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Try to talk about innovative musical talent training mode and means

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ABSTRACT

Music departments of colleges and universities is the base place to cultivate talent. When the music department cultivates innovative music talents to service the society, not only do they reform the traditional music teaching pattern, they also should use the open teaching mode, operation type, so as to more fully develop the students' innovation ability and social practice ability of art. And they also need to have the effective ways of security service society innovative music talent cultivation, so as to achieve the goal of training innovative talent of music. This article carries on the preliminary discussion and analysis about today's music department service society the status quo of innovative personnel training

KEYWORDS

Government financial information; Disclosure quality; Factors; Consequences.



PREFACE

China has opened the process of popularization of higher education in the 21st century. A large number of colleges and universities across the country have successively established the music department. According to the ministry of education ‘s statistical about launched music departments of colleges and universities across the country, the country has thousands of distribution in the professional art colleges and universities, which distribute in college of music, normal university, and comprehensive university. With the rapid development of social market economy, music talents have become one indispensable kind of special talents in the social development, and they play an important role in the market for the prosperity of socialist culture and carry forward the era theme^[1]. But with the process of popularization of higher education, music professional students’ difficult employment problem is more and more serious, the phenomenon of which has aroused great attention of the society from all walks of life. The number of music students to universities music education increased year by year rings alarm bells. To change the status quo to re-examine music talent training mode and explore new model of college music training becomes a college music education workers’ focus on the important issues. The market demand for creative talents is shown as Figure 1:

