Application of O-AMAS Effective Teaching Method in the Vocal Music Class of Xinjiang Higher Normal University—Take Yili Normal University as an Example

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Abstract: *Effective teaching is an important goal pursued in the implementation process of the new curriculum, and it is also one of the important guarantees for the successful implementation of the new curriculum. The promotion and successful application of O-AMAS teaching model in the professional education and teaching of various colleges and universities across the country has promoted the integrated development of open education and higher vocational education. The effective teaching method of O-AMAS applied to the vocal music class of Xinjiang senior teachers can greatly improve students' enthusiasm for learning, and their comprehensive learning ability can also be comprehensively improved.*

Keywords: *O-AMAS; effective teaching; senior teacher vocal music; Yili Normal University*

1. Introduction

This is an article about O-AMAS effective teaching model applied to vocal music classroom, the author's undergraduate and master's professional are vocal music, in a school teaching training class accidental contact with O-AMAS effective teaching model, found this innovative teaching method used for more teaching classroom, but some methods are also suitable for less professional practice classroom. At present, almost no one has applied it to the vocal music major, so this is the original intention of writing this article.

2. The O-AMAS teaching model

The O-AMAS teaching model is a teaching model independently developed by the effective teaching team of Nankai University in 2017. Adopt the OBE teaching design idea and adopt the theoretical basis of reverse teaching design. Through a variety of learning tools and multi-dimensional learning results (O bjective), rapid activation (A ctivation), multi-factor learning (M ulti-learning), effective evaluation (A ssessment), brief summary (S ummary) five teaching links. Drive students through interactive learning activities, and promote deep learning, active learning, and positive experience. In the deep participation of teaching objects, teaching methods have rules to follow, the learning process is visible, the learning effect can be measured and evaluated four links are flexible. Within the dimension, adjust students' emotions, participation, communication and thinking, in order to achieve the "four qualities" classroom with smile on the face, light, phase and benevolence, thinking and action, so as to build a teacher-student growth community with learning as the link.[1]

3. The status quo of Xinjiang higher school teacher vocal music class

3.1 The development status of Chinese national vocal music

The development process of Chinese national vocal music has a long history. Its unique artistic charm is not only reflected in the beauty and harmony of the melody, but also lies in the national emotion and cultural heritage that it contains. The formation of this singing art is the deep excavation and inheritance of the essence of many traditional singing arts, but also the clever integration and absorption of the theory and advantages of bel canto singing in Western Europe. In this process,

Chinese national vocal music always adheres to the basic principles of scientific, national, artistic and the spirit characteristics of The Times. Science is reflected in the rigorous research and practice of vocal skills and music theory, which makes the singing skills more accurate and standardized; the national character emphasizes the unique charm and national style of Chinese music, let the audience feel the profound national culture; the artistic expression and the vivid shaping of the music image; the spirit of the singing art should keep pace with The Times, reflect the spiritual outlook of the contemporary society and the aesthetic demands of the people.On the basis of inheriting and carrying forward the essence and characteristics of many kinds of traditional singing art, the singing theory and advantages of Western European bel to singing method are a unique new national singing art with scientific, national, artistic and the spirit of The Times.

In the continuous study and practice, Chinese national vocal music has gradually stepped out of the limitations of national singing and bel canto singing, and is constantly moving towards a better, more comprehensive and more scientific singing road. In the process of teaching, it is far more important to guide students to do things right than to do things right. Vocal music is a professional skill course. In addition to the basic theoretical knowledge learning, the practice and supplement of sound technology are mainly oral and heart teaching, sound training and the main content of the classroom when singing works, which is divided into "one-to-one" or "one-to-many" classroom forms. The teacher's teaching AIDS are mainly piano, and the students stand on the side to make a sound or sing. Such a classroom mode and method are relatively simple, and it is difficult to break through due to the particularity of the major. Therefore, teaching methods and teaching details design have become one of the few breakthroughs that we can improve.

