

The Application of Interactive Teaching Method in Primary School Music Classroom in China

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Abstract

Interactive teaching method is an advanced educational concept and teaching mode. The teaching of any subject requires close cooperation and active interaction between teachers and students to support a good teaching atmosphere, so as to better stimulate students' interest in learning. Through the open teaching of students, interactive teaching mode breaks the "cramming" teaching in the traditional teaching method, changes from "want me to learn" to "I want to learn", and fully stimulates students' interest in music. Finally promote the students to get the best learning effect. This paper briefly analyzes the problems of teacher-student interaction in primary school music classroom teaching, actively seeks a variety of teacher-student interaction strategies, finds out effective tips to promote teacher-student interaction, and puts forward some teaching strategies to strengthen teacher-student interaction in primary school music classroom teaching. This not only improves the musical literacy of primary school students, but also improves the musical learning ability of primary school students.

Keywords: Application; Interactive Teaching Method; Primary School; Music Classroom; China

Introduction

The interactive teaching of music classroom refers to changing the traditional classroom teaching mode in the process of music teaching, and bringing interactive teaching methods into the primary school music classroom, so that teachers and students can jointly create a harmonious and cooperative teaching atmosphere, and can actively participate in the interaction, so as to activate the classroom atmosphere, mobilize the enthusiasm of students, and improve the quality of the classroom. Make students feel the music better. Cultivate students' love of music through fun.

For foreign countries, the theory of "interactive" teaching originates from Socrates' "midwifery". Different from traditional education, Socrates did not force his students to receive their own knowledge and ideas when he spread his knowledge and ideas, so that others can understand some knowledge by themselves. This unique teaching method breaks the specific relationship between "teaching" and "learning", and people gradually find that this kind of teaching method is more conducive to the dissemination of knowledge; Ai Xueli et al. put forward three interactive types by using the theory of sociology: teacher-centered, knowledge-centered and student-centered; Libitt and White put forward three types of interaction from the perspective of teachers and students: authoritative, democratic and laissez-faire.

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In the 1970s, American professor Palinska put forward "interactive classroom teaching". After the progress of research and development, the practice and theory of "interactive classroom teaching" in foreign countries are quite rich. They group students to discuss problems, and then let students express their views and discuss together, so as to understand some difficult knowledge thoroughly. Similarly, Professor McCray divided students into groups for problem analysis through the Internet, and Professor McCray divided students into groups for problem analysis through the Internet. In addition, students are allowed to express their views on problems in class. Teachers can find problems from classroom interaction, design new questions to guide all students to discuss comprehensively, and realize the collision of ideas in the process of communication to achieve the purpose of learning knowledge. In the late 1970s, constructivism learning theory, proposed by psychologists such as Piaget and Bruner, holds that knowledge is not acquired by teachers, but by means of meaning construction by learners with the help of teachers and learning partners, using necessary learning materials [2], and believes that learning is a process that enables students to learn actively. The teacher's teaching and demonstration is only a kind of understanding and assumption, and the interaction among students is an important way to construct knowledge process (Huang, 2021).

The United States, the United Kingdom, Canada and other countries, in the development of basic education, have also had in-depth research on interactive teaching. For example, the research of Stahl et al. proves that the adoption of interactive teaching mode can greatly enhance learners' interest in learning and enhance learning effect; In Canada, Gee people introduced the theories of "analytical teaching method" and "interactive learning method" into teaching practice, and also achieved good teaching results (Qiu, 2018).

The application of interactive teaching method in primary school music classroom

The manifestation of interactive teaching method in primary school music classroom

(1) Reasonable application of multimedia equipment for classroom interaction

In the process of interactive music teaching in primary school, the teaching design focuses on the interest and cognition of primary school students in music, and on this basis, rich and vivid teaching programs are formulated. In addition, in order to enhance students' comprehensive feeling and experience of music in music class, teachers can integrate relevant elements of music materials into music teaching, enhance the classroom interaction to guide primary school students to personally feel and experience, gain the fun of learning from music, and truly let children "play in learning, play in music, and learn from music".

Taking the teaching of "Writing the Spring and Autumn Annals with Blood" in the fourth year of Renjiao Version Primary School as an example, teachers can use multimedia to play model dramas to students in class, stimulate students' interest in learning in a more intuitive video form, and organically combine the boring musical note learning content in the textbook with the model drama content in the video. Let the students learn the singing of the model operas in the process of watching. With the help of multimedia text, sound and video, the teaching content can be shown to the students more vividly, the teaching methods are more efficient and diverse, and the teaching quality is thus improved. Better stimulate the primary school students' interest in learning traditional opera, and then promote the realization of teaching objectives (Tao, 1998).

