



The application of dialogue teaching in Chinese middle school students ' music class

Yixin Zhang^{1,*}

¹ Music teacher class, Art College, Minnan Normal University, Zhangzhou City, Fujian Province, 363000, China

*Corresponding author. Email:1264391366@qq.com

Abstract. The music classroom for middle school students aims to cultivate and improve students' aesthetic sense of music and promote the cultivation of comprehensive quality. Under the background of the new curriculum reform, dialogic teaching gradually enters the class and becomes one of the most suitable teaching methods for the music class of middle school students. This paper will start with the definition and characteristics of dialogic teaching, discuss the characteristics of secondary school music education and the necessity of using dialogic teaching, the way of using dialogic teaching in secondary school music class, and finally discover the benefits and deeper significance of dialogic teaching in secondary school music class.

Keywords: Dialogic Teaching; Middle School Students; Music Classroom; Ways of Utilization

1 Introduction

1.1 The Origin and Definition of Dialogue Teaching

"Dialogue teaching" was originally proposed by educator and theorist Paulo Freire. Mr. Paulo Freire was born in 1931 in a small town called Jabo Athan, near the city of Sipi, Pernambuco state, in northeastern Brazil. He experienced political turmoil and economic depression since childhood, so he initiated the reform of education. He

criticized dehumanization, advocated humanization, and resisted oppression from the understanding of oppression, and he creatively put forward the theory of "dialogical" teaching and "emancipatory" education in his criticism of oppressive human nature. He said, "Education should be dialogical; it is a dialogical, creative activity." [1] In 1967, *Education as the Practice of Freedom* was his first book on education, while the successful publication of *Pedagogy of the Oppressed* in 1986 established his place in the educational community.

The essence of the dialogue teaching thought proposed by Freire is action and reflection, which cannot be separated mechanically. He believed that real education is not the education of the teacher to the student but the teacher and the student together. "Dialogic teaching" is a teaching method centered on dialogue, which should consider the differences between teachers' and students' personal experiences and environments. Teachers and students communicate and discuss to achieve teaching goals based on respect for each other's ideas, life experiences and behavior. "Dialogic teaching" is not limited to the transfer of knowledge, but rather to the enhancement of students' abilities, psychological development, and the cultivation of values through "dialogic" teaching. Teachers and students in this mode of teaching can not only create an equal, democratic, respectful and tolerant learning environment but also improve the teacher's teaching level and promote the growth and development of students.

1.2 Characteristics of Dialogue Teaching

In the traditional way of education, teachers are the main character, and students mostly passively accept the knowledge and ideas taught by teachers. This single teaching method gradually shows the disadvantages of traditional education in the new era.

General secretary Xi Jinping : 'We should pay attention to heuristic education, guide students to find problems, analyze problems, think about problems, In the continuous inspiration to let students draw a conclusion naturally.[2]The concept of indoctrination teaching leads to the communication between teachers and students under unequal conditions. Freire proposed that in "dialogue teaching," there is no one as the subject, the other as the object, and both sides are the subject of dialogue. Therefore, teachers and students are not in a state of opposition or primary and secondary, but in an equal position. Only by establishing a harmonious

teacher-student relationship of mutual respect, understanding, and care based on the concept of equal relationship can dialogue teaching be carried out.

"Dialogical teaching" is a process in which teachers and students communicate and discuss together, discover new ideas and concepts, and guide each other towards the sublimation of thinking, which motivates them to take the initiative to learn and create their ideas, which leads to new and correct thoughts. As "co-inquirers," teachers and students learn from each other, make progress in the teaching process, and derive new ideas through communication and exchange.

