

USING DALCROZ MUSIC TECHING METHOD TO IMPROVE
THE ACHIEVEMENT OF MUSIC COURSE
FOR NURSING STEDENTS

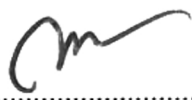
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A thesis submitted in partial fulfillment of the requirements
for Master of Educational Program in Curriculum and Instruction
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ABSTRACT

The purposes of this research were 1) to use Dalcroz music teaching method to improve the achievement of music course for nursing students; 2) compare students' the students achievement of music course before and after implementation of music course is the Dalcroz music teaching method. The sample group included 30 medical students, at Weifang Nursing Vocational College in China, obtained by cluster random sampling. Research instruments Including 1) lesson plans based on Dalcroz music teaching methods; 2) Academic achievement test of music course Data were statistically analyzed, standard deviation and t-test for dependent samples.

The results show that:

1) Use Dalcroz music teching method to understand students achievement of music course. As a result, students' grades improved.

2) After Dalcroz music teching method, nursing students' achievement of music courses was significantly higher than that before class with statistical significance at the level .01.

Keywords: Dalcroz music teching, Achievement of music course,
Nursing Students

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Chapter 1

Introduction

Rationale

The state attaches great importance to the development of music courses and has issued documents to promote students' comprehensive study of music courses. Music course is an important part of aesthetic education course teaching. Music courses plays an important role in the concept of cultivating high-quality talents and developing quality courses in colleges and universities. Music course is to let students understand and love music culture, in the study of music culture, to fully show students the national music style is an important way to develop love for the motherland and love the people (Zhu Yongbei, 2016). Chinese college music courses is one of the important means to cultivate college students to improve personality. Music courses is an important way to cultivate students' rhythmic ability, which can comprehensively improve students' musical accomplishment. Rhythm is the basic element of music discipline, which is the basis of students' effective rhythm, singing and creation (Lin Miao, 2022). The Ministry of courses of China issued the Opinions on Strengthening Aesthetic courses in Colleges and Universities in the New Era, which pointed out that ordinary colleges and universities should strengthen the popularization of art courses for all students, and required the revision of the National Public Art Curriculum Guidance Plan of Ordinary Colleges and Universities, reflecting the high importance the country attaches to the development of art courses.

The improvement of music learning ability not only helps to stimulate the learning interest of higher vocational students, but also helps to improve other abilities. Therefore, higher vocational music courses plays an important role in promoting the realization of the goal of quality courses (Teng Yan, 2022). College music teaching is an indispensable part of college teaching curriculum system, which is of great significance to the improvement of students' creative ability and music accomplishment. Music courses is the most important teaching content in college music teaching, which can enhance students' ability to grasp the rhythm and melody of music, stimulate students' inner potential, and promote the cultivation of students' creativity. In order to further improve students' comprehensive music literacy and cultivate more outstanding innovative talents, colleges and universities should pay attention to promoting music teaching, actively promote rhythm training in

music teaching (Dong Na, 2017). With the continuous improvement of economic level, the society's requirements on college students' comprehensive strength and personal quality have been improved, so it is very necessary for college students to have good psychological quality. College music courses has a profound impact on the mental health of college students, and is also one of the key links for colleges to cultivate compound talents for the society (Yang Jie, 2022).

The Ministry of courses of China issued the Guidelines for Public Art Courses in Institutions of Higher Learning, which clearly stated: Public art course is an important part of the curriculum system of higher courses, the central link of school art courses, and the main way to implement aesthetic courses. In terms of curriculum construction, music, fine arts and other courses are encouraged to meet the different interests and needs of students as far as possible. Higher vocational colleges should combine art courses with professional courses organically, strengthen practice, and set up extended art courses that reflect the characteristics of vocational courses. The curriculum should be integrated, consistent and systematic, in line with the orientation and requirements of talent training (PRC, 2022). The State encourages and supports innovative teaching concepts and development in vocational courses. The Action Plan for Improving the Quality and Training of Vocational courses (2020-2023) issued by the state emphasizes that it is necessary to improve the learner-centered teaching evaluation system for majors and courses and strengthen the assessment and evaluation of practice and training (Ministry of courses and 9 other departments, 2020). At present, the traditional teaching mode of music rhythm is not ideal. Traditional music courses focuses on teaching musical knowledge and skills, and music learned in class cannot generate corresponding emotional links with students (Zhu Chengxi, 2022).

Dalcroz music teaching method provides a necessary way for students to improve their rhythmic ability. It fully respects students' subjectivity in course teaching and adopts the teaching method combining Body Rhythmic, and music rhythm to mobilize students' experience in various aspects, improve their physical and mental coordination and consistency (Kong Jing , 2022). Dalcroz music teaching method solves the problem of disunity between theoretical knowledge and practical knowledge traditional music courses through three parts: body rhythmic, Sight-singing and ear-training and improvisation of musical activities. In the learning of music knowledge, students experience music through body response, combined with singing and hearing training, so that the body can naturally respond to music. It is very effective for the cultivation of students' musical sense and sense of rhythm and

the formation of music aesthetics. Dalcroz's creative music teaching method can improve students' comprehensive music quality(Hong Lu, 2021).

Teachers should take the initiative to use Dalcroz music teaching method to guide students to actively participate in rich and diverse music knowledge learning, so as to improve their understanding of music knowledge. At the same time, the Dalcroz music teaching method focuses on physical rhythm, sight-singing and ear-training and improvisation. Through diversified music practice activities, students can better feel the musical elements and their changes, and improve their performance in music courses. Different from traditional teaching methods, it maximizes the mobilization of students' auditory, visual and motor senses in teaching, so that students can better experience the rhythm of music involved in the course. In addition, it lays a solid foundation for students' musical expression. At present, many schools at home and abroad have introduced the body rhythmic teaching method in music teaching, which promotes the renewal of art teaching method and creates the first music quality courses. With the deepening of cultural pluralism in the world, advanced foreign coursesal ideas and teaching methods provide reference for Chinese music curriculum courses reform.

To sum up, the state attaches importance to and supports students' music courses and carries out a variety of music activities. However, due to the influence of different teachers' teaching abilities, students' low ability to accept knowledge and other factors, students lose interest in learning music. However, Dalcroz music teaching method helps students closely integrate music, movement and language by arousing the body's performance and perception of music, so that they can experience, understand and create music better and more humanely, and improve their rhythmic expression ability. At the same time, it also helps teachers to connect and integrate students' existing single knowledge system, and stimulates students' ability to perceive music.

Objectives

1. To Use Dalcroz music teaching method to improve the achievement of music course for nursing students.

2. To compare students' the students achievement of music course of before and after implementation of music course is the Dalcroz music teaching method.

Research Hypotheses

After the implementation of Dalcroz music teaching method, the students Achievement of music course improved significantly.

Scope of the Research

Population and the Sample Group

Population

Weifang Nursing Vocational College 2023 Nursing Military Nursing major 5 classes of 30 students each, a total of 150 students.

The Sample Group

Through the cluster random sampling method, 30 students with mix ability (strong, medium and weak) from Class 1, Grade 1, Military Nursing major, Weifang Nursing Vocational College.

The Variable

Independent Variable: Dalcroz music teaching method

Dependent Variable: Achievement of music course

Contents

Using Dalcroz music teaching method to improve the Achievement of music course for nursing students. There are three units in total:

Chapter 1: Music Basics	4 hoers
Chapter 2: Rhythm Knowledge	4 hours
Chapter 3: Vocal Knowledge	4 hours

Time

The study period is from March to November 2023 is divided into the following phases:

1. Develop proposal research in March 2023.
2. Modified and completed 1) the teaching plan of Achievement of music course on Dalcroz music teaching method and 2) the knowledge test based on Dalcroz music teaching method from June to October 2023.
3. Experimental studies will be conducted from October to November 2023.
4. The formal study will be conducted from October to November 2023.
5. Summarize the research and complete the research paper, which will be published in November.

Advantages

1. The level of students: The application of Dalcroz music teaching method rejects the traditional rigid teaching mode, takes experiencing music and emotions as the starting point and purpose of teaching, uses the body rhythmic method, combines auditory, visual and motor senses through the body as the medium, and awakens the body's experience of music expression in the form of body rhythmic. It aims to develop students' musical thinking, musical perception and performance ability. This teaching method and teaching concept is highly practical, arouses students' interest and initiative in learning, and students improve achievement of music course through their own process learning.

2. The level of the teacher: The application of teaching without research is shallow, research without teaching is empty. By introducing Dalcroz teaching method into the classroom and changing the monotonous teaching mode, it can improve teachers' teaching level and enrich teachers' teaching methods, and provide theoretical reference and reference for other peers who study and implement Dalcroz teaching method to improve students' achievement of music course.

Definition of Terms

Using Dalcroz Music teaching Method:

The Dalcroz music teaching method is adopted in the music course teaching, and music course teaching is carried out through three steps. These steps include guiding students to develop a sense of physical rhythm, guiding students to Sight-singing and ear-training and ear training, and giving students the opportunity to compose and create musical elements. This method can significantly improve students' performance in music courses. However, with the continuous development of The Times, students' ability to master music knowledge has also changed. As a result, new demands have also been placed on those who work as teachers in terms of curriculum and educational reforms. Nowadays, personalized and systematic learning methods are more favored by students. According to each student's unique personality characteristics to carry out group cooperative learning activities can stimulate each student to participate in the enthusiasm.

Dalcroz Music teaching Method:

Dalcroz teaching method is widely used in music teaching in foreign countries. It fully respects students' subjectivity in course teaching and adopts the teaching method combining body rhythmic, and music rhythm to mobilize students' experience in various aspects, improve their physical and mental coordination and

consistency, as well as the level achievement of music course. The Dalcroz music teaching method as five steps: Group learning, Body Rhythmic, Sight-singing and ear-training, improvisation and Summary evaluation.

Step 1 Group learning. Under the premise that classroom teaching is the basic form of teaching organization, teachers take students' learning groups as an important driving force, guide group members to cooperate, form a learning mode of "cooperation within the group and competition between the group members", give play to the positive function of the group, improve the learning motivation and ability of individuals, and achieve the purpose of completing specific teaching tasks.

Step 2 Body Rhythmic. The concept of rhythm, musical structure and musical expression is experienced through body rhythmic, that is, the natural movement of body rhythmic, the practice of the basic rhythm and speed of music. These movements are based on the student's own experience, rather than imposing the teacher's rhythm on the student. These movements are divided into ten aspects: clapping, marching, walking, jumping, running, jumping, hopping, swaying, galloping and singing.

Step 3 Sight-singing and ear-training. The development and improvement of music sense cannot be separated from hearing. Through music reading and hearing training, students' hearing and memory ability can be developed. In this step, the interaction between hearing and vision visualizes the elements in music, turns the heard sounds into visible sounds through rhythmic combination, and thus experiences the visual flow of pitch, rhythm and other elements in music. The process of sight-singing and ear-training and auditory training is no longer mechanized.

Step 4 Improvisation. The purpose of improvisational music activities is to transfer the musical ability acquired from the training of rhythm and sense of sound into various learning contents. The development of improvisation is based on the method of body rhythmic, which is the extension and supplement of rhythmic movement and auditory training. Using sound or instruments to express their own musical ideas, students can well demonstrate the natural application of rhythm in impromptu musical expression.

Step 5 Summary evaluation. Teachers provide timely evaluation and feedback, guide students to reflect and summarize the learning process, and encourage them to express personal opinions and raise questions.

Achievement of music course:

That is the score of music course is the effective monitoring of the teaching achievement of music course in school, and also the score obtained by students through the test of learning music course, which is an evaluation of the effect of students' learning music knowledge. Among them, Music basics refers to the basic part of music theory, including the nature of music, music symbols, music singing methods, intervals, chords, staff and other content of the learning test. Rhythm knowledge refers to the learning test of rhythm (single time, double time, mixed time), rhythm type, sound value combination method and so on. Vocal knowledge refers to students learning scientific pronunciation methods, classification of human voices (treble, alto, bass), singing methods (bel canto, national singing, popular singing) and singing forms (solo, chorus) and other knowledge learning tests.

Research Framework

Using Dalcroz music teaching method to improve the achievement of music course for nursing students. The research concept framework is as follows:

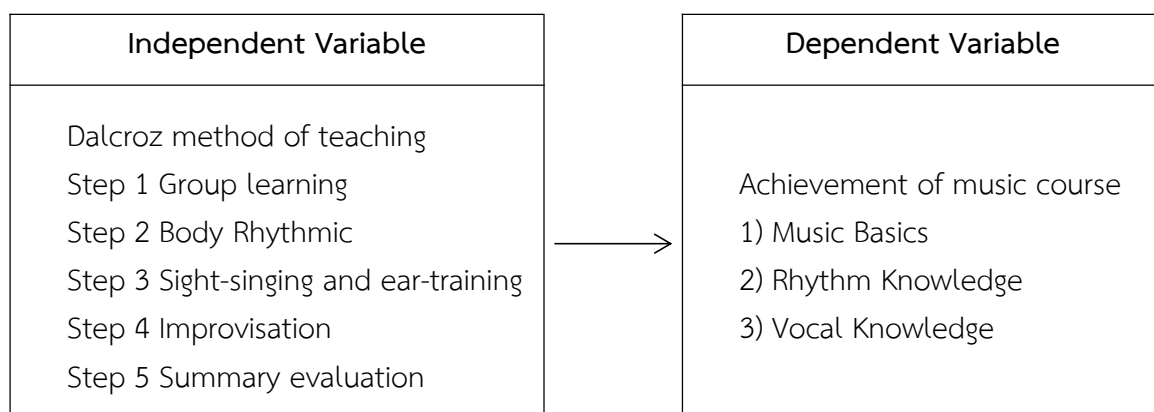


Figure 1.1 Research Framework

Chapter 2

Literature Review

This title research Using Dalcroz music teaching method to improve the achievement of music course of nursing students, the following literatures were studied.

1. Dalcroz music teaching method
2. Achievement of music course
3. Relevant research

The details are as follows:

Dalcroz music teaching method

1. meansing of Dalcroz music teaching method

The ancient Greek philosopher Socrates pointed out that virtue is knowledge, advocated through education to achieve the realm of virtue; Plato pointed out that we should cultivate a healthy body and a good mind through sports and music. Aristotle advocates the harmonious development of human beings through music education. Dalcroz drew on the educational ideas of ancient Greece and incorporated them into his own system of thought. He believes that although modern society attaches great importance to well-rounded education, it often puts too much emphasis on various kinds of competition, thus failing to realize the well-rounded development of students. The essence of music lies in the reflection of emotions. Therefore, he advocated that music, especially rhythmic movement combining music with body rhythmic, should be used to achieve psychological and physiological harmony, so as to promote the comprehensive and balanced development of human body and mind.

William Todd Anderson (2012) points out Dalcroz was a professor of musicality training and harmony at the Geneva Conservatory in the early 20th century. He noticed that many of his students could write harmony and rhythm, but could not perform them physically or vocally, and became interested in finding a new way to teach them. Eventually, he created a method of teaching students through three elements:body rhythm, sight-singing and ear-training,and improvisation. Body rhythm is the most unique contribution of Dalcroz's method.

Cheng Lin Jingya (2016) pointed out that Dalcroz music teaching method was proposed by Dalcroz when he was a professor of music theory at the Geneva

Conservatory of Music in 1892. He believed that the previous music education was very musical, that is, not in line with the nature of music. Music itself cannot be separated from rhythm, which is closely related to the movement of the human body itself. Therefore, simply teaching and learning music without combining the movement of the body is at least isolated and incomplete. In view of this, Dalcroz proposed the teaching method of body rhythm.

Aynour Abduzheim (2020) points out that Dalcroz is a composer who created an impromptu rhythmic music education system in his educational work. The music education system mainly consists of body rhythm, sight-singing and ear-training, and improvisation, among which body rhythm teaching is very key and plays a connecting role in the whole music teaching system. During music appreciation learning, students should not only appreciate and learn music works statically, but should dynamically perceive the changes of music rhythm through the rhythm of the body, so as to deeply learn and comprehend the artistic connotation of music. Through the combination of music rhythm and body rhythm, students will be integrated into the artistic conception of music, effectively stimulate the potential of students' music appreciation, and improve the learning effect of music works.

