

RESEARCH ON MIXED TEACHING PRACTICE OF CHORUS BASED ON MOOC RELATED COURSE IDEOLOGICAL AND POLITICAL UNDER OBE CONCEPT

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Abstract. This research investigates the methods of mixed teaching development of ideological and political theory course in colleges and universities on the basis of examining the features of the reform of Ideological and political theory course in Colleges and Universities under the background of MOOC. The purpose of this paper to get a sign of the impact of associate degree outcomes-based assessment policy on the employment of six academics of a school.

Keywords: mixed teaching, chorus, MOOC, OBE concept.

Introduction. The organic connection between theory and practice is one of the didactic canons of pedagogy. For choir conductor education, it is fundamental, but, unfortunately, not always observed in the process of training future conductors, both in the system of higher and secondary education. In certain educational institutions that train musicians in the specialty "Choral Conducting", there is some isolation of choral subjects ("Choral Studies", "Methods of working with the choir", "Methods of teaching conductor and choral disciplines", "History of conductor and choir education", "Theory of conductor-choral art») from practical disciplines. This discrepancy affects the development of practical conducting and choral skills and, especially, the practice of working with the choir [1].

Choral pedagogy, like any other branch of education, must follow the basic rules of general didactics, namely:

- 1) the scientific character of the presented knowledge;
- 2) availability of educational material;
- 3) a systematic approach to mastering knowledge, skills and abilities, i.e. following the principle "from simple to complex";
- 4) taking into account the individual characteristics of students;
- 5) problematic learning;

6) observance of the staging of education (primary, secondary and higher education);

7) motivation for learning due to a positive psychological attitude (V.A. Vasiliev calls this the "principle of psychological major").

The productivity and effectiveness of education largely depend on a balanced, purposeful and organic correlation in the curriculum of special, general scientific, musical-theoretical and musical-historical subject cycles [2].

With distance learning, the effectiveness of the developed educational materials becomes a decisive factor in the success of the implementation of the educational program in a distance form. The development of educational materials is understood as: the use and adjustment of their own developments, the digitization of teaching aids, the development of tests, quizzes, presentations, tests, the selection and processing of materials posted on various resources, in information databases, as well as materials open for free access on websites publishing houses, libraries and other cultural institutions.

Educational materials:

- are developed taking into account the lesson submission;
- are developed taking into account the use of interactive technologies;
- possess qualities that stimulate independent activity of students;

- allow for operational control and evaluation of the performance of tasks;
- include visual materials (notes);
- are developed taking into account available programs and platforms, ways of transferring educational material from the teacher and the results of independent work from the student.

The complex, created by the teacher independently, compiled on the basis of his own developments, various elements of teaching aids, anthologies, multimedia programs, audio and video materials, can successfully replace training with the personal presence of all participants in the class.

The collective work of choirmasters, accompanists and management will make it possible to carry out the process of transition to distance learning in the shortest possible time. And the developed complexes will be successfully applied in the future, will become relevant and useful material for other teachers.

Today, students' practical classes are limited to a training choir, ensemble, and passive practice. This is a reflection of the real situation in the choral culture of the country, defined in literature as its decline or crisis. All this affects the upbringing and training of choirs.

Materials and Methods.

For reaching the aim of the research work, the next goals were achieved:

- Define the connection between theory and practice is one of the didactic canons of pedagogy;
- Give definition of the choir conductor education;
- Define choral pedagogy;
- Analyze the scientific character of the presented knowledge;
- Analyze problems of learning;
- Key principles for productive education;
- Consider educational materials.

Results

Today, not all graduates have access to the choir. But if we persistently strive to create choirs, then the quality of the training of a choir conductor will steadily increase. The center of vocational training should be the practical training of future choral specialists [3].

Literature review. Modern choral education is not homogeneous. Unity and integrity require significant efforts of specialists. Until recently, the training and professional activities of choir dancers took place in a relatively stable cultural space, where theory and practice, pedagogy and performance were closely connected. At present, the situation has changed significantly. Theoretical, historical and special disciplines have become isolated, the once unified functions of upbringing and education have acquired some independence. In academic disciplines, the achievement of synthetic thinking of the choir student becomes a significant problem [4].

In accordance with the legislation of the China, the working time of a teacher includes: conducting training sessions (normalized part of working time), other pedagogical work (non-standardized part of working time).

During the period of distance learning, the workload set for the teacher can be distributed as follows: individual lessons, conference lessons, webinar lessons, organization and support of students' independent work, consultations (interviews) with students, monitoring and evaluation.

