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The Influence of Practical Training on the Teaching Ability of Pre-service Music Teachers

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Abstract: This paper explores the impact of practical training on the teaching ability of pre-service music teachers. Practical training, as an important part of pre-service teacher training, helps pre-service music teachers transform theoretical knowledge into practical skills by providing opportunities for manipulation in actual teaching situations, and improves their abilities in curriculum design and planning, teaching methods and techniques, Evaluation and feedback, use of multimedia, reflection and self-improvement. The content and methods of practical training are analysed, and the specific effects of practical training on the teaching ability of pre-service music teachers are described, including the updating of teaching concepts, the improvement of teaching skills, the enhancement of classroom management skills, and the improvement of students' evaluation skills. Finally, the paper discusses the advantages and limitations of practical training and puts forward optimisation suggestions to better improve the teaching ability of pre-service music teachers.

Keywords: Practical Training; Pre-service Music Teachers; Teaching Ability; Teaching Skills.

1. Introduction

In the current educational context, music education has become increasingly prominent as an important part of students' comprehensive quality training. With the continuous advancement of music education reform, higher demands have been placed on the teaching ability of music teachers. However, traditional pre-service music teacher training often focuses on the teaching of theoretical knowledge and neglects the cultivation of practical skills, resulting in newly recruited music teachers often feeling at a loss when faced with practical teaching.

Therefore, the role of pre-service music teacher training has received increasing attention[1].Practical training is a training method based on the actual situation of teaching. It emphasises practical operations in real teaching environments and improves teachers' teaching ability through observation, simulation and reflection. For pre-service music teachers, practical training not only helps them transform theoretical knowledge into practical skills, but also enables them to make trial and error, reflect and grow in practical teaching. Exploring the impact of practical training on pre-service music teachers' teaching ability not only helps us to recognise the important role of pre-service teacher training, but also provides strong theoretical support for the reform and development of music education.

Through practical training, pre-service music teachers are expected to comprehensively improve their teaching concepts, teaching skills and the use of multimedia technology, so that they can better adapt to the reform and development of music education and contribute to the whole society. Meanwhile, practical training is also an important bridge for communication and learning between pre-service music teachers and in-service teachers. In practical training, pre-service music teachers have the opportunity to learn from their own teaching experience and skills; they can reflect on their own teaching practice. Such interactions and exchanges undoubtedly have positive significance in improving the teaching ability of music teachers as a whole [2] .

2. Literature Review

In the field of music education, pre-service music teacher training has always been a hot issue for researchers. Judging from the research progress at home and abroad, the concepts and methods of pre-service music teacher training are constantly updated with the deepening of education reform. Therefore, some researchers emphasise the importance of practical training and believe that practice is the key to testing teaching ability[3] . Chen Ping et al (2022) believe that pre-service music teachers can only truly master teaching skills, form their own teaching style and become a qualified teacher through actual teaching operations. The theoretical support for the practical training of teaching ability development mainly comes from the research results in the fields of pedagogy and psychology. These theories point out that teachers' teaching ability includes not only professional knowledge, but also teaching skills, classroom management, student evaluation and other aspects, and the improvement of these abilities needs to be realised through practice[4] .

However, in the existing research, we have also identified some shortcomings and gaps. Although the importance of practical training has been widely recognised, specific issues such as how to implement practical training and how to evaluate its effectiveness have not been fully explored. For quite some time in the past, teacher training colleges have been subject to various criticisms. They have been accused of being unresponsive to the needs of society and being far removed from actual teaching practice. Pre-service teacher training has been inefficient in terms of preparation and this has resulted in pre-service music teachers facing various obstacles when entering the actual teaching profession [5]. Voices of dissatisfaction have also emerged within the teaching profession [6]. However, these voices urge that pre-service teacher education be redesigned to strengthen its knowledge base, its links to practice and theory, and its capacity to support robust pedagogical development. Some research suggests that well-prepared and certified teachers typically receive better evaluations and are more successful with students than unprepared teachers [7]. Therefore, it is

important to further strengthen the practical training of pre-service music teachers in order to promote the continuous improvement and enhancement of the quality of teaching and learning in basic education [8].

3. Practical Training Content and Methodology

3.1. Design of Practical Training Content

Practical training is centred on well-designed content and methodology in developing the pedagogical competence of pre-service music teachers. Among them, classroom teaching practice occupies a crucial position. It is not a simple observation, but allows pre-service music teachers to actually go into the classroom, interact with students, and operate the teaching tools themselves, so that they can deeply experience the charm and challenges of teaching. The design of the practical training content includes the following five main aspects (see Figure 1).

