

Exploration of the integration and innovation mode of information technology and junior high school music teaching

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Abstract

As the concepts of domestic curriculum teaching continue to evolve, educational issues have garnered more attention and become a focal point of social discussion. In this context, many schools are working to address the shortcomings in their existing teaching models. Junior high school, as a critical period for students' learning and development, plays a crucial role in fostering students' comprehensive abilities and promoting all-around growth. Junior high school teachers are increasingly recognizing that traditional teaching methods struggle to meet the evolving needs of today's students, necessitating an update to the teaching model, particularly in music education. The integration of information technology into the classroom not only enhances the teaching environment but also guides students to deeply experience the emotional nuances of music.

Keywords

Information technology; junior high school; music teaching; innovative mode.

1. Introduction

In traditional music classes, the teaching methods and means are often quite monotonous, which significantly hinders students' interest in learning [1]. However, with the widespread application and advancement of modern technology, it has provided strong support for teachers to innovate their teaching models. Integrating digital tools into the classroom, combined with traditional teaching methods, not only optimizes the physical space and teaching process but also effectively enhances classroom vitality and creates a better learning environment. This approach not only helps students explore and understand a wider range of musical styles and characteristics but also stimulates their intrinsic motivation to learn music, contributing to the overall development of their comprehensive qualities [2].

2. First, the core advantages of modern information technology

2.1. More diversified forms of expression

The advancement of information technology has provided robust support for music teachers in their classroom instruction. Today, teachers can present teaching content to students using a variety of vivid and engaging methods, such as text, images, and video materials, rather than the traditional blackboard writing, physical objects, or slides. In the past, due to limited teaching resources, classes often focused on rigid explanations of textbook theories, which could easily bore students. In contrast, modern information technology stands out for its intuitiveness, richness, and dynamic presentation capabilities. It can engage multiple senses of students simultaneously, significantly enhancing knowledge retention and internalization [3].

2.2. Enrich the types and contents of teaching resources

In the teaching process, teachers should proactively explore and integrate a variety of course resources, with a particular focus on fresh materials from students' lives and society. Relying solely on textbook content fails to truly meet students' learning needs. Information technology,

with its powerful resource integration capabilities, effectively overcomes the limitations of traditional teaching models in terms of time and space^[4].

3. Second, the key significance of innovating classroom teaching mode under the empowerment of information technology

3.1. Effectively improve students' independent exploration and creative willingness in music learning

Traditional music classes often focus on one-way knowledge transmission, within sufficient interaction between teachers and students. This limits students' initiative and diminishes their role as active participants, leading to a decline in their interest in learning. The core objective of junior high school music education is to develop students' musical literacy and aesthetic abilities, which depend on their active participation and the exercise of creativity. The introduction of information technology has provided students with a wider range of resources. Teachers can select music content based on students' interests, effectively boosting their enthusiasm and initiative. Moreover, the deep integration of network information technology into music teaching supports multi-dimensional autonomous learning, enabling students to explore and appreciate music using online resources. Multimedia technology transforms abstract and complex music knowledge into vivid and intuitive video animations, creating a dynamic audio-visual experience that integrates images, sounds, and textbook content organically, creating a lively and engaging classroom. This immersive experience naturally draws students' attention back to the classroom, stimulating their intrinsic motivation for autonomous learning and innovative practice, as well as a strong thirst for knowledge.

3.2. Promote the optimization of teachers' teaching strategies and the diversified development of classroom forms

3.2.1. Optimize the structure and presentation form of classroom resources

Information technology not only offers efficiency and convenience but also harbors a vast array of diverse resources. With the help of information technology, teachers and students can swiftly and accurately access the necessary materials, significantly boosting efficiency. In music classes, information technology enables teachers and students to easily access a wealth of teaching materials, allowing excellent music works and educational resources from various regions to be instantly presented. Given the lively and active nature of junior high school students, music classes often feature lively and engaging content. The integration of multimedia technology not only exposes students to a variety of music but also allows them to experience the emotions conveyed through a multi-dimensional audio-visual experience, effectively enriching their emotional experiences and enhancing their artistic perception and appreciation skills. Moreover, information technology provides students with a means to delve deeper into the background of famous music composers and their works, helping them grasp the overall emotional tone of the pieces, thus broadening their musical horizons more comprehensively.

3.2.2. Promote the adaptive reconstruction of teaching strategies

Traditional music education often lacks vitality due to monotonous content and rigid teaching methods. Teachers often limit their instruction to conveying limited information, making it difficult for students to intuitively grasp the deeper meanings of musical works. With the rapid advancement of information technology, multimedia teaching has become increasingly prevalent in junior high school classrooms. By using multimedia technology, teachers can present teaching content visually, allowing students to experience music more intuitively through visual means, thus fostering emotional resonance. In traditional teaching, when teachers need to explain specific images in musical works, they usually rely on verbal descriptions. While students may seem to receive the information, they struggle to form

concrete mental images. Multimedia technology effectively addresses this issue^[5]. For example, when teaching the 'Pear Garden Treasures' unit, teachers can integrate visual materials such as Peking Opera roles, the four major skills, and accompaniment into multimedia presentations, helping students build a concrete understanding of Peking Opera art. In terms of teaching methods, it is important to guide students to appreciate the singing, emotional expression, and the artistic beauty contained in the works, and to appreciate the Eastern dramatic aesthetics of Peking Opera, which emphasizes 'substituting the real with the virtual, and combining form and spirit.' In terms of teaching tools, it is essential to fully utilize information technology and online resources to cultivate students' aesthetic perception and artistic expression skills.

