# Article information:

通识教育理念下高校公共音乐课程的探究--《戏剧之家》2021年02期  
<https://www.cnki.com.cn/Article/CJFDTotal-XJZT202102042.htm>

# Article summary:

1. This article explores the current state and countermeasures of school-based music courses developed in local undergraduate teacher education music majors, taking Shao Yang College of Teacher Education Music Major as an example.

2. It examines the postmodernist music course view and practice, micro teaching mode of higher vocational public music course, reform and innovation research of indoor music course, integration of ideological quality education development new music teaching model in college music course, development and utilization of music course resources in Yangzhou, network music course learning cloud platform design and practice based on mobile terminal, multimedia teaching extension research of higher vocational foreign national music course, construction of local music courses, transformation practice of preschool special education music courses in five-year teacher education major for male students.

3. It also discusses the application of German dual system teaching mode in preschool special education music curriculum reform, exploration and discussion on harmony in piano teaching, multi-dimensional connotation construction thinking and exploration of preschool education music curriculum.

# Article rating:

May be slightly imbalanced: The article presents the information in a generally reliable way, but there are minor points of consideration that could be explored further or claims that are not fully backed by appropriate evidence. Some perspectives may also be omitted, and you are encouraged to use the research topics section to explore the topic further.

# Article analysis:

The article is generally reliable as it provides a comprehensive overview on the current state and countermeasures for school-based music courses developed in local undergraduate teacher education majors. The article is well researched with multiple sources cited from various journals such as “Art Appraisal”, “Drama Home”, “Contemporary Music” etc., which adds to its credibility. Furthermore, the article covers a wide range of topics related to school-based musical courses such as postmodernist musical course view and practice; micro teaching mode; reform and innovation research; integration of ideological quality education development; development and utilization; network musical course learning cloud platform design; multimedia teaching extension research; construction; transformation practice etc., which makes it comprehensive.

However there are some potential biases that should be noted. Firstly, the article does not provide any evidence or data to support its claims which could make it difficult to verify its accuracy. Secondly, some topics may be explored more deeply such as exploring counterarguments or presenting both sides equally when discussing certain topics related to school-based musical courses. Lastly, there is no mention about possible risks associated with certain topics discussed in the article which could lead to an incomplete understanding about them.

In conclusion, this article is generally reliable but there are some potential biases that should be noted when reading it such as lack of evidence or data to support its claims; lack of deeper exploration into certain topics; lack of mention about possible risks associated with certain topics discussed etc.

# Topics for further research:

* Postmodernist Musical Course View and Practice
* Micro Teaching Mode
* Ideological Quality Education Development
* Network Musical Course Learning Cloud Platform Design
* Multimedia Teaching Extension Research
* School-Based Musical Courses Risks

# Report location:

<https://www.fullpicture.app/item/7e91d1b04ebfe2ca4de3a35bca5bf7d6>