

Research on the Reform and Innovation of Guzheng Teaching Courses in Colleges

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Abstract: In recent years, there have been more and more people studying Guzheng, and college Guzheng teaching courses have become an important part of our country's music education. However, after investigating and analyzing the Guzheng teaching curriculum model in colleges and universities, it is found that the traditional Guzheng teaching curriculum has great deficiencies. Therefore, this article uses questionnaire surveys and on-site interviews to investigate the current situation of Guzheng course teaching in colleges and universities, and proposes an innovative and experiential teaching mode under diversified practice based on the actual situation of the existing Guzheng teaching curriculum system in Chinese colleges and universities. Comparative analysis shows that the "experience-based teaching" Guzheng course teaching model combined with diversified practice is more in line with the wishes of students and teachers, and can improve the current situation of college Guzheng teaching.

1. Introduction

In a rapidly developing society, people are paying more and more attention to the improvement of cultural literacy, and one of the effective means to improve people's cultural literacy is music. As an ancient Chinese traditional musical instrument, the Guzheng, it has attracted people's attention and has been widely loved by everyone. The sound produced by the Guzheng sounds gracefully, with beautiful melody, and gives people a kind of charm, making the listener truly feel the mountains and flowing water [1-3]. Guzheng is also a representative instrument of music culture, and it plays an important role in the cultivation of students' literacy and sentiment. In today's society, there are more and more people studying Guzheng, and it is becoming more and more popular among people of all classes and ages. This shows that the teaching of Guzheng is very important.

Nowadays, under the background of the prosperity and development of Guzheng art and the strong demand for the popularization of Guzheng art, the past teaching methods of Guzheng can no longer adapt to the modern collective teaching class of Guzheng. The traditional teaching methods of the past are more suitable for those who are in the primary stage of learning Guzheng [4-6]. However, for students at the intermediate level and above, the traditional teaching methods in the past are difficult to play a big role for the students, and sometimes, there will be some students who learn more difficultly, and the more they play, the less able they are. It is difficult to achieve the desired effect. However, if only modern Guzheng teaching methods are used in group teaching, many students will still be unable to understand the teacher's explanation due to lack of time. This results in different learning progress and large differences in learning quality among students [7-9]. Therefore, it is necessary to inherit the excellent parts of traditional culture in college Guzheng teaching, and combine the essence of development and innovation in the modern era to effectively avoid the problems existing in traditional Guzheng teaching [10].

This article investigates and studies the existing university Guzheng teaching system and finds that the current university Guzheng teaching system is still lacking. Therefore, this article studies the university Guzheng teaching curriculum system. In the research, this article proposes an innovative and experiential teaching mode based on the actual situation of the existing Guzheng teaching curriculum system in Chinese universities and combined with the professional diversified practice. Through the questionnaire survey, it is found that adding diversified practice to the

Guzheng teaching curriculum system in colleges and universities can effectively improve the teaching effect and better meet the wishes of students and teachers.

2. Experiential Teaching and Diversified Practice

2.1 Experiential Teaching

"Experiential teaching" means to reproduce and restore the teaching content based on the study of students' cognitive laws and cognitive characteristics, to create actual or repeated experience scenarios and opportunities, so that students can understand and construct knowledge, and generate emotional awareness. At the same time, the core of the teaching process is to strengthen the learner's inner motivation. "Experiential teaching" emphasizes "learning by doing". The characteristics of its teaching and training methods are: experiential learning, targeted learning, emphasizing communication, exchange and sharing. The form of experiential teaching should follow the curriculum design principles of experiential teaching, that is to put my discovery first, have my own independent thoughts and opinions, be responsible for my own learning, have competition and cooperation, have failure and success, and have reflection and Quiet contact. We divide the process of "experience-based teaching" into four stages. The four stages are respectively clarifying goals and determining tasks; teamwork and enhancing mutual trust; coping with challenges and tempering mentality; sharing experience and in-depth communication. Communication and sharing of experience is the most critical and important link. After the first three stages of experience, everyone will have a lot of their own feelings, experiences and experiences. Teachers can provide students with a platform and opportunity to communicate and share with each other. Everyone shares their receipts in the classroom, which allows students not only to learn what they have learned, but also to learn the knowledge and experience of others, so as to maximize the effectiveness of the classroom, and students will stay under the profound learning experience and impression, benefit from future study and work. Experiential teaching can be carried out in many ways. After studying the research results of learning-related scholars, it can be found that "creating experience" and "participating experience" can play a great role in the teaching of Guzheng.

2.2 Diversified Practice

The concept of diversified practice is to extend classroom teaching to outdoor practice activities, and to sum up students' outdoor practice activities as the standard of cultivating ability innovation, guide and strengthen students' learning, and pay attention to cultivate students' interest in outdoor practice activities. Organize a variety of extracurricular practical activities, provide different extracurricular practice content, and put forward different extracurricular practice tasks and requirements, so as to attract students to actively and actively choose the practical activities that they are interested in. This can enable students to find their own interests and choose suitable topics or tasks in the various practical activities provided. In this process, the teacher will give appropriate guidance to ensure that students can complete their own practical tasks actively, independently and with high quality. When the task is completed, students' confidence in solving problems independently will be greatly enhanced and their interest in learning can be further improved. Therefore, adding diversified practice to the Guzheng teaching curriculum system in colleges and universities can effectively improve the teaching effect.

