

Measures for the Cultivation of Students' Musical Aesthetic Ability in Junior High School Music Education

Liwen Ma

Xi'an 75th Middle School, Xi'an City, Shaanxi Province, 710016, China

Abstract: Along with the deepening process of the new curriculum reform, the more traditional teaching methods in the past are now no longer applicable in the modern teaching classroom, therefore, teachers can only successfully cultivate students by constantly updating their teaching concepts in a timely manner, implementing various new teaching methods and actively implementing various reform policies in the end. This paper stands on the basis of the current situation of junior high school music teaching, analyzes and studies the teaching concept of aesthetic ability, puts forward some countermeasure suggestions that are more targeted, and aims to help junior high school music teaching to carry out teaching in a smooth and orderly manner.

Keywords: Junior High School Music; Music Teaching; Aesthetic Ability; Cultivation Measures.

1. Introduction

Along with the high-quality development of social economy, aesthetic ability as a core concept is becoming more and more popular. Therefore, junior high school music teachers need to continue to pay attention to students' learning subject status in the process of teaching students, take students as the core of teaching, actively implement the teaching measures of aesthetic ability, and finally effectively enhance students' professional and comprehensive literacy to successfully and orderly complete the purpose of junior high school music teaching. Aesthetic ability teaching in junior high school music teaching classroom, as an important part of literature and arts teaching, can effectively improve the quality and effectiveness of aesthetic ability teaching under the guidance of the overall structure of music. However, under the current education stage, the process of teaching aesthetic ability in junior high school music classroom has problems such as too single teaching method, weak singing interest degree, and low professional ability and level, which make it difficult to carry out the teaching of aesthetic ability. For this reason, junior high school music teachers should take students as the starting point, take students as the main body of education, and carry out improvement for teaching contents and methods, so as to enhance the singing interest hobby of elementary school students.

2. Teaching Code

(1). Enhance students' autonomy of choice

In the traditional teaching process in the past, teachers focus on lectures in the classroom, and students can only choose to passively accept the lectures, the whole teaching process is actually the teacher in a one-way instillation of material knowledge to students, students completely lost the right to choose, which seriously affects the enthusiasm and initiative of students to learn, cannot get good teaching effectiveness. In the daily teaching process, it is one of the most important issues that teachers should consider to enhance students' autonomy of choice. Teachers should focus on how to enhance students' independent choice, teach students how to learn independently and actively, give students more opportunities to participate in the classroom,

let students fully experience the fun of learning, and ultimately enhance students' attraction to the music curriculum.

(2). Guide students to develop independent learning

In the daily teaching activities, students' learning will be more effective if they are properly guided to develop independent learning. The concept of teaching aesthetic skills focuses on cultivating students' independent learning ability. For this reason, teachers can use rich content to guide students to discover, find, think, and solve problems in order to enhance their independent learning skills. In addition, teachers should actively encourage and support students to be creative, and allow them to offer different opinions or views on teachers' questions so that students can fully utilize their knowledge and discuss with teachers in the classroom, ultimately improving their own comprehensive literacy.

(3). Establish a communication and collaborative learning environment

When teachers conduct teaching activities, they should establish a good learning environment for students to communicate and collaborate, and create good conditions for students' independent learning, independent learning, group cooperation and communication. Students should be provided with proper learning resources so that they can fully utilize their different learning requirements, think and learn about the corresponding learning knowledge and materials, deal with some problems they encounter, and finally complete their learning tasks. In a communicative and collaborative learning environment, teachers can provide students with a certain degree of help and guidance, while also promoting good communication among students, complementing each other's strengths and identifying gaps, so that students can eventually work together and make progress together.

3. The Current Problems of Teaching Aesthetic Ability in Middle School Music Classroom

(1). Teaching methods are too homogeneous

Music courses at the junior high school education level usually use some singing skills and running starts to gradually cultivate students' learning pleasure. Such courses are more practical in teaching and often require more listening and

watching in order to achieve the ultimate goal of aesthetic ability viewing to be realized. For this reason, teachers should carry out specific training for junior high school students, in order to cultivate their musical literacy and professional ability. However, at the present stage, for the current situation of middle school music teaching, some schools usually focus on classroom teaching, and try not to offer or offer little practical classroom teaching, for music courses fail to attract the relevant parties to pay due attention to the degree.