Gong Peilin (2021) points out that Dalcroz teaching method comes from his music education system. Influenced by the rhythmic gymnastics and relief forms in the traditional philosophy of Greek culture and his experience of studying abroad in Switzerland and France, he proposed that the body rhythm should be used as the teaching method to learn musical techniques and realize musical expression. He pointed out that the essence of music lies in the reflection of emotion. When hearing music, people will feel the music through auditory perception, and cause their own emotional fluctuations, which are expressed by their own body rhythm. The music you perceive. In the process of combining music with movement, he also explores the path of perfect combination of aesthetic principles and movement principles, and pays attention to the expression of beauty and elegant body while expressing his own perceived music. Experience music with the body, and express it with body rhythmic, after thinking and internalizing. Such body rhythmic,s can make the music become visual and let people feel the rhythmic beauty of music with the body.

Guo Xinru (2022) points out that the Dalcroze teaching method is a music teaching method named after Emile Jaques-Dalcroze (1865-1950) by a Swiss musician, composer and music educator. Dalcroz body rhythm teaching method, Kodaly and Orff become three major western music teaching methods. His teaching method

consists of three elements, namely body rhythm (musical rhythm, tempo, speed, space, and body expression), sight-singing and ear-training (the method of hearing or feeling any pitch in the first place and then retelling the sound), and improvisation (the creative inspiration inspired by the collision between the surrounding environment and the heart). He believes that in music experience, no matter the rhythm training, improvisation and creation of music or emotional expression of music works should be related to each other, and music education should be developed in the collision of body language and emotional expression.

Liao Lingling and Zhen Wang (2022) points out that Dalcroz teaching method pays more attention to the cultivation of students' emotional and psychological cognition, and also attaches great importance to the law of students' physical and mental development. Based on teachers' teaching experience over the years, it guides students to create positive emotional experience in the process of feeling and experiencing music, and creates an active classroom atmosphere. These will have great practical significance for students' learning and growth. It is worth mentioning that Dalcroz was also fully aware of the significance of guiding students to complete learning tasks through body rhythm in the process of music teaching, and took this as the teaching organization structure, reshaped the traditional teaching model, and greatly improved the teaching system. In this process, students will deeply integrate into the teaching environment and feel the interesting teaching process.

Xu Chen (2022) points out that Dalcroz is a very famous music educator in Switzerland. He is committed to cultivating students' musical literacy, stimulating their emotional experience, and making them truly feel the rhythm and rhythm of music, rather than mechanically learning music-related knowledge. In the process of long-term observation, he found that although students had some difficulties in learning musical rhythm, they had a strong sense of rhythm when walking. Some students shake their bodies and change their expressions to the music. All of this led him to focus on the combination of body rhythmic, and music, such as tapping the beat with his hands and feet. After years of accumulation, the Dalcroz music teaching method has been formed, which integrates body rhythmic, Sight-singing and ear-training and improvisation.

To sum up, on the basis of absorbing advanced ideas from many world famous philosophers, thinkers, educators and artists, Dalcroz music teaching method summarizes a complete set of music teaching system through repeated practice. It guides students to learn music knowledge through situation creation, body rhythmic,

sight-singing and ear-training and improvisation. This method adaptation to the growth law of students of different ages, enhances students' interest in learning, improves teachers' teaching methods, and provides a theoretical basis for promoting the reform of music education teaching.

2. Importance of Dalcroz music teaching method

Dalcroz music teaching method as five steps: Group learning, Body rhythm, Sight-singing and ear-training, Improvisation and Summary evaluation. The teaching method and teaching idea have strong practicability and point out the direction of music courses teaching. Different scholars have put forward their own views on the specific application methods and each link of teaching tasks.

Teng Dixian (2020) points out the theory and practice of Dalcroz body rhythm teaching method brought a revolution to the traditional music teaching method that has been used for hundreds of years, and enhanced the scientific and practical effectiveness of music talent training. A hundred years after the creation of body-rhythm teaching, we still benefit from Dalcroz idea that music teaching and learning is effective when there is a balance between the body's sensory system, the brain's organizational capacity, and the emotional energy. This not only enables more people to form a brand new understanding of music learning, but also realize the close relationship between music and human life, and realize that a person's learning of music is a process in which he improves himself physically and mentally, physically and spiritually.

Chen Jiawen (2020) points out that Dalcroz music teaching method, also known as body rhythm teaching method, is a teaching method that combines music rhythm with body rhythmic, to achieve the purpose of music teaching. There are three main points, that is, the emphasis on improvisation, the combination of rhythm and posture, game learning mode. She pointed out that improvisation is the core of teaching. In the teaching process, teachers need to guide students to follow improvisational singing or accompaniment and perform various improvisational performances, so as to cultivate students' sense of rhythm, musicality and proactive musical thinking. The combination of rhythm and body is one of the most prominent features of Dalcroz music teaching method, that is, students need to treat all their body parts as Musical Instruments, and when they hear the teacher's impromptu singing or accompaniment, they will show a variety of bodies along with the rhythm, thus expressing the music.

Fu Zhenfeng and Tong He (2021) found that Dalcroz body rhythm mainly enhanced students' attention and coordination through body rhythmic. This physical

movement is not only accompanied by music, but inspired by and generated by music, making music and movement complementary to each other. The music is expressed by the movement of the body, while the movement of the body is musical and harmoniously combined with the music. Sight-singing and ear-training is mainly through the study of music and learn to sing, in the process of repeatedly listening to sing, gradually enhance the students' inner music hearing, develop students' music emotion. The synchronous progress of Sight-singing and ear-training and ear training, coupled with the long-term study of visual spectrum, namely singing ability, scales, intervals, chords, harmonies, musical forms and other content, on the premise of fully understanding and mastering music, to achieve the mastery of music. Improvisation is very demanding for students' comprehensive ability, reaction ability, thinking ability and action ability, but it is also an essential part of the music learning process. It is called the application of knowledge, knowledge must be put into practice, the value can be reflected.

Zhong Yiqing and Qin Yanl (2022) body rhythm in Dalcroz music teaching method is the key step of this teaching method, requiring students to treat their bodies as Musical Instruments and express the music with their bodies after hearing the music. The advantage of rhythmic movement is that students can participate in the process of music perception and performance even if they do not have any musical instrument foundation, which significantly lowers the threshold for students to participate in music learning. Teaching in this way reduces the media in the process of students' music perception and is conducive to students' understanding of music. In the aspect of sound sense training, it advocates to carry out activities by Sight-singing and ear-training, and emphasizes that students need to be active in the process of hearing sense training and Sight-singing and ear-training. When one student is training in sound sense, other students need to follow the rhythm of music constantly to keep their body and mind active. Impromptu musical activities in Dalcroz teaching method refer to impromptu activities selected according to specific teaching content, usually in the form of impromptu accompaniment, which is flexibly adjusted by the lecturer. Different rhythmic types and musical styles, with the rhythmic movement of students, will present different performance states. When students improve themselves, gain satisfaction, pleasure and achievement in the performance process, students will have a more positive attitude towards the music program.

Sun Wenqing (2022) listening to music can feel the performance of music through physical activities, and experience the rhythm of music itself, so as to have a

more intuitive understanding of its musical connotation. This is mainly reflected in the body rhythmic, to understand music language and music elements more intuitively, feel the connotation of music. Through this teaching process, students can not only exercise their own auditory and physical coordination ability, but also participate in the class through their own rhythm to deeply feel the music and integrate into the music. Sight-singing and ear-training is a compulsory course for comprehensive training in listening, reading music, Sight-singing and ear-training and writing. This teaching link is particularly key to improving students' comprehensive music accomplishment. Dalcroz music teaching method uses stories and game scenes to help students get rid of feelings such as shyness and unwillingness, so that students can boldly integrate into improvisation and improvisation.

To sum up, Dalcroz teaching process mainly includes three parts: rhythm, Sight-singing and ear-training, improvisation. Rhythm is to awaken and develop students' musical sense and develop personalized musical expression through muscle relaxation and breathing exercises. After understanding the internal relationship between melody and movement, students can achieve practical effect by coordinating movement, melody and harmony. The basic exercises of the three components correspond to each other, forming a spiral course structure of Sight-singing and ear-training, improvisation with body rhythm as the core. Through the exercise of body rhythm, the students' real teaching response is reflected.

3. Theory of Dalcroz music teaching method

Zhang Ling and Hu Bin (2010) points out the Swiss educator Pestalozzi believed that education should start from the perspective of shaping the human being, and that education should simultaneously promote the all-round development of the human being intellectually, spiritually and physically, which are interconnected and unified in the human nature. Students can listen to the various elements that appear in the music and freely choose their favorite movements to express the music. In the early stages of body rhythm, teachers can guide students to start with simple movements and gradually add rhythm and tempo training. In his great work *Emile*, the French educationist Rousseau systematically elaborated his naturalistic educational thought. One of them is to educate children in the order of their natural development in order to develop their own abilities. Dalcroz believed that people have innate rhythm instinct, but it needs certain training to induce and cultivate, and the training combining music and body rhythmic just provides such a platform.

Den Lili (2020) points out the famous Swiss music educator Dalcroz established a whole set of music education system, which has a wide influence in today's world, and also has a profound impact on the development of our educational cause today. Dalcroz music teaching method has been widely applied in music course teaching because of its effective promotion of music learning. Teachers take students' personal experience of music and the perception training of body rhythm as the basic content, attach importance to music course learning, enrich practical teaching methods, and constantly improve their understanding and grasp of music course teaching rules.

Zhou Kai (2020) through the effective application of Dalcroz music teaching method, the teaching of choral conducting can be more scientific and smooth, and the students' music course literacy can be significantly improved. At present, there are many institutions in the world to publicize the idea of Dalcroz's music teaching method, so that this teaching method is further perfected and fully utilized.

Shi Ke (2020) points out the ancient Greek philosopher Socrates pointed out that virtue is knowledge, advocated through education to achieve the realm of virtue; Plato pointed out that we should cultivate a healthy body and a good mind through sports and music. Aristotle advocates the harmonious development of human beings through music education. Dalcroz drew on the educational ideas of ancient Greece and incorporated them into his own system of thought. He believes that although modern society attaches great importance to well-rounded education, it often puts too much emphasis on various kinds of competition, thus failing to realize the well-rounded development of students. The essence of music lies in the reflection of emotions. Therefore, he advocated that music, especially rhythmic movement combining music with body rhythmic, should be used to achieve psychological and physiological harmony, so as to promote the comprehensive and balanced development of human body and mind.

Han Feifan and Shen Yongmei (2022) points out the ancient Greek philosopher Socrates pointed out that virtue is knowledge, advocated through education to achieve the realm of virtue; Plato pointed out that we should cultivate a healthy body and a good mind through sports and music. Aristotle advocates the harmonious development of human beings through music education. Dalcroz drew on the educational ideas of ancient Greece and incorporated them into his own system of thought. He believes that although modern society attaches great importance to well-rounded education, it often puts too much emphasis on various kinds of competition, thus failing to realize the well-rounded development of students. The

essence of music lies in the reflection of emotions. Therefore, he advocated that music, especially rhythmic movement combining music with body rhythmic, should be used to achieve psychological and physiological harmony, so as to promote the comprehensive and balanced development of human body and mind.

To sum up, on the basis of absorbing advanced ideas from many world famous philosophers, thinkers, educators and artists, Dalcroz music teaching method summarizes a complete set of music teaching system through repeated practice. It guides students to learn music knowledge through body rhythmic, solfeggio and improvisation. This method adaptation to the growth law of students of different ages, enhances students' interest in learning, improves teachers' teaching methods, and provides a theoretical basis for promoting the reform of music education teaching.

4. Characteristics of Dalcroz music teaching method

Different scholars have found through research that after the application of Dalcroz music teaching method, students' cognitive ability of music and students' attitude towards learning music are significantly improved, which provides a guarantee for teachers to improve teaching methods and improve students' learning ability.

Huang Kailan (2015) points out that In the practical research on the application of body-rhythm teaching method in contemporary school music education, quality-oriented education is the main task of China's education reform. Dalcroz body rhythm teaching gives full play to the function of music education. It requires teachers to well inspire and induce students, and stimulate students' interest in music, which is precisely achieved by the body rhythm accompanied by music. This teaching method provides a variety of sensory stimulation, can cultivate students' creative ability, and is also an effective way and method of learning. It can be imagined that it plays a deep role in promoting quality education. The education should face a wider space, learn from the successful experience and failure lessons of foreign music education, which has become the inevitable tendency to push forward our country's music education cause development.

He Jiajing (2017) points out in the main characteristics and case study of Dalcroz teaching method that the Dalcroz teaching method organically integrates body rhythm, Sight-singing and ear-training and improvisation into teaching, helping students connect music sounds and symbols through body rhythmic,s, and transform music knowledge into music understanding and mastering. It is helpful to eliminate the contradiction and conflict between the body and the brain, emotion and performance of students, and constantly promote the coordination between hearing and motor sense, thinking and emotion, so that students can use body language to

express the elements of music such as rhythm, stress, etc., which not only stimulates students' curiosity and interest in learning, but also can teach through entertainment, master the music knowledge in the game, improve students' music quality.

Hao Sizhen (2020) in his brief discussion on the role and importance of body rhythm teaching in primary and secondary school music education, points out that the body rhythm teaching method advocated by Dalcroz can reduce the difference between the music students experience and the music we see expressed by him, filling a gap in extremely specialized music education. His idea of body rhythm teaching solves the disadvantages of separating music theory from actual sound and music and separating technical practice from artistic expression. This teaching method is advanced and has been adopted in many parts of the world. Body rhythm teaching does not blindly pursue perfect music skills, but focuses on students' body and body exercises, so that students can have a more perfect music experience. In addition, we also pay great attention to the educational effect of music on people, not only let the students know that their body's role is far beyond their imagination, but also let the students in the process of learning music to become a more understanding of music, love music.

Xu Weiyang (2022) points out that in a brief discussion on the practical application of Dalcroz body rhythm teaching method in primary school classrooms, Dalcroz music teaching method plays a guiding and guiding role in the practice of primary school music classroom. Music teachers should cultivate students' interest in music and practical ability of music, and take Dalcroz music teaching method as a bridge. Students are encouraged to feel and understand music independently through their own movements and rhythms, and their innate ability to experience music is stimulated through the combination of hand and brain to enhance their innovative thinking ability. Music teachers should guide students to improve their musical literacy in class, fully express the moving interest of music, enjoy the artistic charm of music, and show the rich connotation of music works. Through their body rhythm to experience the beauty of music and the infinite charm of art, and then lead the students in learning to form a love of music, love of life, at the same time to establish a lifelong desire to learn music.

To sum up, through research, it is found that this teaching method is scientific, providing theoretical basis, technical support and empirical practice for scholars to use and study this teaching method at the same time. It is believed that with the continuous development of Dalcroz's music teaching method, more and more people will benefit from it.

5. Practical application of Dalcroz music teaching method

Dalcroz music teaching method has been widely used in various teaching fields, such as dance, chorus, appreciation, preschool education, etc. At the same time, as an advanced teaching method, Dalcroz music teaching method has been recognized in the medical field, in the treatment of psychological disorders, such as autism, depression and other patients, has achieved good results.

Wang Na and Yu Yan (2012) points out that the specific content of Dalcroz teaching method includes the following points: First, body rhythmic. Second, Sight-singing and ear-training. Third, improvisation. The proposal of Dalcroz teaching method clarifies the overall goal of music teaching theory, combines music with other teaching effectively, makes music not exist in teaching in isolation, enables students to receive good music education naturally, and improves the overall achievement of music course.

Su Jiayan (2015) pointed out that in the application of dance teaching, Dalcroz's research closely links the practice of music with body rhythmic, and the same is true in dance teaching. In the past, teachers only taught one set of movements, and then gave music, and the movements matched the music. Music lacks feelings and thoughts, so it's too mechanical. Group learning helps to solve this problem. First of all, music education should stimulate people's musical instinct through the rhythmic movements combined with music and body, cultivate students' musical feeling ability and rapid reaction ability, and then enable students to acquire the ability of experience and performance skill. He emphasized that music education should touch people's feelings, affect people's spirit, and make people deeply feel the shock and emotional power aroused by art works in artistic activities. Improvisation is an important part of basic music education. He requires students not only to have the ability to experience and understand music, but also to know how to express and compose music. Music is an important expressive factor of dance. After the teaching, teachers should summarize and evaluate the students, which is conducive to the students' interpretation of the works and the expression of the viewers' emotions. Therefore, it is very important to control the music in the dance.

