

Research and Construction of Innovative Teaching Framework of Undergraduate Music Course in Shanxi Province

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Abstract: *This study aims to construct an innovative teaching framework for undergraduate music courses in Shaanxi Province to meet the demands of the new era and promote the reform and development of regional music education. Based on the principles of innovation, regional characteristics, practicality, and sustainability, the framework includes modules for general education courses, professional courses, and specialized courses. It integrates innovative methods such as project-based learning, flipped classrooms, and technology-assisted teaching while improving practical and evaluation systems. By integrating educational resources, strengthening faculty development, and enhancing policy support, the study establishes a modernized undergraduate music curriculum system with distinct Shaanxi characteristics. It aspires to cultivate music talents with innovative capabilities and cultural confidence, advance the inheritance and development of local music culture, and provide a model for music education in universities nationwide.*

Keywords: Innovative Teaching Framework, Undergraduate Music Education Curriculum Development, Technology-Assisted Teaching

1. Introduction

1.1 Research Background

Shaanxi Province, as one of the cradles of Chinese civilization, boasts a rich history and profound cultural heritage, with its musical traditions being an essential component. From the court music and dances of the Zhou, Qin, Han, and Tang dynasties to widely disseminated local operas and folk songs, Shaanxi's music culture has undergone thousands of years of development and inheritance, forming a unique style and profound essence. For example, the folk songs of northern Shaanxi are renowned for their unpretentious and vigorous melodies and deeply moving lyrics, while Qin Opera, one of the four major operatic styles in China, is not only a treasure of local opera but also has had a profound influence on the development of Chinese opera as a whole. This profound cultural foundation provides Shaanxi's music education with unparalleled resources. However, alongside rapid societal development and deepening globalization, the current state of undergraduate music education in Shaanxi also reveals several issues and challenges (Bao & Li, 2023).

The existing undergraduate music curriculum system is relatively traditional in its design, overly focused on the instruction of Western music theory and skills, and neglecting the in-depth exploration and integration of local traditional music culture. Although students acquire certain professional skills during their studies, their understanding of local music culture is

superficial, and they often lack the interest and ability to contribute to its inheritance and innovation. This phenomenon not only diminishes the regional characteristics of music education but also, to some extent, hinders the inheritance and development of local culture. Second, the teaching methods remain relatively monotonous. Many courses still rely on traditional lecture-based classroom teaching, where students exhibit low levels of engagement and initiative. This "spoon-feeding" teaching style fails to stimulate students' creativity and practical abilities, making it difficult to cultivate well-rounded music talents that meet the needs of the new era. Additionally, the evaluation methods are overly focused on summative assessments, such as final exam scores, while neglecting students' performance and growth during the learning process (Zhang, 2018).

1.2 Research Significance

In light of the aforementioned background, researching and constructing an innovative teaching framework for undergraduate music courses in Shaanxi to meet the demands of the new era is of significant importance. This effort is not only crucial for enhancing the quality of higher music education but also has far-reaching implications for cultural inheritance and innovation, talent cultivation, and the establishment of a regional educational brand (Hall, 2014).

Promoting the Reform and Development of Undergraduate Music Education

Reforming music education is an essential aspect of higher education reform. By constructing an innovative teaching framework, course structures can be optimized, teaching content can be updated, and teaching methods and evaluation mechanisms can be improved, thereby achieving a comprehensive enhancement of undergraduate music education. Furthermore, this innovative framework can cultivate students' interdisciplinary perspectives and innovative abilities, enabling them to be more competitive and adaptable in an increasingly complex societal environment.

Facilitating the Inheritance and Innovation of Shaanxi's Regional Musical Culture

The unique music culture of Shaanxi is not only an important component of the outstanding Chinese cultural heritage but also a valuable asset for humanity. Integrating local music culture into undergraduate education can effectively enhance students' cultural confidence and national identity, while injecting new vitality into the preservation and innovation of regional music culture. By combining traditional music with modern technology, students can explore diversified expressions of traditional art forms, breathing new life into them (Liu, 2019).

