

Collaborative Education: Reconstruction and Exploration of Music Teaching Practice System in Colleges and Universities

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Abstract: Based on collaborative education, this thesis reconstructs and explores the practice system of music teaching in colleges and universities, aiming at putting forward a new music teaching mode to meet the needs of the new era. On the basis of traditional music teaching mode, through the cooperation and interaction among schools, schools and libraries, paying attention to the cultivation of practical and innovative ability, and strengthening the contact and cooperation with society, we hope to improve the quality and effect of music teaching. Based on the research of related literature and the analysis of practical cases, this thesis summarizes the important contents and methods of the reconstruction and exploration of music teaching practice system in colleges and universities from the perspective of collaborative education, and puts forward some concrete suggestions and prospects.

Keywords: collaborative education vision; music teaching in colleges and universities; practice system; reconstruction; explore

1. Introduction

In the social education reform in the new era, the Ministry of Education has put forward the mode of cultivating talents in colleges and universities through collaborative education.[1]. Collaborative education mode breaks the limitations of traditional education, encourages colleges and universities to strengthen in-depth cooperation with the government, various industries and enterprises, promotes students' all-round development and growth through the integration and application of existing educational resources, industry resources and school professional education, and actively explores the whole process, all-round and multi-dimensional interactive education mode of combining in-class education with extracurricular education and school education with social education, so as to truly realize the educational effect of differentiated teaching and personalized education.

2. The importance of reconstructing the practice system of music teaching in colleges and universities from the perspective of collaborative education

2.1 Collaborative education is the demand of social progress

China's social and economic development mode and economic structure have been greatly adjusted. Under the social background of knowledge economy, the diversified training of talents and their practical application ability of knowledge have been strengthened. The traditional mode of music education and training in colleges and universities mainly transports talents with professional theories to the society, while the talents needed in today's society are diversified and compound talents with equal emphasis on cultural quality and practical ability. With the popularization of higher education, practical teaching is a key development field of higher education. When students really enter the society, they need both professional knowledge and rich practical operation ability. Collaborative education mode is an innovative teaching mode to cultivate students' comprehensive quality.[2].

2.2 Practical courses in colleges and universities are highly concerned

At present, China's higher education has entered the stage of connotative development, and improving the quality of practical teaching in colleges and universities is the key to realize connotative development of higher education.[3]. On the basis of following the law of teaching and educating

people and the law of students' growth, colleges and universities actively explore the innovation of educating subjects, courses and platforms, they also conduct in-depth research on practical teaching, and put forward some suggestions to improve the quality of practical teaching from the aspects of discipline competition, the establishment of "double-qualified" practical teaching teachers, graduation practice and the management of graduation thesis links. Although some measures of colleges and universities provide us with reference and enlightenment, we still need to study the practical teaching of music education in colleges and universities, especially how to reconstruct the practical education system of music, improve the teaching quality and realize the cultivation of diversified talents based on the collaborative education mode.

3. Analysis of the current situation of music education practice teaching system in colleges and universities

3.1 Evolution and development

Since the completion of the newly-built undergraduate colleges, China's practical teaching has gone through three choices: from setting up higher vocational colleges-focusing on cultivating technical talents-developing academic higher education; Before 2004, colleges and universities had neither a clear concept nor a clear requirement for practical education, but only coordinated theoretical courses with practical courses and did not set up a separate practical teaching course; Since 2008, China has continuously improved the practical teaching system, paid attention to the cultivation of applied talents, and constructed different teaching models according to different disciplines such as science, engineering and liberal arts. In 2018, the Ministry of Education put forward the requirements of "all-round education" (all-round education, whole-process education and all-round education) in the Notice on Carrying out the Pilot Work of Comprehensive Reform of "Three-wide Education", that is, the integration of current education projects, carriers and resources, and the reconstruction of long-term education pattern, system and standards.[4].

3.2 Problems and causes analysis

3.2.1 Analysis from the perspective of colleges and universities

Although music education in many colleges and universities has paid more attention to practical courses, it has not fully understood the essence of practical teaching, and its positioning is unclear. The imperfection of practical teaching system leads to the derailment of practical teaching and production, the small proportion of educational probation and practice, the unreasonable curriculum setting, the single practice mode, the lack of time and the inadequate guarantee. It regards practical teaching as a supplementary form of theoretical teaching, and lacks the construction of practical teaching system. There are no clear requirements for teaching courses and teaching systems.[5].

