A Study on the Effectiveness of College Music Teaching

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ABSTRACT

The effectiveness teaching means that teachers follow the objective law of teaching activities and obtain good teaching effects, so as to achieve specific teaching goals. The goal of the new round of curriculum reform is to successfully cultivate a fully developed qualified citizen. The overall development of students and the implementation of curriculum objectives must rely on classroom teaching. It is ultimately reflected in the teaching effect. Therefore, the study of effectiveness teaching is the basis and destination of curriculum reform. The characteristics of music subject learning make it possible and reasonable to combine effective teaching theory with music discipline. In this paper, combining the actual situation in the music class, some useful discussions and attempts are made to improve the teaching efficiency of music discipline.

KEYWORDS

College, music classroom, effectiveness, teaching.

INTRODUCTION

The 21st century is the critical period of China's modernization and the great rejuvenation of the Chinese nation. In this important historical period, the cultivation of high-quality citizens is the common goal of the whole curriculum system. The reform experiment of music curriculum has been carried out in our country. We should examine our music education and teaching with a rational attitude, and strengthen the study of effective teaching. This has important practical significance and pertinence to the current music classroom teaching. The purpose of teaching reform is to improve teaching efficiency and reflect the actual teaching effect, so as to enable students to achieve all-round and harmonious development. The implementation of this goal must depend on the effectiveness of the discipline teaching. The inefficient teaching will lead to the failure of teaching objectives [1]. It can be said that the study of the effectiveness of teaching is the basis and end of curriculum reform. The study of the effectiveness of music classroom teaching can ensure the quality of teaching, help students to achieve all-round development, and achieve the grand goal of quality education.

At present, the music education in our country has developed vigorously [2]. However, in many colleges and universities, there are still many shortcomings in music teaching and learning. The teaching model is inconsistent with the demand for talent training. Many colleges and universities copy the teaching mode and content of...
professional music colleges. Some teachers are not clear about the target of talent training in the school. The teacher only focuses on music playing skills, rather than a comprehensive music literacy. This leads to the lack of emotional experience and the improvement of aesthetic level. Teaching methods are too old and single. In the teaching process, teachers generally use the traditional teaching methods, that is, the collective teaching. On the one hand, it neglected the cultivation of students' interest and creativity and imagination. On the other hand, it cannot teach students in accordance with their aptitude, and cannot achieve the best learning effect. In the classroom, teachers and students lack communication and interaction. The teacher is the main body of the classroom, and the students passively accept the knowledge [3]. The teaching evaluation system is not comprehensive enough, and it is too one-sided and single.

The concept of effective teaching has obvious characteristics of the times. It has different goals, pursuits and strategies in different times. Based on the background of curriculum reform, some phenomena in music teaching under the background of new curriculum are studied. From the effectiveness of classroom teaching, the teaching of the music classroom is explored. With the development of vision, we will do some research on the music teaching under the curriculum reform, which will provide a valuable academic reference for the improvement of the practice level of music teaching. Furthermore, it enriches the effectiveness of teaching theory, and improves the quality of music teaching in basic education. This is the purpose of this article.

