

## **Exploration of the teaching method of chorus and chorus conducting course in higher vocational colleges under the Achievement Education Concept (OBE)**

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**Abstract:** This paper puts forward that the achievement education concept (OBE) plays an important guiding role in the vocational education, and can guide the adaptive reform of the choral and choral conducting courses of music education majors in higher vocational colleges. This paper points out that the Outcome-Based Education (OBE) concept is output-oriented. It identifies the guiding principles for chorus and chorus conducting classes. According to these principles, the course should be designed to help students meet the learning requirements by establishing a corresponding teaching system. This system should address various aspects, including teaching content, teaching strategies, evaluation methods, and guarantee mechanisms.

### **1. The development of achievement-oriented education at home and abroad**

Achievement-oriented education (hereinafter referred to as OBE) is a goal-oriented education model developed in the 1990s based on learning output. It comes from the West and was first proposed by the American scholar John Spiety (William G.Spady) in 1994 [1].

In the history of the OBE philosophy, in the 1980s, when the American economy was under stagflation, workers lost their jobs, factories closed and growth stagnated. In this environment, educational and teaching activities are not only designed to acquire knowledge, but also to focus on the profound reflection on the meaning and purpose of learning [2]. In order to improve the educational situation in the United States at that time and solve the problems, Spity put forward the concept of emphasizing learning outcomes. It emphasizes the learning needs and the learning process, and the learning evaluation system should be established. That is to say, based on the learning results, the teaching content and mode are reverse designed, and the corresponding evaluation mechanism is established to determine the quality of talent training and the achievement of training objectives [3].

In 1989, civil engineering professionals in six countries, including the United States, initiated and signed the Washington Agreement, a document on the international mutual recognition of engineering qualifications. The Washington Agreement also advocates results-oriented education. From 2013 to 2016, China was actively preparing to join the agreement. After becoming a full member, the concept of OBE has been widely developed and applied in China, and gradually expanded to various fields.

### **2. The Guiding Function of the Achievement-Oriented Education Concept in Cultivating Professional Talents in Higher Vocational Music Education**

Achievement-oriented education (OBE) connotation refers to the ultimate goal of education, which is to let students get learning results.

The connotation of OBE raises five questions for us, which can be used as the basis for our teaching implementation: what is learning results for students? Secondly, we should make clear the reasons for achieving such learning results? Third, what kind of teaching activities can help students to achieve these learning outcomes? Fourth, how should the students reflect these learning achievements? Fifth, what mechanism should be established to ensure that students can achieve learning results?

The five problems emphasized in the connotation are the principles that should be followed when setting the curriculum, guided by the principles. In the process of teaching implementation, the five implementation points to be paid attention to are: determining achievements, designing courses,

implementing teaching, recording achievements and evaluating progress.

### **3. Determination of learning outcomes**

#### **3.1 Learning outcomes required by the OBE concept**

In the description of learning results in the OBE concept, it is pointed out that "Results are not what students know or understand in superficial, but the content that can be applied to practice and can reflect the values or emotional factors. The learning results can be expressed or assessed directly or indirectly" [4]. From this description, it can be seen that the concept of achievement education is not an empty theory, but a specific content with profound connotation and guidance. Spady In his research, he proposed the definition of learning results, which takes "key ability" as the final performance. This makes us more clear that under the concept of OBE, the key ability is the learning achievement blueprint that we want to draw for the students.

#### **3.2 Learning achievements of students majoring in music education in higher vocational colleges**

In Shin Tien's research, the "key abilities" were further disassembled and, from a taxonomic perspective, divided into general competence and professional competence [5].

General ability is basic cognitive ability, methodological ability, technical ability and language expression ability, cooperation ability, and comprehensive ability to deal with knowledge and emotion. The second is professional ability. For the junior college students in music education, their major is music education, so the final learning result should be the knowledge and skills to be competent for music education work.

#### **3.3 Learning outcomes to be obtained in choral and choral conducting courses**

The course of chorus and chorus conducting is an important subject in the course system of music education major, and it is an important part of helping students to achieve learning results [6]. Chorus and Chorus Conductor Course Achievement Blueprint — Students will develop the ability to understand and appreciate the artistic quality of choral music, use choral training and conducting skills to address issues in children's choir training, accurately apply rehearsal language, foster teamwork and interactive skills within the choir, and effectively complete choral rehearsals by combining emotional expression with professional musical knowledge. Additionally, students will acquire the organizational and coordination skills necessary for teachers in practice.

### **4. Design of the teaching content**

Curriculum design is to use the OBE concept to guide the specific curriculum, refine it into the curriculum, and turn it into the design of the teaching content.

