

## Research and Exploration of Music Education in Higher Vocational Colleges

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**Abstract:** We should learn from the spirit of "four comprehensives" and "five integrations" proposed by the party in the new era. Among them, cultural construction is one of the overall plans of "five integrations" to promote the cause of socialism with Chinese characteristics. In order to better adapt to the social development of higher vocational colleges music education professional personnel training requirements, in view of normal college higher vocational colleges music education professional "normal" and "professional" effective combination, so as to improve the quality of personnel training, combined with the actual situation to put forward some reform ideas and practices.

### 1. Introduction

Du Mingxin, a famous composer and professor of central music college, said in the preface to Ma Hui's book song writing course: "music education in China is unbalanced. Since the reform and opening up, we have trained a number of business elite, they are among the best in international competitions, for the motherland won the honor. But people's music literacy still needs to be improved. The development of music culture is an important part to measure a country's cultural literacy. To improve the music quality of our people, we cannot only rely on the limited cultivation of music colleges and universities, but more importantly, we should improve the level of music teachers in ordinary middle and primary schools across the country, so as to achieve the general improvement of music education in China.

Educational practice is an important practical course in music education, which is indispensable for normal students. Educational practice is the process of combining theory and practice teaching, that is, students carry out teaching practice activities in corresponding schools and impart their skills and knowledge learned in schools to students. With the continuous reform and development of basic music education in China, students' art practice activities are gradually increasing. Due to the lack of music teachers in primary and secondary schools, most art activities cannot be held as scheduled. At present, the promulgation of music discipline new curriculum standard in each stage of our country means that music teachers have more strict requirements on their teaching practice ability. However, at present, music education related majors of higher normal universities in China cannot be well combined with music education of primary and secondary schools, and cannot adapt to the current basic music education. Through the investigation and interview, the author found that music education professional education practice in normal university has some problems, which need to cause our urgent attention. In this regard, the author puts forward his own rough opinions based on music education theory learned in music education in normal university, current educational practice situation and existing problems.

### 2. The Common Problems in Educational Practice

#### 2.1 The Mode of Talent Training in Normal Colleges is Vague.

Looking at our current music education in normal schools, in terms of talent training mode, most of them follow music colleges and art colleges, emphasizing students' professional ability and

paying too much attention to single courses such as singing and playing, thus neglecting the original intention of training teachers in normal schools, so that students' teaching practice ability cannot be better cultivated. In professional courses, teachers and students still take their own technical level as the standard, ignoring the ability to apply in practical teaching. It can be seen that education practice courses do not receive enough attention in music education in normal universities, and there is a serious shortage of music education theory teachers in related majors. According to the survey, most music teaching courses in normal universities are taught by teachers of other skills. Due to the lack of corresponding theoretical support of music, students cannot combine with basic music education in teaching practice.

## **2.2 The Trainee Teachers Did not Change Their Ideas.**

Students who are heading for music teaching positions are still teaching as students in their educational practice, without lectern awareness and without establishing a good image of music teachers. Little do they know that the teacher's every move and even a word on the platform may have a great impact on students. Although many interns have certain teaching abilities, they do not have enough understanding of classroom teaching and lack the teaching concepts that music teachers should have. Most students still regard professional skills and stage experience as their teaching abilities. How to better apply their professional skills to their own teaching practice, how to let students quickly learn skills and knowledge, theoretical knowledge, curriculum methods, etc., this is the most important ability that intern teachers should learn in educational practice.

## **2.3 The Content of Educational Practice is Too Single and the Time is Short.**

In the practical education practice, according to the survey, most of the undergraduate education practice schools are arranged in the sixth semester, serving as a volunteer teacher for four months, and most of the graduate education practice schools are arranged in the fourth semester for three months. Due to the regional, local economic level, educational environment and other reasons, most of the teachers who practice in compulsory education are mainly singing class teachers, while the teachers who practice in high school are music appreciation class teachers. From the point of view of the actual teaching content, the teaching content is relatively single, from the point of view of the practice education time, the practice is relatively short. To be a teacher, it is far from enough to practice teaching at this stage. For example, in high school, there are six required modules, including music appreciation, singing, playing, music creation, music and dance, music and drama, etc.

## **3. Integrate the Content of Teaching Materials, Use Good and Live Teaching Materials**

Teaching material is one of the important elements of teaching, is the most important course resources, is the basis and main object of teaching. If we want to have a good class, we must base ourselves on the teaching material, study it, develop it in the second time, integrate it properly, add, delete, replace, reconstruct and combine the teaching material content scientifically, so that the teaching content is closer to the students' actual situation, and do not be the "slave" of the teaching material. This is like a taste of wine, a down, not just mouth addiction, but can through the wine is tasted the wine storage s, origin, etc., the same is true for the integration of teaching material, the class is not simply repeat the teaching material content and direct in the sense of "teaching materials", on the contrary will ponder editor's intention in the teaching material to teach, rather than to teach textbooks, namely "in the teaching material, rather than to teach textbooks".

