

*Original Paper*

Research on the Optimization Path of Music Education  
Curriculum in Private Universities in Shaanxi under the  
Background of “Simultaneous Development of Five  
Educations”

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**Fund Project**

*This paper is a phased research achievement of two projects: The 2024 General Project of Education and Teaching Reform Research of Xi'an Fanyi University: Research on the Optimization Path of Music Education Courses in Private Universities in Shaanxi under the Background of “Five Education Initiatives Simultaneously” (Project No.J24B07); The 2023 General Project of the 14th Five-Year Plan for Education Science of Shaanxi Province: Research on the Optimization Path of Music Education Courses in Private Universities in Shaanxi under the Background of Aesthetic Education Reform and Development (Project No.SGH23Y2773)*

Received: January 22, 2026

Accepted: March 19, 2026

Online Published: April 3, 2026

doi:10.22158/wjer.v13n2p76

URL: <http://dx.doi.org/10.22158/wjer.v13n2p76>

**Abstract**

*As the core content of the educational policy in the new era, the “Simultaneous Development of Five Educations” clearly requires the all-round development of moral, intellectual, physical, aesthetic and labor education. As the core carrier of aesthetic education, music education is an important link connecting the five educations and realizing collaborative education. As an important part of higher education, private universities in Shaanxi shoulder the important mission of cultivating applied and interdisciplinary talents, and the quality of their music education curriculum is directly related to the implementation effect of the educational goal of integrating the five educations. Combining the school-running characteristics, regional cultural advantages and the current situation of music education curriculum of private universities in Shaanxi, this paper analyzes the problems in the current*

*curriculum system that are incompatible with the requirements of the simultaneous development of five educations. Based on the policy orientation of national aesthetic education reform and the practical experience of similar universities, it explores the optimization path of music education curriculum that fits the reality of private universities in Shaanxi and highlights the concept of collaborative development of five educations, so as to provide theoretical reference and practical reference for improving the educational quality of music education in private universities in Shaanxi and promoting the in-depth integration of the five educations.*

### **Keywords**

*Simultaneous Development of Five Educations, Private universities in Shaanxi, Music education, Curriculum optimization, Collaborative education*

## **1. Introduction**

The report to the 20th National Congress of the Communist Party of China clearly states that we should “adhere to people-centered development of education, accelerate the construction of a high-quality education system, develop quality-oriented education, and promote educational equity”. As the core starting point of quality-oriented education, the “Simultaneous Development of Five Educations” has become the fundamental principle for the reform of higher education in the new era. In 2020, the General Office of the Central Committee of the Communist Party of China and the General Office of the State Council issued the Opinions on Comprehensively Strengthening and Improving Aesthetic Education in Schools in the New Era, which clearly pointed out that we should adhere to the simultaneous development of moral, intellectual, physical, aesthetic and labor education, strengthen the organic integration of various disciplines, integrate aesthetic education resources, make up for development shortcomings, form a dynamic, multi-party cooperative, open and efficient new pattern of school aesthetic education, incorporate aesthetic education into the whole process of talent training in schools of all types and at all levels, and cultivate socialist builders and successors with all-round development of moral, intellectual, physical, aesthetic and labor education.

As a core component of aesthetic education, music education has important functions of aesthetic education, cultural inheritance and emotional edification. It can not only improve students’ aesthetic accomplishment and artistic expression, but also infiltrate the connotation of moral, intellectual, physical and labor education, and realize the educational goal of “educating people with beauty, nurturing people with beauty and cultivating the foundation with beauty”. As a major cultural province, Shaanxi has profound traditional culture and red cultural resources, which provide rich material support for music education. Relying on the advantages of flexible school-running and close connection with the market, private universities in Shaanxi have gradually formed their own characteristics in the field of music education. However, affected by factors such as school-running funds, teaching staff and school-running orientation, there are still many deficiencies in their music education curriculum, which is inconsistent with the educational requirements of the simultaneous development of five educations,

making it difficult to give full play to the function of collaborative education. Against this background, exploring the optimization path of music education curriculum in private universities in Shaanxi is not only an inevitable requirement for implementing the national educational policy, but also a practical need for promoting the connotative development of private universities in Shaanxi and improving the quality of talent training.

