

# ***Empirical Research and Exploration on the Transformation of Students' Learning Methods in the "Chorus and Conducting" Course in Higher Vocational Colleges from the Perspective of "Cultural Self-Confidence"***

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**Abstract:** This study aims to explore the transformation of students' learning styles and its influencing factors within the "Chorus and Conducting" course at higher vocational colleges, with a specific focus on the role of cultural self-confidence. Conducting an empirical investigation using questionnaires and semi-structured interviews with 60 music major students, and applying descriptive statistics and regression analysis through SPSS software, the study reveals that cultural self-confidence significantly positively influences the transformation of students' learning motivation and styles. It particularly enhances student participation and the development of practical skills. The findings suggest that integrating cultural confidence into course design can strengthen students' identification with their national culture and improve learning outcomes, offering effective practical guidance for music education in vocational higher education.

## **1. Introduction**

In the era of globalization and heightened cultural plurality, cultural confidence emerges as a critical element of a nation's soft power, profoundly influencing educational practices, particularly within the realm of music education in higher vocational colleges. The "Chorus and Conducting" course serves a dual function: it is a vital component of vocational training for music students and a significant medium for cultural inheritance and self-identification. As educational reforms deepen, the evolution of student learning methods has become pivotal in enhancing pedagogical efficacy. This study seeks to rigorously examine how cultural confidence can be integrated into music education to invigorate student engagement and initiative, thereby augmenting their musical acumen and practical skills. Through empirical analysis, this research aims to scrutinize the changes in learning methods from the perspective of cultural confidence, identify its determinants, and probe its practical applications in the chorus and conducting context. By establishing a robust scientific framework and

methodology, the study anticipates offering actionable insights and benchmarks for music education in higher vocational settings. It endeavors to foster holistic development in students, bolster their cultural confidence and pride, and ultimately contribute to the cultivation of distinguished musical talent for societal benefit.

## **2. Related concepts and literature review**

### **2.1 The concept and connotation of cultural confidence**

Cultural confidence is a profound recognition of one's own cultural values and traditions, covering a sense of pride, belonging and the desire to actively spread them. Lü Na <sup>[1]</sup>(2023) pointed out that cultural confidence is not only a reflection of a country's cultural soft power, but also an indispensable element in the education system. In the ideological and political education of higher vocational colleges, cultural confidence can guide students to form correct values and enhance their sense of identity and responsibility for their own culture. Zeng Wendi <sup>[2]</sup>(2024) further explored the application of cultural confidence in the commemoration of the War of Resistance against Japanese Aggression in higher vocational colleges, emphasizing the use of historical and cultural education to enhance students' national identity and cultural pride. This educational method not only enables students to understand history, but also helps them build confidence and pride in their national culture. In the course of "Chorus and Conducting", the integration of cultural confidence is particularly important. Chorus works often contain rich national cultural elements. Through the study of traditional songs and classic works, students can experience the profound cultural heritage in practice, thereby enhancing their identification with their own national culture. Research shows that cultural confidence can promote students' learning motivation and initiative. In the chorus and conducting courses, taking cultural confidence as the core concept can help students develop a deep understanding and love for national culture while learning technology.

### **2.2 Current status of music education in higher vocational colleges**

The current situation of music education in higher vocational colleges faces multiple challenges and opportunities, reflecting the urgent need for education system reform. Sun Kengliang <sup>[3]</sup>(2021) evaluated the current teaching status of higher vocational music education and pointed out that the curriculum setting lacks systematicness and professionalism, resulting in certain deficiencies in the combination of students' practical ability and theoretical knowledge. He emphasized that the single teaching method and the lack of teaching resources restrict the comprehensive improvement of students' musical literacy. Ye Lin <sup>[4]</sup>(2019) discussed the current situation and coping strategies of music education in higher vocational colleges, revealing the problems of uneven professional level of the teaching staff and slow updating of course content. He proposed that through diversified teaching methods and rich practical activities, students' learning interest and participation can be effectively improved. In addition, Ye Lin also emphasized the importance of cultural background in music education and suggested that local music culture be included in the curriculum to enhance students' cultural identity and learning motivation. These studies show that while music education in higher vocational colleges attaches importance to the cultivation of professional skills, it also needs to pay attention to the improvement of students' comprehensive quality and cultural identity. Therefore, in the "Chorus and Conducting" course, integrating diverse teaching methods and rich cultural content can not only stimulate students' enthusiasm for learning, but also promote their deep understanding of their own culture.

