

Research on Polyphonic Music Teaching in Composition Technology Theory Course Based on Multiple Intelligence

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Abstract: Composition Technology Theory Course is a Very Important Course Group. It is Not Only an Important Basic Course of Music Creation, But Also an Auxiliary Course for in-Depth Study of Other Professional Knowledge of Music. Since Then, Polyphonic Music Teaching in Normal Universities Has Focused on the Study and Teaching of Theoretical Knowledge, But Ignored the Exploration and Application of Teaching Methods and Teaching Rules. with the Expansion of Teaching Scale, the Increase of Teaching Classes, and the Higher Requirements of Music Teaching Teachers in the New Era of Basic Music Reform, It is Imperative to Reform the Music Teaching Reform in Higher Education. Polyphonic Music Teaching is One of the Compulsory Courses in Music Colleges. through Polyphonic Music Teaching, Students Can Develop Multi-Voice Thinking Ability, So That Students Can More Deeply Understand the Connotations and Emotions Expressed in Various Works. This Paper Introduces the Concept of Multiple Intelligence, Analyzes the Value of Multiple Intelligence Theory in Music Teaching, and Further Proposes the Application of Multiple Intelligence Theory in Polyphonic Music Teaching.

1. Introduction

The Popularization and Promotion of the New Curriculum Reform in Major Colleges and Universities Across the Country Have Promoted Brand-New Teaching Ideas and Concepts. in This Special Period, the Cultivation Mode of Music Talents Has Gradually Entered the Reform Phase [1]. under the Background That the Country Strongly Advocates Quality-Oriented Education, the Theory Course of Composition Technology, Which is More Practical in Music Theory Course, Should Be More Perfect and Systematic in Theory. However, Judging from the Actual Development and Teaching Effect in Recent Years, the Situation is Not Optimistic [2]. in Spite of the Nearly Crazy Changes and Reconstructions in the Last Century, Music Creation Still Has Infinite Innovation Vitality At the Beginning of the 21st Century. All Kinds of Music Colleges Should Pay Attention to the Role of Polyphonic Music Teaching in the Actual Teaching, Gradually Increase the Polyphonic Music Teaching Hours, and Improve the Quality of Polyphonic Music Teaching. It Has Become an Important Topic for the Contemporary Teachers to Explore the Training Mode of Music Talents in the New Era, Build a High-Quality Curriculum System, Actively Carry out the Reform of Teaching Methods and Means, Stimulate Students' Personality and Innovation Spirit, and Establish a Scientific Talent Training System and Teaching Operation Mechanism [3]. Multi-Intelligence is a New Form of Teaching in the 21st Century. It is Believed That the Education of the Day after Tomorrow Can Effectively Improve People's Intelligence. the Theory of Multiple Intelligence is a Challenge to the Traditional Education Theory Based on Knowledge. the Essence is to Cultivate the Comprehensive Quality of Students [4]. Today, When the Curriculum Reform is Vigorously Carried out, It Also Brings Great Inspiration to Our Music Educators.

2. The Connotation of Multiple Intelligence Theory

In 1983, Howard Gardner, a psychologist at Harvard University, put forward the theory of multiple intelligence. Howard Gardner studied the differences by studying the degree of brain injury

in patients, and thus put forward this theory [5]. Since human beings are born with musical talent, everyone can develop this talent. Every normal person has language intelligence, logic, mathematical intelligence, sports intelligence, music intelligence, self-awareness intelligence, interpersonal intelligence, spatial intelligence, and natural observation intelligence. These eight kinds of intelligence are indivisible and integrated [6]. The manifestation and development degree of human's Multiple Intelligence in each individual are different; fourth, intelligence can be developed; finally, human's intelligence has certain differences, each individual's own different combination of various intelligence makes each individual's intelligence level show different levels and characteristics. Each independent individual's intelligence is diverse, and to some extent, the above eight kinds of intelligence are equal and independent. People have their own advantage intelligence and disadvantage intelligence.

3. The Position and Function of Polyphonic Music Teaching in Music Teaching

3.1 Polyphonic Music Technology is the Basis for Students to Understand Music Works

Only when we truly understand the meaning expressed in music works can we appreciate the true meaning of the works. Therefore, polyphonic music teaching has always been one of the required courses in the theoretical course of composition technology, both in the past and now. Polyphony, as an important form of music, is an important course to cultivate the thinking ability of multi-part music. It occupies an obvious position in the curriculum. Whether in the past or now, it has been listed as an important compulsory course in the theoretical course of composition technology for music teaching major in normal universities [7]. However, in the actual teaching process, many teachers are only limited to the spectrum and cannot make each course permeate each other. For students majoring in music education in normal universities, although these courses are required courses, they are not the main training direction of music education. The history of music development is no different from the development of other fields, and it presents a spiraling development pattern [8]. Teachers sometimes only focus on teaching their own courses. However, it is neglected that the taught curriculum is actually an integral part of the theory of composition techniques. As a music teacher, you must have the ability to correctly understand music and understand music. Only by truly understanding the true meaning of the work can you enter a deeper level of perception and experience.

