

# *Research on Teaching Reform of Music History Course in Local Universities under the Background of Teacher Certification*

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**Abstract:** Normal professional certification is a national quality assurance system of teacher education, whose goal is to promote the quality of normal professional training. In recent years, the normal professional certification has been gradually popularized in the country, and the process of teaching reform of related courses has also been gradually accelerated. The purpose is to further improve the ability and quality of normal professional personnel training, so as to ensure that the knowledge conservation and ability quality of normal students meet the national talent training standards. This paper takes the music history course of local colleges and Universities under the background of normal professional certification as the research object, explores its teaching reform strategy, in order to continuously improve the teaching quality of the course.

## **1. Introduction**

The professional certification of Normal University (hereinafter referred to as normal education certification) is a system of quality assurance for teachers education established in order to promote the quality of talent training. With the implementation of normal education certification in Colleges and universities, the process of curriculum teaching reform has been accelerated gradually. In this context, it promotes the process of curriculum reform in local colleges and universities, including the reform of music history curriculum teaching, in order to make the music history talents trained by local universities meet the national quality standards for talent training.

## **2. An Overview of Teacher Certification**

Normal certification is the abbreviation of normal professional certification, which is one of the important systems to ensure the quality of talent training. In the process of teacher training professional certification, it is mainly by the special education evaluation institutions to evaluate the training quality of normal talents in Colleges and universities, so as to measure whether the talents cultivated in Colleges and universities can meet the national talent training quality standards in the present or future predictable time. The core of normal certification is to prove whether the knowledge, skills and comprehensive quality of normal professionals trained by colleges and universities meet the relevant standards of normal certification when they graduate. The purpose is

to better promote the reform of teacher education, so that colleges and universities pay attention to the ability training of normal students, so as to improve the quality of talent training.

In October 2017, the Ministry of education of the people's Republic of China issued a notice related to the implementation methods of normal education certification, which requires that three-level monitoring certification must be adopted to carry out normal education certification, namely, excellence standard certification, teaching quality standard certification and basic requirements monitoring certification.

### **3. Problems in Music History Teaching in Local Colleges and Universities under the Background of Teacher Certification**

Generally speaking, “Chinese music history and appreciation” and “western music history and appreciation” are two important parts of the course of music history theory. As a professional compulsory course closely related to music theory and music skills, they provide students with supporting materials of historical facts, and guide learners to grasp the music thoughts, music characteristics, and music development in different historical periods of China and the West The development of music genre and composer's creation. Because of its rich knowledge, it is widely involved in the content of music teaching materials in primary and secondary schools, and plays a role of bridge and penetration in the curriculum system of music teachers' major. However, under the guidance of the concept and goal of teacher certification, there are the following problems in the teaching of music history.

#### **3.1 Curriculum Content Orientation Deviates from Social Needs**

In the accreditation standards of normal majors, there are clear requirements for the pass rate of teacher qualification certificate examination. The course of music history theory is not only the theoretical course of music discipline, but also the main teaching content of music discipline. In the examination of music teacher's qualification certificate, subject knowledge and ability involves a lot of music history. At the same time, with the advent of the fourth industrial revolution, the social demand for normal music majors is more comprehensive. However, the contents of the current domestic unified textbooks are outdated, and the update of the frontier academic research achievements in the textbooks is slow, which makes the current teaching contents fail to play the due role of convergence and practical transformation in the knowledge level of the students' music teaching in the future.

#### **3.2 Lack of Rich Evaluation Methods and Comprehensive Evaluation Process and Results**

Through the investigation of several local colleges and universities, the author finds that in the existing assessment methods of music history course, the final score still accounts for an absolute proportion, and the proportion of process assessment is relatively small. Due to many teaching contents, narrow assessment coverage and small proportion, the difference of students' usual performance is small. However, some students will make a surprise review before the examination, which will lead to a big difference in examination results. As a result, the assessment results are not comprehensive and scientific enough to fully reflect the overall learning situation of students in a semester, It is not conducive to the cultivation of normal students' basic teaching skills and the cultivation of students' autonomous learning ability.

#### **3.3 Lack of Feedback Mechanism of Teaching Effect, and Can Not Improve Teaching Quality in Time**

Under the mode of summative examination, teachers pay more attention to classroom teaching. They don't have much time to communicate and interact with students, and they can't master the specific learning situation of all students, and the problems students encounter in learning can't be timely fed back and solved. After the end of the examination, most students only pay attention to the results of the examination, and do not analyze and summarize the problems in time. The effectiveness of course teaching can not be evaluated, the improvement measures can not be started, and the feedback mechanism can not be reflected.

It can be seen that under the background of normal professional certification, the teaching mode, teaching content, evaluation method and teaching feedback mechanism of music history course need to be improved, and the basic idea of "student-centered, output oriented and continuous improvement" is not practiced. Therefore, it is imperative to reform the teaching practice of music history course.

