



Analysis of the Innovation of Music Teaching in Higher Vocational Colleges Based on “Three-wide Education”

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Abstract: With the continuous development of modern society, people are paying more and more attention to the field of education, especially the quality of education. As far as music is concerned, not only can it effectively cultivate students' personalities and hobbies, but also be used as a new way of expressing people's joy in life. It has permeated all corners of people's lives imperceptibly, and even plays a very important role. Therefore, when higher vocational colleges formulate the teaching goals of music professional courses, they must be able to continuously update their teaching strategies in real time according to the development and changes of the new era, adopt more diversified teaching models, and combine the teaching of “Three-wide Education” philosophy, pay attention to the multi-participation education method of family and school, to further promote the sustainable development of the music profession.

Keywords: Three-wide Education; Higher Vocational Education; Music; Innovation

The concept of “Three-wide education” has provided a development follow for the transformation of traditional education from knowledge-only to diversified training. In the entire education system, music education is also one of the important parts that cannot be ignored. The quality of education and teaching of its related courses plays a decisive role in the direction of students' emotional training. The diversification of music professional knowledge can benefit students, and the emotional interpretation and release of music can also be used to guide students to maintain a positive and optimistic attitude towards life. Based on the basic problems existing in music teaching in higher vocational colleges at this stage, combined with the practical significance of innovative music teaching with the concept of “Three-wide Education”, this article puts forward some reasonable application methods, and gives a simple explanation for reference.

1. Basic problems existing in music teaching in higher vocational colleges

Judging from the actual effects of music teaching in higher vocational colleges, there is still a big gap between it and the training requirements for music talents in modern society. Most teachers do not realize that music teaching is important for the future personalized development of students. The huge impact produced is still using a more traditional passive indoctrination teaching method, focusing only on the learning of students' theoretical knowledge, ignoring the practical significance of diversified classroom teaching, and not fully exerting the main role of students. For a professional course that is equally important for emotional communication and theoretical communication, it is obviously unable to effectively meet the actual learning needs of students at this stage, which leads to a great discount on students' learning enthusiasm and their interest in learning music-related knowledge. Their learning enthusiasm is also extremely low, making the quality of music classroom teaching generally not high.

In addition, the transformation of music knowledge is based on a large number of practical processes, and teachers have not essentially adopted more targeted practical teaching strategies to exercise students' professional application capabilities, which makes students often develop in the field of music lacking personality and charm. It is difficult to in-

novate their own style and characteristics, resulting in students' practical application ability can not effectively meet the current society's demand for training professional talents.

2. The practical significance of music teaching innovation in higher vocational colleges based on the “Three-wide Education”

In General Secretary Xi's thought of “Three-wide Education”, moral education requires not only the deep implementation of schools, but also the full support of society and families^[1]. This is not only conducive to the improvement of the quality of ideological and political education, especially for aesthetic education, but also has an inseparable and close relationship with it. On the basis of the educational philosophy of “Three-wide education”, higher vocational colleges adopt more innovative teaching strategies, which can not only effectively help students strengthen the practical application ability of music majors, but also promote the teaching unity of the tripartite education and comprehensively provide more diversified ways for students to accumulate and apply music professional knowledge. Therefore, it is very important and necessary for teachers to maintain effective communication with parents in a timely manner while paying attention to the daily professional course study, and work together for the overall development and oriented cultivation of students' moral education. This can not only create a more artistic teaching atmosphere for students as much as possible, but also facilitate parents to have a deeper understanding of their children's learning, so as to ensure that students can do better professional knowledge training in their spare time.

