

Research on the practical teaching mode of musicology major under the background of teacher education certification

Lijuan Tao

Yunnan Vocational College of Engineering, Anning, Kunming, China

Keywords: teacher education major; musicology major; research on practical teaching mode

Abstract: Under the background of teacher education certification, the practical teaching model for the musicology major urgently needs innovation and reform to adapt to new educational standards and market. This paper analyzes the certification policies and standards of teacher education majors in universities, points out their influence on the teaching of musicology majors, and emphasizes the importance of curriculum, teaching quality and normal skills in the certification process. This paper discusses the importance of the teacher education universities professional certification to the teaching of musicology major in colleges and universities, and believes that the certification not only improves the quality of education, but also provides a guarantee for the career development of teacher candidates. This paper puts forward the innovative reform measures for the professional teaching of musicology in universities under the certification of teacher education universities majors, including optimizing the curriculum, focusing on the professional development with teacher candidates as the center, improving the ability of teacher candidates oriented by the demand, and emphasizing the cultivation of teacher education universities skills driven by practice. These reform measures aim to improve the teaching quality of the musicology major and cultivate high-quality music education talents to meet the needs of the society.

1. Introduction

In today's society, the significance of music education has become increasingly evident. As a key field of cultivating music education talents, the reform and development of its teaching mode is particularly important. With the gradual implementation of the certification standards of teacher education majors, the practical teaching mode of musicology majors is facing new challenges and opportunities. Certification standards not only require colleges and universities to carry out comprehensive reform in teaching objectives, curriculum setting and practical links, but also emphasize the important role of practical teaching in cultivating the comprehensive quality and professional ability of teacher candidates. Therefore, it is of great practical significance to deeply study the practical teaching mode of musicology major under the background of teacher education major certification and explore its reform strategies to improve the educational quality of musicology major and cultivate high-quality music education talents.

2. Policies and standards for the certification of university normal education majors

In recent years, the Ministry of Education has issued a lot of policies, norms and standards for how to identify normal teachers. The purpose of teacher education certification is to improve the quality and level of Chinas commitment, so as to ensure that college normal graduates can have sufficient knowledge level and literacy vocational education ability to be qualified for the work. According to the interpretation of the relevant policies issued by the Ministry of Education, the main requirements of the certification of teacher education majors in universities, including five aspects of content, the first requires teacher candidates to be strong and high quality. Colleges and universities to carry out teacher education certification requires to have a high level of certification team, teachers should have a certain ability and experience. The second is to have a high-quality curriculum arrangement and design. The design of teacher education universities majors in colleges and universities should meet the needs of national policies and development, and focus on

cultivating the ability of teacher candidates in the process of teaching. Third, we must ensure the adequacy of educational resources. The relevant national policies stipulate that the teacher education majors in colleges and universities should provide sufficient facilities, education and practice requirements and sufficient high-quality teaching facilities to meet the safety and environmental protection; fourth, improve the education and teaching system. Universities must ensure the orderly development of education and teaching; fifth, to carry out the monitoring and guarantee activities of education and teaching quality. This also requires colleges and universities to set up a set of education system and mechanism to ensure teaching^[1]. The above five points are the standards and main contents of teacher education major. The implementation of these policy standards can promote the implementation of college demonstration day education and teaching and the construction of teachers, and at the same time can make China's basic education take a big step in China's education.

3. The certification of teacher education major is important to the teaching of musicology major in colleges and universities

While significantly promoting the teaching of musicology major in colleges and universities, it also has an important influence, which is mainly reflected in the following four aspects: First, the teacher education certification has effectively improved the quality of music courses and teaching in colleges and universities. For the normal certification of musicology, it is crucial to set up a series of courses covering basic music theory, practical skills and education and teaching. These courses should be designed to match the talent needed for the national educational policy and educational development. Under the guidance of the national policies, the educational certification should adopt the advanced teaching methods and methods, in order to cultivate the teacher candidates with excellent performance and practical ability.

Secondly, the teacher education major strengthens the construction of efficient music teachers, and promotes the continuous growth of the college teachers with a solid foundation of music teaching, so as to promote the development of music education and teaching activities. Teacher education certification sets a high standard for the quality and ability of musicology professional teachers, which not only improves the professional quality of teachers, but also further improves the teaching quality of musicology majors in colleges and universities.

Third, the teacher education major has expanded the platform of music practice teaching. The certification sets a high practical standard for the teaching content and links of music majors in colleges and universities, and aims to cultivate teacher candidates ability to play and sing, such as through the formation of campus music choir and art clubs. In addition, in order to improve the certification of teacher education majors, colleges and universities have introduced pedagogy-related courses in the music professional education, such as the principles of music education and music psychology.

