

On "Teaching" and "Learning" of Music Education in Senior High School

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Abstract: *With the improvement of people's life quality in China, people pay more and more attention to the quality of education. The relevant departments have carried out the new curriculum reform and applied modern technology to the development of the education industry, thus improving the teaching efficiency of the education industry in China. The significance of music classroom teaching in senior high school lies in showing a broader development space for students and teachers, respecting the law of physical and mental development of senior high school students, and choosing teaching contents and methods suitable for each student to meet the music learning needs of different students, so as to stimulate their interest and creation in music learning, lay a foundation for the lifelong development of each senior high school student's cultural accomplishment, and then promote the all-round and harmonious development of students' personality. This topic is based on the theory of music education philosophy, post-modern music pedagogy, music education psychology, music aesthetic psychology and other knowledge, analyzes the problems existing in the current music education and teaching in Chinese schools, expounds the feasibility and necessity of implementing the diversified application of pop songs in high school music classes, and discusses the ways and methods of implementing the diversified application of pop songs. This paper discusses the educational function of applying pop songs to music classroom teaching and the basic requirements for teachers.*

Keywords: *Music education, "Teaching" and "learning", Senior high school student, Modern Educational Technology*

1. Introduction

The new curriculum reform has a new standard for high school music teaching. Applying modern educational technology to the teaching of new music courses in senior high schools can create a more suitable classroom environment for music learning, provide students with more adequate music resources, and enable students to fully play their principal role [1]. It is a science of using systematic methods to solve teaching problems scientifically. It aims to optimize teaching effects and solve teaching problems. Teaching design is an indispensable and important link in the process of teaching implementation, and it is also a complex teaching technology [2]. The traditional teaching mode of "teachers speak and students listen" and "teachers teach and students learn" has a single form and rigid content. To a certain extent, students have lost the ability to think independently, use knowledge, explore knowledge and create knowledge. Therefore, education reform should first update our teaching ideas and teaching concepts [3]. Music is the art of hearing. It needs to be expressed through the playing and singing of musical instruments and voices, and then felt through listening. Because music is a non semantic language, the feeling of music has certain particularity [4].

In music learning, students are the main body of learning. They can fully experience and feel the beauty and rich emotions in music not only by listening to music, but also by participating in musical practice activities such as instrumental performance and singing, and feel the ideal realm of truth, goodness and beauty expressed by music, and have a strong emotional resonance with it [5]. Therefore, in the process of teaching practice, music teachers are bound to constantly improve teachers' educational concepts, change teachers' educational behaviors, improve their teaching skills and enhance teachers' teaching awareness of cooperation and communication. In music classroom teaching, teachers can discover students' potential, give full play to students' intelligence strengths, and make all students become talents, which will help to promote teachers' professional development and self-development, and enhance teachers' sense of professional achievement and enthusiasm for creative work [6]. Thirdly, give students an equal status. As the saying goes, if you are touching your heart, don't be sentimental first. If the relationship between teachers and students is good and psychologically compatible, students

will transfer teachers' concern to the courses taught by teachers, resulting in the psychological effect of "being close to their teachers and believing in their ways" [7].

2. From attaching importance to teachers' teaching to students' learning

2.1. Modern educational technology research

Modern educational technology started late. It was initially composed of audio-visual teaching, individualized difference teaching and programmed teaching. Through continuous development, modern educational technology was formed. The origin of instructional design is that psychological researchers try to transform psychological principles into the pursuit of educational application technology, and with constant change and improvement, it forms a kind of instructional technology, and finally comes into being and develops as a discipline [8]. Although many insightful teachers have made various researches and explorations on "the application of pop songs in high school music classes", on the whole, the analysis and research on the subject of "the diversified application of pop songs in ordinary high school music classes" is not scientific, systematic and in-depth. Young people at this stage of senior high school students have the ability to analyze objective things independently, and most of the students can objectively evaluate things [9]. However, only a few old classical popular music in the textbooks can not meet the needs of students, and it is difficult to activate students' desire for expression and creative impulse. At the same time, it is not enough to "enable students to show their personality and creativity in active participation". Here, it does not mean that other music cultures cannot achieve the goal of the new curriculum standard. My point is that since pop songs are introduced into the high school classroom, we must carry out teaching practice in a down-to-earth and serious manner, and we cannot follow the formalist route [10].

The formulation of the new curriculum standard itself has post-modernity, because its curriculum design concept is modular design. According to the understanding of post-modern music pedagogy, the module is a macro-synthesis, which is maintained by various complicated contradictions and interactions. The biggest feature of the new high school music curriculum standard is its flexibility. There are no hard and fast requirements for textbook compilation, teaching process, teaching objectives, etc. It gives music teachers a huge space to practice their own teaching. For a multi-ethnic country with a large population like China, this is the most advanced place in the new curriculum standard. Therefore, we have not only a good opportunity to explore the diversified application of popular songs in high school music classes, but also, more importantly, it is entirely based on the academic situation.

