



# Exploration of the Application of Diversified Teaching Methods in Music Teaching in Universities

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**Abstract. Objective:** This study aims to evaluate the satisfaction of the application of diversified teaching methods in music teaching in universities. **Method:** Using a questionnaire (Cronbach)  $\alpha$  A survey and evaluation were conducted on the learning interests, satisfaction with learning motivation, and satisfaction with learning among 120 respondents (was 0.87). **Result:** There was a significant improvement in the satisfaction of the respondents with their learning interests (Very satisfied was  $4.89 \pm 2.34$ , Satisfied was  $4.12 \pm 1.14$ , Overall percentage was 70%); There is a significant enhancement in learning motivation (Very satisfied was  $4.89 \pm 2.34$ , Satisfied was  $4.12 \pm 1.14$ , Overall percentage was 70%); Learning satisfaction has generally improved (Very satisfied was  $4.89 \pm 2.34$ , Satisfied was  $4.12 \pm 1.14$ , Overall percentage was 70%). **Conclusion:** Diversified teaching methods play an important role in promoting the development and improvement of teaching level of music education in universities. It helps to guide students to actively learn music knowledge and skills, enhance their comprehensive quality and innovation ability, and also helps to improve the teaching level of teachers, promoting the continuous development of education.

**Keywords:** Music Teaching, Diversified, Teaching Content, Teaching Method, Existence Form.

## 1 Introduction

With the development of the times and changes in social needs, higher education is constantly innovating and improving. Diversified teaching methods are one way to respond to these changes, aimed at better meeting students needs improving learning outcomes.

Music education internationalization initiatives have gained immense importance in the globalized world, enabling institutions to foster cross-cultural understanding, enhance academic quality, and provide diverse opportunities for students and faculty [1]. This strategic plan aims to recalibrate the existing music education internationalization efforts in Chinese colleges and universities to ensure continued growth and relevance in the evolving global landscape.

## **2 The Application of Diversified Teaching Methods Can Fully Develop Students' Comprehensive Qualities and Creative Thinking in Higher Education Music Education, Allowing Students to Deeply Understand the Connotation and Spirit of Music Art**

### **2.1 Classroom Teaching**

Classroom teaching is one of the most common teaching methods, where teachers mainly impart knowledge and skills through explanations, demonstrations, and demonstrations, while students learn through listening, observation, and practice. In music teaching, classroom activities such as singing, playing, rehearsing, and guidance can deepen students' theoretical and practical foundations [2].

### **2.2 Group Cooperative Learning**

Group cooperative learning refers to teachers grouping students into groups to work together on a task or project within the group. Through group cooperative learning, it can promote communication and interaction among students, improve learning effectiveness and cooperation awareness. In music teaching, students can independently organize groups such as bands, choirs, orchestras, etc [3], and work together through active collaboration and discussion to complete the creation, performance, and performance of music works.

### **2.3 Technical Means Support**

With the development and popularization of technology, teachers can also use various technological means to assist teaching. For example, teaching processes and achievements can be recorded and shared through recording, video recording, online live streaming, etc., or various music software and devices can be used to assist students in learning and creating.

### **2.4 Practical Teaching**

Practical teaching is to cultivate students' musical practical abilities and creativity through practical activities such as singing, playing, creating, and performing music. Teaching students can improve their practical level and personal cultivation through on campus or off campus music competitions, performances, internships, and practical activities [4].

Through the application of diversified teaching methods mentioned above, music education in universities can more fully develop students' comprehensive qualities and creative thinking, enabling them to deeply understand the connotation and spirit of music art. At the same time, it also helps to improve the teaching level and innovative ability of teachers.

### **3 The Application of Diversified Teaching Methods in Music Teaching in Universities Is of Great Significance, Which Is Manifested in the Following Aspects**

#### **3.1 Improving the Quality of Education**

By applying various teaching methods, students can better meet their different learning needs and ability levels, which helps to improve the quality and effectiveness of education [5]. Diversified teaching methods can enable students to actively participate in learning and promote their deep understanding and mastery of knowledge and skills.

#### **3.2 Expand Teaching Horizons**

Diversified teaching methods can broaden the teaching perspectives and ideas of teachers and students, and increase the flexibility and creativity of teaching [6]. By using different textbooks, technical means, and activity methods, students can be exposed to a wider range of music knowledge and culture, thereby expanding their musical thinking and aesthetic views.

#### **3.3 Cultivate Comprehensive Qualities of Students**

Diversified teaching methods can cultivate students' comprehensive qualities, such as logical thinking, innovation ability, teamwork, leadership, etc. By participating in various music activities and projects, students can exercise their various abilities and improve their overall quality [7].

