

Improve the Effectiveness of Music Classroom Teaching Penetration through the Characteristics of Students' Psychological Development

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Abstract: As an important part of teaching, classroom teaching is directly related to the quality of education. However, the psychology of students in middle school is not mature enough, and the characteristics of playfulness, activeness, and curiosity make students unable to calm down and study in the classroom. In addition, the middle school still focuses on cultural lessons, and the school does not pay much attention to music classroom(MC) education, which leads to the lack of quality of music teaching. In order to improve the effectiveness of MC teaching, in addition to reforming the teaching mode, schools should also follow the characteristics of students' psychological development(PD) and infiltrate the students' PD into the teaching process. This paper investigates the current situation of MC education in a middle school and finds that only 24.20% of the students are satisfied with the current music course teaching, and 64.43% of the students feel that the content of the class is not interesting. In this regard, this paper analyzes the reasons for these phenomena from the perspective of students' psychological characteristics, and proposes relevant measures to improve the penetration effectiveness of MC teaching through the characteristics of students' PD.

1. Introduction

Effective teaching has long been the goal and pursuit of educational practice. Although our country is a big country for exams, the effectiveness of MC teaching cannot be ignored. In order to allow students to feel and experience music in MC learning, it has become a problem for music teachers to think and solve by researching the characteristics of students' PD into music teaching to improve the effectiveness of music teaching.

At present, the research on improving the effectiveness of MC teaching from the perspective of students' psychology mainly focuses on the reflection on the current MC, the analysis of the current situation of teaching, and the research on strategies to improve the effectiveness of teaching. For example, a scholar proposed to use the situational teaching method to purposefully create a certain

psychological atmosphere and improve students' perception of music [1]. Some studies have proposed that the effectiveness of MC teaching should be improved by combining the characteristics of teenagers' strong curiosity about emerging things and using rich and interesting multimedia technology [2-3]. Some scholars put forward teaching improvement strategies from the aspects of classroom introduction, classroom questioning and classroom learning evaluation, and also provided MC management skills from classroom management and other aspects to create a harmonious teacher-student classroom relationship [4]. To sum up, in the process of music teaching, choosing appropriate teaching methods according to the psychological characteristics of students can stimulate students' interest in learning music.

This paper firstly sorts out the current situation of MC teaching at this stage, and then investigates the music teaching situation in a middle school by means of a questionnaire. In response to these problems, some suggestions are put forward to improve the effectiveness of MC teaching for students' PD.

2. Research on the Current Situation of Music Education

After sorting out relevant data, it is concluded that the current situation of MC teaching is as follows:

Schools, parents and students are not very active in learning activities of non-cultural courses such as music, and music and other courses are sometimes occupied by other major cultural courses. The main reason is that under the influence of the examination-oriented education ideology dominated by cultural knowledge courses, students are not able to appreciate music, and have insufficient ability to compose and create music in addition to learning to sing songs and mastering simple music knowledge [5-6].

The application of modern multimedia teaching methods needs to be strengthened. The use of modern technology and other teaching methods can create a more immersive music scene for students from the aspects of vision and hearing, and improve students' musical aesthetic ability [7].

Teachers' overall control over the MC needs to be improved. Some teachers are not proficient enough to control class schedule and teaching progress. The specific performance is that some music teachers have a weak awareness of the concept of classroom time utilization, and cannot effectively implement multi-level music teaching content in the classroom in order to maximize the use of precious MC time [8-9]. In the after-class teaching evaluation and reflection, most music teachers also seldom reflect on the distribution and utilization of classroom time. In the process of teaching preparation, there is no precise arrangement of the time allocation of teaching content. In the process of teaching implementation, most of the teaching time is allocated to achieve basic teaching goals such as mastering songs and singing, but there is insufficient time for students to participate in music experience, analyze music, expand autonomous learning and creative ability [10]. Therefore, the distribution and arrangement of such teaching practice is insufficient to improve the effectiveness of teaching goals such as moral education and aesthetic education.

