

Approaches to Improving Music Teachers' Professional Quality Based on Interdisciplinary Cooperation

Ting Zhao

Shanghai Songjiang Institute of Education, 201620, Shanghai, China

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Abstract: By combining theory with practice, this paper analyzes the current situation and challenges of music teachers' professionalism, and puts forward interdisciplinary cooperation as an effective way to improve their professionalism. In terms of methods, this paper adopts case analysis method, and selects Shanghai international Studies University Songjiang Foreign Language School Middle School as a typical case for in-depth study. The results show that interdisciplinary cooperation has significantly improved the professional quality of music teachers. Specifically, music teachers' teaching content is richer and more diverse, teaching methods are more innovative and flexible, and professional development opportunities are greatly increased. At the same time, interdisciplinary cooperation also promotes the cultivation of students' comprehensive quality and improves the overall quality of music teaching. Therefore, it is concluded that interdisciplinary cooperation is an effective way to improve the professional quality of music teachers. It not only contributes to the personal professional development of music teachers, but also promotes the overall progress of music education. However, the implementation of interdisciplinary cooperation also faces many challenges, such as discipline barriers and resource constraints, which require the joint efforts of schools, teachers and educational policy makers to create a more favorable environment and conditions for interdisciplinary cooperation.

1. Introduction

With the deepening of education reform, music education, as an important part of cultivating students' comprehensive quality, has been paid more and more attention [1]. However, there are still many challenges in the field of music education at present, such as single teaching content, outdated teaching methods and insufficient professional quality of teachers [2]. These problems restrict the development of music education, and also affect the overall improvement of students' music literacy [3]. Therefore, exploring a new music education mode and improving the professional quality of music teachers has become an urgent problem in the field of music education [4].

As an innovative educational concept, interdisciplinary cooperation emphasizes the mutual integration and infiltration between different disciplines, which provides a new idea for the development of music education [5]. Through interdisciplinary cooperation, music teachers can learn from the knowledge and methods of other disciplines, enrich teaching content and innovate teaching methods, so as to improve their professional quality and teaching ability [6]. At the same time, interdisciplinary cooperation is also helpful to cultivate students' comprehensive literacy and improve their innovative and practical abilities [7]. Therefore, it is of great theoretical and practical significance to study the path of interdisciplinary cooperation to improve the professional quality of music teachers.

2. Overview of interdisciplinary cooperation

(1) The definition and characteristics of interdisciplinary cooperation

Interdisciplinary cooperation refers to a cooperative mode in which different disciplines share and integrate knowledge, methods and resources to jointly solve problems or carry out research [8]. It breaks the boundaries between traditional disciplines and promotes the intersection and

integration between disciplines. It has several remarkable features in Table 1:

Table 1 Description and examples of the characteristics of interdisciplinary cooperation

| Characteristic | Specific description | Example |
|----------------|---|---|
| Diversity | Combine knowledge, methods and perspectives of different disciplines. | In biomedical engineering, biology and engineering are combined to develop new medical equipment. |
| Novelty | Produce new ideas, methods and achievements through interdisciplinary research. | In the field of artificial intelligence, the combination of computer science and psychology promotes the development of machine learning. |
| Synergy | Teams of experts from different disciplines work closely together to pursue common goals. | In environmental science research, geographers and biologists cooperate to solve environmental problems together. |

(2) The application of interdisciplinary cooperation in education

Interdisciplinary cooperation has been widely used in the field of education. It can not only enrich teaching content and innovate teaching methods, but also improve teachers' teaching level and research ability [9]. Through interdisciplinary cooperation, we can break the singleness of traditional courses and realize the integration and diversification of courses. For example, offering interdisciplinary elective courses and thematic courses, etc., so that students can cultivate their comprehensive literacy and innovative ability while learning different subjects. Interdisciplinary cooperation can also promote the innovation of teaching methods. Teachers from different disciplines can jointly explore and develop new teaching methods, such as project-based learning and inquiry-based learning, so as to stimulate students' interest in learning and improve teaching effect.

Interdisciplinary cooperation plays an important role in educational research. Through exchanges and cooperation between different disciplines, we can jointly carry out educational research, explore educational laws and problems, and promote the innovation and development of educational theory.

(3) The combination of interdisciplinary cooperation and music education.