3.2 Polyphonic Music Technology is a Necessary Means to Cultivate Students' Thinking Ability of Multi-Part Music

In terms of musical expression, multi-part music can be divided into two types: main melody music and polyphony music. The main melody is a musical form expressed in a single tune, while the polyphonic music is expressed in the form of a compound tune using more than two tunes of the same meaning. It plays an important role in training students to correctly understand and understand music, such as music appreciation, musical form and analysis of works. The latter involves many classical works of traditional music, but these works are often limited to the main melody music and ignore the introduction of polyphonic music works. From the perspective of practical application, students majoring in music education study these courses mainly for two aspects: 1. Through the study of these courses, students can enhance their theoretical knowledge. 2. Through the study of these courses, students can simply create some works. Many students learn to compose music from the beginning of learning music, most of the music forms they come into contact with are major music forms, and the writing training they receive when they start to learn to compose music is also major music forms. The training process of polyphonic music thinking ability is a rigorous logical training process, and polyphonic music teaching plays an extremely important role in the training of students' music thinking ability.

3.3 Polyphonic Music Technology is an Important Prerequisite for Students to Study Other Majors

Polyphony music technology is not only a composition technology, learning polyphony music can help students understand the internal results of music more deeply, make students better understand the connotation and internal structure of music works to be expressed, and become one of the important ways for students to understand the internal structure of music correctly. Polyphony is not only a composing technique, but also an indispensable theoretical tool to help people understand the internal structure of music deeply and finally understand music. At present, most of the theoretical teaching materials of composition technology in use in Colleges and universities are the teaching materials of Composition Major in art colleges and universities, while few are written for music education major alone. Therefore, the monophonic writing habits and the keynotes of music creation thinking are necessary to adopt a preconceived approach, and they must be deeply ingrained into the minds of the students who study composition, making them more closely related to the main melody writing. This is a long-term accumulation process. The creation of music works is a good way to accumulate experience. Teachers should strive to improve the writing and creative ability of their own music works while teaching.

4. Principles and Methods of Polyphonic Music Teaching in Composition Technology Theory Course

4.1 System Principle

After several centuries of development, polyphonic music has formed a relatively complete knowledge system in the continuous exploration and practice. In the aspect of teaching, the system has the overall teaching objectives and teaching rules, emphasizing the unity of teaching content and the integrity of knowledge structure. The principle of systematization requires us to make efforts to be comprehensive, orderly, coherent and logical in the selection of teaching materials and arrangement of teaching contents, not to change or delete teaching plans and contents at will, and to let students learn more abundant knowledge and master various skills on the basis of existing conditions. Some experts believe that the cultivated talents are mainly music teachers for primary and secondary schools. They do not need to open too many difficult technical theory courses, such as harmony, music, orchestration, polyphony, etc. Courses are usually not applied in the teaching content of primary and secondary schools. The cultivation of polyphonic thinking must be through such a technique and training of thinking, so as to understand the longitudinal relationship of the polyphonic music, the direction of pitch movement, the use of external sound, the formation of contrast factors, and so on. Therefore, it is necessary to change the students' misunderstanding of the course of polyphonic technology theory. Guide them to strengthen the study of this theory in order to be able to adapt to the requirements of society.

4.2 Step by Step Principle

The principle of gradual and orderly requires teachers to be eager to seek success in the process of teaching, and to conduct reasonable and orderly teaching in accordance with the plan formulated before the start of classroom teaching. The study of polyphonic music technology has involved many knowledge points and difficulties, and traditional infusion teaching methods are difficult to play. In the process of teaching, teachers must follow the certain order from the shallower to the deeper, the first is easier, and the teaching is carried out in a planned and step-by-step manner to achieve the best teaching results. In the music major of normal university, the theory of composition technology is a kind of practical theory course with high difficulty for improving students' music comprehension ability. Through the systematic training of these courses, students can learn to analyze and solve problems in the process of music learning. Only through such strict writing training can students gradually understand the strict writing technical specifications of traditional polyphony music, so as to create a new polyphony form and expression form suitable for modern music creation.

4.3 Heuristic Principle

The enlightening principle is to require the teachers of composition technology theory course to fully tap the potential of students and cultivate their ability of independent learning and the spirit of exploration and innovation. In the process of teaching, teachers should not only give students the truth, but also teach students to discover the truth, which requires students not only to “learn”, but also to “learn”. The knowledge contained in each of the four major courses of composition theory will be comprehensively applied in this course. For some specific methods of practice, we can learn from some methods and contents of composition and creation lessons. As a creative major, composition requires not only rich theoretical knowledge, but also enough innovative ability, not only to guide “how to create”, but also to know “how to create”. Guiding students to actively explore, think independently, draw inferences from one instance and draw lessons from another. Contrary to heuristic teaching, indoctrination teaching and cramming teaching have always been regarded as inflexible, failed and destructive teaching methods.