Cultivating Music Talents with Cultural Confidence and Innovative Capabilities

In the new era, the demand for music talents has shifted from merely mastering a single skill to focusing on the cultivation of comprehensive abilities, including cultural understanding, innovative capabilities, and social responsibility. Through a combination of theoretical and practical methods, the innovative teaching framework can not only help students master music creation and performance techniques but also guide them to deeply reflect on the inheritance and innovation of regional music culture. This approach aims to nurture individuals with international perspectives and a sense of social responsibility in the music field (Hoffer, 2017).

Providing a Model for Music Education Nationwide

As a region rich in cultural resources, Shaanxi's innovative practices in music education have demonstrative significance. By constructing and implementing an innovative teaching framework, valuable experiences and models can be provided for universities in other regions, contributing to the overall improvement of music education quality nationwide. This also adds

to the efforts in building a culturally strong nation by leveraging the strengths of higher education (Yang, 2021).

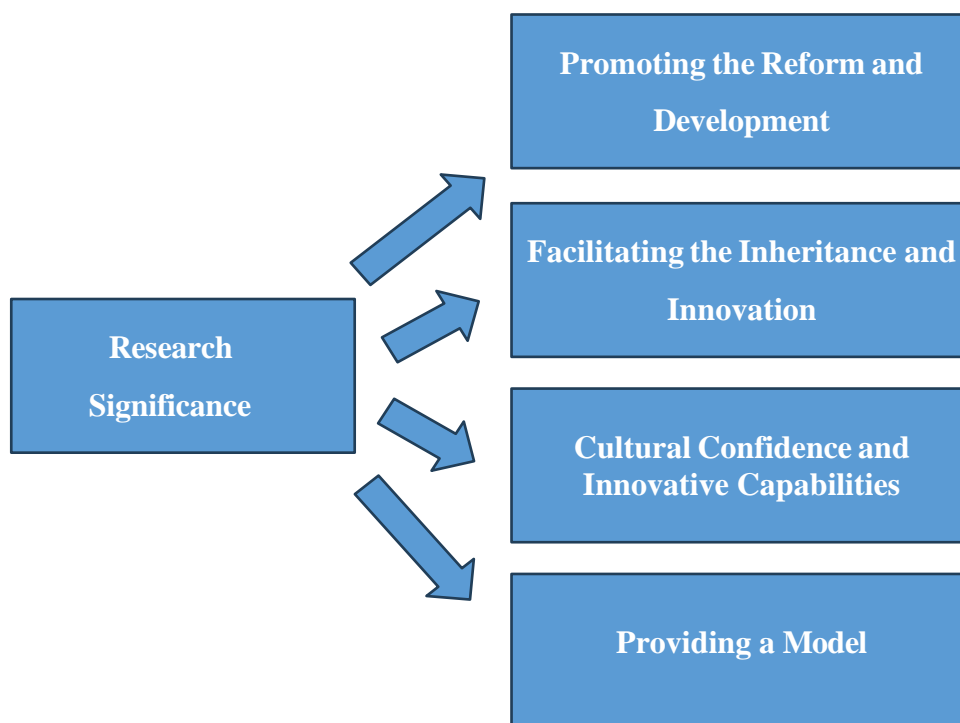


Figure 1: Research Significance

2. Research Objectives

The primary goal of this research is to construct an innovative teaching framework for undergraduate music courses in Shaanxi Province that meets the demands of the new era. (Zhao, S. P. 2020). This framework aims to balance the preservation of traditional musical heritage with the integration of modern educational needs. It seeks to create a holistic system of music education that adapts to the evolving landscape of education while fostering both cultural preservation and innovation. This approach will ensure that Shaanxi's unique musical culture is preserved, developed, and passed on to future generations through a contemporary, student- centered curriculum.

2.1 Specific Objectives

2.1.1 Exploring Pathways for Innovation and Optimization of Curriculum Content

Design courses that incorporate the local musical culture while embracing modern music theories, techniques, and interdisciplinary approaches.

Explore methods to enhance students' exposure to local musical styles, such as folk music, opera, and other regional forms, while ensuring they are exposed to a broad range of global musical genres.

Develop specialized courses that integrate traditional and contemporary music, allowing students to analyze, create, and perform using both local and international influences.

2.1.2 Enhancing the Modernization of Teaching Methods and Techniques

The adoption of **flipped classrooms**, where students engage with content before class, using in-class time for collaborative learning, discussions, and hands-on activities.

