



RESEARCH ON THE DEVELOPMENT COUNTERMEASURES
OF PROFESSIONAL QUALITY OF COLLEGE MUSIC TEACHER

BY
CHUNXI HU

AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION
IN EDUCATIONAL ADMINISTRATION (INTERNATIONAL PROGRAM)

SOUTHEAST ASIA UNIVERSITY

ACADEMIC YEAR 2022

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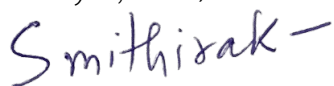
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Abstract

This research aims to develop and study the efficiency of the teacher training program for enhancing the competences of music teachers in the 21st century. The sample for this research was 139 music teachers in the Bangkok area, using simple random sampling. Research instruments included: 1) Questionnaires on the needs of music teachers 2) The teacher training program Data were analyzed using the mean, standard deviation, percentage, and analysis of content. Results were as follows: 1.the teacher training program for enhancing the competences of music teachers in the 21st century consisted of principles, purposes, scope of the subject matter, time period spent on training, training activities, media and materials, measurement and evaluation. 2. The results of the effectiveness of the training program for enhancing the competences of music teachers

Keywords: music education; music education management; music teachers' professional quality

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Chunxi Hu

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Chapter 1

Introduction

1.1 Problem statement

The level of professionalism of music teachers in higher education institutions directly affects the comprehensive quality of higher education students, and has a positive role in helping them to form a sound personality, correct three views and aesthetics. Music teachers in higher education institutions are the organizers and guides of higher education music education, and they are an important part of the quality education in higher education institutions. Music teachers in higher education institutions should not only have all-round knowledge and ability, but also have a good professional emotional quality, in order to better undertake music teaching work. At present, society needs comprehensive development of composite talents, which puts forward higher requirements for the professionalism of music teachers in higher education institutions. Therefore, it is necessary to continuously improve the quality of higher education music teachers in all aspects in order to help cultivate high quality and high level talents for applied and innovative first-line work and promote the smooth development of music teaching.

(I) Background and significance of the study

Research Background

(1) The scale of higher vocational colleges is expanding, and it is urgent to improve teachers' professionalism. Because of the increasing demand of society for applied and innovative talents, higher vocational education has been developing rapidly. The trend of higher vocational colleges can be seen through the statistics of National Education Development Statistical Bulletin, which shows that the enrollment scale of higher vocational colleges is expanding, the number of higher vocational colleges is increasing and the number of graduates is growing. How to improve the quality of higher vocational education has become an important issue. In the Outline of National Medium and Long-term Education Reform and

Development Plan (2010-2020), it is proposed to "strengthen the construction of teachers" [1], which shows that the state is deeply aware of the importance of teachers, "teachers are the basis of the great plan of education". "Teachers are the key to run good education". The key to improve the quality of higher vocational education is to strengthen the construction of teachers' team in higher vocational colleges and universities, among which teachers' professionalism is again the top priority. As a part of the higher vocational teaching team, music teachers, as a guide to cultivate students' music perception and aesthetic ability, are also crucial to improve their professionalism.

(2) Lack of theoretical research on professionalism of higher vocational music teachers The current research on teacher professionalism and teacher literacy has been enthusiastically received by scholars. However, there is a lack of theoretical research on teachers' professionalism in higher education institutions, especially music teachers' professionalism. This is related to the fact that the status of music education profession in the whole higher vocational education is not paid attention to, and naturally the growth and development of the music teachers' team and individual teachers in higher vocational colleges are also unattended. In view of the above, how to improve the professionalism of music teachers in higher vocational institutions is the urgent need and development trend of higher vocational education, and it also fits with the social progress. Thus, the research background of this thesis is determined.

1.2 Study Objectives

To study the development of professional quality of music teachers in vocational colleges, in order to guide the cultivation of students' musical awareness and talent coordination, the main senior music teachers as the research object, through the investigation and analysis of their professionalism, focusing on understanding the deficiencies in the professionalism of senior music teachers, and to put forward relevant suggestions for the cultivation of professionalism of music teachers, so as to better solve the professionalism of senior music teachers The purpose of this study is to understand the deficiencies in the professionalism of higher-level music

teachers and to make suggestions for the development of professionalism of music teachers, so as to better solve the problems of professionalism of higher-level music teachers. In this way, the problems of professionalism of higher education music teachers can be better solved, and the teaching of higher education music can be carried out smoothly with high quality.

1.3 Study hypothesis

Hypothesis 1 The higher vocational institutions in China are generally young, and the teaching system, teaching mode and various management systems of schools are different from those of ordinary colleges and universities, and the education, teaching and management of music also need more suitable theoretical guidance. Through reviewing and summarizing the literature, there are more studies on teacher professionalization and teacher quality, but there are few systematic and in-depth studies on the professional quality of higher vocational music teachers, and this study can enrich the literature of such studies.

Hypothesis 2, in the context of vigorously advocating teacher professionalization and the need for every student to grow in a harmonious and comprehensive educational environment, the professional quality of music teachers is being paid more and more attention to. Based on the study of related literature, this paper summarizes the structure of professional quality of higher vocational music teachers, which theoretically lays a certain knowledge base for the study of higher vocational music teachers.

Hypothesis 3, the study of professional quality of higher vocational music teachers in Hunan Province can contribute to the improvement of higher vocational music teachers' teaching level

1.4 Limitations and scope of the study

1.The scope of population

The population range is university teachers as well as students.

2、 Scope of education content

A study to improve the professional deficiency and teaching deficiency of horizontal

music teachers

3、 Scope of research time

The time frame is from May 2022 until the completion of the survey for this paper in February 2023

1.5 Study terminology

1、 Music education in colleges and universities

Music education in colleges and universities is a form of education aimed at cultivating students' musical artistic qualities and professional skills.

Music pedagogy: the study of the theory, methods and practice of music education, dedicated to improving the professional level of music teachers

Music performance: refers to the presentation of musical works in terms of playing and singing, emphasizing musical skills and artistic expression

2、 Music Education Management

Music education management refers to a form of work in which music education institutions, music teachers and students are managed and coordinated.

3、 Music teachers and professional quality

A music teacher is a professional who works in music education in schools, arts institutions or private educational institutions.

Music education theory: the study of the basic principles and methods of music education and how to apply these theories to specific music teaching practices.

Execution: The music teacher is able to execute his or her lesson plans in a condition that ensures order and results in the classroom.

1.6 Study benefits and significance

During the study, the current situation of higher education institutions and the issue of talent training objectives of higher education institutions were made certain elaborations, based on which, the qualities that music teachers in higher education institutions should have were analyzed. Then, by means of questionnaires, the actual research on the quality of music teachers in higher education institutions was

conducted, and then by means of data analysis, the shortcomings of professional quality of music teachers in higher education institutions were analyzed in depth, and finally some suggestions for improving the quality of music teachers in higher education institutions were put forward in a targeted manner. As a school should organize more various training mechanisms with the concept of lifelong learning for teachers in order to better improve the professionalism of senior music teachers, the awareness of lifelong learning should be throughout the development of teachers, and it is the key core of senior music teachers to improve their professionalism.

(1) Theoretical significance First of all, the higher vocational colleges in China are generally young, and the teaching system, teaching mode and various management systems of schools are different from those of ordinary colleges and universities, so the education, teaching and management of music need more suitable theoretical guidance. Through reviewing and summarizing the literature, there are more studies on teacher professionalization and teacher quality, but there are few systematic and in-depth studies on the professionalism of higher vocational music teachers, and this study can enrich the literature of such studies. Secondly, in the context of vigorously advocating teacher professionalism and the need for every student to grow in a harmonious and comprehensive educational environment, the professionalism of music teachers has been paid more and more attention. Based on the research of related literature, this paper summarizes the structure of professionalism of higher vocational music teachers, which theoretically lays a certain knowledge foundation for the research of higher vocational music teachers. Finally, the study on the professionalism of higher vocational music teachers in Hunan Province can contribute to the improvement of higher vocational music teachers' teaching level.