STATE OF THE ART

The teaching ideas and teaching practice of Chinese educationists contain the idea of effective teaching unconsciously. They are mainly embodied in the teaching aims, methods and principles. Exploration of the teaching efficiency which started from primitive tribe in China has a long history. Confucian ideology about teach students according to their aptitude and western-style schools both reflect Chinese 'pursuit for the teaching efficiency [4]. This can be seen in many ways. The basic principles of the effectiveness teaching idea are applied in practical teaching and learning, including the humanities and social sciences. It has achieved some success. There are many studies abroad to apply the effectiveness teaching idea to music teaching. These research theories are closely integrated with the practice of music teaching. It not only enriches the theory of music teaching, but also has instructive significance for the teaching content and teaching methods in the music class. In today's western countries, there is a strong criticism of the past teacher education model. It thinks that it only focuses on imparting the principles of education and teaching content, which is far from reality. For example, German scholar Hart believes that the former teaching philosophy still plays a major role in nurturing teachers. In other words, the teaching material of the theory can hardly be reflected in the actual examination. The discussion of teaching theory is relatively isolated from each other and stands in their respective positions. They ignore the reality and work without thinking. In the reform of teacher education, the western developed countries have been in the lead, but the effect is not so obvious. There is a contradiction. On the one hand, many scholars are actively engaged in the study of the effectiveness teaching idea; on the other hand, they engage in a rigid and unrealistic educational model [5]. Compared with the domestic, although the
Application of the effectiveness teaching idea in the music has not been mature in the teaching of music, the attention of this kind of research is still very high. In addition, at present, the application research of the effectiveness teaching idea in music teaching only stays in the superficial change, and has not touched the deeper research results. In the practice of music teaching, it is difficult to put forward very good suggestion. Quite a few countries have applied the effectiveness teaching idea widely in the practice of music research. Learning is the process of students’ self-construction cognition. The perfect knowledge system is just a pile of theories, so learners should build up their own knowledge of the real world. There are many studies on the practical behavior of music teaching as an experimental method of the effectiveness teaching idea, and they also draw good conclusions.

The achievement of efficient teaching needs certain conditions. This condition is the method and approach of effective teaching. The educators and practitioners not only attach importance to teaching efficiency, but also actively explore and seek effective teaching methods and ways. At present, the research on the effectiveness teaching idea is mainly concentrated in the psychology and educational circles in China. In the field of music teaching, the practical research in the field of music teaching is still in the initial stage, and yet to be developed. This is the basis of some theoretical research in this paper. If the application of the effectiveness teaching idea in music teaching is taken as the key word, we can find that there are only six papers in this field. Among them, a half of the main content is to analyze and study the curriculum system, and the other three are to study music teaching in teacher’s college. Moreover, few citations and download times show that few people pay attention to it. From the above analysis, we can see that the importance of the effectiveness teaching idea is not emphasized in the teaching of music at home. It lacks research related to it. The literature simply quotes the theory of the effectiveness teaching idea and its application to the transformation of teaching models. Music education should be based on the specific circumstances of different students, including hobbies, knowledge, skills, and personality types and so on. Teachers should explore and apply more advanced teaching models, and make full use of modern information technology and combine modern and excellent educational ideas and theories to replace the old teaching ideas. In the music teaching, teachers should make full use of the students' curiosity and thirst for knowledge, arouse students' enthusiasm and initiative, so that the students can achieve efficient combination of theory and performance in the process of learning the music. To sum up, in the music teaching in colleges and universities, both in theory and practice, we should explore vast space for development, and carry out a series of new exploration [6]. The effectiveness teaching idea of teacher education is a scientific and advanced concept in the world, but it has not been widely applied. Liu Wei has made a brief introduction to the paradigm of teacher education. In her view, there are many basic paradigms of teacher education in the world, including the reflective paradigm, the constructivist paradigm, the emotional paradigm, the critical paradigm, and the capacity paradigm. In order to adapt to the policy of national informatization construction, our country has carried on the reform in the education, and has carried on some reform attempts to the teacher's post service training. The effectiveness teaching idea was introduced into some teacher training and training programs, and a new training model was adopted. In this reform practice, the representative is Professor Liu Ru. He believes that although the concept of participatory teacher training has been widely recognized and widely
deployed in the experimentation area, the use of this approach is uncertain. Through the study of the effectiveness of teaching, it can be found that the effectiveness of teaching thinking has gradually shaped. In order to achieve the expected teaching objectives, teachers will influence students through routine teaching behavior in the interaction between teachers and students, so that students can obtain satisfactory learning results [7].

