

Research on the reform of civic science teaching in music course under the concept of OBE talent cultivation

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Abstract: This paper attempts to construct a student-centered, teacher-led and student-dominated teaching mode on the basis of OBE theory in college music teaching and underling the ideological and political training objectives. This results-oriented mode takes students learning outcomes as the starting point in order to enhance students' practical abilities. While mastering the knowledge, the content of civic education can be internalized and the OBE education concept can be perfectly combined with the ideological and political training objectives of music course. Therefore, it is possible to construct a teaching mode of teacher-student interaction and whole-process education to steadily promote ideological and political training and teaching reform of college music courses.

Key words: OBE; college music course; music curriculum; teaching reform

1 Introduction

With the rapid development of global economy and culture, the Party and the State attach great importance to the construction of college curriculum thinking and politics, and deepen the curriculum thinking and politics teaching reform from different aspects. In the "Symposium for Teachers of School Thinking and Politics Courses", it is requested "to promote the reform and innovation of ideological and political theory courses, and constantly enhance the ideological, theoretical, affinity and relevance of curriculum thinking and politics", providing the direction and guidance for the reform and innovation of ideological and political science courses in colleges and universities.

Concept is the precursor of action and teaching reform should firstly innovate teaching concept. In recent years, OBE education concept has been widely applied in the field of higher education, and fruitful teaching reform results have been achieved. However, in the field of music teaching in China, especially among the art course civic teaching, there is a general lack of knowledge and understanding of OBE teaching concept. Therefore, how to apply the OBE teaching concept to the teaching of music course civics, how to carry out teaching reform and practical innovation of music civic course under the guidance of OBE education philosophy and how to cultivate more applied talents for the society under the leadership of OBE teaching philosophy are the most important issues we should think deeply about.

2 Connotation and core values of OBE education philosophy

The OBE education concept is proposed and practically summarized by the American scholar Sparty, which emphasizes the cultivation of students as the center of education, the study of teaching results as the development guide,

and the continuous development of students as the basic principle. Therefore, the value of OBE education concept lies in the fact that students are the main body of teaching, and what they have learned deserves the most attention in teaching, not what the lecturer has taught. Based on this, it is the goal and fundamental to improve the quality of teaching as well as cultivate professional talents by clarifying the expected learning outcomes of students, emphasizing the concept of progressive teaching, and establishing a reasonable evaluation system of teaching outcomes [1].

3 The current situation of civic teaching in music courses in colleges and universities

As an important part of aesthetic education, music teaching in colleges and universities plays a vital role in the growth and education of college students. Under the background of quality education in the new era, music teaching in colleges and universities has become a crucial link in the process of implementing the fundamental task of "establishing moral education for people". The cross-fertilization of music teaching with ideology and politics, moral education and aesthetic education through the concept of "Curriculum Civics" has a positive impact on the shaping of students' ideal personality, the cultivation of artistic quality and the enhancement of moral sentiment. In recent years, the ideological and political education of college students has achieved positive educational effects. Since college students' outlook on life, values and worldview are not yet fully mature, and their ideological consciousness is hierarchical, individualized and diversified, it is increasingly difficult to carry out ideological and political education for college students. At present, the content, means and methods of ideological and political education in music teaching still have certain shortcomings, and some college students have rejected the political and ideological education in music teaching, which affects the effectiveness of the curriculum ideological and political reform.

With the successful completion of the first stage of the teaching reform of ideological and political curriculum in China's colleges and universities, how to better improve the quality of curriculum thinking and politics has become an important issue of deep reform. Looking at the music curriculum reform from the perspective of curriculum thinking and politics, we find that to improve the quality of curriculum thinking and politics, we must effectively integrate the music teaching content with ideological and political education. However, at present, in the teaching of music courses, the phenomenon that teaching and educating are disconnected from each other, such as emphasizing the teaching of professional knowledge without paying attention to the guidance of ideological values, strong instrumentality but weak humanism, and the teachers of the courses have limited knowledge and understanding of the depth of the course civics. Some teachers lack methods in the concept of civic and political education, each of them works in their own way with boring and single teaching content. And there is the phenomenon of "two skins" and "labeling" between music courses and civic and political connotation, so it is difficult to form a benign effect.

