

Exploration on the Implementation of Music Education Mode of Combination of Music Groups and Department in Higher Vocational Colleges

Wenjing Song

Sanya Aviation and Tourism College
Hainan Province, Sanya, China

Abstract—As main part of modernization, higher vocational education must attach importance to music education, strengthen art education for higher vocational students and cultivate higher quality and professional music talents. The music education mode which combines music groups with department should be innovatively employed in music education in higher vocational colleges, to develop students' ability to use music knowledge and practical ability. This article will introduce the music education mode of combination of music groups and academic department, and analyze its implementation strategy, so as to guide students improve their musical literacy and imagination.

Keywords—music education in higher vocational colleges; education mode; combination of music groups and department; exploration of implementation

I. INTRODUCTION

Students are supposed to be guided to learn music knowledge, and corresponding music education activities should be actively carried out to strengthen students' practical ability. All in all, a scientific and effective music education system should be timely constructed in higher vocational colleges. It is necessary to understand the basic concepts of the music education mode of combination of music groups and department in higher vocational colleges, to actively display the professionalism and artistry of music education, to carry out music education activities according to the essential laws of higher vocational music education, so as to better display the practicality of it. Music education in higher vocational colleges can be innovatively carried out by adopting the education mode of combination of music groups and department [1]. Besides, higher vocational colleges should understand the aesthetic feelings of students, follow the artistic nature of music education, establish a correct awareness, grasp the employment direction of students, strengthen the innovation of music education mode according to the characteristics of music education, guide students to maintain a correct and optimistic working attitude, and strengthen the construction of teacher team. Innovate the way of teaching and improve the application of the music education mode of combination of music groups and department.

II. INTRODUCTION OF THE MUSIC EDUCATION MODE OF COMBINATION OF MUSIC GROUPS AND DEPARTMENT

Music education in higher vocational colleges belongs to a systematic and artistic curriculum teaching activity, which is

part of the teaching content of music education in colleges and universities, and highlights the strong professional characteristics. The music education mode of combination of music groups and department in higher vocational colleges refers to the improvement of students' music application ability and practical ability through the use of joint measures of teaching, learning and doing. In class, students are required to learn to appreciate music, improve the lack of practical ability of students in traditional education, advocate the integration of teaching, learning and doing, and rely on the choirs and orchestras of music colleges and departments to guide students [2]. Finally, the effective combination of music theory and practice truly broke the boundaries between theory and practice in traditional music education and became a new type of music education model.

III. CURRENT DEFICIENCIES IN MUSIC EDUCATION IN HIGHER VOCATIONAL COLLEGES

A. Not aware of the importance of music education in Higher Vocational Colleges

In the teaching work of higher vocational colleges, some teachers fail to realize the importance of music education for students. Teachers and students lack a correct understanding of music curriculum education, such as paying too much attention to theoretical explanations in classroom teaching, and the guidance for students in music knowledge is not enough. In addition, some teachers fail to realize the importance of improving students' musical skills and lack of cultivation of students' aesthetic taste. In class, the effect of music education is not obvious, as students cannot correctly grasp the development direction of music major, affecting the smooth progress of higher vocational education.

B. Lack of curriculum for music appreciation

It is necessary to guide students to appreciate music effectively, enhance ability of higher vocational students to appreciate music works, and further strengthen the effect of music education in Higher Vocational Colleges. However, investigation shows that some vocational colleges do not arrange content of music works appreciation for students in their music education activities. In class, teachers still use traditional methods to guide students. Under the condition that students' own initiative is not strong, higher vocational students only master the same type of music works, and their ability to appreciate other types of music works is weak.

C. Lack of professional guidance team

In the process of learning music knowledge, students are lack of timely guidance and help from professional education teams. They are guided by regular teachers. Therefore, students have limited knowledge of music, and the lack of teachers' professional ability usually impede students' better learning. For example, in the process of sing and ear training, students lack guidance from professional education team in various aspects: music history, music theory, piano performance, etc., so it is impossible to achieve professional guidance of students' music knowledge.

