

Strategies for Ability Training of Music Teachers in Primary and Secondary Schools

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Abstract: This research uses the literature method to sort out the relevant theoretical context of teacher ability training and determine the research questions, and uses the interview method to conduct interviews with music teachers, teaching researchers and school leaders in primary and secondary schools. By analyzing the data, firstly, the professional ability, teaching ability and comprehensive ability of music are extracted as the constituent elements of the ability of music teachers in primary and secondary schools. Secondly, this paper divides teachers' ability training strategies into four levels. Finally, this study puts forward the following suggestions based on the analysis: the state should grasp the core issues of teacher ability training and formulate a systematic management plan; local teacher training departments should promote cooperation and exchanges among teachers to improve the overall ability level of teachers; colleges and universities should train more teachers. Aspects of ability and pay attention to the balanced development of pre-service teachers' theoretical and practical ability; primary and secondary schools need to provide a good platform for teacher ability development to help promote teachers' post-service ability improvement.

1. Introduction

In recent years, China has gradually attached importance to the cultivation of the ability of music teachers in primary and secondary schools, and put forward higher requirements for the ability of music teachers in primary and secondary schools. Music teachers in primary and secondary schools are specialized talents to realize music teaching and aesthetic education. The cultivation of music teachers' ability is directly related to the development of music education in primary and secondary schools. Music education in China has been widely valued, but the ability of music teachers in primary and secondary schools is facing severe tests and challenges. In order to meet the high standard and high demand of our country and the society for the ability of primary and secondary school music teachers, the task of cultivating the ability of primary and secondary school music teachers is urgent.[1]

This paper takes Beijing middle and primary school music teachers as research objects and conducts interviews with them to investigate the components of music teachers' abilities. Through the investigation of domestic and foreign research on the ability of music teachers in primary and secondary schools, this paper discusses the problems existing in the cultivation of music ability in

primary and secondary schools in my country, and analyzes the strategies for cultivating teachers' ability. In order to promote the improvement of the ability of music teachers in primary and secondary schools, innovative suggestions on the existing training strategies are put forward.[2]

2. Research Design and Interview Process

2.1 Research ideas

This research proposes research questions by defining the concepts related to teacher ability and teacher training strategies, analyzing the research status of the structure and ability training of music teachers in primary and secondary schools at home and abroad, and based on the theory of teacher ability. On the basis of the survey questions, establish an interview outline and determine the interviewees. After the interview, organize and analyze the interview data, build the ability structure, and put forward music teacher ability training strategies.

2.2 Research methods

2.2.1 Documentary Law

This article mainly searches on CNKI and EBSCO Information Services Search to understand the current research status of music teachers' ability training strategies in primary and secondary schools in my country.

2.2.2 Interview method

On the basis of sorting out the relevant literature on the training strategies of music teachers in primary and secondary schools, this paper compiles an interview outline around the respondents' "understanding of the structure of music teachers' competence in primary and secondary schools" and "the strategies for training music teachers in primary and secondary schools".

2.2.3 Interview process

There are six interviewees in this article, including two teachers and researchers of music disciplines in primary and secondary schools of Beijing Institute of Education, two leaders of primary and secondary schools, and two music teachers in primary and secondary schools in Beijing. Before the start of this study, the researcher used the literature to think about the first observation and interview. The interview was mainly open-ended questions. The interview outline only provided a general guide and listed the interviewer's the issues of concern and the scope of the interview to be covered are open and subject to revision. After a simulated interview training, the outline of the interview was revised several times to improve interview skills. Go back to the formal interview. The author of this article organizes the recorded materials in the interviews into manuscripts, and numbers each interviewee when processing the interview information.

3. Analysis of the Elements of the Competence of Music Teachers in Primary and Secondary Schools

3.1 Professional ability is the foundation of the ability of music teachers in primary and secondary schools

Professional ability is the basic ability of music teachers in primary and secondary schools. The professional ability of music "must be specialized first, but at the same time it must be

multi-skilled" (from the interview record: A-1), it must be possessed before employment, and the level should be "fine" and "deep", and music teachers are required. It is necessary to have one major and multiple skills, such as piano and vocal music as a major, and multiple musical skills such as chorus, conducting, arranging, accompaniment, creation, dance, and other instrumental music performances. Individual interviewees mentioned:

First of all, you have to have the basics, that is, how to say that the basic skills in music are the most important. In fact, every time we hold a meeting, the teaching and research staff will say that when recruiting now, the most important thing for them is to be able to play and sing. Singing is the most basic. Yes, that means you can play and sing. This is an aspect of basic skills. (From the interview transcript: A-6)