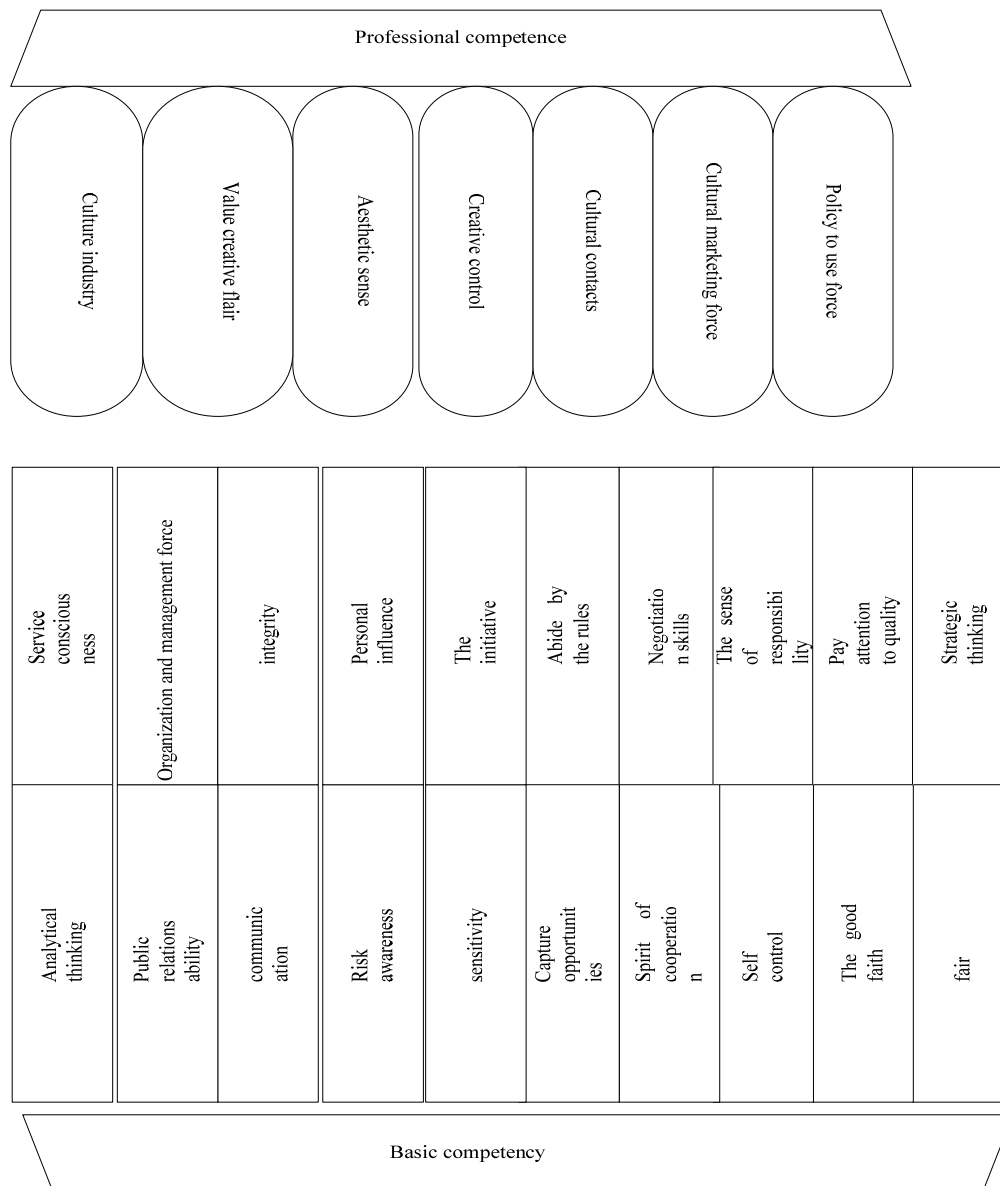


Figure 1 : The market demand for creative talents

THE STATUS QUO OF THE MUSIC DEPARTMENT OF INNOVATIVE PERSONNEL TRAINING

At present, most of the music department is still widely using traditional teaching mode, and class lacks activities in innovation curriculum system. We have been emphasized to music basic course as the main body, artistic practical activity, skill training practice courses, and performance characteristics such as curriculum practice class, letting students spread

themselves in the art of social service activity. Social activity is a part of real life and the source of innovation in teaching. We expect the teachers bring students to the university community to visit the central performances, practice, learn knowledge, skills, habits, and look for flashing virtue in the process of the relationship with the public, social morality. However, status quo tells us that most of the college music department did not go far enough in this aspect, and the overall performance of innovation consciousness is low.

Not only is the process of social art practice to organize the student to the textbook knowledge and using the method, it is also the ladder for the students to the society and the job. However, nowadays, because most of the music department is still in the classroom teaching very seriously, they ignore the students should use the textbook knowledge into the society of art practice. Although some of the music department attaches great importance to the social practice of art, funding of social art practice is limited, thus determining the time of the event rare, and space also has significant limitations. Some external social art practice process is more becoming a mere formality, and it is difficult to achieve the goal of cultivating innovative talents.

THE 3C INTEGRATION CONCEPT

3C means taking curriculum, culture and comprehensive three-word initials deduction. Integration of curriculum resources of three major parts is the excellent program, music culture, and social music art practice and music performances. Its goal is that to cultivate comprehensive music talents with high quality of the humanistic spirit and scientific spirit and basic knowledge, basic theory of deep, solid basic skills, the strong ability of art appreciation, artistic creation and artistic teaching ability.

The three logical way of construction are as follows: first, the school curriculum resources' integration, namely to integrate resources about music talent training courses on campus. Integrate the literature in the philosophy of classical literature appreciation, aesthetic and artistic philosophy, the pedagogy of teaching theory into music talent cultivation of major curriculum system on the basis of existing specialized courses. Second, China is rich in cultural resources both recruitment of colorful artistic paradigm and presentation, and comb the art form of infiltrating humanistic ideas behind the context and spirit. Third, art practice links with practice. First, innovative art practice is the performance of traditional art practices, making the formation of clearing, collection, sorting, creation, and recorded as one of the many link comprehensive art practice mode. Second, reform the single concentrated mode of traditional education practice in class, and form the music classroom teaching, music culture investigation, experimental base of demonstration, seminars, academic salon, and local music curriculum development as a body comprehensive multi-level system of internship.

DESIGN AND IMPLEMENTATION STRATEGY

The basic theory of integration of curriculum resources teaching module

Music college, taking advantage of the some subjects, integrates series and philosophy courses as a compulsory course, expands curriculum, and lays solid foundation disciplines.

Local culture has extensive and profound artistic culture, such as the place of bright and ethnic song and dance drama. Integrating local art and culture into the music course is to cultivate students' consciousness of protection and inheritance of intangible cultural heritage, strengthen students' rescue, find a sense of urgency of mining non-material cultural heritage, and realize the implementation of the ministry of education curriculum guidelines courses in local characteristics. At the same time, it also lays a good foundation for school-based development of music curriculum for the students.

Dance, film and television art, and art is a sister discipline of musicology, and some disciplines such as dance, drama and music itself is difficult to split. Curriculum system that integrates the arts curriculum into music talent training inspires to expand the students' ability of art appreciation and art creation, and at the same time also adapts to the comprehensive art teaching in primary and secondary school curriculum reform.

