

Analysis on the Teaching Methods in the New Era

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Abstract

Under the background of the new era, the college music education has made remarkable progress, and the chorus command course has also been continuously reformed and improved. For the development of music courses in universities, chorus command is an important basic course. In terms of the current situation of teaching work, there is still great room for improvement, there are still restrictive factors and have not fully realized the teaching objectives. To this end, the school needs to improve the degree of attention, for the teaching activities themselves, timely curriculum optimization, and then promote the smooth progress of the teaching reform work. This paper discusses the main problems of chorus command teaching and the specific measures to strengthen the teaching Carry out the practical exploration.

Keywords

Local universities; Choral command and teaching; Innovation.

1. Introduction

From the current situation of chorus command teaching in colleges and universities, the effect of teaching implementation will directly affect the improvement of students' music literacy, so this also promotes the continuous reform and improvement of chorus teaching colleges in colleges and universities. Although choral teaching has made great progress in universities, there are still some significant problems from the overall development situation, and students fail to fully master the knowledge and skills of choral command. Therefore, it is very key to continuous teaching reflection and teaching of college chorus command and reform and improvement.

2. Current Situation of Chorus Command Teaching Course in Local Universities in China

At present, Chinese colleges and universities carry out music chorus command teaching, although they can reform and innovate combined with their own teaching situation, the current situation of education is still not optimistic, mainly universities regard music chorus command teaching as chorus and command

The course was taught separately, making the chorus a vocal and visual singing classes, while the command class became a physical education class, and there are serious curriculum problems. In general, there are the following main problems:

2.1. Single Teaching Mode and Backward Teaching Mode

In college chorus command teaching, teachers are bound by traditional education concepts, and most adopt traditional cramming teaching methods. The classroom is an important place for teachers to speak, and students can only passively accept knowledge. Over time, the students will feel that the textbooks are boring and become bored. Students are busy dealing with the exam, so it is difficult to really understand the important content of chorus command teaching.

This teaching method leads to the original intention of choral command teaching curriculum to distort the characteristics of music education. Although students will gushing theoretical knowledge, music skills are extremely scarce, and the specific performance process affects the chorus command performance ability. Even if the chorus is carried out, teachers occupy the dominant position during the rehearsal, and teachers organize or lead the singing, and students are only in a passive position, and it is difficult to play their organizational strength and creativity. This teaching mode seriously restricts the development of students' music thinking. Music chorus command teaching, mainly by professional chorus team chorus rehearsal, but most students are positioned as a chorus status, teachers from timbre, voice to many aspects of professional rehearsal, but ignore the recent singing effect, and long-term teaching plan, teaching progress and teaching organization, difficult to promote student system to learning, students usually only sing, also difficult to use the appropriate language for chorus command teaching, can not adapt to the future chorus command but specific work.

2.2. Teachers' Professional Knowledge Needs to Be Improved

College music education, major in universities, lack of professional chorus command teaching team is mostly composed of vocal music teachers, theory teachers and instrumental teachers, due to teachers lack of professional knowledge, for curriculum understanding deviation, teaching and teaching ideas, lead to the chorus command teaching progress backward, course content is casual, students are difficult to get complete and systematic learning, thus a bottle of less than half a bottle of wandering phenomenon. Because the curriculum concept of teachers has not been scientifically defined, it is difficult for students to effectively grasp the course direction of chorus command teaching, so that the feasibility of music chorus command teaching reform is gradually reduced, and the professional level of students continues to decline.

2.3. Course Evaluation Is Too Superficial

Most choral command teaching courses in Chinese music majors still adopt traditional and backward single evaluation methods, and teachers only pay attention to the assessment of students' theoretical knowledge and single skills, but ignore the cultivation of students' comprehensive music ability.

Digital schools adopt the evaluation method of middle and final exams. The focus of the mid-term examination is the theoretical knowledge of choral command teaching, and the final evaluation focuses on whether students add skills in the choral command teaching, adopt group chorus or organize simple command activities. Due to the college music chorus command teaching, the course evaluation is too shallow, but also produces the education process of emphasizing results over practice, which makes both teachers and students mechanized teaching and learning. Students have dependence on this single evaluation method, holding them. As long as they surprise before the exam, they can improve the psychology of performance. In the process of daily learning, they lack correct thinking about music works, leading to weak artistic creativity. Due to the lack of attention to the teaching evaluation of music chorus command, the problems of emphasizing theory and neglecting skills appear in the teaching process, and it is difficult for students to strengthen the balanced development of theoretical knowledge and professional skills and lack of chorus command skills and comprehensive humanistic quality.

3. Teaching Innovation of Choral Command Major in Local Universities

In the teaching innovation of college chorus command major, in order to achieve the expected teaching goals as soon as possible, it is necessary to formulate a scientific and perfect teaching

promotion plan, and constantly strengthen the introduction and training of professional teaching personnel.

