

A Study on Experience Teaching Method in Middle School Music Appreciation Course at Shuangyashan No. 31 Middle School in Shuang Yashancity of Heilongjiang Province in the People'srepublic of China

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Abstract

This research aims to study the experiential teaching method in Middle school music appreciation course at Shuang Yashan No. 31 Middle School, Shuang Yashan City, Heilongjiang Province, The People's Republic of China. This study used the Qualitative research. Collect data by observation and interview 3 experts.

The research finding was In Chinese education, the experiential teaching method emphasizes the use of various teaching materials and equipment to enhance the learning experience. Here are some observations regarding teaching materials and equipment in the context of using experiential teaching methods: multi-media resources: Multimedia resources also allow for dynamic and interactive demonstrations, simulations, and virtual experiments. Fieldwork tools: Experiential teaching often involves fieldwork to provide students with first-hand experiences in real-world settings. These tools enable students to collect data, make observations, and analyze information, connecting classroom learning to real-life situations. Technology integration: The use of technology is prevalent in experiential teaching. Teachers incorporate educational apps, online platforms, and digital resources to supplement classroom instruction. This includes access to e-books, online research databases, and music application. Real-life examples and case studies: Teacher incorporates real-life examples and case studies to illustrate concepts and principles. Teachers may use newspaper articles, case studies, historical events, or personal anecdotes to engage students and demonstrate how theoretical knowledge applies to practical situations. Real-life examples enhance student understanding and facilitate critical thinking.

Keywords: experiential teaching method; Middle school; music appreciation; Shuang Yashan No. 31 Middle School; Shuang Yashan City; Heilongjiang Province; China

Introduction

Middle school music appreciation course in China, a Middle school music appreciation course typically introduces students to various genres of music, composers, and musical elements while fostering an understanding and appreciation for music as an art form. Here are some key aspects commonly covered in a Middle school music appreciation course in China: Music History: Students explore the history of music, studying influential composers and their works from different periods and styles. This includes Western classical music, Chinese traditional music, and other global musical traditions. Musical Elements: Students learn about fundamental elements of music such as melody, harmony, rhythm, dynamics, and

timbre. They analyze how these elements contribute to the overall structure and emotional impact of a composition. **Listening Skills:** The course focuses on developing active listening skills by exposing students to diverse musical pieces. They learn to discern different musical styles, instruments, and techniques, and understand the expressive qualities within the music. **Cultural Context:** Students examine the cultural and historical contexts in which music compositions were created. This includes exploring the social, political, and artistic influences on music throughout history. **Musical Analysis:** Students learn to analyze musical compositions, identifying structural components, tonal relationships, and stylistic characteristics (Wang, 2015). They may also discuss the intentions and interpretations of composers and performers. **Performance Appreciation:** The course includes exposure to live or recorded performances of various musical genres, including orchestral, vocal, instrumental, and traditional Chinese music. Students gain an understanding of performance techniques, interpretation, and the impact of live music experiences. **Cross-Cultural Exploration:** Some programs incorporate cross-cultural comparisons by examining the similarities and differences between Chinese and Western music. This promotes cultural exchange and broadens students' perspectives on music. **Integration of Technology:** With the advancement of technology, Middle school music appreciation courses in China may integrate multimedia resources, digital platforms, and computer-based tools to enhance teaching and learning experiences (Li, 2016).

The Middle School music curriculum is an important continuation of the music or arts curriculum in the nine-year compulsory education stage. It is a mandatory course for all students and serves as a significant avenue for implementing aesthetic education at the Middle school level.

In the Middle School music curriculum, through activities involving the appreciation and performance of music, as well as other forms of artistic expression, students have the opportunity to fully experience the beauty of music and the rich emotions it contains. They are attracted to and enthralled by the realm of truth, goodness, and beauty expressed through music, leading to strong emotional responses and experiences. The non-conceptual and non-representational nature of music provides students with a vast space for experiencing, understanding, and creating music. It activates their desire for expression and creative impulse, allowing them to showcase their individuality and creative talents through active participation. Diverse music practical activities contribute to the cultivation of students' collective consciousness and cooperation, fostering a sense of mutual respect and teamwork abilities (Liang, 2023).

Therefore, the Middle school music curriculum plays an irreplaceable role in promoting students' comprehensive and personalized development.