Music research method theory course has been the traditional advantages, which has strong teacher. Compared with arts faculty, the students from normal sexual colleges has comprehensive ability and cultural accomplishment, providing the conditions for learning music study. Music research method course is an important foundation for cultivating innovative talent of music, especially the methods of literature, questionnaire, field study method, which will play a fundamental role in artistic innovation. General education in the new curriculum plan is shown as Figure 2:

Building integrated practical teaching module

Art practice is an important part of art education in colleges and universities and an important channel to improve the students' social adaptation ability and creation ability. At present, the higher school music specialized students practice more spontaneous, less organized; Compared with social performance organization, they prefer competition or assist performances; A few good students have more practice opportunities, but the vast majority of the students' practical activities are less; Imitating others show is more, but they have their own characteristics innovative works and performance rarely; More prefer to act more popular songs and foreign works than performances of folk, folk repertoire. 3C will bring students music into daily teaching

practice, and regard art practice as a course. Students must attend a certain practical activity, and meet the corresponding requirements to complete their studies. Institutes found the art teaching steering committee, set up the special arts teaching office, transfer funds on special artistic practices in daily teaching, set aside regular time as an art of practice practice, and develop a variety of forms of artistic practice. In order to implement the student art practice, raises the student protection, inheritance and carry forward the excellent ethnic folk music and cultural heritage of consciousness, and improve students' mining, sorting and creative, performing the innovation of knowledge and ability and enhance the awareness and ability to adapt to society, colleges carefully plan introduced the practice of the integration to ensure the quality of practice teaching.