“Other pedagogical work” when organizing distance learning includes:

- carrying out work on adjusting calendar, calendar-thematic plans, on making changes to the work program of the subject;
- development of lessons (lesson planning, creation of a detailed lesson plan);
- development and design of educational material for independent work of students, including the creation of video lessons, phonograms, analysis and selection of electronic resources;
- prompt informing students and parents about the peculiarities of the organization of the educational process;
- distribution of necessary educational materials; organization of independent work of students;
- control and evaluation of independent work of students, consultations for parents, methodological support for useful leisure of students.

Discussion.

Starting from the teaching mode of the MOOCs, the researchers have done a lot of

research on the development and characteristics of the teaching mode of the MOOCs, the interactive relationship between “teaching” and “learning”, the influence of the teaching mode of the MOOCs on the traditional teaching mode, the advantages and disadvantages of the teaching mode of the MOOCs, and the improvement strategy of the teaching mode of the MOOCs. However, it should also be found that there are still some shortcomings in the study of MOOCs. There are three main aspects:

1) Insufficient research on the improvement strategy of MOOCs. In the design of the improvement strategy of the MOOCs, there is a lack of operability exploration of the design content, making it difficult to implement it; and most of the design solutions are merely supplementing the existing problems and lacking innovation.

2) There is no empirical analysis of the study of MOOCs. In the study of the MOOCs, it is more based on theory or only from some characteristics or phenomena of MOOCs. There is a lack of in-depth analysis of a course or a series of courses, lack of scientific quantitative analysis, making the research persuasive insufficient.

3) There is no rational reflection on the study of MOOCs. Most of the research is in a frenzied pursuit of the MOOC, and it lacks doubts about the teaching mode of MOOCs. Therefore, the researcher may be able to develop and innovate the research on the teaching mode of the MOOCs in the above three questions, and this research summary on the teaching mode of the MOOCs also hopes to provide some help to the researchers.

Conclusion.

Aiming at the problems existing in the teaching mode of MOOCs, some scholars have also strengthened the discussion on the improvement strategy of MOOCs teaching mode. Feng Yonghua and Liu Zhijun analyzed from many angles that the teaching of MOOCs should achieve the following in the development process.

1) Establish a new concept of MOOCs culture. The instructor should recognize that the open curriculum culture of the MOOCs pro-

vides the possibility of the implementation and generation of the dynamic curriculum, and the non-linear course of operation and the diversity of course evaluations reflect the curriculum culture centered on “learning”.

2) Building a new way of organizing courses. Teachers need to change their working methods and roles, and they are truly the guides of knowledge. At the same time, teachers need to explore the teaching methods of MOOCs.

3) Practice the “relationship” of the MOOCs. Under the relationship thinking, the elements of the MOOCs should form an organic interaction.

4) Construct an external support condition framework for the MOOCs. Government management departments actively guide, platform operators provide flexible and professional technical services and form a quality MOOCs development team. Zhang Ziyi and Song Shuhong proposed the improvement strategy of the MOOCs teaching mode from the audience group, teaching group and social perspective of MOOCs teaching.

1) From the perspective of the audience group, it is necessary to innovate the traditional learning methods and reasonable fees to mobilize the students’ enthusiasm for learning;

2) From the perspective of the teaching group, it is necessary to recognize that the learners of the MOOCs are not limited to the students, and the lecturers need to change the teaching methods.

3) From the social point of view, it should be more in the humanized design of the content and interface of the MOOCs. Yuan Luqi proposed an improvement strategy from the teaching management of universities.

1) Improve the teaching management system of the MOOCs;

2) Pay attention to the management of the teaching objectives of the MOOCs;

3) Strengthen the construction and management of the MOOCs curriculum;

4) Improve the management and incentive mechanism for MOOCs teachers;

5) Carry out the “student-centered” teaching management of MOOCs.

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ИССЛЕДОВАНИЕ СМЕШАННОЙ ПРАКТИКИ ПРЕПОДАВАНИЯ ХОРА НА ОСНОВЕ КУРСА, СВЯЗАННОГО С МООС, ИДЕОЛОГИЧЕСКОГО И ПОЛИТИЧЕСКОГО В РАМКАХ КОНЦЕПЦИИ ОВЕ

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***Аннотация.** В данном исследовании изучаются методы разработки курса идеологической и политической теории смешанного преподавания в колледжах и университетах на основе изучения особенностей реформирования курса идеологической и политической теории в колледжах и университетах на фоне МООС. Цель этой статьи – получить представление о влиянии политики оценки, основанной на результатах получения степени младшего специалиста, на трудоустройство шести преподавателей школы.*

***Ключевые слова:** смешанное обучение, хор, МООС, концепция ОВЕ.*