(2) Practical significance First of all, in the development of higher vocational institutions, the professionalism of music teachers will have an important impact on the improvement of students' literacy, and the study of the professionalism of music teachers in higher vocational institutions can identify the shortcomings in the process of domestic higher vocational education and put forward some suggestions

to promote the professionalism of music teachers in higher vocational institutions in China, which is important for This is an important role in promoting the development of music education by improving music teachers' literacy ability in higher education institutions. Secondly, it can make higher vocational music teachers realize their own shortcomings, thus stimulate their initiative to think and learn, and constantly improve and perfect themselves, which has a guiding effect on the cultivation and growth of higher vocational music teachers; it provides some reference opinions and theoretical basis for the selection and recruitment of music teachers in higher vocational institutions in Hunan Province in the future.

Chapter 2

Concepts and theories

2.1 Definition of the concept of higher education music teachers

Higher vocational music teachers are an important part of college teachers, but they are different from the teachers of ordinary colleges and universities. Higher vocational music teachers are "double-teacher" teachers. At present, the academic circles for the "double-teacher" teachers are one kind of "double-title" and another kind of "double-quality". The difference between higher vocational music teachers and music teachers in ordinary undergraduate institutions lies in their ability to integrate their own musical cultivation, educational knowledge and professional theoretical knowledge, practical skills and performance skills in music disciplines and convey them to students through the teaching process. The higher vocational "dual-teacher" music teacher is a music teacher who has both theoretical quality and practical ability, and aims to cultivate application-oriented talents, so he or she is better than the ordinary music teachers in terms of music theory and practical ability. The teaching methods and directions of higher vocational music teachers are different from those of music teachers in ordinary undergraduate institutions.

2.2 Definition of the concept of professional quality of teachers

There is no unified understanding of the concept of professional quality of teachers in academic circles. According to Professor Lin of Beijing Normal University, the so-called "teacher quality is the sum of teachers' ideological and psychological qualities that determine their educational and teaching effectiveness and have a direct and significant impact on students' physical and mental development". It is believed that "the professional quality of teachers is the inherent norms and requirements of teaching as a specialized profession, the concentrated expression of the comprehensive quality of teachers, and the qualities that teachers show in the process of education and teaching that have a direct or potential impact on the physical and mental development of students." The professional quality of teachers

is not only reflected in their academic level and professional practice ability, but more importantly in their new educational concepts, multi-level knowledge structure, and multifaceted abilities.

2.3 Literature review

The reform of educational concept promotes the gradual increase of the attention to music education. Today, music education has long been popularized in every ordinary family, which makes us see the great changes in music, and at the same time, it makes us realize that there are still many deficiencies in music education in China

Many foreign scholars have made attempts on this field. The author mainly includes studies on teachers 'professional quality and music teachers' professional quality. The specific research contents are as follows:

"Literacy" first appeared in 1883, and was closely related to the rectification of the public school system. The term was then mentioned in the New England Journal of Education and defined as [2], the public knowledge and skills needed for education. The emergence of the concept of "literacy" has its historical inevitability and is a kind of school education concept. In her paper Teacher Quality and Student Achievement: A Review of State Policy Evidence, Professor Linda Darling-Hammon at Stanford University said: " Improving teachers 'own quality plays a key role in improving students' learning. As an ideal teacher, he should have a deep understanding of the growth and development of human beings, have teaching knowledge, master the knowledge of teaching and teaching skills and attitude, effective communication skills, and the ability to update and continue learning." [3] Maria Liakopoulou in her paper " The Professional Competence of Teachers: Which qualities, attitudes, skills and knowledge contribute to a teacher's effectiveness? In the investigation of teachers' teaching, we found that the quality of teachers with qualification certificates is much higher than that of unlicensed teachers, emphasizing that teachers must take the corresponding certificates and hold certificates in order to better serve students and improve the teaching quality [4]. In Veronica Gardiner's paper, "More than Standardisation: Teacher's Professional

Literacy Learning in Australia?"In this paper, the author believes that the cultivation of practical skills and professional systematic evaluation mechanism is conducive to the improvement of teachers' professional quality. The evaluation mechanism is used to track teachers' daily teaching behavior, so as to better promote teachers to improve their overall quality [5].

3 Douglas N. Harris of the University of Wisconsin-Madison (Douglas N. Harris) In his paper "TEACHER TRAINING, TEACHER QUALITY AND STUDENT ACHIEVEMENT", it is proposed that schools use students' grades to evaluate the value of teachers. He believes that this aspect can be used as a measure of teacher literacy. The teacher quality can be evaluated from many aspects, firstly, understanding the evaluation, clarifying its meaning, and understanding the relevant terms; secondly, to master various evaluation methods, and to flexibly apply various relevant theories, develop reasonable tools to complete the evaluation; again, good communication to explain the results to stakeholders, and finally, the ability to apply it to make the evaluation more perfect [6].

Paulina Phillips In his paper "Professional Development as a Critical Component of Continuing Teacher Quality", he proposed that attaching importance to professional development is the key to improving and maintaining teachers' quality. Teachers' induction training, on-the-job continuing study, and returning to universities for further study are all the key [7] to improve teachers' professional quality.

In his article "In search of a holistic view of the qualities of music teachers", Dr. Carmen Carillo believes that improving teacher literacy is closely related to teacher training and strengthening teacher moral education. Paying attention to teachers' moral and emotional aspects and strengthening professional self-development play an important role in teacher development [8].

In the article "Professional Qualities and Teacher Induction", Les Tickle conducts a survey of British teachers and systematically evaluates their classroom behavior, believing that teachers must have "self" consciousness and be able to improve their own professional quality, so as to find the reasons to correct [9].

Su homlinski works "advice to teachers" that the teachers' quality should be a comprehensive quality, all aspects are not independent and should harmonious development, as a teacher first must have rich professional knowledge, in their own discipline has a strong

reserve, they should constantly expand their horizons, enrich their own knowledge, and to have a unique understanding. He emphasized the importance of their own learning in the book, teachers only by reading widely, enrich themselves, standing in the perspective of students to view teaching, can fundamentally understand the meaning of teaching [10]. Addressing Teacher Quality Through Induction, Professional Compensation, and Evaluation: The Effects on Labor-Management Relations, author JULIA KOPPICH, from the unique perspective of the relationship between teachers' literacy and teachers' pay, Find out that the level of pay, Whether the teacher team is sound, Whether teachers have the spirit of innovation and other conditions are the factors affecting teachers' quality [11]. Nedbayeva believes that teachers should have certain abilities and puts forward her own views in "What talents do Teachers must have" [12]. She believes that teachers should love their work; they should have the ability to teach students knowledge; observation also requires language expression, charisma, communication and organization, so as to form interaction and improve teaching quality; the quality of students; teachers should be able to control emotions, have rich imagination, have the ability to do their business, and effectively allocate energy to complete the teaching work. Qualified teachers should be compassionate and think in their shoes; their rich knowledge is the source of teaching; communicate with students, motivate and influence; students have their attitude towards things, indifference and tranquility.

