

## Practice and Exploration of Music Teaching in Primary Schools under the Background of New Curriculum Standards

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### ABSTRACT

*The current focus of domestic attention on the effects of educational quality of primary school students has shifted from the development of morality, intelligence, and physique to the comprehensive development of morality, intelligence, physique, and beauty. Following overall education and teaching environment, primary school teachers have also changed their educational ideas. This change, however, is a long process which needs the promotion of external factors. Therefore, the relevant departments in the field of education have actively launched the policy of "new curriculum reform" to give teachers standardized guidance in changing their thinking. Nowadays, in primary school music classroom teaching, when teachers guide students to learn music-theoretical knowledge and related skills, although they have optimized their teaching mode and teaching idea based on the "new curriculum reform" policy, they have not carried out the people-oriented education and teaching idea to the end in classroom teaching, which makes teachers' teaching quality worrying. In order to improve the quality of primary school music classroom teaching, and promote primary school music teachers' thinking ideas to meet the needs of social development, this paper discusses the present situation of primary school music teaching against the background of new curriculum standards. Results showed that the said curriculum fully combines students' learning characteristics and adopted diverse and innovative teaching strategies and methods which greatly stimulates students' learning enthusiasm, enlivens classroom teaching atmosphere, and improves students' music level and core literacies, thus reflecting the effectiveness of music teaching.*

*Keywords: Cultivation of core literacy; curriculum standard; music teaching; primary school education*

### INTRODUCTION

Before, teachers organized students to carry out teaching activities in primary schools and always adhered to the classroom teaching philosophy of "teacher-led, student-involved". This approach was regarded as the main driving force of education and teaching, therein ignoring the dominant position of students in the process of education and teaching. The phenomenon lies in traditional teachers' misunderstanding of educational ideas. Due to objective factors such as age, technical capacity, and the nature of primary school students, they choose to pay no attention to their creativity, imagination, and emotion. Hence, under the traditional education and teaching concept, the cultivation of primary school students' music core literacy has little effect, and teachers' music classroom teaching quality is low. Music, a basic course in primary school, ultimately backfired instead of providing a positive effect on students' creativity, imagination, aesthetic ability, and other capabilities. With the increasingly close relationship between music and modern living, music education has likewise garnered a growing number of people's attention. The new curriculum reform policy to the needs in catering to social development and societal needs, advocating that students should take the initiative in the process of education and teaching to release their "nature" and cultivate their aesthetic, emotional, and creative abilities. Hence, primary school teachers must follow the new curriculum standard to comprehensively optimize their classroom teaching activities.

## PROBLEMS IN PRIMARY SCHOOL MUSIC TEACHING UNDER THE BACKGROUND OF NEW CURRICULUM STANDARDS

### THE TRADITIONAL TEACHING MODE IS STILL PREVALENT, AND THE CLASSROOM INTERACTION BETWEEN TEACHERS AND STUDENTS IS INSUFFICIENT

With China's implementation of the new curriculum standards, teachers in primary schools have optimized and improved their teaching ideas and teaching models following the requirements of educational ideas in the new curriculum reform policy to meet the needs of education and teaching development in the new era. In the process of primary school music classroom teaching, some teachers fully implement people-oriented educational approaches in applying the new curriculum reform policy through lively and interesting music classroom teaching according to the nature of primary school students, thus greatly improving students' core literacy (Cui, 2022).

However, teachers nonetheless face various cognitive deficiencies and constraints in their teaching environment, hence the continued prevalence of traditional teaching methods in cultivating students' core musical literacy. This includes orthodox methods such as listening, learning, practicing and singing (Ding & Wu, 2021). The following are what usually happens following traditional methods: First, teachers sing musical songs for students in class. Next, students learn said music and songs through textbooks. Then, to master theoretical knowledge, students practice musical songs repeatedly in combination with teachers' classroom singing. Finally, after repeated singing exercises, students master the music and songs learned in class.