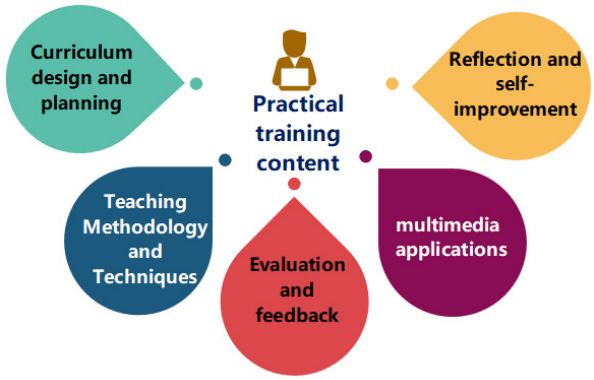


Figure 1. Practical training content

3.1.1. Curriculum Design and Planning

The core of music education lies in well-designed curricula and planning to ensure that students develop their musical literacy in a holistic manner. At this stage, efforts are made to develop the ability of pre-service music teachers to develop creative and effective curriculum design and planning, including clear pedagogical objectives, rational curriculum structure and scientific lesson plan design.

Firstly, pre-service music teachers learn to clarify teaching objectives and establish specific goals for each lesson, in line with music curriculum standards and subject requirements, taking into account students' interests and developmental needs. Secondly, they design the structure of the lessons. Pre-service music teachers learn how to organise classroom time in a way that is structured, yet stimulates students' interest and develops a comprehensive musical understanding. Furthermore, as successful lesson planning depends on detailed lesson plans, pre-service music teachers need to learn how to carefully design the teaching and learning process of each lesson according to the teaching objectives and curriculum structure. Through systematic learning and practice, they develop the ability to design creative lesson plans to ensure that students are guided to acquire skills and develop a deep understanding of music at the same time.

3.1.2. Teaching Methods and Techniques

Pre-service music teachers are guided to understand and skillfully apply various teaching methods, such as interactive teaching, demonstration teaching and personalised teaching. In practice, pre-service music teachers are allowed to experience and analyse the applicable scenarios of different methods, helping them to apply them flexibly in music teaching.

In the development of interactive teaching skills, pre-service music teachers are committed to establishing positive interaction. Various forms of interaction, such as questioning, responding and discussion, are emphasised to stimulate students' interest and thinking. By learning to use these techniques skilfully, teachers develop the ability to create an atmosphere of active participation.

In terms of mastery of individualised teaching strategies, pre-service music teachers learn to understand student differences and develop individualised teaching plans. Emphasis is placed on adaptive teaching and adjusting instruction to students' subject matter backgrounds and interests to ensure maximum benefit for each student in an individualised learning environment.

The hands-on practice of demonstration and modeling is key to the development of professional skills. Through individual playing and performance, teachers demonstrate a high level of musical expression to students. Learning how to demonstrate and model effectively guides students to a proper understanding of musical expression and performance techniques, creating an effective learning experience.

3.1.3. Evaluation and Feedback

In terms of practical experience in teaching feedback and Evaluation , pre-service music teachers will experience first-hand the importance of giving students timely and specific feedback. Through the design of Evaluation methods in practice, they will learn to evaluate students' learning outcomes scientifically and objectively in order to help students better understand their own learning progress, as well as to provide strong support for individualised teaching adjustments.

3.1.4. Multimedia Applications

In the practice of technology application and multimedia teaching, pre-service music teachers will learn how to skilfully use modern technologies such as music software and multimedia tools. This includes incorporating digital tools in music teaching and learning to make it more engaging and interactive, thereby engaging students more actively in the learning process. Through these practical exercises, pre-service music teachers will gradually develop the technological literacy required for the future of music education.

3.1.5. Reflection and Self-improvement

In terms of reflection and self-improvement, pre-service music teachers learn to reflect regularly and systematically on their teaching practice, reviewing the teaching process of each lesson, examining students' learning responses, and analysing the effectiveness of teaching methods. Mentors and professionals provide guidance and feedback to help pre-service music teachers identify and overcome teaching deficiencies and achieve substantial improvement.

In short, the practical training is geared towards developing music teachers' pedagogical skills, including curriculum design, teaching methods, assessment and feedback, application of multimedia technology, as well as reflection and enhancement. Pre-service music teachers have developed the ability to make effective teaching plans by clarifying teaching objectives and organising lesson structures skilfully. Emphasis is placed on interactive teaching, individualised teaching strategies and presentation to enable them to interact

positively, adapt to student differences and demonstrate professional skills. In practical training, pre-service music teachers need to learn how to objectively and scientifically evaluate students' performance and how to adjust their teaching strategies based on the evaluation results[9] .The use of modern technology, such as music software and multimedia tools, enhances the attractiveness of teaching and motivates students to participate more actively. In terms of reflection and self-improvement, pre-service music teachers continuously improve their teaching style and achieve personal improvement through regular reflection, mentorship and professional feedback. The content of this training is designed to help pre-service music teachers improve their teaching ability in a comprehensive manner, so that they are well prepared for their future career in music education[10] .