(2) Research on music teacher's literacy 4 In the paper Research on Music Teachers' Professional Quality Evaluation Based on AHP, the author found that: there are 7 indicators affecting the professional quality of university music teachers: basic knowledge of music (36.61%), basic music quality (22.21%), music arrangement ability (13.73%), music appreciation ability (10.88%), music command ability (7.6%), music creation ability (5.07%) and music performance ability (3.9%) [13]. The first 4 abilities reached 83.13%. If you want to improve the professional quality of music teachers, you must invest your time and energy in the basic knowledge of music, basic music quality, music arrangement ability and music appreciation ability. In addition, the first two abilities reached 58.72%, so we should focus on improving the

basic knowledge of music and basic music literacy. In his works *Four notions on the qualities of cooperating music teachers*, Joseph Michael believes that promoting the quality of music teacher is to promote the quality of students in the final analysis. As a teacher, he should improve himself in educational theory and practical knowledge, and have critical thinking to reflect on teaching and practice [14]. The author of *Music Teacher Quality and the Problem of Routine Expertise*, Randall Everett Allsup, verifies from multiple perspectives that the best characteristics of music teachers in the teaching process are causality and effect, Emphasize the importance of teachers in the teaching process, Believe that music teachers cannot be confined to a narrow field of expertise, On the basis of improving their own professional skills, More extracurricular practical activities, Enrich their own experience, Expand the knowledge level, Improve their own quality from multiple fields [15]. Debbie Rohwer In *University Teachers' Perceptions of Requisite Skills and Characteristics of Effective Music Teachers*, it emphasizes that the teaching skills of music teachers are more important than music skills, Teaching skills focus more on how to interact with students, How to guide the students, She believes that compared with the improvement of teacher literacy, How to work with the students is even more important, Only student recognition or more student-level survey, In order to find out the shortcomings of the teachers themselves [16]. Maja D RVODELIC In her article *Prospective Primary School Teacher Views On Personal and Professional Qalities*, the ability of teachers is classified as: tool ability, interpersonal ability and system ability [17]. Teacher education should not only provide basic training in subject knowledge, pedagogy and general pedagogy knowledge, but also develop the skills needed for reflective practice and in-service research. It emphasizes that teachers should have a sense of professional belonging and identity, and only on this basis can they better improve themselves. Comprehensive above view can be seen, foreign scholars in this common view: they think that teachers is an indispensable role in the future development, with the role of social development inevitable great change, the future teachers will shoulder the greater mission, preaching "yan" and "spirit" is not the image of the future teachers, music teachers they really should become the key to the enlightenment students mind,

become open wisdom "man". Although different countries have different understandings of teacher literacy, teachers should develop in an all-round way.

Domestic related research status quo

Select "professional quality of music teachers" as the key word, searched the literature in the database, and obtained a large number of academic papers. According to the statistical results, a total of 187 papers were found in this way. Change the key words, "music teacher literacy" + "higher vocational", time limit: 2007-2017, conditions "full text", with fuzzy cross-database search, according to the statistical results, a total of 147 articles were found in this way. Analyze the above results, it is found that each year presents certain characteristics, which is closely related to the research progress of that year. The attention to teacher literacy is increasing year by year. Many scholars, teachers and administrators pay great attention to this subject over time. However, the research on the professional quality of higher vocational music teachers is obviously insufficient.

Research on the influence of music teachers' professionalism on students

Guo Shaoying in the paper "teacher quality" and "teacher professional quality" concept " that teachers should be clear what kind of quality they should have [18]. Basic literacy is what every teacher should have, which is the premise of teacher work, and it is also the basis of professional development. Many professions in the society are professional and can only develop on the basis of basic qualities. Teachers first need to have a comprehensive quality, on this basis can emphasize professional quality, and then effectively complete the work. Comprehensive quality and professional quality are the qualities that teachers must have. Highlighting that comprehensive quality can achieve twice the result with half the effort. Comprehensive literacy contains four kinds of literacy, literary literacy can make them more attractive, historical literacy can show a profound heritage, philosophical literacy can change people's spiritual outlook, artistic accomplishment is also indispensable. Yang Gaoquan believes in "On the Structure of Teachers 'Professional Quality" that as a teacher, one should first have certain professional quality. Theoretically, the structure of teachers' professional quality should include

professional skills, professional affection, and knowledge [19]. In the book music teachers' professional quality research, professor Chen Yudan stressed that the teacher is a sound personality for the purpose of career, the study of teachers' professional quality, ultimately in order to make music in music courses after students play a role in life, let the students learn to learn, happy learning [20]. Professor Zhao Fengyan of Wuhan Conservatory of Music put forward in her paper on the Quality of Music Teachers that teacher's ethics is the moral concept, behavior and quality formed in education, and music teachers' ethics is formed in music education, and presents a stable state [21]. Music teachers want to complete the music teaching activities, is to teach the music knowledge to the students, in this process must have a certain professional quality. Although it both belongs to teaching activities, music teaching has its particularity, which puts forward higher requirements for music teachers. Only by meeting the corresponding standards can teaching activities be completed. Teachers must understand the change of The Times and truly understand the idea of modern music education. Only in this way can they fit with The Times. Xu Chunrong also conducted research on the quality of music teachers, in the "brief on the quality of music teachers" fully explained the importance of improving the quality of teachers to teachers themselves [22]. This is also crucial for students and has an irreplaceable impact. In his works on quality and cultivation, Wang Deming emphasized that music teachers should have the "seven meetings" quality, that is, they can sing and play songs, observe students, communicate with students, tutor students and teach lectures, and teach [23]. The above articles all use the functional analysis method to explain the influence of music teachers' professional quality on students from the perspectives of teachers themselves (subjective) and students (objective).

Research on the necessity of teachers to improve their own quality

Qin Yuanqiang pointed out the importance of the professional quality of higher vocational music teachers in his paper, analyzing the self-improvement of their professional quality, [24]. He believes that this topic involves multi-level categories, not only the content of pedagogy and musicology, but also closely

related to ideology and politics. The characteristic of music teaching in higher vocational education lies in practicality, which puts forward new requirements for music teachers. Only by introducing innovative thinking to students in the teaching process can the effect of music education classroom be brought into play. The teaching of music teachers should take the overall goal of the school as the direction, truly meet the overall requirements of the society, and carry out on the basis of practice. Meet the practical needs through the development of musical skills. Teachers constantly improve their own quality through various ways, and pay attention to the innovation ability, and really give full play to the advantages of higher vocational education, so that students can master the capital based on the society and the ability of their own development. CAI Limei also pays attention to the quality of teachers in higher vocational education. In her work "Research on the Problems of the Professional Literacy of Teachers in Vocational Colleges in China", she believes that only by improving the quality of teachers can we improve the level of teachers and the level of teachers, which should be consistent with the reform pace of colleges and universities [25]. From the perspective of vocational colleges, the above two articles emphasize the importance of teachers' professional quality in teaching and the necessity of teachers to improve their own quality.

(3) Research on the defects and deficiencies of music teachers' personal quality

In the Analysis of the Current Situation of Music Teacher quality and Countermeasures, Zhang Yanhong believes that the current music education teachers are weak, and teachers lack professional dedication. In addition, the concept does not keep pace with The Times, the method is difficult to bring forth the new, the obvious lack of education, lack in theory, resulting in their own development is limited, the whole cause will also have an impact, must accelerate the reform, promote their own development, in order to make a breakthrough, fundamentally get rid of the above situation [26]. Wang Xun's "trial on the importance of improving the quality of teachers in music colleges" more detailed pointed out the lack of music teachers in teaching [27]. It is believed that music works can carry out aesthetic education for students, and music teachers must pay

attention to teaching methods. In "On the Quality of Music Teachers", Peng Ying pointed out that music teachers should get rid of the traditional and single teaching mode in the teaching mode to promote the improvement of teachers' quality [28]. Through the above three papers, we can see the defects and deficiencies of the personal quality of today's music teachers, which makes us have to think deeply about the improvement of music teachers' professional quality.

