

Application of Diversified Music Teaching in College Music Education Reform

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Abstract: College music education undertakes important missions such as cultivating college students' musical literacy, improving their aesthetic ability, and enriching their emotional expression. To effectively address issues like "simplification" and "standardization" in traditional music education, teachers should actively explore diversified and innovative music teaching models. By introducing diversified teaching methods and enriching teaching content with interesting elements, they can create engaging and interactive music classes. This not only stimulates students' interest in music learning but also expands both the breadth and depth of college music education. Based on this, this paper first briefly elaborates on the positive significance of applying diversified music teaching in college music education reform. On this basis, it focuses on exploring specific application strategies of diversified music teaching, aiming to provide new ideas and innovative methods for college music teaching, while promoting the high-quality development of college music education.

Keywords: Diversified music teaching; Colleges and universities; Music education reform; Application strategies

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1. Introduction

Diversified music teaching is an innovative teaching method based on the theory of pluralistic music. It focuses on cultivating students' multi-dimensional musical literacy and is committed to promoting their all-round development. The application of diversified music teaching in college music education reform can not only give full play to the aesthetic education function of music education, guide college students to widely explore multiculturalism, and help them develop an open and inclusive attitude in the integration of diverse cultures, but also promote the transformation and upgrading of college music education. It effectively breaks through the drawbacks of traditional music teaching models, injects vitality into music education in the new era, and lays a solid foundation for cultivating more outstanding music talents.

2. Positive significance of applying diversified music teaching in college music education reform

2.1. Conducive to enhancing students' artistic perception ability

Diversified music teaching emphasizes providing students with opportunities to be exposed to different music genres, effectively breaking through the limitations of traditional single music styles or music systems. It enables students to

enhance their artistic perception and improve their musical aesthetic ability through the influence of diversified music. Guided by the concept of diversified music teaching, teachers can introduce musical works from different regions, styles, and eras into the classroom. While enriching music teaching resources, this allows students to immerse themselves in the charm of music. Moreover, from the students' perspective, their music learning is no longer limited to the previous vocal singing or instrumental performance. They can participate in diversified music practice activities, such as musical theater performances and intangible cultural heritage music inheritance^[1-2]. In these colorful activities, students can not only enrich their musical perception but also meet their personalized learning needs, laying a solid foundation for their all-round development.

2.2. Conducive to strengthening students' understanding of multiculturalism

With the increasing globalization, the integration and collision of multiculturalism have become a normal state. Diversified music teaching emphasizes effectively breaking down cultural barriers, providing students with opportunities to engage with cultures from around the world. In this subtle and imperceptible influence, it broadens students' minds and enhances their ability to conduct cross-cultural musical exchanges. For example, teachers can guide students to independently collect materials, analyze and discuss the characteristics of diverse musical cultures around the world. This helps cultivate their excellent qualities of respecting and tolerating multiculturalism, allowing students to experience the unique charm deep in different cultures in a broad artistic world^[3].

2.3. Conducive to comprehensively improving the quality of college music teaching

Traditional music classrooms focus more on technical teaching and singing training. Teachers often focus on polishing the accuracy of students' performance and singing, while neglecting the cultivation of their aesthetic perception, cultural understanding, and artistic critical ability. Diversified music teaching aims to effectively break through the drawback of separation between technical training and humanistic literacy. By introducing rich learning resources, establishing scientific and effective classroom interaction mechanisms, and implementing the student-centered teaching concept, it meets students' diverse learning needs, enhances the breadth and depth of music teaching, and enables students to achieve simultaneous improvement in skills and literacy. This has important practical significance for comprehensively improving the quality of college music teaching^[4].

