be serious enough in preparing lessons and teaching, resulting in the inability to provide high-quality music education. For example, the teaching method may be single and boring, which can not effectively stimulate students' interest in learning and sense of participation, and it is difficult to meet the needs of students for the depth and breadth of music knowledge. Secondly, these teachers may exhibit a perfunctory attitude in the selection and use of teaching materials. They may not deeply study and excavate the core ideas and teaching emphasis in the teaching materials, which leads to the lack of pertinence and depth in the music class. In this case, it is difficult for students to obtain profound music knowledge and experience from the classroom, and they cannot comprehensively improve their music literacy. The lack of these non-professional music teachers in teaching has seriously affected the effect of music education, and can not meet the requirements of multi-talent training. Therefore, improving the professional level and teaching quality of music teachers has become one of the important tasks of university music education reform. This includes not only strengthening the professional training of music teachers, but also increasing the importance of music education in colleges and universities, and ensuring that music courses can be undertaken by teachers with corresponding professional background and teaching ability.

# **三、THE EFFECTIVE PATH OF MUSIC EDUCATION REFORM AND CULTIVATING DIVERSIFIED TALENTS IN COLLEGES AND UNIVERSITIES AT THE PRESENT STAGE**

## **(I) Attach Importance to Music Education and Establish Diversified Music Education Ideas**

Under the current background of globalization, the effective path of music education reform and cultivating diversified talents in colleges and universities should be based on the international perspective, absorb and learn from foreign advanced educational ideas and practical experience. The successful models of music education in some foreign countries and regions provide us with valuable references. First of all, the importance of the combination of practice and innovation is an important feature of music education in many countries. For example, music education in the United States attaches great importance to the cultivation of students' practical ability and innovative thinking. They encourage students to participate in various concerts, workshops, master classes, etc., and improve students' musical literacy and creativity through practical learning and interaction. In addition, the popular interdisciplinary learning mode in American colleges and universities also provides a new perspective for music education, such as combining music with science and technology, music and sociology to cultivate students' diversified ability. Secondly, some European countries, such as Finland, attach great importance to the popularization of music education and the construction of high-level teachers. Music education in

Finland has emphasized the cultivation of music literacy since primary school, and all music teachers need to undergo professional music education training to ensure the quality of teaching. This enlightens us that the reform of music education in colleges and universities should start from the construction of teachers and improve their professional level and teaching ability. For another example, music education in Germany pays great attention to the inheritance of history and culture. They emphasize that students should not only learn music skills, but also understand the historical background and cultural significance of music. This kind of teaching method helps students to establish a more comprehensive and profound understanding of music. The effective path of music education reform and cultivating diversified talents in colleges and universities should include paying attention to the combination of practice and innovation, strengthening the construction of teachers, and paying attention to the inheritance of history and culture. By introducing and integrating foreign advanced educational concepts and practices, we can continuously improve the quality of music education and cultivate more music talents with international vision and innovative ability.

## **(二) Constructing Diversified Music Education Curriculum System**

In today's globalization, music education is facing unprecedented opportunities and challenges. In order to cultivate diversified talents who can meet the needs of the 21 century, colleges and universities need to build a diversified music education curriculum system, which should integrate international vision and cross-cultural understanding, and learn from the successful education models and experiences of foreign countries. First of all, the diversified music education curriculum system should include a wide range of music types and styles, not only traditional western classical music, but also jazz, pop, world music and other styles. For example, Berklee College of Music in the United States offers a rich variety of courses, from traditional classical music theory to modern music production technology, from jazz to world music. Students can choose courses according to their own interests and career plans. This diverse curriculum helps students broaden their horizons and enhance their understanding and innovation. Secondly, in addition to music performance and theoretical study, the diversified curriculum system should also include music technology, music management and music education. For example, some music colleges in the UK have opened modern music-related courses such as music technology and music industry management to adapt to the development trend of the music industry. These courses not only provide students with professional skills training, but also cultivate their market awareness and vocational skills, laying a solid foundation for future careers. International exchange and cooperation is also an important part of building a diversified music education curriculum system. Many colleges and universities provide students with overseas study and internship opportunities through cooperation and exchange with overseas music colleges. Through this international exchange, students are not only able to learn the musical styles and educational methods of other cultures, but also enhance their ability to communicate and collaborate across cultures. For example, the Amsterdam Conservatory in the Netherlands has extensive collaborations with conservatories around the world, offering numerous international exchange programs that enable students to study and perform globally. In addition, innovation is the core of the diversified music education curriculum system. With the development of science and technology, the way of music creation, production and dissemination is changing. Music courses in colleges and universities should keep up with the pace of the times and integrate the latest development of music technology, such as digital music production, music information technology, etc., to cultivate students' innovative consciousness and ability. In short, to build a diversified music education curriculum system requires colleges and universities to continuously explore and innovate, absorb international advanced educational concepts and practices, and cultivate diverse talents who can shine on the global music stage.