Music education, as a special form of art education, has unique subject characteristics and educational value. Through interdisciplinary cooperation, the knowledge and methods of other disciplines can be integrated into music teaching, enriching the connotation and extension of music teaching content. For example, combine the knowledge of literature, history, fine arts and other disciplines with music works, so that students can understand the relevant cultural background and historical stories while enjoying music works. At the same time, interdisciplinary cooperation can promote the innovation and diversification of music teaching methods. Drawing lessons from other teaching methods, such as situational teaching method and cooperative learning method, and applying them to music teaching can improve students' interest and participation in learning and improve the effect and quality of music teaching. In addition, interdisciplinary cooperation helps to cultivate students' comprehensive quality. Through the mutual infiltration and integration of music education and other disciplines, we can cultivate students' comprehensive qualities such as aesthetic ability, innovative ability and practical ability, and promote their all-round development.

3. An analysis of the present situation of music teachers' professional accomplishment

The professional quality of music teachers refers to the comprehensive quality of professional knowledge, professional skills, professional attitude and teaching ability that music teachers need in the process of education and teaching. It covers many aspects, such as music subject knowledge, music skills, music education teaching theory, music education practical ability and so on. For example, Table 2 shows the professional quality requirements of music teachers:

Table 2 Requirements of music teachers' professional quality

| Literacy requirements | Specific content |
|---|--|
| Solid basic knowledge of music discipline | Including music theory, music history, music appreciation and so on |
| Skilled musical skills | Including singing, playing, composing, etc. |
| Deep theoretical accomplishment in music education and teaching | Understand the basic principles, teaching methods and evaluation methods of music education. |
| Good practical ability of music education | Can design and implement effective music teaching activities according to students' characteristics and needs. |
| Continuous awareness of professional development | Can constantly update knowledge and improve teaching level. |

Although the importance of music teachers' professionalism is increasingly prominent, there are still some problems and challenges in the current professional literacy of music teachers. First of all, some music teachers have outdated subject knowledge and failed to keep up with the development pace in the music field in time. Secondly, some music teachers need to improve their teaching skills and educational concepts, and it is difficult to meet the diverse learning needs of students. In addition, music teachers have limited professional development opportunities and lack of systematic training and learning resources, which restricts the improvement of their professional quality. Finally, music teachers' awareness of interdisciplinary cooperation is relatively weak, and it is difficult to make full use of resources from other disciplines to enrich music teaching content and improve students' comprehensive quality.

Interdisciplinary cooperation has great potential in improving the professional quality of music teachers. Interdisciplinary cooperation helps music teachers to broaden their knowledge horizons, understand the frontier trends and teaching methods of other disciplines, and thus update their own subject knowledge and teaching concepts. Interdisciplinary cooperation can provide rich teaching resources and practical opportunities for music teachers, and jointly develop innovative music courses and teaching projects through cooperation and exchanges with teachers from other disciplines. Interdisciplinary cooperation also helps to cultivate students' comprehensive literacy and innovative ability, and enhance students' interest and effect in music learning. Therefore, it is of great significance to fully tap the potential of interdisciplinary cooperation in improving the professional quality of music teachers for promoting the development of music education and improving the teaching level of music teachers.

4. Path design of interdisciplinary cooperation promotion

4.1. Principles and strategies of path design

When designing the path of interdisciplinary cooperation to improve the professional quality of music teachers, we should follow the following principles: based on the development of students, ensure that all activities are aimed at improving students' musical quality and comprehensive ability; Emphasize practicality and pay attention to the cultivation of teachers' interdisciplinary cooperation ability in practical teaching; Maintain openness and encourage teachers to actively explore and innovate ways and means of interdisciplinary cooperation.

The goals of path design include: improving the awareness and ability of interdisciplinary cooperation of music teachers; Promote effective communication and cooperation between music teachers and teachers of other disciplines; Innovating the contents and methods of music teaching through interdisciplinary cooperation to improve the teaching quality; Finally, it will promote the overall development and progress of music education. To achieve the above objectives, the specific interdisciplinary cooperation strategies and methods in Table 3 can be adopted:

Table 3 Strategies and methods of interdisciplinary cooperation

| Strategies and methods | Specific content |
|--|--|
| Interdisciplinary teaching and research activities | Encourage music teachers to discuss teaching problems with teachers of other disciplines, share teaching experience, and promote communication and inspiration between them. |
| Interdisciplinary teaching project | Taking music as the main line, integrating the knowledge and elements of other disciplines, a comprehensive teaching scheme is designed to achieve interdisciplinary teaching goals. |
| Interdisciplinary teaching resource sharing platform | Establish a platform to promote the sharing of teaching resources between music teachers and teachers of other disciplines, realize complementary advantages and improve teaching effect. |
| Interdisciplinary teacher training | Strengthen the training of music teachers' interdisciplinary literacy and teaching ability, and enhance their professional ability and contribution in interdisciplinary cooperation. |
| Interdisciplinary teaching evaluation mechanism | Establish an evaluation mechanism, regularly evaluate and summarize the achievements of interdisciplinary cooperation, find problems in time, constantly optimize cooperation strategies, and promote the in-depth development of interdisciplinary cooperation. |

4.2. Expected effect and evaluation of implementation path

After the implementation of the interdisciplinary cooperation promotion path, it is expected that the following effects will be achieved: Music teachers' awareness and ability of interdisciplinary cooperation have been significantly improved; The contents and methods of music teaching are richer and more diverse, and the teaching quality is improved; Students' musical literacy and comprehensive ability have been fully developed; The overall level and influence of music education have been improved.