(4) Research on the quality of music teachers in colleges and universities

Yao Xiaoyu put forward in his works that the construction and improvement of teachers' own quality is an important part of the smooth progress of music education, which needs to continuously strengthen and improve their own quality from various aspects, in order to promote the comprehensive implementation of music education in colleges and universities, and achieve the expected goal [29]. Wu Xia also discusses the quality of music teachers in the future of music teachers in the 21st Century from the reform and innovation of music teachers in colleges and universities [30]. In the paper "The Implementation Strategy of Continuing Education of Music Teachers in Colleges and Universities under Quality Education Under the threshold", Liu Bin studied the lack of continuing education of music teachers and how to solve it and put forward the strategy [31]. Zhao Yan also analyzed the qualities of College Music Teachers should Have, and put forward the qualities that university teachers should have, and discussed the qualities of college music teachers should have from the aspects of extensive cultural knowledge, solid professional knowledge and high professional ability [32]. Shi Xiuyu pointed out in his thoughts on the Quality of Music Teachers in Higher Vocational Colleges in the 21st century that the basic quality of music teachers in higher vocational colleges in the 21st century is the key to music art education in colleges and universities [33]. The article advocates that as a teacher, they should first love their own career and have lofty ideals. Wang Lingli in the new curriculum under the background of colleges and universities music teachers should have the quality, points out that with the quality education and new curriculum reform education policy of the promotion and perfect, enhance the students 'comprehensive ability and practical ability, improve students' moral accomplishment and humanistic feelings more and

more become the key to the development and progress of modern education and core [34]. Music colleges and universities in universities are also important positions for the implementation and practice of quality education. It is necessary to carry out campus reform on this basis, improve the quality of music education, and make the overall level reach a new height. The quality of professional music teachers is the key problem. Zou Junjie pointed out in his "Analysis on the Cultural Literacy of College Music Teachers" that school music teachers are the main body of music departments, and the knowledge level, teaching art and innovation ability shown by their cultural literacy have become the common demand of the development of music education in colleges and universities [35]. Li Shuqiong emphasized the reform of high school music curriculum [36] in "Renewal of Teaching Concept and Practice Requirements of curriculum Reform —— Teaching literacy and Teaching Ability of teachers in College Musicology (Teacher Education) in the New Period". He believes that this moment is coming as times change. However, many teachers engaged in this profession do not understand this, can not understand more deeply, and even think that it has nothing to do with themselves, showing an indifferent attitude. This article as a starting point to study, starting from the curriculum reform, points out that the role of music teachers in the whole process, and from the aspects of teaching quality and ability, points out the problem and the influence on the future, to expect to cause their attention, so as to truly understand the core of curriculum reform, better adapt to the corresponding requirements. To sum up, from the analysis of relevant domestic and foreign literature data, the problem of teacher literacy is more and more widely concerned over time. In China, although some scholars conduct research on the quality of music teachers, there are obvious deficiencies on the whole, including the late start, less research, the direction is not clear, no specific ideas, or some deficiencies. Most of the studies on the professional quality of music teachers in universities remain at the level of theoretical discussion, but at present, there are very few studies on the professional quality of music teachers in the form of empirical research, which needs to be further discussed. For the research of foreign music teachers' literacy, theoretical data are sufficient, but more attention to the practicality of teacher literacy. The content of the

improvement of teacher quality basically starts from the evaluation and questionnaire, but through the home and abroad, there is a lack of information on the professional quality of music teachers and the professional quality of vocational music teachers. Music teachers' professional quality research for schools, for teachers and for the students has a profound significance, but for the study is also easy to appear vague, so I choose "in higher vocational colleges of Hunan province, for example" this Angle to the study of music teachers' professional quality, trying to narrow the scope of research, strive to specific detailed research, expect the study has the realistic significance, hope through the study of higher vocational music teachers' professional quality, for the line of higher vocational music teachers provide reference, so as to make their due contribution to quality education, at the same time improve their own professional development. In the process of this paper, first of all, the current situation of higher vocational colleges and the goal of talent training in higher vocational colleges are expounded. On this basis, the quality of music teachers in higher vocational colleges is analyzed. Then, through the way of questionnaire, the quality of music teachers in Hunan higher vocational colleges is actually investigated, and then through the way of data analysis, the shortcomings of the professional quality of higher vocational music teachers are further analysis, and finally put forward some targeted suggestions to improve the quality of music teachers in higher vocational colleges.

To sum up, from the analysis of relevant domestic and foreign literature data, the problem of teacher literacy is more and more widely concerned over time. In China, although some scholars conduct research on the quality of music teachers, there are obvious deficiencies on the whole, including the late start, less research, the direction is not clear, no specific ideas, or some deficiencies. Most of the studies on the professional quality of music teachers in universities remain at the level of theoretical discussion, but at present, there are very few studies on the professional quality of music teachers in the form of empirical research, which needs to be further discussed. For the research of foreign music teachers' literacy, theoretical data are sufficient, but more attention to the practicality of teacher literacy. The content of the improvement of teacher quality basically starts from the evaluation

and questionnaire, but through the home and abroad, there is a lack of information on the professional quality of music teachers and the professional quality of vocational music teachers. Music teachers' professional quality research for schools, for teachers and for the students have profound significance, but for the study is also easy to appear vague, so I choose "in Shanxi Province, for example" this Angle to study the quality of music teachers' professionalism, trying to narrow the scope of research, to detailed research, expect the study has the realistic significance, hope through the study of higher vocational music teachers' professional quality, for the line of higher vocational music teachers, so as to make their due contribution to quality education, at the same time improve their own professional development. In the process of this paper, first of all, the current situation of higher vocational colleges and the goal of talent training in higher vocational colleges are expounded. On this basis, the quality of music teachers in higher vocational colleges is analyzed. Then, through the way of questionnaire, the quality of music teachers in Shanxi higher vocational colleges is actually investigated, and then through the way of data analysis, the lack of professional quality of higher vocational music teachers is in-depth analysis, and finally put forward some targeted suggestions to improve the quality of music teachers in higher vocational colleges.

Related concept

Vocational music teachers are an important part of college teachers, but they are different from those in ordinary colleges and universities. Higher vocational music teachers belong to the "double-qualified" teachers. At present, the academic circle summarizes "double quality teacher" as one is "double professional title" and the other is "double quality" [37]. In the author's opinion, the difference between higher vocational music teachers and music teachers in ordinary undergraduate colleges lies in that they integrate their own internal music accomplishment, educational knowledge, professional theoretical knowledge, practical skills and playing skills of music discipline, and can convey them to students through the teaching process. The "double-teacher" music teachers in higher vocational colleges are music teachers with both theoretical quality and practical ability. The goal is to

cultivate applied talents. They are better than ordinary music teachers in terms of music theoretical foundation and practical ability. The teaching methods and directions of higher vocational music teachers are different from those of ordinary undergraduate colleges and universities. The teaching objectives adhere to the primary purpose of service and are employment-oriented.

The concept of teachers' professional literacy for the concept of teachers' professional quality, the academic views are different, there is no more unified understanding. Professor Lin of Beijing Normal University believes that the so-called "teacher quality is the sum of the ideological and psychological quality that teachers show in educational and teaching activities, determine their educational and teaching effects, and have a direct and significant impact on students' physical and mental development" [38].

The author thinks: "The professional quality of teachers is the inherent norms and requirements of teachers as a specialized profession, the concentrated expression of teachers' comprehensive quality, and the quality of teachers in the process of education and teaching that has a direct or potential impact on the physical and mental development of students." Teachers' professional quality is not only reflected in teachers' educational level and professional practical ability, but more importantly in their new educational concepts, multi-level knowledge structure and multi-faceted ability

Chapter 3

Research Methodology

3.1 Study method

3.1.1 Overall population and sampling methods

About this questionnaire, we contacted the contact persons of several selected higher vocational colleges through the Literature method

This research through CNKI database and university library resources collection analyzes the relevant literature and a series of retrieval, through the retrieval "music", "music literacy", "reform and development countermeasure research", "music management", the music teachers professional literature collection, analysis, and the theory, thus concluded and complete subsequent paper writing. By consulting a large number of literature to understand the current research results, master the research direction, and opened the ideas, help for subsequent research "in the database through access to the database to" music teachers professional quality " keywords 187 papers, including a total of 147 literature on music professional quality, through the above search literature research of music teachers' professional quality is analyzed and establish its theoretical framework, to lay a solid theoretical foundation for the research

interviewing method

Organize the collected literature, and on the basis of the summary, in the early stage of the questionnaire for pedagogy, music education professional senior teachers, professors, school managers interview, in this way makes the author have a deeper understanding of teachers' professional quality, combined with the results of the actual interview design and improve the questionnaire, make the questionnaire more able to reflect the reality

Questionnaire survey method

In the form of paper questionnaire, the questionnaire was designed to investigate the professional quality of music teachers in higher vocational colleges in the region, and then collected, sorted out and analyzed. In the study, mainly used for the

collection and analysis of all kinds of data as the basis of statistics mathematical statistics

Data analysis method

In the research process of this paper, EXCEL is used to sort out the collected questionnaires and process the collected data, analyze the professional quality of music teachers from multiple dimensions, and put forward targeted improvement measures.

