

Strategies to Enhance Students' Autonomous Learning Ability in Elementary Music Education

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Abstract: This article explores strategies for enhancing students' autonomous learning ability in elementary music education. It analyzes the current status of students' autonomous learning abilities and identifies existing problems. Optimization strategies are proposed from the perspectives of cultivating autonomous learning awareness, enriching autonomous learning methods and approaches, and improving the autonomous learning support system. These measures aim to enhance students' autonomous learning abilities and promote their overall development in music learning.

1. Introduction

In modern educational philosophy, cultivating students' autonomous learning ability has become a significant task for educators. Autonomous learning ability not only helps students achieve better results in their current studies but also lays a solid foundation for their future lifelong learning. The elementary stage is a crucial period for students' physical and mental development, and it is also an important period for cultivating autonomous learning abilities. Music education, as an essential part of elementary education, not only helps to improve students' artistic accomplishment and aesthetic ability but also has a positive effect on their intellectual development and emotional cultivation. However, there are still many deficiencies in the current elementary music education in terms of cultivating students' autonomous learning abilities. This article analyzes the current status of students' autonomous learning abilities in elementary music education and proposes a series of optimization strategies to enhance students' autonomous learning abilities and promote their overall development in music learning.

2. Characteristics of Students' Autonomous Learning Ability in Elementary Music Education

2.1 Teaching Objectives of Elementary Music Education

The teaching objectives of elementary music education play a crucial role in cultivating students' interest in music, enhancing their musical literacy, and increasing their artistic expression abilities^[1]. Cultivating students' interest in music is the primary goal of elementary music education. As an art form, music can not only enrich students' emotional world but also improve their aesthetic abilities. At the elementary stage, students' curiosity and receptivity are relatively strong. Engaging music

teaching activities can stimulate their interest in music, allowing them to experience the charm of music in a relaxed and enjoyable atmosphere.

Enhancing students' musical literacy is an important task of elementary music education. Musical literacy includes aspects such as musical knowledge, musical skills, and musical comprehension. In the teaching process, teachers should focus on students' overall development, helping them to grasp basic music theory knowledge such as scales, rhythm, and melody. Through practical activities like singing and instrument playing, students' musical expression and creativity can be cultivated, enabling them to consolidate the learned knowledge in practical applications and improve their comprehensive qualities.

Increasing students' artistic expression is a long-term goal of elementary music education. Artistic expression is reflected not only in musical skills but also in emotional expression and artistic creativity. Through music education, students can learn to express emotions through music, develop aesthetic tastes, and form good artistic literacy. Teachers can encourage students to participate in musical creation, stimulate their creativity and imagination, and allow them to experience the joy brought by music during the creation process^[2].

2.2 Teaching Content of Elementary Music Education

The teaching content of elementary music education includes basic music theory knowledge, fundamental instrument playing techniques, music appreciation, and evaluation abilities. Basic music theory knowledge forms the foundation of music education. Students need to grasp essential theoretical knowledge such as musical notation, scales, rhythm, and understand the basic structure and principles of music. This knowledge is not only a necessary foundation for students to learn music but also a crucial guarantee for their engagement in musical practice.

Fundamental instrument playing techniques are an important part of music education. Playing instruments can enhance students' musical expression, as well as their hand-eye coordination and sense of rhythm^[3]. During the teaching process, teachers should choose appropriate instruments based on students' interests and abilities, such as the piano, harmonica, percussion instruments, etc. Through gradual training, teachers can help students master basic playing techniques, cultivate their musical expression, and build their confidence.

Music appreciation and evaluation abilities are key objectives of music education. Music appreciation can broaden students' horizons, enhance their aesthetic abilities, and enrich their emotional experiences. In the teaching process, teachers should guide students to appreciate music works of different styles and genres, such as classical music, folk music, and popular music. Through various forms of appreciation activities, such as concerts, music films, and musical stories, students can experience the charm of music during the appreciation process, improving their evaluation abilities and aesthetic tastes^[4].

