

Research on the Innovation of Interactive Teaching Mode of Public Music Appreciation Course in Colleges and Universities

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Abstract: With the progress of society and the development of curriculum reform, schools and teachers pay more and more attention to the development of students' comprehensive literacy. Music, as an artistic course, begins to play its aesthetic effect in junior high school basic education. As an important part of efficient public music teaching, appreciation course plays a key role in cultivating students' sense of music and developing students' aesthetic ability. Therefore, in the process of daily teaching, teachers should pay attention to the establishment of appreciation classroom, and grasp the educational effect of appreciation class and develop students' sense of music. Music appreciation is an important way and means to cultivate students' music feeling ability and aesthetic ability, and it is an indispensable part of music education in colleges and universities. After all, music class is different from other courses, which plays an important role in expanding students' vision of music, improving students' perception of music, memory and appreciation of music, developing imagination, enriching feelings and edifying sentiment. This paper studies the innovation of interactive teaching mode of public music appreciation course in colleges and universities, constantly reflects on its own teaching methods and corrects and innovates in time, so that the teaching of public music appreciation in colleges and universities can keep up with the changes of the times and ideas. Teachers should set up the teaching thought with students as the main body, so as to make the public music appreciation education in colleges and universities more reasonable.

1. Introduction

The music appreciation teaching is an important part of the music teaching, is the starting point and the destination of the music activity, is the most effective way to train the students' music appreciation, is the foundation of all the music activities, is to improve the student's music interest, It plays an important role in the quality education of middle-grade music. As an art of hearing, music not only regulates the students' emotion and the tense rhythm of learning, but also the sentiment of the students[1]. At the same time, it has the functions of the students' moral, intellectual, emotional, physical and mental health and other courses. In the teaching of public music in colleges and universities, it is not the main purpose for students to learn to sing, but the most important thing is to cultivate students' perception and appreciation of music. Only in this way can students appreciate the true meaning of the art of music and feel the charm of music works. Therefore, in the process of daily teaching, teachers should arouse the enthusiasm of students and cultivate students' passion for music. Moreover, in the music appreciation class for the students to create a positive cultural atmosphere, cultivate students' sense of music. At the same time, teachers should guide students to feel music, analyze music, let students understand the cultural connotation of music works and the feelings contained in them, so that students can really invest in teaching activities[2].

2. Main methods of interactive teaching mode of public music appreciation course in colleges and universities

2.1. Create a scenario

College students' understanding of music is not comprehensive enough, and the appreciation ability of music works has not been fully developed. Therefore, in the process of daily teaching, teachers should create some situations for students in accordance with the teaching content, so as to deepen students' understanding of music works[3]. At the same time, improve the students' perceptual ability, let the students deeply analyze and understand the music works, calm down to listen to the music tunes, and then make the students really feel the charm of the music works. For example, in the teaching process of Volga Shipman Song, in order to make students feel the change of song strength, make students master the strength symbol and experience the relationship and difference between all kinds of strength. In the course of teaching, the author shows the Libin oil painting "the Fiber Man on the Volga River" for the students, and plays the song "the Fiber Man on the Volga River". At the same time, the author asks the students to observe and analyze the oil painting in depth to experience the life of boat tracker, and the author puts forward the question of what kind of emotion the bass expresses in this song. Some students mentioned that the bass showed the painful life of the man. Based on this, the author leads the students to listen to the songs again, and let the students think about the changes in the strength of the songs. Students can then feel the song from weak to strong, and then weak changes. Finally, the author asked the students to describe the imaginary picture on the basis of the change in the strength of the song, and some students painted the following scene: the man towed the heavy boat and struggled to come from afar, and then went away until he could not see it. The student's answer shows that the student has basically understood the content of the song. It can be seen that the creation of the situation can not only make students feel the changes in the rhythm and intensity of songs, but also strengthen students' cultural literacy and enhance students' feeling ability[4].