Finally, the teacher education certification promotes the development of music teachers skills and professional ability. Certification puts forward the corresponding requirements for the professional knowledge and professional skills of music teachers in colleges and universities, and encourages teachers to constantly improve their own ability to improve the level of education and teaching. At the same time, the standards for teacher education certification require music teachers in universities to participate in relevant education and teaching seminars and vocational skills training assessment at home and abroad, so as to enhance their professional quality and teaching ability.

4. The innovation and reform of musicology major teaching in colleges and universities under the certification of normal class major

4.1. Optimize the setting of music major courses

Optimizing the curriculum setting is the top priority of the reform, especially to increase the

proportion of practical courses in the total curriculum. Traditional music courses usually focus on the explanation of theoretical knowledge, while the practical ability is relatively weak. Therefore, it is necessary to introduce more practical content in the courses of education and teaching, such as setting up music teaching practice, choir and musical instrument playing courses, so that teacher candidates can have more musical situations to hone their skills. These practical courses can not only enable teacher candidates to apply their theoretical knowledge to practice, but also improve their confidence and adaptability, making them more competitive in the future career path^[2]. Design of diversified practical activities can also improve the effect of practical teaching. Through holding concerts and music festivals and various large-scale performances and competitions, teacher candidates can perform and learn on different occasions, so that they can be widely informed and enhance their comprehensive quality.

4.2. Teacher candidates as the center, focus on professional development

The fundamental purpose of the cultivation of teacher candidates is to promote the comprehensive development of basic education in China. China's "people-oriented" education goal is to realize the "people-oriented" and "people-oriented" "people-oriented". This "people-oriented" educational thought focuses on the overall development of teacher candidates and the cultivation of their personality. When formulating professional education courses, higher vocational education colleges should take the comprehensive curriculum reform as the core and highlight the "teacher candidates first". On this basis, how to properly change the correct role between teachers and teacher candidates is the key to improve the comprehensive quality of teacher candidates.

4.2.1. Change of teaching methods

In order to become an expert in music teaching and various activities in primary and secondary schools, normal music students should have multiple skills of singing, dancing, playing, conducting and rehearsing, and face the personal skill requirements of various environments. Therefore, music skills at this stage occupy a large position, including vocal piano, physical exercise, dancing, chorus, instrumental singing, etc., in improving the professional ability of normal students^[3]. In the professional music courses, most of the teachers are in class, with the teachers explanation and demonstration to teach, help them to solve the problems they encountered in the learning process, and then let them to correct and practice. However, in the continuous deepening and development of education and teaching reform, this traditional teaching method gradually to the teacher candidates as the main body and teachers as the leading combination, so that the teacher candidates from passive to active transformation.

4.2.2. Update the teaching content

As a normal music student, I should not only "become a professional musician", but also be a teacher who is competent for music teaching in middle and primary schools. Therefore, in the teaching of music major, the content of music teaching materials of primary and secondary schools should be combined with music teaching. The penetration of music education should not only run through the practice course, but also run through the cultivation of theory and skills. For example, in the compulsory course, teachers can select some excellent songs or minority folk songs from the music textbooks of primary and secondary schools to improve the musical literacy of teacher candidates; meanwhile, it also helps teacher candidates to have a certain understanding of the teaching content of primary and middle schools. For another example, in the course of "choreography", choreography is included in the teaching content. Teachers can consider learning from the content of music teaching materials for primary and secondary schools when teaching dance movements for teacher candidates. Teacher Bai let the students be familiar with the music in the middle and primary school music textbooks in advance, and use the music in the middle and primary school music textbooks, as the choreography material, to enhance their understanding of the middle and primary school music textbooks^[4]. In this teaching mode, students can not only learn the relevant knowledge, but also learn some teaching skills, and have a certain understanding of the future course content. There was a great increase in what was learned in the classroom.

4.2.3. Improve the evaluation system

For music majors, the final test is an important evaluation content, especially the results of the final test, which occupies a large proportion in the whole teaching process. For senior teacher colleges and universities, they should be guided by education and teaching evaluation, which should be organically connected with daily evaluation and final evaluation. That is to say, the performance of teacher candidates in class, as well as the quality of their homework, can be used as an important criterion for evaluation. At the same time, we should also encourage competent teacher candidates to participate in various professional competitions to broaden their horizons and improve their strength. At the end of the class, the teacher finds out the relevant problems and causes according to the actual situation in the class. According to the problems, I will adjust the education and teaching policies timely, and analyze the students with poor learning effect, so as to change their teaching methods timely in the next teaching process^[5]. In teaching practice, all links in the practice process should be evaluated, such as class, mutual evaluation, routine work, etc.; scientific, objective and fair evaluation should be given in teaching practice.

