

Analysis of Corresponding Strategies for Junior Middle School Music Teaching under the Background of Quality Education

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Abstract: Under the background of today's quality education, middle school music teaching has evolved beyond mere knowledge transmission to emphasize holistic student development and comprehensive quality enhancement. Consequently, how to deal with this change effectively and improve the quality of junior middle school music teaching has become a problem that every music educator needs to think deeply about. In this paper, the current problems in junior middle school music teaching are analyzed, and on this basis, the countermeasures of junior middle school music teaching under the background of quality education are put forward, in order to improve the quality of junior middle school music teaching and cultivate outstanding talents with good aesthetic taste and humanistic quality.

Keywords: Quality education, Junior middle school music teaching, Corresponding strategies

1. Introduction

Quality education emphasizes the holistic development of students, encompassing knowledge, skills, emotional intelligence, and values. In junior middle school music teaching, it is essential for teachers to not only impart musical knowledge but also cultivate students' musical proficiency, innovative thinking, and aesthetic sensibility. Simultaneously, junior middle school music teachers should guide students in establishing sound values and nurturing their sense of patriotism and humanistic qualities through music education [1].

2. Analysis of Current Problems in Middle School Music Teaching

2.1 Limitations in Teaching Content

At present, many schools pay too much attention to the teaching of basic knowledge and skills, but neglect the aesthetic education function of music and the cultivation of students' innovative ability. As a result, students' understanding of music remains on the surface, and it is difficult for them to truly appreciate the charm of music and achieve comprehensive development in music learning.

2.2 The Teaching Methods and Means are Relatively Single

The traditional music teaching method often adopts the cramming teaching, the lack of interaction and communication with students, it is difficult to stimulate students' interest in learning. At the same time, some teachers rely too much on textbooks and lack flexibility and innovation, which makes music teaching boring. In addition, some teachers fail to make full use of modern educational technology, such as multimedia, network, etc., to enrich the teaching content and form, which limits the effect of music teaching[2].

2.3 The Teaching Resources are Insufficient

Due to insufficient teaching funds and school venues, some schools have very rudimentary music teaching indoor facilities, with only some simple musical instruments displayed, which cannot meet normal teaching needs. At the same time, there are also problems with the selection and updating of music textbooks, some of which are too outdated to adapt to the development of the times and the

needs of students.

2.4 The Teaching Staff is Insufficient

Many schools lack professional music teachers, resulting in the quality of music teaching can not be guaranteed. Some teachers lack of systematic music education and training, it is difficult to be competent for the task of music teaching. In addition, the treatment of music teachers is relatively low, especially in junior middle school teaching music teachers, as a non-entrance examination subject, to a certain extent, also affected their work enthusiasm and professional growth.

3. The Corresponding Strategy of Middle School Music Teaching under the Background of Quality Education

3.1 Focus on Key Points and Deepen the Theme

The traditional teaching mode is to design the music teaching scheme according to the curriculum standard, which leads to the phenomenon that many teachers are dependent on the standard situation. Therefore, when teachers design teaching plans, the content is relatively simple and not novel enough to attract students' attention and is not conducive to the development of artistic literacy. Many students rely on rote learning, which does not achieve good results. Under the background of core literacy, junior middle school music teachers should be prepared to innovate, not only to ensure that the teaching design meets the requirements, but also to improve the comprehensive literacy of students. Emotional experience and expression is a very important part of junior middle school music teaching. Teachers can choose music works with distinct emotions, guide students to perceive the emotions contained in music in appreciation, and let students show their own personality and style. Music literacy is the basic quality of students in the field of music, including the understanding of music culture, the mastery of music theory knowledge and the ability to use music skills. Teachers should pay attention to improving students' music literacy in teaching, strengthen their understanding of music culture and history, and conduct in-depth explanation and practice in music theory and skills. Teachers should use a variety of teaching methods and means in teaching, such as classroom explanation, music appreciation, singing, playing, acting, dancing, etc., pay attention to improving students' learning interest and participation, and stimulate students' learning enthusiasm. Teachers can combine the curriculum standards with the teaching design of large units, take the curriculum standards as the guide of the teaching design, strengthen the teaching objectives, and consider from the aspect of the theme, rather than just ensuring that students can understand. Music teaching in junior middle school is based on basic knowledge. When designing the teaching plan, teachers can take a music work as the entry point, and then find out the style orientation of students, so that students can actively understand different types of music works[3].