Under the current social requirements, the professional ability of music teachers in primary and secondary schools has become a necessary ability to be considered priority in the recruitment process. A teacher said:

To master a musical instrument proficiently, I think it is actually very important, especially the piano, because it can be very useful in teaching. (From the interview record A-3) At the same time, it is necessary to have the ability to play accompaniment for children and so on. (From Interview Record A-5)

3.2 Teaching ability is the core of the ability of music teachers in primary and secondary schools

Having a comprehensive teaching ability is the core of the teaching profession and the most important requirement of the society for teachers. One interviewee asked:

You have to know the process of the class, if you talk about your pre-class preparation in teaching, then how to import this class, then the goals you want to achieve in each class in the class, how to complete it, and then how to practice after class, It is to test whether your class is effective, and how to evaluate these students in the end (from the interview record A-6).

Respondents were divided according to the teaching process of a music class. The teaching ability of music teachers in primary and secondary schools was divided into three dimensions: teaching design, teaching implementation, and teaching evaluation. The teaching ability of music teachers in primary and secondary schools can be divided into three aspects: teaching design, teaching implementation and teaching evaluation. "Take instructional design as an example, we divide instructional design into three aspects, namely instructional design, instructional implementation, and instructional evaluation." (from Interview Record A-4) Instructional design includes the writing of lesson plans, knowledge of teaching methods and Application, teaching material analysis, learning situation analysis, etc. In the implementation of teaching, teachers are required to have language and logic ability, clear expression of disciplines and majors, scientific and standardized expression ability, flexible thinking ability, and the ability to control the classroom. Teaching assessment is the measurement, analysis and assessment of the quality of teaching work, which includes the assessment of student learning and the entire curriculum. Some respondents said:

I can express it in simple and easy-to-understand language. (From the interview record A-1) There is no fixed method for teaching, but it must be able to control the ability of the classroom, which is also very important. (From Interview Record A-3)

Therefore, the requirements of designing test papers, analyzing test papers, and mastering evaluation standards are newly added to the teaching evaluation ability of music teachers. These abilities are all new requirements for music teachers in primary and secondary schools in the reform of music education in recent years, and the abilities of both new and old music teachers are a new

learning and improvement.

4. Comprehensive ability is the support for the ability of music teachers in primary and secondary schools

The comprehensive ability is mainly manifested in three aspects: the knowledge and literacy, teacher ethics and work philosophy of music teachers in primary and secondary schools. In terms of literacy, teachers should be good at observation, be able to think in a different position, have strong academic ability, the ability to write papers, the ability to write work summaries and work reports, the ability to quickly learn new things, the ability to actively communicate, and the ability to work in teams; Has deep cultural heritage and artistic appreciation.[3]

Having the ability to read or even a habit; have a certain understanding and mastery of other art forms; have the ability to combine music with other literature and art forms. A teacher suggested:

So in fact, if a music teacher does not know how to read, he does not know how to combine music with literature, poetry, and art. He does not know how to combine music with other cultures. He is a craftsman is just a craftsman who can sing or play the piano, and he is not an educator or a cultural disseminator. (From the interview record A-4) Read some physics, mathematics, western literature, ancient Chinese literature, etc. in life. (From Interview Record A-1)

Able to organize various extracurricular activities, club activities and school celebration activities of the class and the school, and has the infectious ability to lead a team. "Because in the eyes of outsiders, you are a music teacher, you should know that these are actually not our professional tasks." (from the interview record A-6) The management ability of the school club can organize students to become excellent. The collective, and even the class management ability, can work as a class teacher. The most important thing for teachers is to love children, understand children, have professional ethics and good personal morals, and be a role model for students. A teacher said:

In terms of work philosophy, they have certain knowledge of pedagogy and psychology, and can apply them flexibly in teaching and work. Understand education and teaching regulations, including teacher law, student law, etc. Teachers can always pay attention to new policies and changes in national and social education and teaching, constantly improve their requirements, and constantly update their professional knowledge of music and teaching. "Being able to constantly update one's own professional knowledge structure" (from the interview record A-4) has a reasonable plan for one's own career, and completes the challenges of each stage according to the goal.

