

Construction and Practice of Erhu Performance Course for Musicology Majors in Local Universities—A Case Study of Sichuan Minzu College

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Abstract: *The construction of first-class courses in local universities is a long-term system engineering. Taking the first-class course construction of erhu performance as the Breakthrough Point, taking the online and offline mixed teaching reforms as the turning point, this paper explores and studies the orientation and goal of curriculum construction, strengthening the cooperation between schools and enterprises, optimizing the teaching contents, innovating the teaching methods, strengthening the construction of curriculum organization and perfecting the evaluation system, etc. This course plays an important role in the cultivation of application-oriented undergraduate musical talents in order to improve the teaching qualities.*

Keywords: *Erhu Performance, First-Class Curriculum, Curriculum Construction, Teaching Reform*

1. Introduction

Erhu performance is a core course of musicology in the aspect of school music and dance teaching in Sichuan Minzu College, which is very practical and professional. Based on the teaching practice of Sichuan Minzu College in school music and dance, this paper takes the first-class course construction of erhu performance as a breakthrough and the online-offline mixed teaching reform as an opportunity, cooperate with Shanghai Miuk Information Technology Co., Ltd. to develop education, deepen education and teaching reforms, enlarge connotation construction, promote transformation and development, highlight culture, locality and application. The aim is to train a group of outstanding talents.

2. Make clear of the basic orientation and goal of curriculum construction

Erhu Performance is a compulsory course for musicology majors in colleges and universities in China, and it is also the second instrument teaching in musicology majors besides keyboard instruments. The construction of the first-class course of Erhu Performance is based on the premise of combining the school-running orientation of our school, the training goal of professional talents and the recruitment of students. It integrates the knowledge, artistry, practicality and skill, emphasizes the cultivation of students' musical ability, improves their comprehensive musical accomplishment, and strives to cultivate students' love for music. Promoting students to respect and understand the world's diverse music culture, emphasizing the combination of applied and local, plays an important role in popularizing musical instrument performance, developing and inheriting local folk music culture. The course construction is devoted to cultivating professional talents with solid professional foundation, innovative spirit, practical ability and market demand.

The course of Erhu performance is a supplement of keyboard musical instruments in normal universities, and its traditional teaching goal is to develop students' professional skills, not only to achieve the traditional teaching objectives. At the same time, in order to comply with the overall strategic plan of Internet plus education of the Ministry of Education of China and realize the expansion of modern education,^[1] the online teaching mode is developed in the course of Erhu performance, to transform the offline teaching experience into the online course, to apply the offline teaching method to concrete guidance of the online course, so the online course script compilation has become the difficulty and key point in the whole team construction, through cooperation with enterprises to develop teaching resources related to teaching courses, achieve online and offline mixed teaching objectives, further consolidate and promote the teaching results, effectively enhance students' professional comprehensive literacy.

3. Strengthen cooperation between schools and enterprises for win-win results

In order to explore the talent training mode of music education,^[2] to innovate the developing mechanism of the integration in industry, education, scientific education, and to improve the quality of music education, we should take the teaching course of instrumental music as the Breakthrough Point, to train knowledge-based and high-skilled talents quickly and efficiently, and to effectively train and transport professional talents for the local economic development and industrial improvement.^[3] Our Institute signed a cooperation agreement with Shanghai MIUK Information Technology Co., Ltd., and reached a consensus on practical cooperation, which is about the online musical instrument performing, shanghai MIUK Information Technology Co., Ltd. offers an “Online training course for innovative music talents” for the Erhu Performance Course in our college. The online courses of Erhu performance is different from the traditional online open course, which is not based on the internet after simply recording the course, but it is an innovation in the reform of application-oriented education by introducing the concept of on-line and off-line teaching into the training mode of application-oriented talents in traditional school education, the concrete implementation relies on the smartphone video communication APP and the network cloud class teaching assistant platform to realize the online and offline course system construction. The core content of the four links of preview, class, homework and teaching practice will be transferred to online learning mode, which will be integrated with the interaction between teachers and students in the face-to-face class and the mobile phone APP platform, the on-line and off-line teaching model can form a model in the course information reform of application-oriented specialty, and can also teach students in accordance with their aptitude. This course APP is developed by professional teachers, which is directly connected with the company, so that the professional students in our college can master the teaching skills directly, which are needed for their future work, and can improve their performing levels and comprehensive music literacy.

Shanghai MIUK Information Technology Co., Ltd. has also set up a “Student entrepreneurship training camp” for our Erhu Performance Course, which requires students to complete basic training courses and social practice, for students who want to start their own business, the company will provide entrepreneurial guidance, share entrepreneurial experience, and evaluate students’ entrepreneurial projects. For the abilities of performing projects, Shanghai MIUK Information Technology Co., Ltd. will also provide financial support, and at the same time, the company will also provide directly offer online practice courses for students who need to pass online training courses in our Erhu Performance Course, which increases the actual combat experience of students, lets the student accumulate the experience in the practice. In addition, it will also provide students with direct access to employment, especially for students who have completed training courses and social practice to provide jobs for students in order to ensure they will be smoothly employed after graduation.

