

# Research on the Application of Situational Teaching Method in Music Classroom of Primary and Secondary School

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**Abstract:** The primary and secondary school students are in the key stage of all-round production and progress of morality, intelligence, physique and beauty. It is an important link to carry out moral education and shape their comprehensive artistic quality. As an arts and crafts course, music education is a key course to shape students' appreciation ability, stimulate imagination and imagination, and enable students to experience the charm of songs. Therefore, the school should independently innovate and transform the teaching methods and methods of music courses. It can stimulate students' self-study ability and innovative spirit according to the teaching situation teaching method, so that children can integrate the situation teaching and experience the endless style contained in the songs. Therefore, it is of key practical significance to strengthen the scientific research of scene teaching methods in music class teaching.

**Keywords:** Primary and secondary school students; Comprehensive artistic quality; Music courses; Situation teaching

## 1. Introduction

On the basis of fully mastering and grasping students' self-study ability and learning and training level in a certain link, situational teaching means that teachers apply various forms of teaching strategies to build an interesting and easy classroom teaching situation for students, so as to make the teaching classroom develop smoothly. Music teachers should actively create a relaxed and comfortable learning environment and atmosphere for appropriate students to give full play, create a good relationship between teachers and students with students, and comprehensively cultivate students' understanding of music theory knowledge system software<sup>[1]</sup>. In this way, the teacher can correctly guide the students to follow the teacher's ideas in class, stimulate the students' training passion to the greatest extent, and stimulate and shape the students' ability to appreciate songs.

## 2. The Key Role of Situational Teaching Method in Music Class

### 2.1 Being Beneficial to Cultivate Students' Interest in Learning

For the learning and training of the course content of songs, if the students are only passively teaching the teachers' professional knowledge, the emotional experience of songs cannot feel the true beauty in the classroom teaching. Because music is an abstract plastic art, teachers should pay attention to the use of sounds, images, short stories and other methods in classroom teaching, and actively create the classroom teaching situations that students like. That can not only stimulate and activate the classroom atmosphere to the greatest extent, but also arouse the motivation of students' class<sup>[2]</sup>.

### 2.2 Being Beneficial to the Development of Students' Diversified Logical Thinking

The purpose of developing music courses for students is not only to enable students to better grasp the basic music theory knowledge. In addition, let the children feel more and more happiness elements in the songs, so as to continuously improve the students' ability to appreciate songs, shape the students' sensitive logical thinking ability and innovative spirit in daily life and learning, and finally complete the overall improvement of their various logical thinking abilities.

### 2.3 Being Beneficial to Shape Students' Ability to Work Cooperatively

No matter how tough a person is, he will be isolated again. If he leaves the group and lacks a certain spirit of cooperation, he will not be able to get a higher test score after all. Therefore, in order to get a lot of improvement, we need to attach great importance to the shaping of collaborative work ability. Cooperation is a kind of working ability and a key survival ability. Only based on the continuous cooperation with partners can we improve the cooperative working ability. When carrying out music class teaching, music teachers can not only complete the reasonable interaction and communication between teachers and students in class teaching, but also reasonably complete the concept of elite team integration and shape and train students' collaborative work ability according to such mutual cooperation and communication by setting up classroom teaching situations according to the course content and learning through performance institutions.

### 2.4 Being Beneficial to Students to Maintain a Good Attitude

A successful interpretation of a music creation can not be carried out according to the music symbols and music scores, nor can the level of brilliance be identified only by the absence of sound deviation and direction deviation in the process of interpretation. As for the interpretation of songs, there should be more emotional disclosure. In the performance, fans should feel the real feelings of the works before they can arouse the audience to make corresponding emotional feedback. In terms of the information in the music textbooks for primary and secondary schools at this stage, they are all contents conducive to the physical and mental health of students. Therefore, in the sense and education of textbooks, teachers should try their best to cooperate with the scenes of physical and mental health in the teaching materials, so as to stimulate students' mentality to the greatest extent, so that students can participate in it and have a healthy and positive mentality<sup>[3]</sup>.

### **3. Application of Situational Teaching Method in Music Class**

#### **3.1 Applying Activity Teaching to Create Situational Teaching**

Students are naturally active and cannot concentrate for a long time in the learning process. To change their current situation, they can build a scene teaching method they like according to the mobile game classroom teaching method, so that the course content can be displayed in front of students in a form that is easier and more acceptable to students, so as to help them master the feelings that music should embody, and stimulate students' interest in learning music, And focus. For example, when teachers give lectures, they can use the classroom to collect the national flags of various countries, and let students compete for the country name, scenery name, music by referring to the scenery pictures. If they answer correctly, they can get a star. It can not only enable students to quickly integrate into the course content, but also better complete the communication with students, so as to achieve a relaxed training goal.

#### **3.2 Creating Scene Teaching Based on Interpretation of Language Expression**

Songs can cross national boundaries. They enable people of different races and languages to suffer from each other's happiness and sadness according to their musical sense. In a sense, they are the main way to build cultural exchanges between different Chinese nations and different countries. They are also a key language expression for opening up and communication. For a song, the lyrics of the song can help the listener and the appreciator to master its meaning and the feelings that the creator expects to express. However, the music appreciation classes in primary and secondary schools often involve the content of appreciation courses from overseas, from different Chinese nations and in different song ways. When we appreciate this kind of song, teachers can build a certain language natural environment for students according to the method of language expression and interpretation. So that students can better appreciate music creation. For example, in the classroom teaching of the Turkish parade, teachers can introduce some customs of Turkey and China to students in detail according to the language expression, so that students can better master the depicted scenes<sup>[3]</sup>.

#### **3.3 Using Multimedia System to Carry Out Situational Teaching**

The application of modern information-based teaching methods, in the form of short video, audio, painting and other forms, to show students clear course content, can greatly enrich the teaching classroom atmosphere. For example, in the "happy water splashing Festival" class, teachers can use this kind of method to make the scene teaching method of the water splashing Festival, play the video clips of the video Water Splashing Festival, ask the students to watch while appreciating, and then ask the children questions. What do you see? What do you think? After the film is broadcast, classroom introduction will be carried out. There will be such a versatile Chinese nation in Xishuangbanna, China. The Yi people have a very solemn festival - the water splashing Festival. The Yi people sing and laugh, sprinkle water and wish each other. The interface we have just seen is the solemn and prosperous pomp of the Yi people at the annual water splashing Festival. For this reason, students can better understand and appreciate the content of music teaching materials, and can better learn music professional knowledge<sup>[4]</sup>.

### **4. Conclusion**

In general, in music class teaching, teachers should be good at guessing the psychological characteristics of students, and carry out situational classroom teaching according to their specific requirements. Teachers should be good at applying activity class teaching, according to language expression and interpretation, relying on multimedia systems and other methods, so that students can quickly enter the scene and experience the inner feelings while understanding the lyrics, so as to further improve the learning effect and achieve the dream learning effect.

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