2.2. Construction team

In the public music appreciation classroom of colleges and universities, the construction of group cooperation is also very important. Effective group activities can not only strengthen students' sense of cooperation, improve students' music literacy, but also develop students' sense of music and enhance students' comprehensive ability. Therefore, in the process of daily teaching, teachers should set up reasonable appreciation tasks for students, strengthen students' understanding of the relevant background of music works, expand students' horizons, enable students to understand the rhythm and melody of music in communication and cooperation, and improve the efficiency and effect of music teaching[5].

For example, in the teaching process of Xinjiang Spring, in order to strengthen students' understanding of Xinjiang ethnic customs, let students master the characteristics of Xinjiang music rhythm and the use of cut sound. In the process of teaching, the author divides the students into different groups, and asks the students to query the information about Xinjiang ethnic customs and understand the national musical instruments and music styles in Xinjiang. At the same time, the author requires students to understand and summarize the specific music styles in different regions of Xinjiang[6]. At this time, students will Xinjiang music has a basic understanding. Then, the author plays Xinjiang Spring for the students, and asks the students to discuss and analyze the problems in groups: what is the emotion of the music? What are the characteristics of rhythm and melody and the style of music? How many parts can the song be divided into? In this process, students can understand and master decorative sound, strong sound, jump and other artistic forms of processing. It can be seen that the creation of group activities can not only strengthen students' understanding of music, but also develop students' music literacy[7].

2.3. With the help of multimedia

The effective application of multimedia can not only provide students with rich and interesting music content, but also vividly and concretely display the abstract music theory. Therefore, teachers should use the power of multimedia to display music teaching video, so that students can feel different music forms, arouse students' enthusiasm and cultivate students' sense of music. For example, in the teaching process of "The Moon Over a Fountain", the author plays the erhu playing video of "The Moon Over a Fountain" for students with the help of multimedia, and shows the situation of "The Moon Over a Fountain" in the video. In the process of watching the video, students can understand and master the corresponding connotation. Moreover, in the specific video, the students can experience the sobs of the music, such as the sad and angry mood and the playing effect of erhu, as well as the stubborn spirit of the author in a life full of ups and downs and tribulations. It can be seen that the effective application of multimedia in the teaching of music appreciation is also very important. In a word, music appreciation course occupies a key position in public music teaching in colleges and universities. In the process of daily teaching, teachers must pay attention to the cultivation of students' interest, create the corresponding music situation, organize group learning activities, enrich students' emotion with the help of multimedia, so as to cultivate students' sense of music and improve students' music literacy[9].

3. Innovation and optimization of interactive teaching mode in public music appreciation course in Colleges and Universities

Music appreciation is an important way and means to cultivate students' music feeling ability and aesthetic ability, and it is an indispensable part of music education in colleges and universities. After all, music class is different from other courses, which plays an important role in expanding students' vision of music, improving students' perception of music, memory and appreciation of music, developing imagination, enriching feelings and edifying sentiment. In the face of different students, music appreciation class should also adopt different teaching methods, choose suitable teaching materials according to the characteristics of your teaching object, and explore teaching methods adapted to its psychological, physiological and age characteristics. Only in this way can your appreciation class achieve twice the result with half the effort[10].

3.1. Music teaching should adhere to the principle of "music-based"

In public music teaching in colleges and universities, teachers can extend music knowledge to a wider range of knowledge and integrate music knowledge with other disciplines. This can not only broaden students' aesthetic vision and knowledge, but also help to improve students' overall cultural quality. However, in the process of subject synthesis, once the teacher fails to grasp the size, he will not only fail to receive good teaching effect, but also make music teaching deviate from the subject. For example, in the public music teaching materials of teaching colleges and universities, when appreciating the songs "going up to the mountains and looking at plain" and "foot tune", teachers and students talk about a large number of northwest national habits, clothing characteristics, festival etiquette and other issues, although they have achieved the comprehensive teaching purpose between disciplines, but the teaching of a large number of historical problems will make music teaching lack of music knowledge. Although this kind of music teaching is more colorful, but there are some primary and secondary feelings, this kind of subject synthesis is not desirable in music teaching.

