

Application of the Concept of “Integration of Three Links and Connection of One Line” in the Practice Teaching of Music Major

Taking the Practice Teaching Reform of Musicology Major in Local Comprehensive Universities as an Example*

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Abstract—“Integration of three links and connection of one line” is the teaching management concept formed by the College of Music and Dance of Liaocheng University in the process of practical teaching. On the one hand, “integration of three links” forms the integration from the inside and outside of the class to the outside class to the society; On the other hand, “connection of one line” takes the whole process of practical teaching throughout the four years as the main line to respect individual development from the student center, thus forming one unique line of practical teaching content owned by each individual. This concept can be used to achieve the practical teaching objective from application to expansion, and to improvement, reflecting the people-oriented education and teaching philosophy.

Keywords—practical teaching; integration of three links; connection of one line

I. INTRODUCTION

As everyone knows that practice is an important teaching link for students to transfer from theoretical knowledge learning to practical application. Through practice, the students can learn how to use theoretical knowledge to conduct actual performance, creation and teaching, strengthen the understanding of theoretical knowledge and improve their competition in the future employment and development.

The concept of “integration of three links and connection of one line” is the measure taken by the College of Music and Dance of Liaocheng University to enrich the contents of course, strengthen the practice link and extend the teaching achievement through the practical teaching reform in the process of cultivating talents. Moreover, it's needed to realize the education and teaching purpose of improving the talents' professional ability, discovery potential and innovative teaching vitality through the construction of the practical

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teaching system.

II. INTERPRETATION OF “THREE LINKS” AND “ONE LINE”

“Three links” and “one line” refer to the management concept of practical teaching, which constitute a complete teaching system from vertical and horizontal aspects.

“Three links” refer to the spatial dimension. The first one is the practice teaching link in the class, completing the improvement from theory to practice in the class teaching and consolidating knowledge; The second one the practical teaching link in the school, forming the connection with classroom knowledge, improving the knowledge structure and enhancing professional competence; The third one is the practice teaching link outside the school, realizing the expansion from the school to the outside. In short, the three links are closely integrated as a whole.

“One line” refers to the time dimension that starts from the individual development of the students and embodies the concept of teaching students in accordance with their aptitude. In other words, a practical system that conforms to individual characteristics is formed in the process of practical teaching for different individual difference and need.

The combination of “three links” and “one line” realizes the integration and connection of the whole and the individual in the practice teaching. It is characterized by layer-layer progressing and rich individuality, thus realizing the unity from the class to the extracurricular and the perfection of the whole and the individual.

III. “THREE LINKS” — LAYER-LAYER PROGRESSING AND GRADUAL IMPROVEMENT

A. “The First Link”: Consolidation in the Class

The classroom theory teaching is combined with practical teaching to form the expansion and reform of practical teaching link. Firstly, the “technology course” changes the original traditional teaching content through the courses,

such as double-piano performance, piano four hands, opera performance (vocal music) and orchestra rehearsal (instrumental music), etc., as well as strengthens the stage performance ability by holding teaching concert and graduation concert. Secondly, the "theory course" strengthens the theoretical teaching content through skills and realizes the transformation from theory to practice in the

forms of teaching concert, reaching skill to standard and technical training, etc. As a result, the purpose of improving capacity is achieved by solfeggio and ear training, holding concert by chorus conductor, teaching method of reaching standard activity and strengthening the keyboard harmony training in harmony class.

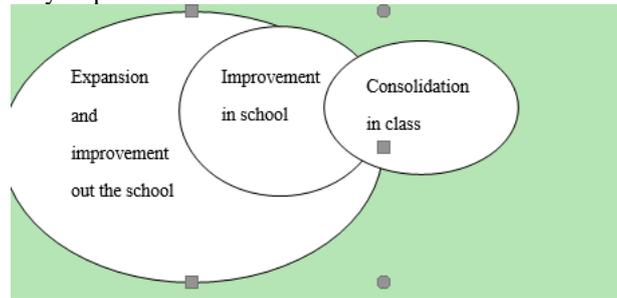


Fig. 1. The spatial dimension of "three links" practical teaching.

