

Design and Evaluation of Interactive Teaching Mode in Music Education

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Abstract: This paper systematically expounds the application value and practical effect of interactive teaching mode in music education by combining theoretical analysis with empirical research. Firstly, this paper analyzes the current background of music education and the importance of interactive teaching mode, and then puts forward the purpose and core issues of the research. Under the guidance of design principles, the practical application of interactive teaching mode is demonstrated through specific teaching cases, and the challenges and coping strategies encountered in practice are discussed in depth. By constructing a scientific effect evaluation system, this paper makes a comprehensive quantitative and qualitative analysis on the improvement of students' participation, satisfaction and musical ability. The research results show that the interactive teaching mode has significantly improved students' interest and skill level in music learning, and at the same time, it also reveals the problems that the mode may face in the implementation process and the improvement direction. It not only provides a new teaching method and evaluation tool for music educators, but also provides strong empirical support for music education reform.

1. Introduction

In today's educational environment, the traditional teaching mode is gradually being replaced by new and more interactive teaching methods [1]. Music education is an important way to cultivate students' aesthetics, creativity and cultural accomplishment, and the innovation of its teaching mode is particularly important [2]. Interactive teaching mode has been widely used in various disciplines because of its unique interactivity, participation and interest [3]. However, in the field of music education, despite some attempts, the in-depth research and practical application of interactive teaching mode are still insufficient [4]. The purpose of this study is to explore the design and effect of interactive teaching mode in music education, in order to provide useful reference for music education practice.

The main purpose of this study is to design and evaluate the interactive teaching mode in music education in order to improve students' interest in music learning, music understanding ability and creativity. To this end, this study will focus on the following key issues:

How to combine the characteristics of music education and effectively design interactive

teaching mode?

After the implementation of interactive teaching mode in music education, what influence does it have on students' interest in music learning, music understanding ability and creativity?

How to scientifically evaluate the effect of interactive teaching mode in music education?

Through the in-depth study of these problems, this paper hopes to build an interactive teaching model that not only conforms to the law of music education, but also effectively stimulates students' interest and potential.

2. Theoretical basis of interactive teaching mode in music education

2.1. The definition and characteristics of interactive teaching mode

Interactive teaching mode is a teaching method that emphasizes the interaction between teachers and students, students and students and learning materials [5]. It takes students as the center, encourages students to actively participate in the teaching process, and stimulates students' interest and initiative in learning by asking questions, discussing and cooperating. The characteristics of interactive teaching mode include: emphasizing students' subjectivity, paying attention to the dynamics and interactivity of teaching process, and pursuing the effectiveness and innovation of teaching effect.

In music education, the concept of interactive teaching emphasizes the practicality, experience and creativity of music learning [6]. It encourages students to feel the charm of music through personal participation in music activities, deepen their understanding of music through teacher-student interaction and student-student interaction, and cultivate students' musical creativity and expressive force through creative activities. This idea aims to break the traditional teaching mode of taking teachers as the center and imparting knowledge as the main purpose, and turn to a new teaching mode of taking students as the center and cultivating ability as the main goal.

2.2. The application value of interactive teaching mode in music education

The application of interactive teaching mode in music education has many values [7]. First of all, it helps to stimulate students' interest and initiative in learning, so that students can participate in music learning more actively. Secondly, through teacher-student interaction and student-student interaction, students can understand the connotation and expression of music more deeply and improve their ability to understand music. In addition, the interactive teaching mode also helps to cultivate students' team spirit and innovative ability, and lays a solid foundation for students in future music creation and performance.

3. Design and practice of interactive teaching mode in music education.

3.1. Design principles of interactive teaching mode

When designing interactive teaching mode, we should follow the principles in Figure 1 to ensure its effectiveness and attractiveness:

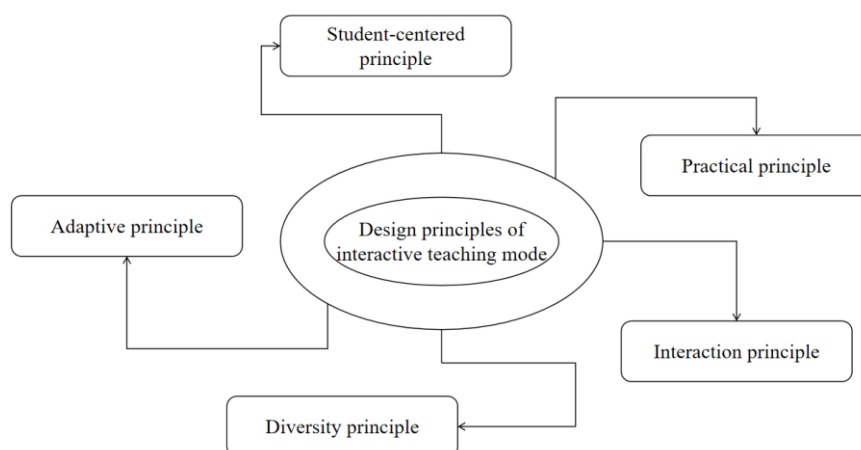


Figure 1: Design principles of interactive teaching mode

Student-centered principle: teaching activities should be student-centered, fully consider students' interests, needs and abilities, and promote students' active learning, exploration and practice.

Practical principle: emphasize students' participation and experience in actual music activities, and deepen their understanding and perception of music through personal practice.

The principle of interaction: strengthen the interaction between teachers and students, students and students, and encourage cooperative learning and collective discussion to solve problems together.

The principle of diversity: design diversified teaching activities, including singing, performance, creation and appreciation, to meet different students' learning styles and interests.

Adaptability principle: according to students' learning progress and feedback, flexibly adjust teaching plans and methods to ensure the effectiveness and pertinence of teaching activities.

