

Application of Action Oriented Teaching in Music Teaching in Colleges and Universities

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Abstract: As an art discipline, music plays a very important role in cultivating students' artistic spirit and artistic atmosphere. Especially in the field of college education, many professional conservatory of music attach great importance to the development of students' music and the cultivation of their musical ability. However, considering the large gap between music teaching and traditional theoretical teaching, different teaching methods must be used to improve the quality and efficiency of music teaching. This paper briefly introduces the application of action oriented teaching method in college music teaching, analyzes the advantages of this teaching method, summarizes the problems existing in music teaching, and puts forward the corresponding optimization countermeasures, so as to lay a solid foundation for using action oriented teaching method to improve the quality of college music teaching in the next stage.

Keywords: Action Oriented; College Music; Teaching Application

1. Introduction

Action oriented teaching method advocates students to actively participate in corresponding practical activities in the process of simulation or actual environment, so as to further achieve the goal of cultivating students' practical ability and promoting students' all-round development, so that students can change the learning habits of traditional theoretical teaching mode, master some skills and knowledge not available in books, and improve students' comprehensive level. In college music teaching, on the premise of determining students as the main body of the classroom, teachers need to use the action oriented teaching method to improve the teaching quality and students' comprehensive quality, promote the development of students' music field and ability training in the next stage, so as further show the advantages of this teaching method, change the current situation of college music teaching, and cultivate more music talents.

2. The role of action oriented teaching method in music teaching in colleges and universities

In the context of the rapid development of social economy at this stage, the state pays more and more attention to college teaching and professional personnel training. Therefore, college teaching should change the traditional theoretical teaching methods and apply practical teaching methods to cultivate students. As a teaching mode that attaches importance to objectives and results, the purpose of action teaching method is to guide students to actively participate in teaching activities, improve students' practical level, and enable students to master more skills and skills in learning activities.

By applying the action driven content in the action oriented teaching method, we can give full play to the main role of students and the teaching application of teachers, let students learn to analyze and solve problems independently in the process of music learning, as well as complete corresponding learning tasks based on the teaching problems put forward by teachers, in order to enable students to get perceptual cognition from the process of knowledge acquisition, improve rational cognition and return to practice. Through the guidance of action oriented teaching method, students can master more knowledge that they can't learn from books, improve the effectiveness of music teaching, and further strengthen and cultivate

students' relevant abilities in the field of music.

3. Problems in traditional music teaching in colleges and universities

3.1 The teaching content is not interesting enough and the level of teaching practice is low

In the process of music teaching in traditional colleges and universities, due to the wrong understanding of music teaching by most teachers, teachers themselves still use the traditional indoctrination teaching method to carry out education and guidance for students. In the whole teaching process, the teaching environment is lack of liveliness and interest, resulting in a very serious teaching atmosphere. Many students will gradually lose their yearning for music itself in the process of music learning. Teachers turn lively music learning into boring task learning, resulting in the gradual reduction of students' learning efficiency and learning level.

The main reason for this situation is that teachers do not pay attention to the innovation of teaching methods in the process of music teaching in colleges and universities, and still use traditional teaching methods for teaching work. Moreover, in the teaching process, we do not pay attention to the cultivation of students' practical ability, still aim to complete the teaching task, explain the students according to the contents taught in the textbook, and lack the organization of music practical teaching activities, which leads to the fact that the music knowledge and music skills learned by students in the classroom can not be applied in practice, which result in the continuous decline of students' comprehensive music level, and hindering students' music development in the next stage.

3.2 Teachers do not pay attention to the role of action oriented teaching in music teaching

Although action oriented teaching is a teaching method that attaches importance to the cultivation of students' practical ability, and has been widely recognized by educational scholars at this stage, many teachers' cognition of action oriented teaching in the actual teaching process is only in the primary stage. As long as the corresponding teaching tasks are arranged in the teaching process and let the students complete them by themselves, it is regarded as the completion of action oriented teaching. However, this wrong cognition will not only make students lack the corresponding learning direction and learning objectives in the action oriented teaching process, resulting in the reduction of students' learning efficiency, but also make students give up college music learning due to the difficult music content in the learning process, and even make students have the psychology of disgust.