Internet and telephone, and informed them of the matters needing attention in filling in the questionnaire to ensure the quality of the questionnaire filling. The electronic draft of the questionnaire will be sent to the local area for paper printing, and the contact person will distribute it to the teachers and students. Finally, the questionnaire will be collected by mail. For teachers of higher vocational music teachers in Hunan Province, 120 teacher questionnaires and 107 with a recovery rate of 89.16%, 104 valid questionnaires with effective rate of 86.66%, 10 interview questionnaires by managers and research staff and 10 0%, 10 effective questionnaires and 100%, 378 questionnaires with a recovery rate of 94.5%, 365 valid questionnaires with effective rate of 91.25%.

3.3 Data collection

In order to ensure the credibility of the questionnaire, the six questionnaires were tested for reliability three weeks after the initial test, and 150 students of art colleges, 15), 10 college teachers, 8 teachers of training institutions and 27 students of training institutions were randomly selected to analyze the results obtained in the two tests.

3.4 Data preparation and data analysis

3.4.1 Reliability and validity test

As can be seen from Table 3-1, the correlation coefficient of 6 questionnaires is $r > 0.85$, indicating that all 6 questionnaires have high confidence and can meet the requirements of this study.

According to the investigation and analysis of the professional knowledge accomplishment of music teachers in higher vocational colleges in Hunan Province, the author causes the causes

If you want to make vocational students master the knowledge of music well, it is necessary to guide and cultivate the students reasonably. Therefore, a vocational music teacher should master the basic professional theoretical knowledge, such as basic music theory, harmony, music, music, polyphony, Chinese and foreign music history, etc. According to the survey, if (Table 3-1), when vocational music teachers were asked about "harmony", "music history", "basic music theory" and how, most teachers chose "high" for more than 60%. When music teachers were asked about "music aesthetics", "fitting method", "folk music" and "polyphonic", most teachers chose "general" and some teachers chose "poor"

Table 3-1 Self-evaluation of Higher Vocational Music Teachers' Knowledge of Basic Theoretical Knowledge of Music Discipline in Hunan Province (N=104)

FEATURE	CLASSIFY	NUMBER OF TEACHERS	PERCENTAGE%
Knowledge level of musical aesthetics	very high	11	10.58
	higher	13	12.50
	same as	68	65.38
	range	12	11.54
And acoustic knowledge level	very high	6	5.76
	higher	66	65.38
	same as	21	20.23
	range	11	10.58
Knowledge level of the mating device method	very high	3	2.93
	higher	19	18.17
	same as	68	65.27
	range	15	13.43
Re-tuning knowledge	very high	5	3.17

LISTEN TO SOUND AND PRACTICE EAR KNOWLEDGE LEVEL	level	higher	18	17.31
		same as	77	75.48
		range	9	8.65
		very high	6	5.34
KNOWLEDGE LEVEL OF CURVE-TYPE ANALYSIS		higher	34	32.48
		same as	57	54.35
		range	10	9.58
		very high	3	2.30
KNOWLEDGE LEVEL OF WESTERN MUSIC HISTORY		higher	18	17.35
		same as	68	65.39
		range	16	17.06
		very high	12	11.65
KNOWLEDGE LEVEL OF CHINESE FOLK MUSIC		higher	67	64.75
		same as	24	22.14
		range	2	1.93
		very high	15	14.35
KNOWLEDGE LEVEL OF CHINESE MUSIC HISTORY		higher	18	17.31
		same as	70	67.31
		range	2	1.93
		very high	31	29.85
		higher	63	60.58
		same as	8	7.69
		range	2	1.93

3.4.2 Data analysis

As shown in Table 3-2

Table 3-2 For example, when students are asked "how satisfied are you with the basic theory of music taught by the music teacher",

"Relatively satisfied" accounted for 29.32%, and "generally" accounted for 55.34%. Students' evaluation of teachers' knowledge reflects that teachers need to

strengthen the basic knowledge of music

Table 3-2 Your Satisfaction with the basic theoretical knowledge of music taught by music teachers (N=365)

	Very satisfied	More satisfied	same as	Not very satisfied
Number of students	18	107	2012	38
percentage%	4.93	29.32	55.34	0.4

Such as table 3-3, when students were asked "through music teachers of music knowledge, do you think to help you learn" answer "helpful" accounted for about 10.68%, choose "general" accounted for about 64.11%, more music teachers from the professor content, find how to make students better absorb knowledge, arouse students' interest, help students to better learning

Table 3-3 Do you think it is helpful to your study through the teaching of basic music knowledge by music teachers (N=365)

	have	not have	same as	Never thought about it
Number of students	39	97	234	0
percentage%	10.68	25.21	64.11	0

2. Cause analysis

According to the above data, it can be found that the mastery level of teachers 'basic theoretical knowledge in music discipline is unbalanced, as well as the general evaluation of students' satisfaction with music teachers' teaching knowledge. Through investigation, it is found that the causes are roughly divided into three aspects: first, the music performance teachers focus on their own

professional development, ignore the study of other basic courses, leading to this phenomenon; second, the music education teachers, although contact all kinds of basic music knowledge, but no in-depth study, the learning content is too simple, and higher vocational education teaching mismatch. Third, music teachers lack the ability to improve themselves for professional research. In addition, in modern society, Internet distance education teaching is developed, and vocational students face a wide range of ways to contact with knowledge. Teachers without self-improvement learning are difficult to meet the needs of students, which will also have an impact on daily teaching.

As shown below (Table 3-4), when students are asked: "whether the music teacher teaches music peripheral knowledge or other subjects in class", occasional students accounted for 25.48%, often only 4.93%.

Table 3-4, whether the author imparts knowledge about music or other subjects in the classroom

	once in a while	often	always	Did not pay attention to
Number of students	93	18	233	21
percentage%	25.48	4.93	63.84	5.75

2. Cause analysis

According to the above data, can be found through the higher vocational music teachers of comprehensive cultural knowledge of learning investigation, it can be seen that the higher vocational music teachers of education subject theory knowledge thought seriously, in the classroom to teach students comprehensive knowledge consciousness, learning situation is not optimistic. Through the investigation, it is found that the causes can be roughly divided into three aspects: First, the music teachers themselves do not realize the importance of learning the cultural knowledge of comprehensive subjects. Second, usually busy with work, after work, but also to take into account the family life, no free time to study. Third,

during the usual non-working hours, I learn my own professional content more, ignoring the study of comprehensive cultural knowledge.

(2) The author investigates and analyzes the professional ability and accomplishment of higher vocational music teachers in Hunan Province

As higher vocational teachers, it is necessary to cultivate high-quality students with equally strong professional and practical ability, which puts forward higher requirements for teachers' professional ability. They should not only have their own professional ability but also have teaching ability to cultivate excellent students.