3. Effective strategies for applying diversified music teaching in college music education reform

3.1. Diversification of teaching content

Course content is an important carrier for the implementation of college music teaching activities, closely related to the effectiveness of music teaching, and also directly affects the process of reform and innovation in college music teaching. Therefore, under the guidance of the concept of diversified music teaching, teachers should actively expand teaching content beyond music textbooks to adjust and supplement course content, enrich the reserve of teaching resources, and provide strong support for comprehensively improving the quality of music teaching. Specifically, first of all, while imparting music theoretical knowledge, teachers should pay attention to the introduction and integration of content such as music culture and music history. This can not only broaden students' musical horizons but also play a positive role in enhancing their musical aesthetic ability. For example, in addition to teaching students vocal skills and clarifying performance points, teachers should also popularize relevant content such as the evolution process and the development of musical instruments, thereby laying a solid foundation for students' music theory^[5-6]. Secondly, teachers should actively introduce interdisciplinary teaching content, effectively break through the limitations of a single discipline, and help cultivate compound music talents. For instance, music teachers should maintain close contact with psychology teachers, computer teachers, dance teachers, etc., and form interdisciplinary teaching and research teams. By developing

interdisciplinary courses such as “Music and Technology”, “Music Psychology”, “Narrative of Film and Television Sound”, and “New Creation of Opera Music”, students can have the opportunity to be exposed to knowledge from other disciplines, break through the constraints of traditional art education, and promote the all-round development of students^[7-8]. Moreover, interdisciplinary teaching and research teams should carefully design a variety of interdisciplinary collaborative activities, encouraging students from different majors to participate in a certain project together. For example, students majoring in music and dance can jointly arrange programs, promoting their all-round development in interdisciplinary integration practice.

3.2. Diversification of teaching technologies

First, teachers should actively embrace artificial intelligence (AI) technology and regard it as the core driver of innovation. With the strong support of AI, teachers can create an embodied learning environment integrating multiple senses such as vision, hearing, and touch for students, bringing them rich learning experiences. This allows students to immerse themselves in the charm of music and subtly improve their musical literacy. On one hand, smart classrooms, as an important carrier of college music teaching in the AI era, are key to building intelligent music classes. Music teachers can use advanced AI technology and 360° panoramic imaging technology to create realistic learning environments, enabling students to be in virtual simulation scenarios where they can comprehensively experience music, communicate deeply with it, and ignite their enthusiasm for learning^[9]. Taking the “Under the Wutong Tree” smart teaching space at Sichuan Conservatory of Music as an example, teachers can use advanced AI to simulate diverse scenes for students, such as concert halls, theaters, and studios, providing them with an immersive experience and significantly enhancing the effectiveness of teaching and learning^[10-11]. On the other hand, with the rapid development of AI technology, a series of intelligent music and musical instrument software have emerged. In daily teaching, teachers can encourage students to flexibly use intelligent music software to practice vocalization, arrange music, or create more original musical works. For instance, when students input basic melodies, musical instruments, and modes into intelligent music creation software such as AemperMusic and OrbComposer, the software automatically generates new pieces. Students can then adjust timbre and harmony independently to produce musical works of different styles. The teaching model based on AI not only helps teachers build interactive, interesting, and immersive classrooms but also specifically cultivates students’ musical creativity and innovation, serving as an effective way to comprehensively improve the quality of music teaching^[12]. Second, teachers should actively explore a blended teaching model that integrates online and offline teaching, giving full play to new media technologies to achieve twice the result with half the effort. On one hand, teachers can use diverse and distinctive online resources to build dynamic music teaching classes. By vividly and intuitively presenting Chinese classical music, traditional folk music, and Western music to students, they can broaden students’ musical horizons and improve their musical aesthetic ability. On the other hand, in offline teaching, teachers can establish close cooperation with enterprises. Relying on the school-enterprise cooperation platform, they can jointly cultivate music talents, research and develop music technologies, promote musical works, and ultimately achieve the goal of integrating industry, education, and research in teaching.

3.3. Diversified learning approaches

Teachers should actively promote project-driven learning, using specific projects to guide students in transitioning from superficial learning to deep learning. This approach fully stimulates students’ potential and subtly enhances their musical practical abilities. For example, teachers can design a project task titled “Cross-cultural Album Production.” In this project, students need to research the rhythmic characteristics of Chinese opera singing and Western jazz respectively, and organically integrate the two to create unique musical works. This project not only requires students to have solid arranging skills but also places higher demands on their cultural research capabilities and cross-cultural performance abilities.