(2) Use games for music teaching to enhance interaction.

In the process of music education in primary schools, music teachers can combine music teaching and games effectively according to the characteristics of pupils, increase the interest of the class, and enhance the interaction of music classroom teaching. Game interactive strategy, more flexible use of some different countries of music teaching methods, such as Orff teaching method, Colvin teaching method, Kodaly teaching method, Suzuki teaching method, etc., in the practice of interactive teaching happiness. Cooperative learning strategy. To conduct music teaching in small groups, which can effectively narrow the distance between teachers and students. In the group communication and cooperation to provide students with mental learning environment. Strategies of emotional guidance. In some music classes, students can guide students to love and be loved through stories and lyrics, encourage students to ask more questions, and improve the number of exercises for students with weak foundation in an interactive way to achieve the effect. For example: guess a variety of sounds, and through the sound to imitate the action, riddles, dance, etc. Through such interactive ways, quickly attract students' attention in class, so as to enter the state of active learning, so as to achieve the optimization of teaching effect (He, 2019).

(3) Stimulate students' enthusiasm through the creation of situation. In the practice of music teaching in primary schools, teachers can create corresponding situations on the basis of fully considering the teaching needs, so as to better interact with students, effectively adjust the classroom atmosphere, and make students more actively participate in music learning. In modern society, information technology has been widely used, and teachers can also choose to use multimedia to construct situations, so as to enhance students' initiative, significantly improve the efficiency of classroom teaching, and promote the development of students' personality. Take the teaching of "My ancestral home is the land of Songs" as an example, teachers can first play the characteristic songs and dances of Gaoshan nationality through multimedia to bring students intuitive experience and guide them to have a general understanding of the characteristics of the songs and dances of Gaoshan nationality. Then, they can guide students to learn songs and interact with students through the above methods, so that the atmosphere of music class is obviously relaxed and lively. In such a situation, students can sing aloud, sing songs together with other students, or improvise according to the content of songs, so as to successfully complete the learning task and fully develop their potential. For example, when guiding students to learn the song "I am the people's little cavalry", teachers can combine the specific conditions of teaching, first guide students to seriously understand the song, and then play the song in the form of multimedia, so that students can associate while listening, and then ask questions: "Students, do you want to be a brave little cavalry, do you want to protect your motherland, your hometown?" by asking questions to encourage students to say their true ideas, and through dance movements to express their inner emotions, so as to effectively enhance the motivation of students to learn, through music classroom teaching to help students get better development (Zhou, 2001).

The existing problems of interactive teaching method in primary school music classroom.

Music classroom is the main place of music education in primary school, and the interaction between teachers and students, students and students is an important part of teaching. Since the "interactive" teaching method was put forward, it has achieved good results. Many teachers have applied it to daily teaching, but the implementation process is not ideal. Due to various factors, the methods and contents of interactive teaching need to be further improved and perfected. In the specific primary school music classroom teaching, the author participates in all aspects of teaching, including music appreciation, musicology and singing perception, mastering basic music knowledge, instrumental music playing and singing and other teaching forms mixed with interactive teaching forms, but the classroom grasp still needs to be further improved. Mainly faced with the following several problems.

(1) The principle of "students as the main body" has not been realized. In teaching, teachers adopt the way of full classroom teaching, and do not take students as the main body, and do not emphasize students' active participation and active learning. The teacher leads the teaching, and the students accept passively.

(2) Single means of interaction. Let's take instrumental music in music class as an example. Instrumental music learning is one of the basic courses in primary school music teaching. The teaching goal is that students can play instruments by themselves, but there is a problem of single teaching methods in the course. The general teaching method stays in the explanation of the knowledge points of instrumental music, which is difficult to attract students' interest in learning. Students need more interactive links and personal experience. Allowing students to touch and study the instrument in person, and teachers to give step-by-step guidance when they don't understand and help students build up their confidence in learning are the correct teaching methods and teacher-student interaction that students really need (Zhu, 2018).