5. Analysis of the strategies for cultivating the ability of music teachers in primary and secondary schools

5.1 Formulate teachers' ability training plans and improve the training policies for music teachers in primary and secondary schools

At present, the state focuses on the core quality education of music teachers in primary and secondary schools, guides the training of teachers from all walks of life, uses new technologies, combines artificial intelligence and teacher training, and builds a high-level teacher training institution. In addition, the state is constantly establishing specialized teaching staff, strengthening the construction of training resources and platforms, improving the supervision and evaluation of training implementation, improving the comprehensive assessment of trainees, and providing corresponding guarantees. In order to further improve the comprehensive quality of music teachers in primary and secondary schools in my country, promote the reform and development of basic education, and promote quality education, the state has formulated laws on the continuing education

of primary and secondary school teachers, and proposed that continuing education is the responsibility and obligation of schools and schools. The continuing education of primary and secondary school teachers should focus on improving the quality and ability of the teaching staff. The continuous education of primary and secondary school teachers should include: ideology and politics, teacher ethics, professional knowledge and renewal, modern educational theory and practice, educational scientific research, educational and teaching technology training, modern educational technology, modern science and technology and knowledge of humanities and social sciences. In addition, the regulations on continuing education also include the organization and management of administrative organs, the guarantee of government funds, the funding of primary and secondary school teacher training institutions, and the relevant evaluation and punishment standards.[4]

5.2 Enrich teachers' training activities inside and outside the classroom, and focus on cultivating teachers' teaching ability

The main training institutions for teachers in the society are district-level education committees and municipal-level education committees. I learned through interviews that most districts and counties in Beijing conduct teaching and research activities and teacher training under the same institution, while Chaoyang District separates teacher training and teaching and research activities. Firstly, teacher training activities have a clear training system and curriculum.[3] The Teacher Development Center will formulate corresponding educational goals and training strategies according to teachers at different levels. For example, one to three years of employment is the stage of novice teachers, and psychological adjustment is carried out for novice teachers every year, and novice teachers exchange their experience and impressions with each other; as mentioned by the interviewees:

From the education committee side, there is a unified training for new teachers from the very beginning, which lasts for one year, one day a week, morning to afternoon. During this year, I will teach you how to teach, I will invite special teachers, I will invite teachers of instructional design, and I will invite teachers to train you from all aspects. (From Interview Record A-1)

In this process, it is more clear to play one's own strengths and make up for one's weaknesses. In this way, teachers can communicate with each other, learn from each other, and improve their abilities together. Some teachers suggested:

In fact, I have sung a variety of works. My mastery of the style and characteristics of this kind of music of various periods, regions, and ethnic groups is from my actual participation in the chorus of the community, not the I wrote down a certain sentence I read from a certain book, but the experience I experienced in my heart will be deeply ingrained in your heart and engraved in your heart. (From Interview Record A-2)

In my spare time, I will participate in social music and art activities, and learn from the experience of leading an art troupe; I have improved my time concept and teamwork ability; I have been exposed to more Chinese and foreign, ancient and modern music works; I have gained a lot of stage experience. ; broadened his horizons and provided him with a lot of valuable experience and "confidence" for his group work in primary and secondary schools. As respondents mentioned:

Through being in this choir, I have experienced many such scenes. I have seen many conductors, orchestras, and even the kind of chorus we sang with for large-scale operas. [5]

5.3 Improve the curriculum of music education and attach importance to the pre-service training of teachers' multi-dimensional ability

Colleges and universities are important bases for pre-service training of music teachers in

primary and secondary schools. Colleges and universities have carried out teaching reforms for normal students majoring in music and students majoring in music education; promoting the teaching practice of pre-service music teachers in primary and secondary schools; cultivating teachers' awareness of ability development and career planning. Respondents said:

I think that psychology is actually very important. What I mean by psychology is not the things that are endorsed. You must have the ability to think in an empathy, that is, you need to understand the mentality of children. (From Interview Record A-1)

I learned from interviews that pedagogy and psychology are courses that are highly utilized after employment but are not valued before employment. Psychology helps music teachers in primary and secondary schools to solve the problems of different students in learning and life with different teaching methods and strategies according to the behavior and personality characteristics of students. It can better allow primary and secondary music teachers to deal with and solve various teaching problems at work.

The writing of lesson plans is a very important course that is easily overlooked in the curriculum setting of institutions of higher learning. An interviewee stated:

I really think that every course is very important, and it will be used in my classroom in the future, and then I will review it. (From the interview record A-3) I think that when you have learned every subject well, you will have the confidence to deal with the uncertainty of the future, and you have enough knowledge reserve, which must be in the classroom. We are now studying in the university classroom. (From Interview Record A-6)

The majority of respondents believed that every specialized course taken at a higher education institution was as important as a public course and required constant review after employment. Not only courses in education and music majors, but other types of courses are equally important to the improvement of teachers' abilities, including law, psychology, ideology and politics, and English.

