

Discussion on the Teaching Model of Music Appreciation Class Based on Constructivism Theory

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ABSTRACT

Current music education in colleges and universities is "people-oriented", and the constructivist learning theory closely meets the actual needs of higher music teaching in our country. The author summarizes the guiding ideology of the constructivist teaching model, the operating procedures and principles of the constructivist music appreciation course, and the basis. The construction of the theory of music appreciation course teaching model construction is discussed in three aspects, and theory is combined with practice to carry out the implementation of the current constructivist teaching model, and to determine its significance and value in college music teaching.

Keywords: constructivism, music appreciation class, teaching mode

I. INTRODUCTION

Music appreciation is an important part of music teaching, but there are many problems in carrying out this part of teaching, the core of which is that teaching methods and ideas cannot effectively adapt to the development of The Times. For example, in the teaching process of music appreciation course, the teaching of basic theoretical knowledge is emphasized, while the cultivation of students' creative ability is neglected. In the choice of teaching content, it emphasizes the imparting of knowledge, but ignores the significance and value of practice. In the teaching relationship, there is an obvious imbalance between teachers and students, and the students' dominant position in teaching has not been clearly reflected. Many problems exist in the teaching process of music appreciation course, which kill students' interest in music learning and creation, discourage students' enthusiasm to actively participate in music creation, and restrain students' innovative consciousness of music creation. It is necessary to take effective measures to change the teaching mode of traditional music appreciation course in view of the problems existing in music appreciation course at the present stage.

II. OVERVIEW OF THE GUIDING IDEOLOGY OF CONSTRUCTIVISM TEACHING MODE

At the present stage, the teaching concept of people-oriented is clearly defined in music education in colleges and universities. The key point of music teaching is to cultivate students' creative ability, innovative spirit and positive values. Constructivist learning theory is highly compatible with the actual

needs of higher music teaching in China at the current stage. Therefore, it is of great significance to introduce constructivist theories into music appreciation courses for the practice of people-oriented teaching concept. Constructivism emerged in the western education circle in the 1980s. It attaches great importance to students' exploration of knowledge, emphasizes that teaching should be conducted with students as the main body, and requires teachers to mobilize students' enthusiasm and guide students to achieve teaching goals with the help of specific teaching situations and exchanges.

The basic idea formed in the application of constructivism in music teaching is that every student can learn music in his own way, feel the fun brought by music and express his own views and emotions with the help of music. According to constructivism, the main purpose of teachers is to guide and organize students to learn.

The essence of constructivism is that teachers play the role of constructors in the teaching process of music appreciation class, that is, they return the subject status of teaching to students in the teaching process, and teachers play the role of helping students learn, making students become promoters of the classroom. The construction theory holds that learners acquire knowledge in a specific situation with the help of others. The music appreciation course of constructivism theory should include four parts: first, the scene, which refers to the environment the learner is in; The second is collaboration, which means that students need the help of others in the learning process; Thirdly, communication. Students should communicate effectively with the external environment in the process

of learning. The fourth is meaning construction, that is, there is a clear learning goal or program.

III. OPERATING PROCEDURES AND PRINCIPLES OF THE TEACHING MODE OF CONSTRUCTIVISM MUSIC APPRECIATION CLASS

A. Basic operating procedures

The teaching of appreciation course based on constructivism is mainly divided into the following steps:

One is to set a teaching goal and design a suitable situation around it. When teachers carry out music appreciation class teaching according to constructivism theory, they should first define the teaching objective of the course according to the teaching plan, and create a situation conducive to students' learning according to this objective and their own actual situation. In fact, music itself can usually create many kinds of situations, so teachers should choose the situations that are easy to achieve the teaching purpose. With the rapid development of multimedia technology, teachers should collect materials extensively to enhance the appeal and attraction of the situation and enrich the situation in three dimensions.

Second, with the help of the creation of the situation, it should guide students to conduct independent exploration, deeply experience the charm of music. When teaching music appreciation class, teachers should make it clear that the purpose of teaching is to stimulate students' desire and inspiration for creation. Therefore, diversified teaching methods should be adopted in the teaching process to fully mobilize students' enthusiasm and subjective initiative.

Third, it should strengthen communication and cooperation. Different students have different feelings towards the same situation. Effective communication enables students to break through themselves and feel the charm of music from a broader perspective. The music appreciation course based on constructivism emphasizes the effective communication between students and teachers, students and students. Teachers should tell students about relevant music knowledge in the process of communication to expand the boundaries of students' knowledge.

Fourth, it should guide the practice and improve their comprehensive ability in the process of creation. In the process of music appreciation, there is a big gap in the personal growth process of students, so students have different understanding of music, teachers should encourage students to re-create or adapt the music according to their own understanding of the music. By means of re-creation and adaptation, students' desire for creation is stimulated, their ability to appreciate music is enhanced, and their consciousness of independent

creation and imagination of music creation are cultivated.

Fifth, it should carry out diversified evaluation. Traditionally, the evaluation standard of music appreciation teaching course is relatively single and the evaluation subject is the only one, which results in the failure of the evaluation result to produce a positive incentive effect on most students. Constructivist music appreciation courses adopt diversified evaluation methods. First of all, students evaluate individuals by themselves. The essence is to promote students to know themselves and fully realize their advantages and disadvantages in music creation, which is of great significance for students to make full use of their strengths and avoid their weaknesses in future creation. Secondly, the method of group collective evaluation should be adopted to evaluate individuals. Its purpose is to make every student actively participate in group learning and enhance students' cooperative ability. Finally, the teacher evaluates the students on the basis of summing up the students' self-evaluation and group evaluation.