3.2 Current situation of vocal music classroom teaching in the School of Music and Dance, Yili Normal University

Vocal music teaching is a required course of music education major, which undertakes the important task of cultivating basic education teachers. Yili Normal University is a higher normal school under the administration of Xinjiang Uygur Autonomous Region. Its vocal music teaching is mainly about music performance and musicology, most of which are students of Han, Uygur and Kazak. In terms of curriculum, the music performance major is the teaching mode of "one to one" and "one to two"; the music-performance major is a group of 10 students, 2 class hours / week. The number of students is divided into "one to one", "one to two" and "one to five" in a certain proportion through the ranking of each academic year. Among them, the vocal music teaching content of Han students is basically the same as that of mainland universities. Whether it is the problems of students in the process of vocal music singing, the categories of works, or the guidance of professional teachers to Han students' professional skills in teaching. However, compared with the mainland, the proportion of ethnic minority students has doubled. Although they have the voice conditions of national characteristics, there are generally problems such as low Mandarin level, unclear pronunciation, weak vocal singing ability, and not solid basic theoretical knowledge. Therefore, professional teachers in the layout of the works in the local characteristics of the national vocal music works, and sing in the folk language, the style of the works is relatively single. Students have less contact with local folk songs and vocal music works outside Xinjiang, especially the students of ethnic minorities, almost few people sing. However, the recent graduate concert and the performance of local folk songs outside Xinjiang have attracted some attention.

4. Application of effective teaching method based on 0-AMAS model in vocal music classroom

In nankai university professor li xia online classroom of effective classroom teaching design and implementation of many methods, in the reflection of the teaching also widened the teaching ideas based on effective teaching mode of O-AMAS model will "student-centered" teaching concept value to the maximum, the knowledge and ability into sports teaching "situation", encourage students to participate in, collaboration, experience, so as to realize the effective teaching support for effective learning. In teaching activities, students give full play to their strengths, mobilize multiple physical and psychological experiences, and truly take the initiative, cooperation and discussion of learning, which is conducive to the cultivation of future-oriented learning ability and realize their own socialization.

4.1 The change of teaching design scheme ideas

4.1.1 Class link—Yili Normal University professional talent training portrait

In the class, Mr.Li asked everyone to clarify the purpose and requirements of cultivating talents by drawing posters, and then gradually branch to the department, teaching and research office. Everyone starts to make trouble in the first step. They usually teach with the course objectives, which requires specific and clear requirements, but when it reach the big goal of the school, everyone has no way to write. This reflects some problems, everyone's overall planning concept seems to be relatively shallow, the pattern is smaller. Did not think about the meaning of teaching from the general direction."Who to train people, how to train people and how to train people" is the educational proposition put forward by General Secretary Xi at the symposium between teachers and students of Peking University. If even the school level of the concept cannot connect, how to talk about the country. So this is a question that arouses everyone and me and needs to reflect seriously.What is the purpose and requirement of the school to cultivate talents? What is the educational goal of the school? Our school is a comprehensive university, and our goal is to cultivate high-quality talents with innovative spirit and practical ability. This is our overall goal, but also the starting point and foothold of all our teaching work.

Each department and teaching and research section have their own characteristics and professional direction. Under this general goal, they should clarify their own teaching direction and requirements, and formulate teaching plans and curriculum system according to their own professional characteristics, so as to focus on cultivating students' professional quality and practical ability. Or pay attention to the innovation of teaching methods and means, improve students 'interest and participation in learning, and cultivate students' independent learning and innovation ability. Teaching is not only to complete the course objectives, but also to cultivate students' comprehensive quality and ability, and to lay a solid foundation for their future development.

4.1.2 Class link—education seven lights

Among the several learning tools mentioned by Teacher Li, the "Seven Lights of Education" gave me some ideological impact. The seven lights of education include: organization, space, educator, learning content, learning method, educational goal and evaluation system. A discussion topic "Choose the three lights you need to be polished" was conducted twice. In the first time, I chose the three lights to be polished as "space", "educator", "and" evaluation system "; in the second time, my choice became" space "," educator ", and" educational goal "."Space" represents the "soft environment" and "hard environment" two, the hard environment is of course the classroom, musicology students in the form of group classes, a large number of students, now the classroom is relatively narrow, teaching AIDS and piano also need to be improved. In addition, students have limited piano room after class; the soft environment is the teaching environment. Through the experience, the identity of art major in the school environment is not strong, which is easy to be overlooked in many occasions. In terms of the teaching environment of the college, art guidance is a necessary resource allocation for music performance majors, which can also reduce a large part of the pressure of professional teachers.