## **(三) Choosing suitable music teaching materials to arouse the enthusiasm of students in music learning**

Under the background of the current reform of music education and the cultivation of multiple talents in colleges and universities, the selection of appropriate music teaching materials is a key link. The choice of teaching materials should not only pay attention to academic and educational, but also consider students' interest and acceptance ability. Taking "Pipa Xing" as an example, this case shows how to stimulate students' interest in music learning by skillfully combining traditional music with modern popular culture. "Pipa Xing" is not only a classical music work with a long history, but also widely loved by young people on modern social media platforms such as Douyin. Such a choice can be closer to the students' daily life and interests, so it is easier to stimulate their enthusiasm for music learning. Through such teaching materials, students can not only learn the traditional playing skills and musical historical background of pipa, but also resonate with the modern cultural elements they are familiar. In the teaching process, teachers can use the popularity of "Pipa Xing" on platforms such as Douyin to guide students to explore how to integrate traditional music with modern popular culture, so as to enhance students' sense of identity and interest in traditional culture. At the same time, by analyzing the music structure, playing skills and emotional expression of "Pipa Xing", students can deeply understand and experience the charm of pipa music. In addition, this teaching method is also conducive to the cultivation of students' innovative thinking and cross-cultural communication ability. By studying the historical and cultural significance of "Pipa Xing", combined with the perspective of modern popular culture, students can learn how to establish connections between different cultural elements, so as to better communicate and express themselves in a diversified global environment. Choosing "Pipa Xing" as a music teaching material can not only arouse students' enthusiasm for learning, but also promote their diversified development while cultivating students' interest in music and aesthetic ability. This teaching method shows how to find an effective educational path in college music education, so that students can get a more comprehensive and in-depth educational experience in the process of enjoying music.

## **(四) Improving the Teaching Level of Music Teachers and Promoting the Diversified Development of Music Teaching Methods**

In the process of music education reform and cultivating diversified talents in colleges and universities, it is a crucial link

to improve the teaching level of music teachers and promote the diversified development of music teaching methods. The following is an example of the scientific application of diversified teaching methods to explore how to achieve more effective teaching in music education. First of all, music teachers can use the diversified teaching methods such as happy teaching method, situational teaching method and multimedia technology. By creating a pleasant learning atmosphere, stimulate students' interest in music subjects. For example, interesting elements such as music games and music competitions can be introduced to enable students to learn more about music in a relaxed atmosphere. The law of situational teaching can make students understand and experience the emotional expression of music more deeply by simulating the actual music performance scene. The use of multimedia technology can use images, audio, video and other forms to make abstract music concepts more specific and vivid in front of students and improve learning effects. Secondly, creating a good classroom atmosphere is the key to diversified teaching methods. Music education should not only impart knowledge, but also pay attention to students' emotional experience. By establishing a closer relationship with students and understanding their interests and strengths, the music classroom becomes a dynamic and creative learning space. Teachers can encourage students to share their music experiences, participate in music performances and other activities, and enhance students' sense of participation and belonging in music. In college music teaching, the concept of beat and rhythm and its meaning in music expression are basic and important contents. Teachers can make students experience and understand the rhythm of music through actual playing, percussion instruments, music games and other forms. Through multiple teaching methods, teachers can better meet the learning needs of different students and improve their understanding and application of music. In addition, paying attention to the integration of subject knowledge and other disciplines and cultivating students' comprehensive ability is also one of the goals of diversified teaching. Music education can be combined with literature, history, psychology and other disciplines to broaden students' knowledge and improve their comprehensive quality. Improving the teaching level of music teachers and promoting the diversified development of music teaching methods is an effective way to achieve the goal of diversified talents training. Through innovative teaching methods, pay attention to students' interest and experience, make music education closer to students' life, so as to promote music education in colleges and universities to better serve the overall situation of diversified talent training.



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