There is a lack of consideration and combination of students' psychological and emotional characteristics in MC teaching. Although many music teachers have a strong willingness to subjectively improve teaching methods and teaching effects in classroom teaching, and have tried a variety of teaching methods, the classroom effects show that students' interest in learning is not improved, and students' responses are relatively dull[11-12].

3. Experimental Research

3.1 Purpose of the Investigation

The purpose of this paper is to investigate the effectiveness of MC teaching under the characteristics of students' PD through the investigation and analysis of the effectiveness of MC teaching in a middle school, in order to provide theoretical and practical research on the effectiveness of MC teaching for reference.

3.2 Statistical Methods

This paper needs to count the questionnaire data of 343 students, to count the students' satisfaction with music courses and the proportion of the number of various items in the questionnaire. The relevant formula is as follows:

$$A = \{A_1, A_2, A_3, \dots, A_i\} \quad (1)$$

$$a_{ij} = \frac{A_{ij}}{N} \times 100\% \quad (2)$$

Among them, A represents the question item, there are A_1 to A_i questions, A_{ij} represents the number of people who choose j option in this question, and a_{ij} represents the proportion of the total number of people (N) who choose j option in this question.

4. Research Results

4.1 Status Quo of MC Teaching

In order to understand the effectiveness of the teaching content in MC teaching, the following questions are designed: "Are you satisfied with the current music class? What do you think the content of the teacher's teaching is?"

Table 1: Satisfaction survey results for music lessons

	satisfy	generally	dissatisfied
number of people	83	196	64
Percentage (%)	24.20	57.14	18.66

According to the data results in Table 1, 83 students are satisfied with the current music class, accounting for 24.20% of the total number; 196 students are generally satisfied with the music class, accounting for 57.14% of the total number; There are also 64 people, accounting for 18.66%.

According to Figure 1, there are 97 students who feel that the lecture content is too much, accounting for 28.28% of the total number of students, indicating that the teacher has a lot of preparation for the class, but he does not consider the students' ability to accept and arranges the content of the class too much; there are 64.43% of the students think that the content of the class is not interesting, which means that if we want to make classroom teaching effective, we should arouse students' interest in classroom learning to a large extent.

In order to investigate whether the teaching methods of teachers in class are effective, the following questions are raised: "In the classroom, what kind of teaching method does the teacher use? What kind of classroom teaching style do you like?"

