

Research on the Teaching Mode Reform of Music Performance Major in Art Undergraduate Colleges

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Abstract: Music performance major must be closely combined with the market and social needs to improve students' participation in the development of social industry. In the teaching of professional courses, flipped classroom should be applied, art practice classes should be added, production-oriented, competency-based, and school-enterprise interaction should be emphasized. Teaching should be guided by “plays” and “projects”, and the combination of performance and learning as well as situational teaching should be emphasized. In the teaching of basic courses, curriculum integration, the integration of theory and practice and hierarchical teaching are implemented to ultimately improve students' enthusiasm for learning and truly meet the requirements of talent cultivation in art undergraduate colleges.

1. Introduction

With the rapid development of The Times, the music performance major of art undergraduate colleges must closely combine the market and social needs to improve the participation of students in the development of social industry. The traditional teaching mode has gradually been unable to adapt to the needs of music performance major in art undergraduate colleges.

First of all, from the perspective of the teaching mode of music performance major in art undergraduate colleges, the current art undergraduate colleges generally follow the traditional undergraduate teaching mode. Firstly, there is a lack of innovation in the training program of professional talents, and the training objectives and positioning, and the professional curriculum are quite similar to the art departments of undergraduate universities. Second, the professional curriculum is not reasonable enough, which is the same or similar to the professional course name set by the art department of the undergraduate university. Thirdly, the teaching mode of basic professional courses is out of date. Under the guidance of certain educational ideas and theories, basic professional courses are teacher-centered, class-centered and textbook-centered. This teaching mode, in which teachers serve as the main body to inculcate knowledge to students and students passively accept knowledge, makes the students trained by undergraduate colleges and universities lack of innovation ability and it is difficult to adapt to the needs of society.

Secondly, from the perspective of curriculum reform and construction of music performance major in art undergraduate colleges, the shortcomings of current art undergraduate colleges are shown in the following aspects: First, the teaching content of music performance major is out of line with the actual operation and application of the industry (enterprises), the operation mechanism is not flexible, the teaching content and teaching mode are not connected with the employment status of graduates, the practical ability of graduates can not fully meet the needs of social work, the teaching means are single and the methods are not targeted. Second, the quantity, quality and structure of the teacher team can not fully meet the requirements of the cultivation of high-end skilled talents, and the “double-teacher” structure of the teacher team is not yet complete. Third, the school's workplace environment construction, practical training and practice conditions need to be improved, and the cultivation of professional spirit still need to be further strengthened.

At present, undergraduate colleges and universities are actively exploring the new systems that are suitable for undergraduate teaching, exploring new teaching patterns to improve the quality of teaching. In order to adapt to the development of music performance in the art class, improve the

quality of teaching, and to have the general law of ordinary colleges and universities, and to have its special laws, the reform of teaching mode and teaching content for specialized courses and basic courses.

How to better follow the general law, study the special law, and the organic combination of the two, to explore a path of reform in line with the teaching needs of the music performance major in art undergraduate schools, is a problem that needs to be considered. The rapid development of art undergraduate colleges means that the teaching mode, curriculum setting, teaching content, teaching method and teaching material construction all need to be reformed.

2. Professional Curriculum Reform

2.1 Using Flipped Classroom

Flipped classroom is where students learn from the teacher before they teach. The application of flipped classroom in the teaching of undergraduate universities must meet the following three conditions: First, information teaching hardware equipment. The school can access the campus network through a variety of ways, covering teaching and living areas such as classrooms, libraries and student dormitories, so as to ensure that students can watch teaching videos in time. Second, the reform consciousness and professional quality of teachers. This new teaching mode requires teachers to have professional ability and consciousness of teaching reform. In the teaching of art undergraduate colleges, teachers need to make teaching videos at home and monitor students' independent learning, especially for music performance majors, teachers need to guide students to actively watch videos. Third, students' autonomous learning ability. Under the flipped classroom model, students need to watch the teaching videos independently before class, find problems in the process of watching the videos, ask questions in the process of specialized courses and discuss problems with the teacher.

2.2 Add Art Practice Classes

Add art practice classes for students to participate in extracurricular activities and practice as soon as possible to create conditions. The most remarkable characteristics of art practice course are the full participation, the diversity of content, the increasing arrangement, the comprehensiveness of the process, the demonstration of the practice, the effectiveness of the organization, the autonomy of the way and the self-cultivation of the process. Strive to create the brand of art practice work, and further play the resource advantage through the brand effect.

The key is to respect the development of the students' personality based on the original basis, fully tap the potential and positive factors of each student, and make the students with individual personality differences to maximize the development, further strengthen the cooperation of production, and reduce the distance of school teaching and actual work.

2.3 “Repertoire” and “Project” Lead the Teaching

Based on the ability of research and reform, the author focuses on the teaching and practice of the “project”, which is guided by the development of the “project”, which is guided by the development of the “project”, and makes the teaching plan, the curriculum standard, the teaching process and the teaching method, the teaching method, the teaching evaluation standard, the compilation of the teaching materials.

