

# Discussion on the Cooperative Training Mode of Music Ability of Directional Normal Students

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**Abstract:** The characteristics and problems of the recruitment object, training program and employment direction of directional normal students lead to the relatively poor music ability of students. The lack of students' own music literacy and the short board of music ability training program restrict the development of their music ability. The training and education process of directional normal students needs to be jointly undertaken by multiple subjects. As an important component of teaching skills and professional quality, music ability also needs the collaborative training of various subjects. The collaborative training of normal universities, teacher development centers and primary and secondary schools will create a good environment and lay a solid foundation for the development of directional normal students' music ability.

**Keywords:** Directional Normal Students; Music Ability; Collaborative Culture

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## 1. Introduction

The music ability of directional normal students is very limited when they enter school. The particularity of music ability requires scientific education, long-term edification and effective practice to develop. Short-term music teaching and activities are difficult to improve the music ability of directional normal students. Directional normal students need to organize class art activities, develop students' music literacy, build major festival activities, etc. These all require normal students to have high music art aesthetic ability, music activity organization ability and music activity arrangement ability. Due to the influence of primary and secondary education, family environment and growth environment, the group of directional normal students lacks sufficient music perception ability and exploration practice experience. Normal universities fail to carry out targeted music ability education programs according to the characteristics of students in the training process of directional normal students, which are the fundamental reasons for the contradiction between music ability and professional needs of directional normal students<sup>[1]</sup>.

## 2. Music ability training goal of collaborative training mode

The continuous promotion of basic education reform makes the cultivation of normal students increasingly prominent. Music ability is not only an important component of normal students' comprehensive quality, but also the main link of normal students' teaching skills. The strength of music ability affects the teaching quality. Through collaborative training, directional normal students should have stronger music ability, including music appreciation ability, music understanding ability, music cognition ability, music application ability, music teaching ability, music organization ability and music creation ability.

## 3. Elements of music ability training in collaborative training mode

### 3.1 Training program

It is a common problem faced by many normal universities to effectively build a training program that helps to comprehensively improve the comprehensive quality and professional ability of grass-roots teachers. The formulation of the training program should be based on the training objectives, promote the construction of teachers and continuously train

excellent educational talents. In the process of formulating the training plan for directional normal students, we should fully reflect the training of music ability, clarify the educational concept, curriculum system, teaching staff and participants of music ability training, show and promote the development and implementation of collaborative training mode<sup>[2]</sup>.

### **3.2 Curriculum system**

The importance of music education related courses needs to be further improved to realize the combination of theory and practice, compulsory and line selection, fully consider the source of students and future employment direction of directional normal students, strengthen the education of students' basic music knowledge, and comprehensively improve the music cognitive ability and music application ability of directional normal students, Increase music related activities in internship and internship <sup>[2]</sup>. I In the collaborative training mode inside and outside the school, encourage students to carry out diversified communication activities, and comprehensively improve students' music ability through learning group construction, online and offline communication, music club activities and so on. After the orientation of normal students, normal universities should continue to track the development of students, record students' music training, music skill development, lack of music ability and weakness, and provide guidance and reference for the optimization of curriculum system while ensuring the quality of students' post employment training.

### **3.3 teaching and Practice**

While teaching music theory, we should strengthen the practice between courses, so that students can further participate in diversified music activities, integrate the knowledge of psychology, pedagogy, music theory and vocal instruments, and encourage students to apply their own music knowledge and skills in daily practical activities. Music teachers should regularly communicate with directional normal students, deeply understand students' music learning feelings, transfer some teaching centers to learning and life, encourage students to actively participate in music related competitions and skill competitions, and drive students' independent growth of music ability. Practical learning is the focus of learning, mainly including Internship and practice. The former mainly experiences teachers' life as grass-roots teachers and deeply observes the daily work and life of primary and secondary school teachers, which can help students feel the importance of music ability more truly and promote students to participate in music learning and practice more actively; The latter establishes a link between school education and work units. Students enter the future work units to deeply understand the teaching practice, teaching methods and teaching skills. Only when students are personally involved in teaching activities can they further reflect on their music ability and continue to reflect and improve .

## **4. Music ability training mode of collaborative training mode**

### **4.1 Normal universities implement the whole process training**

Undergraduate colleges and universities should actively increase the content of music ability training in the training program of directional normal students, clarify the basis and principles of the training program, closely contact the characteristics of various majors and carry out music ability training in combination with the actual situation of directional normal students. The training plan should be continuously optimized according to the growth and professional needs of directional normal students. In the process of formulating the training plan, we should not only listen to the opinions of music educators, but also actively consult with grass-roots education management workers, front-line teachers, principals and student representatives, especially listen to the opinions of directional normal students who have entered their jobs. In the process of training directional normal students, we should only adjust the curriculum system around the development situation of grass-roots education, integrate music courses into education, continuously enrich music theory courses, vocal music courses, instrumental music courses and music activity organization and design courses in primary and secondary schools, form a more perfect music ability training system, and provide students with more diverse learning experience. There are great differences between the education of directional normal students and ordinary normal students. In the education of directional normal students, we should highlight the training characteristics, fully consider the actual situation of

students and the specific characteristics of grass-roots education, and help students consolidate and develop their music ability. The cultivation of music ability needs to strengthen practical teaching. Educators actively lead students to participate in various music practical activities, especially music activity organization, music activity design, music education and other contents closely related to future teaching. In the process of cultivating students' music ability education, schools should pay attention to the diversified development of students, and actively introduce skills competitions, music activities, music appreciation and other activities, so that every student can get happiness and harvest from music<sup>[3]</sup>.

## **4.2 Grass roots schools shall strengthen induction training**

The induction training of primary and secondary schools should not only adopt the conventional lecture and teaching mode, but also try more diverse training methods, such as the combination of centralized training and group communication, resource sharing and exchange investigation between schools, etc. the comprehensive introduction of these activities can give directional normal students a more comprehensive impact on the development of music ability, Help directional normal students find their shortcomings and shortcomings as soon as possible and make continuous improvement. In terms of training evaluation, we should avoid the formal status quo, innovate the training evaluation system, and introduce training evaluation methods such as theoretical assessment, teaching assessment and music activity organization assessment, so as to effectively find the lack of students' music ability and help them improve.

## **4.3 Improve Trinity collaborative training**

The primary school teachers in registered residence at the county level teacher development center should join their discussions and participate in the exchange activities. Reflect local teaching problems and give targeted training to students by college teachers. In teaching practice, the county-level teacher development center arranges primary and secondary schools to receive targeted normal students to participate in receiving training, and selects excellent teachers as practical tutors, so that students can form a clear understanding of grass-roots education, make career planning and form a deep understanding of the development of music ability [8]. County level teacher development centers and primary and secondary schools should maintain long-term practice with normal universities, adjust teaching priorities according to the needs of front-line teaching practice, provide long-term training for directional normal students with the help of high-quality educational resources of normal universities, and constantly develop normal students' music ability, so that they can show their ability in their work.

## **References**

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