The teaching content serves as the foundation of instruction and is an important part of the teaching system. Guided by the OBE (Outcome-Based Education) concept, the teaching content is designed to help students achieve specific learning outcomes through the course. This involves conducting reverse research to design the course's teaching content, establishing a standard framework for the course, and defining the corresponding ability outcomes.

According to the principle of reverse design, the course content is designed, which is divided into four modules: basic theoretical knowledge of chorus, basic training of chorus singing, chorus command method and chorus rehearsal. In the basic theoretical knowledge of the chorus, the main contents include the origin of the chorus, the concept of the chorus, the forms of the chorus, the sound of the chorus, and aspects of cognitive training related to choral awareness. Basic training in choral singing and conducting methods is designed for students who have the foundational skills and awareness necessary for organizing children's voice chorus activities. This will involve basic vocal techniques, a sense of choral cooperation, sound unity training, and other relevant content. An overview of choral conducting includes the methods for starting and concluding rehearsals, the basic conducting techniques for the second, third, and fourth beats, and fundamental approaches to

conducting. The section on choral rehearsal is crucial for music education students preparing to work as music teachers after graduation. This practical component involves rehearsing children's choral songs in groups, allowing students to use choral rehearsal language for expression. It enhances the chorus team's ability to collaborate, interact, and complete rehearsals through emotional engagement and expertise. All the above tasks will be completed in four semesters, the two modules of chorus theoretical knowledge and basic training of chorus singing are completed in the first semester, the study of the chorus command module in the second semester, and the teaching content of chorus rehearsal in the third and fourth semesters.

## **5. Implementation strategies of teaching**

### **5.1 The requirements of the OBE concept for classroom teaching**

The OBE concept emphasizes that the implementation of teaching should advocate ability as the core, focus on students' innovative thinking, guide their creativity and the ability and creativity that can be taken away. It emphasizes what students can learn, does not emphasize what teachers have taught, and should see what students output in teaching, rather than just stay in the state of input. The indoctrination mode of traditional teaching is not advocated by the OBE concept, but it emphasizes the speculative learning and personalized teaching mode.

### **5.2 Teaching strategies of chorus and chorus conductor under OBE concept**

**1) Teaching the basic theoretical knowledge of chorus.** The traditional teaching method is that the teachers teach, the students listen and record, and the content is what the teacher wants the students to learn. Guided by the concept of OBE, students are mainly self-study, and divided into specific problems according to the teaching content. Students are required to find information and report what they want to learn. For example, according to several main parts of teaching theory, the origin of the chorus, chorus concept, chorus form, chorus voice, chorus consciousness of the students, according to each piece of the students to find relevant information, 3~5 minutes in class, and make 3-5 PPT content. The number of students in each class is reasonably allocated according to the number of the class to ensure that every student has the opportunity to report. After the report, the teacher should set aside a certain amount of time to evaluate the students' narration and give guidance.

**2) Basic training and teaching of chorus singing.** Under the guidance of OBE concept, the original classroom training mode is changed. When the teacher leads the students to train collectively, the training methods are template and repetitive, so that the students can practice after class in the way of watching gourd gourd. For example, when teachers conduct collective practice, each chorus work is emphasized in intonation, rhythm, and sound harmony, so that students can understand that this is the basic requirement of chorus singing. By repeating its importance in class, students can also practice with a purpose after class. Students are required to review in the dormitory. Generally, the dormitory is six people, divided into two parts, the dormitory chief or students with good ability will organize, and show in the next class, and other students will evaluate the intonation, rhythm and sound harmony.

**3) Choral conducting method teaching.** According to the improvement of OBE concept, teachers can use the network to conduct micro-class video teaching, record the content points mentioned in the class into videos, let the students imitate through the video, and then record video homework for feedback. For example, in the command method teaching of the second beat, the teacher recorded the command video of "Selling newspaper Song", so that the students could clearly see the direction of the command gesture. At the same time, the homework is required to complete the command video of "Jingle Bell", and hand in the video homework with the related functions of nail home school or other teaching software.

**4) Choral rehearsal and teaching.** According to the OBE (Outcome-Based Education) concept for improvement, the classroom should prioritize student rehearsals. Students can use alternative teaching materials from primary and secondary school music education, such as children's chorus excerpts (or select other simple and appropriate children's chorus songs for practice). Students are required to form groups of 5 to 7 people for rehearsals. Each group will complete a piece in two

classes: the first class for rehearsal and the second for presentation. In the next class, students will rehearse songs, starting from the beginning of the semester, ensuring that each student becomes familiar with their songs for rehearsal. For about 18 weeks of a semester, you can complete the rehearsal of 6-7 songs, and all the students can get the opportunity to practice the choral conductor. In the process of rehearsal and presentation, teachers should teach the relevant knowledge and give practical guidance according to the actual situation. In the teaching implementation of the chorus rehearsal module, the practice outside the classroom is also a very important content. The campus chorus festival and other activities are used to exercise students' practical conducting ability, which is more conducive to students' mastery of the chorus conducting ability.