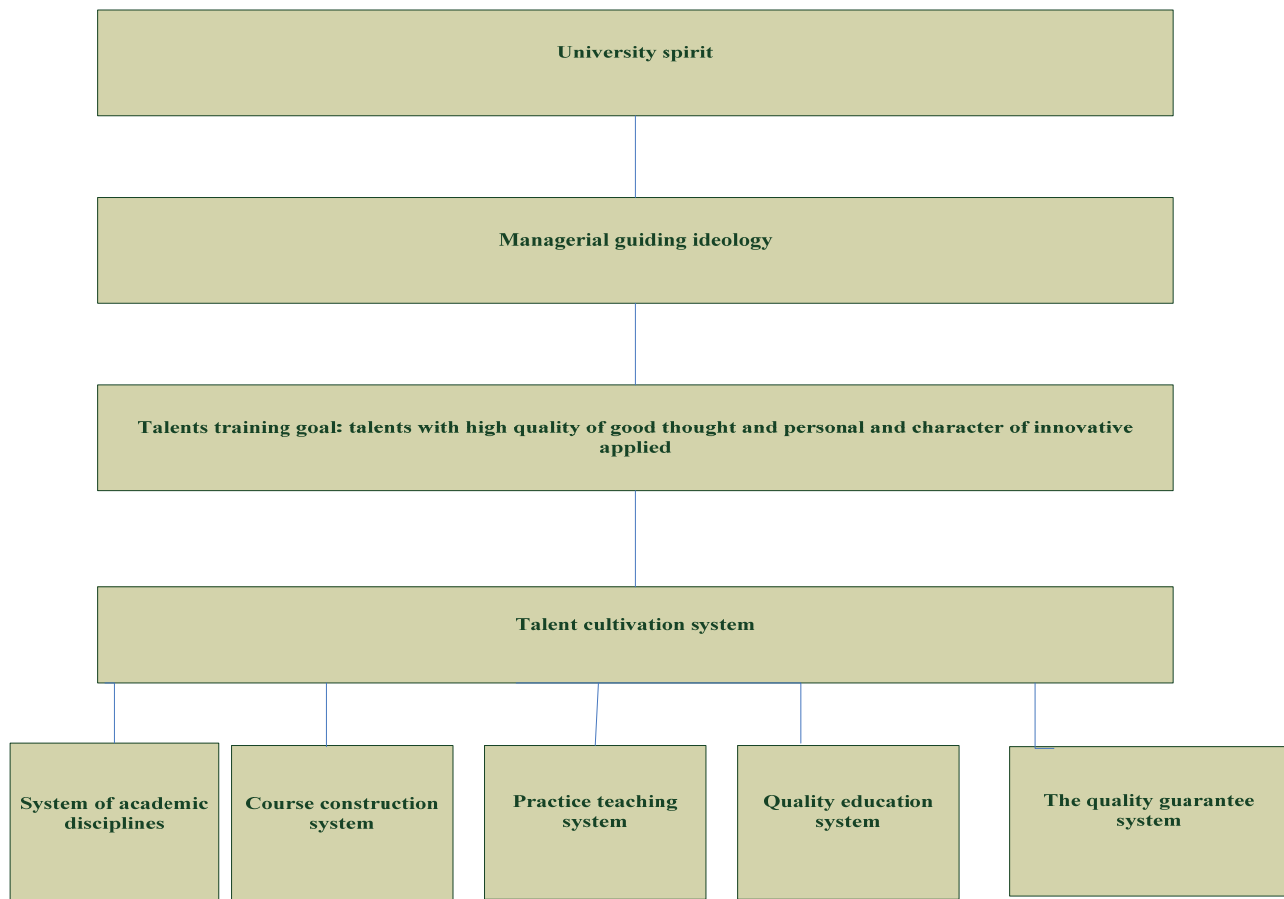


Figure 2 : General education in the new curriculum plan

Internship is an important part of higher education. The traditional practice focuses on comprehensively testing students' knowledge skills, lets them be familiar with their future career, prepare for future employment, but neglect that intern is an important part to cultivate the students' social adaptation ability and innovative ability. Practice is not only a test and preparation process, but also the process of learning and innovation. Music professional internship education practice and performance practice in two forms. Due to normal university teachers' characteristics and the disadvantages of music professional students employment channels relatively narrow, as well as the limitations of student employment conception, employment of more than 70% of the students of normal colleges go for music education field, education practice is a major of normal colleges at present the students practice. For this situation, 3C experimental area, from the perspective of employment, starting from the concept of basic education oriented, in order to improve the students' social adaptation ability and innovation ability, to train more innovative applications in the future of the society needing talents, will replace "apprentice --curriculum design and teaching demonstration -- practice --developing school-based music course -- writing papers, reports, and practice summary" for the past "teaching demonstration --practice--practice speaking". Trainee requires students to master the related theory of knowledge under the premise of careful observation, summarize the experience and lesson of the others. Before practice, students should make teaching preparation as well as preparation for research topic, and design research in the practice teaching process and how to study, namely the subject design. During the internship, not only do they complete the teaching task of education, they also develop the local music resources, compile school-based music courses, and the introduction of the classroom, the national curriculum practice and the development of school-based music course unifies in practice group. After the internship, students are required to not only to write an internship, they also need to write research papers report. Train students' music classroom teaching, music teaching research, and the music education curriculum development ability in practice the whole process.

A PROGRAMME

Plan forms three teaching modules, under the teaching module comes with a number of experimental group, which is shown is Figure3:

Local art and culture courses experimental group: know the bright local drama of local art and culture, folk songs and dances and folk music, and so on, which is to cultivate students' consciousness of protection and inheritance of intangible cultural heritage, and also the ministry of education curriculum guidelines in figure courses in local characteristics in the implementation. At the same time the school music curriculum for students development and laid a good foundation. The way is to invite folk artists and relevant experts for lectures and students work double implementation of fieldwork as well..