2.3 Teaching Methods in Elementary Music Education

Teaching methods in elementary music education encompass classroom teaching modes, practical activities and extracurricular activities, and the application of multimedia and information technology^[5]. Classroom teaching is the primary approach in music education, where teachers impart music knowledge and skills to students through explanations, demonstrations, and interactive methods. In classroom teaching, teachers should emphasize the diversity and enjoyment of teaching content, using games, performances, and cooperative activities to stimulate students' interest in learning, enhance their participation, and foster their enthusiasm.

Practical activities and extracurricular activities serve as important supplements to music education. Practical activities include singing, instrument playing, and music composition, enabling

students to apply their learned knowledge in practice and enhance their overall qualities. Extracurricular activities such as music clubs, choirs, and music competitions not only enrich students' leisure time but also provide platforms for showcasing talents and exchanging learning experiences. Through these activities, students continuously improve their musical proficiency, boost their confidence, and develop teamwork spirit.

The application of multimedia and information technology has brought new opportunities and challenges to music education. With technological advancements, multimedia and information technology are increasingly utilized in music teaching. Teachers can use multimedia presentations, music software, and online resources to enrich teaching content and formats, thereby enhancing teaching effectiveness. For example, multimedia presentations can visually demonstrate music pieces to help students better understand and appreciate music. Music software can simulate instrument playing, increasing students' interest in learning and practical abilities. Utilizing online resources allows students to explore and share music materials, broadening their knowledge and perspectives. The application of multimedia and information technology injects new vitality into music education, elevating teaching quality and effectiveness^[6].

3. Issues with Students' Autonomous Learning Ability in Elementary Music Education

3.1 Current Status of Students' Autonomous Learning Ability

In current elementary music education, there are notable issues regarding students' autonomous learning ability. A major problem is the weak awareness of autonomous learning, where many students rely heavily on teachers' guidance and scheduling, lacking initiative and proactivity in their learning. They tend to passively receive knowledge rather than actively explore and think for themselves. This phenomenon is closely related to students' learning habits and attitudes; many students lack training in autonomous learning from an early age, making it difficult for them to develop a sense of autonomous learning when faced with music studies.

Another prominent issue is the lack of autonomous learning methods. Even when some students have a desire for autonomous learning, they often struggle due to a lack of effective study methods. Many students do not know how to develop study plans, gather and utilize learning resources, or conduct self-assessment and adjust learning strategies.

Low participation among students is also a significant factor affecting autonomous learning ability. Due to ineffective incentive mechanisms, many students show low engagement in music learning. They lack sustained learning motivation and enthusiasm for music studies, often passively completing tasks assigned by teachers in class without actively pursuing music-related learning and practice outside of class. This situation not only impacts students' effectiveness in music learning but also hinders the development of their autonomous learning ability.

The current status of students' autonomous learning ability in elementary music education presents several challenges that require attention and resolution in the educational process. Only through systematic cultivation and training can students' autonomous learning ability be effectively enhanced, promoting their comprehensive development in music learning.

3.2 Shortcomings in Teachers' Role in Cultivating Autonomous Learning Ability

There are also several shortcomings in teachers' efforts to cultivate students' autonomous learning ability, directly impacting students' learning outcomes and skill development. A primary issue is the use of a singular teaching approach; many teachers in music education still rely on traditional didactic teaching methods, lacking cultivation and guidance in students' autonomous learning ability. In this teaching model, students often passively receive knowledge without opportunities for autonomous

thinking and exploration. Teachers should shift their teaching paradigms, emphasizing inquiry-based teaching methods such as problem-solving and interactive discussions to stimulate students' awareness and interest in autonomous learning. Another significant issue is the lack of guidance from teachers in students' autonomous learning. Autonomous learning not only requires students to have the willingness but also to possess specific learning methods and skills.

The incomplete evaluation system for autonomous learning also affects the development of students' autonomous learning ability. In current music education evaluation systems, emphasis is often placed on students' academic performance and performance skills, neglecting the assessment and encouragement of students' autonomous learning ability. This evaluation system not only fails to comprehensively reflect students' learning abilities and levels but also tends to overlook the importance of autonomous learning in student learning. Teachers should establish a sound evaluation system for autonomous learning, integrating students' autonomous learning processes and abilities into the evaluation scope. Through multidimensional assessment methods, teachers can encourage students to actively participate in autonomous learning and continuously enhance their learning abilities.