4. Optimize teaching content and innovate teaching methods

4.1. Teaching content

The course of Erhu playing is a teaching model that students choose freely according to the national educational laws and regulations. It also meets the development and demanding of education. This course emphasizes the theory and practice, flexibility and diversity of teaching as well as the combination of traditional and modern teaching models, so that students can grasp the real value of musical instrument playing while acquiring knowledge and skills. The innovation of its teaching content mainly includes the following aspects:

According to different students’ foundation and specialty, we should teach students in accordance with their aptitude, so that students’ personality can be brought into full playing in class. Through the organic combination of classroom teaching, extra-curricular instruction and practical activities, the course of Erhu performance connects the school closely with the society and the local culture. Erhu performance not only showcases the rich tapestry of our national traditional music but also serves as a conduit for absorbing the world's outstanding musical cultures. It delves into the depths of local folk music traditions while also reflecting the spirit of the times, charting our development, and highlighting individual characteristics.^[4]

School-enterprise cooperation aims to establish online and offline teaching system, which uses information network technology with the help of network media, relying on the “VIP sparring” APP platform developed by online video communication and Shanghai MIUK Information Technology Co., Ltd. (spokesperson: Lang Lang). the teaching model that combines online real-time learning with offline

face-to-face class, it has the characteristics of openness, interaction, individuation, convenience and generation, it is beneficial to change students' learning model and teachers' teaching model, and improve teaching quality.

Incorporate local music elements into the curriculum. For example, adding local folk song melody into the course of Erhu performance not only strengthens the discrimination of folk music, but also expands the angle of views and brings into play the characteristics of professional teaching.

To ensure that our teaching contents align with the demands of the professional field, we actively engage with cutting-edge advancements, share achievements at the professional frontier, and encourage ongoing education and exchange among our core faculty members. In response to the evolving needs of Erhu performance courses, our faculty members have the opportunity to collaborate with esteemed institutions such as the Sichuan Conservatory of Music, Sichuan University of Arts and Sciences, Southwest University for Nationalities, China West Normal University, Xihua University, Chengdu University, Neijiang Normal College, Ganzi Vocational and Technical School, among others. This article draws insights from the curricula and professional development trajectories of these institutions to inform our own teaching practices and strategic directions.

To adhere to the school-running goal of "Learning for Application", the team should focus on strengthening students' practical training in future, such as going to the grass roots and spreading culture to the countryside, creating professional practice platforms for students such as Chinese Orchestra and Chamber Orchestra, and going to the units, to assist in the rehearsal (previously, we worked with Guzan Primary School, Kangding No. 3 middle school, Luding Middle School, Luding County Primary School, Luding County Cultural Centre, Kangding Tourism Bureau, etc.).

The team should create more practical platforms for the students according to the needs of the course practice, such as stage practice at all levels, class concerts, course presentation concerts, special parties, etc., enrich and enhance students' professional skills of playing musical instruments.

4.2. Teaching methods

According to the specific requirements of the construction of application-oriented undergraduate colleges and universities, and comparing with the teaching methods and means of the course, this paper comprehensively combs the teaching effect and practical experience of the course in Erhu performance, and popularizes the effective teaching methods and means, and put forward optimization measures to make it adapt to the current needs of the music teacher industry. Through the reformulation of traditional teaching techniques and the integration of modern methods, including the utilization of network platforms, this paper seeks to enhance the overall efficacy of teaching practices. It advocates for the active incorporation of multimedia strategies into instructional delivery, skillfully blending multimedia resources with practical teaching methodologies. Moreover, by integrating both online and offline teaching modalities, the paper strives to elevate the quality of classroom instruction to a new standard.^[5]

5. Strengthen the construction of teaching organization

The course of erhu performance is mainly taught in small groups with relatively few teaching objects in each class, which is beneficial to student-centered classroom teaching. In the teaching process, teachers give full play to the teacher-led, students self-learning interactive teaching model. According to the individual differences of teaching objects, the teaching contents of the key points, teaching methods are adjusted to achieve the goal of autonomous learning of students. At the same time, we should combine classroom teaching with professional and social practice, extend classroom learning to outside class, keep students' interest in learning, guide students to explore learning methods independently, and deepen their self-study ability, to enhance professional skills at the same time, highlight the professional skills of teachers.