3.2 Pay Attention to Listening and Singing Training, lay a good Foundation

Music has a long history in both East and West, and its content is rich and colorful. Through listening and singing training, students can improve their listening ability and accurately perceive and understand the melody, rhythm, harmony and other musical elements in music works. By listening to singing music repeatedly, students can strengthen their memory and memorization of music materials, and improve the speed and efficiency of constructing music beliefs. Through listening and singing training, it can help students practice intonation and singing skills, improve the accuracy of the voice, the stability of intonation and the coverage of the vocal range. By singing and completing vocal exercises, students can improve their ability to perform music, show music perception and music emotion, and let the work be presented in image and color language. By listening to the music repeatedly, students can deeply feel the emotional expression of music, and enhance the understanding and expression ability of the emotional expression of music.

Basic training includes two contents: auditory training and sight singing training. Hearing training can be trained from daily life, to grasp the music in life, listen attentively, understand, and appreciate the beauty of music. At the same time, on this basis, students are trained in sight singing. When singing songs, students are first asked to sight sing the melody of the music, and then follow the lyrics while mastering the melody of the music. First, put forward low-level requirements to students, and then gradually increase the requirements from shallow to deep.

3.3 Provide Rich Music Works to Cultivate Students' Sense of Music

When the music melody plays, people often cannot resist being in the atmosphere of the music. Usually, people distinguish different types of art based on different means of expression, such as different musical instruments. Not only that, music can also showcase the dedication of singers.

Therefore, in practice teaching, teachers should provide various types of music as much as possible to enrich the content of music. This helps students to feel different styles of music, so as to form a stable aesthetic standard and distinguish different music. As a student, you should devote yourself to the process of listening to music and form your own unique and stable musical sense. Teachers should also pay attention to cultivating students' musical sense in the teaching process. For example, when letting students listen to "Childhood", teachers should first let students feel the artistic conception of the song in their own shoes and feel the children's happiness and troubles in "Childhood". Then, a song with a completely different style, such as Yang Peian's "I Believe", is played for students to compare their feelings, and some campus songs are introduced into the school's art festival performance, so that students can immerse themselves in the happiness of their student days.

3.4 Gradually Optimizing Teaching Methods

Large unit teaching has an impact on the content of junior middle school music teaching and the improvement of students' comprehensive literacy, because different students have different abilities to appreciate art, so it is impossible to generalize without understanding the cognitive level of students. If large unit teaching is carried out blindly without advance planning, it will affect the efficiency of some students' music knowledge learning. For students with poor aesthetic perception, it will also affect their learning enthusiasm and the cooperation between teachers and students, which is not conducive to creating a relaxed and pleasant teaching atmosphere. Therefore, during the teaching of large units, teachers need to fully investigate the situation of students, understand students' feelings on music teaching activities, and improve students' music literacy on the premise of ensuring that students can obtain basic knowledge according to their different interests. Teachers should also give students the opportunity to express their ideas and realize the development of personal thinking. Teachers can enrich teaching forms and carry out some interesting teaching activities based on the teaching theme of large units, so that every student can fully show themselves. For example, if the school has an art club, such as Cantonese opera, drama and chorus, some Cantonese opera excerpts can be selected for Cantonese opera. Cantonese opera may be unfamiliar to junior middle school, and the first prerequisite is to learn the language. However, teachers can first let students have a certain understanding of Cantonese opera, and invite students who have known Cantonese opera to give a live demonstration according to the melody of Cantonese opera. Students who have not been familiar with it can understand Cantonese opera by listening to the selected passages according to the teacher's design plan, and build cultural confidence while carrying forward the excellent traditional Chinese culture. Take the drama "Mulan" created by the school as an example, students can portray the characters in the play by role-playing, and then evaluate their performance according to their own understanding of the roles. Teachers can take this opportunity to understand the students' mastery. If students are interested in this, they can also carry out some drama performance activities in the future to expand students' artistic literacy. And master artistic skills.