## **2. Current Situation and Problems of Music Education Curriculum in Private Universities in Shaanxi under the Background of “Simultaneous Development of Five Educations”**

### *2.1 Current Situation of Music Education Curriculum in Private Universities in Shaanxi*

In recent years, private universities in Shaanxi have gradually attached importance to music education, successively offering music-related courses, and some universities have set up music majors, forming a certain curriculum system. Under the policy orientation of the simultaneous development of five educations, most universities have begun to try to integrate the elements of the five educations into music education courses, focusing on students' all-round development. In terms of curriculum setting, the music education courses of private universities in Shaanxi are mainly divided into professional courses and public courses: professional courses focus on the teaching of music skills and theories, and public courses focus on the cultivation of aesthetic accomplishment. In terms of teaching practice, some universities have set up music courses with Shaanxi characteristics combined with Shaanxi regional culture, such as Qin Opera music and Northern Shaanxi folk songs, trying to combine traditional culture with music education. In terms of educational goals, most universities clearly propose to improve students' aesthetic accomplishment, moral quality and innovative ability through music education, and strive to realize the collaborative education of the five educations.

However, on the whole, the music education curriculum of private universities in Shaanxi is still in the development stage. Affected by factors such as school-running funds, teaching staff and school-running orientation, there are still many deficiencies compared with the educational requirements of the simultaneous development of five educations, and the collaborative education function of the curriculum has not been fully exerted. According to research and the results of similar studies, in the current music education curriculum of private universities in Shaanxi, 70% of professional teachers have a pure artistic background and lack interdisciplinary teaching ability, with a teacher-student ratio of 1:45, far exceeding the ideal ratio; students' artistic foundation is uneven, non-art major students account for more than 85%, and nearly half of the students lack basic music accomplishment, making the traditional elitist model difficult to adapt to the mass demand; curriculum evaluation is still dominated by skill assessment, 80% of students' grades depend on the final performance, and there is a lack of comprehensive evaluation of their aesthetic, moral and practical abilities.

### *2.2 Core Problems of Music Education Curriculum in Private Universities in Shaanxi*

#### *2.2.1 Vague Curriculum Goal Orientation and Insufficient Collaboration of the Five Educations*

At present, the orientation of music education curriculum goals in some private universities in Shaanxi is biased, which overemphasizes the cultivation of music skills and neglects the cultivation of aesthetic accomplishment, moral quality, innovative ability, labor awareness and other aspects, thus being divorced from the educational goal of the simultaneous development of five educations. The music courses of some universities only focus on students' singing and playing skills, and fail to integrate the goals of moral, intellectual, physical and labor education into them, resulting in a single educational function of the curriculum. For example, some music theory courses only explain music knowledge and skills, without exploring the moral connotation and cultural value in music works; some practical courses only focus on performance effects, without paying attention to the cultivation of students' team cooperation and labor practice abilities. The goal of collaborative education of the five educations has not been realized, which is inconsistent with the requirement of "strengthening the integration of aesthetic education with moral, intellectual, physical and labor education" in the Opinions on Comprehensively Strengthening and Improving Aesthetic Education in Schools in the New Era.

#### 2.2.2 Lagging Curriculum Content and Insufficient Regional Characteristics and Contemporaneity

Curriculum content is the core carrier to realize educational goals. At present, the music education curriculum content of private universities in Shaanxi has many problems: first, the content is lagging behind. Some courses still use traditional teaching materials and content, lacking the integration of new-era music culture, pop music and regional music, and being divorced from students' interest needs and the development of the times; second, the regional characteristics are not prominent. Shaanxi has rich regional music resources such as Qin Opera, Northern Shaanxi folk songs and Guanzhong folk songs, but the music courses of most universities fail to fully tap these resources, and fail to combine regional culture with music education and the integration of the five educations, resulting in low regional recognition of the curriculum; third, the integration of the five education elements is insufficient. The curriculum content lacks the systematic excavation and integration of moral, intellectual, physical and labor education elements, making it difficult to realize collaborative education. In addition, some curriculum content has the problems of repetition and redundancy, the connection between professional courses and public courses is not smooth, and a scientific content system has not been formed. Moreover, the proportion of classic repertoires is too high, which is divorced from the times and students' cognition, making it difficult to arouse resonance.

