

Construction of music classroom teaching evaluation system in Normal Universities

HuangHe

School of Music, Qinghai Normal University 810008

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Abstract: The professional evaluation system of music teacher education in normal universities is an important part of music education in normal universities. There are many problems for a long time, so we must reform it and establish a teaching evaluation system in line with the music teacher education major in normal universities, In order to adapt to the new era of basic music education reform and the development of normal university music education reform. The author puts forward four strategies to construct the evaluation system and reposition the function of the evaluation system. The music teaching evaluation has the functions of guidance, innovation, feedback and promoting the development of teaching design and teaching implementation. Establish a correct evaluation concept and establish a people-oriented teaching evaluation system for teacher education. Using a variety of evaluation methods to reflect students' practical ability and innovative spirit. Enrich the content of teaching evaluation system, reform the inherent evaluation index, and explore the construction and application of teaching evaluation system of music teacher education in normal universities.

1. Introduction

According to the evaluation concept of "based on the process and promoting development" advocated by the curriculum reform of basic education, the new music curriculum standard puts forward the idea of "improving the evaluation mechanism", emphasizes the establishment of a perfect evaluation system to promote the overall development of students, the continuous improvement of teachers and the continuous development of teaching, and puts forward the idea of "paying attention to students, laying the foundation for students' lifelong development, paying attention to individual differences", To realize the comprehensive diversification of evaluation index and content, emphasize music practice and cultivate students' creative consciousness and ability.

2. The necessity of constructing music teaching evaluation system in Normal Universities

Teaching evaluation is an important part of the teaching process. Its essence is an activity of value judgment on the elements, process and effect of teaching according to the established teaching objectives and using scientific and feasible methods. It is a purposeful, planned, organized and in accordance with strict scientific procedures. ". The teaching goal of music education in normal universities is to train qualified teachers for basic music education. However, for a long time, due to the influence of

professional music colleges and universities, vocal music teaching in normal universities has paid more attention to skills and skills than to cultural quality, singing ability and teaching ability. These characteristics are also reflected in the vocal music teaching evaluation system, which leads to excessive emphasis on vocal methods and skills, singing ability, and the examination content is often one or two songs, According to the examiners' auditory experience and intuition, the judgment of "one stroke" contains more subjective color^[1].

The promulgation of music curriculum standard of full-time compulsory education (experimental draft) (hereinafter referred to as the new curriculum standard) has brought opportunities and challenges to the reform of music education in normal universities. "New curriculum standard" advocates that music teaching should be based on the new concept of "people-oriented", and puts forward ten basic concepts reflecting humanistic spirit, including "taking music aesthetics as the core, interests and hobbies as the driving force, facing all students, paying attention to personality development and paying attention to music practice. We should advocate comprehensive disciplines, understand multiculturalism, and improve the evaluation mechanism. " The implementation of the new curriculum standard in music education in primary and secondary schools and the comprehensive implementation of quality education have also promoted the reform of vocal music teaching in normal universities. Compared with the achievements of teaching reform, vocal music teaching evaluation has lagged behind. This lag is not only manifested in the "single" of vocal music teaching evaluation method, but also in the "outdated" concept and operation. "New curriculum standard" points out that "the function of evaluation has changed from screening and selection to encouragement, feedback and adjustment; the content of evaluation has changed from focusing on students' achievements in the past to paying attention to the potential of multi-faceted development; the evaluation subject has changed from single to individual differences The goal of vocal music teaching evaluation is not only to select or eliminate students, but also to stimulate students' interest, encourage them to progress, so as to obtain the motivation of upward learning and development. To construct a scientific, reasonable teaching evaluation system which is in line with the characteristics of vocal music discipline and students' personality has become a practical topic in the reform of vocal music teaching in normal universities^[2].

