

Reinforce music foundation, promote practical ability: A New Approach to the Teaching of "Impromptu Singing" Course in "Vocational School Straight to College Training Mode"

Dai Chenyan^{*}, Xiang Hongxing

Shanghai Normal University Tianhua College, Shanghai, China

*154309482@qq.com

Abstract: This paper expounds the teaching progress of the music course " impromptu singing " in the training mode of "Technical Secondary School Straight to College Training Mode" conducted between Xinlu Vocational and Technical College and Shanghai Normal University Tianhua College. This paper, from the perspective of "teaching integration" in curriculum instruction and cultivation plan, introduces the curriculum design, curriculum standard, teaching objective, classroom teaching material, teaching content, practice platform and assessment and evaluation. In addition, the author puts forward the practical urgent problems of "two schools' combined teaching and research" and the "enrolled students with lower academic performance" with which must be faced. These are worthy of attention and reflection.

Keywords: Vocational School Straight to College Training Mode; Pre-school education; Impromptu Singing; Professional ability

1 Introduction

Impromptu singing, as a comprehensive music course, is a compulsory course for pre-school education majors in college. This course focuses on cultivating and training students' abilities in piano playing, vocal singing, harmonic collocation and simultaneous singing and playing. Through the study of the course, students can closely link basic knowledge of music and playing & signing skills together, thereby improving their music quality and professional level and making preparation for future music teaching in preschool education.

Professional ability is manifestation of teachers' overall quality. Kindergarten teachers cannot be separated from professional ability in coping with education work [1]. The focus of reform of preschool education professionals in colleges and universities is to strengthen practical ability of undergraduates of applied preschool education [2]. Recalling relevant contents of previous pre-school education teacher qualification examination and unit interview assessment, "playing and singing" has become a music skill prerequisite for pre-school education. This practical ability meets the community needs for talents of pre-school education positions.

In recent years, run-through cultivation in Shanghai vocational education enjoys rapid development, with trial majors expanding year after year. Vocational education needs a new training mode, to solve the practical problem that highly educated talents have weak operational ability, secondary vocational school students have strong practical ability, but with not high educational level, thus social needs cannot be satisfied [3]. The pre-school education course in "vocational school straight to college training mode" run in Xinlu Vocational and Technical College and Shanghai Normal University Tianhua College will try to solve this problem. Through training model of seven-year consistent system, students can obtain undergraduate diploma and vocational qualification certificate after completion of all courses required in the teaching plan with qualified results.

2 Teaching design of "impromptu singing" course

In seven-year consistent system, "impromptu singing" course will proceed with scientific and rational design from the seven aspects of curriculum design, curriculum standard, teaching objective, classroom teaching material, teaching content, practice platform and assessment and evaluation.

2.1 "Time extension" in curriculum design

Curriculum design is the key to ensure quality of teachers. Exploration into rationality of curriculum design for preschool education in higher vocational colleges is conducive to improved quality of preschool education teachers in China [4]. In October 2015, the author conducted a status survey on music capacity of new kindergarten teachers in Shanghai. The results of the study fully explain importance of impromptu singing course in teaching of preschool education. Many teachers mentioned in the questionnaire: "impromptu singing has a high utilization rate in working practice", "pre-vocational impromptu singing has yet to be improved," and suggested "increase in teaching hours of impromptu singing", etc. In the face of such teaching feedback, for impromptu singing course in vocational school straight to college training mode, the curriculum design is subjected to optimal adjustment. That is, teaching curriculum design program of "teaching integration" will be adopted so that music course teaching time is extended to five years.

2.2 "Comprehensive docking" of curriculum standard

Curriculum standard of impromptu singing course in vocational school straight to college training mode will be located from two aspects of content standard and performance standard. Content standard: students from secondary vocational school should begin to contact children's music works so that they can play and sign children's songs involved in music activities of Shanghai kindergartens, and have a more profound cognition and understanding of music works. Performance standard: students should master piano accompaniment allocation techniques, avoid wrong playing and stop in performance, and ensure loud voice and clear words in singing. After completing the three-year period secondary vocational school education, students achieving Shanghai Musicians Association Piano Grade 4 or above will be allowed to participate in undergraduate skill level test without examination or with bonus points.