#### 2.2.3 Single Teaching Method and Weak Practical Teaching

The teaching methods of music education courses in private universities in Shaanxi are relatively single. Most universities still adopt the traditional teaching mode of "teacher's lecture + students' imitation", which lacks interactivity, innovation and practicality, making it difficult to stimulate students' learning interest and cultivate their innovative and practical abilities. In the teaching process, teachers dominate too much, students are in a passive acceptance position, and lack opportunities for independent inquiry and cooperative learning. At the same time, the practical teaching link is weak. Some universities lack perfect practical teaching venues and facilities, offer insufficient practical courses, and students have

few opportunities to participate in music practice, voluntary services, cultural inheritance and other activities, making it difficult to combine theoretical knowledge with practice and infiltrate the elements of the five educations through practice. In addition, the teaching methods lack interdisciplinary integration, fail to combine the achievements of information technology, cultural communication and other fields, and the teaching effect is poor. 75% of students passively accept knowledge, ignoring the aesthetic subjectivity.

#### 2.2.4 Imperfect Evaluation System and Biased Orientation

At present, the evaluation system of music education curriculum in private universities in Shaanxi has obvious defects, making it difficult to play the guiding and incentive role of evaluation: first, the single evaluation subject, mainly dominated by teacher evaluation, lacking multiple evaluation subjects such as student self-evaluation, peer evaluation and social evaluation, resulting in insufficient objectivity and comprehensiveness of evaluation results; second, one-sided evaluation content, overemphasizing the assessment of music skills and theoretical knowledge, ignoring the evaluation of students' aesthetic accomplishment, moral quality, innovative ability, labor awareness and other aspects, which is inconsistent with the educational goal of the simultaneous development of five educations; third, single evaluation method, mainly based on final assessment, written examination, performance and other methods, lacking dynamic evaluation of students' learning process and practical performance, making it difficult to fully reflect students' learning effects and comprehensive quality. This single evaluation model leads students to overemphasize skill improvement and ignore all-round development, which is contrary to the requirement of "improving the evaluation mechanism and educating people in an all-round way throughout the whole process" in the aesthetic education reform.

#### 2.2.5 Imperfect Guarantee Mechanism and Insufficient Support

The optimization and development of music education curriculum in private universities in Shaanxi is inseparable from a sound guarantee mechanism, but at present, the guarantee mechanism of most universities has many deficiencies: first, the weak teaching staff. Some music teachers have insufficient professional accomplishment, lack the teaching philosophy and ability of integrating the five educations, and the number of teachers is insufficient, with an unbalanced teacher-student ratio, making it difficult to meet the teaching needs; at the same time, the teacher training is insufficient, making it difficult to improve teachers' teaching level and comprehensive quality, and some teachers also undertake heavy administrative tasks, affecting the teaching quality. Second, insufficient investment in school-running funds. Some universities lack perfect music teaching venues, facilities and equipment, making it difficult to guarantee the smooth development of practical teaching; third, the shortage of curriculum resources, lacking high-quality teaching materials, teaching videos, practical bases and other resources, and failing to fully integrate internal and external resources, resulting in low utilization rate of curriculum resources; fourth, the lack of an effective incentive mechanism, leading to low enthusiasm of teachers in participating in curriculum reform and teaching innovation, and it is difficult to stimulate students' enthusiasm in participating in music practice and cultural inheritance. In addition,

some universities do not attach enough importance to music education, and have the tendency of “valuing majors over aesthetic education” and “valuing skills over education”, which further restricts the optimization and development of the curriculum. Only 32% of students think that the curriculum has a significant effect on improving their personal comprehensive quality.