METHODOLOGY

The basic concept of effectiveness teaching

As far as the definition of effectiveness teaching is concerned, academic circles have not formed a unified view yet. The effective teaching is effective and efficient teaching. The regularity of teaching process is the basic condition for realizing effective teaching. Effective is the basic requirement of effective teaching, which is the premise of the effectiveness of teaching. The efficiency is the highest goal of effectiveness teaching. The study of the effectiveness of classroom teaching is aimed at improving the effectiveness of classroom teaching. It aims to promote teachers to reflect on teaching practice and teaching behavior, and to promote a structural and qualitative change in classroom instruction. Here, classroom teaching is the main object of study, and effectiveness is the goal of our research [8]. The effective classroom teaching must satisfy three essential conditions. The first is the intention of the students to study. Teachers should arouse their enthusiasm for learning and stimulate their interest in learning, so that students will actively participate in learning. The second is to clear the purpose of learning and learning content. The third is to adopt a teaching method which is easy for students to understand. The teacher follows the student's cognition rule, arouses student's latent potential, thus causes them to explore voluntarily. The effective teaching is the student participation, and the student is the study activity main body, which affects the cognition result directly. The research shows that students' participation in cognition is different. It can be broadly divided into three levels: behavior participation, cognitive participation and emotional participation. Different levels of participation lead to different levels of cognition. Deep cognition is based on the understanding and construction of knowledge, and it is active and efficient. Shallow levels of cognition are passive and even ineffective. In order to achieve high level of cognition, effective classroom teaching must solve the problem of how to make students participate efficiently. According to the certain goal and the objective law understanding, the formulation principle is the standard which the people carry on the practice and the request. The teaching principle is the crystallization of the theory of educational law. We should inherit it well. Of course, the traditional teaching principles have outdated content. It should be adjusted, corrected, supplemented and perfected in a timely manner. On the basis of inheriting the reasonable components of the traditional teaching principles, the following principles should be carried out, for example, the principle of subjectivity, the principle of development, the principle of situation and the principle of optimization.

The effectiveness of teaching not only pay attention to play the leading role of teachers, but also pay attention to play the initiative of students. Learning and teaching and students and teachers are organically integrated. Accordingly, the view and definition of the effectiveness of teaching adopted in this paper are: the effectiveness
teaching is the process of teaching, maintaining, and promoting the students' learning through the regularity of the teaching process. It achieves the expected teaching effect relatively. In the teaching design, it is the most important link to create a situation conducive to the construction of the meaning of learners. Team work should run through the whole learning process. The collaboration between teachers and students and students and students has a very important role in the collection and analysis of learning materials, the formulation and verification of assumptions, the self-feedback of the learning process and the evaluation of learning outcomes and the final construction of meaning. In a certain sense, collaboration is a sense of consultation [9]. The consultations mainly have self-consultation and mutual consultation. Mutual consultation refers to the discussion and debate between the learning groups. The communication is the most basic way or part of the collaboration process. In fact, the process of collaborative learning is the process of communication. In this process, the idea of each learner is shared by the whole learning community. The communication is a vital means to advance the learning process of each learner. The meaning construction refers to the unique understanding of the nature, the law, and the inner relationship between things. From the perspective of constructivist teaching practice, the construction of meaning is the process of students' knowledge and understanding of knowledge, which is the process of transforming the knowledge imparted by teachers. It is the ultimate goal of teaching process.

Analysis of the current situation of music teaching in Chinese universities

The teaching of individual courses is the traditional way of music teaching, and it has a very important position and value in teaching. According to the students' different situations and characteristics, teachers apply effective teaching methods which are suitable for students. In this process, the teacher can grasp the students' understanding of the content of the course, understand the students' acceptance of the teaching content in the course of learning, and guide the students to make progress in their professional skills [10]. The teaching model has its advantages, but there are some shortcomings. It can't concentrate students on teaching. Teachers have to repeat classes, which adds to the burden on teachers and gives them unnecessary labor. It is difficult for students to understand the strengths and weaknesses of other students. Teachers spend most of their time on how to improve their students' professional skills. The content of the course is mostly pure technical training, while students spend most of their time practicing skills in the music room except for class time. It is possible to concentrate and improve efficiency, but it lacks the opportunity to communicate with people.