2.3 "Clear refinement" of teaching objectives

In vocational school straight to college training mode, teaching objectives of impromptu singing course show characteristic of "clear refinement" in knowledge objective, competency objective and emotional objective. Knowledge objective requires students to understand singing characteristics and rule of children's music works, and understand allocation method of children's song playing. Competency objective requires flexible use of correct chord series to allocate children's songs, transpose children's works, and perform impromptu singing. Emotional objective requires students to exercise abilities in self-accompaniment, self-matched chord and simultaneous singing and playing, so as to stimulate students' learning interests in impromptu singing of children's songs, improve and exercise students' musical quality and professional level.

2.4 "Content diversity" in classroom teaching materials

In terms of choice of classroom teaching materials, efforts should be made to approach music teaching contents of current pre-school education. That is, related materials of music activity class in the current Shanghai pre-school education industry should be adopted, for example: Shanghai kindergarten second-stage curriculum reform teaching material "Learning Activities" (3-6 years old, music curriculum materials of Shanghai well-known early education and training institutions. In addition, training mode of seven-year consistent system enables teachers to have more opportunities to study concept of advanced

vocational education at home and abroad and personnel training model, make exploratory efforts to introduce foreign music teaching materials and courses, and prepare targeted "advanced-type" new music teaching materials and teaching materials of seven-year consistent system.

2.5 "Integration & convergence" of teaching content

In terms of teaching content, repeated unnecessary course content in secondary vocational school and university periods are subtracted, music curriculum of seven-year consistent system is systematically integrated to comprehensively and systematically cultivate students' music theory and practice ability. Teaching content in secondary vocational school stage mainly concerns music theory and professional skills training, i.e. curriculums like piano, vocal music, music theory, solfeggio, etc. Undergraduate teaching emphasizes connotation building, as the teaching content will be closely linked to development of the industry and needs of society, i.e. curriculums like music form, harmony, piano accompaniment, playing and singing, etc.

2.6 "Diverse and rich" practice platform

Off-campus practice serves as an important carrier to cultivate students' professional quality and professional ability. Internship enables students to observe music activity courses of front-line teachers and experience daily life of kindergartens. Graduation field work truly enables students to apply knowledge and skills acquired in the school to actual workplace. In addition, school will invite kindergarten principals, premium music teachers, Shanghai music instructors and researchers to secondary vocational school and university class, in order to provide possibility of better cultivating pre-school education professionals.

2.7 "Reasonable, standard" assessment and evaluation

In the secondary vocational stage, students should be encouraged to participate in extracurricular music salon activities and piano vocal examination test. Students will be assessed in each semester according to number of participating in activities and quality of the presented program. During the university period, impromptu singing skills contest will be organized every school year to understand students' ability to play and sing, and winning students will be selected. The two schools will also host or participate in impromptu singing interflow concert of pre-school education majors in Shanghai colleges and universities, to promote exchange between students. Stage examination of impromptu singing will be in the form of piano collective class in assessment. Examination repertoire will be drawn out from hundreds of pre-school children's music works for examinees to play and sign.

3 Conclusions

Vocational school straight to college training project is a college entrance examination form which embodies the characteristics of vocational education in the background of reform of college entrance examination system. This project provides a new way for secondary vocational students to enter a higher school [5]. Since the application to adopt "vocational school straight to college training project" in pre-school education major in Xinlu Vocational and Technical College and Shanghai Normal University Tianhua College, the two schools strive to cultivate new pre-school education professionals with solid professional foundation, outstanding teaching ability and well versed in law of development of the industry.

As music teachers majoring in pre-school education, we cherish good expectation for training model of pre-school education featuring highly complementary and accommodation between secondary vocational and undergraduate stage. We strive to improve in practice, perfect in exploration, and strive to standardize

music curriculum system and classroom teaching materials in vocational school straight to college training mode, in the hope of training a number of high-quality applied talents catering to the social needs!

References

- [1] Z. Wang: Status survey of professional ability cultivation of undergraduate students in pre-school education - with a normal university as an example. Zhejiang Normal University. 2012
- [2] L. Wang: Exploration into practical ability training of undergraduate students in applied preschool education. Early childhood education: Educational Technology, 2011(33), 38-41
- [3] Z. T. Chen: Run-Through Cultivation: growth engine of high-skilled talents. Shanghai Education. 2015(28), 38-41
- [4] J. J. Dai: Study on curriculum design of pre-school education in higher vocational college- with training program of L Vocational and Technical College as the text. Shanxi Normal University. 2012
- [5] G. Q. Xu: Rationality of Vocational School Straight to College Training Mode. Vocational & Technical Education Forum. 2015(9), 1-1