The research problem addressed in this study is the lack of exploration and understanding regarding the application of experiential teaching methods in Middle school music appreciation courses at No. 31 Middle School, Shuang Yashan City, Heilongjiang Province, The People's Republic of China. Experiential teaching methods emphasize hands-on learning experiences, active participation, and personal reflection, enhancing students' engagement, creativity, and understanding of music.

The study on experiential teaching method in Middle school music appreciation course at No. 31 Middle School, Shuang Yashan City, Heilongjiang Province, The People's Republic of China

Literature Reviews

The experiential learning method

Since the 20th century, a common trend in the reform of basic education curricula in all countries in the world has been to return to the living world. In the reform of China's new basic education curriculum, education and teaching are also returned to the basic concept of the living world. Throughout the entire curriculum reform. For the content of the school curriculum is detached from the students' life experience and curriculum practice, there is too much emphasis on receiving learning, and the new round of basic education curriculum reform emphasizes attention to students' learning, noninterest and experiences, advocating ways of experiential learning. Under the influence of this philosophy, teachers attach great importance to utilization, develop students' direct experience so that the place of study extends from the classroom to the outside of school, and the learning content is textured, Extended to community resources, learning style from accepting the known to valuing the exploration of the unknown. It can be seen that with

The reform of the new basic education curriculum has been fully rolled out, and experiential learning will emerge in primary and secondary schools (Fang, 2011).

This "Theory of Empirical Learning" is written by Fang Hui, and follows the current situation investigation-historical perspective-should be analyzed, Model construction—The basic rationale of form exploration, first investigate the current status of empirical learning, and analyze the existence, the problem and the cause; Then learn from the perspective of historical naturalism, pragmatism, and humanism

Theory, on the basis of reflection and criticism, draws the essence, and builds a new period of empirical learning on this basis. Finally, in the methodological sense, the experiential learning model is constructed and analyzed from the perspective of social constructivism. The practical form of experiential learning regards experiential learning as a methodological idea to achieve students' life care, meaning of learning philosophy and learning style.

Experiential learning is considered to be a progressive method by tackling course-related problems that, when addressed, help their local communities, students can develop a deeper grasp of lecture themes through experiential learning, which is regarded as a progressive style of instruction (Williams, 2016, p. 64).

In education, experiential learning is widely employed and favored. According to Kolb & Kolb (2005), "John Dewey, Kurt Lewin, Jean Piaget, William James, Carl Jun, Paulo Freire, Carl Rogers and others", the work of many researchers reflects the experiential learning paradigm. Experiential learning theory differs from behavioral learning theory and offers a new perspective on the learning process, according to Kolbo argued that learning is seen from an experimental perspective. defined experiential learning theory as a comprehensive, integrative approach to learning that takes into account perceptions, cognition, experiences, and behavior.

Kolbs (1984) went on to describe learning as taking place in a four-part circular model. Concrete experiences, introspective observations, abstract notions, and evaluating the application of the concepts are a few examples. According to a different study, the experiential learning theory is based on six assumptions (Kolb, & Kolb, 2005). For instance, (a) learning is a process rather than an end result; (b) all students are relearning; (c) learning involves finding solutions to conflicts; (d) learning is seen as a holistic process; (d) learning is the result of synergetic interactions between each individual and the environment; and (e) learning involves the creation of knowledge.

Even though experiential learning has proven to be a successful educational strategy, it also has drawbacks. According to Bradford (2019), experiential learning raises ethical issues even when the activities are Middle structured and emergent. For instance, students making poorly informed decisions, bias in the material being covered, a lack of adequate debriefing, lack of personal exposure outside of the classroom, problems with deception, personalization of role-playing, the negative effects of feedback, and the limited scope of experiential activities.

Wolfe and Byrne (1975) Another teaching style being stressed in this article is experiential learning. It has been referred to by various names. The term "experience-based learning" was used, although it was also addressed as "learning by doing." Make the suggestion that it can take on a variety of shapes, including case studies, simulations, and group projects. Additionally, they claim that it will enable students to put their theoretical and conceptual knowledge into practice through exercises that will help them acquire new abilities or ways of thinking. The professional abilities students will require later in their careers as employees in a professional workforce will be established and reinforced through experiential learning. says that students are prompted to practice their business communication skills more effectively in a setting that mimics a professional workplace in real life. Similarly,

Music Appreciation in Middle School education of China

Music appreciation class is a course in Chinese middle school education, which aims to cultivate students' appreciation of music and guide them to understand, perceive and appreciate different types of musical works.

