

Exploration of Interdisciplinary Integration Paths in the Reform of Music Education in Colleges and Universities

Junyan Zhu*

Nanchang Institute of Technology, Nanchang 330044, Jiangxi, China

**Author to whom correspondence should be addressed.*

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Abstract: With the in-depth implementation of education reform, music education in colleges and universities should also keep pace with the times and focus on interdisciplinary integration. This can promote the process of its education reform, comprehensively improve the effectiveness and efficiency of talent cultivation, enabling students to comprehensively apply their professional knowledge in related work after graduation. To promote the smooth implementation of the reform, it is necessary to understand the new requirements of interdisciplinary integration. On this basis, follow scientific integration ideas and explore integration paths. This paper deeply explores these paths, aiming to improve the overall teaching level of this major and provide useful references for front-line teachers.

Keywords: Colleges and universities; Music education; Interdisciplinary integration

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1. Introduction

With the development of society and the progress of science and technology, people's demands have become more and more diverse. Against this background, college education has witnessed profound changes, and music education is no exception. To cultivate innovative and practical talents, relying solely on single-subject teaching is far from enough. Therefore, it is necessary to break the previous disciplinary boundaries and effectively integrate the knowledge and skills of multiple disciplines. This can cultivate students' comprehensive qualities while enhancing their professional qualities and competitiveness. Music education in colleges and universities should take this as an important orientation for reform, grasp the main contradictions, and lay the foundation for implementing new educational models and constructing practical platforms.

2. New requirements for interdisciplinary integration in the reform of music education in colleges and universities

2.1. Update teachers' educational concepts and cultivate students' comprehensive qualities

To promote the process of music education reform in colleges and universities, attention should be paid to the cultivation and development of students' comprehensive qualities, to promote the development of modern education and implement its educational concepts^[1]. This idea holds that in addition to imparting professional knowledge and skills, college teachers should also integrate knowledge from other fields, cultivate students' multiple intelligences, and enable them to better adapt to the trend of social development. The focus of music education is no longer simply on teaching music knowledge and skills but rather on cultivating students' innovative awareness, creative ability, enthusiasm for and sensitivity to music culture, etc. Paying attention to the cultivation of the above-mentioned qualities and abilities not only enables students to actively explore the world of music, understand its social functions, but also to perceive its applications in other fields such as the humanities and tourism. While cultivating their interdisciplinary thinking, it is also conducive to improving their core competitiveness. The implementation of this idea puts forward new requirements for curriculum design, that is, it should reflect diversity. The curriculum content should include not only knowledge of the music discipline itself but also knowledge of literature, psychology, etc., so that students can deeply understand the connotation of music and master its denotation. For example, in the music history course, teachers can guide students to discuss and communicate through historical methods, with the discussion topics being the relationships among music, social change, and cultural development. Integrating psychology and philosophy into the music composition course can help students better express their emotions and is conducive to enhancing their ideological depth. In addition, attention should also be paid to the integration of art and science, combined with knowledge of mathematics, computer science, etc., to analyze musical structures and master musical techniques. In this educational practice, it is not only beneficial to improve students' professional levels but also helps them build a music knowledge system and enhance their ability to solve practical problems^[2].

2.2. Focus on the synergy among multiple disciplines and construct a teaching model

The key to the success of the reform of music education in colleges and universities is to focus on the synergy among multiple disciplines, which is also an effective way to promote the development of this integration. This model mainly breaks through the inherent boundaries of disciplines through interdisciplinary integration, providing students with a unique learning experience and a new platform for their development^[3]. In this model, music education in colleges and universities is no longer an isolated discipline but is effectively combined with literature, engineering, etc., forming a close connection. While cultivating students' musical skills, it also develops their interdisciplinary abilities. To achieve this model, attention should be paid to the construction of the teaching system, which should be regarded as the starting point. Various means should be flexibly applied to promote discipline and cooperation. For example, in curriculum design, colleges and universities should fully consider interdisciplinary courses, such as "Music + Technology," "Music + Social Change," and "Music + Music Therapy." By actively exploring the integration paths of music education and other disciplines, students' learning methods can be enriched. In practice, teachers from different disciplines can give joint lectures to address the problem of the disconnection between theory and practice. For example, when teaching the "Music + Technology" course, the music teacher is mainly responsible for expounding on music aesthetics and analyzing musical structures, while the engineering teacher teaches content related to sound synthesis. Through collaborative teaching, students are guided to build a knowledge framework. At the same time, this collaborative

teaching should also constantly innovate teaching methods, such as flexibly using case-based analysis, project-based teaching, etc., to change students' concepts, enabling them to deeply understand the importance of interdisciplinary thinking and have a more comprehensive understanding of collaboration ^[4].

