

The Reform and Innovation of College Chorus Command Course under the Concept of “Cultural Confidence”

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Abstract: Chorus command course is a course for chorus command professional design, because a course is introduced late in chorus universities, and the lack of certain innovation of the course teaching mode, after did not achieve the best effect, but hinder the students' cognition of national music culture. Based on this, this paper mainly thinks from the perspective of “cultural confidence”, and analyzes from three aspects of teaching objectives, teaching content and teaching practice.

Keyword : “Cultural confidence”; University; Choral conducting course

So far, there are still some problems since the opening of chorus conductor courses in Chinese universities. First of all, the teaching content design in the chorus conductor class is relatively simple, more is to stay in some basic content level, the lack of deep content of the chorus command mining. Secondly, college students have been in a passive state in the chorus command class, passively to accept the indoctrination of mechanical knowledge. Finally, the chorus command course has less practical teaching, and pays more attention to theoretical teaching, so that students can apply the knowledge to real life with some deficiencies. Under the concept of “cultural confidence”, the chorus conductor course in colleges and universities should be reformed and innovated. All colleges and universities should clarify the basic purpose and teaching objectives of the chorus conductor course, highlight the main position of students in the classroom practice activities of the chorus conductor, and stimulate students' autonomy. Choral conductor course is of its importance, and the reform and innovation mainly rely on students' learning and teachers' teaching. Only when the two cooperate with each other can they better promote the development of chorus conductor course in colleges and universities.

1. Accurately position the core objectives of the course, and lead the course teaching

Choral conductor course must be clear in the choice of teaching content, can not only to pay attention to the teaching of theoretical knowledge, but to allow students to have as much as possible more opportunities to practice. Only when the traditional teaching concept begins to update and change, can the core objectives of the chorus command course be re-examined, and then the course content can be better designed to teach the chorus command course, and achieve the cultivation of students' singing and command ability. First of all, college teachers need to take “command” as the core to lead the course teaching, so that students can accurately and skillfully use the commonly used chorus beat command schema through the designed course content, and can well grasp the basic command skills and common emotional gesture expression method [1]. Secondly, college teachers also need to design the daily training content and method of students in the choir performance, and teach students the basic skills of rehearsal, so that students can clarify and master the singing level to be achieved at different stages. Through the study of the chorus command course, students can analyze the singing and command methods between different chorus works, and they can try to express them with basic command gestures. In this way, the designed teaching content and objectives can be well targeted to help the students to achieve the study of the chorus conductor course, and improve the students' basic skills and comprehensive quality of the chorus conductor. Only with profound experience and learning these knowledge can students develop the idea of “cultural confidence” based on their own strength and talent, and then better promote the choral conductor culture and make it more vitality.

2. The selection of teaching materials should be typical, and the teaching content should be systematic

In the reform of the chorus conductor course, we must carefully choose the teaching materials, and echo the teaching content reasonably, so as to achieve the integrity of the chorus conductor class teaching. In the course content design, it is mainly divided into three parts. First, in the chorus course content and teaching material selection, in addition to need to comprehensively let students understand the chorus related theoretical knowledge content, also need to train to the perspective of students, different ages, gender students have differences in sound, so in training need to be targeted, let college students can master the voice division rules. confidence”. Second, in the command course teaching, the main teaching content of the command includes the basic standing posture of command, the correct gesture of command, the command pattern of rhythm, the division of labor to express emotions and other [2]. Third, in practical teaching, music teachers need to help students to organize and rehearse chorus courses, so that college students can more meet the needs of the society in the future, which is the focus of chorus conductor courses. Take “Nightingale” as an example. Through this classic chorus work, college teachers can systematically teach students their singing skills and how to follow the conductor, and then arrange the chorus course progress step by step, so that students can experience the beauty of harmonious and unified chorus [3] in the follow-up training. And then they perceive “cultural confidence”. In the process of teaching, teachers must take students as the

center, constantly improve students' enthusiasm for learning, guide students to feel "cultural confidence" in the study of the chorus command course, and then improve the vitality of Chinese music. In addition to the teaching methods and content need to constantly follow the footsteps of The Times, teaching music teachers also need to constantly improve their discipline accomplishment, develop their own vision, so constantly advancing with The Times to better teach students chorus command course, guide students to achieve the understanding of the world chorus works and spread, and began to create works, innovative chorus works.

3. Take the teaching practice talent training as the center, change the teaching mode

With the development of the development of The Times, the talents needed by the society have also changed, and universities need to change in the direction of applied talents when cultivating chorus conductor talents. The traditional "cramming" teaching method is no longer suitable for the present, nor suitable for choral conducting courses. In order to better enhance the chorus command classroom "command", need to change the traditional "teacher refers to the students sing" teaching method, on the basis of traditional basic theory knowledge teaching, to develop the advantages of chorus collective class, let the students will learn the chorus music theory knowledge directly in the course practice. When telling the course, you can choose to teach collectively first, and then ask the students to learn independently. Finally, the teacher can guide them one by one through the observation of independent learning. In order to better to stimulate the students' initiative, let the students from the state of passive learning out, teachers can choose to let students according to the teaching content and master the method, to command schema design, and choose the appropriate gestures to show the chorus of emotion, style and concept, etc., then in group cooperation, independent teaching rehearsal design, the final rehearsal effect will be recorded in the final results. This not only improves the enthusiasm of students, but also enables students to conduct independent learning faster, in the process of learning to experience the "cultural confidence". Of course, teachers also need to give students more practical opportunities, so that students in the continuous practice to develop a good psychological quality, not because of tension and shyness and other emotional performance mistakes, which is also better for students to create the necessary psychological quality. For example, to receive some chorus activities, so that students can better experience in the reality, the activity of the remuneration will be given to students as a reward and so on. In the process of practice, teachers also need to have in-depth interaction with students, better into the world of students, from the perspective of students to help students to answer the confusion, let students make continuous progress. During the command rehearsal, it is necessary to carefully observe the students' command movements, whether the schemas are consistent with the emotional expression of the work, and then record them, but do not rush to evaluate. Instead, let other students tell their own evaluation [4] first. Students can detect the problems of others through observation, and will begin to reflect on whether they have such problems, and then help students to achieve self-reflection learning habits. In the process of comment, students will also start to improve their own horizon and level, and kill two birds with one stone.

4. Tag

To sum up, in the face of college chorus command course reform and innovation need to change from three aspects, music teachers in colleges and universities should also change their main body status, to course content design and the choice of teaching materials, constantly dig out the connotation of chorus conductor course, and guide the students' "cultural confidence". Teachers should also increase as much teaching practice courses as possible, so that students can become the talents needed by the society through continuous practice.

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