4 Challenges of OBE music courses in colleges and universities

There are 23 art courses in our university, including 8 national art courses, 15 music courses, covering Chinese and foreign folk songs, dance, opera, drama, instrumental music and other knowledge, which have theoretical significance and practical value for the talent cultivation of students in various majors. However, in the teaching practice of the courses, there are generally problems such as relatively single teaching behavior, neglecting the main position of students, unequal status of teachers and students, poor learning effect, and convergence of the quality of students cultivated. Hence, there is a large gap between the teaching effect expected by teachers and students for the courses.

Most of the teaching reforms implemented in music courses are based on a series of discussions and studies on specific problems encountered in teaching practice, such as how to increase or reduce class time, adjust the course time setting, how to stimulate students' interest in the course, how to improve classroom interaction and activate classroom atmosphere, how to make use of "catechism", "cloud classroom", "flipped classroom" and other modern tools to practice

new teaching, which have important reference value for us to improve teaching level and quality. Therefore, if the OBE teaching concept can be implemented and applied in the course construction and teaching process, it will definitely change the existing state and open up new perspectives for exploration.

5 Ideas and thoughts on reforming civic teaching in music courses under the OBE teaching concept

Based on the OBE talent cultivation concept, in the college music teaching, it is necessary to grasp the positioning of the music course civic cultivation goal, focus on core literacy cultivation, build a student-centered, teacher-led and student-oriented teaching mode, take a practical teaching mode with result-oriented student learning outcomes as the starting point and ability enhancement as the grasp and build a network teaching mode featuring teacher-student interaction and all-round education and on the basis of continuous improvement, which steadily promotes the construction and teaching reform of college music course civics.

The educational concept of OBE emphasizes the output of teaching process and pays more attention to what students have learned rather than what teachers have taught. Therefore, the music curriculum must be set up in a way that fits with the goal of talent training and achieves the expected learning outcome orientation to reasonably design and plan the curriculum.

5.1 Raising the civic awareness of college music teachers

Under the OBE teaching concept, combining the teaching of Civics and Politics is an innovative teaching method for the music discipline, which can stimulate the comprehensive teaching ability of music teaching in colleges and universities from theory to practice, and excavate space for improvement.

We have always believed that the work of philosophy and politics is the work of their own majors. But in fact, it affects the development of many disciplines and majors, and more profoundly affects music teaching. Qualified college music teachers should not only have the skills to correctly grasp the professional direction, but also need the ability to clearly express the concept of music. Given the long history and traditional culture of China, teachers should set an example for students through their professional ability and role models, and use the unique discipline of "expressing with sound" to express emotions and convey positive energy through music, and ultimately "educate people through music" and practice socialist core values in an invisible way. Therefore, in ordinary life, music teachers should strengthen their political and philosophical theoretical knowledge, increase the knowledge and humanity of the course from professional, national, international, cultural and historical perspectives, and then integrate the civics and music courses.

5.2 Improving the comprehensive ability of college students and enhancing the cultivation of high quality talents

The cultivation of humanistic quality is the need of today's social development and the essence of music teaching. Students in colleges and universities have a certain degree of independent thinking ability, and have advantages in execution ability and image thinking ability. However, students of this age also have distinctive personality characteristics, and their ability of humanistic literacy needs to be improved. As a compulsory course for college students, the music course has its own disciplinary structure. In the practice of civic teaching, students are encouraged to explore the essence of Chinese and foreign culture and the cultural differences between different nationalities and regions as well as discover the charm of music. Students are also encouraged to take the initiative to study so as to cultivate the spirit of exploration, the ability to analyze, summarize and refine things, promote the development of creative thinking, and establish a correct music aesthetics.

5.3 Using various forms of music to integrate civics into teaching

It has been pointed out at the National Conference on College Civics that "we should pay more attention to cultural education, widely carry out the creation of civilized campuses, carry out various forms of healthy and elegant campus culture, and widely carry out various social practices" [2].