Another example is that teachers can encourage students to actively participate in the “Musical Creation on Social Issues” project, where students work in groups to select their own topics and complete the entire creative process from

script writing and music arrangement to dance performance^[13-14]. Through a series of music-related projects, students' musical comprehension and practical abilities will be significantly improved. In addition, teachers should focus on guiding students to engage in experiential learning. On the one hand, teachers can guide students to perceive the profound meaning of music through its title and interpret the musical connotations implied by the title. For instance, works like Ma Sicong's *Nostalgia* and the folk music ensemble *Jubilance* have titles that highly summarize the core content of the music and accurately outline the emotional context of the works^[15]. Teachers should guide students to accurately grasp the ideological core of musical works through analyzing their titles, thereby laying a solid foundation for in-depth appreciation of musical works in the later stage. On the other hand, teachers can guide students to perceive the artistic charm of the entire musical work through partial musical elements. Taking the appreciation of Li Huanzhi's *Spring Festival Overture* as an example, under the effective guidance of teachers, students can fully feel the lively and joyful atmosphere of the Spring Festival through the rapid and powerful tutti. Such experiential learning models can not only strengthen students' aesthetic experience, cultivate their sentiments, but also shape their sound personalities, thereby achieving the goal of collaborative education through aesthetic education and moral education.

3.4. Diversified teaching evaluation

First, teachers should actively build a process-oriented and developmental evaluation system. Previously, some colleges and universities have been advocating summative evaluation, which overemphasizes students' final performances or midterm/final exam results while neglecting the evaluation of students' innovative thinking, comprehensive literacy, and other aspects. Diversified music teaching emphasizes the diversification of evaluation models, requiring teachers to reasonably allocate the proportion of process-oriented evaluation and summative evaluation, and truly shift the focus of evaluation from result-based evaluation to process-based evaluation. In particular, special attention should be paid to students' thinking development, innovative practice, and improvement of collaborative abilities during the music learning process, so as to guide students to achieve all-round development. Second, attention should be paid to the diversification of evaluation subjects and methods. On the one hand, regarding evaluation subjects, in addition to the traditional teacher evaluation, student self-evaluation and peer evaluation should also receive high attention from teachers. Among them, the advantage of student self-evaluation lies in the ability to conduct timely self-summary and reflection. For example, students are encouraged to actively explain their creative intentions. Peer evaluation, on the other hand, helps students learn from each other's strengths, and through mutual assistance, forms a good learning atmosphere of mutual learning and supervision. Teacher evaluation focuses more on providing students with timely and professional feedback. Through regular guidance on revising creative drafts, one-on-one communication, and other methods, it promotes the overall improvement of students' music level. On the other hand, regarding evaluation methods, teachers can introduce the portfolio assessment method, which integrates students' creative manuscripts, recorded works, learning reflection logs, etc., from different periods into the portfolio. This aims to comprehensively reflect students' growth trajectory, show their artistic achievements and shortcomings in different periods, and ensure the continuity and objectivity of the evaluation. Finally, attention should be paid to the diversification of evaluation indicators. Traditional evaluation indicators are relatively single, and some teachers may ignore the evaluation of students' non-technical core literacy, resulting in a lack of credibility in the evaluation results^[16]. Teachers should pay special attention to evaluating students' depth of cultural understanding, quality of creative expression, project management ability, etc., and effectively record students' learning performance. By formulating diversified evaluation indicators, they can achieve a comprehensive assessment of students' technical and non-technical indicators, and provide a scientific basis for personalized teaching by drawing personal growth curves.

4. Conclusion

To sum up, diversified music teaching, as an effective way to reconstruct classroom ecology, is of great significance to

the high-quality promotion of music teaching reform in colleges and universities. The application of diversified music teaching in college music education reform can not only improve students' artistic perception ability and enhance their understanding of multiculturalism but also further enhance the depth and breadth of college music teaching, laying a solid foundation for building an efficient music classroom. In the future, college music teachers should continue to explore innovative application methods of diversified music teaching in college music education reform, effectively create a positive learning atmosphere for students, and contribute their modest efforts to cultivating more music talents with both skills and literacy.

Disclosure statement

The author declares no conflict of interest.

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