Incorporating **project-based learning**, where students work on real-world projects that allow them to actively apply their knowledge in creating or performing music, while deepening their understanding of local traditions.

The implementation of **blended learning**, which combines in-person and online instruction to provide students with flexible learning environments, expanding access to resources and expertise.

Utilizing **active learning techniques**, encouraging students to take ownership of their learning through peer teaching, group work, and experiential activities that enhance practical musical skills.

2.1.3 Establishing Assessment Strategies that Reflect Real-World Application and Continuous Development

The use of **formative assessment** to track student progress over time, focusing on skills development and encouraging self-reflection.

Implementing **peer and self-assessments**, which promote critical thinking, collaborative learning, and active engagement with their peers.

Providing **performance-based assessments**, where students showcase their practical skills through performances, compositions, or collaborative projects, ensuring they gain real-world, hands-on experience.

A strong focus on **continuous feedback**, enabling students to improve their skills incrementally and making learning a more dynamic, interactive experience.

2.1.4 Integrating Technology to Enhance Teaching and Learning Capabilities

Incorporating **digital platforms** for learning, which offer access to virtual resources such as sheet music, recordings, and tutorials, while enabling students to collaborate across distances.

Utilizing **virtual reality (VR)** and **augmented reality (AR)** technologies to immerse students in virtual environments where they can experience traditional performances or practice musical techniques in a more interactive, engaging way.

Expanding the use of **music production software** and **digital audio workstations (DAWs)** to familiarize students with modern music production tools, enabling them to create, manipulate, and present their own compositions.

Integrating **online learning platforms** and **open educational resources (OERs)**, which offer students access to global perspectives on music, enhancing their learning experiences and expanding their knowledge base.

Objective	Details
2.1.1 Innovation & Optimization of Curriculum	- Design courses integrating local music with modern theories.
	- Enhance exposure to local musical styles (folk, opera, regional) and global genres.
	- Develop courses that blend traditional and contemporary music for analysis, creation, and performance.
2.1.2 Modernization of Teaching Methods	- Adopt flipped classrooms for collaborative learning and discussions.
	- Use project-based learning to apply knowledge in real-world contexts.
	- Implement blended learning with flexible in-person and online instruction.
2.1.3 Assessment Strategies for Real-World Application	- Use active learning techniques (peer teaching, group work, experiential activities).
	- Use formative assessments to track progress and encourage self-reflection.
	- Implement peer and self-assessments to promote critical thinking and collaboration.
	- Focus on performance-based assessments (performances, compositions, projects).
2.1.4 Integrating Technology in Teaching	- Provide continuous feedback for incremental improvement.
	- Use digital platforms for resources and collaboration.
	- Explore VR/AR for immersive experiences and practice.
	- Expand use of music production software and digital audio workstations (DAWs).
	- Integrate online learning platforms and open educational resources (OERs) for global perspectives.

Figure 2: Research Significance

3. Teaching framework construction principles

Innovative Principle

In the construction of the teaching framework, the innovative principle demands the continuous introduction of new international music education concepts and technologies, such as multicultural music education ideas and virtual reality technology, to enrich teaching content and methods (Liu, 2024). Additionally, it encourages interdisciplinary integration, breaking down the boundaries of traditional music education to broaden students' knowledge horizons. In terms of assessment strategies, the innovative principle advocates the establishment of a diversified evaluation system, focusing on the assessment of students' innovative abilities (Bates, 2015). Furthermore, both teachers and students should actively master the latest music software and hardware technologies to enhance their technical proficiency in music creation and performance, thereby keeping pace with the development of music technology.

Regional Principle

The regional principle emphasizes the in-depth exploration and integration of Shaanxi's unique musical resources into all aspects of music education. In terms of teaching content, there should be an increase in the introduction and study of regional musical cultures such as Northern Shaanxi folk songs and Qinqiang opera, enhancing students' cultural identity and pride (Zhong, 2023). In teaching methods, through field trips, folklore collection activities, and other means, students can personally experience and learn about regional musical cultures, thereby improving learning outcomes. In assessment strategies, there should be an increase in the assessment of students' understanding and application abilities of regional musical cultures,

encouraging them to apply their learned knowledge in practice. Additionally, utilizing modern technological means to record and preserve regional musical cultures provides abundant resources for teaching and research, which is also a manifestation of the regional principle in terms of technical capabilities (Xiang, 2016).