TABLE I. NEW ATTEMPTS OF PRACTICE TEACHING IN CLASS

Type	Course	Expansion and extension	
		Traditional method	New Attempt
Technology course	Technology course: piano	Solo, vocal solo and final examination	Technology course: piano
Theory course	Solfeggio and ear training	Teaching	Solfeggio and ear training
	Chorus conductor	Teaching	Chorus conductor
	Song writing	Teaching	Song writing
	Music teaching method	Teaching	Music teaching method
	Harmonics	Teaching	Harmonics

B. "The Second Link": Improvement in School

The extracurricular practical teaching activity carried out in school is the further extension and supplement of the classroom teaching, which forms "mutual integration, complementarity and interaction" with the classroom teaching. Besides, the practice teaching in school relies on the art practice office. This office sets "Students' Association Union", the team members of which are composed of both teachers and students. Its functions include coordinating the practical teaching projects in school, realizing the effective connection between classroom and extracurricular activities, and making the extracurricular teaching practice activity more targeted.

The practical teaching in the school mainly combines the classroom teaching content and carries out the practical activities, such as professional competition and performance, etc., so as to form the expansion of classroom teaching content.

C. "The Third Link": Expansion and Improvement Outside School

The extension of practical teaching is expanded by means of "going out of school and inviting to school". On the one hand, the students' understanding of the profession and the discipline is improved and their capacities are cultivated by participating in social activities, thus enabling them to enter the society from the ivory tower of knowledge and observe the beauties and charms of social music culture. On the other

hand, the students' horizons are broadened by inviting the well-known experts and scholars to give guidance in school. Various forms of communication activities, such as master class, performance and lecture, etc., are the most important ways to improve professional competence in addition to classroom teaching ("Fig. 1").

IV. "ONE LINE" — FOCUS ON THE DEPTHS AND TEACHING STUDENTS IN ACCORDANCE WITH THEIR APTITUDE

"One line" refers to the time dimension that starts from the individual development of the students and embodies the concept of teaching students in accordance with their aptitude. In other words, a practical system that conforms to individual characteristics is formed in the process of practical teaching for different individual difference and need.

First of all, "one line" from the perspective of time is a practice teaching system of the whole coherent four years. Second, "one line" based on the students themselves is a unique and clear learning process for the independent individuals. Different practical teaching programs are designed for different students, while the different teaching goals will be achieved.

Different individuals will complete different contents in the practice teaching link, but with the same ultimate purpose of education and teaching. In addition, the results of implementing different practical teaching content based on individual differences are the same.

Four years of practical teaching can improve the students' ability to apply knowledge comprehensively, enhance their understanding of discipline, profession and society, and increase their employment competitiveness.

V. THE EFFECT OF THE CONCEPT OF "INTEGRATION OF THREE LINKS AND CONNECTION OF ONE LINE" IN PRACTICAL TEACHING

Starting from the "student-centered" guiding ideology, the integration of time and space dimensions can realize the

extension and integration of teaching win and out of the classroom, enhance the students' ability to apply knowledge comprehensively, broaden their horizons, stimulate their learning enthusiasm, and explore potential, so as to achieve the practical teaching objective from application to expansion and to improvement.

TABLE II. PRACTICAL APPLICATION RESULTS OF "INTEGRATION OF THREE LINKS AND CONNECTION OF ONE LINE" IN PRACTICAL TEACHING

Connection of one line		Student A	Student B	Student C
		Musicology (normal)	Music performance (non-normal)	Musicology (normal)
Integration of three links		Major direction: vocal	Major direction: dance	Major direction: theory
In Class	Consolidation and strengthening	1. Solfeggio and ear training teaching concert 2. Chorus conductor concert teaching concert 3. Original work concert 4. Special report performance (report)		
	Professional improvement	5. Vocal graduation concert 6. Opera performance	5. Dance graduation concert 6. Dance creation report	5. Semester paper defense
Out of Class	Comprehensive improvement	1. Vocal music concert 2. Vocal music teaching concert 3. Discipline competition 4. Choir	1. Dance concert 2. Dance teaching concert 3. Discipline competition 4. Dance squad	1. Academic salon 2. Academic report 3. Scientific research paper 4. Evaluation of papers (works)
Society	Comprehensive improvement	1. Performance 2. Competition 3. Social survey	1. Performance 2. Competition 3. Observing and emulating 4. Social music survey	1. Evaluation of scientific research papers 2. Academic seminar 3. Social music survey

VI. CONCLUSION

At present, the cultivation of applied talents has increasingly become the purpose of the future educational development with the development of the times and the changes of social demand for talents. In view of this, we are required to pay attention to the talent demand of the regional society and the cultivation of the students' application ability. On the one hand, we should put time and energy in the quality of practical teaching to increase the connection between practical teaching and classroom knowledge, and improve the students' ability to apply knowledge comprehensively. On the other hand, the people-oriented educational philosophy is realized by concerning individuals.

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