2 The Characteristics of Music Education in Middle School and the Necessity of Using Dialogue Teaching

2.1 Characteristics of Chinese music Education

With the improvement of China's comprehensive national strength, the requirements for education have also increased. Music education has become an essential part of the development of the overall quality level of the students. Middle school music education focuses on cultivating students' music literacy. Music is an art that needs long-term accumulation. Learning music can improve aesthetics and enhance music understanding and expression ability. However, due to the influence of traditional teaching ideas, middle school music education is not highly valued compared with professional music education. Because of factors such as the large number of courses in secondary schools and the limitations of traditional teaching methods, music isn't included in the examinations of the Secondary School Certificate Examination and the Higher Education Examination. Therefore, music education does not receive the attention of teachers and students, and the teaching mode is relatively dry and monotonous.

In middle school music class teaching, teachers are accustomed to using the single and fixed teaching mode of explanation. In the class, there are few opportunities for interaction between teachers and students, students and students, and the classroom atmosphere is not active enough to stimulate students' interest and enthusiasm in learning, which is not in line with the growth and psychological characteristics of middle school students. However, music education is different from education in other disciplines. Healthy music education can go straight to the depths of the soul, help students regulate their moods and relieve stress, which is conducive to physical

and mental health, and lay a solid foundation for some of the students who are interested in music as a subject or some of those who are heading towards professional music studies.

2.2 The Necessity Of Using Dialogue Teaching

First, secondary school students are in the second stage of the development of consciousness (The first stage of consciousness development is the primary school period, and the self-consciousness is initially formed.). Their world outlook, life outlook, and values are in the exploratory stage. It is mainly reflected in anxiety, depression, changeable mood and easy to fluctuate. It can be seen that it is difficult for middle school students to control their emotions. Secondly, in today's society, the pressure from exams, academic performance, parents, etc., makes the pressure on middle school students increase. Secondly, in today's society, the pressure from exams, academic performance, parents, etc., makes the pressure on middle school students increase.

Therefore, under the "indoctrination" teaching method, students may not be able to express themselves correctly and have no desire to express themselves. Secondary school students at this age have a very strong curiosity, if there is no correct and healthy educational way to guide them, then it may lead to secondary school students developing psychological disorders or taking the wrong path. Music has a soothing effect there is a soothing effect of music, which makes music education effective.

"Dialogic teaching" is based on communication and learning based on equality between teachers and students. Teachers can guide students to speak their inner thoughts and follow the psychological characteristics of students to carry out teaching, to enhance the learning experience, so that students can discover music to discover themselves, understand the music and understand themselves. On this foundation, the characteristics of the psychological development of the student are met, the sense of autonomy is satisfied, and nature is liberated. "Dialogical teaching" can change people's conception of music teaching and emphasize students' psychological factors, which can help students develop the ability to learn music actively and accept the inculcation of music actively.[3]

Teaching in a dialogic manner to satisfy students' curiosity as well as students' states and emotions in learning can relax their repressed emotions and show their true selves. At the same time, they can learn more dialogue teaching methods and

teamwork spirit through dialogue learning, to promote students to continuously cultivate their own thinking and understanding ability of answering questions in active and positive dialogue.

3 The Application of Dialogue Teaching in Middle School Music Classroom

3.1 Students-Based Way of Class

The greatest difference between "dialogic teaching" and traditional teaching is that the student and the teacher are the same subjects, and the two are combined. Dialogic teaching activities are carried out between students and teachers, where both parties are on an equal footing to communicate and receive education. However, in traditional teaching, the teacher is often only the disseminator of knowledge, while the students are the recipients of knowledge, the Teachers as 'knowledge imparting function', students become the container of knowledge acceptance, so it is difficult to reach a real dialog. In 'dialogue teaching', teachers and students exchange thoughts on topics, emotions, opinions, and methods, so that teachers and students can understand each other, and carry out real and effective communication and teaching.