3.2.2 Analysis from the perspective of students

Students are not fully aware of the form, method and purpose of music practice teaching. Influenced by the traditional education mode of "theoretical teaching plus practical guidance", they excessively pursue skills and skills, highlight professional characteristics and ignore music practice teaching.[6]. Moreover, the practical teaching requirements in colleges and universities are low, and there is a lack of elimination mechanism. There are few cases where students fail in practical courses or cannot graduate. Students are under no pressure, neither can they combine with each other in and out of class, nor can they complete the mutual unification inside and outside the school. Their comprehensive ability is not improved, and they lack practical ability after entering the job.

3.2.3 From the perspective of personnel training

First of all, the organizational structure of collaborative education is not perfect, and there is no unified management organization to complete daily operations, cooperation projects, design and other work to ensure the smooth implementation and implementation of cooperation; The cooperation mechanism of school-school cooperation, school-enterprise cooperation and school-library cooperation is not deep enough, and the talent training plan of colleges and universities does not clearly reflect the needs of the cooperative units, which leads to the talent training can not meet the requirements of the cooperative units.[7]; In addition, the establishment of most cooperative practice bases in colleges and universities in China has long relied on personal relationships and alumni relationships. Under this model, the development of practice bases is unstable, and cooperation is difficult to maintain when

relationships change.

In a word, how to optimize the practice course system, establish the practice teaching course group of music education major in colleges and universities from the perspective of collaborative education, and actively explore the implementation ways of practice teaching and reconstruct the perfect practice teaching system will play an indispensable and important role in improving the quality of talent training and the teaching level of music education major in colleges and universities.

4. Specific measures to reconstruct the practical teaching system from the perspective of collaborative education

4.1 Put forward practice teaching ideas

The purpose of this study is to analyze and study the practical teaching system of music education major in colleges and universities, and put forward scientific, referential and feasible training objectives, practical curriculum system, implementation approaches and teaching methods, so as to comprehensively improve the talent level of music education major. With the idea of “reverse design and positive construction”, the practical teaching mode of music education major in colleges and universities is constructed (Figure 1)[8].

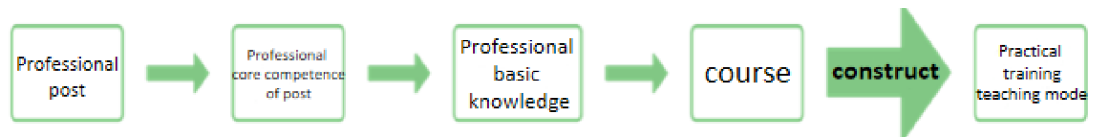


Figure 1 Reverse design, front construction

4.2 Setting of practical teaching objectives

The practical teaching system in the perspective of collaborative education refers to the complementary advantages and full use of resources by two or more resources or individuals to achieve the goal of talent cultivation. It is necessary to organically integrate the first classroom, the second classroom and the third classroom, and carry out weekend art practice evening for students, month-end concert for teachers and students of technical courses, skill practice project system, curriculum, self-playing and self-singing monthly examination system, cognitive probation, professional practice, music collection, dance collection, theme concert, graduation concert, graduation report evening, and diversified graduation thesis (design) forms. It is also important to establish art societies such as choir, folk orchestra, wind orchestra, dance troupe, Zheng orchestra and drama club. More importantly, we should build a practical platform for students and provide a world for cultivating and exercising their abilities. It is vital to enhance their professional ability in music, improve their comprehensive ability level on this basis, and finally realize the goal of talent training.

(1) Educate people with courses, build a practical training platform, build a practical training system, and form a practical teaching course group.

(2) Build a collaborative system and use various educational resources to improve students' practical ability.

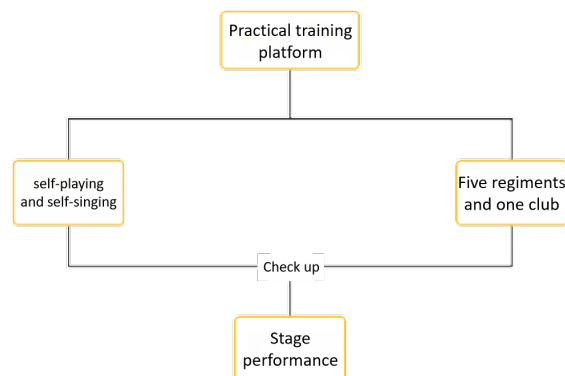


Figure 2 Practical teaching course group

(3) A practical teaching management and supervision process will be established that emphasizes practice, creativity and comprehensive quality improvement (*Figure2*).

