

# Analysis of the Current Situation of Music Appreciation Class in High School and Countermeasures

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**ABSTRACT.** *High school music class can comprehensive quality of students and relieve the great pressure brought by the study of literacy class. Therefore, high school music teacher should constantly improve their own level and teaching methods, so that every student can get the beauty of music and feel the charm of it. This study analyzes the problems existing in high school music teaching by finding and investigating them, and puts forward corresponding countermeasures for teachers' reference.*

**KEYWORDS:** *High school music lesson; Analysis of teaching status; Strategy*

## 1. Introduction

With the continuous reform of China's education, the reform of music teaching in high schools has been pushed forward. As an aspect of music teaching, music appreciation class is an import means for high school students to improve their ability of appreciation, which is conducive to the development and growth of students in the future.[1] Since The Ministry of Education(MOE) issued the *Teaching Syllabus for Art Appreciation in Ordinary High Schools*, everywhere has gradually attached importance to the music education of students. There are some problems in the practice of music teaching, which affect the quality of music teaching. Generally high school music teaching has a long way to go.

## 2. The Current Teaching Situation of Music Appreciation Class in High School

### 2.1 Students Do Not Attach Importance to Music

Facing the heavy pressure of college entrance examination, high school students have no time to center on the study of music. Since music does not participate in the college entrance examination, many students even regard the study of music as a burden. Some students may like music very much, but also under the pressure of the college entrance examination, they have to write homework of other subjects in the music class. Many students think music is optional and have little interest in this subject.

### 2.2 Low Level of Music Quality

In the process of research on the music basic literacy of high school students, it is found that students' music education is not ideal, many students do not pay attention to music in primary school and middle school, and many students do not listen to music classes. Many students missed the best chance to learn the basic knowledge of music and the teaching pressure of basic knowledge is too much concentrated in high school classes, which is not conducive to the efficient development of teaching activities. Some students pursue pop music and not interested in the music knowledge spoken in class, do not have a comprehensive understanding of music knowledge, and know little about other styles of music.[2]

### 2.3 Analysis of the Current Situation of Teaching Content

The content of music class in high school in our country is complicated and old, some teaching content is seriously outdated, and the knowledge is mixed and disorderly, which cannot highlight the artistic characteristics of music. Some teaching contents are seriously divorced from the reality of students' life and cannot be well integrated into students' life.

### ***2.4 Analysis of Teaching Methods***

In Chinese high school music class, the teacher only inculcates the music knowledge simply, and the students are in a passive situation in learning. The teaching methods is too formalism, learning is seriously disjointed. The process of music learning should be more reflected in the feeling, experience, exploration and creation of music, so as to conform to the development of the times.

### ***2.5 Analysis of the Current Situation of Music Teaching Evaluation***

Although China advocated quality-oriented education for many years, the music education in China has not been well developed, which is closely related to the evaluation of music teaching in China. China's long-term exam-oriented education has led to a focus on scores and a neglect of quality development, which not only leads to low teaching efficiency, but also increases students' academic burden and seriously affects students' personality development. Teaching evaluation basically takes book knowledge as the core, ignoring the evaluation of the process and taking paper and pen tests as the only evaluation standard, making it difficult for students to seriously feel and experience music.[3]

### ***2.6 The Shortage of High School Music Teachers and Music Teaching Equipment***

At present, China's senior high school music teachers account for about 2% of the total number of full-time teachers in schools, and the teaching force is relatively weak. Therefore, China promulgated the *Music Curriculum Standards for Ordinary High School(Experiment)* has been clear that teachers are the key factor in the implementation of music curriculum. Schools should be equipped with full-time music teachers to teach, but there is no clear number of music teachers in high schools.[4] The weakness of school music teachers severely restricts the development of high school music appreciation classes. The school regards the results of the college entrance examination as the only teaching goal, which leads to the teachers' quota being mostly transferred to subjects(e.g. Chinese, Mathematics and English) that account for a large proportion of the total score of the college entrance examination. In terms of the education background of professional music teachers, most of them are junior college students with less undergraduate education, which also affects the quality of music teaching in high schools to a certain extent. Many high schools have the problem of insufficient allocation of music teaching equipment, and many are unwilling to invest in music, which makes students know little about music equipment, but the idle rate is too high. There are two reasons. On the one hand, schools and teachers are worried that the equipment they bought will be destroyed; on the other hand, students have too little spare time, which is spent on studying and reviewing specialized courses.

## **3. Teaching Suggestions on Music Appreciation Course in Senior High School**

### ***3.1 Students Should Be the Main Body of Curriculum Study, and Class Should Pay Attention to Teacher-Student Interaction.***

The old class mode of lecturing teaching is no longer suitable for today's high school education. Music teacher should play a leading role, guide students to become the main body of music appreciation, let students freely express their own music ideas.