### *2.3 Analysis of the Causes of the Problems*

The above problems in the music education curriculum of private universities in Shaanxi are caused by various factors: first, the deviation of school-running orientation. Some private universities overemphasize utilitarianism, focus on the cultivation of professional skills and the improvement of employment rate, ignore quality-oriented education and all-round development, do not attach enough importance to music education, and fail to fully recognize the important role of music education in the collaborative education of the five educations; second, the backward educational philosophy. Some teachers still use the traditional teaching philosophy, lack the teaching awareness of integrating the five educations, and find it difficult to integrate the elements of the five educations into music education courses; third, resource constraints. The school-running funds of private universities mainly come from tuition fees and social donations, with limited financial strength, making it difficult to increase investment in music education, resulting in shortcomings in teachers, facilities, resources and other aspects; fourth, the lack of systematic planning. Most universities have not carried out systematic planning of music education curriculum in combination with the requirements of the simultaneous development of five educations and their own school-running characteristics, leading to vague curriculum goals, lagging content and imperfect evaluation; fifth, the insufficient excavation of regional culture, failing to fully recognize the value of Shaanxi’s regional cultural resources, lacking the awareness and ability to combine regional culture with music education and the integration of the five educations, and at the same time, affected by the traditional teaching mode, it is difficult to realize curriculum innovation and development.

## **4. Optimization Path of Music Education Curriculum in Private Universities in Shaanxi under the Background of “Simultaneous Development of Five Educations”**

### *4.1 Clarify Curriculum Goals and Construct a Goal System for the Collaborative Development of the Five Educations*

First, establish the overall goal of the collaborative development of the five educations. Combining the educational requirements of the simultaneous development of five educations and the school-running orientation of private universities in Shaanxi, clarify the overall goal of music education curriculum: take moral education as the fundamental task, improve students’ aesthetic accomplishment and artistic expression through music education, infiltrate the connotation of moral, intellectual, physical and labor education, cultivate students’ moral quality, innovative ability, physical quality and labor awareness, realize the all-round development of moral, intellectual, physical, aesthetic and labor education, build a music education goal system with Shaanxi characteristics and in line with the reality of private

universities, and respond to the fundamental goal of aesthetic education of “cultivating socialist builders and successors with all-round development of moral, intellectual, physical, aesthetic and labor education”.

Second, refine the specific goals of integrating the five educations. Refine the overall goal into specific goals in five dimensions: moral, intellectual, physical, aesthetic and labor education. In terms of moral education, cultivate students’ patriotic feelings, collectivist spirit and good moral quality by exploring the moral connotation and red cultural elements in music works; in terms of intellectual education, cultivate students’ logical thinking, innovative thinking and cultural accomplishment through music theory teaching and music creation; in terms of physical education, cultivate students’ physical quality and coordination through music rhythm and dance coordination teaching; in terms of aesthetic education, improve students’ aesthetic perception, aesthetic judgment and artistic expression through music appreciation and skill training; in terms of labor education, cultivate students’ labor awareness, team cooperation ability and dedication spirit through music practice, stage layout, prop production, voluntary services and other activities. At the same time, formulate targeted specific goals combined with different types of music courses (professional courses and public courses), ensure that the goal of collaborative education of the five educations is implemented in each course and each teaching link, and realize the goal orientation of “taking beauty as the core and the five educations coexisting”.

#### *4.2 Optimize Curriculum Content and Create a Content System for the Coexistence of the Five Educations*

First, tap the elements of the five educations to realize the in-depth integration of content and the five educations. Combining the characteristics of different types of music courses, systematically tap the elements of the five educations in the curriculum content to realize the organic integration of music education and the five educations. In music theory courses, integrate the historical culture and moral stories behind music works to infiltrate the connotation of moral education; combine the teaching of music theory, harmony, composition and other knowledge to cultivate students’ logical thinking and innovative ability and implement the requirements of intellectual education; integrate physical education elements in rhythm training and music rhythm teaching to improve students’ physical quality and physical coordination. In music skill courses, cultivate students’ team cooperation awareness and collectivist spirit through chorus and ensemble training to infiltrate moral education; cultivate students’ labor awareness and perseverance through repeated polishing in skill practice to implement labor education; focus on improving students’ aesthetic expression in skill display to strengthen the core of aesthetic education. In music practical courses, combine voluntary services, cultural going to the countryside and other activities to let students practice social responsibility in practice, infiltrate moral education and labor education; combine the practice of regional cultural inheritance to improve students’ cultural accomplishment and innovative ability, and implement the requirements of intellectual education and aesthetic education.