## 2.3 The Importance of Chorus and Conducting Courses

Chorus and Conducting courses play an important role in higher vocational music education. They are not only the foundation for the cultivation of music skills, but also the key link in improving students' cultural literacy and teamwork ability. Gu Qiuyang <sup>[5]</sup>(2019) discussed the importance of artistic practice in the "Chorus and Conducting" course in higher normal schools, pointing out that chorus is not only a form of musical expression, but also an important carrier for students to conduct artistic practice and cultural exchange. Through chorus activities, students can learn musical skills in practice and feel the charm of art, thereby enhancing their understanding and love of music. Yuan Nan <sup>[6]</sup>(2024) further analyzed the ideological and political education function of the "Chorus and Conducting" course under the big ideological and political framework, revealing the potential of this course in cultivating students' sense of social responsibility and cultural confidence. He emphasized that the lyrics and themes in choral works can guide students to think about social and humanistic issues and enhance their ideological depth and cultural identity. Xiao Lidan and Wang Gesong <sup>[7]</sup>(2023) explored the teaching reform of the Chorus and Conducting course from the perspective of local universities, pointing out that the course should focus on combining local cultural characteristics so that students can gain a deeper understanding of and identify with local culture while learning music. This combination not only enriches the course content, but also provides students with a broader learning perspective.

## 2.4 Theories on Student Learning Styles

Theories related to student learning styles have important guiding significance for the reform and practice of music education in higher vocational colleges. Wang et al. <sup>[8]</sup>(2021) explored the spread of ancient Chinese clothing culture under the background of cultural confidence, revealed how cultural factors affect learning motivation and learning styles, and emphasized the positive impact of cultural identity on learning outcomes. This theory is also applicable to the field of music education, indicating that in chorus and conducting courses, enhancing students' cultural identity can enhance their learning interest and participation. Ma <sup>[9]</sup>(2023) studied learning styles in college English major teaching and emphasized the importance of students' active learning and independent exploration. He pointed out that students should cultivate critical thinking and innovative ability in the learning process, which is also applicable to music education. In chorus and conducting courses, students' independent learning and active participation can not only improve their technical level, but also deepen their understanding of musical works. Huang <sup>[10]</sup>(2020) studied the innovative teaching methods of chorus conducting, proposed a student-centered teaching concept, and emphasized that attention should be paid to students' individual differences and learning needs in the teaching process. This method is particularly important in music education because students have different artistic expression abilities and learning styles, and flexible teaching methods can effectively improve learning outcomes. Hongbin <sup>0</sup>(2020) focused on the art of body language in choral conducting, emphasizing the impact of non-verbal communication on students' learning methods. Through the understanding and use of body language, students can not only improve their conducting skills, but also enhance their teamwork and communication skills during the choral process.

## 3. Empirical research

### 3.1 Research subjects and data sources

In this empirical investigation, the "Chorus and Conducting" course within a higher vocational college's music program was selected as the research subject. The study focused on examining the

shifts in learning methods among 60 students across two classes during the 2023 academic year. Convenience sampling was employed to ensure sample representativeness, facilitating the examination of learning methods transformations within this specific educational setting.

Research instruments utilized included questionnaires and semi-structured interviews. The questionnaire, developed from a review of existing literature, encompassed various dimensions such as students' learning motivation, learning methods, and perceptions of cultural confidence. Responses were gauged using a five-point Likert scale to quantify the degrees of agreement or disagreement. Data collection was executed via an online questionnaire platform, where 70 questionnaires were distributed, yielding 65 valid responses, corresponding to a response rate of 92.9%. Furthermore, to delve deeper into individual experiences and obtain nuanced insights, 10 exemplary students were selected for semi-structured interviews. These interviews aimed to provide a more detailed understanding of the students' experiences and feedback regarding their participation in the course.

### 3.2 Data Analysis and Model Building

The data was processed using SPSS software, including descriptive statistics and regression analysis, to understand the relationship between the variables. Based on the data collected above, four dimensions were mainly analyzed: learning motivation, learning style, cultural confidence cognition and cooperation ability. The specific data are shown in the table below:

Table 1: Survey results on students' learning styles and cultural confidence cognition

Project	Scale content	Average score	Standard Deviation
Learning Motivation	Intrinsic motivation to learn music	4.2	0.67
Learning Method	Frequency of active participation in chorus	4.0	0.75
Cultural confidence cognition	Identification with one's own culture	4.5	0.60
Collaboration	Experience of working with classmates	4.1	0.72

By establishing a regression model, we explore the impact of cultural confidence cognition on students' learning motivation and learning methods. The regression model is set as:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \dot{o}$$

Among them, Y is learning motivation,  $X_1$  is cultural confidence cognition,  $X_2$  is learning method,  $X_3$  is cooperation ability,  $\beta_0$  is a constant term,  $\beta_1, \beta_2, \beta_3$  is the regression coefficient to be estimated, and  $\dot{o}$  is a random error term.

The initial phase of data analysis involved conducting descriptive statistics to establish a foundational understanding of the sample characteristics. This process included calculating statistical measures such as the mean and standard deviation for each variable. As detailed in Table 1, the mean scores for the studied variables were as follows: learning motivation at 4.2, learning style at 4.0, cultural confidence cognition at 4.5, and cooperation ability at 4.1. These scores suggest that the

students exhibit relatively high levels of each dimension, indicating strong identity and motivation. Subsequently, a regression analysis was performed to evaluate the impact of various factors on learning motivation. The data were entered into SPSS, and linear regression analysis was conducted. The analysis focused on the regression coefficients and their statistical significance to assess the influence of each variable. The model's goodness of fit was evaluated using the R-squared value. The preliminary results indicated that the regression coefficient for cultural confidence cognition was 0.55, with a significance level of less than 0.01, confirming a significant positive influence on learning motivation. Additionally, learning style and cooperation ability were also significant predictors of learning motivation, with regression coefficients of 0.32 and 0.22, respectively. These findings underscore the importance of active participation and cooperative spirit in enhancing students' learning motivation.

