

Discussion on the Teaching Strategy of Orchestra in Music Education Major of Colleges and Universities at Present

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Abstract: *Orchestra teaching is an important part of music education in colleges and universities in China. To promote its teaching reform, it is necessary to deeply analyze the problems existing in the teaching of orchestral music, and develop innovative teaching countermeasures against the problems. This paper first analyzes the problems existing in the teaching of orchestral music in colleges and universities at this stage, and puts forward several teaching strategies for orchestral music.*

Keywords: *Universities; Major in Music Education; Orchestra Teaching; Strategy*

1. Introduction

With the continuous practice of educational reform in China, music education in colleges and universities also needs to keep up with the trend of educational reform environment, and more attention need to be paid to the development of students in all aspects. The course of orchestra is an important part of music education. However, there are still some problems in the teaching of wind music in colleges and universities at this stage, and continuous reform is needed to effectively promote the overall development of students [1].

2. Problems in college orchestra teaching at present

2.1 Backward teaching methods

Although college orchestra teachers have adopted a new teaching mode, in the actual teaching process, they did not fully consider the cognitive scope and interest base of students. The teaching method is still stuck in the teaching form, and has not been implemented into the teaching practice. In addition, in the teaching process, too much explanation of the theoretical knowledge of orchestra has been given, while ignoring the development of practical courses, which is more detrimental to the improvement of students' comprehensive wind music skills [2].

2.2 Weak teachers

Nowadays, among the music education majors in colleges and universities, the attention paid to wind music teaching is generally not high, which has led to a serious shortage of orchestra teachers in terms of number and teaching ability. In today's college orchestra teaching, there are few wind music teachers with high quality, high education background and high quality. The weak strength of university orchestra teachers is mainly reflected in their teaching ability. Teachers lack scientific teaching design and teaching methods in the actual teaching process, and also ignore the freedom and practicality of teaching, so it is difficult to improve teaching efficiency and quality [3].

3. The strategies of orchestra teaching in music education major of colleges and universities

3.1 Improving the management mechanism of orchestra teaching

In the reform of college orchestra teaching, improving the effect of wind music teaching is the first. In order to achieve this goal, the most important thing is to establish a sound management mechanism for wind music teaching. First, colleges and universities can choose a manager to comprehensively

guide and manage the work of orchestra teaching, carry out comprehensive and in-depth management of wind music teaching, set up teaching plans and arrange various teaching work of wind music teachers according to the actual situation of college wind music teaching, so as to build a perfect teaching environment [4]; Then, colleges and universities need to pay attention to their own teaching conditions of orchestra. In terms of teaching resources of wind music teachers, they need to update teaching equipment, teaching materials and other aspects one by one, and increase the investment in wind music teaching funds. Only by implementing the teaching conditions of orchestra, can the quality of wind music teaching be truly improved.

3.2 Strengthening practical teaching links

Practical training is the fundamental way to improve students' orchestra ability and level. Only by learning in the process of practical training can students' wind music level be effectively improved. In order to cultivate the students' above-mentioned abilities, college orchestra teachers should attach importance to practical teaching and give students more opportunities to exercise and perform, so that they can truly master the skills and art of wind music. Therefore, in colleges and universities, it is necessary to attach importance to the practical teaching of students' wind music, and students can participate in the actual performance and competition of orchestra. In the process of performance and competition, they can constantly find their own problems, find their own shortcomings in the training of orchestra, and constantly make up for deficiencies, so as to improve their professional level and ability of wind music, constantly improve their comprehensive quality, and lay the foundation for becoming excellent orchestra talents [5].

3.3 Building a high-quality teaching staff

College orchestral music teachers are organizers of college orchestral teaching activities, so the comprehensive quality and ability of the teachers directly determine the learning effect of students to a certain extent. To comprehensively promote the reform of college orchestral music teaching, it is necessary to establish a high-quality faculty in colleges and universities. Therefore, colleges and universities need to pay attention to the introduction of orchestra teachers, and at the same time, they need to focus on the training of college orchestra teachers. Training can be used to continuously improve the teaching ability and professional level of orchestra teachers, so that orchestra teachers can have a certain teaching innovation ability, in order to improve the efficiency and quality of orchestra teaching. The following experimental work will be carried out on the training of music teachers in colleges and universities to explore the situation and effect of the training organized by music teachers.

4. Experimental work on organizing and training music and teaching personnel

4.1 Purpose of the experiment

The height of teachers' quality directly determines the level of teaching quality to a large extent. It can be said that training teachers is an effective way to comprehensively improve teachers' quality and promote the professionalization of teachers' teaching. Our country emphasizes that teachers should not only have theoretical knowledge, but also have the effective ability of professional skills. Therefore, we have issued a series of laws and policies on teacher training. Various research institutions have conducted experimental research in the field of teacher training, aiming to improve the teaching quality of teachers. As a key course under quality education today - music discipline, in the actual teaching process of music major in colleges and universities, the teaching philosophy and teaching ability of music teachers cannot be ignored, so this also makes the organization and training of music teachers in music discipline of great significance. Based on this research purpose, this experimental study investigates and analyzes the training of music teachers.

4.2 Contents of experimental work

(1) Investigation and analysis on training music teachers

On May 1, 2022, 50 music teachers in our city's colleges and universities were trained. A survey was conducted on the training music teachers. The survey focused on the attitude and learning needs of music teachers, including their views on self-study and training. The purpose of the survey was to analyze and understand the problems faced by music teachers, so as to find out the direction and

problems of research. Among the 50 college music teachers, 25 were trained, 25 trainees interviewed each research object and designed the following questions: (1) What do you think has changed in your work after the training? (2) How to view the role of teachers after training? (3) What coping strategies will you take when encountering work difficulties? (4) What do you think of the music teacher training today? (5) How do you think music teachers reorganize after training?

