

Questions and suggestions for training music teachers

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Annotation.

Music is an important subject for cultivating students' musical literacy, which is of great help to students to form a good sense of music and aesthetic ability. The current education also requires teachers to pay more attention to the development of music teaching while imparting knowledge to students, so as to train students to become all-round talents.

The current level of music teaching is difficult to effectively improve. One is that the teaching concept of teachers is too outdated, which leads to a single and dull teaching method in the process of teaching. It is difficult for students to get a good experience when learning music knowledge, so they are not interested in music learning, and it is difficult to participate in the learning of music knowledge. In the long run, the enthusiasm and desire for learning music will gradually disappear, and there will even be negative emotions that dislike music learning.

There are many obstacles to students' future learning. Second, under the influence of test-taking education, teachers attach far more importance to students' knowledge education than quality education. There is not much consideration of whether students can develop comprehensively, and it is difficult to have a correct understanding of the importance of music teaching. Such cognitive blind spots will play the opposite role to expectations. If teachers fail to continuously strengthen their professional skills and professional literacy, they will encounter more teaching bottlenecks in teaching.

At the same time, some teachers at the current stage have not been able to conduct in-depth research on music textbooks. There are many music knowledge points of learning significance in the textbooks, and the teachers have only brought them in one sentence. Or in the textbook, some music knowledge points that are not well understood by students are not well

understood by teachers, and teachers fail to pay attention to them and explain them, resulting in students always in a state of confusion about music, it is difficult to achieve the effectiveness of music teaching [1].

Based on the above analysis of the current situation of music teaching, the importance of teachers in teaching can be clearly seen. Teachers have low professionalism and backward teaching concepts, which directly affect the effectiveness of current music teaching. It is imperative for teacher training activities, and it must be scientific and reasonable in order to further play the leading role of teachers in teaching and improve the effectiveness of music teaching.

At the current stage, for teacher training activities, the training courses are relatively single, and the form of training is too old. Most of them are to organize music teachers to some institutions of higher learning for exchange and training, or to invite foreign music professionals to train teachers. Such training failed to face up to the differences between teachers, and did not enable all teachers to gain effective information in the training. Secondly, the level of professional skills among teachers is not nearly the same, and students at all stages have different learning needs for music knowledge points. For teachers to choose the same training courses, it is difficult to adapt to the effective development of current music teaching activities.

After observing the current training activities, it can be found that although some teachers' professional abilities have been improved to a certain extent after training, it is still difficult to produce obvious teaching effects during actual teaching. The main reason for this phenomenon is that the positioning of the training is too vague. The stratification of teachers in the training is not clear, making it difficult to achieve effective training.

The professional foundations of the teachers participating in the training are different, and there are some differences in academic qualifications, and the length of teaching age is also different. However, many current training activities have failed to pay corresponding attention to these issues. In actual training. It is still difficult to face up to the differences between teachers. This approach directly leads to teachers with higher teaching levels and strong professional abilities who “can't eat enough”; and teachers with lower teaching levels and weaker professional abilities who “can't eat enough”.

The current training management lacks a certain degree of rigor. After the training of teachers, most training activities are hastily completed, and

the training results of teachers cannot be evaluated and inspected. It is difficult for such an approach to grasp whether the training is effective and whether the level of teachers has been improved as it should be. It has a certain negative impact on the next training work and the music teaching work of teachers. The loopholes in training management at this stage not only make it difficult to test the effectiveness of teacher training, but it is also difficult to achieve the requirement of measuring the professional literacy of teachers. For music teaching, there is a certain harm [2].

Combining the teaching needs of the parents and the teaching needs of teachers, in order to promote the training effect to better serve the improvement of the current level of music teaching, the form of training should highlight its diversification, and the content of the training must be further strengthened in order to make the training effect more obvious.

The current stage of training can be carried out in various forms such as dialogue, inquiry, case studies, and cooperation, so as to further exercise teachers' resilience and solution ability when encountering problems in actual teaching activities. For example, when relevant training experts explain a world-famous song, they can guide teachers to express their views on it in the form of discussion, and fully express the teachers' appreciation ideas in the process of mutual exchange, forming a collision of knowledge and thinking, and achieving better training results.

The use of cooperative learning in training can make teachers have a desire to actively explore music knowledge. In the process of cooperation, teachers will apply their teaching experience to the exploration of music knowledge, and their teaching ability will be exercised accordingly, which will benefit teachers to achieve better teaching results in future teaching activities.

In the training, attention should be paid to the analysis of the actual situation of teachers, such as teachers' teaching experience, professional standards and other aspects, and stratification of teachers at different levels, so as to realize that teachers at each level have gained more in the training. Gain more. According to the actual situation, teachers can first be divided into three levels:

- first, teachers with a high level of music majors and rich teaching experience can be divided into level A;
- second, teachers with general teaching experience but higher professional level, and teachers with higher teaching experience but lower professional level, can be classified as Category B teachers to carry out training;

– third, teachers with short teaching experience and whose music level has not been effectively used in actual teaching should be classified as Level C for training activities.

In the actual training, for the training of Class A teachers, attention should be paid to their short-term nature and clarity. In the specific training, corresponding topics can be used for targeted training, and they can be guaranteed to lead the common development of teachers at the B and C levels; for teachers at the B level, it is necessary to focus on their teaching experience and professional level training, guide them to reflect on the previous teaching methods, and learn more advanced teaching experience, so as to realize that they can gradually improve their teaching level in actual teaching; for teachers at the C level, the training time needs to be increased to more than two months, and their music professional abilities need to be systematically trained, and strengthen the practical teaching activities of teachers at the C level, so that teachers can improve their overall teaching literacy and gradually transition to the A and B levels.

The most intuitive way to check whether the training process is effective and whether teachers have improved their professional literacy and music teaching level during the training is to conduct evaluation activities during and after the training. Reasonable and effective evaluation activities can better analyze the problems in the training and make timely adjustments for the next training.

For teachers, the evaluation process can also enable them to have a more accurate understanding of their comprehensive level, and in future learning and teaching, they can also strengthen their overall level in a targeted manner. It can be seen that the evaluation link in the training is also of great significance to music teaching. In the actual training process, it is first necessary to establish a corresponding evaluation file for each teacher who has received training, in which it is necessary to record the purpose of the teacher to participate in the training, as well as the teaching problems of the teacher in the actual teaching. After the file is established, it is more conducive to observing the final training effect of the teacher. Evaluation activities must not only be carried out in the process of training, but after the end of the training activities, the evaluation files initially established must also be brought to the school where the teacher works, so as to help the school more truly understand the actual situation of the teacher, and play a certain role in the next teaching activities [3].

The evaluation can also be combined with the title selection and promotion system in the school, so as to fully mobilize the enthusiasm of teachers and guide them to continuously improve their teaching level [3].

In order to achieve the improvement of the level of music teaching, the training of teachers should be combined with the actual teaching needs and the corresponding training plan should be designed so as to ensure that teachers can improve their overall teaching level and professional ability after training, and carry out music teaching activities more effectively.

And in the process of training, it is necessary to pay attention to whether the intensity of the training is in line with each teacher, and the content of the training should be set reasonably and scientifically so as to be in line with the differences between teachers. After the training is over, teachers should also be evaluated in a timely manner. While understanding the teachers' mastery of knowledge, teachers should be prompted to understand their shortcomings so that they can continue to improve their music teaching in the next training activities and teaching activities. It is a more important help for students to grow and learn. Teachers must continuously improve themselves and play the role of training in order to bring more help to students in formal teaching.

List of references

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