Music appreciation classes typically include the following:

1) Musical elements: Students learn the basic elements of music, including melody, rhythm, harmony, volume and melody. Help students understand the elements and characteristics of music by analyzing how these elements make up the overall structure and emotional expression of a musical work.

2) Music Types and Styles: Students are exposed to different types and styles of music, including classical music, traditional Chinese music, folk music, popular music and contemporary music. Through listening to music, discussing and analyzing, students develop an understanding of the characteristics and historical context of various musical genres.

3) Important Composers and Musicians: Students learn about famous composers and musicians from various periods and cultural backgrounds, study their contributions to music, and use specific works as examples of their stylistic and artistic achievements.

4) Music History: Students introduce important periods in music history, such as Baroque, Classicism, Romanticism, and Modern Music. To help students understand the impact of social, cultural, and technological factors on musical development during these periods.

5) Active listening and analysis: Students conduct active listening training to develop the ability to analyze and interpret music. They learn to identify different elements of musical works, discuss them, and evaluate the performance of composers and performers in their artistic choices.

6) Performance and Participation: Music appreciation classes may include opportunities for students to participate in musical activities such as singing, playing instruments, and ensembles. This allows them to apply the knowledge and skills they have learned into practice, deepening their personal involvement in music, (Liang, 2023).

It is important to note that there may be differences in the music appreciation curriculum in junior high schools in different regions and schools in China. Curriculum content

generally follows national education guidelines, while allowing schools to adapt and supplement appropriately to resources and local cultural contexts.

The importance of teaching music appreciation

Music appreciation is an important part of music teaching in junior high school. Music curriculum standards clearly stipulate, the task of music teaching is to cultivate students to love the music and art of the motherland, understand national folk music, contact with foreign excellent works, to complete this teaching task, singing teaching is far from enough, if you can carry out music appreciation teaching on this basis, through appreciation of all kinds of excellent vocal and instrumental works at home and abroad, it will inevitably greatly expand students' vision, develop imagination, improve students' feelings, understand music ability.

For example, once when I was in an eighth-grade music class, I wanted to listen to French composer Debussy's "Moonlight" and guide students to expand their imagination in the process of appreciation. Some students said: "The first part is about a beautiful lake with a beautiful moon above, the moon reflected on the surface of the lake, and a poet sitting by the lake to admire the moon; In the second part, with the change of music, the poet drinks and writes poems to express his emotions; In the third part, the song finally dispersed, leaving behind a bright moon and a slight wave. Some students said: "But I think the first is a bright moon covered by dark clouds; The second paragraph is when the dark clouds disperse and the bright moon hangs high; The third segment is the moon slowly sinking, and the other side is rising a round of the sun. "The students expressed their opinions, and music appreciation made students always immerse themselves in the emotions of the music, so that they were infected and edified, so as to achieve the purpose of cultivating students' noble sentiments.

Middle school students have active minds and rich imaginations, so the emotional education role of music appreciation classes is difficult to replace in any other subject. In order to enable our young generation to become a generation with noble sentiments and beautiful hearts, we should actively create conditions on the basis of strengthening students' moral education, and find ways to strive to take good music classes, especially music appreciation classes, so that the vast number of young people can absorb nourishment from the excellent musical works of ancient and modern China and abroad, so as to cultivate the sense of morality and beauty needed by their times (Wang, 2000).

Research Objectives

To study the experiential teaching method in Middle school music appreciation course at Shuang Yashan No. 31 Middle School, Shuang Yashan City, Heilongjiang Province, The People's Republic of China

Research Methodology

This study used the Qualitative research. Collect data by: 1) Observation 2) Interview