Jiang Ziwei (2017) points out that in terms of the application of piano teaching, the application of Dalcroz music teaching method in piano teaching at university stage is mainly reflected in the training of body rhythmic and improvisation. Piano teachers carry out effective training on the body rhythm of students, so that students can finally realize the unity of piano and human. Teachers need to remind students to perceive the familiar songs and form self-rhythm with the music after

sensing. Means while, students should be trained in breathing and rhythm. The students are trained to play the rhythm of the piano, so that they can master the essentials of playing the piano, and then truly master the inner rhythm of the music while feeling the music. In the aspect of piano impromptu accompaniment, teachers can train students in one-handed and two-handed impromptu performance. Teachers can ask students to select some familiar piano music and perform one-handed impromptu performance in a memorized way, relying on their own understanding of the music and completing the performance according to their own mood and practicing step by step. This kind of performance process can greatly enhance students' pride and confidence in piano learning, and promote students to deeply perceive the emotion of music.

Yang Liuqing (2018) points out that group learning is crucial in the application of choral conducting teaching. Dalcroz music teaching method mainly respects the cultivation of students' sense of rhythm and musical sense, feels the charm of music through listening to music, and then lets this experience enter all aspects of students' body and fully mobilize all organs of the body. Achieve a full range of experience, and finally inject emotional blood into the heart, edifying sentiment. The training of basic skills of choral conducting is based on people's instinctive rhythm, and the purpose is to ensure that individuals realize their own sense of rhythm and musical rhythm in the process of choral conducting teaching. In the training of students' choral conducting skills, students are required to base on their real feelings and take personal experience as the basic goal. In the process of music rhythm training, students are required to Sight-singing and ear-training, fully mobilize the body organs and follow the beat, which is completely consistent with the core body rhythm theory of Dalcroz's music teaching method. Then, through the students' improvisation, the learning ability is improved, and they can become familiar with the content of the work. Finally, students should complete homework to improve their command level.

Miao Song (2020) found that in terms of the application of preschool education, according to Piaget's cognitive development theory, the psychological development of preschool children is in the stage of image thinking, and their understanding of things needs to rely on intuitive representation. Dalcroz's body rhythm music teaching method, through group learning, rhythm beating, solfeggio ear training and improvisation, gives play to the mediating role of the body, feels and expresses music with the body, makes abstract music teaching concrete, and the rhythm becomes visualized and intuitive, which is conducive to children's capture

and feeling of music, and meets the characteristics and requirements of preschool children's psychological development. It is easy to arouse children's interest, thereby improving children's appreciation of music. Dalcroz's music teaching method changes the traditional teaching mode which emphasizes the cultivation of skills and the inculcation of music theory, and establishes a music teaching mode which emphasizes the children's musical sensibility and expression. This kind of teaching mode makes music return to Kant and Schiller's conception as a tool to awaken the aesthetic orientation, and finally points to the cultivation of children's aesthetic taste and the perfection of personality.

Lu Hong (2021) points out that Dalcroz music teaching method solved the problem of disunity between theoretical knowledge and practical knowledge in traditional music education through group coordination of musical activities, body movements, solfeggio, ear training and improvisation. In the learning of music knowledge, students experience music through physical response, combining the training of singing and listening to make the body produce a natural response to music. It is very effective for teachers to make summary evaluation to cultivate students' sense of music and rhythm and to form music aesthetics. Dalcroz's creative music teaching method can improve students' comprehensive music quality.

Ru ting (2022) points out that Dalcroz's music teaching method mainly includes three important components: body rhythm training, solfeggio ear training and improvisation. Among them, body rhythm training is the core content. The course structure also contains the performance elements corresponding to the sound and the human movement ability, so that people can combine the sound feeling they feel with the muscle feeling of the human body, and connect listening with emotion, emotion and action, action and thinking, thus improving students' achievement of music course.

Diane.K.Daly (2022) points out that the Dalcroze method has three main branches: rhythmic, auditory training and improvisation, and finally summary evaluation. Through research, it was found that adding group learning on the basis of the first three will be conducive to students' learning success. Dalcrozians draw on specific learning and teaching styles, including improvisation, to connect these aspects, create a balance between movement and music, practice and theory, and work solo or in groups.

From the importance of academics, the researcher can synthesize the steps to be used in the research as follows Table 2.1

Table 2.1 Synthesize independent variable

Author	Su Jiayan (2015)	Yang Liuqing (2018)	Miao Song (2020)	Hong Lu (2021)	Diane K Daly (2022)	My research detail
Step1	1) Group learning	1) Group learning	1) Group learning	1) Group coordina- tion	1) Group learning	1) Group learning
Step2	2) Body Rhythmic	2) Music rhythmic training	2) Rhythm beating	2) Body Rhythmic	2) Rhyth- mic	2) Body Rhythmic
Step3	3) Performa- nce skill	3) Sight- singing and ear training	3) Solfeggio ear training	3) Solfeg- gio ear training	3) Audit- Ory train- ing	3) Sight- singing and ear training
Step4	4) Improvis- ation	4) Improvi- sation	4) Improvi -sation	4) Improvi -sation	4) Improvi -sation	4) Improvisa- tion
Step5		5) Home- work		5) Summa- ry evalua- tion		5) Summa- ry evalua- tion

From Table 2.1 Synthesize independent variable based on the research of the above scholars, it can be seen that the Dalcroz music teaching method is an effective teaching method. The steps are as follows:

Step 1 Group learning. Under the premise that classroom teaching is the basic form of teaching organization, teachers take students' learning groups as an important driving force, guide group members to cooperate, form a learning mode of cooperation within the group and competition between the group members, give play to the positive function of the group, improve the learning motivation and ability of individuals, and achieve the purpose of completing specific teaching tasks.

In summary, Group learning is beneficial for students to combine teaching according to students' learning ability and learning progress. By carrying out group learning, students' learning enthusiasm and learning self-confidence are significantly improved. This is consistent with the research of the four scholars, so group learning is chosen as the first step.

Step 2 Body Rhythmic. The concept of rhythm, musical structure and musical expression is experienced through body rhythmic, that is, the natural

movement of body rhythmic, the practice of the basic rhythm and speed of music. These movements are based on the student's own experience, rather than imposing the teacher's rhythm on the student. These movements are divided into ten aspects: clapping, marching, walking, jumping, running, jumping, hopping, swaying, galloping and singing.

In summary, according to the research of five scholars, body rhythm helps students to fully participate in music lessons, and students like this kind of fully engaged learning step. In her research, expert Hong Lu extensively further pointed out the importance of body rhythm for improving students' performance in music courses. So, I chose this step.

Step 3 Sight-singing and ear-training. The development and improvement of music sense cannot be separated from hearing. Through music reading and hearing training, students' hearing and memory ability can be developed. In this step, the interaction between hearing and vision visualizes the elements in music, turns the heard sounds into visible sounds through rhythmic combination, and thus experiences the visual flow of pitch, rhythm and other elements in music. The process of sight-singing and ear-training and auditory training is no longer mechanized.

In summary, among the five scholars' studies, two scholars adopted the steps of sight-singing and ear-training, and one scholar adopted the methods of solfeggio ear training. Generally speaking, the methods mentioned by these three scholars are the same in the teaching process. This method focuses on training students' logical thinking, observation ability and listening ability, so that students can concentrate their attention and study seriously, which is the most advanced way of learning at present. So, I chose this step.

Step 4 Improvisation. The purpose of improvisational music activities is to transfer the musical ability acquired from the training of rhythm and sense of sound into various learning contents. The development of improvisation is based on the method of body rhythm, which is the extension and supplement of rhythmic movement and auditory training. Using sound or instruments to express their own musical ideas, students can well demonstrate the natural application of rhythm in impromptu musical expression.

In summary, all five scholars used improvisation as the fourth step in their research, and through consulting their research materials, it was found that this step can make students actively participate in teaching activities. In his research, scholar Hong Lu pointed out that the principal person in charge of improvisation is the teacher, while the practitioner is the student, who, according to the teacher's

instructions, gives play to their imagination, imitates or creates the content, and deepens the learning of knowledge. So, I chose this step.

Step 5 Summary evaluation. Teachers provide timely evaluation and feedback, guide students to reflect and summarize the learning process, and encourage them to express personal opinions and raise questions.

In summary, of the five scholars in the study, two scholars have a fifth step, Yang Liuqing uses homework, which is suitable for lower grade students. The scholar Hong Lu uses the method of summary evaluation, which is jointly completed by students and teachers. On the one hand, students summarize their own learning, and teachers can know the learning situation of students; On the other hand, teachers' evaluation of students is conducive to students' learning progress. So, I chose this step.

Achievement of music course

1. Definition of academic achievement

The score of music course, that is, the score of music knowledge, is an important sign to measure the degree of students' knowledge mastery. It is a learning outcome presented through a questionnaire survey or an examination of a basic music course. Music course, also known as music basic theory course, is a compulsory music professional theory course for all music majors, and also a compulsory public basic course for non-music majors to understand music. It is also the key for students to understand music and open the door to music. It is based on a scientific attitude, the use of physics, mathematics, logical symbols and other methods, in people's long-term practice of music elements, characteristics, composition and other factors are summarized. It is also a summary of people's intuitive feeling and intuitive experience of music for a long time. It is the objective reflection and subjective creation of theory, and it is also the knowledge system for people to know, learn, grasp, understand and create music. Therefore, it is of great significance to learn the basic theory of music well to improve students' aesthetic ability and musical sense.

Ma Yao (2014) is set up to cultivate and develop students' music accomplishment. The evaluation of students' achievement in music course teaching is an important way to test students' comprehensive music quality. The evaluation of students' achievement music course should be based on the reality of students, play a role in promoting students' learning, fully tap students' musical potential, build confidence in learning music, and comprehensively improve students' comprehensive quality,

music perception ability, performance ability and creative ability.

Li li (2015) the basic knowledge of music course is a very important and indispensable course for students majoring in music. Through the study of the basic theoretical knowledge of music, student can improve their perception, understanding and expression of music, and cultivate their aesthetic ability of music, so that they can better experience music, establish a higher musical sense, and more perfectly express the connotation and significance of music.

Zang Xiangxiang (2019) achievement is the product of new music course reform. The achievement evaluation is people's value judgment of a certain thing. Achievement music course evaluation refers to the evaluation of the value of achievement after collecting and sorting out a large amount of information related to music classes, so as to obtain relevant information and promote the continuous development of music courses. The core of music course evaluation is to promote the all-round development of students, the continuous improvement of teachers and the continuous improvement of course, which includes three dimensions: student evaluation, teacher evaluation, music course management and course development evaluation, and advocates the course evaluation view of based on process and promoting development.

Zhou Mi (2022) is an important reform measure to incorporate the art practice activities of music major into the course system. When the art practice activities are transformed into the course, the establishment of a scientific and standardized achievement score system can effectively guide and promote the further improvement of the course. In the process of constructing the course achievement evaluation system, it is necessary to further analyze the objectives of the achievement score system and the characteristics and elements of its specific implementation according to the problems existing in the course achievement score system, so as to form operable achievement objectives, contents and methods, so as to promote the virtuous cycle of teaching and learning with effective achievement score system.

Wu Shan (2023) is one of the main ways to implement aesthetic education, and it is also a compulsory course in basic education. Aesthetic Education course Standards (2022 edition) clearly points out that grades are an important way and means to test and improve teaching quality. In the school music classroom teaching, teachers should give full play to the guiding role of, promote learning with achievement, use a variety of achievement methods to make music class full of vitality, so that students can cultivate their music literacy imperceptitiously, and promote the sustainable development of students' music course results.

To sum up, achievement evaluation plays an important role in regulating and guiding the teaching process, and is also an effective test standard to judge whether actual teaching and teaching plan achieve the expected goals. Its basic point is to grasp the value of educating people, that is, to establish a music education model with exploring the value of educating people as the core. Whether it is to cultivate the creativity of music students or to realize the value of education, the core lies in perfecting the intrinsic value of this course through continuous optimization of teaching evaluation. On this basis, we should break through the existing practice of paying too much attention to discipline logic, music skills and learning progress, constantly innovate and restructure music teaching content, so that future music teachers can learn how to innovate the evaluation model in this course, reflect on and innovate in the future primary and secondary school education process, and realize the value of life.

2. The aim of measuring academic achievement

Through the measuring academic achievement students can improve their perception, understanding and expression of music, cultivate their aesthetic ability of music, so as to better experience music, establish a higher sense of music, and more perfectly express the connotation and significance of music.

Chen Zhikun (2011) measuring academic achievement is a process of collecting information by combining qualitative and quantitative methods based on certain evaluation standards, and making value judgments on the rationality and scientificity of curriculum system construction, as well as the conditions, process and effect of curriculum implementation, so as to make decisions for curriculum improvement. Carrying out measuring academic achievement and giving full play to its supervisory, guiding and motivating role is conducive to standardizing the teaching behavior of higher vocational education, especially promoting the reform and construction of practical teaching, improving students' practical ability, enabling them to master vocational skills and ensuring the quality of personnel training.

Li Na (2014) the construction of measuring academic achievement is a complex and systematic evaluation of higher vocational high quality courses. It is a micro-evaluation of higher vocational education, taking specific higher vocational high quality courses as the evaluation object, and making all-round and diversified judgments on curriculum setting, curriculum implementation and curriculum effect, so as to ensure that the setting of other general courses plays a demonstration and guidance role. The evaluation principle of higher vocational high quality courses points out the direction for the measuring academic achievement system.

Chen Zhihui (2017) the purpose of measuring academic achievement is to fully grasp students' learning progress, motivate students' learning and improve teachers' professional level. For the purpose of measuring academic achievement, we should establish diversified teaching objectives and adopt diversified teaching methods. In order to make a professional measuring academic achievement of students' professional skills, in addition to paying attention to students' learning results, we should pay attention to their learning process, help students find their potential and establish confidence in learning.

Yuan Pingping (2018) the measuring academic achievement is conducive to teachers' comprehensive understanding of the courses to be taught, so as to know well. It also enables teachers to highlight the key points in the process of lesson preparation, combine difficulties and ease, and help students to learn effectively, so as to improve their learning efficiency. In the course implementation process, if students do not accurately grasp the knowledge of a certain chapter after the teacher's explanation, then the teacher needs to conduct timely evaluation, reflection and adjustment of his own course, rather than continue to teach the new content in accordance with the course plan. At the end of the course, the teacher summarized the students' mastery of the course through different assessments. In this way, an overall and comprehensive evaluation of this course is carried out to understand the shortcomings and advantages in the course implementation process, and to lay the foundation for better teaching in the future.

Song Jian (2023) through the measuring academic achievement quality, it can provide reference for teaching activities to achieve specific goals. Measuring academic achievement has always been an important link in the educational field. To optimize the evaluation index of music course and establish a more complete evaluation system is to promote the reform of music education curriculum. By constructing a more scientific evaluation system, the aim is to promote subject reform, optimize music teaching activities and achieve better teaching results.

To sum up, measuring academic achievement as an important link in curriculum teaching, is becoming more and more important in the content of teaching reform, so that people have a new understanding of measuring academic achievement, measuring academic achievement should be changed to multi-subject dialogue and negotiation. As one of the subjects of teaching, teachers play an increasingly prominent role in measuring academic achievement, and the whole society should work together to realize teachers' right to measuring academic achievement.

3. Tools used to measure academic achievement

The tools used to measure academic performance are test paper. The test paper is a paper answer. On the paper, there are questions set by the test organizer to check the learning of the test taker and complete the questions within a specified time. Each question has four options, and the tester needs to choose the correct option. The test paper is the most effective measurement tool to evaluate the student's academic performance.

Deng Peipei (2018) test paper is an important tool used to measure academic achievement. Through score analysis and quality analysis, the test paper's difficulty, difference, reliability and validity can make the test an important summative evaluation and effectively test students' true mastery of knowledge, which can provide teachers or teaching managers with help in teaching research and improving the quality of test questions and teaching level. Therefore, the test paper has important guiding significance.

Huang Yuqin (2019) test paper is measure academic achievement scientific method, which has the functions of finding and adjusting, correcting and correcting errors, summarizing and optimizing thinking quality. It also plays a very important role in small class education, encouraging them to prepare exercises independently and discuss them in groups. This can not only give play to the advantages of the section leaders, but also make the difficult students feel the joy of success. At the same time, we can improve the effectiveness of the analysis course of science papers by various means.