Practical Principle

The practical principle requires a focus on students' practical operating abilities and musical expressive powers in music education. In terms of teaching content, there should be an increase in the proportion of practical courses, such as music performance and music production, allowing students to learn and grow through practice. In teaching methods, adopting practical teaching forms such as workshops and masterclasses enables students to exercise their practical operating abilities in simulated or real music creation and performance environments. In assessment strategies, students' learning outcomes are evaluated through practical project completions, concert performances, and musical compositions. Furthermore, the practical principle also emphasizes the enhancement of students' musical practical abilities, such as music performance skills and music creation abilities, as well as musical technology application abilities, to meet the future development needs of the music industry.

Sustainable Principle

The sustainable principle requires that music education remain synchronized with the times and establish a dynamically updated curriculum system. In terms of teaching content, it is necessary to continuously update the teaching content based on the development of the times and the latest research results in music education, ensuring that students learn the most cutting-edge knowledge and skills. In teaching methods, teachers are encouraged to continuously learn and innovate teaching methods by participating in training, academic exchanges, and other means to improve their teaching proficiency. In assessment strategies, the evaluation system is regularly revised and improved to ensure the scientificity and validity of the evaluation standards. Additionally, by paying attention to the latest developments in music technology and promptly introducing new technologies into teaching, such as artificial intelligence music creation and smart instruments, the teaching remains synchronized with the times, laying a solid foundation for students' future development.

4. Framework Design for Teaching

4.1 Course Structure

General Education Module

This foundational module is designed to provide students with a broad and inclusive understanding of music. Courses within this module include Fundamentals of Music Theory, which introduces students to the basic elements and principles of music; Introduction to Ethnic Music, which explores the diverse musical traditions of various ethnic groups; and An Overview of Shaanxi's Musical Culture, which delves into the rich musical heritage of Shaanxi Province, China. These courses not only equip students with essential theoretical knowledge but also cultivate their appreciation and understanding of diverse musical styles and traditions.

Specialized Course Module

Focusing on the core competencies and skills required in the field of music, this module encompasses a range of specialized courses. Vocals and Instrumental Music provide students with the opportunity to develop their proficiency in singing and playing instruments, respectively. Composition and Arrangement introduces students to the art of creating and arranging music, while Practical Art of Musical Performance focuses on honing their

performance skills. Through these courses, students gain a comprehensive understanding of the technical and artistic aspects of music, enabling them to excel in their chosen area of specialization.

Distinctive Course Module

This module is designed to highlight the unique musical heritage of the region and explore innovative ways to integrate it with modern music. Courses such as Inheritance and Innovation of Northern Shaanxi Folk Songs introduce students to the traditional melodies and rhythms of Northern Shaanxi, encouraging them to explore creative ways to preserve and innovate upon these traditions. Research on Qinqiang Opera Art provides an in-depth look at this iconic Chinese opera form, while Workshops on the Fusion of Traditional and Modern Music offer hands-on experience in combining elements of traditional and contemporary music. These courses foster students' creativity and adaptability, enabling them to contribute to the evolution of musical traditions.

4.2 Innovation in Teaching Methods

Project-Based Learning (PBL)

This method organizes teaching around real-world music creation or performance projects. By working on projects that are relevant and engaging, students apply theoretical knowledge to practical situations, fostering their creativity, critical thinking, and problem-solving skills. Projects can range from composing and arranging music for a specific genre or event to organizing and executing a full-scale musical production. Through this hands-on experience, students gain a deeper understanding of the practical applications of music and develop a strong sense of accomplishment.

Flipped Classroom

This approach reverses the traditional classroom model by encouraging students to take the initiative in learning outside the classroom. Before class, students watch videos, read materials, and engage in online discussions to build a foundation of knowledge. In class, the focus shifts to interactive discussions, problem-solving, and collaborative learning. This method promotes active learning, fosters a collaborative learning environment, and allows teachers to provide personalized support and guidance to students.