#### **4. Teaching Reform Strategies of Music History Courses in Local Colleges and Universities under the Background of Teacher Certification**

##### **4.1 Strengthen the Integration of Theory Teaching and Skill Teaching**

Under the background of teacher certification, in order to make the teaching of music history courses in local colleges and universities meet the quality standard of national personnel training, we need to strengthen the mutual construction and multiple integration of music style, music concept and other theoretical content and performance skills in the actual teaching process of music history courses. In the classroom, we should not only pay attention to the inculcation of music theories and concepts, but also meet the needs of performance majors for practice. Only by scientifically planning the teaching content, can we effectively improve students' mastery of the theoretical knowledge of vocal music and instrumental music, so as to better apply the composer style learned in music history courses to the actual singing and performance. For example, when it comes to the characteristics of classicism style, students majoring in singing can selectively play Opera Arias by Mozart, Puccini, bicai and other composers. Through the familiar aria to eliminate the boring theory, after the perceptual level of melody aesthetic feeling, continue to carry out continuous heuristic teaching; Further explain the classic concept of aria, such as music structure, the use of Alberti's accompaniment bass, the alternation of main functions, so that students can use a multi-dimensional way to enter the familiar opera aria. In this way, on the one hand, the actual needs of students' singing repertoire are pasted on the selection of repertoire; On the other hand, it provides technical support from the perspective of music history, so as to better grasp the age, style, terminology and emotion of songs, so that students majoring in performance can not only know singing skills, but also accurately grasp the background and style of music works, so as to perform more accurately.

##### **4.2 Improving Teaching and Assessment Methods**

Under the background of teacher certification, in order to make the teaching of music history courses in local colleges and universities meet the quality standard of national talent training, we need to strengthen the multiple integration of theory teaching and skill teaching, and also need to reform the teaching methods. When talking about the historical evolution of music genre and music style, we can use the teaching method of guided appreciation to tell. In the past, the teaching of music history courses mainly focused on the alternation of historical times to examine the development of music history theory. But in the same era, music genre, style and aesthetic orientation are changeable and complex. How to grasp the development trend of music history

theory in the interweaving of multiple styles has become a blind spot for students. In order to deal with this situation, we might as well use the way of guided appreciation to describe the music history of such genres as chamber music, opera, piano music and Guqin performance, or to tell the music history teaching of such styles as classicism and traditional opera. In this way, students can not only understand the development process of musical instruments, vocal music and other works vertically, but also be better influenced by the genre and style of music works, so as to better understand the development of a specific genre and style. Through the introduction of this system, students of performance major can have a profound understanding of the development history of professional genre. At the same time, facing the social employment prospect of more and more professional division of labor, we can enhance the breadth and depth of their knowledge, and improve the aesthetic feeling of their works interpretation.

Continuous improvement mechanism is the key to promote the effectiveness of personnel training, and it is also the purpose of certification. Combined with the characteristics of music history course, we can change the previous evaluation method based on the final examination results, build the process evaluation system of music history course, build the process evaluation system of “paying equal attention to both peacetime and paper” and the final feedback. The peacetime results account for 50%, and the final examination results account for 50%. We should build the process evaluation mode of “pre class preview evaluation + in class learning evaluation + after class practice evaluation” and final effect feedback, adopt diversified evaluation methods and contents, and focus on evaluating students' mastery and application of theoretical knowledge. On the other hand, according to the core literacy and training standards of normal university graduates, in order to improve students' learning effectiveness as the goal, we should develop a perfect teaching evaluation mechanism, evaluate the teaching quality from multiple perspectives, and constantly optimize the teaching mode according to the evaluation results, so as to achieve the purpose of improving the effectiveness of talent training.

### **4.3 Strengthen the Construction of Practice Course Teaching Content**

From the perspective of normal professional certification, all countries are strengthening the construction of practical courses. The other main content of music history talent training is the research of educational practice course. The era also puts forward higher and higher requirements for practice teaching. In the future, the focus of normal professional certification should be shifted from the existing assessment of “brain thinking” and “concept acquisition” to the assessment of “hands-on ability” and “practical operation”. Considering the requirements of society for students' practical ability, we should constantly improve the practical teaching design and attach importance to the development of music history theory practice course. In the process of designing the music history theory practice course, we should not stick to the previous discipline boundaries, and should sort out and divide the knowledge to enhance the pertinence of the theory. At the same time, we should strengthen the integration of theory and practice curriculum, strengthen the interaction and cooperation of practice curriculum inside and outside the school, and strengthen the complementarity of curriculum practice teaching and community activities. Pay attention to the development of practical courses, design scientific and diversified practical course content, in order to mobilize students' learning autonomy.

## **5. Generalize**

In the teaching of music history courses in local colleges and Universities under the background of normal certification, we should take promoting students' development as the goal, stimulate students' learning enthusiasm and mobilize students' learning enthusiasm. Therefore, the author puts

forward diversified forms of teaching in terms of teaching content, teaching mode, evaluation mode and teaching methods. However, in the cognition of teachers' professional certification, it is necessary to strengthen the teaching ability of teachers, with a reasonable optimization mechanism, and finally achieve the goal of teachers' professional certification.

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