Hu Xia, Xu Yu and Yu Haibo (2020) test paper is the key link of school examination evaluation, which has diagnostic and educational functions. With the development and reform of the theory of educational measurement, the theory of test paper analysis has also experienced the stage of classical measurement theory, generalization theory and item response theory.

Zhu Haifei (2021) test paper is an important part of teaching. The main purpose of test paper is to correct students' mistakes and analyze students' gains and losses. The examination paper evaluation can not only reflect the students' mastery of knowledge, but also reflect the teacher's teaching effect to a certain extent.

Yan Yan (2022) test paper is an important measure academic achievement, the quality of test paper is directly related to the objectivity of test results. Through years of research, most teachers choose to use test paper when measuring students' learning performance, and have very high ability to formulate theory, formulate strategy, apply effect, measure and evaluate test paper.

To sum up, test paper is an measure academic achievement important tool for students' course assessment. The result not only reflects the students' learning attitude, effort degree and learning effect, but also reflects the teachers' teaching attitude and teaching level to some extent. Through the measurement of test paper, we can know the degree of students' mastery of knowledge, help teachers adjust teaching methods, and provide necessary basis for students' learning progress.

Relevant research

Dalcroz music teaching method aims to guide students to achieve the purpose of learning music curriculum knowledge through body movements and improve students' learning level. It can not only achieve a deeper understanding and mastery of knowledge and skills, but also contribute to the formation and development of innovative thinking and innovative ability, that is, conducive to the cultivation of innovative talents. This teaching method needs the full cooperation of teachers and students, which not only fully embodies the main role of students in the learning process, but also pays attention to the leading role of teachers in the teaching process. Teachers should guide students to participate in the whole process from finding problems to solving problems as protagonists, so that students can better and more comprehensively grasp the ability and methods of acquiring knowledge.

Zhao Yuqian (2019) pointed out that Dalcroz music teaching method is helpful to cultivate students' good musical sense. Only by mastering the accurate rhythm and proper speed can we express the music more deeply and vividly. Rhythm training helps to cultivate students' creative ability. Music is a combination of rhythm, melody and harmony. Among them, rhythm is the pulse of music, is the basis and motivation of music, music presents life and existence through rhythm. Rhythm training can promote the development of the left brain. It plays an important role in the balanced development of students' left and right brains. Finally, it plays a positive role in promoting the generation of children's creative consciousness and the cultivation of creative ability. Any material that makes a sound can be used as a vehicle for rhythm training. In rhythm training teaching, language and movement are combined. Rhythm training can help cultivate students' interest in music learning, stimulate students' interest in active practice to different degrees, and improve the efficiency of practice.

Du Juan (2020) the proper introduction of Dalcroz music teaching method in the classroom can better cultivate students' musical sense and spirit, not only

make them get a better musical perception, but also understand the importance of unity and cooperation, and stimulate the infinite potential of students to learn music. Through the combination of rhythm teaching and music courses, students' interest in music can be stimulated, and their musical talent can be well cultivated, helping students to improve their perception of music and achievement course.

Hao Jie (2022) pointed out that the body rhythm of Dalcroz endowed the music with charm and soul, and enriched the value and connotation of music. The first part of music that attracts people's attention is the rhythm, which makes the music, so to speak. Only by resonating with rhythm training method, can students' music creation ability, singing ability and feeling ability be improved, which reflects the significance of rhythm training method in music teaching and improves the quality of music learning. Scientific rhythm training methods can change the teaching atmosphere of music class, stimulate the enthusiasm of students, let students actively participate in exploring and innovative learning activities, have the desire to create rhythm, bravely express themselves, and share their understanding of rhythm and knowledge of music with teachers and students, so as to make rhythm training methods more colorful.

Nie Tengzhi (2023) Dalcroz music teaching method is a unique teaching method that combines body movements with music performance, which can help students better understand and master music knowledge. Use perceptual thinking instead of traditional teaching methods, stimulate students' learning interest through guidance and interaction, so as to achieve the goal of quality education. In this way, students can no longer rely entirely on the teacher's explanation in the future learning, but can acquire knowledge and improve skills through their own experience and perception.

Pan Xiaofang and Lin Jing (2023) Dalcroz music teaching method concept emphasizes body movements and music rhythms. The body rhythm piano enlightenment teaching can mobilize students' enthusiasm and initiative in learning the piano, let students feel the music rhythm and experience the rhythm game in the piano enlightenment teaching, and improve students' musical artistic accomplishment and interest in playing the piano. And in the body rhythm teaching to the piano enlightenment teaching thinking, constantly improve the piano enlightenment teaching methods, improve the piano level, and promote the piano enlightenment teaching towards a more scientific direction.

To sum up, Dalcroz music teaching method well is helpful to cultivate students' interest in music learning, promote the development of physical

coordination ability, stimulate students of different degrees to be interested in active learning, and improve the efficiency of learning. Through the analysis of domestic and foreign literature on Dalcroz music teaching method, it is found that this teaching method has strong practicability in different disciplines. They take students as the main body, set different learning situations around students and knowledge goals, to stimulate students' learning interest and think about relevant learning content to a certain extent. However, when it comes to setting up study groups and assessing summaries, different scholars make adjustments according to different learning content. However, according to the research, these stages are an essential stage in the learning process of students, and an important part of students' independent thinking and completion of learning.

Through relevant research and analysis, I believe that Dalcroz music teaching method has great advantages in improving students' learning enthusiasm, creativity and basic theoretical knowledge of music. Because it's a scientifically regulated way of learning. It is a kind of learning activities in a certain problem as a real breakthrough, through the physical movement to understand music knowledge, encourage students to discover and solve problems, explore the best solution and summarize, form a knowledge structure. Help students to improve their learning ability and learning effect in a higher degree. For the study of Dalcroz's music teaching method, most scholars still stay at the theoretical construction level of concept definition, and there are relatively few empirical studies at the practical level, especially those based on students' music knowledge. Therefore, this study is a worthy topic, which can provide new ideas for improving nursing students' music performance effectively.

Chapter 3

Research Methodology

Using Dalcroz music teaching method to Improve Achievement music course of Nursing Students. The research using experimental research methodology has the following procedures.

1. The population /the sample Group
2. Research Instruments
3. Data Collection
4. Data Analysis

The population / the sample Group

Population

Weifang Nursing Vocational College 2023 Nursing Military Nursing major 5 classes of 30 students each, a total of 150 students.

Sample group

Through the cluster random sampling method, 30 students with mix ability (strong, medium and weak) from Class 1, Grade 1, Military Nursing major, Weifang Nursing Vocational College.

Research Instruments

Using Dalcroz music teaching method to improve the achievement of music course for nursing students. Research tools include lesson plans based on Dalcroz music teaching method and music curriculum knowledge tests as follows:

1. Lesson plan based on Dalcroz method of music teaching

1.1 Study the Ministry of courses Basic Music Curriculum Standards for Higher Vocational courses Majors (2021 Edition). Use learning objectives, content, guidelines for organizing measurement and assessment of learning activities, and teacher guidance as a guide for developing a learning program.

1.2 Index analysis based on the core learning content of the group. Set learning objectives, learning content and teaching time.

1.3 Learn relevant concepts and theories from literature, textbooks and related research, and formulate a learning management plan.

1.4 Make 3 study plans based on the learning content, totaling 12 hours. By using inquiry-based learning methods to design lesson plans, each lesson plan.

The specific topics in detail according to the following Dalcroz's music teaching methods: 1) Group learning 2) Body rhythmic, 3) Sight-singing and ear-training 4) Improvisation and 5) Summary evaluation.

Step 1 Group learning. In this step, teachers are required to divide learning groups according to students' learning ability, gender ratio, communication ability and other factors.

Step 2 Body Rhythmic. In this step requires the student to follow the teacher's instructions and make corresponding movements, which are based on the student's own experience, not imposed by the teacher.

Step 3 Sight-singing and ear-training. In this step requires students to follow the teacher's instructions and focus on music recognition and listening training.

Step 4 Improvisation. In this requires students to improvise with the knowledge they have learned.

Step 5 Summary evaluation. At this stage, it is mainly to organize students to show their learning results, and flexibly evaluate the implementation process and results of this step through student self-evaluation, mutual evaluation and teacher evaluation.

1.5 Teaching Media/Learning Resources

1.6 Measurement and evaluation of learning outcomes

1.7 Submit the completed lesson plan to the thesis advisor to verify the applicability and consistency of the content. Align goals with learning activities and activity possibilities, then make improvements based on suggestions.

1.8 Submit the revised lesson plan to 3 experts for verification to verify the accuracy, appropriateness and completeness of the lesson plan content, and the consistency of learning objectives, content, learning activities, teaching materials, measurement and evaluation. And find out the IOC Consistency Index (Item Objective Consistency Index). The criteria for considering consistency in a learning management plan are as follows.

Rated +1. There is a view to "make sure the lesson plan is consistent with what you want to measure."

The rating is 0. There is a view that "it is uncertain whether the lesson plan meets the stated standards."

The rating is -1. There is a view to "ensure that lesson plans are not aligned with stated measurement requirements."

The IOC consistency index of each lesson plan is greater than or equal to 0.5, making it suitable for research. The IOC for this lesson plan is 0.67 to 1.00.

1.9 Take out the lesson plans from the review. Let's make improvements based on expert advice to achieve greater accuracy. before actually applying to the sample group.

2. Achievement Test of Music Course

The test of using Dalcroz's music teaching methods to improve students' achievement in music courses is a test with 4 choices and 30 questions. The steps to establish and discover quality are as follows:

2.1 Content analysis. Competencies and learning objectives are aligned with the course teaching plan.

2.2 Learn the theories, principles and methods of creating multiple-choice questions from literature, textbooks and related research.

2.3 Create a test. Designed to measure learners' mastery of knowledge.

2.4 Determine the scoring standard of the aptitude test: 1 point for a correct answer and 0 points for an incorrect answer.

2.5 Suggest a proficiency test to the thesis advisor. Check for accuracy and make improvements as suggested.

2.6 Each test had an IOC consistency index greater than or equal to 0.50, so it was considered suitable for use in research.

Rating is +1. There is an opinion that Make sure the test is in line with what you want to measure.

Rating is 0. There is an opinion that Not sure if the test is in line with the stated measurements.

Rating is -1. There is an opinion that Ensure that the test is inconsistent with the stated measurement requirements.

The proficiency test will be measured and evaluated by 3 experts. Check teaching and content validity (content validity), find out the IOC (Index of Item Objective Congruence) index, and the criteria for judging the consistency of the test are as follows. this test has an IOC is 1.00.

2.7 Improve and revise tests that have been verified by experts. Then take it to try out with 30 students, who were not the sample to ensure the quality of the assessment.

2.8 Check the quality of each item test. The results were analyzed for difficulty (p) and a discriminating power (r) of the test. Tests were selected with difficulty in the range of 0.20 - 0.80 and discriminating power of 0.20 or higher.

Criteria for interpreting the difficulty value (p) of the test

Test Difficulty Value meaning

0.81 – 1.00 Very easy (should be improved or eliminated)

0.60 – 0.80 Fairly Easy (Good)

0.40 – 0.59 Moderately difficult (very good)

0.20 – 0.39 Quite Difficult (Good)

0.00 – 0.19 Very difficult (should be improved or eliminated)

Criteria for interpreting the discriminant power (r) of the test

Rating power of the test (r) meaning

0.60 – 1.00 Very good classification

0.40 – 0.59 Well classified

0.20 – 0.39 Classified

0.10 – 0.19 Hardly distinguishable (Should be improved or eliminated)

-1.00 – 0.09 Not distinguishable at all (Should be improved or eliminated)

The analysis results showed that difficulty (p) was in the range of 0.41-0.68, and discrimination (r) was in the range of 0.20-0.80.

2.9 The confidence level was measured by the coefficient method, and the music course test was tested. The test value is 0.70 or higher, this confidence value The test result is 0.91. So it's good for research.

2.10 Apply the final Music course test questions to sample students.

Data Collection

The data collection is as follows:

1. Data collection and verification for test tools

1.1 Coordinate with 3 professional scholars experts dispense official document from Bansomdejchaopraya Rajabhat University professional scholars experts and give information about the data collection process and research tools: instructional model and checklist form about quality of instructional model for consideration (IOC: Index Objective Congruence).

1.2 Collect data from 3 professional scholars experts and analyze data for consideration (IOC: Index Objective Congruence).

1.3 This research is experimental .One Group Pretest – Posttest Design was used with the following experimental design:

Table 3.1 Experimental design

Group	Pretest	Experimental	Posttest
R	O ₁	X	O ₂

The meaning of the symbols used in the experimental design.

R means Random Sampling

X means experimental

O₁ means Pretest

O₂ means Posttest

2. Research methods

This research was divided as follows.

2.1 Pre-experiment phase

2.1.1 Contact the Graduate School Bansomdejchaopraya Rajabhat University to request an official letter for an expert to inspect research equipment.

2.1.2 Organize an orientation before starting the experiment to understand students how to study student role learning objectives evaluation method and the benefits that will be gained from taking the ability test and learning activities during the experiment.

2.1.3 Test before teaching (Pre-test) with students in grade 1 Weifang Nursing Vocational College who are studying in the first-semester of academic year 2023, the number of 30 people, which is a sample group, and check the scoring record to analyze the data.

2.2 During the experiment phase

2.2.1 The experimental phase is the phase in which the sample group learns using the lesson plan developed by the researchers based on the Dalcroz music teaching method.

2.2.2 The teaching time form 7th October - 14th October total 12 hours, not counting the days of pre-test and post-test.

2.2.3 The post-test period is to measure achievement of the music basic course after adopting Dalcroz music teaching method, as follows:

2.2.4 After all content has been taught, a proficiency test will be administered to a sample group of students. Post-test (Post-test), and then check and score according to the scoring standards established by the researcher. Once the scores have been reviewed and combined, the scores will be submitted for further data analysis.

Data Analysis

The data analyzed as follows:

1. Quantitative data were analyzed through descriptive statistics; average and standard deviation.
2. Quantitative data were analyzed by inference statistical method; Then the difference in students' scores in music courses before and after using the Dalcroz music teaching method was calculated and analyzed by t-test for dependent samples.

Chapter 4

Results of Analysis

The purpose of this study is to take nursing students as the research object, Using Dalcroz music teaching method to improve the scores of nursing students' music courses, and compare the changes between Dalcroz music teaching method and students' music course. The results of data analysis are as follows:

1. Symbols and abbreviations
2. Results of data analysis

The details are as follows.

Symbols and Abbreviations

Represent data analysis results based on symbols and semantics. The details

\bar{X}	means	average value
SD.	means	standard deviation .
n	means	number of students
D	means	scores of difference between pre and post class
df	means	degree of freedom
t	means	statistical data for t-test value
**	means	statistical significance at level .01

Results of Data Analysis

This stud using Dalcroz music teaching method was used to improve the performance of nursing students in Weifang Nursing Vocational College. The researchers conducted their studies in the following order:

Part 1. Using the Dalcroz music teaching methodl was used to analyze the learning process of 30 students majoring in nursing at Weifang Nursing Vocational College.

Part 2. Using the Dalcroz music teaching methodl to implement pre-class teaching, and test the knowledge of music after class.

Part 1. Using the Dalcroz music teaching methodl was used to analyze the learning process of 30 students majoring in nursing at Weifang Nursing Vocational College.

The reactions or behaviors exhibited by students during the learning process. Play a decisive role. Not only can it improve the quality of teaching, but it can also do more with less. These efforts have also promoted students' mastery and cultivation of knowledge. Cultivation of ability plays a delicate role

It is formed the excellent virtues of students. In the study of this study, through observation of students' behavior, we have cultivated students' correct learning attitude and good learning habits, and improved students' ability to learn independently. Considering that the actual classroom teaching time is limited, researchers combine online and offline mixed teaching methods with mature Dalcroz music teaching methodl. This learning model expands teaching space and time. Passing before class can improve students' interest and enthusiasm. Learning can be stimulated, and the consciousness of rhythm can be stimulated.