Music teachers vocal music singing, impromptu accompaniment, music appreciation ability vocal music singing, impromptu accompaniment, music appreciation ability is the most basic professional ability, the quality of the basic professional ability, directly affect the quality of students' ability to receive knowledge, so solid basic skills are very important for teachers.

survey data

As shown in Table 3-5 below, according to the investigation and analysis of "Hunan vocational music teachers' vocal music singing, impromptu accompaniment and music appreciation ability", 75% of music teachers think their vocal music singing level is "high". 73.08%, 7.69% of music teachers chose "average" and 7.69% of music appreciation ability, 67.31% of music teachers choose "general".

Table 3-5 Self-evaluation of vocal music singing, impromptu accompaniment and music appreciation ability of higher vocational music teachers in Hunan Province (N=104)

feature	classify	Number of teachers	percentage%
vocal singing level	very high	13	12.50
	higher	78	75.00

Improvised accompaniment level	same as	12	11.54
	range	1	0.96
	very high	2	1.92
	higher	18	17.31
	same as	76	73.08
	range	8	7.69
Music appreciation level			1.92
	very high	2	19.23
	higher	20	67.31
	same as	70	11.54
	range	12	

In Table 3-6 below, 64.65% of students chose "average" when asked "how do you think your music teacher and music appreciation level", and 20.55% of students chose "bad". It can be seen from the survey, higher vocational music teachers have strong professional ability in vocal singing and music appreciation, and need to think about how to better serve students

Table 3-6 How do you think of your music teacher and music appreciation level (N=365)

	beyond compare	good	same as	mal
frequency	37	17	236	75
percentage%	10.14	4.66	64.65	20.55

analysis of causes

According to the above data, it is found that the ability of music teachers in

impromptu accompaniment and music appreciation is weak and the teaching form is single. base on the investigation, It is found that the causes can be roughly divided into five aspects: First, Music performance professional teacher, There are no piano impromptu accompaniment course during the school period; second, Music education professional teachers offer impromptu accompaniment courses to study, But what was learned is a relatively simple improvised accompaniment, The learned content can not meet the needs of higher vocational classroom music teaching; third, Music teachers themselves have a lack of awareness of self-improvement, After graduation, he did not learn deeply about the impromptu accompaniment lessons; fourth, For the cultivation of music appreciation ability, Music teachers usually have no time or do not pay attention to listen to Chinese and foreign works, more analysis of works lead to the above problems; fifth, In the teaching process of music teachers, Without fully considering the needs of the students, There is no positive interaction with the students.

The author's investigation of the scientific research and innovation ability of music teachers

Scientific research innovation ability is the most fundamental embodiment of teachers to cultivate their own innovation ability, improve their own quality and show their own thinking mode. Teachers with innovative spirit can use a variety of thinking modes to interact with students in the teaching process and cultivate students' innovative thinking.

(1) The survey data is as follows (3-7). 12% and 20.19%. When higher vocational music teachers are asked about "reasons for difficulties in scientific research", 55.77% choose "schools" and 33.65% are limited ". When higher vocational music teachers are asked about" within five years, you have published several relevant music papers "72.12% of music teachers choose 1-2,13.46% of music teachers choose 3-4, and 5.77% of music teachers choose" unpublished ".

Table 3-7 Self-evaluation of scientific research and innovation ability of Higher Vocational Music Teachers in Hunan Province (N=10)

feature	classify	Number of teachers	percentage%
Have you ever participated in scientific research projects	Have participated in	12	11.54
	Never attended	69	66.35
	underway	23	22.11
	It is very necessary	8	7.69
Whether it is necessary to participate in educational, teaching and scientific research projects	In order to complete the teaching task	75	72.12
	have no occasion to	21	20.19
	The school is not very important	58	55.77
	Their own research ability is limited	35	33.65
The reason for the difficulties of scientific research	There is no extra time	6	5.77
	other	5	4.81
He has published several relevant musical papers	1-2 Articles	75	72.12
	3-4 Articles	14	13.46
	More than five	9	8.65
	not have	6	5.77

analysis of causes

According to the above data, it is found that the scientific research ability innovation of higher vocational music teachers in Hunan province is general, and their research ability and writing ability are not optimistic. Through the investigation, it is found that the causes are roughly divided into three aspects: first, the school

has no scientific research reward mechanism, no performance linked mechanism, teachers lack motivation; second, some teachers conduct scientific research not to improve their own level and their own ability, but for the evaluation of professional titles; third, modern education puts forward higher requirements for scientific research ability, higher vocational colleges also face new challenges. Some teachers can consult literature, collect data in scientific research, and submit papers as required, but they are lacking in practical application and cannot combine these theories with work. They lack a keen observation of the changes of The Times, and they are not willing to take the initiative to make changes, which shows that their scientific research ability is lacking, and there is great room for improvement.

Chapter 4

Results of the data analysis

As a teacher of higher education, to cultivate the society needs, professional and practical ability of high quality students, which puts forward higher requirements for teachers' professional ability, not only to have their own professional ability but also need to have teaching ability in order to cultivate excellent students. Music teachers' ability of vocal singing, improvisation accompaniment and music appreciation The ability of vocal singing, improvisation accompaniment and music appreciation is the most basic professional ability that music teachers should have. The good or bad of professional basic ability directly affects the good or bad of students' ability to receive knowledge, so solid basic skills are very important for teachers.

Survey Data Results

As shown in Table 3-5 below, in the survey analysis of "Hunan senior music teachers' own mastery of vocal singing, improvisation and music appreciation", when senior music teachers were asked "How do they master their own vocal singing, improvisation and music appreciation abilities? In terms of improvisation and accompaniment, 73.08% of the teachers chose "average" and 7.69% chose "poor"; in terms of music appreciation, 67.31% of the teachers chose "high" and "low". In terms of music appreciation ability, 67.31% of music teachers chose "average".

Table 3-5 Self-evaluation of vocal singing, improvisation accompaniment, and music appreciation ability by higher vocational music teachers in Hunan Province (N=104)

feature	classify	Number of teachers	percentage%
vocal singing level	very high	13	12.50
	higher	78	75.00
	same as	12	11.54

	range	1	0.96
Improvised accompaniment level	very high	2	1.92
	higher	18	17.31
	same as	76	73.08
	range	8	7.69
Music appreciation level			1.92
	very high	2	19.23
	higher	20	67.31
	same as	70	11.54
	range	12	

As shown in Table 3-6 below, when students were asked "How well do you think your music teacher appreciates music", 64.65% chose "average" and 20.55% chose "not good". The survey shows that the higher vocational music teachers are more professional in vocal singing, but need to strengthen in improvisation and music appreciation; in classroom teaching, they need to think more about how to serve students better.

Table 3-6 How do you think your music teachers' music appreciation level is (N=365)

	beyond compare	good	same as	mal
frequency	37	17	236	75
percentage%	10.14	4.66	64.65	20.55

Analysis results

In addition, the survey found that through the survey found that the employment goal of music students in higher vocational colleges is to work in art-related schools, education and training institutions, art and culture companies. Compared with undergraduate colleges, students in higher vocational colleges

should be more practical and professional application ability. But in fact, due to the uneven level of higher vocational students, many students are relatively weak in piano and vocal music. After a period of practice, they still can not understand the deep connotation of the work. At this time, music teachers need to constantly guide and through other subjects such as harmony, Chinese and Western music history and music analysis to assist, the importance of these basic courses is highlighted. However, the survey found that music teachers for music subject theory knowledge learning did not reach "new, wide, deep" level, for music aesthetics, matching method, type analysis of the music basic subject learning is not enough in-depth, ideological understanding of these several courses for teaching, positive significance for students. Music aesthetics is a practice activity of music art. Its learning purpose is to let students clarify the essence of music and the law of internal existence, focusing on the essence and expression form of music, the social attribute of music, and the relationship between music and social reality. Instrument method, acoustics, curve analysis and polyphony are the essential "four" courses for the basis of music theory. Through learning these, students can master the acoustic principles of musical instruments, the pronunciation mechanism of musical instruments, and have more understanding of the main characteristics of orchestral music fitting techniques in various historical periods. It can cultivate students 'keen judgment on the combination of timbre and sound, and cultivate students' ability to analyze works so as to improve students' creative ability. Thus it can be seen that higher vocational music teachers to strengthen their own learning of basic subjects is urgent

