

The Application of Experiential Teaching Method in High School Music Teaching

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Abstract: With the continuous development of the new curriculum reform, a variety of new teaching methods have emerged one after another in teaching to meet the requirements of the reform, and the experience teaching method is one of them. What is experiential teaching? It means that teachers actively create teaching scenes for students in the classroom and activate the teaching atmosphere, so that students can acquire knowledge in a good teaching environment, actively learn music, cultivate sentiment, and improve music aesthetic ability. According to the characteristics of teaching, teachers create a situational and active classroom teaching atmosphere, and then bring students into the experience teaching process. Classrooms based on experiential teaching methods can transform traditional teaching classrooms and change students' learning methods from dependence to autonomy, so as to accept music, love music, and create music. The experiential teaching method makes students' learning motivation more subjective, and enables students to fully feel the knowledge hidden in teaching activities, so as to face learning with positive emotions.

In classroom teaching, teachers must allow students to accept unlimited knowledge within a limited time, so as to achieve the efficiency of the classroom and the effectiveness of students' acceptance of knowledge. When teaching, teachers should continuously optimize the classroom teaching process, improve the comprehensive quality of teaching, fully mobilize students' subjective initiative, and allow students to consciously participate in the course learning. At the same time, it is necessary to cultivate the cooperation and communication between students and between teachers and students, so as to better achieve the teaching purpose of promoting students' independent development, and realizing students' independent music learning and music creation. In the process of developing high school music teaching, teachers should also consider the students' learning state and psychology, and be able to carry out corresponding teaching methods according to their characteristics, and teach students in accordance with their aptitude. This paper will analyze the

application strategies and effects of experiential teaching methods in high school music teaching, and put forward corresponding improvement countermeasures for the problems that arise, hoping to provide reference for teachers.

1. Put education in Play, Experience Music

Students often play games in their daily life, and they play an irreplaceable role in students' study and life. Games are the nature of students, and they add a touch of color to students' lives. In the high school music teaching classroom, teachers can adopt a game-based teaching method to allow students to integrate into the game teaching and experience the feelings brought by music. Analyzing the personality of high school students, although they are mature, they will appear impatient with everything when they are in adolescence. In addition, the pressure of the college entrance examination will continue to increase, and their temper will increase. Then, the study of pure music theory knowledge will only feel boring and unfocused, and it is extremely easy to get distracted. The teaching method of learning while playing can solve this problem. The game-based teaching mode is adopted to make the boring classroom and knowledge lively, stimulate students' interest through game interaction, and truly make teaching fun, to fully mobilize the enthusiasm of the students. For example, the fifth unit of Asian-African music charm "Inspiration", this class is a Burundian folk dance, this piece has a very strong sense of rhythm and rhythm. In the process of telling the relevant content, the relevant content may be presented in the form of video through multimedia and other means. I think this class is more suitable for using the game experience teaching method. Before teaching, teachers prepare videos about Asian and African folk dances or folk music for students to watch, so that students can feel the characteristics of dance, and compete in games. "Good Dance King", or play music games. In life, many people are reluctant to sing because they are out of tune. Therefore, when teaching this lesson, teachers can ask students to hum to select the "Humming King". This lesson what it brings to the students is a feeling of cooperation and friendship, temporarily relaxing the pressure brought by their studies, and letting the students feel a happy atmosphere.

2. Diversity of Music to Stimulate Students' Inner Emotions

"There are a thousand Hamlets in the eyes of a thousand people." For this reason, teachers should respect the differences between students. No matter what type of music or style students like, as long as they can express their own emotions, it is a valuable manifestation. , should be respected. However, when you go back to the school and observe the textbooks, it is not difficult to find that most of the music outlines in the textbooks are explained by some ethnic classical music. These music textbooks are difficult for students to understand, and some students will have some students. When there is a feeling of resistance to learning music, teachers should integrate it according to the type of music that each student likes, or leave blank time in class for students to explore and learn the music theory they are interested in. For example, students in high school are more likely to have their own ideas. Because of the pressure of the college entrance examination and a lot of schoolwork, they are reluctant to listen to long and boring classical music. Instead, they will look for music with strong rhythm and dynamic, such as heavy metal. Music, rock, or some sentimental loves folk and sad songs. Most of this music is easy to understand. However, in view of this situation, teachers should pay attention and teach students how to identify good and nutritious repertoire. For example, teachers can recommend to students variety shows such as "The Rap of China", "I Am a Singer" and "Liyuan Spring". At this time, teachers can provide students with some

free discussion time during class to allow students to appreciate the characteristics of their favorite music or favorite singers, discuss through the common preferences of different students, and share their favorite things. to other students. Through students' independent inspection and learning of their favorite song types, they can understand each singer's song and the music culture it contains. Therefore, teachers should grasp the critical period of each student's learning when teaching, and can't do one-size-fits-all, starting from students' preferences to understand different music emotions, and giving students appropriate learning space, so as to continuously enhance students' emotional experience.

3. Combining Listening and Practice to Cultivate Students' Comprehensive Musical Literacy

In high school music teaching, we should also pay more attention to giving students more music listening experience, so that students can have more comprehension and emotional experience of music through more listening. The practical experience of music will inevitably use some musical instruments, so that students can also practice playing musical instruments while listening to music, which can not only improve students' comprehensive musical literacy, but also improve students' interest in music learning, so that students can focus more on classroom content . In addition, we can also use multimedia equipment to display the lyrics and scores of some music, and let some students choose their own musical instruments to accompany music. In this way, students can more or less participate in the practice. More stimulate students' interest in music learning. For example: after the end of a unit or the end of the semester, the teacher can lead the students to the school's music classroom, so that the students can really feel the way of playing different instruments. It can also be shown by students with special skills, such as some students who can play the piano, some can play the violin, erhu, or some can play the cucurbit flute, etc., and let the students who can't play try to play, so they like it. music. Of course, teachers can also teach students simple and life-like "musical instruments" in normal times. For example, students can pour different milliliters of water into glass cups, use chopsticks to play simple music, or use computer keys to play music. The unique sound, playing through the length of the sound, etc., allows students to discover the "instrument" hidden in life. Cultivate students' eyes to discover beauty.

As mentioned above, teachers, as the imparters of knowledge, should assume the responsibility of serving students, cultivate students' interest in learning music knowledge, and then improve the quality of classroom teaching. In the process of teaching, teachers should actively innovate teaching methods, and make changes through continuous attempts to adapt to the classroom and students to the greatest extent. In classroom teaching, it can greatly improve students' interest in learning and cultivate students' autonomous learning ability and musical aesthetics. At any time, teachers should focus on students, cultivate students' enthusiasm for learning music, and enhance students' autonomy. In the process of developing high school music, the application of experiential teaching methods can not only stimulate students' enthusiasm and interest in learning It can also mobilize students' enthusiasm for learning, cultivate students' sentiment, so that they can cultivate good aesthetics, promote the formation of sound personality, and promote students' all-round development. Lay a good foundation for students' future study. Experiential teaching can not only enrich the teaching atmosphere in the classroom, but also improve the students' participation in music classroom learning, which is in line with the teaching objectives after the new curriculum reform, and can also promote the development of music teaching.

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