In music teaching, the comprehensive teaching of inter-disciplinary knowledge should be "music-oriented". On the premise of paying attention to music behavior and knowledge, the relevant knowledge should be properly imparted to students. The subject synthesis in music teaching must take music as the carrier and rich music teaching as the guide to carry on the comprehensive study of the subject. Only in this way can we really reflect the synthesis of knowledge between disciplines advocated by the new curriculum standards.

3.2. Guide students to become the main body of music appreciation

College students are a group of students who already have independent thinking ability and unique opinions. In their hearts, they are already adults, willing to express their ideas and opinions. Therefore, we can no longer adopt the traditional teaching method, that is, "teachers teach, students learn", but let students become the masters of music class. Music appreciation teaching can better achieve this goal, which can be considered and carried out from the following three aspects.

(a) Listen with questions. Listening is the most critical and direct step before learning about a musical work. Students can feel the rhythm, emotion and charm of music works through the auditory system. Teachers can ask students some questions in advance, such as what kind of feeling the rhythm of the music works give people, what thoughts and feelings the music works express, and so on. With these questions, students will be very serious and focused when they enjoy the music purposefully. In this focused state of mind, students' musical thinking will also become very active.

(b) Sing the theme of music. Music theme is the core part of music works. Teachers guide students to hum music themes in the process of music teaching, which is helpful for students to correctly grasp the theme image of music works, to understand the thoughts and feelings contained in music works more accurately, and to arouse the enthusiasm of students in music teaching. For example, when teaching the elegant Southern Wind in the public music textbook of colleges and universities, when the students listen to the song "Happy Song" once, they have a certain understanding of the theme of the song. At this time, the teacher can guide the students to hum the main theme of the music work, and then help the students to learn the music work.

(c) Imagine the content of music. After learning and appreciating a music work, the teacher should guide the students to associate and imagine according to the content of the music work. In the teaching of public music in colleges and universities, the process of thinking is an indispensable learning step for students. Only by having the process of students' thinking can we train students' thinking, so that students' thinking is broader and more creative. This is also the teaching goal of public music in colleges and universities.

3.3. Carry out classroom teaching activities.

The implementation of the new curriculum standard makes music teaching flexible, changeable, various forms and characteristics of the teaching methods emerge in endlessly, which makes people feel excited and pleasant. Although this lively and changeable teaching makes music teaching more dynamic and interesting, it is inevitable that teachers will only consider the atmosphere of the classroom and ignore the learning state of the students in the process of teaching. For example, in the open music class, impromptu classroom teaching can be seen everywhere, such as classroom performance, group cooperation, group discussion and so on. This kind of cooperation, performance and discussion is designed by teachers to realize their own teaching quickly. Because of the limitation of classroom time, students are sometimes called off by teachers before they have time to cooperate and discuss. Although such a class has a formal "lively", but cannot let students down-to-earth into the study of music works.

3.4. Leave students with enough imagination space

The acquisition of music knowledge must depend on students' own experience, and students themselves acquire music knowledge by perceiving music. Therefore, the teaching process of music is the process of students' perception, feeling and comprehension of music. In this process, students are the main body, teachers should guide students to understand music works, so that students can be infected and influenced by music, so as to better experience the soul of music works. The teaching methods that used to try to explain music to students now seem obviously undesirable. For the same music, due to the differences of students' living background and living environment, they may create a completely different artistic conception when they imagine and associate. Therefore, teachers should not interpret music content too much in music appreciation teaching, but should leave space for students to imagine and create.