4.3 Design of practical teaching content

4.3.1 Curriculum of Five Groups and One Society

It is required to let students join various art groups according to their majors and enter the whole talent training system by teaching. Students can choose a group or a club for the three skills practice courses on Thursday afternoon of each semester, and the final stage performance of skills practice courses will be used for centralized acceptance (*Figure3*).

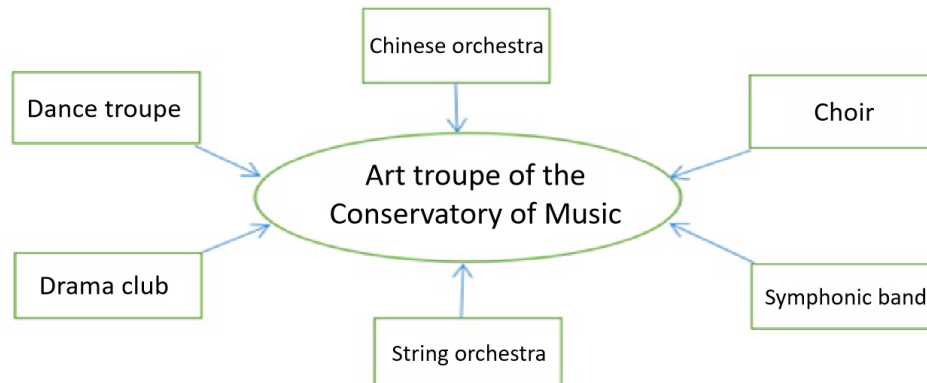


Figure 3 Five regiments and one society

4.3.2 Self-playing and self-singing “3+3+3” project systematization

For the sophomores and juniors majoring in musicology, the teachers of the project team divide the difficulty of playing and singing songs into three levels (A level is difficult, B level is medium, and C level is low), and take exams three times each semester. The assessment results are linked to the scores of vocal music, piano and improvisation accompaniment (the score of playing and singing is 20%). Through the practice of playing and singing on the stage, it is not only beneficial to standardize the intonation rhythm of students, but also to explore the best expression of singing and playing, and to enhance students’ perception of music and promote their musical literacy. Therefore, under the collaborative education mode, it not only improves the quality of talent training in colleges and universities, but also promotes the innovative development of education, which meets the actual needs of the social market and is of great significance to the improvement of music teaching ability.

4.4 Trinity practice training system

Art practice-practical teaching-comprehensive ability practice. That is, artistic practice: students’ weekend artistic practice, skills class teachers’ and students’ month-end concerts, campus weekend leisure cultural squares, graduates’ solo concerts, graduation concerts, etc. Practical teaching: cognitive internship, professional internship, graduation internship; Comprehensive ability practice: collecting wind, field investigation and graduation thesis (design) have improved students’ practical teaching ability (*Figure4*).[9].

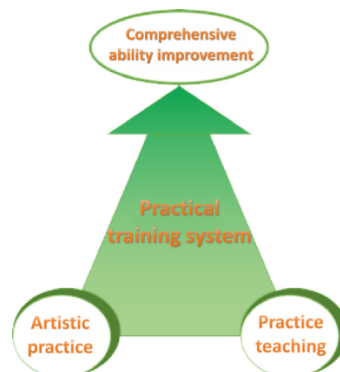


Figure 4 Art practice

4.5 Create a new environment for tripartite cooperation

It is important to build a collaborative training mechanism, build a collaborative system to educate people, expand the practice training base, and provide a strong guarantee for teaching practice. It is also required to create a new environment for school-school cooperation, school-enterprise cooperation and school-library cooperation. Through the construction of professional teaching quality assurance system, it is also necessary to further improve the construction of equipment and resources, expand the off-campus practice training base, and establish school-school cooperation (training institutions, training centers, song and dance theaters) and school-library cooperation (cultural centers, youth activity centers) to improve the quality and level of experimental training and continuously improve the practical teaching ability of music pedagogy students (Figure5).