In specific teaching, dialogue is the main teaching mode. The first thing that should be done is for the teacher to determine the thematic content of the course, and the selection of topics in the preparation phase of the course should highlight the subject matter of music and enhance the student's sense of a unique experience of music. Then the students express their own ideas, in this link, highlighting the dominant position of students, so that students experience different class teaching environment. Finally, teachers comment on students' speeches through their teaching experience and knowledge and communicate effectively with students. The two sides jointly summarize the class teaching content, form a unified opinion, and complete the class teaching objectives.[4]

To conduct "dialogic teaching", the topic of discussion is crucial. As secondary school students are in the stage of rapid growth of adolescence, they have a strong desire for knowledge and are full of novelty about things. Teachers should take advantage of this, grasp the psychological characteristics of secondary school students, find suitable thematic arguments in the textbooks, and select a thematic argument that students are interested in and is related to the content of the teaching, to

determine the theme of dialogic teaching .For example, let the students choose their favorite popular songs, in the next class to discuss and experience "dialogue teaching". A relaxed and pleasant classroom atmosphere can attract students' attention, be student-oriented, and take care of the students' emotions, so that the students' learning atmosphere is high.[5]

3.2 Assisted by Traditional Teaching Methods

Dialogue teaching can make the music class interesting and rich, create a relaxed and pleasant teaching atmosphere, and dilute the teaching purpose. Starting from the actual life of students, communicate and interact, and learn to listen to students ' ideas so that teachers can better understand students so that students can have a clearer understanding of themselves. However, traditional teaching also has its advantages. Traditional teaching can provide systematic knowledge transfer. This teaching mode is conducive to students ' understanding and mastery of knowledge. It can also provide good discipline and order and help students focus on learning tasks. Traditional teaching can directly obtain knowledge, which will make students more intuitive and clear to obtain knowledge, save their process of finding knowledge, and not waste time. Although traditional teaching will also have opportunities for teachers to interact with students, it pays attention to teachers ' teaching and lacks students ' initiative and creativity. Dialogue teaching can provide more opportunities for communication. Because it is a new teaching method, it may not be fully accepted by students and teachers shortly. Therefore, at the beginning of the use of dialogue teaching, 'dialogue teaching' can be combined with traditional teaching, so that students and teachers can adapt to the stage, to achieve a good teaching environment and classroom atmosphere, so that 'dialogue teaching' is more suitable for China's pedagogy and national conditions, more in line with the actual situation of teachers and students.[6]

3.3 Cooperate with Teaching to Enhance Extracurricular Practical Activities

"Dialogical teaching" should not be limited to class discussions or access information, but should include more opportunities for practice if it is to be effective. Dialogic teaching should not only take place in the classroom but also outside.

To enhance extracurricular practical activities, teachers should use the teaching method of combining theoretical knowledge with practice. In the classroom of "dialogue teaching," students communicate and discuss with teachers, and study their answers after class, which is helpful to cultivate students' practical ability and innovative ability. Through extracurricular practical activities, students can apply what they have learned to real life, deepen their understanding and mastery of knowledge, and at the same time cultivate teamwork and problem-solving skills, and enhance their interest in learning.[7]

Teachers should make a good and reasonable teaching plan and design extracurricular practical activities suitable for students according to their actual situation and teaching content to ensure the feasibility and effectiveness of the activities. In the process of practice, teachers can guide students to find problems, analyze problems, solve problems, and cultivate their independent exploration ability. They should also listen to students' feedback and suggestions patiently and give students timely feedback and guidance. Through interactive communication, students can better understand knowledge, expand their thinking, and improve their ability to express and communicate.

4 The Benefits and Deep Significance of Dialogue Teaching

4.1 The Benefits of Dialogue Teaching

Dialogue teaching is a kind of teaching method that takes dialogue as the basic form, focuses on cultivating students' innovative spirit and practical ability, and aims at promoting communication and cooperation between teachers and students. This teaching method has many benefits but also contains deep meaning.