3.1. Formulate A Scientific and Perfect Teaching Promotion Plan for Choral Command Major

In the innovation of choral command teaching, scientific and perfect teaching promotion plan of choral command should be formulated. Based on the actual teaching reform and development of the chorus command major, universities should employ the chorus command teaching and research professionals to jointly develop the teaching promotion plan. The formulation of choral command major teaching program should listen to the reasonable suggestions of front-line teaching staff and learners; at the same time, the teaching promotion plan of choral command major is not unchanged, and should be continuously innovated and improved according to the changes and development of choral command major. Colleges and universities should also actively carry out the mutual observation of chorus command professional teaching, and constantly improve the promotion plan of chorus command professional teaching.

3.2. Strengthen the Introduction and Training of High-Quality Choral Command Teaching Professionals

High-quality choral command professional teaching personnel is an important human resource guarantee for choral command professional teaching. Colleges and universities should strengthen the introduction and training of high-quality choral command professional teaching personnel. From the perspective of personnel introduction, colleges and universities should appropriately raise the introduction threshold of chorus command professional teaching personnel, so that more high-quality professional choral command teaching talents can enter the teaching positions of colleges and universities. Colleges and universities where permit can attract more professional teaching talents in chorus command through cooperation and training with chorus talent recruitment or market introduction.

From the perspective of talent training, colleges and universities should constantly strengthen the professional training of the existing chorus command teaching personnel, so that they can master the latest chorus command teaching knowledge and skills. Colleges and universities may employ choral command experts inside and outside the school to carry out professional teaching personnel training through regular or irregular training. At the same time, the chorus conductor front-line teachers are encouraged to recharge themselves and constantly improve their professional quality.

3.3. Strengthen Teachers ' Professional Quality and Adopt Compound Teaching

For the choral command teaching in universities, both the teacher ability and teaching requirements have a strong connection with each other, so it can be regarded as a comprehensive whole. It is because of this factor that teachers ' professional quality and teaching strategies can be integrated together to carry out composite teaching. When actually teaching, teachers should create interactive situations for students as far as possible, to encourage students to have enough opportunity to complete the role transformation, from the original chorus member to a chorus conductor. After all, the actual experience of the two roles is significantly different, which is very novel for many students and can effectively mobilize their potential enthusiasm. For example, the teachers can let the class students think from the perspective of the members, feel the specific way of timbre and melody cooperation in the process of common cooperation, and have a deep understanding of each work, and know how to conduct the chorus command practice. Later, the students can deeply explore the cooperation of each voice from the dual perspective of the singer and the conductor, so as to

clarify the differences of different voices, experience the balanced effect, and carry out rich emotional expression, to make the university chorus command teaching class more wonderful.

3.4. Enrich College Choral Command Classroom

For the chorus command teaching, the teaching efficiency can be improved through the application of multimedia equipment. Multimedia equipment itself has strong interactive and integrated characteristics, providing a large amount of audio and video content in the process of teaching, prompting students' auditory senses and visual senses can be strongly stimulated, so that students' potential ability is fully stimulated. On the one hand, this teaching mode can play all the teaching function, and on the other hand, it can also create a more realistic teaching situation for students, prompting students to penetrate into them, complete skills training, and master a lot of chorus command knowledge. For example, for the explanation of well-known conductors, if the teacher alone for oral explanation, it is difficult for students to have a full understanding of their command style. Therefore, the teachers can try to play the relevant video materials, so that the students can watch them directly. Obviously, this way can give students a sense of immersive, stimulate their potential interest in learning, but also play the effect of memory reinforcement, to encourage students to better complete their skills.

3.5. Improve the Contents of the Choral Command Teaching Materials and Strengthen the Perception Training

For the practice of chorus command teaching, it is usually necessary to mobilize the multiple senses of students to effectively complete the chorus command teaching work. To this end, teachers need to carry out effective guidance to the students, to encourage them to have an understanding of the chorus command art itself, and to improve their own basic level. For example, when doing the "shooting point" knowledge explanation, due to the differentiation of the basic level, students often have an instinctive rhythm relationship, but this rhythm rhythm is difficult to show all many kinds of rhythm relations. If we can put the location of the shooting spot on the chest, it is difficult for students to form the relevant basic concepts in the initial attack, and also can not do the accurate shooting point. To this end, teachers need to guide students to pay attention to the use of wrist joints, guide them to constantly practice, improve their own gestures, and then can enter a very coordinated command state.

4. Conclusion

To sum up, it can be seen that choral command teaching in universities faces many opportunities and challenges. It must combine the requirements of curriculum reform standards and social development needs, and can effectively expand and extend it according to students' mastery of choral command knowledge, and teachers can set up the concept of lifelong learning. By correctly guiding and helping in improving students' choral command performance ability and practical ability, and strengthening the organic integration of theoretical knowledge and practical knowledge, students can promote choral command teaching, realize level improvement, and provide opportunities for the reform and development of higher education in China.

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