Through creating group learning, body rhythmic, Sight-singing and ear-training, improvisation and Summary evaluation we can get better and more active learning resources. Through the previous evaluation process, evaluate the results of the pre-class learning, conduct self-evaluation, stimulate the potential of pre-class learning, and encourage students to use the spare time to reserve knowledge. Stimulate students' learning interest, improve professional skills, while improving interpersonal communication skills, and improving students' learning consciousness and learning ability. Through after school evaluation, Improved the achievement of music course. In this study,30 nursing students at Weifang Nursing Vocational College have been teaching practice. Evaluation before class, group learning, after class assessment, each lesson summary.Observe the students' performance of students from before class to post class learning, record students' performance, understand and analyze the students learning habits and status, and guide teachers' teaching behavior. Through these changes. From the behavior of students in each lesson, it can be seen that in the course of learning, the grades are gradually increasing. The results of the specific observation research are as follows:

1. Learning Content: Basic knowledge of music

Step 1 Group learning

In this step, teachers are required to divide learning groups according to students' learning ability, gender ratio, communication ability and other factors. There are 5 learning groups with 6 people in each group, 1 leader, 1 speaker, 2 data

retrieval, 1 data collation, 1 achievement record, and the learning method is self-study.

Step 2 Rody rhythmic

This step requires the student to follow the teacher's instructions and make corresponding movements, which are based on the student's own experience, not imposed by the teacher. These movements are divided into clapping, walking, hopping on one foot, etc., through the expression of movement, deepen the mastery of the learning.

Step 3 Sight-singing and ear-training

This step requires students to follow the teacher's instructions and focus on music recognition and listening training. The interaction of vision and hearing visualizes the elements in music, and turns the heard sounds into visible sounds through rhythm combination, thus experiencing the visual flow of elements such as pitch, note and melody in music, so that the process of visual singing, auditory training and auditory training is no longer mechanized.

Step 4 Improvisation

This step requires students to improvise with the knowledge they have learned. The teacher set up improvisational content for each group of students, and the students expressed their musical ideas through physical display.

Step 5 Summary evaluation

At this stage, it is mainly to organize students to show their learning results, and flexibly evaluate the implementation process and results of this step through student self-evaluation, mutual evaluation and teacher evaluation.

2. Learning Content: Rhythm knowledge

Step 1 Group learning

In this step, teachers are required to divide learning groups according to students' rhythm perception and gender ratio factors. There are 5 learning groups with 6 members in each group. The members of the group should participate in learning activities together, and the learning methods should be taught by teachers.

Step 2 Body rhythmic

This step requires students to make corresponding actions according to the teacher's instructions. These actions are carried out after students have mastered the three knowledge contents of rhythm, rhythm type and sound value combination, which is a result display with theoretical basis. These movements are divided into four aspects: clapping hands, jumping on one foot, jumping on both feet, running fast

and slow, and deepening the mastery of the learning content through movement expression.

Step 3 Sight-singing and ear-training

This step requires students to follow the teacher's instructions for listening and singing training. The teacher will play the notes with different time values according to the rhythm requirements, rhythm types and combination rules. The playing tool is the piano, and the playing scale is the international standard tone "a". Through listening training, the heard sounds are transformed into visible rhythms, so as to experience the connotation expressed by different rhythm types in music.

Step 4 Improvisation

This step requires students to improvise with the knowledge they have learned. The teacher set up improvisational content for each group of students, and the students expressed their musical ideas through physical display.

Step 5 Summary evaluation

At this stage, it is mainly to organize students to show their learning results, and flexibly evaluate the implementation process and results of this step through student self-evaluation, mutual evaluation and teacher evaluation.

3. Learning Content: Vocal knowledge

Step 1 Group learning

In this step, teachers are required to divide learning groups into 5 groups with 6 members in each group according to students' timbre characteristics and singing methods. The members of the groups should participate in learning activities together, and the learning methods should be taught by teachers.

Step 2 Body rhythmic

This step requires teachers to guide students to make corresponding movements, which require students to combine rhythm knowledge with vocal music knowledge to improve their understanding of music knowledge. Through movement expression, deepen the mastery of the learning content.

Step 3 Sight-singing and ear-training

This step requires students to follow the teacher's instructions and practice pronunciation, which requires piano accompaniment. The teacher plays the scales and makes clear the vowel content. The students learn under the guidance of the teacher.

Step 4 Improvisation

This step requires students to improvise with the knowledge they have learned. The teacher sets the content for each group of students, and the students compose their own singing songs and show their achievements through singing.

Step 5 Summary evaluation

At this stage, it is mainly to organize students to show their learning results, and flexibly evaluate the implementation process and results of this step through student self-evaluation, mutual evaluation and teacher evaluation.

Part 2. Using the Dalcroz music teaching methodl to implement pre-class teaching, and test the basic knowledge of music after class.

Dalcroz music teaching methodl theory to compare the basic scores of students before and after learning. The results of the behavior are as follows:

Table 4.1 Students' scores of music course before and after using Dalcroz music teaching methodl

Student ID	Pre-test Scores (Full Score=30)	Post-test Scores (Full Score=30)	Difference Scores (D)
1	15	27	12
2	13	25	12
3	11	24	13
4	14	26	12
5	16	28	12
6	14	25	11
7	17	26	9
8	12	24	12
9	14	25	11
10	11	25	14
11	14	23	9
12	10	23	13
13	15	26	11

Table 4.1 Students' scores of music course before and after using Dalcroz music teaching methodl (Continue)

Student ID	Pre-test Scores (Full Score=30)	Post-test Scores (Full Score=30)	Difference Scores (D)
14	18	27	9
15	15	28	13
16	12	25	13
17	13	24	9
18	12	24	12
19	16	27	9
20	17	26	9
21	16	28	12
22	15	28	13
23	13	26	13
24	16	25	9
25	17	29	12
26	16	27	11
27	14	26	12
28	17	28	11
29	15	27	12
30	14	25	11
\bar{X}	14.40	25.90	11.50
SD.	2.04	1.61	1.52

It can be seen from Table 4.1 that students who adopt the Dalcroz music teaching method can improve the learning achievement of nursing students in the music course. The average score before the study was 14.40 points, and the average score after the study was 25.90 points, with an average difference of 11.50 points. The score after study is higher than the score before study.

The researchers analyzed the data and adopted the means value, standard deviation, and t-test for dependent samples to analyze the scores of students before and after learning music knowledge. The data analysis results are shown in Table 4.2.

Table 4.2 Comparison the achievement of music course

Achievement of music course	n	Full Score	\bar{X}	SD.	df	t	p
Pre-test	30	30	14.40	2.04	29	22.76**	.00
Post-test	30	30	25.90	1.61			

** Statistically significant at the level. 01 ($p < .01$)

Table 4.2 shows that students' score achievement of music course after class is higher than their average score before class after the application of Dalcroz music teaching method, indicating that students' score after class is higher than before class. There was statistical significance at the level of ($p < .01$) This is consistent with the research hypothesis.

Chapter 5

Conclusion Discussion and Recommendations

This research uses Dalcroz music teaching method to improve the achievement of nursing students in music courses, and compares the improvement of students' achievement in music courses before and after learning based on Dalcroz music teaching method. This paper studies the scores of 30 nursing students in the second semester of 2023 academic year in Weifang Nursing Vocational College. The details of this study are as follows:

1. Research the relevant information of Dalcroz music teaching method, including significance, teaching procedure, theoretical basis, characteristics, teaching design, classroom practice application, etc. This study takes the public course "Music Course" offered by first-year nursing students as the research object.

2. Learn the knowledge structure of the basic music course, including the definition, concept and characteristics of music, rhythm, beat, staff, intervals and chords.

3. Create research tools. According to the Dalcroz music teaching method, make a study plan and carry out research, including five steps. Steps 1 Group learning, Steps 2 Body rhythmic, Steps 3 Sight-singing and ear-training, Steps 4 improvisation, Steps 5 Summary evaluation. And research and develop the music knowledge of music testing.

4. The research instrument was submitted to three experts for validation of validity, grading criteria of teaching plans and grading criteria of basic music knowledge, and the reliability of the instrument was tested by sample tests with consistency indicators as the consideration criteria (IOC: Index of Item Objective Congruence).

5. After the development of research tools is completed and passed, experts will conduct investigations and adopt exploratory learning lesson plans. In the first semester of the 2023 academic year, a separate test was conducted on first-year nursing students and data was collected using an Dalcroz music teaching method approach.

6. Collect data for students, use experimental data, analyze the average (\bar{X}) standard deviation (SD.) and T-test for dependent samples.

Conclusion

According to the research topic, the research on improving the achievement of nursing students' music course through Dalcroz music teaching method is summarized as follows. According to the expert evaluation results, the teaching plan and test questions of Dalcroz music teaching method are formulated.

1. Use Dalcroz music teaching method to understand students achievement of music course, the researcher has studied the documents and research related to Dalcroz music teaching method from many researchers and has synthesized into 5 steps used to develop a lesson plan according to the Dalcroz music teaching method of nursing students. The data analysis was the assessment of the quality of the lesson plan according to Dalcroz music teaching method by 3 experts, and the results shown the quality of the lesson plan by experts; overall, the suitability of the research objectives has the most suitable.

2. After Dalcroz music teaching method, The average score before the study was 14.40 points, and the average score after the study was 25.90 points, with an average difference of 11.50 points. The score after study is higher than the score before study. The results were found that the learning ability of students after learning higher than before learning statistically significant at the .01 level.

Discussion

Research results on the development of learning abilities 30 first-year nursing students from the Weifang Nursing Vocational College, Weifang City, China. In the first semester of the academic year 2023 by using Dalcroz music teaching method can be discussed as follows.

1. Use Dalcroz music teaching method to understand students achievement of music course, the researcher has studied the documents and research related to Dalcroz music teaching method from many researchers and has synthesized into 5 steps used to develop a lesson plan according to the Dalcroz music teaching method of nursing students. The data analysis was the assessment of the quality of the lesson plan according to Dalcroz music teaching method by 3 experts, and the results shown the quality of the lesson plan by experts; overall, the suitability of the research objectives has the most suitable. This is because the developed learning plan is consistent with the concept of the Dalcroz music teaching method, and the developed lesson plan contains critical elements of the lesson plan. Dalcroz music teaching method can better cultivate students' musical sense, not only make them

get better music perception, but also understand the importance of unity and cooperation, and stimulate students' infinite potential to learn music. Through the combination of rhythm teaching and music courses, students' interest in music can be stimulated, students' musical talent can be well cultivated, and students can improve their perception of music and achieve the course. This is consistent with the research of Du Juan (2020) and Hao Jie (2022). Scholar Diane.K.Daly (2021) pointed out that Dalcroze approach has three main branches: rhythm, auditory training and improvisation, and finally, the realization of musical plasticity through movement. Dalcrozians draw on specific learning and teaching styles, including improvisation, to connect these aspects, create a balance between movement and music, practice and theory, and work solo or in groups. Scholar Ruting (2022) pointed out that Dalcroz's music teaching method mainly includes three important components: body rhythm training, solfeggio ear training and improvisation. The course structure also contains the performance elements corresponding to the sound and human movement ability, so that people can combine the sound feeling they feel with the muscle feeling of the human body, and connect listening with emotion, emotion with action, action with thinking, etc., thus improving students' music course performance.

2. After Dalcroz music teaching method, The average score before the study was 14.40 points, and the average score after the study was 25.90 points, with an average difference of 11.50 points. The score after study is higher than the score before study. The results were found that the learning ability of students after learning higher than before learning statistically significant at the .01 level, which was in accordance with the hypothesis. This is because Dalcroze music teaching method mainly allows students to learn music knowledge through body movements, that is, body rhythm. It replaces traditional teaching methods with perceptual thinking and stimulates students' learning interest through guidance and interaction, so as to achieve the purpose of quality education, which is consistent with Nie Tengzhi's research (2023). Rhythm training helps to cultivate students' creative ability. Music is a combination of rhythm, melody and harmony. Among them, rhythm is the pulse of music, is the basis and motivation of music, music presents life and existence through rhythm. In rhythm training teaching, language and movement are combined. Rhythm training can help cultivate students' interest in music learning, stimulate students' interest in active practice to different degrees, and improve the efficiency of practice, this is consistent with the research of Zhao Yuqian (2019). Because the first test adopted the traditional learning method, the average score of the students

was 14 points higher; On the second test, students scored an average of about 26 points on the Dalcroz music method, indicating that the Dalcroz music method has a positive impact on student success and that it is important to choose a teaching method that suits students' individual interests and abilities.

To sum up, this paper shows that Dalcroz music teaching method can be used as an effective teaching strategy. It focuses on allowing students to actively discover music elements in music courses, and cultivates students' comprehensive ability. It not only enables students to master knowledge in books, but more importantly, enables students to devote themselves to learning, discover and enjoy music, and improves traditional teaching methods and modes. Promote the all-round development of students. Today's students need to know to be able to work in today's job market and today's society. They need to learn how to make their own decisions and how to work with others. Practice has proved that Dalcroz music teaching method is an excellent way to cultivate students' practical ability and cooperation ability, as well as cultivate students' practical ability and problem-solving ability.

Recommendations

Suggestions on the application of research results

1. Dalcroz music teaching method emphasizes students' initiative and creativity, so teachers can design some creative activities to allow students to express their feelings and ideas through the interaction between body and music.

2. Dalcroz music teaching method believes that rhythm is the core of music, so teachers can pay attention to rhythm training in teaching. Students' sense of rhythm can be trained through different means such as body movements and percussion instruments, and rhythm can also be integrated into musical works, so that students can better understand the means and importance of rhythm.

3. Dalcroz music teaching method believes that different cultures and traditions have their own unique musical elements, so teachers can introduce music cultures from different countries and regions, such as African music, Latin music, Asian music, etc, so that students can understand and learn music under different cultural backgrounds.

Recommendations for future research

1. Further promote Dalcroz music teaching method in music teaching, and carry out personalized music education for students of different grades and majors. For lower grade students, teachers can adopt gamified teaching methods, so that students can learn music in a relaxed and pleasant atmosphere; For senior students,

teachers can introduce more complex musical compositions and cultural backgrounds to give full play to students' creativity and potential.

2. Schools can also organize music competitions, concerts and other activities so that students can better understand and feel the music of different cultures and traditions, and improve students' comprehensive quality and cultural accomplishment.

3. Dalcroz music teaching method can be integrated with other disciplines, such as dance, drama, fine arts, etc. Teachers can integrate these disciplines into music teaching and cultivate students' comprehensive literacy and ability through interdisciplinary teaching methods.

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Appendixes

Appendix A
List of Specialists and Letters of Specialists Invitation
for IOC Verification

**List of Specialists and Letters of Specialists Invitation for IOC
Verification**

Name of Experts	Position/Office
Saifon Songsiengchai	Assistant Professor Doctor Faculty of Humanities and Social Sciences Bansomdejchaopraya Rajabhat University
Phatravee Tienchaianan	Assistant Professor Doctor College Of Music Bansomdejchaopraya Rajabhat University
Niu Yuanyuan	Assistant Professor Doctor Xinyang Normal University

Appendix B
Official Letter



Ref.No. MHESI0643.14/1118

Bansomdejchaopraya
Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

12 September 2023

RE: Invitation to validate research instrument

Dear Assistant Professor Dr.Saifon Songsiengchai

Mr.Zhang Yang is a graduate student in Master of Education Program in Curriculum and Instruction of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled “Using Dalcroz Music Teaching Method to Improve the Achievement of Music Course for Nursing Students”

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

We respectfully request your assistance in validating a research instrument that is attached to this message. We would be grateful for any help you can provide in this matter. We would like to express our sincere appreciation for your time and expertise. If you have any questions or concerns, please do not hesitate to contact Mr.Zhang Yang at 596749702@qq.com.

Thank you for considering our request.

Sincerely,

(Dr.Nainapas Injounjirakit)
Vice Dean, For Dean of the Graduate School

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000 ext. 1814
www.bsru.ac.th



Ref.No. MHESI0643.14/1119

Bansomdejchaopraya
Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

12 September 2023

RE: Invitation to validate research instrument

Dear Assistant Professor Dr.Phatravee Tienchaianan

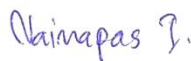
Mr.Zhang Yang is a graduate student in Master of Education Program in Curriculum and Instruction of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled “Using Dalcroz Music Teaching Method to Improve the Achievement of Music Course for Nursing Students”

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Thank you for considering our request.