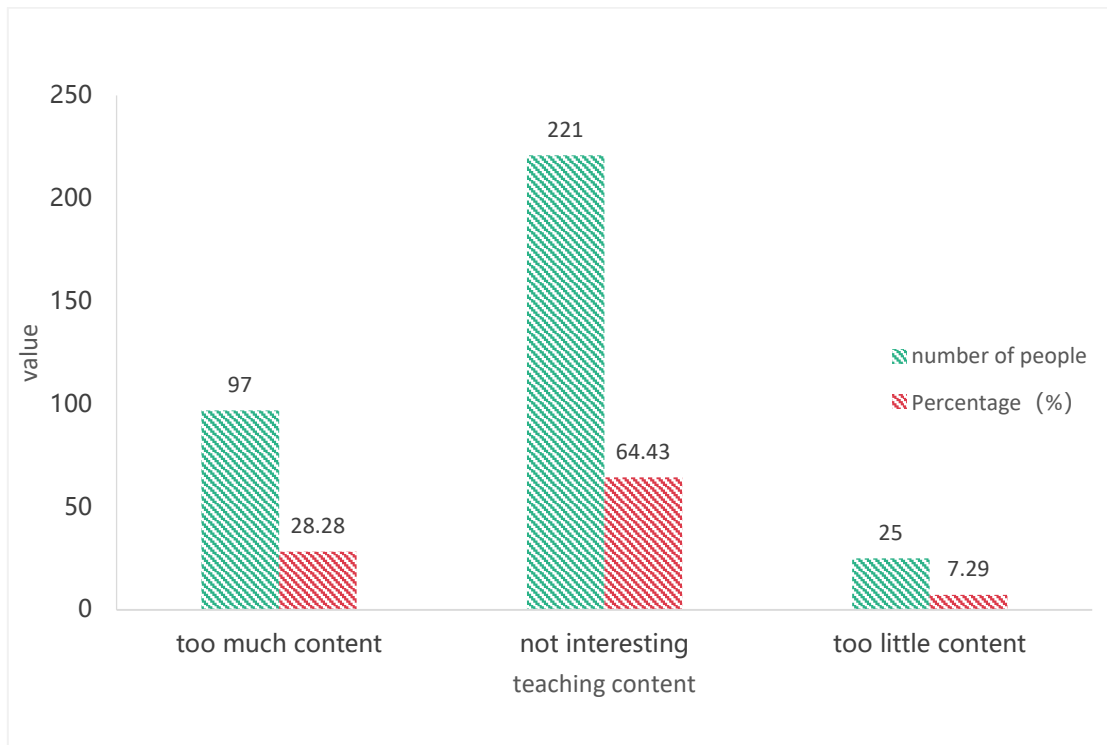


Figure 1: Survey of Teachers' Lecture Content

Table 2: Teaching methods of teachers in music classes

	The teacher lectures, the students listen	student participation	Teacher-student interaction
number of people	232	48	63
Percentage(%)	67.64	13.99	18.37

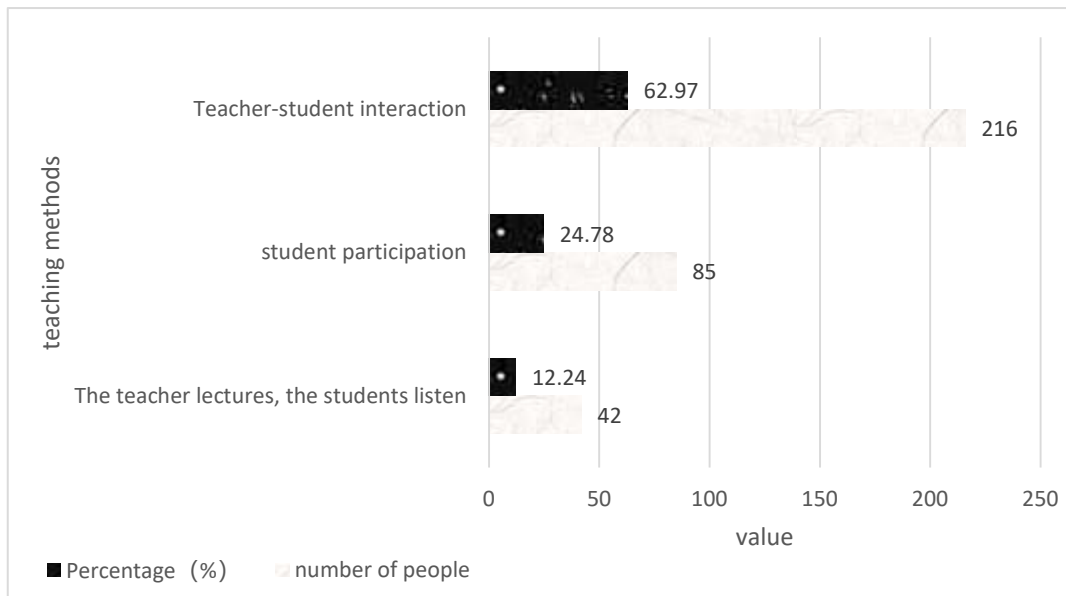


Figure 2: Students' preferred teaching style

Combining Table 2 and Figure 2, it can be seen that in the current classroom teaching, teachers

are still teaching, and the survey accounts for 67.64% of the total number of people, more than half, and only 12.24% of students like this method; 13.99% of the surveyed people were surveyed, and 24.78% of students liked this teaching method; 18.37% of teachers taught in the way of teacher-student interaction, and 62.97% of students liked the teaching method of interacting with teachers. This way In order to effectively arouse students' interest in music lessons.

Based on these circumstances, we analyze the reasons for these current music teaching situations from the perspective of students' psychology.

(1) Old-fashioned teaching methods

In the traditional teaching mode, the teacher's control over the classroom is maximized, and the subjective consciousness of students and the main role in teaching are not fully respected. Because of this, the traditional teaching mode is jokingly called "cramming" teaching by educators in today's society.

