



Construction of Music Classroom Atmosphere and Teaching Innovation Management in Regional Primary and Secondary Schools

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ABSTRACT

When carrying out music teaching activities for primary and secondary school students, the construction of classroom atmosphere is very important. Only under the influence of a good classroom atmosphere can students pay more attention and have a stronger interest in music learning. The development level of music teaching in different regions is different, and the actual situation in the process of curriculum teaching is also different. However, it has strong identity in the construction of classroom atmosphere and the cultivation of students' interest in music. Therefore, this paper will focus on the construction of music classroom atmosphere and teaching innovation management in primary and secondary schools, explore how to better create classroom atmosphere in regional music classroom teaching activities in primary and secondary schools, try to innovate teaching methods, and promote the cultivation of music interest of primary and secondary students.

Keywords: Primary and secondary schools; Music education; Classroom atmosphere; Teaching innovation

1. Introduction

When carrying out music teaching activities for primary and middle school students, we must ensure the cultivation of primary and middle school students' interest in music, because interest is the key factor to promote the formation of students' lasting learning motivation. From the perspective of modern and contemporary education reform, the innovation of teaching methods also directly affects the cultivation of students' interest in music. Therefore, based on the actual situation of music classroom teaching in primary schools, focusing on the innovation of teaching methods and striving to create a good classroom atmosphere is a key link to promote the quality of music education in primary and secondary schools at this stage.

In music teaching in primary and secondary schools, the necessity of music classroom atmosphere construction and teaching innovation is analyzed

It is conducive to promote the cultivation of primary and middle school students' interest in music learning and quickly improve the quality of music education. Learning interest is the fundamental driving force to promote students' learning behavior. Therefore, whether in any discipline education, cultivating students' learning interest is the key to promoting students' discipline literacy. Based on the background of China's music education reform, the national education department clearly requires the cultivation of students' music core literacy. Therefore, it is more necessary to cultivate students' interest in music in order to quickly improve the quality and level of music teaching in primary and secondary schools. On the other hand, for China's modern and contemporary primary and secondary school students, they have a strong interest in the music discipline itself, but the knowledge learned in the music teaching materials is fundamentally different from the music forms they are exposed to in real life. Therefore, when teachers carry out music education for primary and secondary school students, they pay attention to building a bridge between students' life music and learning music, and enhance students' interest in professional experience learning, which is also the key to music teaching in primary and secondary schools.

2. The innovation of teaching methods directly promotes the reform of music education in China

In modern and contemporary education, the state strongly emphasizes the innovation of teaching forms and guides students with innovative teaching methods, so as to stimulate students' innovative ability. Therefore, in the promotion of music teaching activities in primary and secondary schools, we should not only pay attention to the cultivation of students' interests, but also pay attention to the innovation of teaching methods, so as to make the teaching methods more meet the characteristics of China's educational development. Therefore, in the music curriculum teaching activities in primary and secondary schools, paying attention to the innovation of sound teaching methods and integrating healthy science and technology to carry out music teaching can make China's music education more in line with the development trend of the times, enhance the innovation of music teaching mode, and indirectly promote the steady progress of China's education reform. Therefore, at present, in the music teaching activities in primary and secondary schools, whether the construction of music classroom atmosphere or the innovation of teaching forms, there are many practical needs. Next, based on this perspective, this paper will explore how to explore the classroom atmosphere structure and teaching innovation of music teaching in primary and secondary schools.

3. Analysis on the construction of music classroom atmosphere and teaching innovation management strategy in regional primary and secondary schools

Schools in different regions should pay attention to giving full play to local characteristics and explore music teaching forms with local characteristics. The development level of music education is also different in different regions with different economic development levels. Therefore, the most important thing for regional music classroom construction in primary and secondary schools is to cater to the actual development of the region and students. Therefore, in the process of regional primary and secondary school music classroom atmosphere construction, different regions should pay attention to the development of local characteristic music courses. For example, in some ethnic minority areas, they have their own cultural background and language habits, and there are many different forms of expression in music and art. Therefore, when teachers guide primary and secondary school students to carry out music learning activities, they can appropriately tap local music teaching resources and appropriately adjust and change the unified music teaching materials. For example, when teachers carry out music teaching activities, they observe that students have a strong interest in some Chinese songs, so they can use modern multimedia teaching equipment to play more Chinese music for students, create classroom atmosphere through these Chinese music, and appropriately innovate music courses in the form that students like to hear and see; Or some students belong to ethnic minority areas, so they don't know much about some Chinese music and are more inclined to learn some ethnic music. Then teachers should pay attention to the choice of national music for these students, teach through national music, and further expand to the education of unified music teaching materials. Through this way of respecting local educational characteristics and students' actual learning needs, we can better create a classroom atmosphere and fully mobilize students' enthusiasm in classroom teaching.

4. The game teaching method is adopted to guide students to participate in music learning

For primary and secondary school students, they are more interested in the music discipline itself, but teachers' music teaching and students' music appreciation are different. For music teaching, it is necessary to output certain music knowledge to students and promote the improvement of students' music self-cultivation. Therefore, guiding students to participate fully is also the key for teachers to transfer knowledge effectively. The game teaching method has a strong attraction for both middle school students and primary school students. Therefore, when carrying out educational work, music teachers in different regions can integrate the characteristics of regional teaching to design some music games. For example, for some regions where music teaching is highly professional and students' comprehensive music ability is high, teachers can introduce some music equipment when carrying out music teaching activities. Interactive display with students, through cooperative performance, to enhance students' overall music learning initiative and improve students' ability to feel music. Or teachers can also give students appropriate space to use available music equipment to create and adapt music in music courses, so as to promote the cultivation of students' music creative ability and strengthen students' main position in music classes; For some professional music teaching, it started late. Because the overall students are in schools with low quality, teachers can design a series of music interaction modes to attract students' interest in learning. For example, to guide students to distinguish the music characteristics of different art genres, teachers can use multimedia teaching tools to prepare music fragments of different art genres before the beginning of the course. In classroom teaching activities, they can randomly play different pieces of music, audio-visual combination, fully feel the music emotion, analyze and understand the essence of music through music image, Summarize the style characteristics of the works. The integration of multimedia teaching tools in this way makes the music education in primary and secondary schools more modern, intuitive and operable. In the process of diversified game design, it can also better stimulate students' interest in learning, so as to improve the quality of music education.

5. Conclusion

In a word, it is the reality of China's educational development to carry out music teaching for primary and secondary school students. The development level of music teaching in different regions is different, and its education also has different characteristics. Therefore, in the process of constructing regional music curriculum, schools in different regions must give full play to local characteristics and carry out different music forms based on students' actual music ability and hobbies. In addition, when carrying out music teaching activities, we must adopt more teaching methods of game and multi sensory appreciation, fully stimulate students' interest in classroom participation, comprehensively improve students' music core literacy and improve the management effectiveness of music classroom. In short, only different regions can respect their regional characteristics and develop music teaching forms in line with regional characteristics on the basis of regional characteristics can better promote the cultivation of students' interests and the construction of classroom atmosphere, and indirectly promote the cultivation of students' overall music ability.

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