3.2. Practical Training Methods

Among the practical training methods in music education, classroom observation, simulation and teaching practice are indispensable (see Figure 2). Through these methods, pre-service music teachers are able to gradually deepen their understanding of teaching, enhance their professional skills and lay a solid foundation for their future teaching career.



Figure 2. Training methods

3.2.1. Classroom Observation and Reflection

In the use of practical training methods, observing teaching provides pre-service music teachers with a unique perspective [11]. Pre-service music teachers have the opportunity to observe experienced educators in the classroom at close range, and through reflection and discussion learn about exceptional teaching methods and techniques, and how to respond to a variety of teaching scenarios. This intuitive experience is often more profound than purely theoretical learning. By observing the teaching practices of others, pre-service music teachers can draw on the wisdom of teaching and accumulate valuable experience for their own teaching journey.

3.2.2. Simulation Teaching

Simulation teaching is like a touchstone that allows pre-service music teachers to hone their skills in a near-real teaching environment. It allows them to try out a variety of teaching methods, simulate student responses, and constantly adjust their teaching strategies. This practice allows for mistakes and encourages learning from them, giving pre-service music teachers some confidence and adaptability in teaching before they formally enter the platform.

3.2.3. Teaching Practice

Teaching practice is a crucial part of pre-service music teachers' professional development. At this stage, pre-service music teachers personally enter the classroom and fully undertake real teaching tasks. Through hands-on practice, they are able to respond directly to students' reactions, adapt flexibly to the classroom environment, and gradually improve their self-confidence in teaching. This kind of hands-on experience not only enables pre-service music teachers to practise their teaching skills, but also develops their ability to handle real educational scenarios. By facing real-life teaching challenges, pre-service music teachers are able to understand students' needs more comprehensively, optimise their teaching methods continuously, and lay a solid foundation for their future education career.

In short, observation teaching provides a model for learning, simulation teaching provides a stage for practice, and teaching practice ensures depth and continuity of learning. Such practical training undoubtedly lays a solid growth path for pre-service music teachers[12] .

4. Analysis of the Impact of Practical Training on the Teaching Ability of Pre-service Music Teachers

4.1. Renewal of Teaching Philosophy

For the updating of teaching concepts, practical training opens the door to modern education concepts forpre-service music teachers. Under the traditional teaching mode, manypre-service music teachers may only stay in the learning of theoretical knowledge and lack a deep understanding and experience of modern teaching concepts[13]. However, in the practical training, they have the opportunity to participate in practical teaching activities and have direct interaction with in-service teachers, students and the teaching content. This interaction allows them to feel more intuitively the effect of the practical application of modern teaching concepts, thus prompting them to update and change their teaching concepts. For example, through observing the excellent teaching cases of in-service teachers, pre-service music teachers can learn about modern teaching concepts such as student-centred teaching design and how to use diversified teaching methods to stimulate students' interest in learning. The updating of these ideas not only provides theoretical support for their teaching practice, but also brings them in line with modern education in their thinking [14] .

4.2. Improvement of Teaching Skills

In terms of teaching skills enhancement, practical training providespre-service music teachers with rich practical opportunities. The improvement of teaching skills needs to be tried and honed in actual teaching operations. In practical training, pre-service music teachers can train and improve their teaching skills through simulated teaching and real classroom practice. For example, in simulated teaching, they can make trial lectures in a simulated classroom environment to familiarise themselves with the teaching process and master teaching skills through repeated practice. In real classroom practice, they can communicate with students face to face and adjust their teaching strategies according to students' feedback. These practice sessions greatly improved their teaching skills and laid a solid foundation for their future teaching[15] .

4.3. Improvement of Classroom Management Skills

Classroom management ability is an important ability that pre-service music teachers must have, which involves effective organisation of teaching and management of students in the teaching process, and is an important guarantee for teachers to maintain classroom order and guide students' learning in the teaching process. In practical training, pre-

service music teachers can not only learn the methods of classroom management, but also apply and practise them in the course of actual teaching. For example, in observing the teaching process of in-service teachers, they can learn practical skills such as how to manage the classroom effectively and how to handle students' unexpected problems. Through hands-on practice, pre-service music teachers can gradually develop their own teaching styles and methods and improve their classroom management skills [16] .