5.3.1 Enhancing students' understanding of national music and humanistic history, strengthening patriotic enthusiasm and cultural confidence

In the course, teachers should subtly introduce traditional music works to students during various national and ethnic commemorative days, and also present the historical events and cultural backgrounds involved in the music works in a manner that is easily acceptable to students. In the course, when there are commemorative days, such as "September 18th" and "National Memorial Day" and other special periods, the special events of the period and the musical works will be introduced to the students, so that they will not forget history and learn from it.

The course is rich in content, such as the choral works "Defending Yellow River" and the vocal works "River Side Bend". The course uses videos from the variety show of "Running" to attract students' attention through the singing and performance of popular actors and singers. So the course content is more easily accepted, stimulating their interest in learning, and more resonant with the music to inspire their patriotic feelings. In the chapter of "Folk Songs", students can enjoy the video clips of the movie "Roaring Across the Horizon" and learn the background of the creation of the movie while enjoying the ramming trumpets, showing the spirit of Chinese pioneers who held fast to their ideals, relied on themselves, feared no sacrifice, and strove bravely. In this chapter, various traditional Chinese musical instruments and instrumental works are introduced to students, using videos of variety shows such as "National Treasure" and "Chinese National Musical Instruments" to show them the distance between traditional culture and students. The "five-string Tang pipa" was shown in pictures to make students understand the Chinese Silk Road civilization and the "Belt and Road" initiative, and make students understand that the inheritance of Chinese traditional culture is an important task that we must accomplish. The content of the "intangible cultural heritage", such as the "Dong Chorus" and the "Hoomei", allows students to learn about the diversity of traditional music forms that are at the forefront of the world, deepens their understanding of minority cultures, enhances their cultural confidence and promotes patriotism.

The curriculum keeps pace with the times and increases the number of study sections and contents by taking into account current events and trends. For example, to commemorate the 70th anniversary of the War of Resistance against the United States and Aid Korea, we appreciate the dance drama "Heroic Children", which conveys to students the strong will of the Chinese volunteer army and the courageous resistance and victory of the Chinese people without fearing the strong enemy. At the 2022 Spring Festival Gala, "Only This Green" received praise and attention from all sectors of society, and we enjoyed dance clips, learned about the background of the creation of "Thousands of Miles of Rivers and Mountains", which expressed "The country is the people" in dance language. It conveys the essence and vitality of traditional Chinese culture, and the people and country are inseparable.

5.3.2 Guiding students to actively participate in extra-curricular practical activities

When teaching, teachers should not only attach importance to classroom theoretical teaching, but also attach importance to extracurricular practical teaching. Teachers should formulate the process and content of practical activities in advance and ensure the diversity of practical activities to guide students to participate in them [3].

During special period, various departments of the school have carried out several campus activities, such as organizing line dances, aerobics and square concerts, etc. When organizing and carrying out music activities, teachers should pay full attention to the subjectivity of students, allow more students to participate in the activities, and also provide opportunities for students to participate and improve their thinking and organizational skills. At the same time, the school

should also give strong support to carry out activities such as large-scale music competitions to guide students' thinking in the competition, so that they can create music works with positive energy. In addition, it is necessary to increase the communication between teachers and students, so that students can develop their thinking under the guidance of teachers, resonate with art works, and improve their ideological and political levels.

6 Conclusion

The reform and research of music course civic teaching based on the concept of OBE talent cultivation should be seriously considered by teachers in colleges and universities. Music course civics is an important direction for the exploration and reform of general education teaching. In the teaching reform mode, we should not weaken the main function of teachers, but should break the inertia way of thinking, clarify the learning focus of the course and highlight the talent cultivation characteristics so as to effectively improve the course design and reform the teaching methods, improve the learning efficiency and stimulate the learning potential of students. Guiding the development of thinking reform in music teaching courses through the OBE talent cultivation concept has greater guidance and practical value for reforming the shortcomings existing in current music curriculum thinking.

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Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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