

Research on the Construction Mode of "Double Qualified" Music Teachers' Practice Team in Normal Universities

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Abstract

Teachers' team construction in normal university is one of the most important part in administration. The purpose of revitalizing teacher education is to cultivate better students with excellent talents and inherit them from generation to generation. The rationalization, concrete construction and management of teachers are common problems in colleges and universities. How to give full play to the important achievements of teachers in the process of running a school and protect their own rights and interests, this paper takes the construction of "double qualified" teachers as the starting point, analyzes the current situation of talent structure, talent evaluation mechanism and talent training system for the music discipline with strong practical attributes, and puts forward solutions.

Keywords

Double qualified; Music; Normal university; Practice.

1. Introduction

As a discipline with both rational structure and social and cultural attributes, music has its own unique specialty. At present, within the scope of ordinary colleges and universities in China, the discipline structure of ordinary colleges and universities is unbalanced and the policy tendency is obvious. As a result, the rapid development of music discipline has been greatly hindered. The guiding opinions on deepening the reform of Higher Teachers' professional title system (human resources and social security department (2020) No. 100) proposed that the reform of teachers' professional title system in colleges and universities should be further deepened, and the evaluation standards of teachers' professional titles in line with the actual situation of colleges and universities should be independently revised and improved. In the implementation plan of national vocational education reform issued by the State Council in 2019, it is clearly proposed that more measures should be taken to build a "double qualified" teacher team, especially to recruit senior professional title teachers with relevant enterprise and industry experience in Vocational Colleges and applied undergraduate colleges. Vocational education, as an education with skills as the main training goal, teachers should not only have teaching and research ability, but also have practical ability. As a discipline with strong practical attribute, music discipline also faces the dilemma of the shortage of teachers' practical ability. As far as music is concerned, the entry threshold of teachers in Colleges and universities is rising day by day. In view of the large number of gaps in practical doctors such as performance creation, many theoretical research-oriented doctors have entered colleges and universities to teach, which further aggravates the reasonable problem of teacher team construction. In the list of double first-class discipline construction released in 2017, only the music and dance of the Central Conservatory of music, China Conservatory of music, Shanghai Conservatory of music and three professional colleges and universities have become the representatives of

music disciplines in 42 colleges and universities on the list. There are no comprehensive colleges and universities in the list of music disciplines. This reflects the lack of competitiveness of the whole music discipline and even art categories in comprehensive colleges and universities. Moreover, there is still a big gap between comprehensive colleges and professional colleges in the construction of music discipline.

As a music major in normal universities, its teaching goal is to cultivate comprehensive skilled talents for the education industry. It is mainly aimed at the music culture related supporting industries and the teaching staff of public institutions. With the increasingly close relationship between higher education and society, the changes made by normal universities to meet the needs of social development to the greatest extent should improve the application function of disciplines and majors in teaching. On the basis of spreading culture and creating knowledge, cultivate students to master cutting-edge functions. Among them, the improvement of teachers' practical ability is an indispensable link.

2. The Problems Existing in the Construction of Teachers' Team in Normal Music Specialty

2.1. The Structure of Teaching Staff Is Unreasonable

The construction of conservatory of music started late and developed rapidly, resulting in the unreasonable age structure of teachers. There are more application-oriented young teachers in Colleges and universities. Secondly, the professional title structure and professional structure of teachers also appear unreasonable distribution, and the number of junior and intermediate professional titles is too large. Third, the extreme lack of high-level talents. The overall discipline construction of the country lags behind, resulting in a limited number of discipline leaders. There are many high-level and comprehensive talents in normal colleges and universities.

2.2. There Are Few "Double Qualified" Teachers with "Double Certificates" or "Double Abilities"

At present, the definition of "double qualified" teachers lies in the group with professional titles and teacher titles at the same time, or refers to relevant teachers with theoretical and practical abilities at the same time. The talent introduction conditions and teacher evaluation system of normal universities are mostly oriented by research output. Paying attention to the output of teachers' scientific research results leads to too little attention to the improvement of teaching quality. In addition, there are few young teachers with practical education. At present, there are only three doctoral colleges and universities with performance direction in domestic music, namely the Central Conservatory of music, the China Conservatory of music and the Shanghai Conservatory of music. There is a shortage of performance and practice talents. Most of them graduated from musicology or music education and did not have the skills to obtain professional qualifications in the art industry. Therefore, teachers with both teaching ability and practical ability are extremely scarce in Colleges and universities. The construction of "double qualified" practical teachers in the college is greatly limited.