Along with the deepening of the new curriculum reform, students have become the main body of classroom learning, but some junior high school music teachers cannot accurately position the role of teachers and students, in the classroom the teacher still occupies the main position, so that students are forced to be in a passive listening position. This causes the overall classroom atmosphere of music to be rather dull, and students lack a certain degree of participation and enthusiasm, and even gradually lose interest in learning music. The classroom teaching methods used by some music teachers are too homogeneous and not flexible enough to stimulate students' interest in learning. This also affects the improvement of classroom teaching efficiency and the cultivation of students' aesthetic ability.

(2). Students' interest in singing is not strong

For the teaching of aesthetic ability, it is necessary for junior high school students to fully coordinate and divide the work, and for individual students to maintain a strong consistency among them in terms of pronunciation and rhythm maintenance, in order to fully ensure the consistency of the team's overall course appreciation. In addition, as a professional course that tests the musicianship of the viewer, the aesthetic ability requires a certain amount of time and friction in the daily viewing process because of the differences in music among students. This kind of repeated viewing process is very easy to cause boredom for junior high school students who are less mentally and physically developed in all aspects, and will gradually make them lose their interest in singing, which is not conducive to teaching aesthetic ability music.

Some junior high schools often do not pay enough attention to music teaching, as shown by the lack of attention to the development and construction of music courses and the lack of relevant music teaching resources. In some rural or more difficult areas, junior high schools do not even offer music, art, physical education, and other related art courses, much less have music teachers and large classrooms dedicated to music singing. Some schools pay too much attention to the performance of language, mathematics, English and other professional courses in order to improve students' promotion rate, and neglect the teaching of music subjects. Some music teachers, due to their lack of professionalism, will only play music or course plug-ins during the teaching process and have students sing along with the chorus. Such a teaching method not only fails to mobilize students' enthusiasm and sense of interest in learning, but also affects the cultivation of students' aesthetic ability.

(3). The professional ability and level of teachers are not high

In the teaching process, the degree of teachers' guidance occupies the main position in the classroom, and the quality and effectiveness of teaching aesthetic ability are improved by managing the course and requiring students to do how to guide them in the right direction. However, at the present stage, some teachers' professional ability and level are not

high, and the cultivation of students' practical ability is seriously lacking. In addition, in the actual teaching process, teachers often focus on students' improvement of academic performance, and the status of teaching aesthetic ability in the daily music teaching process is constantly weakened or even ignored.

The current junior high school music textbooks are creative in their arrangement, and their choice of content almost always matches the growth characteristics of existing junior high school students, which is conducive to stimulating students' interest in learning and enhancing their aesthetic ability. In practical teaching, however, some teachers tend to depart from the textbooks and freely choose the content to teach their students musical expertise. Sometimes these teachers do so unintentionally, only slowly moving from within the textbook to outside of it in the course of their lectures, perhaps without their own knowledge of having moved away. Some teachers often choose the content according to their own preferences, and simply ask students to sing along with the accompaniment or chorus, resulting in a music classroom that is often highly arbitrary. This is not conducive to students' better learning of music expertise, feeling the unique artistic charm of music, cultivating their own sentiments and enhancing their aesthetic ability.

4. Suggestions for Countermeasures Related to the Implementation of the Concept of Teaching Aesthetic Competence

(1). Determine the purpose of teaching

Students at the junior high school stage are at an incomplete level of development in terms of intelligence and emotional intelligence, and are slow to understand, absorb, and remember the content of knowledge. This will strengthen the students' motivation to learn and lay a solid foundation for better learning of professional courses. Therefore, in the process of teaching music in junior high school, teachers should fully integrate students' different learning conditions and textbook knowledge to determine the purpose and direction of teaching, so as to provide clear guidelines for subsequent related teaching activities and make junior high school music teaching go smoothly.

Under the premise that the teaching subject and purpose of music courses are clear, teachers should take the teaching purpose as the basis, reform the traditional music teaching methods appropriately, take students as the teaching subject, dig deeper into the inner artistic meaning of music, and integrate the existing teaching resources reasonably to cultivate students' learning interests and hobbies. In the process of teaching aesthetic ability, teachers should always pay attention to students' learning and absorption ability, personality characteristics, etc. For students with large differences, teachers should adopt specific teaching, while the teaching content should be appropriately simplified to help students better adapt to and understand the content of music knowledge, and finally ensure that the teaching method of aesthetic ability can be integrated with students' different personality characteristics, so as to further In the end, teachers should ensure that the teaching method of aesthetic ability can be integrated with students' different personality characteristics, so as to further improve the efficiency and quality of teaching aesthetic ability.