3.3. Promote the optimization and upgrading of students' cognitive modes

The advancement of information technology has not only facilitated teachers' teaching activities but also created more favorable learning conditions for students. Today, the focus of music education has shifted from mastering musical skills to a deeper understanding of the artistic essence of music, with the perception and experience of music becoming the core of teaching. Students are no longer confined to imitating in class; they can now access a wealth of musical knowledge and aesthetic enjoyment through modern online resources. Moreover, multimedia devices, music creation software, electronic virtual instruments, and intelligent search functions support students in engaging in self-directed learning, allowing them to independently perform, create, and appreciate music, effectively reducing the over-reliance on teachers in traditional learning. Most importantly, network and communication technologies have broken down geographical and temporal barriers, enabling students to engage in cross-regional music exchanges and collaborative learning. Through information network platforms, students can independently analyze and study music resources and attempt basic music creation, which is a crucial driving force for fostering their innovative abilities.

4. Third, research on the innovation path of junior high school music teaching mode driven by information technology

4.1. From single auditory input to multi-modal perception interaction

Traditional music education emphasizes 'listening and following instructions,' whereas modern information technology-integrated teaching combines audio and visual elements to make abstract musical content more tangible, making the classroom atmosphere more engaging and simplifying the teaching process for instructors. By leveraging new technologies, teachers can design courses that include rich and coherent segments, allowing students to construct their understanding of music in a fresh and dynamic environment, effectively stimulating their interest in learning^[6]. For instance, when teaching 'Forest Rhapsody,' to help students quickly engage with the class, teachers can play natural sounds and images, guiding students to appreciate the melodic and dynamic beauty of the music through listening and viewing. This teaching model, which integrates information technology, not only meets students' cognitive needs and broadens their aesthetic experiences but also wins their approval, achieving multiple educational values.

4.2. From one-way knowledge transmission to multi-directional interactive construction

In the traditional 'lecture-style' classroom, teachers dominate the entire process, often overlooking students' learning experiences. In contrast, interactive teaching places students at the center, with teachers guiding them to achieve learning goals through communication and collaboration. This approach significantly boosts learning efficiency and often leads to better educational outcomes. With the integration of information technology into classrooms, the frequency and quality of teacher-student interactions have improved, and learning feedback

has become more precise and timely. For instance, teachers can shift from being mere lecturers to designing learning activities, encouraging students to explore actively. To address common issues in peer interaction among junior high school students, teachers can guide students to gather materials on the theme of 'friendship' and use multimedia technology to record and present daily interaction snippets^[7]. Through watching and reflecting, students naturally express genuine emotions, deepening their understanding of friendship. Crucially, this process also develops students' skills in information gathering and analysis, which is difficult to achieve in traditional teaching methods.

With the aid of information technology, music teachers should leverage their strengths to better serve students. For instance, in the 'Eight Tones Harmony' unit, teachers should focus on student interests, guiding them to design and interactively exchange ideas, and engage in multi-sensory music appreciation through audio-visual integration. The courseware can incorporate electronic virtual instrument performances to create an immersive musical atmosphere. By repeatedly listening to the target pieces, students can deepen their auditory impressions. Under the teacher's guidance, students can use information technology to gather relevant images and texts about Chinese ethnic and folk instruments and independently select suitable courseware and content that aligns with their interests. This interactive learning model effectively stimulates students' intrinsic motivation, allowing teachers to focus more on personalized instruction.

4.3. Shift from standardized training to differentiated development

Traditional classroom teaching often emphasizes uniform standards ('emphasizing conformity'), which can limit the expansion of students' thinking abilities. In contrast, a more individualized approach that values the unique characteristics of each student ('emphasizing individuality') better respects their uniqueness and significantly promotes the development of students' innovative capabilities. Therefore, in the context of rapid advancements in information technology, exploring and innovating junior high school classroom teaching models has become one of the core tasks for teachers^[8]. For example, in the open class on 'Symphony No.94' Surprise!', the creative practice phase involves using the variation techniques learned in this lesson to create variations of short themes. This encourages students to work in groups, discuss, and collaborate, combining their aesthetic preferences and existing musical knowledge to engage in discussions and practical activities, collectively creating variations of the theme.

This teaching method effectively leverages the inherent diversity among students, providing a space for each student's creative spark to flourish, thereby significantly boosting their interest in learning and active participation. Crucially, when students identify shortcomings in their music choices during interactions, they can proactively adjust their creative direction. This dynamic learning process is an effective way to foster innovative thinking skills.

5. Conclusion

This teaching method skillfully leverages the inherent individual differences among students, providing a platform for each student to showcase their unique thinking. This significantly boosts students' enthusiasm for learning and classroom engagement. More importantly, when students recognize the limitations of their musical ideas during collaboration, they can autonomously refine their creative approaches. This process of immediate adjustment and reflection is crucial for fostering innovative thinking.

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