3. Construction strategy of music classroom teaching evaluation system in Normal Universities

3.1 Repositioning the function of evaluation system, paying attention to music teaching evaluation has the function of guiding, innovating, feedback and promoting the development of teaching design and teaching implementation

The traditional music teaching evaluation in normal universities is to measure students by the way of "examination paper", which forms the situation that teaching is less secret and teaching is for examination, and students are "learning for examination". This traditional evaluation method undoubtedly affects the overall development of students and the cultivation of students' innovative ability. In the face of this situation, the function of music teaching evaluation system in normal

universities should be repositioned. The evaluation of music teaching in normal universities should have several functions: first, it should have the guiding function. The guiding function of evaluation is determined by the directivity of its evaluation criteria. Evaluation should play a guiding and quality monitoring role in the process of music teaching, guide the teaching work to develop in the right direction, and guide and restrict the students to develop in the right direction. That is to say, "how to use the lever", promote the reform of music teaching and improve the quality of teaching. Second, it should have incentive function. Teaching evaluation system should provide more time and space for students to try and explore. When students are not constrained by the "pre-emptive and self-awareness" of teaching, they can "try" themselves, which can stimulate students' innovative consciousness and spark innovation. The evaluation should affirm the performance and level of students in the teaching process, so as to stimulate students' self-confidence and sense of achievement, and encourage them to make greater efforts to pursue better learning results. Third, it should have feedback function. The evaluation system should give timely feedback to teachers and students on the information collection and problems found in the evaluation process. Teachers should adjust and improve their own teaching indicators according to the feedback problems and situations, so as to achieve the best teaching effect and meet the teaching needs of students. Students should understand their own characteristics and shortcomings in the evaluation and analyze them. Make clear the direction of future efforts to promote students' faster and better development^[3].

3.2 Setting up correct evaluation idea, establishing the teaching evaluation system of teacher education based on people

In the past, the evaluation of music teachers' Education in normal universities was mainly based on Teachers' evaluation, focusing on students' mastery of relevant knowledge and theoretical system of music education in normal universities, while ignoring the individual development as the training object of normal universities. The characteristics of this evaluation method are the one-time evaluation time and the single evaluation standard. This kind of evaluation method is actually a kind of test method, its advantage is a quantitative result, it has a certain degree of objectivity, and its limitation is that it is difficult to reflect the students' learning process and the educational concept of teachers and students. The evaluation system of music teaching in normal universities should change the concept of evaluation, establish a scientific concept of teaching evaluation, take the overall development of people as the primary objective of evaluation, serve music teaching in primary and secondary schools as the orientation of evaluation, and take the new curriculum standards as the theoretical guidance for the realization of evaluation objectives, so as to lay a solid foundation for training normal students with one specialty and many abilities. In the evaluation system, the evaluation system which only relies on knowledge and skills in the past obviously does not meet the requirements of the development of the new era. For the music teacher education majors who want to step on the job in the future, the evaluation objectives should combine the generality and individuality. When students master the relevant theories of music education, the evaluation objectives should be

combined, We should also evaluate students in listening, singing, moving, acting, playing, speaking, understanding and memorizing, so as to truly reflect the students' specialty and personality^[4].

3.3 Using a variety of evaluation methods, reflecting the students' practical ability and innovative spirit

3.3.1 Teachers' evaluation of students, realizing the diversification of evaluation methods

For example, the evaluation methods such as questioning, drawing and playing, hands-on operation, qualitative evaluation of words, quantitative evaluation and other evaluation methods are used. The evaluation results are more comprehensive and conducive to the cultivation of students' innovative consciousness and ability. For example, in the music teaching method course taught by the author, the author uses the methods of letting students write the teaching plan of primary and secondary school music class, making courseware, commenting on class on the spot, and students' simulated class, etc., and pays attention to the close connection between the music teacher education major of Normal University and the music classroom requirements of primary and secondary schools, Pay attention to the multiple application of students' musical performance skills such as audition, audition, self play and self singing, dance performance, etc., pay attention to the multi presentation of students' comprehensive abilities such as language organization, teaching appearance and blackboard writing design, pay attention to the important expression of multimedia technology in classroom teaching in primary and secondary schools, and pay attention to the logical thinking and innovative spirit of students, To achieve the diversification of evaluation indicators. In addition, the evaluation criteria of teachers should also vary from person to person. The evaluation of students with poor foundation should be relatively low requirements, focusing on encouragement, cultivating their interest in learning, enhancing their self-confidence, and strict requirements for students with good foundation, focusing on development. The flexible application of various evaluation methods not only needs to evaluate students' mastery of knowledge and skills, but also provides students with more practical opportunities to cultivate their practical ability and problem-solving ability^[5].