In order to ensure the effectiveness of path implementation, this paper considers establishing a scientific evaluation mechanism. The specific evaluation methods include: regularly investigating the interdisciplinary cooperation of music teachers and collecting feedback; Regularly evaluate students' musical literacy and comprehensive ability; Organize experts to review and guide the achievements of interdisciplinary cooperation; Adjust and optimize the implementation path in time according to the evaluation results.

5. Practical case analysis

In order to explore how interdisciplinary cooperation can improve the professional quality of music teachers, this study selected Shanghai international Studies University Songjiang Foreign Language School Middle School as a typical case for analysis. In recent years, Shanghai international Studies University Songjiang Foreign Language School Middle School has actively tried interdisciplinary cooperation in the field of music education and achieved a series of remarkable results. The school not only pays attention to the improvement of music teachers' professional quality, but also encourages students to cultivate their comprehensive quality through the integration of music and other disciplines.

In Shanghai international Studies University Songjiang Foreign Language School middle school, the improvement of music teachers' professional quality by interdisciplinary cooperation is mainly reflected in the following aspects:

First of all, interdisciplinary cooperation enriches the teaching content of music teachers. Through cooperation with history, literature and other disciplines, music teachers can combine music works with relevant historical background and cultural connotation to provide students with a deeper learning experience. This kind of integrated teaching not only stimulates students' interest,

but also urges music teachers to broaden their knowledge horizons and update the teaching content. Secondly, interdisciplinary cooperation promotes the innovation of music teachers' teaching methods. In the communication with teachers of other disciplines, music teachers are exposed to more advanced teaching concepts and methods, such as project-based learning and situational teaching. The introduction of these methods makes music teaching more lively and interesting, improves the learning effect of students, and also exercises the teaching design and organization ability of music teachers. Finally, interdisciplinary cooperation provides more professional development opportunities for music teachers. By participating in interdisciplinary teaching seminars, project research and other activities, music teachers not only improved their professional quality, but also established a wide professional network, laying a solid foundation for future professional development.

The practical case of Shanghai International Studies University Songjiang Foreign Language School Middle School provides us with valuable enlightenment: interdisciplinary cooperation is an effective way to improve the professional quality of music teachers. Through interdisciplinary cooperation, music teachers can constantly update their knowledge system, innovate teaching methods and broaden their professional development. At the same time, this mode of cooperation is also helpful to cultivate students' comprehensive literacy and innovative ability, and promote the overall development of music education. However, in reflection, we also found that the implementation of interdisciplinary cooperation is not easy. It needs the support and promotion of the school, the open mind and interdisciplinary ability of music teachers, and the active cooperation and participation of teachers from other disciplines. Therefore, in the future practice, we need to constantly explore and improve the mechanism and methods of interdisciplinary cooperation to ensure that it really plays a role in improving the professional quality of music teachers.

6. Conclusions

Through theoretical analysis and practical case study, this study draws the following main conclusions: ① Interdisciplinary cooperation plays a significant role in improving the professional quality of music teachers. Through interdisciplinary cooperation, music teachers can enrich teaching content, innovate teaching methods and broaden the professional development path, thus improving teaching quality and effect. ② The implementation of interdisciplinary cooperation needs support and cooperation from many aspects. Schools should provide necessary policy and resource support, music teachers should actively embrace interdisciplinary ideas and enhance interdisciplinary ability, and teachers from other disciplines should also participate in cooperation with an open mind. ③ Interdisciplinary cooperation is an important way to promote the overall development of music education. Through interdisciplinary cooperation, we can cultivate students' comprehensive literacy and innovative ability, and promote the reform and innovation of music education.

Looking forward to the future, we will continue to deepen the research on the relationship between interdisciplinary cooperation and music teachers' professionalism. On the one hand, we will expand the selection scope of practical cases, covering more different types of schools and regions, so as to improve the universality and applicability of the research. On the other hand, we will pay more attention to the specific implementation details and effect evaluation methods of interdisciplinary cooperation in order to provide more scientific and practical reference for the reform and innovation of music education.

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