Research Conceptual Framework

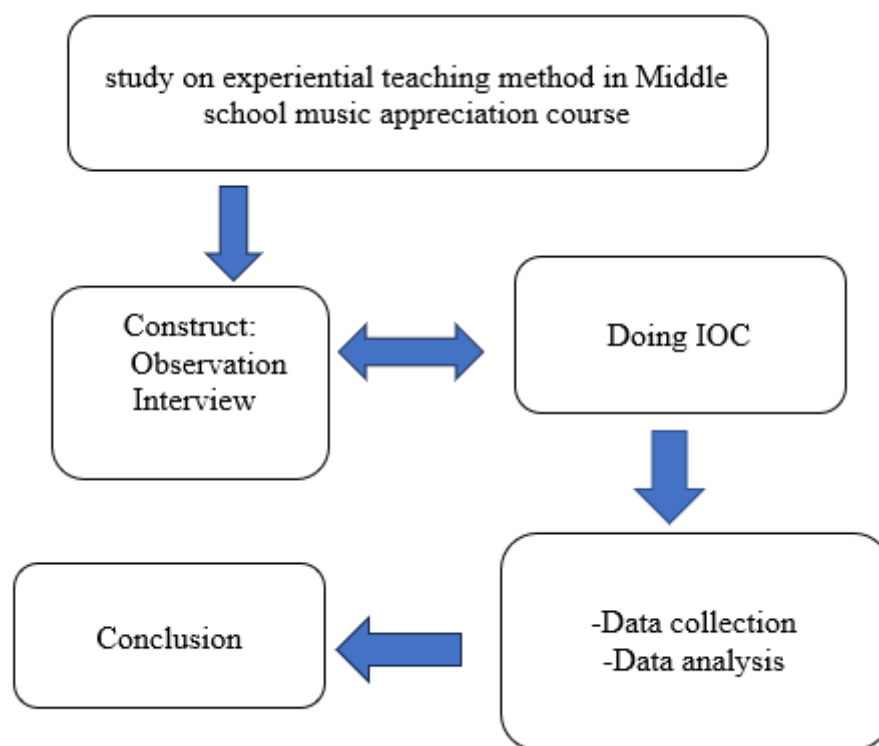


Figure 1 Research Conceptual Framework

Research Findings

1. Interview on experiential teaching method in Middle school music appreciation course at Shuang Yashan no. 31 middle school

The interview topics were divided according to the following as.

The key points from the interview regarding the experiential teaching method in the middle school music appreciation course are as follows:

1) The experiential teaching method prioritizes active participation, real-world connections, multisensory learning, reflection and self-expression, technology integration, and collaborative projects to enhance students' musical understanding and appreciation.

2) The motivation for using the experiential teaching method in music appreciation courses is to increase student engagement, deepen understanding, cultivate motivation and interest, enhance perceptual and emotional experiences, and provide personalized learning experiences.

3) Designing and implementing the experiential teaching approach involves incorporating hands-on activities, setting clear learning objectives, guiding and mentoring students, encouraging discussion and reflection, utilizing resources, assessing learning outcomes, and continuous improvement based on feedback and assessment results.

4) Specific techniques used to engage students include providing performance experiences, visiting concerts or art exhibitions, encouraging music sharing sessions, incorporating role-playing and musical theatre performances, and promoting creative projects.

5) The main objectives of the experiential teaching method are to deepen students' understanding and appreciation of music, develop their creativity, expression, cooperation, and cultural literacy, and nurture lasting interest and engagement in music.

6) Challenges encountered during the implementation of the experiential teaching method include tailoring it to meet individual student needs, addressing diverse learning styles, and ensuring ongoing adjustments for optimal effectiveness.

7) Ongoing feedback from students should be collected to tailor the experiential teaching approach according to their specific needs and preferences.

8) Additional assessment methods can be employed to evaluate the effectiveness of the experiential teaching method, such as pre- and post-tests, surveys, qualitative assessments, observation of student engagement and critical thinking, comparative studies, and peer/expert evaluations.

9) The experiential teaching method has shown positive results in terms of student motivation, engagement, and understanding of music appreciation concepts, but individual responses may vary.

10) Recommended instructional media for other music appreciation courses or schools include audio recordings, visual materials, live performances, online resources, collaborative projects, instrument exploration, technology integration, and cross-cultural perspectives, to provide stimuli, foster engagement, offer diverse learning experiences, and promote a deeper understanding of music appreciation concepts.