## **6. Record and evaluation of academic performance**

### **6.1 Evaluation principles in the OBE concept**

In the concept of OBE, it is emphasized that the evaluation of students should be personalized, and should not be based on fixed standards, the evaluation of students should be timely, and the students' learning situation should be mastered through the formulation of personalized evaluation standards. At the same time, the evaluation focuses on the learning results, and does not refer to the learning content, learning time and learning methods. Every student should have a self-evaluation system, not compared with other students, but to have a clear perception of their own learning state, and can recognize themselves from the evaluation, from the ungood to master different levels.

### **6.2 Establish self-evaluation and mutual evaluation methods for chorus and choral conducting courses**

Guided by the concept of OBE, the evaluation mechanism of chorus and chorus command course and the way of recording achievements must also be corresponding. In order to be consistent with the teaching content and teaching implementation strategy, and reflect the individuation and hierarchy of evaluation, the author designs the evaluation method of students' self-evaluation and mutual evaluation, so that students can realize their learning situation at each stage and have a cognitive process for themselves through each evaluation.

Students should clearly understand that the results of this course are obtained by students' self-evaluation and mutual evaluation. This evaluation does not directly reflect the score, but only reflects the learning feeling and self-cognition at this stage, and reflects the objective evaluation of students. This evaluation is issued by the students in the form of questionnaire star after each class presentation, and it is filled out by the students themselves and related students in class. According to the teaching implementation strategy, each student has two opportunities for self-evaluation and mutual evaluation in the first semester, namely the demonstration of chorus theory and chorus singing module; in the second semester, each student has a opportunity for self-evaluation and mutual evaluation; in the third and fourth semester, each student has an opportunity for self-evaluation and mutual evaluation in each semester. Therefore, for students, the whole process of this course is the process of students' self-cognition. Through the process of repetition, students' awareness of self-knowledge will be established, and the key is to stick to it.

### **6.3 The specific evaluation process should be reflected in the teaching module**

**1) Ask students to learn by themselves and share the theory content in the chorus theory module.** It is emphasized that after the students finish the report, the students will directly complete the self-evaluation work, and then each group sends a representative student to conduct the mutual evaluation, so as to supervise the students to complete the self-study task.

**2) In the chorus singing training module, the students should perform the singing demonstration according to the group.** Each student in the display group should make self-evaluation after the display. At the same time, the students who did not display should randomly select the list to fill in the mutual evaluation questions, and add the specific evaluation content of intonation, rhythm and harmony to the mutual evaluation questions, so as to urge the students to pay attention to the content of the learning points.

**3) In the command method module, students complete the display in video homework.** Publish in the group, and the group members will make mutual evaluation and self-evaluation.

**4) In the chorus rehearsal module.** Chorus rehearsal requires two semesters of training, and each student will conduct a chorus rehearsal demonstration in the two semesters. After the demonstration, they will conduct self-evaluation and mutual evaluation according to their own cognition to promote the acquisition of students' learning results.

## **7. Evaluation of progress and guarantee mechanism**

### **7.1 The teaching system of chorus and chorus conductor course reflects the rating level**

In the key points of teaching implementation of OBE concept, it is emphasized that students' learning process is divided into different stages, the learning goals of each stage are determined, and the learning results should reach the peak step by step. Through the above description, in fact, we can see that the implementation requirements for evaluation progress have been reflected in the comprehensive reform of the teaching content, teaching strategies and evaluation mechanism of chorus and chorus courses. The teaching content module is a step-by-step promotion system, and each module also has detailed learning objectives. In addition, at each stage, students can gradually recognize themselves and their learning achievements through self-evaluation.

### **7.2 Establish a guarantee mechanism to ensure that students can achieve learning results**

#### **1) Teachers.**

For specific courses, teachers are the most critical guarantee, teaching activities are the direct link for teachers to grasp and control, so teachers need to skillfully use multimedia equipment; be able to prepare questionnaires with better knowledge reserve; be able to pay attention to the growth of each student, and can timely give sincere, fair and objective encouraging evaluation.

#### **2) School side.**

A total of 144 class hours, the school should guarantee the complete teaching facilities, such as multimedia facilities and microphone, and guarantee the campus chorus activities to ensure the long-term and stable practice of students in this major.

#### **3) Students.**

The most important thing for students is to inform students, establish a responsible attitude towards themselves, be able to sincerely treat each stage of learning, so as to ensure the continuous growth of themselves and obtain the learning results internalized in the heart.

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