A Probe into the Teaching Method of Music Classroom in Junior High School

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Abstract: In recent years, education in our country has begun to develop rapidly, many teaching methods have begun to be constantly updated, and the teaching methods such as flipping classroom and online teaching have widened the way for students to acquire knowledge. In the education and teaching of junior high school, music curriculum also occupies a very important position. As an important part of junior high school curriculum, music curriculum has not received corresponding attention, and the teaching method is still not popular with students. Therefore, it is very necessary to study the teaching methods of music courses in junior high schools. Through the improvement of teaching methods, the role and value of music education should be brought into full play. Continuously improving the quality of the classroom promotes the improvement of students' learning efficiency, which plays a very important role in the development of music education. Therefore, this paper discusses the teaching methods of music classroom in junior high school.

1. Music Teaching and Life

With the development of the new curriculum reform, the way of education and teaching in the whole country is changing. Traditional old teaching methods are no longer welcomed by teachers and students. Therefore, in the process of promoting the new curriculum reform, teaching is no longer just the process of instilling knowledge into students, but the more important one is to enhance the ability of students in all aspects and enhance the cultivation of students' overall quality. For junior high school teaching, all subjects have an important role, music education is the same. Therefore, we should fully realize the importance of music education, reform the music curriculum education, and truly improve the efficiency of classroom teaching.

Figure 1 Music teaching in Junior Middle School

For many years, the teaching of music courses in junior high school often presents a neglected state. In the traditional teaching, schools and parents attach great importance to the study of Chinese, mathematics and English, and do not care much about the study of music. Therefore, students do not care much about the study of music courses, or even listen to music courses. The current music textbooks contain a large number of classical music repertoire. However, after the change of time, these tracks are still classic, but can not be favored by students. For junior high school students, they have no sense of the times, it is difficult to really understand the artistic conception in music and so on. The content of the repertoire in the textbook is far from the music preference of the
junior high school students in the new era. Under the guidance of the new curriculum standard, we should also pay attention to the selection of teaching materials, and select those tracks that can arouse students' interest in learning, so as to promote students to truly integrate into the study of music courses. First of all, combining music courses with students' lives can more actively mobilize students' interest in learning. For example, when learning the song Hand in Hand, the teacher can connect the song with Me and You. "Me and You" as the opening song of the 2008 Beijing Olympic Games, is familiar to the majority of students. Through the study of "Me and You" to guide students to discover, understand the Olympic theme song over the years. In this way, connecting music knowledge with the reality of life can stimulate students' interest in learning and make students more active in the study of music courses. At present, students prefer pop songs, in the teaching of music courses in junior high school, to screen and filter pop songs, to delete music that is not suitable for students, to carry out selective music learning, and to enhance students' ability to appreciate pop music. For example, among the pop singers, Zhou Jielun is one of the most popular singers in junior high school. Moreover, Jay also has many positive, positive energy songs, such as "Listen to Mom ", "Snail" and so on. In the music course, choose the positive energy song to guide the students, let the students understand the connotation of the song, guide the students to be positive. In addition, the song's long hair, style and so on can also arouse the student's discussion. In the process of learning pop music, let students have targeted learning, guide students to listen to positive songs, change students' attitude of blindly listening to songs. At the same time, it can also guide students to improve their musical literacy.

2. Music Classes get Students Moving

Over the years, the emergence of classroom reform and flipping classroom has changed the traditional classroom teaching mode and promoted and mobilized the students' enthusiasm for learning. For the success of flipping classroom teaching mode, one of the important points is to change the traditional classroom teachers into a student-centered teaching mode, highlighting the subjectivity of middle school students in the classroom. Therefore, in the teaching of music courses, it is also necessary to highlight the subjectivity of students and truly arouse their enthusiasm for learning. For example, in the study of music rhythm, students should be asked to do music rhythm imitation learning. In this way, it can fully mobilize students' learning initiative in the classroom, at the same time, it can attract students' attention to a great extent and achieve efficient learning. There is a contrast between students learning, each student wants to learn their own imitation and the teacher's music rhythm is the most similar, so students will learn more seriously to imitate the teacher's demonstration rhythm. Through the music rhythm imitation study, can very effectively reduce the music study difficulty, helps the student to study the music knowledge more effectively. In the process of learning the melody of music, students can learn by drawing horizontal lines under music scores and playing rhythm with their hands, which can greatly increase their sense of participation. Not only can the students learn more actively, but they will also listen more attentively.
3. After Class Homework Expansion

In the teaching of Chinese, mathematics and English in junior high school students, after class teachers will assign homework after class, but music teachers will not. In recent years, junior high school music teachers began to try to assign junior high school students to expand their homework after class to mobilize students' interest in learning. By expanding the study of homework after class, students can experience music more deeply, understand music, and further stimulate students' interest in learning. For example, the music teacher assigned after-school homework to the students and sang the song of the guerrillas. "Song of the guerrillas" is a historical background and the rich content of the story song. In learning the song of the guerilla, students understand the story behind the song and the meaning behind it, allowing them to learn the song more deeply and to be more affectionate in the course of their singing. In the study of music appreciation, it is urgent for students to enjoy pure music such as "defending the yellow river" after class and write down students' feelings and feelings, which can help students express their feelings. Through the after-school homework to learn more to enrich the students music experience and feelings. At the same time, through music after class to expand the study of homework is more enough to enhance the professional quality of students, such as teamwork awareness. Through the study of expanding homework after class, students love music courses more and improve their musical literacy.

4. Application of Multimedia

The curriculum reform in recent years has constantly changed the way of education and teaching in our country. The biggest technical support for this is science and technology. With the rapid development of science and technology, all kinds of video and video equipment and sound
equipment are introduced into classroom teaching, which makes the students' learning style change dramatically. The study of Chinese, mathematics, English and other courses has gradually introduced multimedia equipment to carry out targeted course teaching. And music courses for vocal music, in the media equipment to help, teaching should be more. For example, when learning a course, the teacher uses a multimedia device to download the video or audio related to the course and play it to the students for listening or watching, which can make the students realize the charm of music knowledge more intuitively. With the rapid development of modern information technology, the application of pictures and text, video and audio together in the teaching of music courses can greatly stimulate students' interest in learning and improve the learning efficiency of classroom teaching. When the teacher carries on the music course handover, through the multimedia help can be more vivid image. For example, when carrying out the teaching of the repertoire of "the sea ah hometown ", teachers use multimedia and use PPT courseware to teach the course, which can not only make the classroom atmosphere more intense, but also make the distance between students and teachers close. In "The Sea, Hometown ," the rhythm of music learning can be learned through the ups and downs of the waves, but also to help students understand and observe the image of the waves. The use of PowerPoint in class allows students to understand the content and meaning of the music more intuitively. Compared with the traditional music class, the students can not realize the true meaning of the repertoire, which reduces the efficiency of classroom teaching. Multimedia is added to the teaching, so that students can no longer simply imagine the rhythm of music, but can understand the meaning of music through audio, video and images. Teaching through multimedia can enhance students' interest in learning and bring closer the distance between students and teachers.

5. Conclusion

In the course of curriculum reform, music curriculum education occupies an important position in junior high school education. For the education and teaching of music courses, we should not only boldly innovate but also constantly think, and promote the essence of music teaching through real reform. Constantly improve the ways and means of music teaching, so that students fall in love with learning in learning. At the same time, music curriculum improvement, let students become the main body of the classroom, and then greatly enhance students' interest in learning. In the actual teaching process, we should not only improve the students' music appreciation ability, but also improve the students' comprehensive quality through the study of music courses. And then ensure that students can learn all-round, comprehensive promotion.

References