First of all, 'dialogue teaching' helps to stimulate students' interest and initiative in learning. In the teaching process, teachers stimulate students' interest and initiative in learning by guiding them to participate in dialogues and letting them take the initiative to think, ask questions, and express their views. This teaching method helps to develop students' independent learning ability and independent thinking abilities so that they can be better adapted to their future studies and work. Secondly, "dialogic teaching" helps to promote communication and cooperation between teachers and students. In dialogic teaching, the teacher is no longer a mere transmitter of knowledge, but a learning partner who discusses and grows together with the

students. This type of teaching helps to establish a harmonious teacher-student relationship and enhances the trust and interaction between teachers and students, thus better promoting the overall development of students. At the same time, "dialogic teaching" also helps to cultivate students' sense of cooperation and team spirit, so that they can better adapt to the future social life. Thirdly, dialogic teaching helps to cultivate students' critical thinking and innovative spirit. In dialogic teaching, students are no longer passive recipients of knowledge, but actively participate in the dialog and express their opinions and questions. This type of teaching helps cultivate students' critical thinking so they can better understand and apply the knowledge they have learned. At the same time, dialogic teaching also helps to develop students' practical skills, enabling them to better cope with future challenges and changes.[8]

4.2 The Deep Meaning of Dialogue Teaching

The deep significance of "dialogic teaching" lies in the fact that it is an embodiment of educational philosophy and values. It emphasizes that the essence of education is to promote the all-round development of human beings, not just to impart knowledge. Dialogical teaching advocates equality, respect, and understanding between teachers and students, as well as cooperation and common growth between educators and the educated. It focuses on developing students' independent thinking skills, critical thinking, and creativity, as well as their emotions, attitudes, and values. In addition, "dialogic teaching" is highly practical. It requires teachers to constantly explore and practice, summarize and reflect on their teaching experience, and continuously improve their teaching skills and methods. At the same time, it also requires students to actively participate, think on their initiative, and dare to express their views and queries. This practicality helps to develop students' practical skills and problem-solving abilities, enabling them to better adapt to their future careers and lives.

5 Conclusion

In short, 'dialogue teaching' is a teaching method with many advantages and deep meaning. It helps to stimulate students' interest and initiative in learning, promotes communication and cooperation between teachers and students, cultivates students' critical thinking and innovative spirit, and also focuses on the cultivation of students'

emotions, attitudes, and values. It requires teachers and students to participate and grow together, to keep exploring and practicing, and to keep refining their teaching skills and methods. Consequently, we should actively promote and apply dialogic teaching to contribute to the cultivation of a new generation with innovative spirit and practical ability.

References

1. Huang Zhicheng. Pedagogy of the Oppressed : Freire 's Theory and Practice of Emancipation Education Beijing : People 's Education Press, 2003 : 96-97.
2. Xi, Ideological and political course is the key course to implement the fundamental task of moral education. [M] Beijing : People 's Publishing House, 2019 : 10.
3. Shanlei, ' Conversational Teaching Model in Music Appreciation Teaching ', ' Teaching and Management ', May 2010, p. 145.
4. Song Haijun, ' Talking about ' Dialogue ' Teaching in High School Art Class, ' ' Basic Education Forum ' (Mid-term Edition), 2019, No.5, Page 10.
5. Yuan Ying, 'On the Application of Dialogue Teaching in High School Music Appreciation Teaching ', Music Education Forum
6. Zhu Yujiang, ' On Dialogue Music Education ', ' Chinese Music Education ', April, 2005, No.130, Page 11.
7. Cao Yibing, Yu Jing, He Xiangjian, ' Research on the Application of Dialogue Teaching in College Music General Classroom ', ' Music Time and Space ', p. 124.
8. Ren Zhonghui, Chen Tong, Yang Borong, Kang Xiunian, ' The Enlightenment of Freire 's Dialogue Teaching Thought on Ideological and Political Education in Colleges and Universities ', ' Future and Development ', the first issue of 2024
9. Deng Chunhua, ' The Application of Dialogue Teaching in High School Music Appreciation Teaching ', ' Teacher Expo ' (late issue), May 2021, page 81.
10. Zhang Likun, ' Research on the Influence of Middle School Music Education on Students ' Physical and Mental Development ', ' Teacher Communication ', No.15,2019
11. Zhang Yanyan, ' Analysis of the psychological characteristics and causes of middle school students in junior and senior high school ', ' Examination Weekly '.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

