

SWOT Analysis of Application of Project-based Teaching in Non-hereditary Teaching in Colleges and Universities

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Abstract: With the development of innovative education in the Internet era, the non-inherited teaching methods in colleges and universities have gradually changed. Based on the concept of innovative education, the project-based teaching mode subverts the traditional classroom teaching and becomes a new teaching mode in intangible cultural heritage. At present, the application of project-based teaching mode in non-genetic inheritance teaching is still rare. The SWOT analysis method is used to study the advantages, disadvantages, opportunities and constraints of this model applied to non-genetic inheritance teaching in colleges and universities. The improvement of teaching quality and the improvement of the teaching system have important practical significance.

1. Introduction

In recent years, with the advent of the information age, educational innovation has received extensive attention. Project-based learning (PBL) has received more practical opportunities and applications [1], while the supporting project-based teaching mode has gradually entered colleges and universities. Under this background, the project-based teaching mode relies on relevant projects and has gradually been introduced into non-inherited teaching in colleges and universities, changing the traditional teaching methods in colleges and universities. Project-based teaching emphasizes practical teaching activities in real rehearsal situations, encourages students to cooperate with non-heritage cultural professionals and other non-heritage cultural professionals to carry out autonomous learning, and solves challenging problems in performance situations through personal experience and exploration of non-heritage culture. The study results will be publicly displayed to the society through stage performances, live webcasts and other forms or actually applied in real creative situations, so as to cultivate the cooperative ability, stage control ability and creativity required by students in the new era in non-heritage cultural performances such as old tunes and shadow puppet shows, emphasizing the combination of learning and application, learning and doing, and learning and creating.

In this paper, SWOT analysis is used to study the advantages, disadvantages, opportunities and constraints of applying this model to non-hereditary teaching in colleges and universities [2], which is of great practical significance to the improvement of teaching quality of non-hereditary singing and playing courses and the perfection of applied personnel training approaches.

2. Advantages of Project-based Teaching Mode Applied to Non-Heritage Teaching in Colleges and Universities

2.1 Promote students' active learning ability and knowledge of non-genetic inheritance

The non-genetic process is a complex process that requires a wealth of theoretical knowledge and skilled operational skills, but traditional teaching content is often limited to textbooks, and the knowledge is narrow; In addition, the traditional teaching methods pay more attention to the inculcation of music theory and skills, and pay less attention to the improvement of students' artistic accomplishment. The project-based teaching mode is flexible and diversified, and the resources are more abundant. Students can find their interesting content and knowledge points on the scene stage and classroom platform, and through self-learning and promotion, students' enthusiasm for learning

is greatly enhanced, which can well cultivate students' enthusiasm for self-learning.

2.2 Effectively improve students' learning efficiency

The biggest difference between project-based teaching mode and traditional classroom is that students have different learning methods. Project-based teaching focuses on autonomous learning, that is, students define learning objectives through actual projects, and then seek the guidance of teachers and professionals in projects. Students can not only fully concentrate their energy, concentrate on thinking and learning, speed up learning, but also better find their weaknesses and shortcomings in the actual performance, and then solve relevant problems on the spot under the guidance of professional teachers. In this way, the efficiency of the students' mastery of performance and inheritance will be greatly improved, which will help the completion of project-based learning tasks and the realization of learning objectives.

2.3 Establish a harmonious intergenerational relationship

In the traditional non-hereditary classroom, teachers are in the leading position. All learning activities of students should be carried out according to the requirements of teachers. Teachers have absolute authority. In addition, there are fewer opportunities for teachers and students to communicate under the traditional teaching mode. Therefore, teachers and students do not get along well with each other and there is a certain distance between them.

With the application of project-based teaching mode, the coexistence mode between teachers and students has also changed. On the one hand, the classroom teaching mode has changed, students can get teachers' targeted guidance in the classroom, and the communication between teachers and students has increased. On the other hand, students can communicate one-on-one with teachers through the network at any time during problems in daily learning, breaking the time and space constraints, and the relationship between teachers and students becomes more intimate and harmonious.

3. Disadvantages of Project-based Teaching Mode Applied to Non-heritage Teaching in Colleges and Universities

3.1 Insufficient theoretical and practical experience in the application of project-based teaching models

The project-based teaching mode is still a new teaching mode for non-legacy teaching in colleges and universities. The specific application is still in its infancy, and it is not mature in theory and practice. Theoretically, due to the short time for introducing the project-based teaching model in China, the number of researchers is small, and the research is not deep enough. The project-based theoretical system suitable for non-genetic inheritance teaching environment in China is lacking, and the theoretical guidance is insufficient. In practice, most colleges and universities are still in the exploratory stage of applying project-based teaching mode to non-heritage teaching and have not yet obtained mature practical experience. Therefore, there is no precedent for colleges and universities to use for reference in promoting project-based teaching mode. In short, the lack of theoretical and practical experience has affected the application and promotion of project-based teaching mode in non-hereditary teaching in colleges and universities [3].