5. Demand-oriented, improve the ability of teacher candidates

5.1. Clarifying the basic tasks

How to improve the art quality of teacher candidates in class and improve their aesthetic taste is the top priority of the current music education in primary and secondary schools. Music classes are diverse in various forms, forms and forms. Therefore, in the classroom, the teacher should do enough homework, read the relevant teaching material extensively, in order to broaden the horizon of teacher candidates, timely and appropriate modification of the teaching material, in order to obtain the best teaching results. The communication between teachers and teachers should not be limited to simple questions or questions, but to let them actively integrate into the music. For example, in the lesson "The Moon", the teacher should not only introduce the ethnic background, beats and tools of the song, but also let them experience the dance movements of the song from the melody of the music, experience the rhythmic beauty of the national music, and experience the characteristics of 4 / 5 beats. This method allows students to get more information from the mutual communication. In fact, in teaching, teachers can use the rhythm of music to teach melody and rhythm, which can not only improve the interest of the classroom, but also enhance the communication between normal students and teachers; through this way, can deepen the understanding of this song, deepen the understanding of the music and culture of the nation. For example, in the music appreciation part of middle school, there are many music works of famous foreign musicians, and teachers are enteringIn education, one should not only explain one work shown in the textbook, but extend from the composers work to other representative works of the composer. Before class, you can arrange a preview activity, let them know about their works first, or let them perform at will in class, so as to increase their learning^[6].

5.2. Having multiple abilities and high comprehensive quality

In normal education, we have been adhering to the teaching purpose of "one versatile". In addition to each class, the teachers of the music colleges should have enough time to organize and rehearse various types of artistic activities, including the second class and various clubs for teacher candidates. Teachers with expertise in music, dance or Musical Instruments can rehearse and perform by forming various groups. During the campus art festival and performance process, they will also participate in the programming, planning, various work in front and backstage, as well as guide the students rehearsal and final performance. In this teaching process, the teachers professional quality has been well reflected.

In the schools art festival and art performance, teacher candidates majoring in musicology should also participate in the programming, planning and the organization of various affairs before and behind the scenes. This includes guiding teacher candidates in rehearsals, ensuring the smooth progress of each link, and playing an important role in the performance. These experiences not only

exercise the organization and coordination ability of teacher candidates, but also enhance their leadership and teamwork spirit. Through this training mode, teacher candidates majoring in musicology can constantly improve their professional quality and cultivate various skills in practice. This not only lays a solid foundation for their future career, but also provides the necessary support for them to become excellent music teachers^[7].

6. Driven by practice, we should pay attention to the cultivation of normal skills

The teaching practice of music teacher candidates can be divided into two parts: campus teaching and social teaching. Campus internship mainly focuses on all kinds of music performances, aiming to stimulate students to participate in program planning, behind-the-scenes planning, and even big screen creation and program push activities. Among them mainly include: organize teacher candidates to go to provinces, cities, schools, art into colleges and universities, "three to the countryside" and so on. In the internship process, students can not only improve their professional skills, but also learn to communicate with people, to achieve the purpose of improving their comprehensive quality. The cultivation of senior teacher music professionals should be based on the needs of basic education, establish scientific teaching purpose and requirements, arrange curriculum, and carry out practice and evaluation. On this basis, efforts should be made to further strengthen the tracking of pre-service, in-service, and post-service stages of teachers in normal colleges, in order to better meet the needs of music education in Chinese colleges and universities. Under the background of the current education and teaching system reform, the music teachers in middle and primary schools should give correct aesthetic guidance to teacher candidates, so that they can perceive, experience and understand the art in practice, which requires teacher candidates to have a high comprehensive quality.

The extracurricular practice activities of teacher candidates in universities have three forms: education practice, education practice and study discussion, and education practice is the most one. Teaching practice generally takes one year cycle, which not only provides a good teaching environment, but also determines their career orientation, and develops good professional ethics to lay a solid foundation for pre-job training. In the practical activities, through class evaluation observations, write the head teacher's work log, understand teachers' perceptions and experiences, and engage in teachers' career planning. Before the class, the students should be fully prepared for what they teach. Some students feel that as long as the knowledge that speaks in the teaching material is all learned, go to find relevant teaching material and teaching material again. In fact, these are only the most basic part, but also to let the students have a deeper understanding of the teaching materials taught. Summing up, we can take my familiar works as introduction chapters and expand some difficult contents, so as to maximize the enthusiasm and participation of students; make a course conform to our educational purpose, carry out a variety of teaching activities in class, and conduct self-reflection and evaluation of normal students in class. These are all very trivial things, but it is all the primary and secondary school music teachers must be To do^[8].