(2). Stimulate students' interest in learning

Students' interests in learning are the main motivation for them to learn effectively, so teachers need to fully stimulate students' interests in learning and make them participate in teaching activities actively. Because of their young age, middle school students have strong curiosity and want to be fully recognized and praised by teachers. Teachers can organize some interesting extracurricular activities for students to fully mobilize their initiative and let them explore and analyze some people or things they are interested in, and learn the relevant theoretical knowledge in a relaxed and pleasant activity. For example, after students have a preliminary understanding of music, teachers can organize a music singing contest to encourage and support students to sing their favorite children's songs. This will not only provide a platform or opportunity for students to showcase themselves, but will also effectively stimulate their interest in learning.

The aesthetic ability of students in junior high school is inextricably linked to their rich imagination. Music classroom teaching can inspire people's wisdom and mind, and cultivate people's noble sentiments. In the process of viewing music and singing, each individual is able to engage in free, creative, and unique aesthetic viewing, giving full play to his or her own imagination in order to better appreciate the beauty of the context that music songs bring to us. Therefore, many educators believe that the top priority of music teaching lies in cultivating students' aesthetic skills and placing the wings of imagination on them so that they can better imagine and create. For this reason, in middle school music teaching, teachers should actively encourage students to imagine the scenes depicted in music songs and guide them to imagine more music-related contents.

(3). Continuously enrich different teaching methods

In middle school music teaching activities, teachers need to carry out relevant teaching activities with students as the core and guide them in the right direction. Each student has different speed, level and ability to understand, absorb, memorize and learn knowledge, therefore, there is some variation in the effectiveness of students' learning and absorption of theoretical knowledge. At present, in China's education stage, the collective teaching mode is still used, and the one-to-one teaching method is not considered. Using this mode to teach students within the whole class can have some negative effects on the development of students' personality characteristics. Therefore, teachers should continue to enrich different teaching methods and strengthen the flexibility, hierarchy and structure of middle school music teaching in order to meet the learning needs of most students in the middle school music education activities with the teaching concept of aesthetic ability.

In recent years, with the support of modern technology, the education industry has been reformed and the education system has been continuously transformed and upgraded, so that each junior high school is gradually moving towards a modernized, informative, technological and intelligent education path. In this regard, junior high school music teachers can appropriately introduce some multimedia teaching technology in the process of teaching aesthetic ability to build up a three-dimensional teaching mode for students. For example, teachers can find and search some pictures, videos and audio materials on the Internet about the teaching of aesthetic ability according to different teaching contents, so that students can have an overall understanding and familiarity with the theoretical knowledge of teaching contents and strengthen their music appreciation ability. At

the same time, teachers can transform the teaching content of aesthetic ability into teaching audio and video and other image materials to deepen students' understanding and memory of music knowledge, show students the unique charm of music subject, and enhance students' enthusiasm and initiative to learn music.

(4). Create a good learning atmosphere and environment

In carrying out middle school music teaching activities, teachers should have a full understanding and familiarity with the different situations of students, grasp the developmental characteristics of students, create a good learning atmosphere and environment for students, encourage and support students to express different opinions and views, and have learning ideas should be fully expressed. For example, when teachers teach different music knowledge points, if students have different ideas, teachers can organize students to discuss in groups and communicate freely to motivate students should have innovative thinking, ideas, awareness, etc., while deepening students' sense of the beauty of music art.

In the middle school music curriculum, the main consideration in cultivating students' aesthetic ability is to appreciate and evaluate many aspects such as the rhythm, tone and timbre highlighted in the overall singing process of the team, so as to develop a comprehensive and comprehensive evaluation of the entire aesthetic ability activity. For this reason, teachers should take the initiative to create a good atmosphere of aesthetic ability when improving the teaching activities of aesthetic ability in junior high school music courses, explain and guide students in the process of watching, enhance the combination of students' aesthetic ability and the atmosphere of the course, so as to further enhance the effectiveness of teaching aesthetic ability.

5. Conclusion

In a word, in the process of junior high school music teaching, the teaching concept of aesthetic ability should be maintained and paid attention to at all times, the importance of junior high school music teaching needs to be re-understood, the growth and development of students should be respected to the maximum extent, and music teaching activities should be carried out with students as the main body of learning and the core of teaching, which is not only the relevant requirements of curriculum reform under the new situation, but also the important requirements of music teaching at junior high school level. It is important for students to improve their professional and comprehensive abilities and qualities, and to successfully complete the professional courses at the junior high school level, which can eventually promote the healthy and good development of students in all aspects.

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