B. The basic principles to be followed in the teaching mode of constructivism music appreciation class

In the process of developing music appreciation course teaching based on constructivism, the principle of student-oriented should be followed first. Music appreciation teaching the fundamental purpose is to stimulate students' creative desire and imagination, to cultivate the students' innovation ability, thus in the process of teaching students is the only subject, the teacher is the organizer of teaching activities, guides the student to feel the charm of music guide, answer students about music related problem solvers. In the process of teaching, teachers should strengthen their own service mode and leave enough space for students to study freely and explore independently. Secondly, the principle of collaborative interaction should be followed. Individual differences in individual feelings on related music there is a huge difference, the communication can make students intuitive understanding to the same piece of music inspired by the different emotions, for students a more profound understanding of music, feel the charm of music has very important significance, in music appreciation course teaching in the process of each other to explore, to make students beyond its for music narrow understanding, enhance the students' empathy. Finally, in the music appreciation class based on the constructivism theory, we should try our best to choose the music with strong appeal, so as to stimulate the students, enhance their interest in music learning and stimulate their curiosity and creativity.

IV. AN OVERVIEW OF THE CONSTRUCTION OF THE TEACHING MODE OF MUSIC APPRECIATION COURSE BASED ON THE CONSTRUCTION THEORY

A. Situational teaching mode

The teaching of traditional music appreciation courses follows the viewpoint of de-context, that is, the learning of music knowledge can be independent of various situations, and students can reasonably use relevant knowledge in specific situations after mastering it. Constructivism emphasizes the importance of context in knowledge learning and holds that the design of teaching context is the premise of constructing teaching meaning and the core of music appreciation course teaching. According to this point of view, constructivist teaching theory emphasizes that students can actually feel non-inductive knowledge in various activities, that is, the key point of teaching is to make students feel many contents in music. In practical teaching, constructivism emphasizes that teachers should design situations that are closely related to the teaching content, and for universities with better conditions, they should create real teaching situations based on the teaching content. Constructivists situation teaching in the process of "cognitive apprenticeship" this model was proposed, using this model constructivists proved in a particular context apprentice through participating in activities related to access to relevant knowledge and skills, and this kind of teaching way to obtain the skills and knowledge has more purposeful and productive. Constructivists advocate creating a time-free window in the process of situational teaching so that learners can simulate the real practice with the help of this window.

Constructivist situational teaching can also reproduce the problems that students encounter in the real scene, so as to provide effective guidance for students to solve the real problems, and students can acquire the ability to solve the real problems in the process of simulating the problem solving. The key and core of situational teaching lies in that teachers guide students to conduct effective exploration, expand the boundary of students' knowledge in the process of exploration, and enhance the ability of students' actual creation.

Music appreciation course is a comprehensive course, which not only involves various music theory knowledge and music expression skills, but also includes many other social disciplines such as emotion, history, geography and history and social issues. In the process of music appreciation, it is a great challenge for students to deeply understand the complex social and historical problems contained in music. The situational teaching method is adopted for teaching, and numerous related knowledge can effectively arouse students' interest, stimulate their desire to explore and learn

independently, and then gradually solve the problems encountered in the process of learning in the process of discussion and communication. Such a teaching method not only effectively improves the enthusiasm of students to learn music related knowledge, but also enables them to have a more comprehensive understanding and understanding of social, historical and other factors involved in music creation, and effectively improves students' creative ability.

B. Scaffolding instruction mode

This teaching mode is derived from the "nearest neighbor development zone" theory. Its basic concept is based on the adjacent areas of students' intelligence and actual knowledge reserves, and it realizes the expansion of students' knowledge scope and improvement of their ability with the help of "scaffolding", so as to promote students' intelligence level and knowledge volume to a higher level. The application of this teaching model in music appreciation curriculum should first set up the appropriate scaffolding. "Scaffolding" can be one of the many problems that students need to solve in the process of music appreciation, or it can be a key knowledge point closely related to the content of music appreciation. The choice of scaffolding should be based on the specific content of the lesson. After determining the "scaffolding", teachers should take it as a starting point to continuously guide students to think, and then organize students to discuss their own views, so as to fully realize the advantages of others and the shortcomings of their own knowledge.

Constructivism holds that learners should actively participate in the process of knowledge construction and construct their understanding of things in their own way. Individuals have independent understanding, but at the same time gain comprehensive understanding through cooperation. Music appreciation course has unique flexibility and fuzziness, and has enough space for learners to give play to their subjective imagination. The same learning content tends to produce unique insights due to different personal experiences, experiences and values. In the teaching, music teachers should respect the course of openness and flexibility, the teaching mode, try to let the students actively involved in the design of the student main body participation teaching makes students act as the role of master from beginning to end in the teaching, they regarded teaching as "their" responsibility, rather than just a teacher. From the main body of teaching, in order to make students actively participate in teaching, teachers through a series of design arrangements to mobilize the enthusiasm of students as much as possible; As the main body of learning, students' active participation in teaching will meet their various demands for knowledge.

V. CONCLUSION

The application of constructivism in music appreciation course teaching provides us with a strategically advantageous teaching mode, which helps students to focus on big topics from a high starting point with a constructive thinking mode. In today's knowledge economy, to understand the value embodiment of constructivism theory, and practice, constantly improve the teaching environment and realize the value of teachers to guide and the unity of the students' independent construction, to stimulate students learning initiative, to overcome the traditional passive and rote learning is important, it is the student individuality development, cultivate the innovative spirit and creative ability laid a solid foundation and provided a broad space.

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