

Research on Middle School Music Teaching Based on Flipped Classroom Model

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Abstract: The traditional single actually sing along with type teaching model already can't meet the development needs of middle school music teaching, but new class and as more effective application of modern information technology can fully meet the demand of students' personalized learning, encourage students in middle school music classroom teaching always maintain high enthusiasm and initiative of learning. Based on this, this paper briefly analyzes the necessity of the application of flipped classroom model in middle school music teaching, studies the specific application of flipped classroom model in middle school music teaching, aiming to make full use of flipped classroom model to promote the innovation and reform of middle school music teaching.

Keywords: Flipped classroom model; The middle school; Music teaching

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Introduction

Under the background of new curriculum reform inside the classroom mode of application is more and more widely, will turn the classroom mode into the middle school music classroom teaching, helps to provide students with more opportunities for interaction, encourage students to combine their own ability to learn independently to complete tasks assigned by the teacher, and students as the main body of the middle school music teaching object. This also means that the flipped classroom model can fully meet the practical requirements of the new curriculum reform for middle school music teaching, and strengthen students' emotional experience, stimulate students' interest in learning, and improve students' music literacy in the process of practical teaching.

1. The necessity of the application of flipped classroom model in middle school music teaching

As a new teaching model, flipped classroom plays an important role in promoting the current education and teaching reform. Flipped classroom model focuses more on the cultivation of students' autonomous learning ability. In the whole classroom teaching process, students are mainly the main object, and students need to use their spare time to sort out the knowledge content learned in class, so as to help students better master the basic knowledge points. At the same time, the implementation of flipped classroom teaching model is also helpful to improve the efficiency of classroom teaching. Rich Internet resources are used to provide students with a platform for independent learning, discussion and communication, and students can also get targeted guidance in the process of independent learning, so as to bring students diversified classroom learning experience.

At present, the flipped classroom model has been gradually applied to middle school music teaching. While emphasizing the dominant position of students in classroom teaching, it can also continuously promote the efficient development of middle school music teaching activities and effectively improve the quality of middle school music teaching. Flipped classroom refers to the reversal of the traditional teaching model of classroom learning and after-class review, requiring students to prepare independently in their spare time, and focus on discussion and summary of the knowledge learned in class. Therefore, the application of flipped classroom model in middle school music teaching can highlight students' dominant position in classroom teaching and ensure that middle

school music teaching activities conform to students' ideological cognition and learning characteristics. In addition, the traditional single middle school music classroom teaching model makes students lack of interest, poor learning quality, students' music ability training will also be limited. The application of flipped classroom mode in middle school music teaching can bring a new learning experience for students, urge students to always keep focused attention in classroom teaching, and provide more opportunities for students to cooperate and communicate, while teachers can also provide targeted teaching guidance according to the actual situation of students[Chen Jinli, 2016].

2. The specific application of flipped classroom model in middle school music teaching

2.1 Enrich the course teaching content according to students' interests

The flipped classroom model breaks the limitation of the traditional inherent teaching form and sets up a new classroom teaching concept on the original basis. When the flipped classroom model is applied in middle school music teaching, teachers need to design the teaching links that students are interested in in the introduction of the classroom, so as to enrich the content of music courses and stimulate students' awareness of autonomous learning. In the course teaching design, teachers need to fully consider the application form and method of flipped classroom model, so as not to blindly arrange the learning content that students are interested in and ignore the key point of middle school music teaching. Based on reverse mode in middle school music classroom teaching, the teachers will also need to classroom teaching material for processing and sorting, combining with the characteristics of students' interest preferences and arrange the teaching material, make students truly understand the unique charm of the middle school music classroom teaching, and lay good foundation for the follow-up of music learning. In addition, the teachers in the process of classroom teaching material choice can also make full use of multimedia technology show students the music scene and related music theme background characters, audio, video, data that are relevant to music teaching for effective integration, through scientific editing applied to the specific teaching steps, and in turn the classroom model under the guidance of complement students interested in content, To ensure the integrity of middle school music teaching.