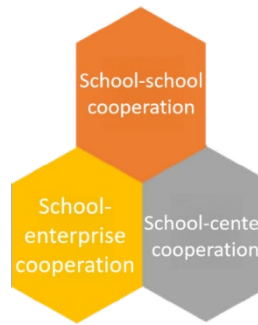


Figure 5 New environment for trilateral cooperation

5. Establishment of practical teaching evaluation system

We are supposed to design and organize various and effective practical teaching links of music art, and improve the management and evaluation mechanism of practical teaching.[10]. Through practice teaching, students can not only understand and master knowledge more deeply, but also help to evaluate students' learning effect in practice and their ability development in different practice links, find problems and deficiencies in time, promote students' effective learning and further enhance their ability. According to students' personality characteristics, we can evaluate them from multiple dimensions, better understand their personalized development, promote students to play their own advantages and potentials in practice teaching, clarify their professional interests and development direction, and make reasonable plans for future study and employment. The evaluation system of practical teaching can also connect school education with social needs. Through cooperation with social institutions and enterprises, the establishment of practical teaching evaluation system can better understand the requirements and expectations of society for students and cultivate talents to meet the needs of society. Based on the good development of practical courses (art practical courses and teaching practical courses) in the Conservatory of Music at this stage, this study has continuously improved the theory and summarized the experience, and formed a practical teaching curriculum system and assessment mechanism (as shown below) (Figure6).

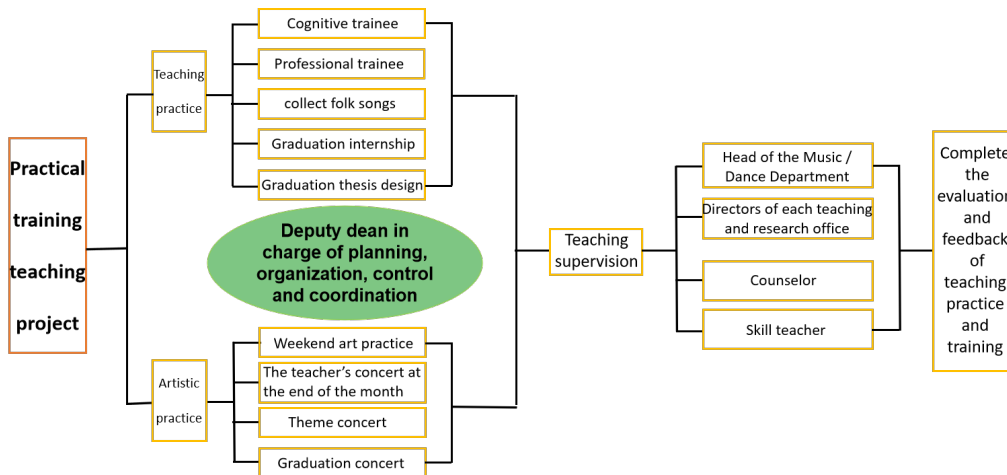


Figure 6 Practical teaching evaluation system

6. Conclusion

Based on the perspective of collaborative education, through the research of relevant literature and the analysis of practical cases, this thesis finds that under the collaborative education mechanism, students' participation and learning effect have been improved, teachers' teaching ability and educational concept have also been updated and promoted, and the reconstruction and exploration of music teaching practice system in colleges and universities can achieve remarkable results. At the same time, paying attention to the cultivation of practice and innovation ability, students can not only master the knowledge of music theory, but also use what they have learned to create and practice, so as to improve their practical operation ability and creativity. In addition, strengthening contact and cooperation with society has provided more practical opportunities and professional training for students, enabling them to better adapt to social needs.

However, there are still many aspects that need further in-depth study and exploration. For example, how to strengthen interdisciplinary cooperation, how to use innovative technical means to improve teaching effect, how to implement personalized teaching and so on. These problems need our continuous efforts and exploration to continuously improve the practice system of music teaching in colleges and universities and provide students with better education. In the future research, we should pay more attention to the establishment of evaluation and feedback mechanism (including comprehensive evaluation, self-evaluation and peer evaluation, and how to provide timely feedback and guidance). The evaluation and feedback of music education is an important indicator of students' progress, which can not only help teachers to continuously improve teaching methods and strategies, but also help students to continuously improve their musical ability and performance.

In a word, the reconstruction and exploration of music teaching practice system in colleges and universities from the perspective of collaborative education is an important task, and it is also a process of continuous development and improvement. It is of great significance to cultivate musical talents with comprehensive quality and innovative ability. I hope that through the research and discussion of this thesis, I can provide some useful ideas and inspirations for the improvement and perfection of music teaching practice system in colleges and universities, and make contributions to the development of music education. At the same time, I hope more scholars and educators can pay attention to and participate in the research in this field, and jointly promote the development of music teaching practice system in colleges and universities.

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