2.3. Cultivate students' practical abilities based on social needs

Colleges and universities are an important stage for talent cultivation. When carrying out education reform, they should always adhere to the original intention of providing a large number of high-quality and highly-skilled talents for society to meet its needs. Therefore, it is necessary to start from social needs and focus on cultivating students' practical abilities, to point out the direction for the reform ^[5]. The practical abilities of music majors mean that, in addition to having basic music knowledge, they should also possess strong comprehensive abilities to better adapt to social needs and solve practical problems. With the development of society, the scope of musical talents has expanded beyond traditional performance fields. Cultural industries, music therapy, digital music, etc., are emerging. This change has made colleges and universities attach importance to cultivating students' practical abilities and pay attention to the connection with social needs. Therefore, the curriculum design link can be enhanced. For example, courses that emphasize practical applications can be added, such as the shaping and promotion of music brands, the production and dissemination of digital music, etc. The goal is to improve students' adaptability through the simulation of real-life scenarios. In addition, colleges and universities can vigorously build practical bases to provide more practical opportunities for students. For example, by cooperating with performing arts companies, music therapy-related institutions, etc., students can be trained in their professional skills through practical projects, improving their practical abilities ^[6].

3. Ideas for interdisciplinary integration in the reform of music education in colleges and universities

3.1. Leverage information technology to lay the foundation for disciplinary integration

In the pursuit of integration in the reform of music education in colleges and universities, whether it is the application of information technology or the upgrading of subject teaching against the background of new disciplines, musicology should be taken as the core, following its teaching requirements and highlighting its disciplinary characteristics. After in-depth study of the "Manifesto for New Liberal Arts Construction," it is found that this integration emphasizes the pursuit of high-quality disciplines in interdisciplinary integration, focuses on training students' musical skills, and comprehensively improves their musical literacy, such as high-level appreciation ability, the organizational and conducting abilities required for chorus and ensemble, etc. ^[7] In promoting the integration of music theory and practical teaching, attention should be paid to cultivating students' learning habits, stimulating their learning interest, enhancing their comprehensive qualities, and fully exploring and utilizing the vast amount of music-related educational resources on the Internet. This can broaden students' musical horizons and cultivate their professional thinking. For example, when teaching the content of Chinese musical instruments, teachers can search for relevant content from various disciplines and integrate it based on a theme, enabling students to understand Chinese musical instruments comprehensively and present their characteristics from multiple dimensions ^[8].

3.2. Promote teaching through research and construct the path of disciplinary integration

The teaching of musicology does not aim at the intersection of a certain discipline and musicology, nor does it mean

that musicology dominates while other disciplines play an auxiliary role in teaching. Instead, it is to integrate the teaching methods and resources of two disciplines and carry out teaching based on the theory of interdisciplinary intersection^[9]. Based on this, colleges and universities should promote interdisciplinary integration from multiple dimensions from the perspective of talent cultivation. It should be noted that the implementation of this activity is not achieved overnight, and the process involved is relatively complex, such as the transition from curriculum-based scientific research to project cultivation, and the transition from constructing an integration center to the substantive integration of disciplines. This puts forward high requirements for relevant participants. For teachers and colleges, and universities, they should be patient, actively explore, pay attention to system-led guidance, encourage through mechanisms, and provide sufficient institutional guarantees to enhance the driving force for integration. In this process, colleges and universities should vigorously construct the resources and platforms required for interdisciplinary integration. In actual work, starting from curriculum design, combined with resource exploration and personnel management, an information platform for interdisciplinary communication can be constructed, and communication, learning, and research projects can be actively established, etc. Teachers are encouraged to actively participate in interdisciplinary integration research to promote the reform of this course and create favorable opportunities for its interdisciplinary integration^[10].

3.3. Enrich teaching materials based on information technology

With the rapid development of information technology, there is a several subject-related materials on the Internet, providing rich educational resources for music teachers. However, these resources cannot be directly applied to teaching. Therefore, in addition to using big data to search for relevant materials, teachers should also integrate interdisciplinary-related materials through information technology and mature software. This can not only enrich the teaching content but also create more practical space for students. At the same time, it is also conducive to improving teachers' guiding abilities, enabling students with relatively weak musical perception to grow through this guiding method. In this process, teachers can upload students' creative works or audio-video materials used to assess students' production abilities through music software to relevant databases, creating a good learning atmosphere for students to facilitate their communication and learning^[11].

4. Paths for interdisciplinary integration in the reform of music education in colleges and universities

4.1. Focus on the curriculum itself and deeply explore the musical background

The interdisciplinary integration in the reform of music education in colleges and universities should not be divorced from music knowledge and curriculum content. In addition, it is necessary to understand its interdisciplinary scope, study teaching objectives, and analyze its core content to better teach relevant knowledge points. For example, China has a vast territory, and many regions have their traditional folk songs. Shaanbei folk songs, for example, are born in the northern Shaanxi region and include minor tunes, "Xintianyou" and other forms^[12]. These folk songs have distinct characteristics and reflect the local people's history, culture, and local customs from different aspects. In the tide of the times, the content and form of folk songs have changed significantly. From a social perspective, summarizing and analyzing them is conducive to deepening students' understanding of this type of music and enhancing their recognition of excellent traditional Chinese culture^[13].