3. Investigation and Analysis of Experiential Teaching Mode under Diversified Practice

3.1 Experimental Ideas

Guzheng is an optional course for non-music majors, and it has an important position in the curriculum of colleges and universities. The number of students who take Guzheng is getting closer and the number of electives is increasing every year, making it a more popular course among the elective courses. However, there are still some problems with the Guzheng teaching model in

colleges and universities. Although most colleges and universities try to establish a new teaching model, the effect is not satisfactory. Aiming at this kind of teaching situation with many students and short time, how to improve teaching methods, grasp teaching efficiency and effect, and continuously improve teaching quality is a process that requires continuous exploration and innovative practice. Therefore, this article proposes an "experience-based teaching" Guzheng course teaching model that combines diversified practices.

3.2 Experimental Design

In the design, this article mainly adopts the form of questionnaire survey and on-site interview. Select 500 college students and 55 professional teachers as the survey samples. Among the interviewees are college students and professional teachers. This research aims to explore the current situation of the Guzheng education curriculum in Chinese colleges and universities. Through the analysis of the results of questionnaire surveys and interviews, the survey results of students' extracurricular music activities are shown in Table 1. 87.6% of students have participated in various forms of practical activities. Based on the above survey results, the "experience-based teaching" teaching mode of Guzheng course proposed in this paper is more in line with the wishes of students and teachers.

Table 1. Investigation on the Practice of Students' Extracurricular Music Activities

Participation in extracurricular music activities	Often	Rarely	Never
Number of people	438	47	15
Percentage (%)	87.6	9.4	3.0

4. Discussion

4.1 Analysis of Experiential Teaching Mode under Diversified Practice

The development of Guzheng tends to be internationalized and popularized. The traditional teaching mode can no longer meet the needs of the development of Guzheng. Innovate and reform the teaching methods of Guzheng. In the course teaching of Guzheng, systematic reforms are carried out from the practical level. The belief in the Guzheng profession is established, and the needs of the profession and how to deliver professional knowledge are innovative and optimized, so that students' professional awareness will be changed, innovated, students' cultural literacy will be improved, and students' professional learning will be expanded. The purpose of the skill. Specifically, colleges and universities establish Guzheng curriculum education to explore the teaching system for college students. It can be seen from Figure 1 that both teachers and students are satisfied with the experiential teaching mode under diversified practice. In the eyes of students, the experiential teaching model under diversified practice can more stimulate their interest in learning, increase their reactivity, and allow them to be trained by more teachers, and they can choose teachers that suit their own styles for in-depth study, get targeted guidance, and free travel is greater. As long as you have free time, you will have the opportunity to learn and get better training. For teachers, due to the continuous increase in the number of people studying Guzheng, in this teaching mode, teachers can grasp the overall learning situation of students, and effectively improve the use of teaching resources, and provide targeted guidance to different students. Communicate and communicate with students after class to solve the problems of students in the learning process of Guzheng in a timely manner. Teachers and students who are relatively backward in learning progress should be given certain guidance. According to the problems of the students themselves, combined with the students' learning methods and learning characteristics, put forward targeted guidance and suggestions. At the same time, teachers can also help each other in groups to solve the problems that exist among students. In the process of helping each other, students will also respond

to the knowledge they have learned. To consolidate and strengthen, fully consider the differences in learning abilities between students.

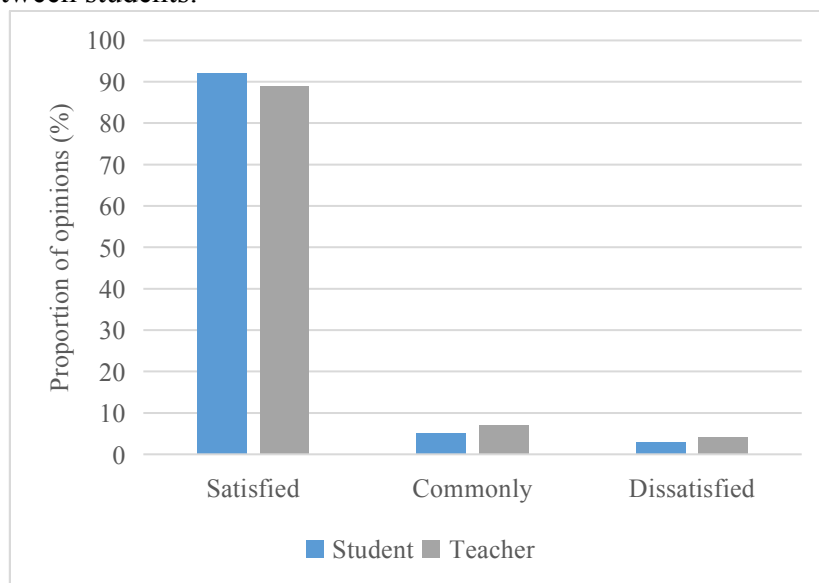


Figure 1. Investigation on the satisfaction of students and teachers with the experiential teaching model