4. Integrate traditional culture into music appreciation class

4.1. Appreciating various traditional art and improving the understanding of traditional music

In Chinese traditional music culture, the music art with typical national characteristics is numerous in quantity, extensive in form and profound in culture. However, due to historical and practical problems, many national music art cannot be well protected and inherited, excellent traditional music into appreciation, inheritance dilemma, and even on the verge of extinction. In addition, some traditional art forms have not come out with the progress and development of the times, can not arouse the interest and attention of the younger generation, and are gradually declining. From the point of view of teaching practice, in view of the age level and appreciation level of senior high school students, their appreciation of traditional art forms such as opera music and folk rap music can be fully understood and controlled. Therefore, adding the study and appreciation of the traditional art form in the music appreciation teaching of senior high school is helpful for the teenagers to have a deep understanding of the traditional culture and art of our country, and also to protect and inherit the excellent traditional culture and art of our country.

4.2. Enjoy national instrumental music and music, feel the charm of national art

Chinese traditional national instrumental music is diverse, unique, and any kind of instrumental music has a classic track stream. From the instrument itself, the solo can show the beauty of the sound of the instrument itself, and the ensemble is the best of the combined sound of a variety of instruments. In the teaching of high school music appreciation, the teacher can lead the students to enter the rich national instrumental music world, and let the students learn more about the national instrumental music and appreciate the classical tracks of the national instrumental music on the basis of the overall grasp of the development and development of the national musical instrument. Only so can the students love the traditional instruments and feel the great charm of the national art. In the process of music appreciation, we should focus on the appreciation of the classic traditional track with the representative national instrumental music, such as the "High Mountain Water", and conduct an in-depth explanation to deepen the students' understanding of the national musical instrument. And the love of the national traditional music culture is deepened.

4.3. Enjoy a variety of ethnic songs and dances, feel the rich cultural connotation of many ethnic groups

There are a large number of nationalities in our country, the traditional folk songs and dances are various, the Han people have Yangge, bamboo and horse light, running and dry boat and so on; the Uigur has the Muqam; the Miao people have a leap month; and the Tibetan has a capsule. The different nationalities have different cultural connotations, which are the unique cultural characteristics of the nation. In the course of music appreciation, various ethnic and dances of different nationalities are displayed, the identity of the students to the minority culture is improved, a solid foundation is laid for the cultural integration among the people, and the culture of the minority nationalities has been better inherited on the basis of the dissemination, At the same time of broadening the students' knowledge, the aesthetic ability of the students is greatly improved.

4.4. Enhance students' understanding of national musicians and music works, feel music feelings

In every stage of the traditional music development, the music name is not the fact. The national musicians put the music feelings into the music, not only enrich the content and the form of the musical works, but also play an important part of the times. The famous musicians in ancient China have the Confucius, the teacher, the primary, the Cai, the Cai, the Kangkang, and so on; in modern China, Nie Er, the star and the sea, and so on, under the unremitting efforts of these musicians, a group of classical music works can be long-lasting, and this day is still shining. Musicians are capable of deeply infecting and educating high school students for the firm pursuit of music and the high-level music sentiment, and in the course of the teaching of the sound and appreciation class,

the students can guide the students to understand and follow the story and the life of the national musicians, and enjoy the representative music works. It also has educational significance.

5. Conclusions

Music is an art of hearing. Music appreciation is an activity with listening as the main means of perception. Music appreciation class is based on appreciation, that is, listening to the teaching activities as the main type of class. Marx once said, "it makes no sense to say the most beautiful music to non-musical ears." The important task of music appreciation class is to let students have a pair of "ears of music", broaden their horizons, cultivate sentiment, understand society, understand life, understand beauty, pursue beauty and create beauty in the process of perception of music beauty. In music appreciation class, let students listen to feel, listen to something, listen to what is the goal that music teachers should strive to pursue. In a word, we should constantly reflect on our own teaching methods and correct and innovate in time, so that the teaching of public music appreciation in colleges and universities can keep up with the changes of the times and ideas. Teachers should set up the teaching thought with students as the main body, so as to make the public music appreciation education in colleges and universities more reasonable.

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