The reason for choosing the "educator" is that, starting from my own feelings, the students have little recognition of the vocal music major, and their vision is very small. When the author was student, the short video media industry was not developed, and I could only find limited resources to surf the Internet. However, there are developed media technology, and any search of various short video platforms can see rich resources. However, although many students are ambitious, they only look forward to the present, especially the minority students who have different degrees of rejection of new blood, which makes me feel that there is a long way to go. Therefore, I hope that as educators of teachers, so that we can work together, keep learning, forge ahead, hand in hand forward.

Choose "evaluation system" is the reason is I saw part of the minority students and other students have larger learning difficulty difference, like just learn English 26 letters and some basic words we are going to complete the English script, even sing, and together in the assessment of students is the daily expression of native language. But later, the reason why I changed this lamp to "educational goal" is that maybe it is not only the evaluation system, but the educational goal. The training goal should be optimized at the beginning, analyzing specific problems and teaching students in accordance with their aptitude.

4.2 The application of effective teaching methods in classroom details

4.2.1 I ask you to answer / street interview

As mentioned above, the vocal music classroom mode is divided into "one to one" or "one to many" classroom form. "I ask you and answer" can be used in both classroom models. Activate theoretical knowledge or review classroom content is a good teaching method. "Street interviews" are used in one-to-many group classes. Two or more students ask each other or supervise each other to think together and learn from each other.

In vocal music teaching, the "one-to-one" classroom form is more focused on the improvement of individual skills and problem solving. Teachers can conduct in-depth discussion and guidance according to students' specific problems and needs, to ensure that each student can get their own teaching program. In the "one-to-one" mode, the teaching method of "I ask you and answer" can reveal the students 'understanding degree and mastery very directly. Teachers can adjust the teaching strategies in time according to the students' answers to ensure the teaching effect.

The "one-to-many" classroom format focuses more on group learning and interaction. In this model, the teaching method of "street interview" can better stimulate students' sense of participation and initiative. In the process of asking questions and discussing with each other, students can find their own problems, and find new inspiration and inspiration from the answers of others. This interactive learning approach can not only help students improve together, but also develop their teamwork and communication skills.[2]

4.2.2 My starting point

"My starting point" can be applied to the initial class or the initial learning class, so that students can have a certain cognition of their own ability and a clear and correct learning attitude before the formal classroom teaching. Help students to find their own direction on the road of learning. It is applicable to the first class or the phased learning of the first class, so that students can first have a clear understanding of their own ability, clear and correct learning attitude before the formal classroom teaching.

In early classes, students often face a transition from a carefree childhood to a tense and orderly study life. This is a key turning point, but also an important period for students to build confidence in learning and form good study habits. "My Starting point" is designed to meet this challenge. First, through a series of interesting self-assessment activities, students are guided to know themselves and understand their own strengths and weaknesses. These activities are not only interesting, but also deep, and can help students form a comprehensive understanding of their own abilities. At the same time, it will also provide personalized learning suggestions according to the specific situation of each student to help them better plan their study plans.

4.2.3 Three false one true

In the professional training of sound technology, if students cannot achieve a good sound effect through the teacher's explanation and their own understanding, teachers can demonstrate and use the "three false and one true" way to find the correct sound or sound form in the form of listening and watching. In the professional training of sound technology, the growth of students is not achieved overnight. Although they listen carefully to the teacher's explanation, and try to understand the essence, but in practice, they may still face various challenges, and it is difficult to achieve the desired vocal effect. In this case, the teacher's demonstration is particularly important.