2.2. Learn to use curriculum resources

The new curriculum advocates the cultivation of students' comprehensive ability, which depends on teachers' collective wisdom. Therefore, it is necessary to change the isolation and isolation between teachers, and teachers must learn to cooperate with others and deal with teachers of different disciplines. From the overall point of view, modern educational technology refers to teaching with the help of modern information technology, such as video, image, sound, etc., at different stages of education, to create a suitable learning atmosphere, so that students can feel that learning is not as boring as they think, and pay more attention to course learning, thus improving the efficiency of course teaching. There are many contents of music practice activities, such as listening, singing, playing, appreciating and creating. In classroom teaching, teachers should pay great attention to students' artistic practice, cultivate students' interest and hobby in music, let students feel, express and create music in happy music practice activities, and cultivate students' good quality and ability in rich artistic atmosphere. Undoubtedly, if we ignore these differences and insist that all students learn the same content in the same way, it will destroy the whole foundation of the theory of multiple intelligences. Therefore, the teaching methods of music class in senior high schools in China should be diversified. Corresponding teaching methods should be adopted according to different teaching contents and the ability of the education object to accept music knowledge. The common teaching methods are: music appreciation method, music creation method Music practice, etc. At the same time, on the basis of understanding the intelligence characteristics of each student, teachers can set up a variety of different teaching methods and groups to give students the opportunity to play to their intellectual strengths and advantages for learning. Or make up for the weakness in intelligence. As shown in Figure 1.

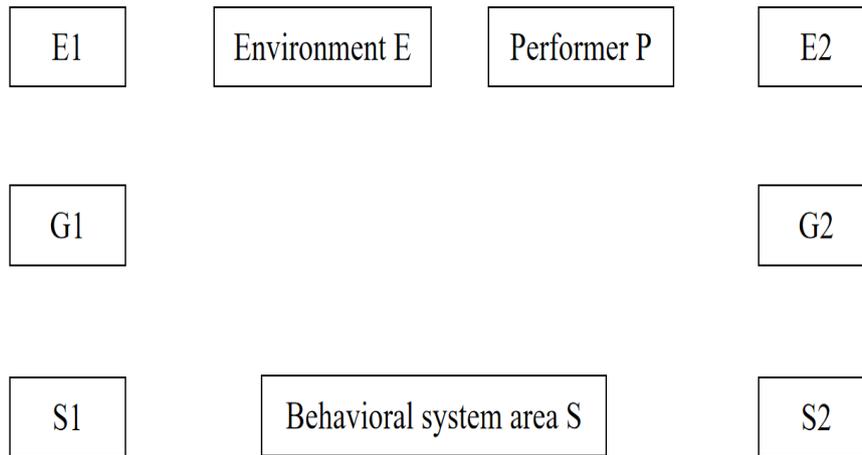


Figure 1: Diagram of English Teaching to Remedy the Weakness of Intelligence

All of these have had a certain influence on the choice of music teaching methods. School music education requires education and teaching to be open and diversified, because the new curriculum reform is to meet the development requirements of the times and the real needs of Chinese students. Therefore, the openness and diversity of education and teaching is also a new feature of school music education in contemporary China. The realistic characteristics of contemporary school music education in China also reflect its development direction, that is, the formation of an open and diversified school music education system with Chinese characteristics, which takes aesthetic education as the core, draws lessons from foreign excellent educational concepts and teaching methods, meets students' needs and comprehensively promotes students' music quality on the basis of the continuous improvement of comprehensive national strength and the guarantee of teachers' level.

3. The Application of Modern Educational Technology in the New Music Curriculum Teaching in Senior High School

3.1. Teaching and Learning in Music Curriculum

As a music teacher in high school, we must form a correct understanding of the role of modern educational technology, so that modern educational technology can really play a role in the teaching of new music courses in high school, improve the teaching level in the process of making teaching more efficient, ensure that the teaching content can appeal to students, and enable students to focus more on music learning. Therefore, in the process of teaching with the help of modern educational technology, it should be more targeted and open to enrich students' vision, so that students can improve their abilities in all aspects through divergent thinking. Appreciation class is a practical activity for students to perceive, experience and understand art. In the whole process of appreciation, let students actively participate in feeling the music. In this way, we can turn the content reflected by music into actual music sound, and rise to rational knowledge through perception and experience. Let students feel, experience and express the emotion and connotation of the music. Let students perform along with the music and make different actions when they hear different melodies. Through performance, the emotion and speed of the music can be easily mastered by students. On this basis, we should first create a classroom atmosphere in which teachers and students are equal and interact with each other; Secondly, we should highlight the students' dominant position in learning and truly respect each student; We should really understand the basic status quo of students' music knowledge and skills, and master their music learning psychology and needs. When they work and harvest, they often use music or dance to express their feelings. When they worship heaven and earth and gods, they also use music or dance to express their feelings. Music is a natural expression of their inner feelings for them. Music is a necessity of life and an integral part of life content. That is to say, if there is an opportunity for students to understand and feel the world music, they can't miss it. A stiff textbook can't arouse students' interest. As a music teacher, they must have a sensitivity, that is, teachers should adapt to the times before students, and have a stronger ability to capture "music", because if teachers themselves can't have a pluralistic and open thinking based on respect for the differences in music culture, It is impossible for