In addition, this paper further investigates the teachers and students in the teaching process combined with diversified practices. The results are shown in Figure 2. It can be seen from Figure 2 that students' satisfaction with combined diversified practice is significantly higher than that of teachers. This is because students believe that they can find a variety of practical activities that suit them according to their own development direction, combined with their own interests and needs. The teacher believes that the combination of diversified practice solves the problems of slow integration and low tacit understanding in collective performance from the root. It is helpful to analyze the relationship between voices, master the acoustic balance between voices, and enrich the form of Guzheng teaching in practice, students can feel the fun of the Guzheng ensemble and the good atmosphere of unity and cooperation on the stage.

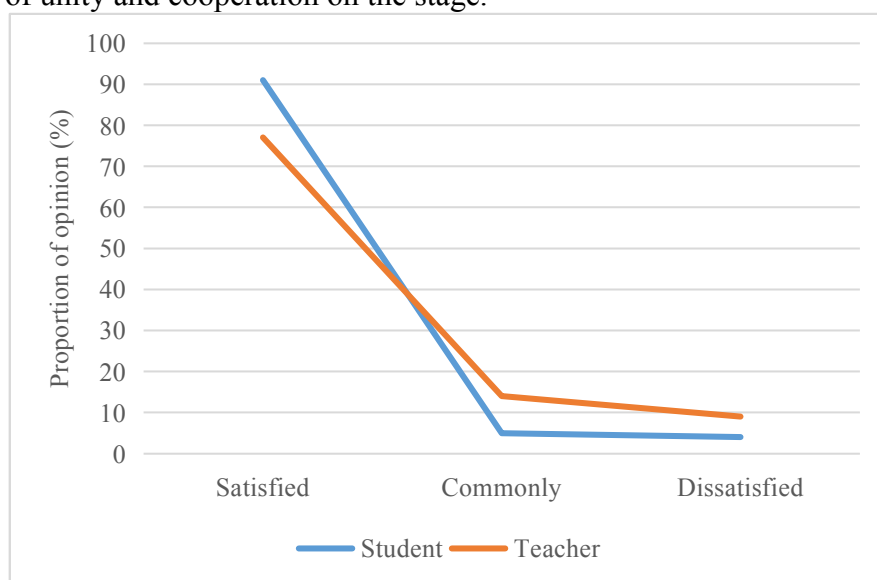


Figure 2. A survey on the satisfaction of students and teachers with diversified practices

4.2 Suggestions on Experiential Teaching Mode under Diversified Practice

1. Based on theoretical foundation, carry out literature discussion class

The development of Guzheng in various genres is closely related to the local humanities and

environmental factors, and students are required to have the cultivation of music theory and literature. In addition to the traditional performance skills courses, literature discussion courses are offered. Students share the literature and experience they have read, ask questions, discuss with classmates, and let the teacher supplement and answer questions. On the one hand, it will increase students' accumulation of literature and materials, on the other hand, students will better grasp the charm of works and related cultural background, so as to understand the local characteristics of works. Cultivate students' comprehensive literacy and increase their artistic expression in Guzheng performance.

2. Exchange and study with each other and carry out professional observation classes

The teaching method of "multi-polar subject exchange and dialogue" is adopted in which one person attends the class and many people observe. During the class, other students from the Guzheng major were invited to come to observe and put forward the inadequacies and ideas of the classmates' performance, and the teacher summarized and evaluated. Carry out a simulation stage to allow students to participate in teaching during the learning process. While training the students' ability to respond on the spot and exert their abilities, it also allows other students to see the teaching process and learn from experience.

3. Guided teaching triggers students' independent thinking and creation

Adopt a teaching method combining demonstration teaching method and heuristic teaching method. Teachers use language and movements to show students the skills of playing in the classroom to guide students, so as to release students' nature and actively participate in the classroom. Through the teacher's demonstration, improve the standardization and expressiveness of the students' Guzheng performance. Heuristic teaching method means that when students are confused in the learning process, the teacher will gradually guide the students to think independently through the "conversational" teaching in the communication process, thereby comprehending the understanding and expression of musical works.

5. Conclusions

In the research on the teaching status of the Guzheng course in colleges and universities, it is found that the traditional teaching mode can no longer meet the requirements of the new era. This article proposes an "experience-based teaching" Guzheng course teaching model that combines diversified practices. Through investigation and analysis, it is found that both teachers and students hold the "experience-based teaching" Guzheng course teaching model that combines diversified practices. Satisfaction attitude, the physical examination teaching in various practical activities, enriches the form and content of Guzheng teaching, you can experience the fun of Guzheng ensemble and the good atmosphere of unity and cooperation on the stage, and further increase your interest in learning. Therefore, adding diversified practice to the Guzheng teaching curriculum system in colleges and universities can effectively improve the teaching effect.

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