3.3 Impact of External Factors on Autonomous Learning

Students' autonomous learning ability is influenced not only by personal and teacher-related factors but also by external factors such as family, school, and societal constraints. The influence of the family environment on students' autonomous learning ability cannot be overlooked. The family serves as a crucial environment for students' upbringing, and family education plays a significant role in fostering students' autonomous learning ability. Many families do not sufficiently emphasize music education, lacking guidance and support for students' autonomous learning. Some parents overly focus on students' academic achievements, neglecting the importance of music education and even holding negative attitudes toward it.

Limitations in school resources also significantly affect students' autonomous learning ability. As primary educational institutions, schools should provide students with abundant learning resources and a conducive learning environment. However, due to limited music education resources in some schools, students struggle to receive adequate resource support in their studies. Cultural constraints within society also impact students' autonomous learning ability. In societies where music education holds a relatively low status, there is insufficient societal emphasis on music learning. Within such cultural contexts, students' initiative and autonomy in music education are often restricted. The lack of a conducive music learning atmosphere and conditions in the social environment, such as inadequate community music venues or insufficient social music education institutions, also restrict students' opportunities for music learning and practice. The impact of external factors on students' autonomous learning ability cannot be ignored and requires concerted efforts at the family, school, and societal levels to address.

4. Strategies to Enhance Students' Autonomous Learning Ability in Primary School Music Education

4.1 Enhancing Students' Awareness of Autonomous Learning

Improving students' awareness of autonomous learning is a crucial step in enhancing their learning abilities. In primary school music education, teachers should employ various strategies to stimulate students' interest and awareness in autonomous learning. Cultivating students' learning interest is foundational; interest serves as the best teacher and internal drive for autonomous learning. In music teaching, teachers should emphasize the diversity and appeal of teaching content, using lively and

interesting teaching methods to capture students' attention. For instance, employing storytelling, games, role-playing, and other forms can create a relaxed and enjoyable atmosphere for music learning.

Fostering students' learning motivation is also essential for enhancing their awareness of autonomous learning. Teachers can achieve this by setting clear learning goals and tasks, guiding students to actively participate in their learning. During the teaching process, teachers should focus on setting challenging goals that students can achieve through effort, thereby enhancing students' sense of accomplishment and self-confidence.

Providing opportunities for autonomous learning is an effective way to cultivate students' awareness of autonomous learning. Teachers should create more opportunities for autonomous learning in their teaching, allowing students more autonomy in decision-making and choice. For example, teachers can organize group discussions, cooperative learning activities, where students can independently allocate tasks and collaboratively complete assignments. Additionally, organizing music composition competitions, music performances, and other activities enables students to showcase their musical talents and learning achievements. Teachers can also encourage students to engage in autonomous learning and practice outside of class, such as joining music clubs, attending music performances, and participating in community music events, thereby fostering their habits and abilities in autonomous learning.

4.2 Enriching Autonomous Learning Methods and Approaches

Enriching autonomous learning methods and approaches is critical to enhancing students' autonomous learning abilities in primary school music education. Teachers should focus on guiding students to master diversified learning methods and approaches to achieve better learning outcomes. Guiding students in developing study plans is a crucial step; study plans are essential tools for autonomous learning, helping students clarify learning goals, schedule study time effectively, and manage the learning process efficiently. Teachers should guide students in devising scientifically sound study plans based on their individual learning situations and needs. For example, teachers can assist students in creating daily or weekly task lists, specifying learning content and objectives, and conducting regular self-evaluation and adjustment.

Providing diversified learning resources is also essential for enriching autonomous learning methods and approaches. In music learning, students need exposure to a wide range of learning resources to broaden their knowledge and enhance learning effectiveness. Teachers should utilize school and community resources to provide students with various learning materials and tools, such as music books, audio-visual materials, and online resources. Moreover, teachers can guide students to use modern information technology and multimedia tools for autonomous learning, such as using music software for instrument simulation or watching music teaching videos on online platforms, thereby enhancing students' autonomous learning experiences and effectiveness.