him to teach students the concept of "cross culture or multiculturalism" that music culture itself has. As shown in Table 1.

Table 1: Changes of educational thinking under the influence of philosophy

Pedagogy Concept	Old ideas	New ideas
The relationship between the two ideas	Graded	Networked
Environment	Height structure	Height information
Thinking	Low grade; Linear skill value; Concentrated thinking; memory	High grade; The value of linear thinking; Applied knowledge
Instructional objective	Memory	Explore and create
Teacher-student relationship	Teachers are experts and students are passive receivers	Teachers are regarded as tutors and students are regarded as active participants

While teachers are carrying out practical experience activities and creating situations in full swing, we see such a phenomenon. After these seemingly lively activities, students' understanding and mastering of music, knowledge and skills is only a superficial understanding. The reason is that teachers neglect the guidance of students' music learning methods while constantly creating activities and situations. In the classroom teaching, teachers make students feel the emotion of music works and improve the students' aesthetic appreciation of music through the creation of rich situations, various activities and music appreciation. As a means of expression of music, the analysis of music elements is an important way to perceive music and improve aesthetics. However, some teachers pay attention to music aesthetics while neglecting to improve their perception of music emotion through the analysis of music elements.

3.2. In terms of teaching evaluation

Classroom evaluation refers to making a value judgment on the teaching effect and the realization degree of the teaching objectives by using possible evaluation techniques according to the educational policy and certain teaching objectives, so as to improve the teaching work. Classroom evaluation is an important part of teaching work, which plays an increasingly significant role in improving teaching quality and promoting teaching reform. For example, you can observe how students play logic games, operate machines, dance, or deal with disputes in cooperative study groups. In the natural environment, observing students' ways of solving problems or making products is the best situation to provide students' abilities in various subjects. The evaluation of music classroom teaching in senior high school is embodied in taking students as the main body and students' development as the foundation. The purpose of evaluation is to provide opportunities for students' development. In classroom teaching, students' learning enthusiasm is stimulated, students' dominant position is reflected, students' inquiry is encouraged, and evaluation objectives are efficiently achieved. The evaluation focuses on the longitudinal comparison of self-development, protecting and developing students' interests and hobbies in music, helping students build self-confidence and promoting the improvement of students' musical ability.

Teachers should conduct systematic self reflection on their educational and teaching behaviors and overall development in the process of self-evaluation. In the evaluation of others, music teachers should attach great importance to and timely listen to the evaluation and suggestions of other teachers and students or parents, carefully summarize them, and timely adjust their teaching strategies. The focus of evaluation is that teachers should respect the differences in intelligence, tap the advantages and potentials, and students should be confident and everyone should succeed; Improve the ability of appreciation and evaluation. Music Classroom - interactive teaching between teachers and students. With the use of music elements, multi-dimensional evaluation will enable students to enjoy a relaxed and happy music atmosphere in a respectful and equal educational environment, making music classroom a happy home for high school students. Discover the potential of students from their bad behaviors. However, no matter what kind of advanced education theories at home and abroad are used for reference, we should study and adapt to the national conditions of our country and respect the needs and preferences of high school students for music knowledge. In music classroom teaching, the teaching objectives, teaching content, teaching methods and teaching evaluation of the courses you teach should not deviate from the standard of music and the reality.

4. Acknowledgements

According to the above analysis, it is an inevitable trend of the times to apply modern educational technology to high school music teaching, which can promote the further deepening of the new curriculum reform. As a high school music teacher, we should make full and reasonable use of modern educational technology. The reform of music curriculum in senior high school should keep pace with the times, analyze specific problems and treat specific situations, and truly keep pace with the times and adapt to local conditions. In the high school music class, we must put the practical ability and creative ability in the first place. Focus on cultivating and examining students' ability to solve practical problems and make initial creation. Intelligent positioning provides a new theoretical fulcrum for today's education reform, especially for the curriculum reform, as well as the practical and creative abilities emphasized by today's quality education; At the same time, it puts forward that in a certain social and cultural background, our education concept should keep pace with the times and adapt to local conditions. It calls for our educational reform, especially the curriculum reform, to keep up with the pace of the times and change according to different countries, different historical periods and different regions.

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