3.3.2 Breaking the pattern of teachers' evaluation for life, realizing the flexibility of evaluation method

The traditional music teaching evaluation is based on the teacher's evaluation, ignoring the main role of students, which is not conducive to the cultivation of students' innovative ability. In teaching evaluation, self-evaluation, mutual evaluation and other evaluation should be combined, regular evaluation and regular evaluation should be combined, so as to evaluate teaching comprehensively, accurately and scientifically. In the evaluation, according to the author's teaching experience, we can adopt the method of other evaluation, especially in the process of students' speaking and simulating class, the other students make a certain evaluation first, and then the teacher summarizes it. Students can also make their own "personal development portfolio" according to the teaching requirements of this semester or this academic year, and put their own teaching experience, teaching materials, reflection summary,

etc. into it, which is especially suitable for students' actual combat exercises such as practice, which can reflect the track of students' progress^[6].

3.4 Enrich the content of teaching evaluation system, evaluating index inherent in reform

The evaluation system of traditional music teaching in normal universities is closed in content and single in index. It overemphasizes students' learning achievements and ignores the examination of students' learning process. The modern evaluation concept emphasizes the need to "establish an evaluation system to promote the all-round development of learning". Evaluation should not only focus on students' academic achievements, grasp and acquire knowledge and skills, but also discover and cultivate students' potential in many aspects, and pay attention to students' understanding and clear reaction to music. In the process of music teaching, participation attitude, participation degree, cooperation desire and coordination ability, music experience performance ability, inquiry music attitude and creation ability, etc. Therefore, the teaching evaluation can be reformed from several aspects. First, the teaching objectives should be oriented to all students, meet the development and needs of students' psychology and personality, respect each student's point of view, and constantly stimulate students' interest in learning music. In teaching, we should emphasize on enriching students' emotional experience and taking improving students' aesthetic taste and aesthetic outlook as the core. In the teaching of music knowledge and the training of music skills, we should focus on the cultivation and improvement of students' innovation ability, thinking ability and aesthetic ability. And combine the two organically. Secondly, the teaching content should be adjusted according to the actual situation of the school and students. The creative combination of teaching materials should be clear in level, ingenious in connection and strong in integrity. Third, the teaching procedure can break the traditional mode of teaching mainly by teachers. In the early stage of teaching, we should pay attention to instilling the theory and concept of music education, and in the later stage, we should vigorously develop students' personality characteristics. Taking Wenzhou University as an example, this year, the author has carried out several items of normal skills as guidance in music teacher education major. Our school has carried out teaching evaluation of teacher training skills this year, focusing on teaching design, courseware production, lesson presentation and simulation class, and requires students to master music teaching materials in primary and secondary schools. In order to lay a foundation for the students' educational practice, they should be able to cope with the teaching mode of singing and appreciation freely and have a strong ability to control the classroom music teaching^[7-8].

4. Conclusion

It is a long-term and arduous exploration process to construct the teaching evaluation system of music teachers' education major in normal universities. During this period, various problems will inevitably appear. It is necessary to "feel the stone and cross the river". In the process of exploration, we should establish a set of evaluation system which is in line with the professional development of music teachers' Education in normal universities, and constantly break the shackles of

traditional ideas. In this process, the most important thing for music teachers in normal universities is to pay close attention to the new curriculum standards, the development of music education reform in primary and secondary schools, the establishment of a developmental evaluation system, the establishment of diversified evaluation methods, and the establishment of multi-level evaluation standards are the most important. The evaluation of music teaching in normal universities, which is divorced from the reform and development of basic music education, must be a castle in the air of "water without source" and "tree without root".

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