IV. IMPLEMENTATION STRATEGY OF THE MUSIC EDUCATION MODE OF COMBINATION OF MUSIC GROUPS AND DEPARTMENT IN HIGHER VOCATIONAL COLLEGES

A. Aware of the importance of music education in Higher Vocational Colleges

Music itself has a certain artistic charm, and excellent music works reflect the unique connotation and characteristics of the times. In music education, the vision of higher vocational students has broadened, and the understanding of music education will also be improved. In good classroom education, students' ability to appreciate music works has improved, and they can feel the rich artistic atmosphere of music works while listen choir performance. Teachers change the original way of teaching, pay attention to the joint use of teaching, learning and doing, and promote students' musical skills. In the imperceptible process, the aesthetic taste of higher vocational students has been cultivated, thus promoting the effective expansion of the scope of Higher Vocational Music education. Music education is part of quality education. Teachers extensively popularize music knowledge to students. Moreover, under the influence of choirs, students' interest in learning music is improved, so they are eager to know the development direction of music majors, which will lay a good foundation for the development of music education.

B. Build a professional faculty

In the process of developing music education in Higher Vocational colleges, the strength of choirs and orchestras is actively used to guide students and carry out effective music education. At the same time students are encouraged to perform choirs and musical instruments. Besides, teachers promptly popularize relevant knowledge of music theories, music history, solfeggio and piano performance to students throughout the activity. Thus a complete set of music education system of combination of music groups and department in higher vocational colleges is constructed successfully [3]. Great attention must be paid on the construction of professional teacher team, and chorus teachers should be timely selected. Under the influence of the surrounding environment, students' aesthetic consciousness and interest can be cultivated. With the guidance of teachers, students can complete the difficult singing task quickly and correctly. For example, in the music education of a higher vocational college, great attention was paid to the cultivation of students' practical ability. Students were guided to master the content of solfeggio, which has greatly improved the effect of chorus. Besides, with the guidance of chorus, students can correctly conduct solfeggio,

making chorus singing and solfeggio an organic whole. As a result, students' ability to appreciate music works has been greatly improved, and a united and helpful teaching-learning relationship has been established between teachers and students. Moreover, chorus is used to full advantage to realize the interaction between music education and related disciplines, and finally achieve a win-win effect [4].

C. Music education with combination of teaching, learning and doing

The vocal music course in higher vocational colleges combines teaching, learning and doing, which is convenient for the effective training of the music skills of vocational students, and reflects the artistry of music knowledge. In the whole process of education, innovative education ideas should be actively carried out, and the idea of combining teaching, learning and doing should be established to improve students' musical quality and comprehensive ability, and better mobilize students' initiative [5]. Students can learn how to master music knowledge, and their innovative ability and creative consciousness are cultivated, therefore, an efficient music classroom in higher vocational colleges is constructed. The education model of combining teaching, learning, and doing should be implemented to transform classroom teaching into an extracurricular guidance of the choir. For example, a higher vocational student, when engaged in the education of music curriculum, pays attention to the application of the combination mode of teaching, learning and doing, which greatly enhances the students' interest in learning, and cooperates with the choir to guide students. Pre-class design is firstly carried out, and in the way of teachers doing and students learning, mutual evaluation between teachers and students is advocated to cultivate students' aesthetic awareness and creativity [6]. Besides, teacher's guiding practice should be highlighted. Teachers should learn during teaching, while students are supposed to actively change the original learning style and consciously participate in the practice of music knowledge, which can promote the further improvement of music teaching level and teacher ability. It is necessary to tap students' potential in music, attach importance to teachers' innovation, and exchange ideas between teachers and students. On the basis of strengthening practice, good educational effect can be achieved [7]. In vocal music education, It is important to carry out the mode of combining teaching, learning and doing, pay attention to the effect of education, fully understand the students' learning process, help students to solve the difficult problems encountered in vocal music learning in time, and change learning into "I want to learn" to improve students' initiative. Under the guidance of teachers, students are more aware of the fun of vocal learning. In vocal music education, students, as the main body, should actively cooperate with teachers to complete one-on-one guidance. Teachers are supposed to encourage students to study hard to master music professional knowledge, and timely construct a vocal education discussion group to help students with poor foundations improve their music skills and ability, and better ones timely consolidate their knowledge. In the teaching, the guidance and supervision of teachers should be fully used to promote students to develop the habit of conscious learning and happy learning. To consolidate knowledge and strengthen music practice, students are able to participate in vocal professional

speech activities. In addition, mutual evaluation between teachers and students and students' self-evaluation can be combined to reinforce the guiding effect of vocal speech.