Sincerely,



(Dr.Nainapas Injoungrakit)
Vice Dean, For Dean of the Graduate School

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000 ext. 1814
www.bsru.ac.th



Ref.No. MHESI 0643.14/1120

Bansomdejchaopraya
Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

12 September 2023

RE: Invitation to validate research instrument

Dear Assistant Professor Dr.Niu Yuanyuan

Mr.Zhang Yang is a graduate student in Master of Education Program in Curriculum and Instruction of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled “Using Dalcroz Music Teaching Method to Improve the Achievement of Music Course for Nursing Students”

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

We respectfully request your assistance in validating a research instrument that is attached to this message. We would be grateful for any help you can provide in this matter. We would like to express our sincere appreciation for your time and expertise. If you have any questions or concerns, please do not hesitate to contact Mr.Zhang Yang at 596749702@qq.com.

Thank you for considering our request.

Sincerely,

(Dr.Nainapas Injoungrakit)
Vice Dean, For Dean of the Graduate School

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000 ext. 1814
www.bsru.ac.th

Appendix C
Research Instruments

Lesson Plan 1

Content

Basic music

4 hours

Objective of Learning

1. Students can become familiar with the basic nature of sounds.
2. Students can get familiar with the basic elements of music.
3. Students can identify the staff accurately.

Concept

Basic music

The basic knowledge of music is the knowledge of music theory, short for the basic theory of the music system, generally refers to the basic part of music theory, that is, "basic music theory". Includes relatively simple basic theory reading music, intervals, chords, rhythms, beats, and so on. There are also relatively advanced harmony, polyphony, form, melody, arrangement and other content. The mastery of music theory is of great significance to composition, arrangement, conducting and performance. A notation in which music is recorded by marking five equidistant parallel lines with notes and other symbols of different time values. The origin of the staff is Greece, in ancient Greece, the main form of music is vocal music, the length and height of the lyrics are expressed by letters, to the Roman era, began to use another symbol to indicate the height of the sound, this notation is called "Neume notation" (Neuma, this is the embryonic staff. The staff gradually spread and used in China after the middle of the 19th century with the missionary work of Western missionaries and the establishment of new schools have been promoted.

The nature of the sound: mainly includes the level of the sound, the intensity of the sound, the length of the sound and the four main properties of the timbre. It is very important in musical expression, but the tone and duration are the most important. The pitch depends on the frequency and wavelength; The intensity of the sound depends on the amplitude. The larger the amplitude, the stronger the sound; Conversely, the smaller the amplitude, the weaker the sound; The duration of the sound depends on the duration of the sound. The timbre is determined by many factors such as the nature, shape and the number of overtones. Timbre is

divided into vocal timbre and instrumental timbre. The timbre of the human voice is high, middle and low, and there are male and female; Instrumental timbre is mainly divided into string instruments and wind instruments, and the timbre of various percussion instruments is also different.

Learning Activity

There are five stages of Dalcroz music teaching method 1) Group learning, 2) Body rhythm, 3) Sight-singing and ear-training, 4) Improvise, 5) Summary evaluation and improvement consists of 5 steps as follows:

Step 1 Group learning

This stage teachers are required to divide learning groups according to students' learning ability, gender ratio, communication ability and other factors. There are 5 learning groups with 6 people in each group, 1 leader, 1 speaker, 2 data retrieval, 1 data collation, 1 achievement record, and the learning method is self-study.

1.1 Teachers divide the tasks according to the different specialties of each student.

1.2 Teachers set learning questions, and students carry out self-study according to the division of labor.

1.3 Teachers guide students to solve problems and stimulate students' learning motivation.

1.4 Teachers will listen to and evaluate students' self-study reports.

Step 2 Body Rhythmic

This step requires the student to follow the teacher's instructions and make corresponding movements, which are based on the student's own experience, not imposed by the teacher. These movements are divided into clapping, walking, hopping on one foot, etc., through the expression of movement, deepen the mastery of the learning content were as follows:

2.1 Teachers create situations of students' movements to stimulate students' learning motivation.

2.2 The teacher will guide the students to make corresponding actions according to the knowledge content.

2.3 Teachers conduct preliminary assessment of students' learning results.

Step 3 Sight-singing and ear-training

3.1 The teacher explains the meanings of different notes and the marking methods of treble, alto and bass charts.

3.2 Learn how different notes are sung in the same musical table and compare with how different notes are sung in different musical tables.

3.3 The teacher plays the scales, and the students can identify the position of the sounds by their ears and solfeggio.

3.4 Teachers conduct a preliminary assessment of student learning outcomes.

Step 4 Improvisation

This step requires students to improvise with the knowledge they have learned. The teacher set up improvisational content for each group of students, and the students expressed their musical ideas through physical display were as follows:

4.1 Teachers set improvisation tasks for students.

4.2 Students shall formulate task objectives and completion standards.

4.3 Students finish improvisation and creation and summarize the problems in the process of creation.

4.4 Teachers conduct preliminary assessment of students' learning results.

Step 5 Summary evaluation

This stage is mainly to organize students to show their learning results, and obtain the results of this step through student mutual evaluation and teacher evaluation.

5.1 All group members present their learning results on site.

5.2 Group self-evaluation and inter-group evaluation.

5.3 Teachers evaluate student outcomes and make suggestions for improvement.

5.4 The teacher evaluates the results presented by the group members.

Measurement and Evaluation

1. Pre-assessment
2. Post-evaluation
3. Observation form
4. Completion of homework

Instructional Media

1. Official wechat account of Tadpole Class
2. Music theory basic knowledge simulation test
3. Mobile learning software, computer aided software
4. PPT

Assessment form for the validity of Lesson Plan

Research Title: Using Dalcroz music teaching method to improve the achievement of music course for nursing students

Research Objectives:

1) To Using Dalcroz music teaching method to improve the achievement of music course for nursing students.

2) To compare students' the students achievementability of before and after implementation of music course is the Dalcroz music teaching method.

Directions:

Please assess the congruence between components of the lesson plan based on Dalcroz music teaching method theory by putting ✓ in the box according to the following criteria.

Rating is +1. There is an opinion that is “consistent to relevant.”

Rating is 0. There is an opinion that “Not sure it consistent to relevant.”

Rating is -1. There is an opinion that “Inconsistent with relevant.”

No.	Questions	Assessment Results			Suggestion s
		+1	0	- 1	
1	The content is related to the learning objectives.				
2	The learning objectives are consistent with the subject matter.				
3	The Learning Processes are related to teaching.				
4	The Learning activities are related to inquiry-based learning theory.				
5	The assignment of work related to the subject of learning.				
6	There are various assessments related with learning objectives.				
7	The measurement and evaluation related with Learning objectives.				

Sign.....Assessor
(.....)

Date...../...../.....

Lesson Plan 2

Content

Rhythm knowledge

4 hours

Objective of Learning

1. Students can become familiar with the types of beats.
2. Students can become familiar with the types of rhythm.
3. Students can perform rhythm combinations accurately.

Concept

Rhythm knowledge

Rhythm is the bone of music and the source of music vitality; Rhythm is the basic element of music, an important means to express music, and also the basis of learning music. In music teaching, more and more attention is paid to the training of music rhythm and the cultivation of music rhythm ability. The first component of music is rhythm, which can exist without melody, while melody cannot exist without rhythm. Music rhythm can make irregular sounds or movements achieve relative rules and order in unit time, and turn chaotic sound movements in the natural state into orderly and beautiful art forms.

Musical beat: refers to the combination of strong and weak beats, specifically refers to the total length of notes in each bar in the score. Common ones are 1/4, 2/4, 3/4, 4/4, 3/8, 6/8, 7/8, 9/8, 12/8, etc. The length of each bar is fixed. The beat of a piece of music is fixed when it is composed and does not change. A piece of music may consist of a combination of several beats.

Learning activity

There are five stages of Dalcroz music teaching method 1) Group learning, 2) Body rhythm, 3) Sight-singing and ear-training, 4) Improvise, 5) Summary evaluation and improvement consists of 5 steps as follows:

Step 1 Group learning

In this step, teachers are required to divide learning groups according to students' rhythm perception and gender ratio factors. There are 5 learning groups with 6 members in each group. The members of the group should participate in learning activities together, and the learning methods should be taught by teachers.

1.1 Teachers divide tasks according to each student's rhythm perception.

1.2 Teachers explain rhythm knowledge, students study carefully and make study notes.

1.3 Teachers and students exchange questions and answers, and evaluate students' answers.

Step 2 Body Rhythmic

This step requires students to make corresponding actions according to the teacher's instructions. These actions are carried out after students have mastered the three knowledge contents of rhythm, rhythm type and sound value combination, which is a result display with theoretical basis. These movements are divided into four aspects: clapping hands, jumping on one foot, jumping on both feet, running fast and slow, and deepening the mastery of the learning content through movement expression.

2.1 Teachers create situations of students' movements to stimulate students' learning motivation.

2.2 The teacher will guide the students to make corresponding actions according to the knowledge content.

2.3 Students in the group shall conduct mutual evaluation.

2.4 Teachers evaluate students' learning results.

Step 3 Sight-singing and ear-training

This step requires students to follow the teacher's instructions for listening and singing training. The teacher will play the notes with different time values according to the rhythm requirements, rhythm types and combination rules. The playing tool is the piano, and the playing scale is the international standard tone "a". Through listening training, the heard sounds are transformed into visible rhythms, so as to experience the connotation expressed by different rhythm types in music.

3.1 The teacher explains the rhythm type of regular combination and demonstrates by playing the international standard tone "a" on the piano.

3.2 Students listen carefully and record the types of rhythm they hear.

3.3 In the communication between teachers and students, students will answer the rhythm type after recording by singing.

3.4 The teacher makes a preliminary assessment of the students' responses.

Step 4 Improvisation

This step requires students to improvise with the knowledge they have learned. The teacher set up improvisational content for each group of students, and the students expressed their musical ideas through physical display.

4.1 The teacher sets the task of improvising rhythm for each group of students.

4.2 Students shall formulate task objectives and completion standards.

4.3 Students finish improvisation and creation and summarize the problems in the process of creation.

4.4 Teachers conduct preliminary assessment of students' learning results.

Step 5 Summary evaluation

At this stage, it is mainly to organize students to show their learning results, and flexibly evaluate the implementation process and results of this step through student self-evaluation, mutual evaluation and teacher evaluation.

5.1 All group members present their learning results on site.

5.2 Group self-evaluation and inter-group evaluation.

5.3 Teachers evaluate student outcomes and make suggestions for improvement.

5.4 The teacher evaluates the results presented by the group members.

Measurement and Evaluation

1. Pre-assessment
2. Post-evaluation
3. Observation form
4. Completion of homework

Instructional Media

1. Official wechat account of Tadpole Class
2. Music theory basic knowledge simulation test
3. Mobile learning software, computer aided software
4. PPT

Assessment form for the validity of Lesson Plan

Research Title: Using Dalcroz music teaching method to improve the achievement of music course for nursing students

Research Objectives:

1) To Using Dalcroz music teaching method to improve the achievement of music course for nursing students.

2) To compare students' the students achievementability of before and after implementation of music course is the Dalcroz music teaching method.

Directions:

Please assess the congruence between components of the lesson plan based on Dalcroz music teaching method theory by putting ✓ in the box according to the following criteria.

Rating is +1. There is an opinion that is “consistent to relevant.”

Rating is 0. There is an opinion that “Not sure it consistent to relevant.”

Rating is -1. There is an opinion that “Inconsistent with relevant.”

No.	Questions	Assessment Results			Suggestion s
		+1	0	- 1	
1	The content is related to the learning objectives.				
2	The learning objectives are consistent with the subject matter.				
3	The Learning Processes are related to teaching.				
4	The Learning activities are related to inquiry-based learning theory.				
5	The assignment of work related to the subject of learning.				
6	There are various assessments related with learning objectives.				
7	The measurement and evaluation related with Learning objectives.				

Sign.....Assessor
(.....)

Date...../...../.....

Lesson Plan 3

Content

Vocal knowledge

4 hours

Objective of Learning

1. Students can understand the singing methods of vocal music.
2. Students can master the singing form of vocal music.
3. Students can sing with correct pronunciation.

Concept

Vocal music has a unique position in the big garden of music art, all through the ages, no country does not pay attention to singing teaching, it is also more able to express feelings. Through vocal music learning, students can not only get the training of singing skills, but also get the improvement of singing performance, and then have a noble aesthetic taste and healthy personality. Timbre classification: treble, alto, bass. Singing method: Bel Canto singing, national singing, popular singing. Singing form: solo, chorus, duet, chorus, etc.

Learning Activity

There are five stages of Dalcroz music teaching method 1) Group learning, 2) Body rhythm, 3) Sight-singing and ear-training, 4) Improvise, 5) Summary evaluation and improvement consists of 5 steps as follows:

Step 1 Group learning

In this step, teachers are required to divide learning groups into 5 groups with 6 members in each group according to students' timbre characteristics and singing methods. The members of the groups should participate in learning activities together, and the learning methods should be taught by teachers.

1.1 Teachers divide the tasks according to each student's singing method.

1.2 The teacher explains the vocal music knowledge, and the students study carefully and make study notes.

1.3 Teachers and students exchange questions and answers, and evaluate students' answers.

Step 2 Body Rhythmic

This step requires teachers to guide students to make corresponding movements, which require students to combine rhythm knowledge with vocal music knowledge to improve their understanding of music knowledge. Through movement expression, deepen the mastery of the learning content.

2.1 Teachers create situations of students' movements to stimulate students' learning motivation.

2.2 The teacher will express the content of the song and guide the students to make corresponding actions.

2.3 Students in the group shall conduct mutual evaluation.

2.4 Teachers evaluate students' learning results.

Step 3 Sight-singing and ear-training

This step requires students to follow the teacher's instructions and practice pronunciation, which requires piano accompaniment. The teacher plays the scales and makes clear the vowel content. The students learn under the guidance of the teacher.

3.1 Teachers play vocal scales and guide students to practice pronunciation.

3.2 Students should pronounce the words carefully and record the knowledge points explained by the teacher.

3.3 Students in the group shall display their learning results separately and carry out mutual evaluation.

3.4 The teacher makes a preliminary assessment of the learning outcomes of the students in the group.

Step 4 Improvisation

This step requires students to improvise with the knowledge they have learned. The teacher sets the content for each group of students, and the students compose their own singing songs and show their achievements through singing.

4.1 The teacher sets improvisation and creation tasks for each group of students.

4.2 Students shall formulate task objectives and completion standards.

4.3 Students finish improvisation and creation and summarize the problems in the process of creation.

4.4 Teachers conduct preliminary assessment of students' learning results.

Step 5 Summary evaluation

At this stage, it is mainly to organize students to show their learning results, and flexibly evaluate the implementation process and results of this step through student self-evaluation, mutual evaluation and teacher evaluation.

5.1 All group members present their learning results on site.

5.2 Group self-evaluation and inter-group evaluation.

5.3 Teachers evaluate student outcomes and make suggestions for improvement.

5.4 The teacher evaluates the results presented by the group members.

Measurement and Evaluation

1. Pre-assessment
2. Post-evaluation
3. Observation form
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Instructional Media

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2) To compare students' the students achievementability of before and after implementation of music course is the Dalcroz music teaching method.

Directions:

Please assess the congruence between components of the lesson plan based on Inquiry-Based Learning theory by putting ✓ in the box according to the following criteria.

Rating is +1. There is an opinion that is “consistent to relevant.”

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5	The assignment of work related to the subject of learning.				
6	There are various assessments related with learning objectives.				
7	The measurement and evaluation related with Learning objectives.				

Sign.....Assessor
(.....)

Date...../...../.....

Academic achievement test of Music Course (pre-Test)

The question of this test paper is multiple choice, a total of 30 questions, each question has 1 correct answer, each question 1 point, a total of 30 points.