2. Observe on experiential teaching method in Middle school music appreciation course at Shuang Yashan no. 31 middle school

The researcher observed the following outcomes and characteristics of the experiential teaching method in the middle school music appreciation course at Shuang Yashan No. 31 Middle School:

- 1) Student engagement:
 - Active participation in class discussions, group activities, and hands-on projects.
 - Curiosity and eagerness to learn, demonstrated through thought-provoking questions.
 - Focused attention and positive attitude towards learning.
- 2) Learning outcomes:
 - Practical skills and deeper understanding of applying concepts in real-world contexts.
 - Emphasis on collaboration and teamwork among students.
 - Emotional and social development, including empathy, appreciation of diverse perspectives, and interpersonal skills.
 - Broadened worldview and increased cultural awareness.
- 3) Motivation:
 - Increased motivation through active participation in music-making processes.
 - Authentic experiences in real-world musical contexts, such as attending concerts or interacting with professional musicians.
 - Autonomy and choice in selecting musical pieces.
 - Collaboration and support among students in ensembles and group projects.
 - Integration of technology to enhance music appreciation.

- 4) Collaboration and interaction:
 - Group projects, role-playing, and simulations to encourage collaboration.
 - Learning from and with peers.
 - Classroom discussions and debates for expressing opinions, critical thinking, and defending viewpoints.
- 5) Practical activities:
 - Hands-on experiments, field trips, simulations, and role-playing to facilitate active learning.
 - Cultural activities and performances to deepen cultural understanding.
- 6) Learning environment:
 - Multi-sensory experiences to enhance learning.
 - Real-world simulations and dedicated collaborative spaces.
 - Field trips and external partnerships with museums, research centers, industries, and community settings.
 - Technology integration for experiential learning.
- 7) Teacher-student interaction:
 - Teachers acting as facilitators rather than solely providing knowledge.
 - Collaborative and interactive discussions, encouraging student participation.
 - Individualized attention and role modeling/mentorship by teachers.
- 8) Teaching materials and equipment:
 - Multimedia resources for dynamic demonstrations and virtual experiments.
 - Fieldwork tools for attending concerts.
 - Technology integration through online platforms.
 - Use of real-life examples and case studies.

Discussion

A total of three expert interviews with the Experiential Teaching Method found that the issues were consistent with other researches. In Issue Collaborative experiential learning: In collaborative experiential learning, learners gain new insights and cognition by collaborating, communicating, and sharing experiences with others. They draw knowledge and experience from team activities, group discussions, or group projects, and build knowledge together with others. and the motivation for using the experiential teaching method in music appreciation courses is to increase student engagement, deepen understanding, cultivate motivation and interest, enhance perceptual and emotional experiences, and provide personalized learning experiences. (Fang, 2011). A total of three expert Observe on the Experiential Teaching Method in appreciation course found that the issues were consistent with other researches. Experiential teaching encourages students to apply their theoretical knowledge to real-life situations. Through immersive experiences, such as experiments, simulations, field trips, or hands-on projects, students gain practical skills and develop a deeper understanding of how concepts and theories can be applied in practical contexts (Huang, 2009).

experiential teaching method emphasizes collaboration and teamwork among students. Through group projects, discussions, and activities, students learn to work effectively with others, share responsibilities, communicate ideas, and respect diverse viewpoints (Zhou, 2017). They develop interpersonal skills essential for future academic and professional success.

Recommendation

1. Practical Recommendations

The purpose of the study on experiential teaching method in Middle school music appreciation course at Shuang Yashan no. 31 middle school, Shuang Yashan city, Heilongjiang province, the people's republic of China, by using qualitative research for interview and observed key informants. The researcher focuses on the findings of this study highlight the benefits of incorporating experiential teaching methods in the middle school music appreciation course. It is recommended that educators and administrators consider implementing experiential learning activities, such as field trips, hands-on exercises, group discussions, and interactive performances, to enhance student engagement and understanding of music concepts.

The above principles may not be appropriate for reference if you are conducting research related to high school or tertiary education, and in addition, the researcher focuses on only the Shuang Yashan no. 31 middle school area.

2. Recommendation for future research

In this research, the researcher has a specific research scope on Interview and observation on experiential teaching method in Middle school music appreciation course at Shuang Yashan no. 31 middle school, and focus only on the experiential teaching method. However, there are other areas that the researcher thinks can still be researched in the future, as the following points are exemplified. "The Impact of Project-Based Learning on Student Engagement and Academic Performance in Science Education" - This study examines the effects of project-based learning as a teaching method on student engagement and academic performance specifically in the field of science education, "The Influence of Peer Tutoring on Mathematics Achievement in Elementary Schools" - This research investigates the effectiveness of peer tutoring programs in improving mathematics achievement among elementary school students, exploring factors such as tutor-tutee dynamics and instructional approaches.

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