Technology-Assisted Instruction

Leveraging advanced technologies such as Virtual Reality (VR) and music software, immersive teaching experiences are created that enhance students' engagement and learning outcomes. VR technology can be used to simulate real-world music performance environments, enabling students to practice and perform in a risk-free and engaging way. Music software, on the other hand, can be used to create and manipulate musical compositions, providing students with a hands-on understanding of the technical aspects of music production (Zhang, 2018). These technologies not only make learning more interactive and engaging but also prepare students for the ever-evolving landscape of the music industry.

4.3 Practice and Evaluation System

On-Campus Practices

These activities provide students with opportunities to apply their skills in real-life situations and gain valuable experience in organizing and executing musical events. Music performances can range from solo acts to ensemble performances, enabling students to showcase their talents and gain confidence on stage. Creation competitions encourage students to push the boundaries of their creativity and develop unique musical compositions. Concert planning involves

students in all aspects of organizing a musical event, from selecting the repertoire and arranging the seating to promoting the event and managing the budget. These practices not only enhance students' musical skills but also develop their organizational and leadership abilities (Zhang, 2019).

Off-Campus Practices

Collaborations with local musical institutions facilitate fieldwork and cultural promotion activities that provide students with insights into the local musical landscape. Fieldwork can involve visiting music schools, attending performances, and conducting interviews with musicians and composers. Cultural promotion activities can range from organizing community concerts and workshops to participating in local festivals and events. These collaborations not only provide students with hands-on experience in the music industry but also promote cultural awareness and appreciation among the local community.

Evaluation Approach

A combination of process evaluation and outcome evaluation is adopted to ensure a comprehensive assessment of students' progress and achievements. Process evaluation focuses on students' efforts, participation, and engagement throughout the course. This can include learning records, classroom performance, and participation in group discussions and activities. Outcome evaluation, on the other hand, assesses the final results of students' work, such as completed musical compositions, performances, and projects. By combining both process and outcome evaluation, a balanced view of students' learning journey is provided, enabling teachers to identify areas of strength and areas for improvement and provide targeted feedback and support.

5. Expected Outcomes

The envisioned outcomes of this comprehensive approach to music education reform are multifaceted and ambitious: Firstly, cultivating musicians with innovative capabilities and cultural confidence is paramount. Through immersive learning experiences that blend traditional teaching with modern innovative methods, students will not only acquire technical proficiency but also develop the creativity and critical thinking skills necessary to thrive in today's dynamic cultural landscape. Their deepened understanding and appreciation of their own cultural heritage will foster a sense of pride and agency, empowering them to contribute uniquely to global musical discourse. Secondly, advancing the inheritance and modernization of Shaanxi's regional music culture is a critical objective. By integrating local musical traditions into the curriculum and fostering interdisciplinary collaborations, we aim to preserve the authenticity of Shaanxi's rich musical heritage while infusing it with contemporary elements. This fusion will not only breathe new life into traditional genres but also present them to a wider audience, enhancing their global reach and relevance. Lastly, providing a national benchmark for undergraduate music education frameworks is a significant aspiration. By documenting our successful practices and sharing them with educational institutions across China, we hope to inspire and guide others in adopting similar innovative teaching models. This exchange will facilitate the spread of best practices, ultimately elevating the quality of music education nationwide.

6. Conclusion and Future Prospects

In conclusion, based on the accumulated experience from implementing innovative teaching practices, it is imperative to continuously refine and optimize the educational framework. This

iterative process will involve gathering feedback from students, teachers, and industry experts, analyzing educational outcomes, and incorporating emerging technologies and pedagogical advancements.

Looking ahead, the goal is to propel Shaanxi's undergraduate music education to new heights, aligning it with international standards while maintaining its unique cultural identity. By fostering an environment that nurtures creativity, encourages experimentation, and respects tradition, we aim to contribute meaningfully to the cultural vitality of China and the global community. Our efforts will not only shape the next generation of musicians but also strengthen the country's soft power, contributing to the broader objective of building a culturally prosperous nation. As we embark on this journey, we recognize that the road to excellence in music education is both challenging and rewarding. With a shared vision, unwavering commitment, and a spirit of innovation, we are confident that Shaanxi's music education will flourish, becoming a beacon of excellence and cultural diversity in the realm of higher education.

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