(2) Investigation and analysis of music teachers' classroom teaching

Understanding the teaching level and educational concept of music teachers in colleges and universities plays an important role in guiding targeted training. Therefore, the "Music Teachers' Classroom Teaching" item was selected as a survey and analysis. Among several representative colleges and universities in our city, 50 male and 50 female students were selected to conduct a questionnaire survey. The questionnaire "Questionnaire on the Status of Music Teachers' Teaching in Colleges and Universities" was issued, which includes the basic situation of music classes in colleges and universities. The students' requirements and views on music teachers. A total of 100 questionnaires were distributed and 100 questionnaires were recovered. The effective rate of the questionnaire was 100%.

(3) Investigation and analysis on the training of music teachers

In order to improve the teaching quality of music teachers in colleges and universities, and also to better improve the teaching ability of music teachers, our city has carried out the task of organizing the training of music teachers in colleges and universities, and randomly selected 20 music teachers from representative universities in our city to participate in the training. This group training form not only improves the professional ability of music teachers, but also enhances their teaching ability. Under the task of taking training as the carrier, let college music teachers communicate, learn from and evaluate each other in the training process, so as to achieve the goal of common progress. By investigating the training results of 20 college music teachers in our city, the effectiveness of music teacher training is fed back.

4.3 Results of experimental work

(1) Survey results at the level of training music teachers

After careful sorting and analysis of the questionnaire results, the questionnaire results show that 50 music teachers in colleges and universities think it is necessary to organize and conduct training, and they expect more practical teaching conditions to conduct training and education. However, they think that some problems in the current training system still need to be improved, such as classroom content, assessment system, teaching methods, etc. under training.

The problems are gradually reflected in the role adaptation and knowledge reconstruction of the training teachers, and the problems faced by the training teachers in their practical work include: first, music teachers generally show high expectations of the teaching environment and teaching work, so when the ideal and reality are not consistent, it will lead to an increase in the work pressure of music teachers. Second, music teachers in the teaching process, teachers' knowledge structure before training can't guide their teaching work after training. For example, they can't cope with how to grasp ideas, deal with teaching materials, teaching design, teaching organization and other aspects, especially the lack of control over the classroom. The conclusion is that the target group of teachers in the training of music teachers in colleges and universities is special. There are many maladjustments in the training process, and the maladjustment state in the training will directly affect the formation of their teaching outlook and professional outlook. Therefore, in the training process, music teachers in colleges and universities should complete the reconstruction of knowledge and ability as soon as possible, and guide them to accurately position the role of teachers as soon as possible. In order to better adapt to the work of music teachers, it is the practical problem to be solved in the training. Comprehensive consideration is required to achieve the most effective training effect.

(2) Survey results on music teachers' classroom teaching

According to the survey results of 100 questionnaires on the current teaching situation of music teachers in colleges and universities, the following analysis can be made: 1. Among 100 students, 84 students "like" music lessons, and only 16 students "don't" like music lessons; 2. 58% of the students think that the content of music class in colleges and universities is too simple. They require music teachers to not only sing but also speak in music class. Music teachers should explain more about the content related to textbooks, and then teach more beautiful songs. It is better to learn some simple

instruments. They hope that music teachers can design more activities that everyone can participate in in the actual teaching process. All students can be integrated into the music teaching in colleges and universities; 3. Through further investigation among 16 students who "don't like" music lessons, it is found that the reasons why they don't like music lessons are as follows: "low teaching level of music teachers" and "poor teaching of music teachers" are the main factors. It is also found in the survey that due to different conditions such as teachers' level, students' quality and the degree of emphasis on music courses, the allocation of music teachers in colleges and universities is assessed according to teachers' abilities. For example, music teachers with strong abilities are often assigned to better colleges and universities, where more attention is paid to the cultivation of students' comprehensive qualities. Therefore, the hardware. The software conditions are relatively good, so music teachers can also effectively play their own abilities in the actual teaching process. On the contrary, music teachers with insufficient abilities are assigned to colleges and universities that do not attach importance to music teaching. In addition, the lack of teaching resources leads to limitations of music teachers in the actual teaching, which further leads to various problems in music teaching, leading to students not liking music teaching.

(3) Survey results on music teacher training

The purpose of the training is ultimately to promote the education and teaching of music teachers in colleges and universities. According to the "What do you think has been improved by participating in this training?" As a survey question, the survey results are as follows: (1) In terms of improving teaching ability, 6 music teachers think it is "significant", 6 music teachers think it is "relatively significant", 5 music teachers think it is "average", and 3 music teachers think it is "poor". (2) In terms of updating the educational concept: 7 music teachers think it is "significant", 7 music teachers think it is "relatively significant", 4 music teachers think it is "average", and 2 music teachers think it is "poor". (3) In terms of improving professional level, 6 music teachers think it is "significant", 6 music teachers think it is "relatively significant", 5 music teachers think it is "average", and 3 music teachers think it is "poor".

4.4 Conclusion of experimental work

Taking the experimental work of training music and teaching staff as a reference, it is found that classroom practice should be strengthened during the training of music teachers, and the analysis of teaching materials and students should be emphasized. In order to solve the uneven gap in music teaching in colleges and universities today, music teacher training should be thoroughly implemented and practiced, and more music teachers in colleges and universities should be arranged to practice and communicate in the training. In addition, the training process can significantly improve the "teaching ability", "teaching philosophy", "professional level", etc. of college music teachers, so as to help college music teachers comprehensively improve their own quality and ability.

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