(2) The teaching center is not clear

Most teachers ignore the main role played by students in the classroom, and in the teaching process, teachers give priority to teaching, and students learn as a supplement, making the teaching center put the cart before the horse. Until now, some music teachers still have absolute dominance over the entire classroom in the teaching process, while students play the role of onlookers in the classroom. During the teaching process, the teachers introduce the musicians and explain the songs. Difficulties and the background of the times, and then lead the students to appreciate the works and sing songs, while the students are just passively and numbly following the teacher's progress.

(3) Few modern teaching methods

Although many music teachers are not unfamiliar with multimedia teaching methods, such as using slides, playing audio and video files and other conventional teaching methods. However, in the actual teaching process, many teachers believe that it is unnecessary to use modern teaching technology in music class. The psychological reflection of students is that they are more willing to learn about music by watching music videos and listening to audio, rather than listening to teachers' oral explanations. For music teaching, the combination of hearing and vision can enable students to obtain the maximum musical experience.

4.2 Measures to Improve the Effectiveness of MC Teaching by Following the Characteristics of Students' PD

(1) Enrich classroom content and enable students to understand music more thoroughly

With the continuous development of the times, teaching is also constantly reformed. The further exploration of teaching methods and the further enrichment of classroom content are very important steps in the teaching reform. Teaching methods should not only have traditional basic principles, but also have richer and more innovative content. In classroom practice, teachers should take music works as the foundation of the classroom, and then fill in some colorful related content to make the classroom three-dimensional., so as to achieve the teaching objectives more effectively. Only when teachers can always bring topics into the classroom content in the interaction with students, and at the same time do not let students lose their interest in learning, students can expand their imagination and enjoy and learn happily in the rich and colorful course content.

(2) Give full play to the main role of students in teaching

The fundamental goal of teaching is to let students master knowledge. my country's quality education advocates "taking students as the foundation of education", which is also a new requirement for contemporary music teachers. Teachers should take the initiative to get close to students, so that students psychologically have a sense of trust in teachers. In classroom teaching, teachers' teaching language should fully motivate students, avoid talking to themselves, and fully

consider students' psychological activities and changes, and convey a good teaching attitude to students. In addition, teachers can create teaching scenarios, and teachers and students can work together to cultivate a sense of intimacy and trust between both parties. For example, when rehearsing a chorus work, teachers can cooperate with students to practice, separate the voice parts, and the teachers and students can complete them separately. Completing works; or starting with competition, teachers and students compete in singing, and jointly evaluate the strengths and weaknesses. In the classroom, the cooperation between teachers and students can not only enhance the feelings of teachers and students, but also enable students to achieve learning goals unconsciously. Learning with interest has further stimulated students' desire for knowledge and creativity, and the classroom atmosphere has always been maintained.

(3) Combining information technology to improve teaching modernization

In teaching basic music theory knowledge, software related to music teaching can be used to help students to visualize understanding. Music teachers can develop their thinking, explore the use of various modern technologies, the use of various musical elements, and create a vivid and rich music scene for students. For example, when a music teacher is teaching revolutionary songs to junior high school students, the teacher can easily bring the students into the atmosphere of the heroic war of resistance in the past by playing a revolutionary video with a story to the students. Or when learning decorative sounds, you can use music software to intuitively display the results corresponding to the sounds emitted by the notes and the keys on the keyboard, so that abstract and boring music theory knowledge can be visualized, which increases the authenticity of educational content and promotes students' acceptance of knowledge-based teaching content.

5. Conclusion

According to the results of the current situation of music classroom teaching in a certain school, it is generally understood that most of the students in the school are generally satisfied with the music course, most of them think that the content of the teacher's music classroom is boring, and the students like the teaching method of teacher-student interaction. These questions reflect that the school has not integrated the students' psychological development characteristics into music teaching. For this reason, corresponding solutions are put forward from the perspectives of enriching classroom content, taking students as the center, and using modern teaching technology to promote the improvement of the quality of music teaching.

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