In interdisciplinary teaching, music teachers should encourage students to exchange roles with themselves. Through knowledge complementarity, give full play to students' subjective initiative. At the same time, explore

interdisciplinary integration teaching forms, and by cultivating students' multiple-thinking, improve their cognitive level of the discipline's language and cultivate their core musical qualities ^[14].

4.2. Pay attention to multi-dimensional integration and flexibly adopt multiple teaching methods

The interdisciplinary integration of music in colleges and universities should focus on the integration and development of music and other disciplines' educational and teaching resources. The application of information technology is not only conducive to integrating these educational and teaching resources but also can change traditional teaching methods and demonstrate its educational value. Taking appreciation teaching as a specific example, teachers may encounter problems such as slow rhythm during performances, which will hurt the integrity of the work appreciation and also affect its coherence. Therefore, teachers can use information technology to enrich the display carriers of music works. For example, taking text, audio, and video as carriers, the teaching breadth can be increased to a new level in an interdisciplinary way. In the interdisciplinary integration of musicology and literature, teachers can play relevant videos of music works through multimedia or reproduce scenes with poems, guiding students to associate. This enables them to feel the beautiful melody of the work and also the emotions and scenery described in it, which is conducive to deepening their understanding of the work ^[15].

When optimizing the curriculum format, teachers should effectively integrate music-related topics and courses with those of other disciplines. The integration can start from multiple levels, such as teaching management and pedagogy. With the help of information technology, traditional teaching methods can be changed to better transmit music knowledge and skills and improve the interdisciplinary abilities of music teachers. To enrich the teaching form, teachers should explore new ways, that is, pay attention to the scientific use of practical software and hardware, and use advanced technologies such as big data, the Internet of Things, and artificial intelligence to explain relevant fields involved in musicology, such as dance and geography. When optimizing, teachers should be flexible. In addition to using MOOC training, skills training, exchange meetings, performances, etc. can also be included to cultivate students' comprehensive abilities, enabling their music theory knowledge, perception abilities, and application abilities to be improved to a certain extent. No matter which teaching method teachers choose, they should conduct an in-depth analysis of students' learning situations to clarify their professional abilities and identify the integration points.

4.3. Adopt the project-based teaching model to cultivate students' comprehensive qualities

The project-based teaching model, as a novel teaching model, has its unique features. For example, this model takes students as the main body. Designing and implementing practical projects helps students master theoretical knowledge and improve their practical abilities. This model has a positive impact on improving the quality of music education and promoting its reform process. Especially in an interdisciplinary context, it can build a new platform for students to combine theory and practice. The development and implementation of practical projects can create real-life scenarios for students, allowing them to experience the integration and application of knowledge in these scenarios, which is conducive to cultivating students' comprehensive qualities and enhancing their innovative and creative abilities. For example, in the stage of topic design, teachers can set topics for students based on the characteristics of various disciplines, paying attention to their challenging and valuable nature. Taking music and digital media as a practical project, students are required to design a concert. This concert features multimedia and involves many aspects, such as music arrangement and interactive technology.

Such a project is very popular among students because it is conducive to cultivating students' innovative awareness, stimulating their creativity, and providing them with an opportunity for interdisciplinary learning and cooperation. In addition, when defining the project theme, an effective analysis of social needs should be carried out and closely combined with them. For example, based on the cultural industry, seizing its hotspots, developing and implementing projects for the production and dissemination of local music culture can change students' perceptions and make them realize the charm and value of music. In this process, teachers should give full play to their motivating and guiding roles. Through targeted tutoring and feedback, they can guide students to solve difficult problems and improve their problem-solving abilities. For example, for a music therapy project designed by teachers for students, it can be designed based on the psychological problems faced by students, and then a treatment plan can be developed, and students can be guided to conduct practical operations to understand its efficacy. When implementing the project, teachers should expand students' thinking, enabling them to flexibly apply knowledge from multiple disciplines and complete the practical project through the organic integration of knowledge.

5. Conclusion

In conclusion, the path of interdisciplinary integration in the reform of music education in colleges and universities is neither achieved overnight nor without obstacles. Relevant educators should actively change their concepts to have a more comprehensive and clear understanding of interdisciplinary integration. Thus, they can keep pace with the times in education and teaching, actively promote its integration, and respond to the call of reform. This paper discusses several aspects, such as focusing on the curriculum itself and deeply exploring the musical background, paying attention to multi-dimensional integration and flexibly adopting multiple teaching methods, etc., aiming to promote the process of music education reform in colleges and universities while improving the efficiency and effectiveness of talent cultivation.

Disclosure statement

The author declares no conflict of interest.

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