Music collective class is a form of teaching for students to attend lectures, practice, play and review. Each class has basically unified teaching plan and teaching content. The teaching materials are novel and original, and the content is extensive and comprehensive. The course has even increased the practice of self-singing, singing, harmony, music accompaniment and so on. This kind of teaching can overcome the tedium of traditional individual courses, improve the efficiency of study, and increase the opportunity of communication and interaction in the study, thus enhancing the competition of the students. However, the weakness of collective class is that teachers cannot understand the students more fully, and the guidance of students is limited to the general problems of most students. In class teaching, the unity of the progress
should be emphasized in the content, which is contradictory with the individual ability, personality and temperament of the students. Music group teaching is to divide students with similar levels into groups. The teaching form, combined with the content of teaching, and interspersed with group activities, is a guided form of teaching. This form of teaching not only makes full use of and integrates the teaching resources of teachers, but also fully demonstrates the strength and wisdom of the collective. Teachers and students jointly find effective solutions to the difficulties in teaching and learning, and discuss them together, which effectively improves the quality of teaching as a whole.

In traditional music teaching, teachers communicate and interact with students less. Teachers blindly taught, students blindly imitate and learn, resulting in students lack their own understanding and sentiment. Some teachers do not pay attention to teaching methods and ways of communication in the course of teaching, resulting in students' fear and nervousness, which is very unfavorable to students' learning. The time in class is limited, and the traditional music teaching often ends a class with repeated difficult skills, and the students learn only a few techniques to deal with it. Classroom interaction is not strong, which seriously affected the teaching effect. It is worthwhile for us to think about how students learn useful knowledge in a limited amount of time. Therefore, the interaction and communication between teachers and students in teaching cannot be ignored. Teachers should strengthen the communication and interaction with students, and explore teaching according to the actual situation. At present, the evaluation method for music majors is that students play the music repertoire. Although this evaluation method can directly reflect a student's music playing level, this single evaluation method has some drawbacks. It is concerned with the final learning outcomes of students and reflects the quantitative data of students' achievements in learning music and individual differences. This makes it easy for students to develop a mindset. They focus only on a few of the final exams without paying attention to the process of learning and the practical level of learning. It is difficult to achieve the real training goal of teaching. In addition, this evaluation is only a teacher's unilateral assessment. It cannot fully reflect the students' music learning and learning ability.

THE IMPLEMENTATION STRATEGIES OF EFFECTIVENESS TEACHING IN MUSIC CLASSROOM

Identify appropriate teaching objectives

Teaching goal is not only the starting point of teaching activities, but also the result. The new standards of music curriculum require the organic combination of three aspects of "emotion, attitude and values", "process and method" and "knowledge and skills". Teaching goal is the core and soul of classroom teaching. It plays an important role in teaching. Different understanding of teaching objectives will lead to different teaching design, so as to form different levels of classroom teaching. Therefore, the teaching objectives should be accurate, clear and hierarchical. Four principles should be followed in the establishment of music teaching objective. The subject must be a student, not a teacher. The establishment of musical goals must be based on students. The basis of judging teaching effect is the students' performance in class. Through its performance, it can reflect whether students have really gained
emotional experience and practical progress. Action verbs should be concrete, not abstract, empty, and abstract. Behavior should be flexible rather than tedious. Teaching activities only from the perspective of students, their behavior is likely to be welcomed and loved by students. The degree of conduct should be geared to all students, not to the highest standards of a few excellent students. Our school music education is for the general public education, in order to improve the general public's music quality, rather than cultivate the elite education of musicians. Therefore, when making music teaching objectives, the behavior should be moderate and flexible. It should not only conform to the actual situation of most students, but also give the students room for improvement.