3.2. Specific teaching design cases

Case 1: The Application of Orff Teaching Method in Music Education

Orff teaching method is a comprehensive music teaching method proposed by German composer and music educator Carl Orff. The core idea of this method is "the original nature of music", that is, music is an innate human instinct, and everyone has potential musicality [8]. In Orff's teaching method, students are not only listeners of music, but also participants and creators of music.

In practical application, teachers can design a series of interactive music activities based on Orff's idea. For example, teachers can let students feel the rhythm of music by clapping their hands, stepping or other body movements through simple rhythm exercises. In such activities, students can not only understand the concept of rhythm more intuitively, but also experience the fun of music in participation. Orff teaching method also emphasizes the importance of improvisation. Teachers can guide students to express their musical feelings through impromptu singing and percussion instruments. This kind of improvisation can not only cultivate students' musical creativity, but also help them build their self-confidence and teamwork ability.

Case 2: Music Interactive Classroom Based on Dalcroze's Body Rhythm

Dalcroze's Body Rhythm is a music education method proposed by Swiss musician and educator Emile Jacques Dalcroze [9]. This method emphasizes the experience and expression of music through body movements, so that students can feel the rhythm, melody and strength of music in the dynamic.

In music class, teachers can design interactive activities based on Dalcroze's body rhythm. For

example, a teacher can play a piece of music, so that students can perform body rhythm according to the rhythm and melody of the music. Students can express their understanding of music by clapping their hands, stepping and swinging their bodies. Such activities can not only help students feel and understand music more intuitively, but also enhance their physical coordination and musical expression. In addition to simple body rhythms, teachers can also design more complex music activities with the idea of Dalcroze's body rhythms. For example, teachers can ask students to perform impromptu dance performances in groups, and each group of students can create and perform according to a given music theme. Such activities can not only train students' musical creativity, but also cultivate their teamwork ability and artistic expression.

3.3. Challenges in practice and coping strategies

In the practice of interactive teaching mode, there may be some challenges, such as uneven student participation and increased difficulty in classroom management. In view of these problems, this paper adopts the following strategies:

Group cooperation: divide students into groups to carry out activities, so as to ensure that each student has the opportunity to participate and express his opinions.

Clear rules: clear the classroom rules and activity requirements before the activity starts to ensure the classroom is orderly.

Timely feedback: give timely and specific feedback to students' performance, and encourage students to actively participate in and improve their performance.

Flexible adjustment: flexibly adjust the teaching plan and methods according to the actual situation of the classroom to meet the learning needs and rhythm of students.

4. Interactive teaching mode in music education effect evaluation

4.1. Method and index system of effect evaluation

To evaluate the effect of interactive teaching mode in music education, this paper mainly adopts the following methods and indicators:

Questionnaire survey method: collect feedback information such as students' satisfaction and participation in interactive teaching mode through questionnaire survey.

Observation: evaluate the changes of students' participation, learning interest and cooperation ability by observing their performance in class.

Test method: to evaluate the improvement of students' music skills under the interactive teaching mode through the music ability test.

The evaluation index system should include students' participation, satisfaction and improvement of music skills, so as to fully reflect the effect of interactive teaching mode.

4.2. Analysis of empirical research results

(1) The survey results of students' participation and satisfaction are shown in Table 1.

Table 1: Survey results of student participation and satisfaction

Survey items	Before implementation	After implementation	Rate of change
Participation	60%	90%	+50%
Degree of satisfaction	70%	95%	+35%

Through questionnaire survey and classroom observation, it is found that after the implementation of interactive teaching mode, students' participation and satisfaction are significantly improved. Students are more active in classroom discussions and activities, and their interest in music learning has also increased significantly.

(2) The quantitative analysis results of students' musical ability improvement are shown in Table 2.

Table 2: Comparison of the improvement of students' musical ability

Musical skills	Average score before implementation	Average score after implementation	Lifting range
Sense of rhythm	75	88	+13
Accuracy in pitch	80	92	+12
Representability	70	85	+15

By comparing the data before and after the implementation of the interactive teaching mode through the music ability test, it is found that students have significantly improved their music skills. Specifically, the sense of rhythm, intonation and expressive force have all been improved.

Although the interactive teaching mode has achieved remarkable results in music education, there are still some areas that need to be improved. For example, we can further optimize the teaching design and increase more diversified music activities to meet the needs of different students; At the same time, strengthen classroom management to ensure the smooth progress of teaching activities; In addition, the teaching effect can be evaluated regularly in order to adjust the teaching strategies and methods in time. Through these improvement measures, the effect and quality of interactive teaching mode in music education can be further improved.

5. Conclusions

In this study, the design and effect of interactive teaching mode in music education are deeply discussed, and a series of important research results are obtained. First of all, on the theoretical level, this paper defines the definition, characteristics and application value of interactive teaching mode in music education, which provides a solid theoretical basis for music education practice. Secondly, on the practical level, according to the design principle of interactive teaching mode, this paper successfully implemented specific teaching cases, such as music activities designed by Orff teaching method and Dalcroze's body rhythm theory, which significantly improved students' interest in music learning and skill level. At the same time, this paper also found the challenges in practice and put forward effective countermeasures.

In the aspect of effect evaluation, this study constructs a scientific effect evaluation system, and confirms the positive effect of interactive teaching mode in music education through quantitative and qualitative analysis of students' participation, satisfaction and music ability. The results show that this model not only enhances students' learning initiative, but also promotes their musical understanding and creativity.

To sum up, this study provides strong theoretical and empirical support for the development of interactive teaching mode of music education, and lays a solid foundation for its continuous improvement and promotion in the future. We firmly believe that the interactive teaching mode will become an important force to promote the innovative development of music education.

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