2.2 Guide students to express music emotion

In traditional music teacher mainly USES the cramming teaching model in classroom teaching, students can only passive to accept a teacher to teach the basic theory of knowledge, and not only between the teachers and students to establish the basic emotional communication channels, in the long term is likely to allow students to learn form the wrong cognition of music course, appear even negative learning emotions, such as resistance, contempt, It can not guarantee the quality and efficiency of middle school music classroom teaching. Based on this, when teachers carry out middle school music teaching activities, they must pay attention to students' subjectivity reflected in the whole classroom teaching process, and enhance students' participation in classroom teaching by strengthening emotional cognition. Teachers in guiding students to learn, for example, "the Orient" related content, emotion can be used to guide method, stimulate students' learning enthusiasm, the use of multimedia courseware to students play on behalf of the deeds of luminaries in our country, the classroom teaching content associated with student's life reality, in order to help students understand the positive effects of the high speed development of our country and dedication predecessors to communicate. Secondly, teachers can also play songs while narrating guiding words, so that students can feel the thoughts and emotions contained in the music works in the process of feeling. This kind of teaching method can bring more real classroom learning experience for students, encourage students to explore the emotional content conveyed in music works more actively, and make students feel the unique charm of music from the heart[Gao Lin, 2019].

2.3 Use video teaching to attract students' attention

In the actual development of middle school music teaching, teachers should adhere to the interest-based guidance to lead students to explore new knowledge fields, relying on the flipped classroom model to break through the limitations of traditional teaching concepts, and further stimulate the enthusiasm of students in middle school music classroom teaching. Teachers, for example, in the interpretation of "spring of xinjiang" knowledge, should be combined with students' cognitive needs a targeted needed for organizing classroom teaching video material, and through the video clip, the processing methods such as flexible processing important segment, thereby beautifully drawn out of the picture, the distinctive multimedia PPT teaching plans, and import link to the students in class play related segments, So as to attract students' interest in the following learning content. After students have finished watching the video, teachers should guide students to boldly express their views and opinions on the video, actively discuss and communicate with other students, and record in detail the omissions and deviations of students in the discussion process. However, it should be noted that teachers should avoid too much intervention in students' group discussion activities. Instead, they should sort out common problems and discussion results raised by students, and take them as the key objects

of classroom teaching analysis. This teaching method can make students realize ideological collision in scientific and effective interaction and communication, and help students intuitively and clearly understand the thoughts and feelings and connotations conveyed by songs through video demonstration, so as to improve classroom teaching efficiency on the basis of stimulating students' interest in learning.

2.4 Strengthen classroom interaction to ensure the quality of course teaching

To strengthen the interactive communication in middle school music teaching is helpful to deepen students' ideological cognition and help students master more basic theoretical knowledge. Therefore, the teacher can be based on reverse classroom mode to carry out diversified interactive activities, students are encouraged to share their views and opinions in the process of mutual exchanges, to provide adequate space for the development of personalized student, high school music classroom teaching and improve the actual effect, prompting students under ecological freedom flexible teaching continuously improve their learning ability. For example, teachers can use group teaching method to explain relevant music theory knowledge, divide students into different research groups according to their cognitive level and perceptual ability, and divide the course content according to teaching requirements, so as to ensure that students at every level can participate in the audition practice activities. Among them, students with relatively weak cognitive ability can challenge the lower level of difficulty, while students with strong cognitive ability and fast learning speed can increase the difficulty step by step. In the audition process, members of each group can also evaluate the singing process of other students and put forward scientific and feasible suggestions for improvement. And teachers need to timely feedback students raised a variety of problems, correct students in the process of skills display mistakes, so that students better grasp the focus of classroom teaching content, significantly improve the quality of middle school music classroom teaching.

3. Conclusion

Flip the classroom mode in the middle school music teaching, help to highlight the dominant position of students in classroom teaching, on the basis of guarantee the quality of classroom teaching to deepen students understanding of the basic music knowledge, cultivate the students to develop good habits of music learning at the same time, development therefore turn classroom teaching mode has become an inevitable choice for the middle school music teaching reform, It is also an important measure to improve students' autonomous learning ability and divergent thinking mode.

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