In the school curriculum resources, music curriculum standards and teaching materials are the most basic components. The teacher should make good use of all the curriculum resources. In the teaching practice, teachers should strengthen the rational combination of teaching content and teaching methods, and practice the concept of the effectiveness teaching idea in the framework of different knowledge. The content of the teacher education curriculum theory is that learners take the initiative to accumulate relevant content and understand it and form subjective experience. Teaching is more than just passing on knowledge. Students also enrich their experience when they accept knowledge. The combination of theoretical content and practical experience is the professional literacy that teachers need now. Students are always the core of teaching. Teachers should guide students to develop the habit of autonomous learning, to encourage students to doubt their own concepts, and to seek exploration, so that students can work toward their ideals and aspirations. In the course of teaching, teachers should pay attention to the knowledge reserves and experience that students already have. At the same time, different levels of students will affect their future self-confidence, so under the difference, teachers also need to pay attention to and resolve the students in the initial stage of inferiority complex. Teachers should arouse their enthusiasm. For example, give students success evaluation. Students who are always feeling difficult to learn will have a sense of frustration. Music majors have a closer relationship with their teachers in class than other majors. In class, teachers should try to develop teaching democracy and provide opportunities for successful and progressive students at different levels.

The self-innovative learning method

Autonomous learning refers to a kind of learning method that students actively participate in problem discussion under the guidance of teachers. They are good at asking questions, analyzing problems and trying to solve problems. For the abstract and non-concrete perception of music, the cultivation of students' ability to imagine and appreciate can be achieved through the creation of specific situations. This method can enrich students' imaginative ability and improve their musical quality. The use of visual means is an effective way to stimulate students to comprehend the image of music works. For example, multimedia devices are used. Relevant video data were collected on the computer and played by multimedia equipment. When watching video materials, students can not only appreciate the beautiful rhythm, but also appreciate the musicians' grasp of the rhythm of music. This leaves a deep impression on the students. In music teaching, the introduction of paintings can sometimes visualize music. There is a close connection between painting and music, and there is
a certain commonality in the field of art appreciation. Musical compositions are abstract. Some paintings can expand the imagination of students, and enable students to quickly integrate into the artistic conception of music, so as to better understand the musical image in the musical works. Through the multimedia equipment, students can understand the music works more directly, and the atmosphere of study is more relaxed and harmonious.

The concept itself has relative stability, and it has comprehensive and leading influence on the development of people and things. Education concept is the core power of the effectiveness teaching idea reform. Without the strong cultivation of the guider, the defects of traditional teaching in primary and middle school teaching cannot be changed. The effectiveness teaching idea is the theoretical basis for training teachers, in order to cope with the reform of the new curriculum teaching methods and the ideological change of the effectiveness teaching idea. A successful education system is often based on a certain quality of teachers. In the reform of China's educational reform, teachers can make the following two points on the basis of fully understanding the unique development of each student and the real problems in education. First, in the teaching, we should cultivate the students' awareness of autonomy and their sociality as the center. Second, we should take the new democracy as the direction of teaching. In the course of teaching, teachers should be keen to find problems, seek solutions and sum up experience. This is a process of adjusting knowledge structure based on practical problems. The teaching practice brings the flexible skill knowledge and ability which can adapt to the specific educational situation. This is the teacher's unique and effective teaching ability. The effectiveness teaching idea education reform requires teachers to be the facilitator of learning, the reformers of society and the reflective practitioners in the actual teaching.

CONCLUSION

To sum up, the effectiveness teaching idea teaching theory provides sufficient theoretical basis for music teaching in colleges and universities. The twenty-first century is the era of knowledge innovation. As a music educator, the traditional music teaching mode and repetitive skills training cannot meet the needs of social development. College music teaching should cultivate professional qualified and comprehensive high-quality music talent. We need to update the traditional music education philosophy, reform the teaching behaviour and transform the role of teachers, so as to construct a student-cantered teaching philosophy. This idea advocates independent learning ability, thinking ability and creativity. It emphasizes the student's dominant position. This can get rid of the negative influence of the traditional educational thoughts, arouse the students' interest and enthusiasm, and cultivate the students' more comprehensive musical ability, so as to meet the demand of modern society for music talents. At present, China's education has many differences in the region, and the development is imbalanced. Each school also has differences in educational resources, students and teachers. Therefore, the specific implementation process needs to combine the actual situation of the school, the region and the music teaching. Teaching is a systematic work, and the realization of effective teaching is not accomplished overnight. In the future, we need to work together to find an effective teaching system.
REFERENCES