3. The application approach of music teaching innovation in higher vocational colleges based on the “Three-wide education”

3.1 Innovative teaching co-management system to achieve vertical development

As people's requirements for the artistic quality of life are getting higher and higher, higher vocational colleges must also combine the development of modern society in real time, adopt more innovative teaching strategies, and formulate more in line with the actual learning needs of students at this stage. The teaching goal is based on the new educational concept of “Three-wide education”, maintaining a high degree of cooperation with relevant education departments and family units, and providing more adequate teaching services for the development of students' personality characteristics. Higher vocational colleges can establish a more complete co-management mechanism. Teachers and students from the school party committee of the education department down to the music major must participate, and then formulate clear job responsibilities and responsibility goals according to the functions of each department. Vocational colleges are responsible for the allocation of the tasks of the overall management system and the detailed responsibilities of music professional teaching. Music schools and departments and related music professional instructors are responsible for the implementation of job tasks and the supervision and realization of teaching goals. Music professional teachers must timely update the teaching mode to enhance the accumulation of students' professional knowledge according to the actual teaching results of professional courses, and build a good communication platform with students to understand students' life and learning in an all-round way, and provide appropriate encouragement and help enhance students' initiative in music professional knowledge, so that students can participate more actively in music professional related training. Teachers can also carry out more targeted professional training according to the individual development needs of students in accordance with their aptitude, integrate teaching and educating people, and promote the improvement of students' professional music skills more quickly.

In addition, as the guide and performer of professional skills training, music teachers should attach great importance to the cultivation of students' teamwork spirit. Teachers can group scientifically in the class according to the personality characteristics and professional abilities of each student, to carry out music activities with different themes and characteristics from time to time to strengthen students' professional skills and consolidate their professional theoretical knowledge of music. At the same time, according to the experience of different styles of activities, they should help students better understand the emotional expression and means of music, and find a music expression style suitable for their own development and matching their interests in a variety of expression situations, and carry out more in-depth

professional ability training, so as to better simulate the potentials of students and discover the unique charm of music in the process of continuous exploration, so as to realize the vertical extension and development of students in the field of music more quickly.

3.2 Enriching curriculum teaching and strengthening practical innovation

The all-round education based on the educational concept of “Three-wide Education” is to innovate and teach students in the content and methods of moral education, to ensure that students in different stages, different thinking dynamics, and different living environments can obtain corresponding moral education teaching conditions^[2]. This means that when teachers formulate the curriculum content of music professional teaching, they should combine the students’ psychological needs to increase the richness of the teaching content appropriately, so that the students’ daily classroom knowledge teaching becomes more diversified. It is interesting and timely to make up for the relatively limited shortcomings of music specialized courses, which greatly stimulates students’ initiative.

In addition, music teachers should not only pay attention to the teaching quality and efficiency of daily professional knowledge, but also create more practical opportunities for students as much as possible, so as to enhance students’ practical application ability of music professional knowledge. Teachers can effectively combine the information-based teaching platform to screen out more high-quality teaching resources with distinct functions to deepen students’ understanding and expression of professional music knowledge, and improve and optimize the resource library from time to time, to provide students a more comprehensive learning guarantee.^[3] Teachers also need to combine the artistic characteristics of the music major in real time, and use multimedia equipment to play music with more distinctive styles and characteristics in real time according to the needs of learning progress, to deepen students’ understanding and mastery of various art forms. It also requires students to be able to perform appropriate imitations and deductions, from a practical point of view, to strengthen their comprehensive literacy. For some more representative musical styles, they can also make full use of students’ spare time and require students to combine their professional abilities to make changes and innovations to original music styles, and send them to the class group regularly, so that teachers can provide timely guidance and give optimistic evaluations and corresponding encouragement to enhance students’ enthusiasm for learning. It can also effectively strengthen students’ creative ability and form a better learning attitude and study habits.

In summary, teachers themselves should have a comprehensive and objective understanding of the functions and utility of the music major, appropriately combining the actual learning needs of students at this stage, and adopting more targeted teaching methods. While strengthening the students’ accumulation of professional knowledge of music, they should also cultivate the students to form correct emotional concepts, and give full play to the actual value of the concept of “Three-wide Education”.

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