3.5 Strengthen the Construction of Teaching Staff

Teachers are the key factors in music teaching, especially in the context of quality education, the construction of junior middle school music teachers is particularly important, which is not only related to the cultivation of students' music literacy, but also affects the overall improvement of their comprehensive quality. As a unique art subject, music requires teachers to have solid knowledge of music theory and rich practical experience. Therefore, schools should regularly organize teachers to participate in professional training and learning, constantly update their knowledge system, and improve their teaching level. At the same time, teachers are encouraged to conduct teaching research and explore suitable music teaching methods and strategies for junior middle school students, so as to make music teaching more lively and interesting and stimulate students' interest in learning. Teachers are not only imparting knowledge, but also shaping students' character. It is of great significance to cultivate students' moral concepts and behavior habits to have good teachers' ethics. Therefore, schools should strengthen the education of teachers' ethics and guide them to set up a correct view of education, students and teachers' ethics. At the same time, we will establish a sound assessment mechanism for

teachers' ethics, commend and reward teachers with excellent performance, and seriously deal with teachers who violate the provisions of teachers' ethics. The communication and cooperation between teachers can promote the sharing of teaching resources and the reference of experience, and help to solve the problems and difficulties encountered in teaching. Schools may organize regular teaching and research activities, teaching observation and other activities to provide a platform for teachers to communicate and learn. At the same time, teachers are encouraged to carry out interdisciplinary cooperation, combine music with other disciplines, enrich the teaching content and form, and improve the comprehensive quality of students[4].

3.6 Based on the Teaching Objectives, Enrich the Evaluation Methods

Under the background of quality education, the teaching goal of junior middle school music education has gone beyond simply imparted music knowledge and skills, and paid more attention to cultivating students' music aesthetics, innovation ability and cultural accomplishment. Therefore, it is particularly important to enrich evaluation methods and combine them closely with teaching objectives. The traditional way of evaluation often focuses on the students' musical performance skills, but neglects the cultivation of the feeling and appreciation of the beauty of music. Under the concept of quality education, junior middle school music teachers should introduce various evaluation methods such as music appreciation and music creation, so that students can enhance their understanding and perception of the beauty of music in the process of appreciation and creation. Music is an art subject full of creativity and practice, and students should constantly try new musical elements and ways of expression in the process of learning. Therefore, junior middle school music teachers should set up music creation competition, music adaptation and other activities, so that students can give full play to their imagination and creativity, and test their learning results through practice. In addition, music, as a form of cultural expression, is closely related to history, culture, national tradition and so on. In the evaluation process, junior middle school music teachers should guide students to pay attention to the cultural connotation behind music works and understand the relationship between music and society, history and culture, so as to improve students' cultural accomplishment. Finally, in order to achieve the richness of evaluation methods, junior middle school music teachers should also pay attention to the diversification and individuation of evaluation. Each student's music interest, learning characteristics and development direction are different, so the evaluation method should also be adjusted and optimized according to the actual situation of students. Junior middle school music teachers should adopt self-evaluation, peer evaluation, teacher evaluation and other evaluation methods to let students know their own music learning situation from different angles and stimulate the enthusiasm of learning.

4. Conclusions

In summary, under the background of quality education, middle school music teaching needs to be improved and perfected from multiple aspects. Continuously improving the quality and effectiveness of middle school music teaching. Only in this way can we cultivate outstanding talents with noble sentiments, good aesthetic taste, and humanistic qualities, and contribute to the prosperity and development of society.

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