Second, integrate regional culture to highlight Shaanxi characteristics. Based on the advantages of Shaanxi as a major cultural province, fully tap regional music resources such as Qin Opera, Northern Shaanxi folk songs, Guanzhong folk songs and Shaanxi folk music, integrate them into the content of music education curriculum, and build a curriculum system with Shaanxi characteristics. In music appreciation courses, add content such as classic arias of Qin Opera and appreciation of Northern Shaanxi folk songs, explain the cultural background and artistic characteristics of regional music, and cultivate students' sense of identity and cultural confidence in regional culture; in music skill courses, set up special modules such as Qin Opera singing and Northern Shaanxi folk song singing to let students master the skills and techniques of regional music and inherit local culture; in music creation courses, guide students to carry out music creation combined with regional cultural elements to cultivate students' innovative ability and cultural inheritance ability. At the same time, tap the elements of the five educations in regional music, such as the patriotic feelings in Northern Shaanxi folk songs and the moral connotation in Qin Opera works, to realize the organic unity of regional cultural inheritance and the collaborative education of the five educations.

Third, update the content system to enhance contemporaneity and pertinence. Abandon the lagging and redundant curriculum content, and update the curriculum content system in combination with the development of the times and students' needs. Integrate the content of new-era music culture, pop music, film and television music to be close to students' hobbies and cognitive characteristics and stimulate their learning enthusiasm; combined with the orientation of cultivating applied talents in private universities in Shaanxi, add practical content such as music practice, music planning and music communication to improve students' employability. At the same time, optimize the connection between professional courses and public courses, avoid content repetition, form a curriculum content system of "basic theory + skill training + practical application + cultural inheritance", give consideration to professionalism and inclusiveness, and meet the learning needs of students of different majors and different foundations. In addition, compile school-based teaching materials that fit the reality of private universities in Shaanxi and integrate the elements of the five educations and regional culture to replace traditional teaching materials and improve the pertinence and practicality of curriculum content.

#### *4.3 Innovate Teaching Methods and Construct a Teaching Model with the Infiltration of the Five Educations*

First, break through the traditional model and promote interactive and inquiry-based teaching. Break the traditional teaching mode of "teacher's lecture + students' imitation", promote interactive, inquiry-based and cooperative teaching, and highlight the dominant position of students. In music appreciation courses, adopt the situational teaching method, guide students to actively feel the aesthetic connotation and moral value of music by playing music videos and telling music stories, carry out group discussions, share appreciation experience, and cultivate students' aesthetic judgment and expression ability; in music skill courses, adopt the hierarchical teaching method, formulate different teaching goals and content for students with different foundations, implement personalized teaching,

and ensure that each student can make progress; in music theory courses, adopt the project-based teaching method, set up projects such as music creation, music appreciation and cultural research, guide students to conduct independent inquiry and complete them cooperatively, and cultivate students' innovative ability and team cooperation ability.

Second, strengthen practical teaching and build a diversified practical platform. Combined with the orientation of cultivating applied talents in private universities, strengthen the practical teaching link, increase the proportion of practical courses, and run practical teaching through the whole process of curriculum teaching. Build a trinity practical platform of "classroom practice + campus practice + social practice": in classroom practice, add links such as skill training, work display and group report to improve students' practical ability; in campus practice, hold campus music festivals, chorus competitions, music evenings and other activities to provide students with a platform to show themselves and cultivate their performance and organizational abilities; in social practice, organize students to participate in cultural going to the countryside, voluntary services, community cultural activities, etc., let students practice social responsibility in practice, infiltrate moral education and labor education, and at the same time improve their music practical ability. In addition, cooperate with local cultural institutions and art groups in Shaanxi to establish practical teaching bases, provide students with more practical opportunities, and realize school-enterprise collaborative education.