Teachers can adopt the teaching strategy of "three false and one true", which is a unique and effective teaching method. The so-called "three false and one true", that is, when the teacher in the demonstration, three times deliberately make the wrong way of sound, and then show a correct sound form. The beauty of this method is that, through contrasting errors and correctness, students can understand more clearly about what is the right sound or vocal form. In the demonstration process, the teacher should not only use sound to show the wrong and correct way of starting sound, but also cooperate with body language, such as facial expressions and gestures, so that students can observe and understand in an all-round and multi-angle way. This teaching method of audio-visual combination can help students to have a deeper understanding of the principles and skills of sound, so as to make effective adjustments in their own vocal practice. At the same time, teachers should also encourage students to think positively. They should not only listen, watch, but also think. Think about why some kind of voice is wrong, and why the right way sounds more comfortable and natural. Through such

thinking, students can not only find the correct sound or sound form, but also develop the ability to think independently and solve problems.[3]

4.2.4 Spider diagram

The main characteristics of the opera is to grasp the character of the plot characters, after complete singing again, in order to let the students to self and the role have a clear cognition, can use the way of "spider figure", the left is the character of the work or singing elements, on the right is the lack of expression elements, by comparing introspection and find adjustment direction, and efficient to complete the interpretation of the works.

As a highly comprehensive art form, opera singing is not only a display of sound, but also an in-depth understanding and vivid expression of the plot characters. In the teaching of opera singing, we emphasize the students 'grasp of the role, which is not only the understanding of the character's character, emotion, action and other external manifestations, but also the grasp of the inner world of the role and the emotional changes. On the left side of the "spider map", we can list the character characteristics, emotional changes, singing skills and other elements of the character, which are the basis for our understanding and shaping the character. Through the analysis and study of these elements, we can understand and grasp the characteristics of roles more accurately. On the right side of the "spider picture", we can list the expression elements that we lack in the process of singing, such as emotional transmission, sound control, character shaping and so on. These are where we need to further improve and improve. By comparing the character elements on the left with the self-expression elements on the right, we can clearly see our own shortcomings and the direction we need to improve.

4.2.5 Six characteristics of effective teaching

The group classroom mode has the characteristics of many people, and the process of voice training and singing can be combined with the six promotion points of effective teaching to learn:

4.2.5.1 Peer teaching: Group members can sing and speak respectively.

The speakers of the group will perform according to the structure and content of the work and the teacher's explanation, while the silent will think while hearing opinions, find out the advantages and points to adjust, and learn from each other;

4.2.5.2 Simulated scenario

The style types of vocal music works mainly include artistic songs, local folk songs, creative songs, opera excerpts, etc. Either song is a different scene, with different task characters. Most of the works are created based on the people's work and life, so the local folk customs are very important to the style interpretation of the works. You can simulate the singing scenes through pictures, videos or scene descriptions;

4.2.5.3 Flip

The complete interpretation of a work is not a task that can reach the standard in a class, and also need to review the past and know the new;

4.2.5.4 Cooperation

The team members can carry out different division of labor to complete the interpretation of the same work, which makes the performance level more rich;

4.2.5.5 Inquiry

If you are interested, you can also carry out field field collection, get close contact with the local culture of folk songs under conditions, and dig out the deep meaning of the works;

4.2.5.6 Experience

When singing different folk songs, it is necessary to find the local customs and cultural styles of different folk songs, role play, experience the inner emotional expression of the characters, and achieve resonance.

At the present stage of the vocal music class is mostly traditional teaching, a piano, one or more students for vocal music technology training or singing, by the teacher for various guidance or adjustment. For a long time, teachers or students more or less will also produce a certain state of burnout. Diversified learning activities are organized and implemented in the "multiple learning" link. Diversified learning activities are learning activities with students as the main body, comprehensively

using discussion, cooperative, peer, participatory, inquiry and other learning methods. In the vocal music class, the application of multi-dimensional, multi-thinking, multi-practice teaching method three-dimensional teaching, will bring freshness to the classroom at the same time, but also to develop students' learning thinking, establish a learning system.

5. Conclusion

The effectiveness of teaching depends on the degree to which it successfully changes the student in the desired rather than the undesired direction. Effective classroom teaching design is not only limited to the actual teaching content, should be from the perspective of promoting students 'all-round development, namely teaching designers stand in the position of learners, analysis problems, not only focus on teaching strategies and attention to students' learning methods, attention to one's all-round development of, really care about students' learning life and future development. Effective classroom learning methods, make the classroom more interesting and efficient, we can effective classroom teaching design as a breakthrough, constantly promote the new curriculum to the depth of development, and strive to achieve the optimization of the teaching process, and constantly improve the effectiveness of classroom teaching.

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