The theoretical knowledge of higher vocational music teachers is not complete. Make the classroom teaching have the diversity, and the music teachers will play a more effective role in it, which puts forward the higher requirements for them. Only by keeping pace with The Times and mastering the latest knowledge and theory, can we reach the ideal level in the application process. Music education in the new period requires music teachers to develop to the research-oriented teachers who have both theoretical knowledge and practice. However, Hunan higher vocational college music teachers are still insufficient in this aspect. In terms of

pedagogy and psychology knowledge is general, the degree of domestic and foreign educational thought is relatively poor. Therefore, higher vocational music teachers should adjust their ideas, be eclectic, and improve both the theory and practice of pedagogy

In the survey, some music teachers meet their own status quo and do not have the awareness of self-improvement. They lack long-term planning and foresight for their own life planning, and lack of active improvement spirit in learning comprehensive knowledge and professional improvement. It will have a negative impact on teachers themselves in the long run, and will also affect the enthusiasm and initiative of students in learning. Music teachers are only satisfied with the mastery of book knowledge, and have no learning plan, even if they sometimes think of learning, but they do not know what to learn. In the depth of learning and systematic work is not enough, there are many things are often lost after learning, learning is not deep enough, not thorough enough. In the work initiative is still lack, no strict requirements for themselves, often satisfied with the completion of the task, how to creatively carry out the work thinking is not enough.

Music teachers impromptu accompaniment, music appreciation ability can not meet the classroom teaching situation in the survey, found that the teachers' professional ability generally present general situation, one of the most lack of ability is impromptu accompaniment ability and music appreciation ability, the two kinds of ability to cultivate students humanistic, aesthetic and practical has a vital role, among them, the aesthetic is music course has been emphasized for many years. Therefore, music teachers 'impromptu accompaniment and music appreciation are important aspects that have a direct impact on students' musical aesthetic ability. The main problems encountered by music teachers in the impromptu accompaniment and music appreciation are that they cannot play and sing by themselves, accompany the music directly, and cannot deeply understand the connotation of song expression in the appreciation. In these aspects, the training must be strengthened in daily life.

. In the survey, we can see that the scientific research and innovation ability of music teachers is weak, and the scientific research ability is one of the necessary

abilities of music teachers. Compared with primary and secondary schools, the biggest difference between vocational colleges in work pressure is the pressure of scientific research innovation. The lack of scientific research and innovation ability is almost a common problem of all higher vocational music teachers. For a long time, the learning tendency of music teachers to "value technology over art" has led to the great weakness of educational scientific research and innovation ability. The only research that many bachelor's graduates do in college is the writing of their graduation thesis. After setting foot on the job, higher vocational colleges for scientific research innovation requirements let many teachers caught by surprise. In the survey, many teachers responded that it is no problem to go in class or perform, but when it comes to thesis and subject innovation. In this way, the ability of scientific research innovation has become the soft spot of vocational teachers, and even many teachers talk about color, which are caused by the lack of discipline innovation spirit. Through the survey, higher vocational music teachers mainly have few planning topics in scientific research. Higher vocational music teachers pay little attention to the course application, some vocational music teachers will miss the course application time; some vocational music teachers lack the ability of teaching and research, publish low quality of music papers, there is repeated construction. The application of scientific research innovation to teaching practice activities is very few, coupled with the scientific research management system is not perfect, leading to the lack of enthusiasm and enthusiasm of higher vocational music teachers in scientific research. According to the literature, the scientific research ability of music teachers is a creative activity based on the practice and theory of music education, and reveals the essence and law of the phenomenon of music education. It is the study of the new ideas found and the 36 new problems found in the process of music education. It uses scientific methods to understand and solve problems, so that the abstract understanding rises from sensibility to rationality, and goes deep from the surface to the essence of things. Music education and scientific research ability is an important basic skill for music teachers. The lack of this skill has a very negative impact on both teachers themselves and students. Only by constantly carrying out the scientific research of music education, combining with the actual

exploration law and under the guidance of scientific theory, can we carry out music teaching effectively and improve the quality of music education teaching. In daily scientific research, not only to learn education science knowledge, must also personally education research, in their music teaching practice, to find the combination of music education theory and practice, update education idea, reform music education content, ways and methods, need to explore in the music education practice. Educational and scientific research is the best way to improve the professional quality of music teachers. Therefore, in the face of the above problems, it is urgent to improve the scientific research and innovation of higher vocational music teachers.

Chapter 5

Summary, Discussion Results and Suggestions

5.1 Summary of the research results

This study surveys the professional quality of higher vocational music teachers, and explores the results by analyzing the data.

The overall professional quality of music teachers in higher vocational colleges is good, but because music teachers in higher vocational colleges mainly come from music performance and other related majors, they do not have a deep understanding of pedagogy, educational psychology and other related contents, which is an important content to improve the professional quality of music teachers in most higher vocational colleges. Through the investigation of music teachers and students in higher vocational colleges, this paper analyzes the current situation of higher vocational colleges, points out the existing problems, and summarizes that there are some problems of teachers' professional quality and low professional quality of music teachers. In view of the problems existing in the improvement of the professional quality of music teachers in higher vocational colleges, the targeted countermeasures to improve the professional skills of higher vocational music teachers and the professional quality of music teachers can effectively promote the effective improvement of the professional quality of music teachers in higher vocational colleges.

Modern society is advocating lifelong education, lifelong learning training comprehensive development of talent society, higher vocational teachers' lifelong learning consciousness is not strong, as higher vocational music teachers should also follow the pace of The Times, not only to guide students to set up the concept of lifelong learning and improve their professional accomplishment and constantly update other comprehensive knowledge, improve their music education professional skills of various kinds, constantly strengthen their ideological and political theory, further study pedagogy, psychology concept;

As a school, it should organize various training mechanisms to cooperate with

teachers' lifelong learning concept in order to better improve the professional quality of higher vocational music teachers. The awareness of lifelong learning should run through the development of teachers, which is the key core for higher vocational music teachers to improve their professional quality. Put forward that the teaching team of music teachers needs to learn in various ways, such as preparing lessons together, listening to each other, and teaching in advance, so as to find out the lack of their own ability, check the omissions and fill the gaps, and improve themselves. In fact, it is a form of getting twice the result with half the effort more than the independent learning of music teachers, which has a role in promoting the higher vocational music teachers themselves and the long-term development of higher vocational colleges. The teaching team of music teachers should set up common teaching objectives, teaching plan and teaching syllabus, so that every higher vocational music teacher has a common direction of struggle.

5.2 Discussion

Higher vocational colleges pay more attention to the cultivation of application-oriented talents, and the teaching of music teachers also needs this as the principle, which puts forward higher requirements for them, and professional quality is indispensable. Professional accomplishment contains many contents. In addition to the necessary professional theoretical knowledge and skills, it also needs to emphasize educational theory and practice. In the process of investigating higher vocational colleges in Hunan province, the author found that there are many problems in teachers' professional quality, which need to be paid attention to, face with a good attitude, and take effective countermeasures to solve them.