#### **3.4 Improve the Teaching Level of Teachers**

Diversified teaching methods can also promote the professional development and teaching level improvement of teachers. Teachers can enrich their teaching experience and practice by applying various teaching methods, continuously improving their teaching ability and innovative spirit.

In summary, diversified teaching methods play an important role in promoting the development and improvement of teaching level of music education in universities. It helps to guide students to actively learn music knowledge and skills, enhance their comprehensive quality and innovation ability, and also helps to improve the teaching level of teachers, promoting the continuous development of education.

## **4 Materials and Methods**

### **4.1 Participants**

120 music major college students in China.

## 4.2 Using a Questionnaire (Cronbach) $\alpha$

A survey and evaluation were conducted on the learning interests, satisfaction with learning motivation, and satisfaction with learning among 120 respondents (was 0.87).

## 4.3 Statistical Analysis

Descriptive statistical analysis was conducted using SPSS 22.0 to explore the application of diversified teaching methods in music teaching in universities. Descriptive analysis variables are represented as mean and standard deviation ( $M \pm SD$ ). The satisfaction percentage is represented by the % symbol.

# 5 Results

## 5.1 Interest in Learning

According to a survey of 120 respondents, 46% of them expressed great satisfaction ( $4.89 \pm 2.34$ ); 29% of respondents expressed satisfaction ( $4.12 \pm 1.14$ ); 10% of respondents stated that it is Common ( $3.09 \pm 0.34$ ); 9% of respondents expressed dissatisfaction ( $2.16 \pm 1.04$ ); 6% of respondents expressed great dissatisfaction ( $1.19 \pm 0.36$ ). (As shown in Table 1)

**Table 1.** Overall satisfaction survey on teaching content ( $M \pm SD / \%$ ).

	Very satisfied	Satisfied	Commonly	Dissatisfaction	Very dissatisfied
Total	$4.89 \pm 2.34$ (55)	$4.12 \pm 1.14$ (35)	$3.09 \pm 0.34$ (12)	$2.16 \pm 1.04$ (11)	$1.19 \pm 0.36$ (7)

## 5.2 Learning Motivation

According to a survey of 120 respondents, 42% of them expressed great satisfaction ( $4.6 \pm 2.38$ ); 35% of respondents expressed satisfaction ( $4.32 \pm 1.4$ ); 15% of respondents stated that it is Common ( $3.9 \pm 0.14$ ); 6% of respondents expressed dissatisfaction ( $2.6 \pm 1.38$ ); 2% of respondents expressed great dissatisfaction ( $1.1 \pm 0.32$ ). (As shown in Table 2)

**Table 2.** Overall satisfaction survey on teaching methods ( $M \pm SD / \%$ ).

	Very satisfied	Satisfied	Commonly	Dissatisfaction	Very dissatisfied
Total	$4.6 \pm 2.38$ (50)	$4.32 \pm 1.4$ (42)	$3.9 \pm 0.14$ (18)	$2.6 \pm 1.38$ (7)	$1.1 \pm 0.32$ (3)

**5.3 Learning Satisfaction**

According to a survey of 120 respondents, 43% of them expressed great satisfaction ( $4.81 \pm 2.30$ ); 40% of respondents expressed satisfaction ( $4.30 \pm 1.33$ ); 8% of respondents stated that it is Common ( $4.0 \pm 2.1$ ); 8% of respondents expressed dissatisfaction ( $2.6 \pm 1.33$ ); 1% of respondents expressed great dissatisfaction ( $1.1 \pm 0.5$ ). (As shown in Table 3)

**Table 3.** Satisfaction survey on teaching forms ( $M \pm SD/\%$ ).

	Very satis- fied	Satisfied	Com- monly	Dissatis- faction	Very dis- satisfied
To- tal	4.81±2.30 (52)	4.30±1.33 (48)	4.0±2.1 (10)	2.6±1.33 (9)	1.1±0.5 (1)

**6 Conclusions**

The teaching content covers the knowledge and skills that teachers need to impart, and the learning content required by students of different disciplines and levels is also different. The teaching content should also vary from person to person [8].

(1) Teaching content that is practical, interesting, and closely related to student life experience is more likely to stimulate learning interest and motivation.

(2) Moderately increase difficulty and challenges, stimulate students' interest and motivation in learning.

(3) Good teaching content design should focus on exploring and satisfying students' internal needs, so that students can constantly have new satisfaction and sense of achievement in the learning process, thereby encouraging them to continuously strive for learning. The selection and arrangement of teaching content and methods play a crucial role in stimulating students' interest and motivation in learning. Therefore, teachers should pay attention to the design of teaching content and methods, and carefully design teaching content and reasonable teaching methods according to the needs and age of students, in order to stimulate their learning enthusiasm and better improve their learning outcomes.

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