The following three aspects of online and offline teaching organization in the course of Erhu performance are exemplified, and the teaching of other musical instrument courses can be used for reference:

Firstly, the curriculum system construction is the top-level designed in the whole project research. According to the curriculum outline of the latest application-oriented talent training program, the online and offline teaching content is planned, the learning process is designed, and the students can learn it through the online and offline steps. It aims to have a good grasp of the basic knowledge, methods and

skills of Erhu performance, meanwhile, to have the ability of understanding, analyzing and appreciating in the aspect of Erhu music and performing style. It could cultivate a sense of cooperation among students. Through the ensemble, accompaniment, ensemble and other forms of training, it constantly improves the students' artistic aesthetic ability and inner hearing ability, and cultivate the concept of understanding and respect for the world's multi-cultural music to meet the current social needs of primary and secondary school classroom musical instruments and extra-curricular activities for musical instruments in playing and teaching guidance purposes.

Secondly, video resource is the core content of the whole project. According to the goal of the course, preview teaching videos will be posted for about 3-5 minutes for each class. It's contents related to the main points of knowledge, tips and difficulties, as well as knowledge development. The concepts of Split class is introduced in the offline class, and the pre-class knowledge is demonstrated face-to-face and exemplified in practice, guide the students to review and consolidate, in the process of after-school exercises, personalized targeted learning, it will encounter problems through video communication APP and teachers communication and consultation timely. Finally, the homework will be submitted to the network platform in the form of video for teachers to review. Usually, in order to submit a satisfactory video homework, students will strengthen the practice, usually need to record several times after the selection of a more satisfactory video to submit. Obviously, it also achieved the application of the model curriculum after-school supervision exercise in this process. At the same time, in the process of teacher review, it is also convenient for teachers to recognize the needs of the key points of knowledge and do some explanation and discussion during the next face-to-face class, and it truly teaches students better in accordance with their aptitude. The students can learn it anywhere and anywhen as well as the learning model.

Thirdly, the course operation is the quality control link of the whole project. The total learning time of Erhu performance is four semesters, 64 new lessons in total. Each learning process is interlinked through online and offline hybrid teaching. The main contents of study includes the correct playing posture, right and left hand movement training to the hands coordination exercise, three position learning, tonality and variation of sound, basic skills training etc.. Whether the students study according to the requirements of online and offline courses, and whether the learning effects can meet the requirements of teaching progress, they need to perfect the scientific and convenient course operating platform, manage and control the learning process, and ensure the learning quality.

6. Improve the evaluation system

Evaluation system is the visual feedback of the whole project construction effects. The online and offline education system can not be an educational gimmick. The ultimate goal for students is to learn more effectively, and achieves real results through this kind of learning. Therefore, we should take the opportunity of project construction to improve the single examination methods of Erhu performance, which should be based on examination outline and evaluation criteria that takes the form of stage practice, which aims to examine students' basic skills in playing musical instruments. Based on the standardization and accuracy of the students' playing methods, this paper makes a reasonable evaluation on rhythm, strength, pitch, timbre and music expression. To check the mastery level of students about the teaching contents, and to combine the self-evaluation, mutual evaluation and other evaluation between teachers and students, students need be completed a list report at each semester. The number of mutual observation and professional practice team of the results in the report (at least two times, including audio, video) will complete into the assessment content. Comprehensive Evaluation of the course is made by integrating the practical performance ability in the stage practice, balancing the attitude of solving problems in the learning process, and considering the writing of notes, this is not only in line with the needs of online and offline teaching mode, but also the objective assessment of the learning effect of the course system. In addition, the evaluation of the course of Erhu performance should pay attention to the students' ability and quality, and should achieve three combinations. It includes the process assessment and final assessment, formative assessment and assumptive assessment, and process assessment. Formative assessment refers to the usual students' learning attitude, learning methods, learning effects of attention and observation records, which pay more attention to the learning process of students, as well as the attendance rate of students, problem-solving methods, homework assignments and so on. Assumptive evaluation refers to the results of term examination, year examination, graduation examination and practice examination, combining theoretical assessment with practical assessment, which pays attention to the training of professional ability, combining professional assessment with industry assessment. And industry assessment is mainly the assessment of practice units, students are assessed by the teaching practice unit according to the post work assessment standard (related to instrumental music teaching

items), and the evaluation of the course internship is the main. The final conclusion of the course assessment should refer to the results of the assessment of the students participating in the online course practice and practice by the cooperative enterprise, it will be awarded the corresponding certificates and special scholarships by the outstanding persons of the year assessed rate in the cooperative enterprise, and preferred to recommend the relevant evaluation priority items.

7. Conclusions

Erhu performance is a very practical and practical course, which plays an important role in the cultivation of applied talents in colleges and universities. By reorienting the goal of curriculum construction, optimizing the structure of curriculum content, strengthening the cooperation between schools and enterprises and innovating teaching methods, students' learning enthusiasm and initiative can be effectively stimulated, to promote students' practical ability and innovative and entrepreneurial ability, so that students could have good professional comprehensive quality, in line with the application-oriented personnel training objectives at university.

Acknowledgements

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