Although this kind of teaching method cultivates students' music core literacy, it easily causes negative effects on students' classroom learning enthusiasm. Because the traditional teaching method is boring unscientific, it is difficult for primary school students to persist and learn effectively in a sustainable way, making it largely fall out of use. However, many teachers still follow the traditional teaching mode of listening, learning, practicing, and singing. Their unscientific classroom teaching methods with the educational concept in the new curriculum reform policy, it also does not make students learn with interest and science. Moreover, the dominant position of teachers in the traditional teaching mode of "one-word teaching" also affects students' enthusiasm for classroom learning, greatly hindering the creation of a conducive music classroom learning atmosphere.

### TEACHERS' TEACHING "OVERSEAS MUSIC OVER FOLK MUSIC" HAS LITTLE EFFECT ON CLASS

The cultivation of primary school students' music core literacy requires teachers to actively help students to develop extracurricular music and song learning, along with classroom teaching following teaching materials. While guiding primary school students to develop extracurricular music and songs, primary school teachers generally prefer foreign music and neglect traditional Chinese music, which makes primary school students have less contact with national music culture and national music songs. This makes it difficult for students to systematically and comprehensively study music songs, music singing skills, music characteristic culture. In a balanced way and causes Chinese music culture to fall out of interest to the next generation (Merry, 2020). Chinese culture has spanned millennia, and Chinese music culture can (assuredly) withstand time given its unique charm.

## OPTIMIZATION STRATEGY OF PRIMARY SCHOOL MUSIC TEACHING UNDER THE BACKGROUND OF NEW CURRICULUM STANDARD

### CREATE SITUATIONAL CLASSROOM TEACHING AND ATTACH IMPORTANCE TO STUDENTS' SENSE OF SUBSTITUTION

Following the background of the new curriculum standard, it is necessary for teachers to realize the substantial influence of students' age, learning attitude, classroom atmosphere and many other factors to carry out music classroom teaching for primary school students. Interest is an important foundation of primary school students learning: when students' strong interest is stimulated by teachers' guidance, their learning enthusiasm is ultimately maximized. Hence, whether primary school students' classroom music teaching activities are carried out or when teachers guide students to develop extracurricular music knowledge, teachers must stimulate students' learning interest and enthusiasm as the teaching premise and innovate and optimize teaching mode to stimulate learning interest and enthusiasm as its core. Primary students' appreciation of the songs and the music vastly vary according to a myriad of factors.

To therefore stimulate students' learning interest and enthusiasm, teachers can start with the theme content of classroom music teaching, actively create situational classroom teaching, and create good classroom music learning atmosphere for students. Simultaneously, while conducting situational classroom teaching (aiming at song teaching), teachers can guide students to perform role-playing activities in groups and help students better integrate into song learning by role substitution. This achieves spiritual resonance with the emotions of characters in songs through lyrics and actions (Li, 2020). For example, when primary school music teachers guide students to carry out music classroom teaching activities around selling newspaper songs, situational classroom teaching methods can be adopted to create an immersive situational atmosphere for students.

First, teachers must collect the corresponding auxiliary tools in combination with the content and environment described in "Selling Newspaper Songs". Through the arrangement of a series of auxiliary tools in the classroom, create an appearance environment similar to the background environment of songs. In the construction of the appearance environment, primary school students can feel what kind of living environment the song character "newspaper seller" is in. Second, along with the construction of the environment, teachers began to guide students to sing songs simply, and when students were guided by teachers, they realized the preliminary mastery of songs. Teachers can organize students to play the role of "selling newspaper children" in groups, so that different students in the group can play the role in sequence, and sing "selling newspaper songs" again with their own perception of the role and the teacher's explanation of the song content.

Finally, when each group's role-playing activities are over, students sing songs through role-playing and putting themselves in the position, thus improving their singing proficiency and deepening their understanding of songs' emotions and singing skills during listening to other students in the group. This greatly helps in the cultivation of primary school students' music core literacy (Gong, 2018). The application of the situational classroom teaching method hence improves the teaching effectiveness and makes the learning process of students' music knowledge and skills lively and interesting, significantly affecting the promotion of primary school students' interest and enthusiasm in music classroom learning.