The main reason is that teachers' cognition of the application of action oriented teaching method is not deep enough. They only master the simple fur and apply it to the actual teaching process. They can not adjust the teaching method in combination with the specific actual situation of students, resulting in the mismatch between the teaching method and the actual teaching situation, which seriously interferes with the normal development of the whole teaching work and destroys the integrity of the original teaching process content.

3.3 Lack of corresponding teaching reference system

In the application process of action oriented teaching method, due to teachers' lack of learning cognition and understanding of action teaching method and their own application experience, there must be a corresponding teaching reference system to help teachers solve teaching problems in order to give full play to the role of this teaching method. However, most teachers do not pay attention to the construction of teaching reference system in the teaching process. Just for a certain convenience, they still use the traditional teaching mode and teaching system to adjust the teaching methods, so that the action oriented teaching method can not give full play to its role, and even many teaching problems occur frequently in the follow-up teaching process, which seriously affects the normal progress of teaching work and reduces the quality of

music teaching.

4. Measures of action oriented teaching method to improve music teaching in colleges and universities

In order to further improve the application and training of action oriented teaching method in college English teaching, this paper briefly introduces how to use action oriented teaching to optimize its teaching content and teaching methods in college English teaching and improve teachers' teaching level.

4.1 Strengthening teachers' cognition and understanding of action oriented teaching method

Teachers play a very important role in the whole process of music teaching in colleges and universities. Students need to complete the corresponding learning tasks according to the guidance of teachers and the arrangement of teaching tasks, so as to achieve the goal of improving students' music literacy and music level.

Therefore, before the actual teaching work is carried out, teachers should first study and analyze the action oriented teaching, deeply understand the core content, significance of the action oriented teaching, the application characteristics and advantages of the teaching method in combination with the internet teaching materials, and let some students participate in the experimental music teaching in colleges and universities through simulation teaching, in order to adjust the teaching method in combination with the teaching status and teaching results, make it better match the teaching standards of college music class students, and meet students' learning needs, to improve the effectiveness of teaching.

4.2 Using action oriented teaching method to carry out music teaching practice

The significance of action oriented teaching method is to create an interesting teaching atmosphere and students take the initiative to participate in teaching practice activities, so that they can combine the application and understanding of different knowledge in the activities, and exercise students' own music skills, in order to improve students' music literacy. Let students understand some extracurricular knowledge that they can't master in the process of traditional music classroom teaching, and help students improve their music learning system and improve their music level.

Teachers can apply the action oriented teaching method in the process of music teaching in colleges and universities, combined with music teaching practice activities, so that students can complete their homework according to the topics and learning tasks assigned by teachers, or in the form of groups. Students can master more extracurricular knowledge and improve their comprehensive music literacy in the process of participating in teaching practice activities.

4.3 Building a teaching reference system around the action oriented teaching method

In the application process of action oriented teaching method at this stage, various problems may arise because teachers are not familiar with teaching methods and lack of teaching experience. Therefore, teachers need to build corresponding teaching reference system combined with the cognition and understanding of action oriented teaching method, and adjust the content according to teaching requirements and teaching objectives to make it more meet the requirements of music teaching in colleges and universities at this stage, so as to ensure that when teaching problems occur, teachers can refer to the problem-solving methods in the teaching system to solve the problems and improve the quality and efficiency of music teaching in colleges and universities.

Teachers can refer to the cases of other teachers or teaching units using the action oriented teaching method, learn from the excellent experience, and build the corresponding action oriented teaching reference system around the theme of music teaching in colleges and universities, so as to ensure that teachers can make targeted problem-solving for the complex teaching situation and environment in the actual teaching process, improve the quality of teaching and make important contributions to the cultivation of more music talents.

5. Conclusion

To sum up, we should make an important contribution to the role of action oriented teaching method in music teaching by fully exploring the teaching advantages and significance of action oriented teaching method and applying it to the field of music teaching in colleges and universities, combined with the effective application of teachers' strengthening their cognition and understanding of action oriented teaching method, carrying out music teaching practice activities and constructing teaching reference system, so as to help students in the field of music develop in an all-round way and improve the effectiveness of music teaching in colleges and universities.

References

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