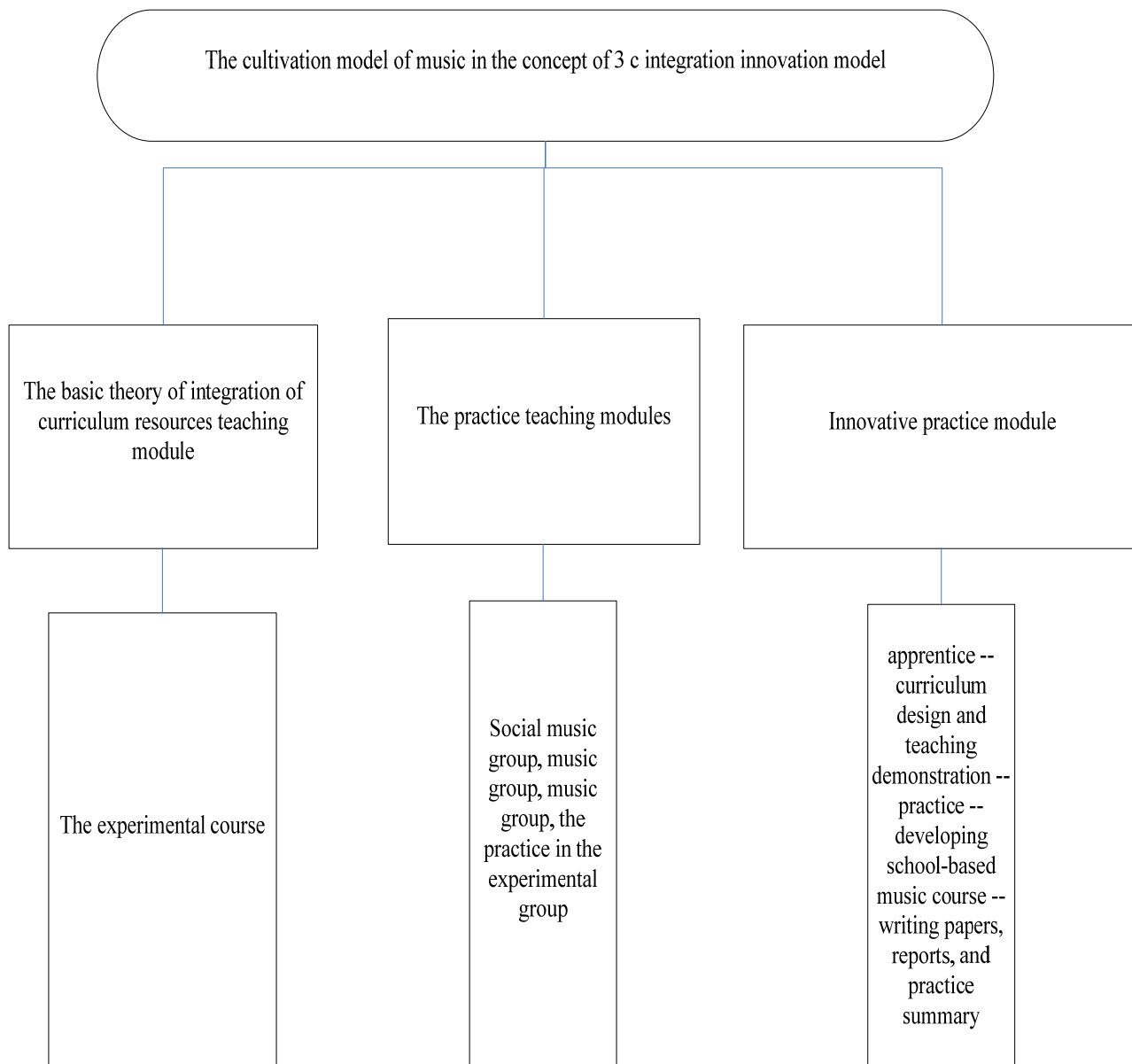


Figure 3 : Three teaching modules

PERFECT MUSIC TALENT TRAINING SYSTEM ON CREDIT AND DOCKING

Docking modularized course system chooses subsection design concept, the purpose of which is to find join point on talent training required curriculum resources at home and abroad to communicate, reaching a high level of integration of curriculum resources at home and abroad, realizing the link of the domestic and foreign teaching content, and forming the milestones in the process of teaching and curriculum system of systemic characteristics of organic connection. Docking modular curriculum system is the carrier of internationalized talents cultivation and the core connotation for the implementation of personnel training mode. Music colleges or art colleges and universities and comprehensive universities in our country has generally used implement credit system.

With credit system as a center, making course at home and abroad realize perfect docking is an important means to improve the internationalization of music talent training system. To realize internationalization of music talent training mode, course of docking and connecting the credits is crucial. The international student exchange program in music subject in our country can draw lessons from the successful experience of other countries, and other subjects. The curriculum should involve integration and internationalization. International music related courses: foreign history of music and foreign appreciation of music. And when considering credits and docking, the two courses can be arranged in the student in the foreign exchange. Studying abroad foreign music, foreign music appreciation and learning atmosphere is very different in home. When students have hands-on practice and theory, the combination of learning enthusiasm will be higher, and changes in plants could also improve the learning efficiency.

CORRECTLY HANDLING SKILLS AND THEORY, THE RELATIONSHIP BETWEEN THE TRAINING OF MUSIC TALENTS

The lack of music theory knowledge in music professional students is a common phenomenon, the important cause of which is the student did not setting up the correct values, which sets a big obstacle to cultivating music talents. Social demand for music professional students is not only can sing, play, or jump, they can also have a class, understand the theory, common sense, thought, and comprehensive ability. So that students can deal with the relationship between the theory and skills is very important. Along with the expansion of student employment channels, some students chose art training center, cultural activity center as a teacher, professional engaged in the teaching activities of the piano, vocal music, or instrument, but students learning for middle school in colleges and universities only learned skills, and they are lack of professional teaching on how to proceed. Therefore, offering all kinds of teaching courses, the collective lessons to improve students' teaching ability is very necessary. Teachers solve common problems of the students through collective teaching, and cultivate students' ability to distinguish between right and wrong way; Students have more experience in teaching through the study of a large number of teaching class teaching practice, lay a foundation for the future teaching and cultivate themselves on the platform.

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