

Research on the Design of Primary School Music Classroom Teaching

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Abstract: Primary school music education has developed rapidly with the development of the times, but there are still some problems. Primary school music is an important position of students' artistic edification, which should be paid attention to, corrected the flow of the classroom form, deviated from the essence of the problem. The interactive design of primary school music classroom is carried out with the help of quality and comprehensive perception, which effectively improves the efficiency of primary school music teaching.

Keywords: Primary school music; Classroom; Design; Teaching

1. Introduction

In this age of knowledge and economy, we are developing together. The country needs comprehensive talents. Music lessons have been gradually valued, more and more teachers re-education, curriculum evaluation makes music lessons no longer just teaching students a song so simple, but become more and more diversified. The current promulgated curriculum reform has been implemented in a large scale throughout the country, and the music classroom teaching forms and objectives of primary schools have undergone a subversive change. In the curriculum standard, it has been made clear that its goal is to provide students with the opportunity to feel music, express music and create music, to let students actively participate in music practice, and to learn music knowledge through personal participation, which is to enhance students' interest in music and hobbies, so that they can experience music for themselves. The aesthetics of music can improve their ability of music appreciation and creative expression, lay a foundation for their lifelong learning and development of music ability. This goal makes the music curriculum richer, from the original singing class to the present appreciation, instrumental music, activities and a series of naked content. Today's primary school music teaching in order to practice the goal of new reform, music teachers have also taken various measures to improve the quality of music teaching. A variety of teaching methods into the music classroom, which makes the primary school music classroom more and more colorful forms of expression, teaching methods are also colorful. But it also makes teachers confused, do not know how to start, do not know how to choose the appropriate teaching methods. The last class was colorful, but the teaching objectives were not clear, and the teaching contents were more messy, resulting in unsatisfactory teaching results. It is particularly important to find a rea-

sonable and effective theoretical breakthrough point and to construct an effective music teaching mode [1-3].

In order to better evaluate the music teaching in primary schools, the first thing to be determined is whether music teaching follows the fundamentals of music teaching. If it deviates from the essence of music teaching, then even if the teaching can not be called music teaching [4-5]. With the renewal of people's concepts, the means and forms of music teaching are gradually diversified, and people judge whether a course is good or bad is whether they adhere to people-oriented, can consistently inform knowledge, echo each other. "People-oriented" itself is not wrong, but if a music class, spent most of the time in painting, poetry, performance, games, then the real time to learn, experience, appreciate music has become very scarce, so in fact, the essence of music class has deviated. The essence of music teaching is still music teaching. The evaluation is aimed at the effect and form of music teaching. The form of music teaching can not be greater than the content. This destroys the essence of music teaching and can not be called music teaching, so it is indifferent to evaluate it or not. Therefore, teachers should grasp the context of classroom teaching, with games, performances and other auxiliary forms as an introduction, to guide students, rather than leading students, such as in the study of "Eight Geese," teachers can let students imitate the goose walking, reading text, classroom performance games. But these forms should be scattered in the middle of the course, and not more than one third of the course time, so that students can have enough time to appreciate the essence of music.

2. Lay Stress on Lesson Preparation for Music Teaching.

Following the student-centered principle, the introduction of interactive design in primary school music classroom teaching requires teachers to fully respect the primary

school students' class status as the main body, return the students' initiative in the classroom, so that the initiative of primary school students' classroom music learning can be fully mobilized, and then their autonomous learning ability can be significantly improved. At the same time, the realization of interactive music classroom teaching depends on the perfect preparation work and the teaching preparation of teachers. For example, teaching materials and teaching aids can have a direct impact on the quality of classroom teaching, at the same time, the design of music classroom teaching also depends on the interaction between teachers and students music teaching effect.

Teachers should carefully design the interactive links of classroom teaching according to the actual situation of primary school students. The specific ways are as follows: First, make clear the teaching tasks, and during the preparation period, teachers should provide students with as much participation in music classes as possible.