## **4. An Effective Way to Improve the Efficiency of Music Teaching in Vocational Schools**

### **4.1 First, Establish a Good Teacher-Student Relationship.**

As an educator, we should take educating people as the starting point, pay close attention to students' study and interest, let ourselves always run through students' study and life, and establish a harmonious teacher-student relationship. After class: Take the initiative to participate in students'

life after class, treat students as friends, and offer help to students when they encounter difficulties. When students encounter psychological problems, we should give them timely psychological guidance. We should always stand in the position of students, put ourselves in the shoes of every student, and even observe the inner feelings of students through their external performance, so as to understand and respect students, so as to achieve emotional resonance and establish an equal and harmonious relationship. In class: In classroom teaching, the teacher must advance into the students, to understand the needs of the students of each class, the students' needs as our teaching material, the traditional teachers' teaching and students' learning into the interaction between teachers and students both sides, whether good or bad grades of the students' performance of active participation in classroom teaching, teachers should be patient to listen to, not sarcasm, not discrimination each student; At the same time, for students to put forward reasonable Suggestions, teachers should be open-minded to accept, learn from students, adjust the atmosphere of classroom learning, establish the equal and harmonious relationship between teachers and students, students.

#### **4.2 Second, Music Classroom Teaching Process Diversification.**

We often say: "interest is the best teacher", students' interest in music learning once formed, personal curiosity is very strong, in the process of learning will be picky, only book knowledge of music will not be able to meet the needs of students' learning, so, in the actual music classroom teaching process, teachers should adopt diversified teaching the process of teaching design. First of all, we should innovate the music course introduction form. Using multimedia to collect and teaching goals, students familiar with music, lets the student in a pleasant atmosphere to enjoy music bring aesthetic feeling and happiness, and then strike while the iron is hot, let the students to talk about feelings, further mining background music creation, let the student through music, the author, actively participate in classroom teaching. Secondly, in the teaching process, teachers can make PPT and make and clip classical music and modern popular music through the Internet, such as: When talking about classical music, we can show "butterfly lovers", lets the student feel the music in the butterfly lovers a celebration of the love, struggle for the fate and music climax when the butterfly lovers of sadness and best wishes for love, and found in conformity with the implication of modern music, in the different periods and different background music theme, style, structure, emotional analysis comparison, I can't find work in the similarities and differences, so as to improve vocational school music classroom teaching efficiency. Finally, we can also break the music classroom teaching methods, lets the student intimate contact with nature, such as: vocal music lessons, classroom teaching has certain limitations, so that the students can't play very well when their vocal, so, let the students out of the classroom, cheerful mood, relaxed state of singing, to feel the beauty, the beauty of the music, singing, so as to stimulate students' interest in learning.

#### **4.3 Third, the Correct Use of Teaching Language to Evaluate the Importance of Students.**

Language, is a reflection of our expression, it is a subject, but also an art. No matter in which industry, language communication is indispensable. Similarly, in a class, teachers can get twice the result with half the effort by correctly using the teaching language. As you all know, in the teaching process is dependent on the interaction between teachers and students, students is the main part of the music classroom teaching, the teachers in order to inspire students' thinking, often put forward a lot of problems, discusses the teachers and students for a problem, the teacher wants to participate in classroom teaching to the student's performance evaluation, evaluation to activate the classroom atmosphere and regulate mood is very important to students, as a result, teachers in the evaluation, the first thing to do teaching verbal humor, close the distance with the students, make students nervous mood to relax, to really feel further explore the pleasures of knowledge. Secondly, for some students who are afraid to speak or dare not speak, teachers should guide students with clever and encouraging words. These words full of encouragement can dissolve students' tension in class and naturally devote themselves to the process of discussing problems in class. In the process of classroom teaching, music teachers should be good at using praise language, give recognition to students' efforts and sweat, and avoid students' self-esteem being hurt. For example, if the student sings with a small voice, the teacher can say "the intonation and melody are very accurate, if the

voice can be a little bigger, it will be ok", and use a positive evaluation like this to encourage students and help them build up confidence in learning. Finally, teaching language evaluation should be carried out throughout, which can not only promote the development of students, but also improve the classroom teaching effect. As a teacher, we should always remind ourselves to tap the potential of students and inspire them with words full of wisdom.

## 5. Summary

Music education is an important part of preschool education, which aims to cultivate students' ability to discover, appreciate and feel beauty. In practical teaching, it can promote the healthy development of preschool children. It is also an inevitable choice of the development of The Times, aiming to train preschool children to inherit and carry forward the sense of responsibility of national music, and at the same time to ensure the sustainable development of national music itself.

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