Strengthening the comprehensive learning of the basic knowledge of music theory is an important guarantee to improve teachers' professional quality. Theoretical knowledge of music discipline is the most important part of music teachers' accomplishment and the most basic necessary condition for music teachers to carry out teaching. The theoretical knowledge of music discipline has a wide range of contents, involving music history, accessories, harmony acoustics, composition, music theoretical basis and music aesthetics, which all belong to the

category of theoretical knowledge of music discipline. Only by learning the knowledge of music theory and laying a solid foundation can we better apply it to the practice of music teaching and better guide students. In the practice of music teaching, music teachers should start from the perspective of students and guide students to establish a clear direction and goal in music learning, because the theoretical knowledge of music subject contains many contents, guiding students to plan the study of music theory knowledge reasonably is also a work that music teachers must do. In the teaching of music theory in higher vocational colleges, we should learn to scientifically and plan the time of music theory teaching reasonably, so that students can learn a deeper knowledge of music theory, so as to feel the influence and charm of art, and lay a good foundation for students to be interested in higher levels of music learning in the future. If the basic music theory intonation and rhythm are not mastered well, the accuracy of the work will be lost and the expression of the song will be limited. The speed, strength, the source, age and style of the music works are not grasped, which may completely change the mood and emotional connotation of the work. If you do not understand, the style of grief into a passionate and cheerful style, it will be laughed. The changes in the new era are obvious to all, and music teachers also need to change and adjust from the knowledge structure. Music teachers must enrich themselves, master the basic and comprehensive professional knowledge and skills, in order to better guide students, more effectively complete the work. It can be said that the solid basic knowledge of music theory is an important guarantee for music teachers to conduct music education and teaching, and it is also the most basic composition of music teachers' professional quality

Urge music teachers to deeply study the theoretical knowledge of education subject is the central link to improve teachers' professional quality. Suhomlinsky said, " Teachers don't understand psychology, just like a heart doctor who doesn't understand the structure of the heart."Scientific teaching needs scientific theory as the guidance, music teachers to better implement quality education, must deeply study pedagogy, psychology and subject teaching method and other basic knowledge. Music teachers should not only know what to teach, but also know how

to teach and why to choose to teach so, with scientific theories to guide their own teaching. The teaching process of music classroom contains many psychological factors. Music teachers master the study of psychology and pedagogy mainly in order to apply these theoretical knowledge to practice and play a role in students, so as to realize the optimization of teaching. Learning the theoretical knowledge of education subjects can enhance music teachers' self-reflection ability. Zhong Qiquan once said, " Reflection is impromptu and frequent, and it is internalized into a habitual activity of teachers and an attitude towards life. Through the reflection on their own work, teachers extend to the thinking of life and life. Teachers who are good at reflection must be self-disciplined and enterprising teachers. Learning pedagogy and psychology knowledge in the theory can help music teachers to reflect on their daily teaching words after teaching class, improve the equal, friendly, friendly and enthusiastic teaching attitude; strengthening the study of the theoretical knowledge can help teachers to form a serious, responsible and responsible work style.

5.2 Suggestions

Professional skills promotion strategy solid music professional skills is the cornerstone of music teachers engaged in music education teaching work should regularly carry out the "music teacher basic skills competition", through the more perfect professional skills evaluation standard, performance ability promotion strategy music teacher performance ability is the teacher of second creation, music works in music teacher playing or singing, the music vitality and appeal, music performance ability is the key to the resonance, relevant departments can regularly hold "skills show concert", to the music teachers talent of heaven and earth. The proficiency of playing or singing skills is the cornerstone of the performance proficiency, so the music teachers need to improve their professional skills. On this basis, music teachers also need to seriously explore the connotation of music works, from the outside to the inside, and then on the deep rational understanding of the works on the basis of perceptual performance. We need to constantly combine exploration with innovation. Only in this way can we establish a more perfect on-

the-job training system for music teachers and improve the professional quality of music teachers.

Scientific scientific research and innovative research ability is the key factor for music teachers to carry out teaching."Science and education to rejuvenate the country, scientific research and education", music teachers with scientific research ability has become a necessary skills in line with the law of modern education. The scientific research of music teachers is a research activity based on the combination of practice and theory, and showing the essence of music teaching through repeated research of students and their own teaching. In ordinary times, music teachers should learn more from senior teachers, so that backbone teachers and academic leaders can lead themselves to improve more in scientific research. For music teachers themselves, they should also learn theoretical knowledge, and only by combining theory with practice can they make breakthroughs in scientific research and innovation. Increase the evaluation system of teachers' scientific research achievements, conduct the annual evaluation system of the scientific research achievements of higher vocational music teachers, and set different assessment standards for the scientific research achievements of higher vocational music teachers at different levels, so that higher vocational music teachers can pay attention to them from the consciousness. Under the supervision of the system, music teachers will form a scientific research team, and lead the old and the new faster. At the same time, we can strengthen the strength of team assessment and take incentive measures for excellent teams. To strengthen the content of scientific research training in line with the training of higher vocational music teachers must be based on the current situation of scientific research of higher vocational music teachers, and the actual situation, schools should also increase investment in funds, so as to make the scientific research training of higher vocational music teachers effective. Higher vocational colleges can establish scientific research and innovation training bases with the funds allowed, combine scientific research and innovation with daily teaching, and provide targeted services to teachers

Enhance the understanding level of music teachers' professional affection and accomplishment. Pay attention to set up the music teacher lifelong learning

education concept through the above study, the author found that music teachers set up "live and learn" the concept of lifelong learning is the key to professional promotion, the rapid development of modern social information technology, teachers whether their professional and ideological and political learning must have lifelong learning consciousness to follow the pace of social rapid development, as a music education workers, not only to guide students to lifelong learning, oneself also want to learn to lifelong learning. As a music teacher in higher vocational college, the continuous updating of music knowledge structure, the improvement of educational concepts and professional skills, and the practice of pedagogy and psychology all require music teachers to set "lifelong learning" as their own conscious behavior. Lifelong learning of music teachers is the inevitable professional development of music discipline, but also the core of the comprehensive improvement of music teachers' professional quality. The cultivation of advanced educational concepts of music teachers requires teachers to pay attention to the update and change of professional theoretical knowledge, pay attention to its development, study deeply, explore the principles from a deeper level, change the previous teaching ideas, and form new ideas. Music teachers only continue to learn, from the concept to update, understand the new progress at any time, so as to enrich themselves, so as not to fall after The Times. The new view will be introduced into the teaching design, imparting knowledge while paying attention to form changes, so that we can shorten the distance with students, improve the fit between both sides, and achieve the ideal effect. We should fully realize the characteristics of music courses, base on the actual situation of students, especially pay attention to the practical operation skills, highlight the personalized characteristics, and seek development in innovation

The author's professional quality research on the quality of music teachers in higher vocational colleges is still in the preliminary exploration stage. The author believes that with the development of society and the progress of education, more and more people will participate in the research, and at the same time will achieve more abundant results, which will be a great blessing for the music education in higher vocational colleges in China.

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Appendix

Multiple Choice section				
what is your gender?	A	B		
	Men	women		
Are you from the school?	A	B		
	Full-time music teacher	Part-time music teachers (administrative positions)		
How old are you?	A	B	C	
	20—30 岁	31-40 岁	40 岁以上	
How long have you been teaching?	A	B	C	D
	0-3	4 月 6 日	7 月 9 日	9 年以上
What is your current education?	A	B	C	D
	Undergraduate	College	Master	PhD
What is your current title level?	A	B	C	D
	Teaching	Lecturer	Associate	Professor

	Assistants		Professor	
What was your major when you were in college?	A	B	C	D
	Music Performance	Music Education	Composing	Generalist Major
Do music teachers substitute for their major courses at school?	A	B		
	Acting as a major related course	Other professional courses		
Teachers' questions about professional quality				
1、 Have you participated in any training in this field (music)?				
2、 What do you think about the training of music teachers?				
3、 What are your opinions and suggestions on improving the professional quality of higher vocational music teachers?				
4、 What are your opinions and suggestions on music education and teachers?				
5、 Please tell us your understanding of the professional knowledge of music teachers and your future outlook.				
6. What kind of system is in place today to evaluate and assess music teachers?				

Biography

name-surname	Chunxi Hu
Date of birth	
Place of birth	
Workplace	
Position	-
Education	Master of Education in Educational Administration Southeast Asia University



CERTIFICATE

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THIS IS TO CERTIFY THAT

Chun Xi Hu

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