2.4 Play with

The teaching mode of combination of acting and learning follows the law of art education and conforms to the teaching characteristics of music performance major. Based on the reflection of the existing teaching mode of music performance, this paper finds out the disadvantages and explores the teaching mode combining performance and learning. Follow the “class is the stage, the stage is the classroom” concept, so that the classroom and the stage mutual integration.

2.5 Situational Teaching of Guzheng

In 2021, when Hunan University of Communications Engineering revised the talent training plan, the Music Department made the Guzheng situational teaching course a required course in practice teaching in order to effectively solve the problem of the gap in art teaching method courses. Taking guzheng as the fulcrum, the situational teaching courses of piano, guitar, percussion, vocal music and other professional subjects are gradually expanded. At the same time, it implements classified teaching, and fully realizes the full coverage of practical teaching of art majors. Developing multiple training courses, doubling the lessons, such as the guzheng ensemble the wind/percussion music lessons, plucked strings ensemble class, saks doubling the lessons, dulcimer music lessons, etc., make the teaching content and direction of graduate employment docking, raises has a solo (solo and ensemble (chorus) ability of music teaching and training institutions of technical skills talents.

3. Basic Curriculum Reform

3.1 Curriculum Reconstruction and Integration of Theory and Practice

First, the principle of the course reconfiguration is to follow the requirements of the internal rules of the course. Combining the two courses of music and video singing, the combination of basic theoretical knowledge and the basic skill training of the listening and singing ears, and the comprehensive improvement of the students' music quality and theory, which is the necessary requirement for improving the effect of teaching.

Secondly, the need to achieve training objectives. Music performance major undertakes the important task of training basic music education teachers to meet the needs of social development. It is crucial for students to lay a solid foundation in music theory and skills during school, especially in the lower grades, for their study and future work. This requires a course in the teaching content should be has the richness and comprehensiveness, should have scientific and practical in the teaching methods, students should not only be able to provide abundant basic theories and skills of “nutrition”, and to facilitate students to master and absorption, can extrapolate, instance, flexible application in practice and other professional courses of study.

Finally, improve the teaching effect. In the course of teaching, the basic music class focuses on the theoretical knowledge related to music, and lacks the link between the actual operation and the concrete operation. In the course of the listening and singing course, it is only the training of the basic skills such as listening and recording, chords and rhythms, and the lack of theoretical guidance. And in the course of the course, some knowledge has been repeated, such as timelines, chords, and adjustments.

Therefore, it is necessary to combine “auditory training” and “video singing” to make it relatively independent and maintain certain internal connections. The combination of theoretical learning and skill training, which avoids the monotone and boredom of the theory, avoids the problem of disconnection of the division teaching, and reduces the unnecessary repetition of classroom teaching.

The integration of basic music theory and solfeggio course is the result of teaching reform, which realizes the combination of theory and practice, avoids the division of knowledge and the isolation of subjects, solves the problem of repeated teaching of knowledge, and makes teaching more scientific and reasonable. However, the new curriculum after integration has brought about some new problems, which must be solved by effective measures.

3.2 Suggestions on Teaching after Curriculum Reconstruction

First, the implementation of hierarchical teaching.

The traditional teaching is “natural class” teaching, that is, solfeggio and ear training degree of uneven students to carry out unified teaching, each class adopts a unified Syllabus and lesson plan.

It is an important content of modern teaching reform and development to adopt gradation teaching, and it is also an important content of solfeggio teaching reform in art undergraduate colleges in China. For students majoring in music performance, most of the music learning starts from the halfway, especially the learning of solfeggio and ear training. Many students only start to

contact them one or half a year before the entrance examination. Therefore, students' ability to understand and accept music varies greatly with their different levels. Putting these students with different levels and abilities in one class is bound to be detrimental to individualized teaching and to the progress of students.

The teaching of the students is divided into the teaching, the teachers are targeted to teach and evaluate, it is helpful to arouse the students' learning enthusiasm, let the students with good grades to meet the corresponding standards faster, and have more time to study and study higher. For the poor students, the teacher can solve the problem of the student's existence, and achieve the corresponding classification criteria. Through hierarchical teaching, helping students at different levels can achieve corresponding teaching goals.

Second, further improve the teaching efficiency.

In the case of the overall study of the new course, the two courses will be completed at the same time, which will require higher requirements for classroom teaching. Therefore, the teacher should not break the teaching ability and the level, the student should not break the learning and understanding ability, but also pay attention to the positive interaction of the teachers and students in the teaching, so that the teaching purpose can be better achieved.

Solfeggio course is a basic course for students majoring in music performance in art colleges and universities. In view of the current learning situation of students majoring in performance in art colleges and universities, the quality of teaching can only be improved by starting from the fundamental reality of students and giving full play to the main role of students and the guiding role of teachers.

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