

The Art of Lesson Preparation for Music Teaching in Junior Middle School--Based on the Perspective of Traditional Chinese Music

Liu Beini

Shandong Normal University, Jinan, Shandong, China

ABSTRACT. *Chinese traditional music occupies a particularly important position in China's national music. According to the requirements for the study of national music in the revised version of the "Music Curriculum Standards", junior high school students need to deepen their understanding of national music and improve their aesthetic interest in the learning process of the music classroom to establish national consciousness, and then to achieve the effect of cultivating patriotism. Lesson preparation refers to the preparation of the content of the teacher before the lecture. It contains the core content of three aspects: preparing students, preparing teaching materials, and preparing teaching methods. This article will start from these three aspects and talk about how to master the "art" of preparing lessons based on the perspective of traditional Chinese music.*

KEYWORDS: *Chinese traditional music, Junior high school music, Lesson preparation*

1. Introduction

"Traditional Chinese music" refers to the music created by the Chinese using the inherent methods of the nation and taking the inherent form of the nation and having the inherent morphological characteristics of the nation. It includes not only ancient works that have been produced in history, but also contemporary works. Chinese traditional music occupies a particularly important position in my country's national music. Whether a work belongs to Chinese traditional music depends not on the time of its creation, but on its expression and style characteristics. Mr. Du Yaxiong divides traditional Chinese music into four categories. The content of junior middle school music teaching is mainly folk music. Folk music can be refined into folk songs, folk songs dances, folk instrumental music, opera music and rap music. Lesson preparation refers to the preparation of the content of the teacher before the lecture. It contains the core content of three aspects: preparing students, preparing teaching materials, and preparing teaching methods. This article will start with these three aspects and talk about how to master the "art" of preparing lessons based on the perspective of traditional Chinese music.

2. Prepare Students

The teaching process of junior high school is an important process of inheriting the past. The so-called “preparation of students” is to conduct academic analysis, mainly including the knowledge base of the preparation students, the learning ability of the preparation students and the learning style of the preparation students. Each class has its own style of study, and each student has different characteristics. This requires the teacher to conduct a comprehensive and targeted analysis of the student's learning situation when preparing for the lesson. Through the analysis of academic conditions, it can help teachers to better design reasonable teaching content, make the learning atmosphere more harmonious, and the classroom links are closely connected.

In the teaching of music in junior high schools, the knowledge and experience that students have already stored are closely related to what they are about to learn. Teachers must first understand to what extent the knowledge related to the classroom teaching has been mastered by students. The junior high school students' hands-on ability and thinking level have been greatly improved, which puts forward higher requirements for the practice of junior high school music teaching. On the one hand, junior high school music teachers will pay more attention to the relevance of the work and actual life when explaining the music theory, so as to help students understand and master the music knowledge and the characteristics of the work; on the other hand, the special exercises of musical instruments and musical styles in junior high school music teaching are also Will occupy a more prominent position. From this point of view, scientific practice and hands-on practice of students in music teaching in junior high school are indispensable.

Students' learning ability refers to the ability to independently acquire knowledge during the learning process, including the ability to collect, analyze information, and operate hands-on. Junior high school students already have certain self-learning ability, so junior high school music teaching will be further strengthened in terms of students' own music interests and music learning habits, and through this reinforcement, students will be guided to improve their ability and level of self-learning music.

Learning style refers to the consistent learning style of learners with individual characteristics, which is the sum of learning tendencies and learning strategies. The learning style is mainly characterized by three characteristics: First, the learner is influenced by various cultures such as school, family, and society, and has a distinctive uniqueness; Second, once the learning style is formed, it is rarely due to changes in the learning environment or learning content, it has stability; Third, each learner is affected by a variety of innate and acquired factors, and the learning method is different, so the learning style has both functions and personality.

As the age of junior high school students continues to grow, their ability to perceive music is gradually improving. They are not satisfied with repeating music listening, and the evaluation of music melody is no longer limited to whether it is good. Therefore, in terms of teaching content, junior high school music should

satisfy the students' multi-directional demands and develop in a more development direction.