Second, teachers should make full use of some auxiliary teaching tools, such as musical instruments or multimedia, so that the classroom is not rigid, but full of certain vitality, and through the rich form of graphics and text, students' learning initiative and enthusiasm can be effectively stimulated; third, teachers can In order to design interactive links in multimedia music teaching, for example, using scientific software to systematically evaluate the accompaniment and singing of students, so that students can form a new and objective understanding of their own music shortcomings, and provide a way to improve their music literacy and performance. Solid foundation.

3. To Build a Harmonious and Pleasant Music Teaching Environment for Primary School Students.

In the process of music teaching in primary schools, the classroom is an important base for learning. A good classroom atmosphere can make students love music classroom significantly, thus promoting the efficient completion of classroom teaching tasks. At the same time, the teaching environment can also have a direct impact on the interactive teaching effect between teachers and students. As positive emotions can play an important role in diverging students' learning thinking, thus strengthening students' understanding of classroom teaching content. The realization of primary school music classroom interactive teaching is based on a harmonious and pleasant music classroom teaching environment, which enables pupils to actively participate in the interactive teaching of music.

Primary school students are in an immature stage of psychological and physiological development, this growth period of students' effective concentration time is limited, it is easy to be attracted by new things and distracted in class. Therefore, the design of interactive teaching activi-

ties is based on the actual situation of primary school students. Primary school students tend to be more enthusiastic about an equal, relaxed, faster teaching environment. In this atmosphere, primary school students can maintain the best state of physical and mental comfort for learning, which is conducive to the realization of interactive teaching effect between teachers and students.

4. Grasp the Essence of Music Teaching Evaluation.

In order to better evaluate the music teaching in primary schools, the first thing to be determined is whether music teaching follows the fundamentals of music teaching. If it deviates from the essence of music teaching, then even if the teaching can not be called music teaching. With the renewal of people's concepts, the means and forms of music teaching are gradually diversified, and people judge whether a course is good or bad is whether they adhere to people-oriented, can consistently inform knowledge, echo each other. "People-oriented" itself is not wrong, but if a music class, spent most of the time in painting, poetry, performance, games, then the real time to learn, experience, appreciate music has become very scarce, so in fact, the essence of music class has deviated. The essence of music teaching is still music teaching. The evaluation is aimed at the effect and form of music teaching. The form of music teaching can not be greater than the content. This destroys the essence of music teaching and can not be called music teaching, so it is indifferent to evaluate it or not. Therefore, teachers should grasp the context of classroom teaching, with games, performances and other auxiliary forms as an introduction, to guide students, rather than leading students, such as in the study of "Eight Geese," teachers can let students imitate the goose walking, reading text, classroom performance games. But these forms should be scattered in the middle of the course, and not more than one third of the course time, so that students can have enough time to appreciate the essence of music.

5. We Should Introduce Classroom Discussions Appropriately and Let Students Participate in Music to Experience Music.

In music appreciation classes, we often see that students' emotions and physical innate movements follow cheerfully when they hear cheerful, rhythmic music; but when they hear sad music, their bodies slow down accordingly. This is how students feel about the original W and the real music. They use body movements instead of words to express their understanding of the music they hear. This is also the implicit knowledge of the students themselves, showing him through his own body. Secondly, students' personal participation in the classroom can also show their main role in the classroom, so as to improve

their learning initiative, and achieve the role of active classroom atmosphere. Such

To sum up, the interactive design of music teaching in primary schools plays a very important role. Under the current circumstances, the most important thing is to introduce effective interactive design into primary school music classroom teaching, and build a good platform for teachers and students to exchange and discuss, at the same time, through the exchange between students themselves, so that the effect of primary school music teaching to a more ideal level. In addition, the teacher is to do a good job of guidance, through a series of means to enable students to experience the acquisition of tacit knowledge, and through internalization to form their own new tacit knowledge, so that tacit knowledge has been fully displayed, thus improving the primary music education classroom teaching purposes, effectively improve Teaching efficiency.

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