5. Reform and Innovation of Polyphonic Music Teaching

5.1 Reform of Teaching Ideas and Concepts

Since the formal implementation of the new curriculum reform, China has more advocated the all-round development of students and attached great importance to the teaching work in music colleges. The number and scale of music colleges have further expanded, attracting more and more attention from all walks of life. Judging from the actual teaching situation in music colleges, the traditional teaching concept still exists. In the theory of multiple intelligence, music education is not to lay the foundation for students to be musicians, but to make students interested in music in music teaching activities and stimulate their desire for knowledge. To correctly understand the meaning of “teaching”, the teacher's responsibility is not to teach, but to teach, that is, to teach students to learn. In the specific teaching of the comprehensive practice course of composing technology, the characteristics of impromptu accompaniment, instead of melody configuration of four parts and sound diagrams, on the one hand can greatly reduce the technical difficulties of chord selection and connection, on the other hand can be advanced Choosing chords, harmony rhythms, and terminating designs are all relevant to practical applications. The theory of multiple intelligence believes that educators must first discover the superior intelligence of students, and then take various measures to play it. Strengthen it, and the education guided by multiple intelligence theory should not be poor. Therefore, in the teaching of music classrooms, in addition to consistently adhering to the “knowledge and skills” teaching objectives, we must also put the “emotional attitudes and values” goals and “processes and methods” goals in a prominent position.

5.2 Reform of Teaching Content and Teaching Materials

According to the theory of multiple intelligence, everyone has multiple intelligence, and has their own strengths and weaknesses. The purpose of school education should be to develop multiple intelligence and help students to find the occupation and hobbies suitable for their intelligence characteristics. In the selection of teaching contents and teaching materials, we should fully absorb the international excellent polyphony music teaching achievements in the past few hundred years, and take root in the fertile land of Chinese music. At the same time, we should also meet the needs of music teaching in primary and secondary schools, reflecting the new requirements of the development of society, economy and culture in the new era for the cultivation of talents. Therefore, the theory of multiple intelligence holds that educators should be good at making use of students' superior intelligence and neighboring disciplines. Make its interest develop and transfer to other intelligence aspects, and repeatedly strengthen it to form new intelligence advantages. Although the combination of advantages among intelligence has certain congenital characteristics, what is more important is acquired education. Therefore, in the process of compiling teaching materials, we should always implement the principle of combining selection and self-compilation, take the results of teaching practice as the standard, and combine the actual situation, professional situation and

future development trend of the students in this class to determine the teaching materials to be used in classroom teaching.

5.3 Reform of Teaching Methods and Means

Traditional teaching methods have seriously affected teachers' classroom teaching effect and students' classroom learning efficiency. Advanced teaching methods can not only restore students' enthusiasm for learning, improve students' interest in learning, enable students to form good habits of autonomous learning, but also enable students to master scientific learning methods and enhance students' musical thinking ability and understanding ability. In the past, music lessons were called singing lessons. Today, music lessons are rich and colorful, which opens a convenient door for developing students' intellectual advantages in various aspects. Students with vocal music defects can be fully developed in instrumental music, music appreciation and other aspects. According to the theory of multiple intelligence, people's combination is different, and every student's thinking mode, interest and learning mode in class are also different. Therefore, teachers should not only prepare rich teaching content, but also fully understand the cognitive characteristics of music. Enhance students' ability to analyze and understand problems. We should actively promote the implementation of heuristic, discussion and open teaching modes, and pay attention to the vividness and interest of teaching. In the process of teaching practice, teachers should try their best to learn professional knowledge and teaching methods, summarize the problems and deficiencies in teaching, strengthen the learning and understanding of innovative teaching concepts, and combine the actual situation of their own teaching, with the goal of enhancing students' learning ability, improve their own teaching level.

6. Conclusions

It is an eternal theme for educators to summarize teaching rules and explore new teaching methods. In teaching practice, polyphonic music teachers should constantly explore and summarize the development of polyphonic music theory and the new characteristics of teaching in the new era, combine theory with practice, and pay attention to the cultivation of professional post ability. Using the theory of multiple intelligence to develop a new music teaching mode is convenient for students to understand and study. The theory of multiple intelligence provides an important reference value for domestic education reform. Teachers should give full play to the role of multiple intelligence and tap the potential of each student. Because the content of the teaching is closely related to the content of the student's practice teaching practice, the students can test the theory and practice ability of the school in practice and greatly improve the future, so as to lay a good foundation for the smooth transition to work and adapt to work as soon as possible. The ultimate goal of polyphonic music writing course is to apply the polyphonic thinking, polyphonic writing techniques and polyphonic genre writing methods learned to practical creation and to solve the problem of "applying what you learn".

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