4.4. Improvement of Evaluation Capacity

The field of music education involves many aspects, including music theory, performance skills, teaching methods, etc., and the ability to evaluate is an important part of ensuring students' learning progress. It is not only an important way for teachers to understand student learning, but also an important basis for improving teaching strategies and enhancing teaching effectiveness. Practical training enables pre-service music teachers to better understand and use student assessment [17]. During the practical training, pre-service music teachers learn to use different assessment tools, such as classroom tests, group assessments and homework assessments. This enables them to have a more comprehensive understanding of students' learning. Through hands-on practice and reflection, they gradually master the methods and skills of assessing students and form their own assessment system. Practical training helps pre-service music teachers develop a sharper and more effective assessment ability, thus better promoting students' music learning and development.

5. Discussion

5.1. Strengths and Limitations

In discussing the advantages and limitations of pre-service music teacher training, we can clearly see that practical training provides a valuable platform forpre-service music teachers to engage in teaching practice and in-depth reflection in a real teaching environment. The advantages of this training method are very obvious. It prompts pre-service music teachers to make continuous attempts and adjustments in practice, so that they can better master their teaching skills and gradually develop a unique teaching style. The advantages of practical training lie in its practicality and relevance. Through practical exercises, pre-service music teachers can intuitively understand the difficulties and problems in teaching, so as to make targeted improvements. Besides, practical training also enablespre-service music teachers to better understand students' learning needs and interests, thus providing them with strong support for their future teaching work. However, practical training also has certain limitations. As practical training requires a lot of manpower and material resources, it may be limited in practice. For example, resources such as venues and equipment for practical training may not be able to meet the needs of allpre-service music teachers, which may affect the effectiveness of practical training. In addition, practical training requires guidance and support from experienced in-service teachers, and the lack of adequate guidance may also lead to a decline in the quality of practical training [18] .

5.2. Optimization Suggestions

In order to optimise the content and methods of practical training so as to better improve the teaching ability of pre-service music teachers, we can start from a number of aspects, so as to make the practical training closer to the actual needs of teaching and to make it more targeted and effective. . In terms of content design, practical training should pay more attention to the actual needs and teaching difficulties of pre-service music teachers. Through in-depth research and communication with pre-service music teachers, we can understand the specific problems and challenges they encounter in teaching, so as to design the content of practical training. For example, practical training sessions targeting specific age groups or specific teaching contents can be added, so that pre-service music teachers can better master the strategies and methods of coping with different teaching scenarios in practice.

In terms of methodology, practical training should focus more on students' actual operation and teaching practice. Traditional practical training is usually limited to simple teacher demonstrations and simulations, lacking in actual student practice and reflection. In order to enhance the effectiveness of practical training, the actual teaching opportunities for pre-service music teachers can be increased so that they have the chance to try and experience in a real teaching environment. At the same time, reflective practice in training is emphasised, and pre-service music teachers are encouraged to reflect and summarise after practice, identify shortcomings and make plans for improvement. In addition, diversified training methods are introduced to enhance the fun and interactivity of practical training.

At the same time, establishing an effective assessment mechanism is the key to optimising practical training. By evaluating and providing feedback on the performance of pre-service music teachers in practical training, it is possible to keep abreast of their learning and progress, so that training strategies and methods can be flexibly adjusted. Evaluation can take various forms, such as group evaluation, observation records and student evaluation, to ensure the objectivity and accuracy of the evaluation results. It is also crucial to strengthen the interaction and communication between in-service teachers and pre-service music teachers. In-service teachers possess rich teaching experience and practical wisdom, and their participation and guidance can provide valuable learning opportunities for pre-service music teachers. Activities such as teaching observation and experience sharing can be organised on a regular basis to allow in-service teachers and pre-service music teachers to discuss teaching issues and share teaching experience[19] .

6. Conclusion

Practical training undoubtedly has a significant and positive effect on improving the teaching ability of pre-service music teachers. Through in-depth practice teaching scenarios, pre-service music teachers can experience first-hand the challenges and charms of teaching, thus further strengthening their educational beliefs and honing their teaching skills. In practice, they constantly update their teaching concepts, improve their teaching skills, enhance their classroom management abilities, and know better how to use student assessment to guide their teaching. Looking ahead, we look forward to training that combines practice and innovation for pre-service music teachers. It is suggested that future training should pay more attention to the individual needs of pre-service music teachers and design more targeted practical sessions to help them better adapt to the future teaching environment. At the same time, we also hope that the

training can keep abreast of the times by introducing more advanced teaching concepts and technological means, so as to provide pre-service music teachers with a broader vision of development. We believe that with continuous exploration and endeavour, the training of pre-service music teachers will become even better, injecting new vitality into the prosperity and progress of music education.

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