Conducting practical activities in autonomous learning is an important way to enhance students' autonomous learning abilities. Practical activities not only consolidate students' music knowledge and skills but also cultivate their practical abilities and innovation awareness. Teachers can organize various forms of practical activities, such as music composition competitions, music performances, music appreciation sessions, visit art museums and challenge games allowing students to apply their knowledge in practice and improve their comprehensive qualities. For instance, teachers can guide students in music composition, encouraging them to create their own music pieces. They can also organize students to participate in both internal and external music performances and competitions, providing opportunities for them to showcase their talents and exchange learning experiences. Additionally, arranging music appreciation activities helps students deepen their understanding of

music works through listening, observing, and critical thinking. These strategies aim to optimize students' autonomous learning abilities in primary school music education, fostering their independence, creativity, and lifelong learning skills in music.

4.3 Enhancing the Support System for Autonomous Learning

Establishing a robust support system for autonomous learning is crucial to ensuring the sustained development of students' autonomous learning abilities. In primary school music education, teachers, schools, and families should collaborate to construct a scientifically sound support system that provides comprehensive learning support and assistance to students.

Teacher training and professional development are pivotal. Teachers serve as guides and mentors for students' autonomous learning, and their professional qualifications and teaching abilities directly impact students' learning outcomes. Schools should prioritize teacher training and professional development by organizing regular teaching seminars, workshops, and training activities. These initiatives help teachers update educational concepts, master advanced teaching methods and technologies, and enhance their teaching competence. For instance, schools can invite music education experts to conduct lectures and training sessions, encourage teachers to participate in various music education seminars and exchange activities, and promote teachers' reflection and research to continually improve their professional skills and teaching abilities.

Establishing a scientific evaluation system is crucial for enhancing the support system for autonomous learning. A well-designed evaluation system comprehensively reflects students' learning abilities and levels, motivating them to actively engage in autonomous learning. In music education, the evaluation system should include comprehensive assessments of students' autonomous learning processes and outcomes, such as learning attitudes, methods, and achievements. Teachers can employ various evaluation methods, including self-assessment, peer assessment, and teacher assessment, to gain a holistic understanding of students' learning situations. Emphasizing formative and motivational assessments during the evaluation process ensures timely feedback and suggestions to help students continuously improve and excel.

Enhancing collaboration between home and school and leveraging social support are effective approaches to perfecting the support system for autonomous learning. The home and social environment significantly influence students' development of autonomous learning abilities. Schools should actively communicate and collaborate with parents to foster a supportive learning atmosphere. For example, schools can organize regular parent meetings, family education seminars, and other activities to educate parents about the importance of autonomous learning and methods for cultivating it. This helps parents develop correct educational perspectives and actively participate in and support their children's learning activities.

Moreover, schools can utilize social resources by establishing partnerships with communities and cultural institutions to provide students with more learning and practical opportunities. Activities such as organizing visits to music museums, participating in community music events, and inviting guest musicians for lectures and exchanges enrich students' learning experiences and broaden their learning channels. These measures aim to optimize the support system for autonomous learning in primary school music education, nurturing students' independence, creativity, and lifelong learning skills in music.

5. Summary

Through an analysis of the current status of students' autonomous learning abilities in primary school music education, several issues were identified, including weaknesses in students' awareness of autonomous learning, learning methods, and learning environments. This article proposes a series

of optimization strategies, including enhancing students' awareness of autonomous learning, diversifying autonomous learning methods and approaches, and improving the support system for autonomous learning. These measures aim to effectively enhance students' autonomous learning abilities, enabling them to learn music more actively, confidently, and efficiently. The concerted efforts of teachers, schools, and families are essential guarantees for improving students' autonomous learning abilities. Only through collaborative efforts can a conducive autonomous learning environment be created for students, helping them achieve better development and accomplishments in music education.

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