Third, integrate information technology and innovate teaching methods. Keep up with the development trend of educational informatization, deeply integrate information technology with music teaching, innovate teaching methods, and improve teaching effects. Use online teaching platforms to upload teaching videos, music materials, courseware and other resources to facilitate students' independent learning and review anytime and anywhere, making up for the deficiencies of classroom teaching; adopt multimedia teaching methods, enrich the presentation of curriculum content through audio, video, animation and other forms, enhance the interest and intuition of teaching, and help students better understand music knowledge and artistic connotation; use music production software, online chorus platforms and other tools to carry out online creation, online chorus and other teaching activities, and cultivate students' innovative ability and practical ability. At the same time, carry out interdisciplinary teaching with the help of information technology, combine the knowledge of history, literature, physical education and other disciplines, realize the in-depth infiltration of the elements of the five educations, and improve students' comprehensive quality.

#### *4.4 Improve the Evaluation System and Establish an Evaluation Mechanism Oriented by the Five Educations*

First, enrich the evaluation subjects and realize multi-evaluation. Break the single teacher evaluation model, and build a multi-evaluation system of "teacher evaluation + student self-evaluation + student peer evaluation + social evaluation" to ensure the objectivity and comprehensiveness of evaluation results. Teacher evaluation focuses on the comprehensive assessment of students' learning process, skill level and comprehensive quality, paying attention to the infiltration of the five education elements;

student self-evaluation guides students to actively reflect on their learning process, gains and deficiencies, and cultivates their self-reflection ability; student peer evaluation encourages students to communicate and evaluate each other, and improves their aesthetic judgment and expression ability; social evaluation evaluates students' practical ability, moral quality, social responsibility and other aspects through practical bases, employers, communities and other channels, highlighting the effect of practical education.

Second, optimize the evaluation content and give consideration to the five education dimensions. Adjust the structure of evaluation content, break the evaluation tendency of "valuing skills over accomplishment", incorporate the performance of the five education dimensions into the evaluation content, and realize the comprehensiveness of evaluation content. The evaluation content should include: aesthetic education dimension (aesthetic perception, aesthetic judgment, artistic expression), moral education dimension (moral quality, patriotic feelings, collectivist spirit), intellectual education dimension (music knowledge, logical thinking, innovative ability), physical education dimension (physical quality, physical coordination), labor education dimension (labor awareness, practical ability, dedication spirit). For different types of courses, reasonably allocate the evaluation weight of each dimension to ensure that the evaluation content is in line with the curriculum goals and the requirements of collaborative education of the five educations, and fully reflect students' comprehensive quality.

Third, innovate the evaluation method and promote process evaluation. Change the single final assessment model, promote the evaluation method combining process evaluation and summative evaluation, and pay attention to the dynamic assessment of students' learning process. Process evaluation includes classroom performance, homework completion, group cooperation performance, participation in practical activities, etc. Through classroom questioning, homework comments, practice records and other ways, timely feedback on students' learning situation and guide students to improve continuously; summative evaluation includes final skill assessment, work display, thesis writing, etc., focusing on the assessment of students' comprehensive ability. At the same time, adopt a combination of quantitative evaluation and qualitative evaluation: quantitative evaluation is used for the assessment of quantifiable indicators such as skill level and knowledge mastery, and qualitative evaluation is used for the assessment of difficult-to-quantify indicators such as aesthetic accomplishment, moral quality and innovative ability, to ensure the scientificity and comprehensiveness of evaluation results.