[Single-choice] [1 point]

1. The vibration rule, the sound with a fixed pitch is.

- A Musical tone
- B. Sound
- C. Noise
- D. Music

[Single-choice] [1 point]

2. The volume is determined by the vibration of the vocal body.

- A. Frequency
- B. Amplitude
- C. Way
- D. Time

[Single-choice] [1 point]

3. The range of pitch that the human ear can hear is.

- A. 14Hz-20000Hz
- B. 15Hz-20000Hz
- C. 16Hz-20000Hz
- D. 17Hz-20000Hz

[Single-choice] [1 point]

4. The largest modern piano has different notes.

- A. 66
- B. 77
- C. 86
- D. 88

[Single-choice] [1 point]

5. The pitch of the international standard, called the standard tone, is marked with.

- A. a
- B. a¹
- C. A
- D. A₁

[Single-choice] [1 point]

6.  The name of the note is.


- A. Full note
- B. Half note
- C. Quarter note
- D. Eighth notes

[Single-choice] [1 point]

7.  The interval is.

- A. Pure fifth
- B. Minus five degrees
- C. Major fifth
- D. Minor fifth

[Single-choice] [1 point]

8.  The phonetic name and group of this sound are.

- A. a
- B. f¹
- C. F
- D. G

[Single-choice] [1 point]

9. The following are not among the basic elements of music.

- A. Lyrics
- B. Speed
- C. Melody
- D. Rhythm

[Single-choice] [1 point]

10. The total range of the piano is.

- A. B₂ ~ c⁴
- B. A₂ ~ c⁵
- C. A ~ c⁵
- D. a ~ c²

[Single-choice] [1 point]

11. A rhythm typical of a tune is calle.

- A. Beat

- B. Mark
- C. Beat number
- D. Rhythm pattern

[Single-choice] [1 point]

12. There are two types of rest.

- A. quartile rest
- B. eighth rest
- C. simple rest
- D. Dotted rest

[Single-choice] [1 point]

13. The function of the dot is to increase the value of the rest.

- A. $1/2$
- B. $1/3$
- C. $1/4$
- D. $1/5$

[Single-choice] [1 point]

14. $7/8$ is meaning.

- A. Double time
- B. Mix time
- C. Seven eighth notes make up a beat
- D. The eighth note is one beat, and each measure has seven beats

[Single-choice] [1 point]

15. One of the following beat numbers with multiple beats is.

- A. $2/4$
- B. $3/8$
- C. $4/4$
- D. $3/4$

[Single-choice] [1 point]

16. Among the following beats with mixed beats is.

- A. $4/4$
- B. $3/8$
- C. $5/8$
- D. $6/8$

[Single-choice] [1 point]

17.  is a rhythm type.

- A. The first eight and the last sixteen
- B. The first sixteen and the last eight
- C. Small segmentation
- D. Large segmentation

[Single-choice] [1 point]

18.  is a rhythm type.

- A. Big dot
- B. Large segmentation
- C. Small dot
- D. Small segmentation

[Single-choice] [1 point]

19. The time value of two eighth notes and one sixteenth note equals one.

- A. Quarter note
- B. Half note
- C. Two whole note
- D. Whole note

[Single-choice] [1 point]

20.  The correct beat sign is.

- A. 3/4
- B. 3/8
- C. 4/4
- D. 6/8

[Single-choice] [1 point]

21. A soprano in the following terms is.

- A. Soprano
- B. Mezzo Soprano
- C. Alto
- D. Bass

[Single-choice] [1 point]

22. With training, the tenor's vocal range can reach.

- A. $c-c^3$
- B. C^1-c^3
- C. c^2-c^3

D. a^1-a^2

[Single-choice] [1 point]

23. Bel canto singing originated from.

- A. Greece
- B. The United States
- C. France
- D. Italy

[Single-choice] [1 point]

24. The song "O My Sun" is a song.

- A. Russia
- B. Italy
- C. Hungary
- D. Turkey

[Single-choice] [1 point]

25. The song "The Sun Comes out Beaming" is a Chinese folk song.

- A. Shaanxi
- B. Hubei
- C. Yunnan
- D. Sichuan

[Single-choice] [1 point]

26. The genres of Chinese Han folk songs include minor tunes, Labour songs and.

- A. Folk songs
- B. Khumai
- C. Long key
- D. Short key

[Single-choice] [1 point]

27. The sound is bright, crisp, beautiful, soft and lyrical, with a trumpet like metal color, is the characteristic of.

- A. Lyric tenor
- B. Dramatic tenor
- C. Baritone
- D. Bass

[Single-choice] [1 point]

28. The form of a person singing is.

- A. Solo

- B. Sing in unison
- C. Duet singing
- D. Chorus

[Single-choice] [1 point]

29. The form in which two or more persons sing a part together is.

- A. The encores
- B. Duet singing
- C. Sing in unison
- D. Chorus

[Single-choice] [1 point]

30. The King of art Songs is.

- A. Brahms
- B. Beethoven
- C. Glinka
- D. Schubert

Assessment form for the validity of Academic achievement test of Music Course (pre-Test)

Research Title: Using Dalcroz music teaching method to improve the achievement of music course for nursing students

Research Objectives:

1) To Using Dalcroz music teaching method to improve the achievement of music course for nursing students.

2) To compare students' the students achievementability of before and after implementation of music course is the Dalcroz music teaching method.

Assessor: Position:.....

Workplace:.....

Directions:







Please assess the congruence between components of the lesson plan based on Dalcroz music teaching method theory by putting ✓ in the box according to the following criteria.

Rating is +1. There is an opinion that “consistent to relevant.”

Rating is 0. There is an opinion that is “Not sure it consistent to relevant.”

Rating is -1. There is an opinion that “Inconsistent with relevant.”

No.	Questions	Assessment Results			Suggestions
		+1	0	- 1	
1	The vibration rule, the sound with a fixed pitch is.				
2	The volume is determined by the vibration of the vocal body.				
3	The range of pitch that the human ear can hear is.				
4	The largest modern piano has different notes.				

No.	Questions	Assessment Results			Suggestions
		+1	0	- 1	
5	The pitch of the international standard, called the standard tone, is marked with.				
6	 The name of the note is.				
7	 The interval is.				
8	 The phonetic name and group of this sound are.				
9	The following are not among the basic elements of music.				
10	The total range of the piano is.				
11	A rhythm typical of a tune is called.				
12	There are two types of rest.				
13	The function of the dot is to increase the value of the rest.				
14	7/8 is meaning.				
15	One of the following beat numbers with multiple beats is.				
16	Among the following beats with mixed beats is.				
17	 Is a rhythm type.				
18	 Is a rhythm type.				
19	The time value of two eighth notes and one sixteenth note equals one.				
20	 The correct beat sign is.				

No.	Questions	Assessment Results			Suggestions
		+1	0	- 1	
21	A soprano in the following terms is.				
22	With training, the tenor's vocal range can reach.				
23	Bel canto singing originated from.				
24	The song "O My Sun" is a song.				
25	The song "The Sun Comes out Beaming" is a Chinese folk song.				
26	The genres of Chinese Han folk songs include minor tunes, Labour songs and.				
27	The sound is bright, crisp, beautiful, soft and lyrical, with a trumpet like metal color, is the characteristic of.				
28	The form of a person singing is.				
29	The form in which two or more persons sing a part together is.				
30	The King of art Songs is.				

Suggestions:

.....

Sign.....Assessor
 (.....)

Date...../...../.....

Academic achievement test of Music Course (post-Test)

The question of this test paper is multiple choice, a total of 30 questions, each question has 1 correct answer, each question 1 point, a total of 30 points.

[Single-choice] [1 point]

1. Volume is determined by which of the following.

- A. Frequency of vibration
- B. Amplitude of vibration
- C. Mode of vibration
- D. Time of vibration

[Single-choice] [1 point]

2. The following are not the basic elements of music.

- A. Lyrics
- B. Speed
- C. Melody
- D. Rhythm

[Single-choice] [1 point]

3. The semitone in the musical tone system refers to.

- A. The distance between two sounds
- B. The relationship between two sounds
- C. The distance between two adjacent sounds
- D. The relationship between two adjacent sounds

[Single-choice] [1 point]

4. One quarter note is equal to the time value of four sixteenth notes, and the time value of four thirty-second notes is equal to one.

- A. Half note
- B. Quarter note
- C. Eighth note
- D. Sixteenth note

[Single-choice] [1 point]

5. "Tritone" means.

- A. Three sounds of a triad are pronounced at the same time
- B. The three notes of a triad are pronounced successively
- C. The first three notes of major mode
- D. Add four degrees or subtract five degrees

[Single-choice] [1 point]

6. The center of the treble clef should be at.

- A. On the front line
- B. On second line
- C. Third line
- D. The third room

[Single-choice] [1 point]

7. In the staff, the bass clef is also called.

- A. F clef
- B. C clef
- C. D clef
- D. C four-line spectrum number

[Single-choice] [1 point]

8. The major interval belongs to.

- A. Consonance interval
- B. Full consonance interval
- C. Dissonant intervals
- D. Perfect consonant interval

[Single-choice] [1 point]



9. _____ is a.

- A. Major Seventh chord
- B. Minor seventh chord
- C. Augmented seventh chord
- D. Diminished seventh chord

[Single-choice] [1 point]

10. Common seventh chord types are.

- A. Two kinds
- B. Three kinds
- C. Four kinds
- D. Five kinds

[Single-choice] [1 point]

11. 4/4 beat belongs to.

- A. Single time
- B. Change the time
- C. Mix the beats

D. Double time

[Single-choice] [1 point]

12. 3/4 beat strength rule is.

A. Strong, weak, weak

B. Strong, weak, sub-strong, weak

C. Strong, weak, weak, sub-strong, weak, weak

D. Weak, strong, strong

[Single-choice] [1 point]

13. The beat is the embodiment of the element of the sound.

A. Pitch

B. Timbre

C. Strength

D. Current value

[Single-choice] [1 point]

14. The combination of two or more single beats of different types per measure is called.

A. Change time

B. Mix time

C. Single time

D. Double time

[Single-choice] [1 point]



15. It's a rhythm.

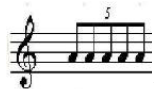
A. Large segmentation

B. Small segmentation

C. Triplet

D. Small dots

[Single-choice] [1 point]



16. You can use a instead.

A. Half note

B. Quarter note

C. Eighth note

D. Whole note

[Single-choice] [1 point]



17. The first beat is, the second beat is.

- A. The first eight and the last sixteen
- B. Four sixteen points
- C. Small segmentation
- D. Small dots

[Single-choice] [1 point]

18. Belonging to the mixed beat are.

- A. 6/4
- B. 12/8
- C. 7/8
- D. 2/4

[Single-choice] [1 point]

19. The musical term "Allegro" means.

- A. Allegro
- B. Adagio
- C. Andante
- D. Emergency board

[Single-choice] [1 point]

20. The sound that violates the normal rhythm is.

- A. Syncopation
- B. Smooth sound
- C. Weak accent
- D. High tuning

[Single-choice] [1 point]

21. Is a kind of singing style with pure and beautiful sound, strict distinction of voice parts, attention to the harmony and unity of vocal areas, and scientific vocal methods.

- A. National folk singing
- B. Bel canto singing
- C. Folk singing
- D. Popular singing

[Single-choice] [1 point]

22. "The Internationale" is song.

- A. Sing in unison

- B. The encore
- C. Lead singer
- D. Chorus

[Single-choice] [1 point]

23. "River Dripping Water" is a Chinese song.

- A. Shaanxi
- B. Hubei
- C. Yunnan
- D. Sichuan

[Single-choice] [1 point]

24. The Volga Boatman is a folk song.

- A. Italy
- B. Turkey
- C. Russia
- D. China

[Single-choice] [1 point]

25. The Drinking Song from the first act of the opera La Traviata is a song.

- A. Bel canto
- B. Ethnic groups
- C. Popular
- D. Popular

[Single-choice] [1 point]

26. Is a lyrical folk song born out of mountain labor.

- A. Labour number
- B. Folk songs
- C. Minor
- D. Folk music

[Single-choice] [1 point]

27. Two people singing the same song, question and answer singing method is.

- A. Duet singing
- B. The encore
- C. Chorus
- D. Sing in unison

[Single-choice] [1 point]

28. Turandot, a three-act opera by Italian composer Giacomo Puccini, is based on Jiangsu folk songs.

- A. Lantern Festival
- B. The river is running
- C. Flowers
- D. Jasmine

[Single-choice] [1 point]

29. The chorus, which usually divides the singer into soprano, alto, tenor, and bass, is.

- A. Mixed chorus
- B. Chorus
- C. Children's chorus
- D. Multi-vocal chorus

[Single-choice] [1 point]

30. The song "The Moon Represents My Heart" is sung by.

- A. Liu Ruoying
- B. Teresa Teng
- C. Siu Ah Hin
- D. Bu-Jin Tian

Assessment form for the validity of Academic achievement test of Music Course (post-Test)

Research Title: Using Dalcroz music teaching method to improve the achievement of music course for nursing students

Research Objectives:

1) To Using Dalcroz music teaching method to improve the achievement of music course for nursing students.

2) To compare students' the students achievementability of before and after implementation of music course is the Dalcroz music teaching method.

Assessor: Position:.....

Workplace:.....

Directions:





Please assess the congruence between components of the lesson plan based on Dalcroz music teaching method theory by putting ✓ in the box according to the following criteria.

Rating is +1. There is an opinion that is “consistent to relevant.”

Rating is 0. There is an opinion that “Not sure it consistent to relevant.”

Rating is -1. There is an opinion that “Inconsistent with relevant.”

No.	Questions	Assessment Results			Suggestions
		+1	0	- 1	
1	Volume is determined by which of the following.				
2	The following are not the basic elements of music.				
3	The semitone in the musical tone system refers to.				
4	One quarter note is equal to the time value of four sixteenth notes, and the time value of four thirty-second notes is equal to one.				

No.	Questions	Assessment Results			Suggestions
		+1	0	- 1	
5	"Tritone" means.				
6	The center of the treble clef should be at.				
7	In the staff, the bass clef is also called.				
8	The major interval belongs to.				
9	 Is a.				
10	Common seventh chord types are.				
11	4/4 beat belongs to.				
12	3/4 beat strength rule is.				
13	The beat is the embodiment of the element of the sound.				
14	The combination of two or more single beats of different types per measure is called.				
15	 It's a rhythm.				
16	 You can use a instead.				
17	 The first beat is, the second beat is.				
18	Belonging to the mixed beat are.				
19	The musical term "Allegro" means.				

No.	Questions	Assessment Results			Suggestions
		+1	0	- 1	
20	The sound that violates the normal rhythm is.				
21	Is a kind of singing style with pure and beautiful sound, strict distinction of voice parts, attention to the harmony and unity of vocal areas, and scientific vocal methods.				
22	"The Internationale" is a song.				
23	"River Dripping Water" is a Chinese song.				
24	The Volga Boatman is a folk song.				
25	The Drinking Song from the first act of the opera La Traviata is a song.				
26	Is a lyrical folk song born out of mountain labor.				
27	Two people singing the same song, question and answer singing method is.				
28	Turandot, a three-act opera by Italian composer Giacomo Puccini, is based on Jiangsu folk songs .				
29	The chorus, which usually divides the singer into soprano, alto, tenor, and bass is.				
30	The song "The Moon Represents My Heart" is sung by.				

Suggestions:

.....

.....


Sign.....Assessor
(.....)




Date...../...../.....