3.2 Lack of expert guidance in the project-based teaching model

According to the innovative mode of non-hereditary teaching, the main teaching resources applied by the project-based teaching mode are non-hereditary bearers and professional guidance teachers, of which non-hereditary bearers are the most important part. Teachers' imparting knowledge and students' learning cannot be separated from the support of non-genetic carriers. At present, there are mainly two channels for the teaching talent resources used in the project-based teaching mode, one is to train full-time teachers for relevant majors in colleges and universities, and the other is to hire non-genetic contractors to serve as characteristic guidance teachers. At present, there are some shortcomings in the teaching resources of these two channels. Non-hereditary

inheritance teaching in every university has regional characteristics, but it is not easy to select teaching resources that fully meet their own teaching objectives. At the same time, the teachers trained in Colleges and universities generally have limited professional and technical level. Although the enthusiasm of teachers is high, the depth of teaching and research projects is guaranteed, more targeted and teaching effect is better, but many teachers have more than enough willpower, and there is a certain gap between the quality of teaching and expert guidance provided.

4. Opportunities of Project-based Teaching Model in Non-hereditary Inheritance Teaching

4.1 Social support and promotion of education reform

With the development and progress of society, education reform has become an inevitable trend of social development. On the one hand, the state encourages and supports education reform and innovation from the policy aspect to adapt to the current innovative social environment, and the emergence of the project-based teaching model is in line with the requirements of educational development; On the other hand, in recent years, the development of quality education has been rapid, the attention of the society to the teaching reform has been increasing day by day, the monotonous teaching mode in non-hereditary teaching and the difficult acceptance of teaching contents have seriously affected the improvement of the teaching quality and the comprehensive quality of the students, and the non-hereditary teaching reform is imminent, providing an opportunity and an experimental environment for the development of the project-based teaching mode [4].

4.2 The development of Internet knowledge economy provides a greater knowledge dissemination platform for project-based teaching

At present, the Internet and information technology are developing rapidly, and the application of the Internet covers all sectors of society. Universities have also gradually realized informationization. The Internet knowledge dissemination platform is an open and shared content platform compared to the traditional closed content production model. The platform decentralizes information integration, production and release, and knowledge consumers. And the empowerment of the user, breaking the relationship that has been solidified. Dedao, Himalayan, Fenda, Zhihu and others all provide carriers for user participation and knowledge collaborative production through the construction of open content platforms [5]. The campus network is fully covered and students can easily obtain learning resources from the network. In addition, portable mobile devices are increasingly popular, and students can use the Internet anytime and anywhere. Internet knowledge dissemination platform provides good technical support for the application of project-based teaching mode, which can effectively ensure the smooth application of project-based teaching mode.

5. Constraints on the Application of Project-based Teaching Mode to Music Teaching in Colleges and Universities

5.1 Insufficient student self-control

Project-based teaching mode is the process of students' autonomous learning of teaching content. Teachers have targeted arrangements in class. Therefore, the link of students' self-study is very important; if the process of self-study is not serious and in-depth, it will not be able to accurately identify problems and difficulties, and the classroom teaching link will not be able to learn useful knowledge. Self-study requires strong self-control ability. Many students have inertia and poor self-control ability in the learning process. Coupled with the lack of supervision and management by teachers, the self-study efficiency and quality of students cannot be guaranteed. As a result, the teaching quality of project-based teaching is affected.

5.2 Professional teachers' project guidance level is limited.

To ensure the teaching quality of project-based teaching, teachers need to spend a lot of energy to collect data, cooperate with students to carry out the project synchronously, and ensure the smoothness of the project, which puts forward higher requirements for the comprehensive level of non-hereditary teachers in colleges and universities. At present, the level of non-genetic inheritance teachers in colleges and universities is generally not high. Most of them only have some relevant non-genetic vocal performances and knowledge. The external teachers have strong practical ability and weak theoretical level. They guide and manage students in the project. In the process of self-directed learning, it is inevitable that it will not affect the quality of teaching.

5.3 The original teaching evaluation does not apply

In the traditional teaching mode, the evaluation of teaching achievements and student level is generally carried out through testing, including the written and practical aspects of theoretical knowledge. With the application of project-based classroom teaching mode, fundamental changes have taken place in the teaching mode. The original evaluation method is not suitable for non-heritage classroom teaching. Simple written examination and operation cannot fully understand students' performance in non-genetic classroom learning process. The original teaching evaluation has lost its effectiveness and is not conducive to non-genetic classroom teaching.

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