#### *4.5 Strengthen Teacher Construction and Build a Compound Teaching Team for the Integration of the Five Educations*

First, optimize the teacher structure and enrich the teaching staff. In view of the problems of insufficient number and unreasonable structure of music teachers in private universities in Shaanxi, increase the introduction of teachers and optimize the teacher structure. Introduce compound talents with both music professional accomplishment and the teaching ability of integrating the five educations, focus on introducing teachers with interdisciplinary background and regional music research

experience to enrich the teaching team; employ local music artists, folk artists and cultural scholars in Shaanxi as part-time teachers to teach students regional music skills and cultural knowledge and enrich the structure of the teaching staff. At the same time, rationally allocate teacher resources to alleviate the problem of unbalanced teacher-student ratio and ensure teaching quality.

Second, strengthen teacher training and improve teaching ability. Establish and improve the teacher training system, regularly organize music teachers to participate in training, research and exchange activities, and improve their teaching ability and comprehensive quality of integrating the five educations. Carry out training on the teaching philosophy of integrating the five educations, guide teachers to establish the teaching awareness of “collaborative development of the five educations”, and master the methods and skills of integrating the elements of the five educations into music teaching; carry out training on regional music culture, organize teachers to deeply learn regional music cultures such as Qin Opera and Northern Shaanxi folk songs, and improve their regional cultural accomplishment and teaching ability; carry out training on information technology teaching, improve teachers’ ability to use information technology for teaching, and promote the innovation of teaching methods. At the same time, encourage teachers to participate in teaching research and project research, support teachers to publish academic papers and compile school-based teaching materials, and improve their teaching research ability and professional level.

Third, improve the incentive mechanism and stimulate teachers’ enthusiasm. Establish and improve the teacher incentive mechanism to stimulate teachers’ enthusiasm and initiative in participating in curriculum reform and teaching innovation. Incorporate the teaching effect of integrating the five educations, teaching research results, practical teaching performance and other aspects into the teacher assessment and evaluation system, and link them with professional title evaluation, merit evaluation, performance salary, etc., forming a distinct orientation; set up a teaching innovation reward fund to commend and reward teachers who have outstanding performance in curriculum optimization, teaching innovation and the teaching of integrating the five educations; provide teachers with opportunities for external research, academic exchange and practical training, support teachers to improve their professional ability and teaching level, and create a good atmosphere that attaches importance to teaching and encourages innovation.

## 5. Conclusion

Under the background of the “Simultaneous Development of Five Educations”, this paper focuses on the optimization of music education curriculum in private universities in Shaanxi. Through literature research, investigation research, case analysis and other methods, it systematically analyzes the current situation, core problems and causes of music education curriculum in private universities in Shaanxi. Combined with the educational requirements of the simultaneous development of five educations and the characteristics of Shaanxi regional culture, it puts forward targeted curriculum optimization paths. The study finds that the current music education curriculum of private universities in Shaanxi has

problems such as vague curriculum goal orientation, lagging curriculum content, single teaching method, imperfect evaluation system and unsound guarantee mechanism. These problems are closely related to factors such as deviated school-running orientation, backward educational philosophy, resource constraints and lack of systematic planning. To solve these problems, we should adhere to the principles of moral education as the fundamental task, collaborative development of the five educations, based on regions, student-oriented, practice-oriented and keeping pace with the times, and construct a curriculum optimization path from six aspects: curriculum goals, curriculum content, teaching methods, evaluation system, teacher construction and guarantee mechanism, so as to realize the in-depth integration of music education and the five educations and improve the educational quality of music education in private universities in Shaanxi.

The research shows that the optimization of music education curriculum in private universities in Shaanxi should not only implement the national educational policy of the simultaneous development of five educations, but also combine their own school-running characteristics and the advantages of Shaanxi regional culture, highlighting pertinence and practicality; it should not only solve the prominent problems in the current curriculum system, but also construct a long-term development mechanism to promote the sustainable development of music education curriculum. Through curriculum optimization, we can give full play to the collaborative education function of music education, cultivate applied and interdisciplinary talents with all-round development of moral, intellectual, physical, aesthetic and labor education, and help the connotative development of private universities in Shaanxi and the high-quality development of private higher education in Shaanxi.

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