Appendix D

The Results of the Quality Analysis of Research Instruments

**Analysis of the Music Course Knowledge Test Scoring Criteria
Consistency Index (IOC). by experts**

Evaluation Items	expert			Total	IOC value	conclusion
	1	2	3			
1. Volume is determined by which of the following.	+1	+1	+1	3	1.00	suitable for use
2. The following are not the basic elements of music.	+1	+1	+1	3	1.00	suitable for use
3. The semitone in the musical tone system refers to.	+1	+1	+1	3	1.00	suitable for use
4. One quarter note is equal to the time value of four sixteenth notes, and the time value of four thirty-second notes is equal to one.	+1	+1	+1	3	1.00	suitable for use
5. "Tritone" means.	+1	+1	+1	3	1.00	suitable for use
6. The center of the treble clef should be at.	+1	+1	+1	3	1.00	suitable for use
7. In the staff, the bass clef is also called.	+1	+1	+1	3	1.00	suitable for use
8. The major interval belongs to.	+1	+1	+1	3	1.00	suitable for use
9.  ls a.	+1	+1	+1	3	1.00	suitable for use
10. Common seventh chord types are.	+1	+1	+1	3	1.00	suitable for use
11. 4/4 beat belongs to.	+1	+1	+1	3	1.00	suitable for use

Evaluation Items	expert			Total	IOC value	conclusion
	1	2	3			
12.3/4 beat strength rule is.	+1	+1	+1	3	1.00	suitable for use
13. The beat is the embodiment of the element of the sound.	+1	+1	+1	3	1.00	suitable for use
14. The combination of two or more single beats of different types per measure is called.	+1	+1	+1	3	1.00	suitable for use
15.  It's a rhythm.	+1	+1	+1	3	1.00	suitable for use
16.  You can use a instead.	+1	+1	+1	3	1.00	suitable for use
17.  The first beat is, the second beat is.	+1	+1	+1	3	1.00	suitable for use
18. Belonging to the mixed beat are.	+1	+1	+1	3	1.00	suitable for use
19. The musical term "Allegro" means.	+1	+1	+1	3	1.00	suitable for use
20. The sound that violates the normal rhythm is.	+1	+1	+1	3	1.00	suitable for use
21. is a kind of singing style with pure and beautiful sound, strict distinction of voice parts, attention to the harmony and unity of vocal areas, and scientific vocal methods.	+1	+1	+1	3	1.00	suitable for use

Evaluation Items	expert			Total	IOC value	conclusion
	1	2	3			
22. "The Internationale" is a song.	+1	+1	+1	3	1.00	suitable for use
23. "River Dripping Water" is a Chinese song.	+1	+1	+1	3	1.00	suitable for use
24. The Volga Boatman is a folk song.	+1	+1	+1	3	1.00	suitable for use
25. The Drinking Song from the first act of the opera La Traviata is a song.	+1	+1	+1	3	1.00	suitable for use
26. is a lyrical folk song born out of mountain labor.	+1	+1	+1	3	1.00	suitable for use
27. Two people singing the same song, question and answer singing method is.	+1	+1	+1	3	1.00	suitable for use
28. Turandot, a three-act opera by Italian composer Giacomo Puccini, is based on Jiangsu folk songs.	+1	+1	+1	3	1.00	suitable for use
29. The chorus, which usually divides the singer into soprano, alto, tenor, and bass, is.	+1	+1	+1	3	1.00	suitable for use
30. The song "The Moon Represents My Heart" is sung by.	+1	+1	+1	3	1.00	suitable for use

Appendix E
Certificate of Englis

**BS
RU** BANSOMDEJCHAOPRAYA
RAJABHAT UNIVERSITY

This is to certify that

Mr. Zhang Yang

Achieved BSRU English Proficiency Test (BSRU-TEP) level

C1

Given on 25th January 2021



(Assistant Professor Dr Kulsirin Aphiratvoradej)
Director

Appendix F

Turnitin Plagiarism Check Report

CHAPTER1-5

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3	Submitted to Taylor's Education Group Student Paper	1 %
4	Submitted to Kingston University Student Paper	<1 %
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Journal of Intelligent & Fuzzy Systems, 2020

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"Frontier Computing", Springer Science and Business Media LLC, 2020

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1%

3

Lin Wang. "The Skill Training of Reading Music in the Teaching of Solfeggio and Ear Training in the New Media Environment", Applied Bionics and Biomechanics, 2022

Publication

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Submitted to University of Wales, Bangor

Student Paper

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4	"Research on the optimization of tourism management practical teaching system based on the cultivation of dual innovation ability", Journal of Human Resource Development, 2023 Publication	<1 %

Appendix G

The Document for Accept Research

/ Full Paper

ICLIST2024 submission 28 ☆

发件人: **ICLIST2024** <iclist2024@easychair.org> 

时 间: 2023年12月5日 (星期二) 下午9:17

收件人: 孤灯人 <596749702@qq.com>

纯文本 |    

Dear authors,

Thank you for submitting your abstract , I have the following result about your submission to ICLIST2024 entitled Using Dalcroz music teching method to improve the achievement of music course for Nursing Students.

With heartiest congratulations, your abstract has been accepted. Acceptance of the abstract does not automatically imply acceptance of the paper.

The score from 3 reviewers is 80% based on Quality of Content ,Significance,Originality, Thematic Relevance, and Presentation.

Please up load the full paper through easy chair system,

Your contribution to the ICLIST 2024 is greatly appreciated

Best regards,

Wisitsree Wiyaratn.

ICLIST 2024 secretariat

Using Dalcroz Music Teaching Method to Improve the Achievement of Music Course for Nursing Students

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Abstract

The purposes of this research were 1) to use Dalcroz music teaching method to improve the achievement of music course for nursing students; 2) compare students' the students achievement of music course before and after implementation of music course is the Dalcroz music teaching method. The sample group included 30 medical students, at Weifang Nursing Vocational College in China, obtained by cluster random sampling. Research instruments including 1) lesson plans based on Dalcroz music teaching methods; 2) Academic achievement test of music course. Data were statistically analyzed, standard deviation and t-test for dependent samples.

The results show that:

1) Use Dalcroz music teaching method to understand students' achievement of music course. As a result, students' grades improved.

2) After Dalcroz music teaching method, nursing students' achievement of music courses was significantly higher than that before class with statistical significance at the level .01.

Keywords: Dalcroz music teaching, Achievement of music course, Nursing Students

1. Introduction

Dalcroz music teaching method is a kind of music teaching method with body rhythmic as the core, aiming to improve the students' music perception and expression ability through the training of body rhythmic, rhythmic sense and listening response. In recent years, more and more studies have shown that Dalcroz music teaching method has a remarkable effect on improving students' music performance. Rhythmic is the basic element of music discipline, which is the basis of students' effective rhythmic, singing and creation (Lin Miao, 2022). The core idea of Dalcroz's music teaching method is to cultivate students' sense of rhythmic, musicality and physical coordination through the interaction of body movements and music. In actual teaching, teachers will guide students to feel the rhythmic and rhythmic of music through body movements, and then understand the structure and emotional connotation of music. This teaching method not only enhances students' ability to perceive and understand music, but also stimulates their creativity and expressiveness.

Dalcroz music teaching method provides a necessary way for students to improve their rhythmic ability. It fully respects students' subjectivity in course teaching and adopts the teaching method combining body rhythmic, and music rhythmic to mobilize students' experience in various aspects, improve their physical and mental coordination and consistency (Kong Jing, 2022). Dalcroz music teaching method solves the problem of disunity between theoretical knowledge and practical knowledge traditional music courses through three parts: body rhythmic, Sight-singing and ear-training and improvisation of musical activities. In the learning of music knowledge, students experience music through body response, combined with singing and hearing training, so that the body can naturally respond to music. It is very effective for the cultivation of students' musical sense and sense of rhythmic and the formation of music aesthetics. Dalcroz's creative music teaching method can improve students' comprehensive music quality (Hong Lu, 2021).

2. Purpose

The purpose of this research was to develop a Dalcroz music teaching method and to compare achievement of music course for nursing students by using the Dalcroz music teaching method for the following:

1. To Use Dalcroz music teaching method to improve the achievement of music course for nursing students.
2. To compare students' the students achievement of music course of before and after implementation of music course is the Dalcroz music teaching method.

3. Research Scope

In this study, 150 nursing majors in grade 2023 of Weifang Nursing Vocational College were selected for study, and the study time was the first semester of the 2023-2024 academic year. The study consists of three lesson plans: Basic Music (4 hours), Rhythmic knowledge (4 hours), and Vocal knowledge (4 hours), for a total of 12 hours.

4. Methodology

4.1 Population and Samples

Population: Weifang Nursing Vocational College 2023 Nursing Military Nursing major 5 classes of 30 students each, a total of 150 students. The Sample Group: Through the random cluster sampling method, 30 students with mix ability (strong, medium and weak) from Class 1, Grade 1, Military Nursing major, Weifang Nursing Vocational College.

4.2 Research stage

The research stage is from March to November 2023. Using the Dalcroz music teaching method I was used to analyze the learning process of 30 students majoring in nursing at Weifang Nursing Vocational College. Using the Dalcroz music teaching method to implement pre-class teaching, and test the knowledge of music after class. The data collected through the test volume is divided into pre-test and post-test.

4.3 Data collection

The data collection is as follows:

4.3.1 Experimental pattern

1) Coordinate with 3 professional scholars experts dispense official document from Bansomdejchaopraya Rajabhat University professional scholars experts and give information about the data collection process and research tools: instructional model and checklist form about quality of instructional model for consideration (IOC: Index Objective Congruence).

2) Collect data from 3 professional scholars experts and analyze data for consideration (IOC: Index Objective Congruence).

3) This research is experimental. One Group Pretest – Posttest Design was used with the following experimental design:

Table 1. Experimental design

Group	Pretest	Experimental	Posttest
R	O1	X	O2

The meaning of the symbols used in the experimental design.

R means Random Sampling

X means Experimental

O1 means Pretest

O2 means Posttest

4.3.2 Research methods

This research was divided as follows.

1) Pre-experiment phase

1.1) Contact the Graduate School Bansomdejchaopraya Rajabhat University to request an official letter for an expert to inspect research equipment.

1.2) Organize an orientation before starting the experiment to understand students how to study student role learning objectives evaluation method and the benefits that will be gained from taking the ability test and learning activities during the experiment.

1.3) Test before teaching (Pre-test) with students in grade 1 Weifang Nursing Vocational College who are studying in the first-semester of academic year 2023, the number of 30 people, which is a sample group, and check the scoring record to analyze the data.

2) During the experiment phase

2.1) The experimental phase is the phase in which the sample group learns using the lesson plan developed by the researchers based on the project-based pedagogy.

2.2) The teaching time form 7th October - 14th October total 12 hours, not counting the days of pre-test and post-test.

2.3) The post-test period is to measure achievement of the music basic course after adopting inquiry-based learning, as follows:

2.4) After all content has been taught, a proficiency test will be administered to a sample group of students. Post-test (Post-test), and then check and score according to the scoring standards established by the researcher. Once the scores have been reviewed and combined, the scores will be submitted for further data analysis.

4.3.3 Data Analysis

The data analyzed as follows:

- 1) Quantitative data were analyzed through descriptive statistics; means, and standard deviation.
- 2) Quantitative data were analyzed by inference statistical method; Then the difference in students' scores in music courses before and after using the inquiry learning method was calculated and analyzed by t-test for dependent samples.

5.Results

This stud using Dalcroz music teaching method was used to improve the performance of nursing students in Weifang Nursing Vocational College. The researchers conducted their studies in the following order:

Part 1. Using the Dalcroz music teaching methodl was used to analyze the learning process of 30 students majoring in nursing at Weifang Nursing Vocational College.

Part 2. Using the Dalcroz music teaching methodl to implement pre-class teaching, and test the knowledge of music after class.

The results of data analysis show that the Dalcroz music teaching method can improve the learning achievement of nursing students in the music course. The average score beforethe study was 14.40 points, and the average score after the study was 25.90 points, with an average difference of 11.50 points. The score after study is higher than the score before study, as following Table 2:

Table 2. Comparison the achievement of music course

Achievement of music course	n	Full Score	\bar{X}	SD.	df	t	p
Pre-test	30	30	14.40	2.04	29	22.76	.00**
Post-test	30	30	25.90	1.61			

** p <.01

6.Conclusion and Discussion

6.1 Conclusionion

According to the research topic, the research on improving the achievem of nursing students' music course through Dalcroz music teaching method is summarized as follows. According to the expert evaluation results, the teaching plan and test questions of Dalcroz music teaching method are formulated.

1. Use Dalcroz music teching method to understand students achievement of music course,the researcher has studied the documents and research related to Dalcroz music teching method from many researchers and has synthesized into 5 steps used to develop a lesson plan according to the Dalcroz music teching method of nursing students. The data analysis was the assessment of the quality of the lesson plan according to Dalcroz music teching method by 3 experts, and the results shown the quality of the lesson plan by experts; overall, the suitability of the research objectives has the most suitable.

2. After Dalcroz music teching method, The average score beforethe study was 14.40 points, and the average score after the study was 25.90 points, with an average difference of 11.50 points. The score after study is higher than the score before study.The results were found that the learning ability of students after learning higher than before learning statistically significant at the .01 level.

6.2 Discussion

Research results on the development of learning abilities 30 first-year nursing students from the Weifang Nursing Vocational College, Weifang City, China. In the first semester of the academic year 2023 by using Dalcroz music teaching method can be discussed as follows.

1. Use Dalcroz music teching method to understand students achievement of music course,the researcher has studied the documents and research related to Dalcroz music teching method from many researchers and has synthesized into 5 steps used to develop a lesson plan according to the Dalcroz music teching method of nursing students. The data analysis was the assessment of the quality of the lesson plan according to Dalcroz music teching method by 3 experts, and the results shown the quality of the lesson plan by experts; overall, the suitability of the research objectives has the most suitable.This is because the developed learning plan is consistent with the concept of the Dalcroz music teching method,

and the developed lesson plan contains critical elements of the lesson plan. Dalcroz music teaching method can better cultivate students' musical sense, not only make them get better music perception, but also understand the importance of unity and cooperation, and stimulate students' infinite potential to learn music. Through the combination of rhythm teaching and music courses, students' interest in music can be stimulated, students' musical talent can be well cultivated, and students can improve their perception of music and achieve the course. This is consistent with the research of Du Juan (2020, p.51-52) and Hao Jie (2022, p.62-64). Scholar Diane K Daly (2021) pointed out that Dalcroze's approach has three main branches: rhythm, auditory training and improvisation, and finally, the realization of musical plasticity through movement. Dalcrozians draw on specific learning and teaching styles, including improvisation, to connect these aspects, create a balance between movement and music, practice and theory, and work solo or in groups. Scholar Ruting (2022) pointed out that Dalcroze's music teaching method mainly includes three important components: body rhythm training, solfeggio ear training and improvisation. The course structure also contains the performance elements corresponding to the sound and human movement ability, so that people can combine the sound feeling they feel with the muscle feeling of the human body, and connect listening with emotion, emotion with action, action with thinking, etc., thus improving students' music course performance.

2. After Dalcroz music teaching method, The average score before the study was 14.40 points, and the average score after the study was 25.90 points, with an average difference of 11.50 points. The score after study is higher than the score before study. The results were found that the learning ability of students after learning higher than before learning statistically significant at the .01 level, which was in accordance with the hypothesis. This is because Dalcroze music teaching method mainly allows students to learn music knowledge through body movements, that is, body rhythm. It replaces traditional teaching methods with perceptual thinking and stimulates students' learning interest through guidance and interaction, so as to achieve the purpose of quality education, which is consistent with Nie Tengzhi's research (2023, p.84-86). Rhythm training helps to cultivate students' creative ability. Music is a combination of rhythm, melody and harmony. Among them, rhythm is the pulse of music, is the basis and motivation of music, music presents life and existence through rhythm. In rhythm training teaching, language and movement are combined. Rhythm training can help cultivate students' interest in music learning, stimulate students' interest in active practice to different degrees, and improve the efficiency of practice, this is consistent with the research of Zhao Yuqian (2019, p.79). Because the first test adopted the traditional learning method, the average score of the students was 14 points higher; On the second test, students scored an average of about 26 points on the Dalcroz music method, indicating that the Dalcroz music method has a positive impact on student success and that it is important to choose a teaching method that suits students' individual interests and abilities.

To sum up, this paper shows that Dalcroz music teaching method can be used as an effective teaching strategy. It focuses on allowing students to actively discover music elements in music courses, and cultivates students' comprehensive ability. It not only enables students to master knowledge in books, but more importantly, enables students to devote themselves to learning, discover and enjoy music, and improves traditional teaching methods and modes. Promote the all-round development of students. Today's students need to know to be able to work in today's job market and today's society. They need to learn how to make their own decisions and how to work with others. Practice has proved that Dalcroz music teaching method is an excellent way to cultivate students' practical ability and cooperation ability, as well as cultivate students' practical ability and problem-solving ability.

7. Suggestion

1. Dalcroz music teaching method emphasizes students' initiative and creativity, so teachers can design some creative activities to allow students to express their feelings and ideas through the interaction between body and music.

2. Dalcroz music teaching method believes that rhythm is the core of music, so teachers can pay attention to rhythm training in teaching. Students' sense of rhythm can be trained through different means such as body movements and percussion instruments, and rhythm can also be integrated into musical works, so that students can better understand the means and importance of rhythm.

3. Dalcroz music teaching method believes that different cultures and traditions have their own unique musical elements, so teachers can introduce music cultures from different countries and regions, such as African music, Latin music, Asian music, etc, so that students can understand and learn music under different cultural backgrounds.

4. Further promote Dalcroz music teaching method in music teaching, and carry out personalized music education for students of different grades and majors.

5. Schools can also organize music competitions, concerts and other activities so that students can better understand and feel the music of different cultures and traditions, and improve students' comprehensive quality and cultural accomplishment.

6. Dalcroz music teaching method can be integrated with other disciplines, such as dance, drama, fine arts, etc. Teachers can integrate these disciplines into music teaching and cultivate students' comprehensive literacy and ability through interdisciplinary teaching methods.

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