(3) Poor sense of multimedia interactive experience. In music appreciation, teachers mostly use computer equipment to organize students to enjoy songs, and do not follow up the explanation and interaction. Music appreciation without interaction and explanation is meaningless. Students only appreciate the songs according to the teacher's requirements, but do not analyze the music and feel the content behind the works. Music appreciation should be led by the teacher, who will guide students to express their own ideas about the music after the appreciation. To experience the music with tasks will be fruitful and help reduce the phenomenon of inattention in the class.

(4) Old teaching ideas and imperfect application of teachers. First, some teachers lack enthusiasm for interactive teaching, the main reason is that the teaching concept of teachers is outdated, cannot update the teaching concept in time; Second, some teachers cannot reasonably use the interactive teaching method "because the interactive teaching method is introduced from abroad, the spread in China belongs to the theory first, some teachers of the interactive teaching method of understanding only on the surface, while many teachers out of the conflict of unknown things and their own scientific research time arrangement, ignoring the exploration of new teaching concepts and methods. In addition, there is also a certain degree of disconnection between teachers and theories in the application, and there are generally problems such as small scope of interaction, less ways and less extracurricular interaction. At present, the implementation of interactive teaching method mainly focuses on the interactive classroom in class, and rarely gets feedback and reflection after the end; And

there are few interactive ways, and the utilization rate of resources is not high. After studying the interactive teaching method under the background of the Internet, through the analysis of the questionnaire, the conclusion is drawn that "the interaction between teachers and students has not made full use of the Internet resources". And the American scholar A. Sumner also put forward the method of online interaction long ago, but it still needs to be further promoted and implemented in China's practice (Qiu, 2019).

The application significance of interactive teaching method in primary school music classroom

(1) It is helpful to stimulate students' interest in learning. Strong curiosity and poor concentration are the two major characteristics of primary school students. Based on this psychological impact, if the music class is too boring, it will be difficult for primary school students to keep the whole process of concentrated listening. Therefore, after the teacher applies the interactive teaching method, through a variety of interesting and communicative teaching means such as classroom games, role playing, class chorus, free discussion, etc., the teacher can build a positive and enthusiastic classroom atmosphere, and the primary school students will actively participate in the interaction with the teacher and classmates, and always maintain a high level of learning interest and enthusiasm.

(2) It is conducive to the cultivation of correct personality of primary school students. In the traditional music classroom teaching, teachers mostly use one-way indoctrination education, teaching tools are mostly electronic organ, accordion and chalk board books and other monotonous forms. In this way, students will be in the position of passive acceptance for a long time, and gradually form a negative character performance afraid to express, mechanical thinking, which will adversely affect their future personality growth. Compared with traditional music education, which is mainly based on textbooks and has no expansion at all, interactive teaching method encourages students to participate in classroom learning independently and become the main body of the classroom. It can effectively guide primary school students to form a sense of "ownership" in learning, and exercise primary school students' innovative ability and active thinking through independent thinking and practice. Thus, the overall quality of primary school students can be improved (Ji, 2018).

(3) It is beneficial to enhance the feelings between teachers and students and between students. In the traditional teaching mode, due to the lack of communication, teachers have been high in the minds of primary school students. Under such circumstances, students are unwilling and dare not communicate with teachers. As a result, teachers lack a comprehensive understanding of their students, and it is difficult for them to carry out targeted teaching. In addition, the teaching methods of individual teachers are simple and rough, which inevitably leads to the tension between teachers and students. Students must be quiet in class and can only have limited communication during recess, which is not conducive to the cultivation of feelings between students and the formation of a sense of teamwork. The application of interactive teaching method is used to break these rules and regulations. In interactive teaching, teachers should automatically walk down from the altar, get close to students, understand students, and help students. At this time, teachers are no longer mere professors, but should become participants in students' learning activities. Under this framework, students can communicate with teachers face to face on an equal basis, and it is easier to open their hearts, so that teachers and students can understand each other and

harmonize with each other, relieve the tense relationship between teachers and students under the traditional teaching mode, and cultivate good feelings between teachers and students. Students do not have to be silent in class as before, and can communicate with classmates more, which can enhance the feelings between classmates, but also can cooperate with each other in learning, and cultivate the sense of team (Fu, 2018).