Teachers can adopt the methods of cooperative learning, guide students to set up a music appreciation group, discuss their favorite music, and exchange music experience. For example, in the process of the appreciation of classical instruments, the teacher can hold a talk on Chinese Musical Instruments. The teacher divides the whole class into groups of six. Each group chooses a musical instrument that they like, such as Chinese lute, Erhu, Guqin, Guzheng, Phoenix Flute and Horizontal Flute, etc. Making a group research on the development history, representative track, playing style and genre characteristics of Musical Instruments, and show it to all students in the next class. Students with good music foundation can play live and communicate with classmates about performance experience.

Facing a group of high school students who already have independent thinking ability and distinct personality, teachers should let go appropriately, let students participate in the classroom, gain music experience in colorful group practice activities, and become the master of the class.

### ***3.2 Listen, Think, Sing and Say. Use Your Musical Mind with Your Senses.***

Music appreciation is based on listening, but if students listen to music throughout the class, students will feel very tired, music appreciation class will become a lullaby class. In music appreciation class, in addition to listening, teachers should encourage students to think more, speak more, do more and stimulate musical thinking with more senses, so as to obtain a high level of aesthetic feeling.

For example, in the appreciation of the music “little prairie sisters”, teachers can use the question-teaching method to inspire students to think: what kind of instrument is used to play the music, what is the speed of the work, what kind of emotion is expressed, and what will the students feel after listening to it? Having students listen to lectures with questions will arouse their own musical thoughts and aesthetic feelings. After listening to a passage of “grassland grazing” in the Chinese lute, the teacher can also organize students to try to sing it, so as to have a deep understanding of the work and grasp the theme of the work.

In the process of music appreciation, students' listening, thinking, singing and speaking abilities can be fully mobilized, which can broaden their thinking, cultivate their creative ability, expand their musical vision, and enable them to effectively complete the music appreciation goals under the guidance of rational understanding.

### ***3.3 A Variety of Teaching Methods to Stimulate the Interest in Music***

Most of the works in the high school music appreciation textbooks are excellent folk music and world classic works. These works are of strong academic nature. However, due to the incomplete basic musical literacy of the students, the students did not show enthusiasm in the learning process, and even expressed clearly that they are not interested in it. Teachers should adopt various means to try to introduce pop music elements into music appreciation classes to stimulate students' music interest.

For example, during the appreciation of Mozart's classical music, the teacher can compare Mozart's symphony no. 40 with the song “don't want to grow up” by the Taiwanese girl group S.H.E to guide the students to feel the difference between classical music and pop music.

Music appreciation is an irreplaceable part of high school aesthetic education. To organize music appreciation teaching well, teachers should start from the perspective of students, stimulate students' aesthetic enthusiasm, carry out music specific knowledge teaching in a good learning atmosphere, bring students into the specific artistic conception of music appreciation, and truly let students become the “master” of class.

### ***3.4 Improve Teaching Content***

The content of high school music class should reflect the characteristics of diversity and possibility, and organically combine the universal participation of all students and the development of students' different personalities. In the class, the artistic features of music are highlighted, and the understanding and mastery of teaching contents are emphasized. Enrichment of teaching contents can promote students' interest in learning and expand their knowledge. When selecting teaching contents, the school should refer to students' interests and hobbies to select the corresponding learning contents, so as to provide basic, rich and colorful contents and information for students, expand students' artistic vision and make learning music more interesting. Making corresponding music activities in the classroom to enable students to apply what they have learned can not only promote the communication between students and teachers, but also enable them to make good use of music knowledge. So that students can really learn to feel beauty, appreciate beauty and create beauty.

### ***3.5 Perfect the Teaching Evaluation System***

Class evaluation is to evaluate the value of the teaching effect and the realization degree of the teaching goal according to the educational policy and certain teaching goal, and make use of the existing evaluation technology, so as to improve the teaching work. class evaluation is an important part of teaching, which plays a strong role in improving teaching quality and promoting teaching reform. In the evaluation of music appreciation, the basic knowledge of music as an aspect of the view, but also in the examination of the students' feelings on the music content, so that students will truly understand the connotation of music.

### ***3.6 The Allocation of Music Teachers and Teaching Equipment***

To increase the number of music teachers and instruments suitable for music, only by doing this well can we provide a good foundation for the development of music appreciation classes. When providing full-time music teachers, the quality of teachers should be strictly controlled while considering the number, so as to build a teaching team with excellent quality and good music knowledge. At the same time, we should pay attention to the education of on-the-job music teachers, actively promote the comprehensive training of music teachers in ideology and teaching methods, and improve their understanding of music appreciation classes. In the provision of teaching facilities, in addition to commonly used keyboard instruments, some stringed instruments, ethnic instruments and percussion instruments, audio and video equipment and multimedia computers adapted to modern technologies should also be provided. At the same time, the school auditorium and multimedia classrooms should also be used as part of music curriculum resources to provide suitable venues for the development of relevant music activities.

Reforming the current situation of music appreciation class in high schools is not something that can be accomplished overnight. Every music teacher should sum up teaching practice experience, reflect on teaching realistically according to students' actual conditions and teaching needs, and continuously explore and research to improve the quality of music teaching step by step.

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