As an intern, during the internship, I participated in various program performances, team activities and various performance competitions of the internship unit, responsible for planning, program design, rehearsal organization and other work, and realized a series of work in the front desk and background. This kind of internship is the same as the art internship I did in the university, but it is also very different. In the art practice of school, it is mainly theoretical learning and skill training in class, while in the internship unit, I can apply these theoretical knowledge and skills can be applied to practical performances and activities, so as to truly feel the charm and challenge of art education. By participating in these activities, teacher candidates not only exercise their organizational ability and teamwork ability, but also improve their communication skills and strain ability. When planning and designing a program, I need to take into account the needs of the audience, the theme of the program and the overall effect of the performance, which requires me to have strong creativity and logical thinking ability. The internship made normal students understand the importance of combining theory with practice, and also made normal students more determined to develop in the field of music education. Through these practices, teacher candidates have not

only improved their professional quality, but also accumulated valuable experience for their future career^[9].

7. Take the certification as the guide, strengthen the post-service training

Many middle and primary school teachers regard in-service training as an optional stage. They feel busy and busy, making it difficult to focus on improving their education and teaching. Especially those teachers who have more than 10 years of work experience, because of the double pressure of work, life and other aspects, always think that they can cope with it freely. But, its not true. In our country, under the new round of new curriculum standards, there is a great demand for the construction of the vast number of teachers and teaching team. The current teaching method can be unable to meet the requirements of modern society for the quality of talents, so it is very necessary to improve the comprehensive quality of teacher candidates. For all primary and secondary school music teachers, they need to have a "lifelong learning" concept and ability. Through participating in various kinds of learning and training, teachers can better understand the national policy and the direction of educational reform, so that their own professional quality has been further improved.

In order to improve their professional ability and education level, in addition to the traditional training and the communication between teachers, there are also a variety of course platforms and software that can conduct distance education on the Internet, and its convenience and timeliness have been greatly improved. This has created a convenient environment for teachers to study in the future. On this basis, various types of education and teaching competitions and teaching videos in middle, primary and middle schools can enable them to learn from and communicate with each other among their peers, so as to improve their teaching quality and at the same time constantly improve their education and teaching methods^[10].

8. Conclusion

Therefore, the certification of teacher education majors not only brings new opportunities, but also brings new challenges to the reform of music education in colleges and universities. By optimizing the curriculum, paying attention to the development of teacher candidates, being demand-oriented and emphasizing practical teaching, the musicology major can better adapt to the requirements of educational reform and cultivate excellent music educators who meet the needs of the society. In the future, with the continuous development of education policies and the change of social needs, the musicology major in colleges and universities should continue to explore and improve the practical teaching mode, so as to improve the quality of education and the comprehensive quality of teacher candidates, and contribute to the development of music education.

References

- [1] Xiang Lei. Research on the training path of musicology professionals under the background of teacher education certification [J]. Journal of Hanjiang teacher education universities, 2023,43 (03): 112-115.
- [2] Liu Ge. Research on the teaching strategy of impromptu playing and singing in music education major under the background of teacher education certification [J]. Drama House, 2023, (14): 175-177.
- [3] Bo Liu. Analysis on the reform path of college music Education course under the certification of teacher education major [J]. Drama House, 2022, (35): 154-156.
- [4] Lv Fen. Research on impromptu playing and singing teaching in music education major under the background of teacher education certification [J]. Popular Literature and Art, 2021, (18): 131-133.

- [5] Hui-en Liang. Research on the curriculum reform of "Music Teaching Method" under the teacher education certification [J]. Education and Teaching Forum, 2021, (36): 101-104.
- [6] Sun Liping. Brief the construction of practical teaching course system of musicology in universities [J]. Northern Music, 2020, (11): 152-153.
- [7] Yang Hanyu. Reform and implementation path of musicology professional talent training in local colleges and universities under the background of teacher education certification [J]. Contemporary music, 2024, (08): 4-6.
- [8] Ding Jingna. Analysis on the employment status and countermeasures of normal musicology major graduates [J]. Chinese Musical Theatre, 2024, (02): 157-160.
- [9] Wang Xiaohang. Research on the construction strategy of Ideological and Political Affairs Department in college Musicology major course [J]. Teaching and Research of National Standard Language, 2024, (04): 188-190.
- [10] Bi Minghui, Jin Xi. The focus shift and subject transfer of musicology professional education and talent cultivation [J]. Chinese Music, 2023, (01): 47-52.