2.3. The Evaluation Mechanism Lacks the Guidance of the Art Industry

The evaluation mechanism of colleges and universities is established in three aspects: teaching, scientific research and social service. Music discipline is a discipline based on skill display and aiming at cultivating aesthetics, which has strong humanistic characteristics. At present, colleges and universities do not consider a more detailed evaluation classification in the evaluation, and there are no certain reward and incentive policies for teachers with dual

professional qualifications. On the other hand, teachers of practical skills course have too little understanding of the channels and standards of Professional Title Evaluation in the art industry, resulting in insufficient access to relevant information.

2.4. Lack of Platform to Improve the Technical Ability of Full-time Practical Teachers

The construction platform provided by colleges and universities for teachers' post service development is limited to scientific research and teaching. The professional skills of teachers in our school cannot be supported by a certain platform. Teachers have an urgent vision for their own post service development. Therefore, most teachers choose the mode of visiting outside school to improve their professional skills and subject knowledge. The shortage of teachers' practical ability will further affect the cultivation of students' practical ability.

3. Construction Plan of "Double Qualified" Teaching Staff in School of Music

3.1. Expand the Construction of Music Practice Platform

Clarify the school running ideas of the college, and formulate the construction scheme of teachers' platform according to the export characteristics of applied talents of normal education. Focus on building a teacher practice platform to provide opportunities for practical learning and display. Carry out long-term performance practice cooperation inside and outside the school, and form a benign interaction with a series of talents in the regional art industry. Provide better career development space for professional and technical talents and activate teachers' innovation and teaching and scientific research ability. Gradually realize the transformation of the construction thought from theoretical talents to practical talents.

3.2. Strengthen the Cultivation of Teachers' Practical Ability in the Art Industry

Strengthen the practical training of young teachers from the pre job training link. In view of the shortage of music practical talents in China, take the school as the unit, hire off campus industry tutors to guide the practical skills of young teachers for a long time. Carry out teacher training, encourage and reward teachers to carry out research. In addition to teaching competitions, teachers' subject practical ability competitions are held to effectively improve teachers' practical guidance ability. On the other hand, strengthen the selection and appointment of practical talents in the art industry. Explore excellent practitioners with practical talents, join the teaching team, and expand and improve the team construction.

3.3. Improve the Evaluation Mechanism of "Double Certificate" Teachers

Teachers who have obtained professional titles in the art industry and teachers' professional titles will be rewarded for specific assessment. Explore and try out the specific mechanism of mutual evaluation between professional titles and teachers' titles. Combine the professional title evaluation standards of the art industry to formulate the examination and evaluation conditions for teachers. Organize teachers to hold special professional title evaluation lectures in conjunction with industry associations, and encourage qualified teachers to apply for professional titles in the art industry. At the same time, conduct a separate evaluation of the introduced industry artists, and formulate applicable evaluation standards and relevant supporting policies. Through the implementation of multiple policies, teachers' enthusiasm can be mobilized.

3.4. Reform the Teaching Content and Teaching Means to Enhance Students' Core Competitiveness

The ultimate goal of training teachers is to deepen the reform of teaching mode and improve students' practical ability by improving teachers' practical quality and ability. The goal of higher normal universities is to provide elementary education schools with excellent teachers who are competent for their tasks. The elementary education under the "double reduction" policy will spare no effort to strengthen and improve school aesthetic education. Therefore, the quantity and quality of aesthetic education teachers in the stage of elementary education will be qualitatively improved in the future. The implementation of this policy also poses new challenges to the aesthetic education teaching in Colleges and universities. Introduce off campus training platform, introduce off campus practical training into the classroom, and carry out practical exercises with teachers as the leading and students as the main body. It can enable students to master and flexibly use practical skills in advance, accumulate practical experience, and improve their core competitiveness when choosing jobs. At the same time, the common development of teachers and students is conducive to the establishment of talent values integrating higher education and elementary education.

4. Summary

Introducing the construction requirements of "double qualified" teachers in higher vocational colleges into normal universities will help to build a new framework of music discipline. Introducing music technology professionals, such as performers, singers, composers, directors and other teams with rich practical experience into college classrooms is an effective way to promote the rationalization of the construction of "double qualified" teachers in our university. The construction of "double qualified" teachers is a complex and systematic project. The full coverage of all disciplines in the university should be gradually completed from a single discipline. The training mode of practical compound talents in normal universities explored in this paper can provide a theoretical and practical basis for the transformation of normal universities. Put forward targeted practical plans for teachers of different majors in the same discipline, and gradually improve the skill oriented teacher training policy step by step. The reform of teachers will further promote teaching reform and gradually improve the practical teaching system. Take the music discipline as the divergence point, and then radiate other disciplines to complete the transition from theory to practical teaching. Starting from elementary education, we will promote the transformation of higher education and comprehensively promote the integrated development of China's education.

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