D. Learning music in society

Society is the school, and learning knowledge in the society can achieve the best practical results. Innovative music education concept that combining music groups and department, fully utilize the corresponding social activities to carry out social practice, encourage students to learn music knowledge in society, and generate new music inspiration. Higher vocational colleges regularly carrying out social practice education and organizing students to consolidate music knowledge, facilitate students to master the learning skills of music knowledge in the social music environment. The surrounding environment has different degrees of influence on students' music psychology. The influence is invisible and formative, not limited by time and space. Under the influence of the environment, students have a strong desire to learn music knowledge. In this public music environment, students' aesthetic consciousness and innovative consciousness are cultivated, which prompt the students to produce music ideas, transform social music consciousness into music education, and promote the effective reform of music curriculum in higher vocational colleges. When students consciously and actively participate in the study of music knowledge, the aesthetic experience is transformed into the core concept of the higher vocational music curriculum. In the music visual environment, students actively purchase costumes, perform musical instruments, and master the elements of stage art, which make the music education practice process more colorful. Students and teachers form a choir, which brings visual shock and psychological shock. In the music environment, students are amazed and have a desire and impulse to enter the music hall.

E. Focus on music appreciation

Students are supposed to use imagination and take the initiative to appreciate music and feel the music with the soul. Besides, first vocal music and then instrumental music, it is of great importance to introduce different types of musical works such as drama, folk songs, classicism, etc. to students, and choose appropriate music works for students to promote the perfection of students' personality. For example, at the time that a teacher plays and sings independently, the students listen carefully, feel intimate and pleasing, and have an emotional resonance with the creator. Then the teacher asks the students to talk about the feelings after listening, and teach students to play. The interaction creates an active classroom atmosphere and enables students to master the playing skills of different forms of music. When students earnestly appreciate the "Yellow River Chorus", they can feel the power of the masses more deeply, know that the combination of one heart is invincible, understand the patriotism and bravery of the creators, and realize that the cohesiveness of the people is so strong. While popularizing the knowledge of western music to students and having chosen European classical music and symphony in this part, students can feel more heroic combat, and understand the character of the masses and their victory in struggle through appreciating Beethoven's Symphony of

Destiny. As for appreciation of world famous songs, understanding the author's life story and introduction in advance, and understanding other works of the creator can enhance students' understanding of foreign music works. In addition, modern methods can be used to guide students, the use of multimedia technology should be strengthened in the classroom, to encourage students to actively listen, learn, and feel. The use multimedia can effectively enrich the content of music education, and mobilize the enthusiasm and initiative of students. Multimedia are combined with music education to circulate students' musical thinking, cultivate students' imagination, create music education situations, and present music education content more intuitively and visually, and improve students' musical thinking and artistic thinking. For example, multimedia is widely used to carry out music education, in order to help students listen carefully, encourage students to boldly imagine and explore the potential of students' music creation.

V. CONCLUSION

It is necessary to understand the basic concepts of music education mode of combination of music groups and academic department in higher vocational colleges, actively play the professional and artistic nature of music education, carry out activities according to the essence of music education in higher vocational colleges, realize the importance of music education in higher vocational colleges, and pay attention to the joint use of teaching, learning, and doing to promote the improvement of students' musical skills. In the invisible and formative way, the aesthetic taste of higher vocational students has been cultivated. Moreover, it is of great importance to reflect the artistry and knowledge of music, pay attention to music appreciation, and introduce more operas, folk songs, classicism and other types of music works to students to promote the perfection of students' personality.

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