In order to promote the development of teaching practice activities, colleges and universities have set up internship activities for 1-2 semesters. Students majoring in music education will enter the work of primary or middle schools to learn the teaching methods of music courses, the basic work of deputy head teachers, and school art activities organization work.

In addition to group internships organized by colleges and universities, individual music students will also look for social practice opportunities that can improve their abilities in their spare time, such as accompaniment in choirs, teaching and tutoring of music extracurricular interest courses, organization of social music competitions and coordination etc. Some teachers said:

You will see people around you who are better than you. Those who are better than you may have more charismatic personality, and he may also be very perfect and advanced professionally, and he may also be particularly strong in artistic expression and so on. When you meet a better person around you, it will definitely inspire you to observe him and learn from him. (From Interview Record A-5)

Different types of social practice opportunities can also provide many opportunities for "social lessons" to improve yourself.

5.4 Promote the exchange of experience between new and old teachers and provide a platform for teachers' professional ability development

After joining the job, the music teacher's work unit, that is, the primary and secondary school, will introduce an experienced teacher to the novice teacher and explain all the work matters to the novice music teacher. In the interview, a teacher said:

"When I was young, I also had a master to take me, and then I would go to study with the master, how the master's class was taught, I went to listen to the class, I went to the class to see how he

communicated with the children, and how he Come to design the classroom, how does he teach a content, I go to learn. It is very likely that in the process of learning, I first draw a tiger and draw a tiger, and then I gradually began to add my own thinking and understanding, and then slowly I learned be the style and character of my own teaching." (from Interview Log A-6)

Through the guidance and imparting experience of senior teachers, it can help novice music teachers to enter the tense working state of primary and secondary schools more quickly, and solve the complicated work of schools more efficiently. Most of the respondents believed that the exchange of work experience with senior teachers, leaders, and class teachers was the "first class" for music teachers after joining the job. [6]

So my first class was in the Moral Education Office to learn how the old teachers managed children. In fact, this is a class, of course, this class may be very short. (From the interview record A-3) I often go to observe how other old teachers are doing, how your colleagues and your predecessors are doing, so that you can learn a trick today and learn a trick tomorrow. The actual experience is just like this, and then slowly I will make myself stand in the classroom with more and more confidence in this kind of teaching. (From Interview Record A-4)

6. Conclusion

6.1 Research conclusion

Primary and secondary schools have implemented the improvement of teachers' entry ability and provided teachers with rich professional learning opportunities. School administrators should pay more attention to the development and ability training of music teachers. Give full play to the advantages of each teacher and perform their respective duties in the work. In teaching and research activities, teachers can fully communicate and learn from each other. Develop a humanized reward and punishment system, improve evaluation methods, and guide teachers to formulate long-term career plans and short-term work goals. Let primary and middle school music teachers realize their value and improve their abilities in a good working environment.

6.2 Suggestions on strategies for cultivating the ability of music teachers in primary and secondary schools

6.2.1 Identify the core of teacher ability training and strengthen the targeted training of teachers' ability

The state should improve from the reform of the system, the management of the education sector in teacher training, and the evaluation standards of the government and the education sector. It is necessary to grasp the most core problems in the training of teachers' ability, and to prescribe the right medicine to carry out comprehensive and systematic training. Education administrative departments at all levels and localities should strengthen targeted training for teachers in different regions, such as leading teachers and tutors of characteristic art clubs, should provide training on the professional skills of art troupes.

6.2.2 Promote cooperation and exchanges between teachers and to improve the overall ability of teachers

The urban education committee should unify the teaching materials of music courses on the basis of provinces and cities, so that teachers of primary and secondary schools can be more effective in the process of exchanges and competitions at the municipal level. Municipal and district-level teacher training institutions should always pay attention to the different levels of national

requirements for music teachers in primary and secondary schools, and make effective training programs. When carrying out training activities, the courses should be rich and colorful, try to be comprehensive and detailed, highlight the differences between different disciplines, and mobilize the enthusiasm of teachers to participate.

It is necessary to cultivate students' awareness of career and professional development in music education majors in school, and guide normal students to make long-term teacher career development plans and life plans. The study of music normal students is not only a single goal of employment, but also to supervise and educate pre-service music teachers to improve their awareness of all aspects for life.

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