Based on the results of the regression model, it can be concluded that cultural confidence cognition plays a core role in improving students' learning motivation and changing their learning methods. This analysis provides empirical evidence for subsequent curriculum design and the cultivation of cultural confidence, and promotes the comprehensive development of music education in higher vocational colleges.

### 3.3 Empirical Process

The empirical process aims to explore in depth how cultural confidence cognition, learning style and cooperation ability affect students' learning motivation through mathematical modeling methods. Based on the collected data, the following regression analysis is conducted, as shown in Table 2:

Table 2: Regression analysis results

Variable	Regression coefficient ( $\beta$ )	Standard error	T-value	P-value	95% Confidence Interval
Constant term	0.50	0.15	3.33	0.001	(0.20, 0.80)
Cultural confidence cognition	0.55	0.08	6.88	<0.001	(0.39, 0.71)
Learning Method	0.32	0.09	3.56	0.0004	(0.14, 0.50)
Collaboration	0.22	0.07	3.14	0.002	(0.08, 0.36)

$R^2$  of this model is 0.62, indicating that the model can explain 62% of the variation in learning motivation, and the F test result of the overall significance of the model is  $F(3,61)=33.5$ ,  $p<0.0001$ , indicating that the model is statistically Remarkable. The analysis results show that the regression coefficient of cultural confidence cognition is significant, which means that it has a significant positive impact on learning motivation. In addition, the coefficients of learning style and cooperation ability also show that they have a positive effect on improving learning motivation.

## 4. Result analysis

### 4.1 Key factors in changing learning methods

By introducing student-centered teaching strategies, such as project-based learning and teamwork, students' learning experience became more interactive and practice-oriented. This approach not only promoted students' mastery of music skills, but also inspired them to have a deeper understanding of

music theory. Teachers' ability to understand and apply the concept of cultural confidence directly affected their teaching effectiveness. Training teachers to internalize and communicate the values of cultural confidence enabled them to more effectively integrate these values into their teaching, thereby deepening students' learning experience. Students' sense of identification with their own cultural identity strengthened their motivation to learn, as the course content was closely related to their cultural background. By designing courses that included multicultural content, students not only learned skills, but also built and strengthened their individual and collective cultural confidence in the learning process.

## 4.2 The role of cultural confidence in changing learning styles

Cultural self-confidence is pivotal in reshaping the learning approaches of students within the "Chorus and Conducting" course at higher vocational colleges. This study substantiates that by bolstering students' recognition and pride in their national culture, cultural confidence significantly augments both student engagement and the efficacy of learning. Empirical findings from this research demonstrate that a robust level of cultural self-confidence correlates positively with heightened student learning motivation. This correlation manifests statistically as a significant predictive effect of cultural confidence cognition on learning motivation.

Further, cultural confidence enriches students' intrinsic motivation and deepens their learning by enhancing their appreciation for the intrinsic value of traditional music and the performing arts. In classroom settings, this empowered sense of self-assurance encourages students to delve into more complex musical compositions that are culturally significant, leading to more sophisticated skill acquisition and emotional expression in their performances.

Moreover, cultural confidence fosters a supportive academic environment that encourages students to express their cultural identities confidently and derive strength from them. This promotion of inclusivity and diversity within the educational framework not only deepens students' understanding of their cultural heritage but also kindles a respect for and interest in the cultural diversity of others. By embedding cultural confidence into pedagogical practices, educators can significantly boost student motivation and engagement, thus facilitating the comprehensive development of their artistic and technical capabilities.

The efficacy of this educational strategy in enhancing teaching quality and student satisfaction underscores its value, offering vital practical insights for refining music education in higher vocational colleges.

## 5. Conclusion

This study explores how cultural self-confidence shapes the learning styles of students in the "Chorus and Conducting" course in higher vocational colleges, and reveals the important role of cultural self-confidence in music education. Research has found that strengthening cultural self-confidence not only enhances students' learning motivation, but also improves their in-depth understanding of music culture and mastery of technical skills. Through the integration of project-based learning, teamwork and cultural content, student engagement and learning outcomes are significantly improved. In addition, teachers play a key role in imparting cultural confidence, creating a challenging and supportive learning environment for students through professional development and optimization of teaching strategies. Looking to the future, higher vocational colleges should continue to explore effective ways to integrate cultural confidence into course design to cultivate students' comprehensive abilities and cultural identity, which will lay a solid foundation for their future careers and personal development. Through the continuous optimization of this education model, we can expect to cultivate more music education talents with international vision and local



cultural confidence.

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