(4) Broaden the teachers' horizons and enrich the teaching methods. It is not only students but also teachers who are constrained by traditional teaching methods. In this rigid framework, teachers can only carry out the traditional "teachers teach, students learn" cramming teaching, even if they want to make changes, without breaking the traditional mode of the premise, the changes they can make are often limited. In the long run, not only the students are tired of learning, but also the teachers suffer from the lack of good teaching methods and it is difficult to improve the quality and efficiency of teaching. When interactive teaching breaks the old framework, teachers will find that there is so much variety in teaching methods. Teachers can not only broaden their horizons, but also integrate more and better teaching methods into their teaching activities, and carry out teaching more efficiently.

(5) Promote the improvement of learning quality and improve teaching efficiency. The purpose of applying interactive teaching method is to improve the quality and efficiency of teaching. It has been proved that the flexibility, novelty, communication and diversity of interactive teaching method help it achieve this goal well, and achieve the effect that traditional teaching methods are difficult to achieve. Especially for primary school students, this effect is more obvious. Primary school students are active, the long-term trapped in a boring classroom, is tantamount to trapped birds in a cage, which is easy to lead to students' weariness of learning. And interactive teaching will make the classroom no longer boring, and full of interest. In this environment, students can boldly communicate and learn with teachers and classmates, and even play games in class to teach and enjoy. In this kind of environment, the efficiency of students' study is greatly improved.

In short, in the practice of music teaching in primary schools, the application of interactive teaching method can effectively stimulate students' interest in learning, drive students' independent learning, effectively guide students' learning and exploration of music, and cultivate students' creativity. Therefore, in the interactive teaching of music in primary school, teachers should reasonably choose the topic of music and guide students to actively participate in the topic interaction; Optimize classroom learning activities and guide students to explore learning music; Create a good classroom atmosphere and support interactive teaching. In this way, effective classroom interaction can be achieved, the teaching process can be optimized and the music literacy of primary school students can be improved (Liang, 2018).

In recent years, interactive teaching method has been gradually adopted by more and more educators, and its effects have been widely discussed and studied. This paper summarizes the definition, characteristics, advantages and disadvantages of interactive teaching method and its implementation methods by summarizing relevant literatures.

First of all, interactive teaching method refers to a kind of teaching method in which teachers and students cooperate, influence and depend on each other. This teaching method emphasizes student-centered teaching and encourages students to actively participate in the class through interaction with them. In addition, compared with traditional education, interactive teaching focuses on students' independent inquiry and discovery, and cultivates students' innovative ability and critical thinking ability. This teaching method is more in line with the development trend of modern teaching and the needs of students.

Secondly, there are many ways to realize and apply the interactive teaching method. For example, the traditional expository teaching can add situational simulation, problem solving, group cooperation and other interactive links, so as to expand students' thinking. In teaching practice, according to the characteristics of the course taught and the needs of students, different interactive methods and ways can improve the teaching effect.

Finally, although the interactive teaching method has many advantages, such as stimulating students' interest in learning, its disadvantages also need to be paid attention to. For example, interactive teaching requires the joint efforts of both teachers and students, otherwise the effect will be greatly compromised. The implementation and management of interactive teaching need to spend more time and energy. Therefore, in the practice of interactive teaching, it is necessary to make practical plans according to the specific situation to achieve the best teaching effect.

Compared with traditional teaching methods, the advantage of interactive teaching lies in that interactive teaching greatly reduces the role of teachers and pays more attention to the activities of students. However, it does not mean that the role of teachers is denied. In this process, teachers should also design good teaching plans, comprehensively understand the wishes of students, and make good use of interactive teaching methods. Make the classroom active, let students swim in the ocean of music, and let more students realize the importance of music.

According to the research results of interactive teaching at home and abroad, interactive teaching is an effective teaching method, which can obtain obvious teaching effects. It can not only improve the quality of education, but also stimulate students' interest in learning, enhance the effect of learning, and achieve the ultimate goal of effectively improving the learning results. However, in the process of communication, there are some key problems that need to be solved, such as the cooperation and communication between teachers and students in interactive teaching, and different interactive teaching modes need to be adopted for different types of learners.

Conclusion

Interactive teaching method is an effective teaching method, and it is also the focus of education reform. It is an important link for students to actively participate in class, and an effective means to cultivate students' independent learning. In order to ensure the high quality interaction between teachers and students in the primary school music class, stimulate the learners' enthusiasm for music, and promote the purpose and effect of music teaching. The advantages and disadvantages need us educators to analyze and discuss seriously. By constantly expanding the ways and methods of interactive teaching, and actively applying digital technology. It is believed that the interactive teaching method will be more widely used and promoted in the future education and teaching.

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