3. Prepare Teaching Materials

The “Music Curriculum Standard” promulgated in 2011 has two different versions: the experimental version and the revised version. In the second part, “Basic Concepts of the Curriculum”, both versions mentioned the relevant content of “promoting folk music”. But comparing the two, we can find that the term in the experimental version is “by learning folk music, so that students understand and love the music culture of the motherland...”, while in the revised version it is “by studying folk music, making students are familiar with and love the music culture of the motherland...”. Only from “understanding” to “familiarity”, the difference between the words is to reposition the teaching of folk music classroom, because only after deepening the understanding, students can gradually become familiar with folk music; only become familiar Ability to evaluate the quality of music. After students have the urge to listen and want to listen, they have the possibility of “understanding” national consciousness, and then achieve the effect of cultivating patriotism.

The vocal version of the junior high school music textbook has a total of 35 units, and the textbook uses 17 units of space to cover the relevant content of traditional Chinese music, accounting for about 50% of the overall. The works are rich and diverse, involving 34 provinces, municipalities and autonomous regions across the country, and introducing representative works including the Han nationality and more than 20 ethnic minorities. Each unit includes three aspects of singing, appreciation, knowledge and skills. Through listening and singing, students have systematically learned the categories, historical development, regional styles, and musical characteristics of traditional Chinese music, emphasizing the characteristics of Chinese music. This shows that the compilation of textbooks focuses on the cultivation of the cultural connotation of traditional music. For example, in the unit of “Grassland Pastoral”, the textbook is carefully studied to introduce the characteristics of ethnic music and the cultural characteristics of Mongolia from the perspective of music. The unit uses the short-tune “Silver Cup” as the singing track, and the banquet toast content in the lyrics evokes the relevant characteristics of the folk songs that are derived from “the working people's life and work”. In the process of appreciating the long-tune music “Muge”, the comparison of the musical elements between long and short to make students understand that long-tune is mainly popular in the pastoral areas of Inner Mongolia, while short-tune is mostly used in agricultural areas of Inner Mongolia. Then listen to the matouqin's “Wanma Pentium”, guide students to correlate the sound characteristics of matouqin, rhythm and strength with the sound effects of the horse's rushing noise, the roar of the wind, etc. This will strengthen students' memory of the timbre and performance of Mongolian musical instruments and further understand the cultural characteristics of Mongolian music.

4. The Teaching Method

Teaching methods are teaching methods or teaching procedures adopted in teaching to complete certain teaching purposes and tasks, and are a method system for teachers and students to jointly understand and practice teaching purposes. Teaching methods are rich and varied. In actual teaching activities, the classification method proposed by Professor Li Bingde is often used. According to the external form of teaching methods and the characteristics of students' cognitive activities under this form, the teaching methods are divided into five categories. The first type uses language as the main method to transfer information, such as lecture method and discussion method; the second type is based on intuitive perception methods, including visiting method and demonstration method; the third type is based on actual training methods, such as experimental methods, practice methods, etc.; the fourth category is mainly appreciation methods, such as ceramics, etc.; the fifth category is inquiry-based teaching methods, including inquiry method, discovery method, etc. The choice of music teaching methods in junior high school should be based on the overall recognition of the students' situation and the characteristics of the textbooks, and grasp the selection criteria that highlight the key points and are targeted, so that the music teaching methods are truly effective.

Today's society is a ubiquitous network technology society, which has also played a certain role in promoting traditional music teaching, mainly to provide music teachers with more convenience in teaching. Traditional Chinese music is broad and profound, and the relevant courses set in junior high school music are to guide students to discover the meaning and beauty of traditional music. In the teaching process, the search for traditional music materials is a very important part of lesson preparation. Teachers should pay more attention to how to explain the humanistic knowledge and national spirit behind the music, therefore the cultural literacy of the music teacher is the top priority of teaching traditional Chinese music courses. The music teacher is the organizer and guide of the classroom. For Chinese traditional music, which is rich in music, it also determines the degree of acceptance of students. Therefore, junior high school music teachers should continue to learn, maintain an open and absorbed mentality, and constantly improve the traditional music knowledge, in order to choose a good teaching method to meet the requirements of the new curriculum reform.

5. Conclusion

The Chinese traditional music part of the junior high school music classroom has a broad teaching space. Under the current social situation, we should pay attention to the penetration of our traditional culture in the junior high school music classroom. By preparing students, preparing teaching materials, preparing for teaching Law and other links create a good art space for students to learn Chinese traditional music, so that they can better accept the infection and influence of China's excellent traditional culture.

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