#### SELECT CLASSROOM TEACHING CONTENT ACCORDING TO STUDENTS' MUSIC PREFERENCES

Teachers' mastery of students' interests and hobbies when carrying out education and teaching activities has an important influence on teachers' final classroom teaching results. Learning is a long process which may be boring, difficult, critical among other things (Luo, 2020). For primary school students, those who cannot cultivate the habit of loving learning in the classroom learning process will find difficulty in achieving concentration in the arduous classroom teaching process. Students' preference for music is even more critical especially in music classroom teaching. Primary school teachers can research students' musical preferences

at the beginning of designing classroom teaching activities and use the final investigation results as an important reference to ensure that primary school students' music classroom teaching activities will be enjoyable after. This will help teachers avoid the issues of students' lack of interest and enthusiasm for teachers' classroom teaching content (Sun, 2020).

The new generation of primary school students are tech savvier given their constant exposure to the internet and in connection, pop music. Take for example Eason Chan's popular music "The Lonely Brave". Its popularity among primary school students is behind the high degree of fanatical love for this kind of popular music (Wang, 2019). Accordingly, primary school music teachers should cater to students' music preferences and appropriately select music songs with high preference and popularity for teaching content. For example, teachers can also choose Jay Chou's classic song "Blue and White Porcelain" as their classroom teaching content. Jay Chou's is known worldwide, and the arrangement and lyrics of the songs are mostly centred on China's traditional culture, with the song being a typical representative of his Chinese-style music songs. The song "Blue and White Porcelain" is full of rich Chinese elements, and as classic pop music, enjoys a high degree of popularity not only among adults but also among primary school students.

Taking students' music-loving songs as the classroom teaching content, and primary school students are skilled in singing music, teachers can guide students to learn singing skills, creating emotions, characteristic culture and many other aspects by combining the selected songs, efficiently helping students cultivate their music core literacy and quickly improve their comprehensive music literacy.

#### CARRY OUT FOLK SONG APPRECIATION ACTIVITIES TO IMPROVE CLASSROOM TEACHING EFFECTIVENESS

The development and passing of national culture is pivotal. For the new generation's education and teaching, teachers need to effectively combine the development and inheritance of national culture with classroom knowledge and skills teaching, therein promoting the cultivation and development of students' classroom core literacy and making them have a high sense of identity with national culture. Teachers can absolutely choose foreign music songs as classroom teaching content to cultivate students' music core literacy when developing primary school music classroom teaching activities and conducting them.

Simultaneously however, teachers should base themselves on the perspective of carrying forward and inheriting national culture, and must actively carry out the appreciation activities of national songs to guide students to appreciate, therein allowing them to perceive the national feelings, national values, and national characteristics contained in most songs. The creation of ethnic music songs incorporates the spiritual practices of other ethnic minorities while also displaying overtly ethnic characteristics (Zou, 2018). Taking such ethnic music songs as the music classroom teaching content in primary schools is more beneficial to the creation of classroom atmosphere. For example, when a teacher conducts classroom teaching using the Mongolian music song ". By introducing the background of "Mongolian Song" the teacher makes the classroom atmosphere more active.

#### INTEGRATING CLASSROOM TEACHING INTO DANCE TO IMPROVE CLASSROOM TEACHING EFFECTIVENESS

Dance is a kind of recreational activity that primary school students also prefer (Wang, 2019). Hence, music teachers can appropriately introduce dance appreciation teaching activities in classroom teaching and use the flexibility of dance to drive the active atmosphere of classroom learning, cultivate students' national cultural accomplishment, and promote the effectiveness of music teaching. For example, teachers carry out classroom teaching activities using the song

"Phoenix Bamboo in Moonlight", therein guiding students to experience the charm of national dance and music by integrating dancing. First, the teacher plays the dance video of Hulusi solo version for the students and guides them to enjoy and learn said dance. Through the live experience of the Dai dance, they can perceive the tender and tactful style of Dai music, and stimulate appreciation. Then, the teacher can lead the students by explaining in detail the Songkran Festival, an important folk festival of the Dai nationality. While explaining, the students can feel the atmosphere of this festival by combining relevant video materials, thus cultivating appreciation for national music while feeling the relevant culture of the Dai nationality. Teachers can lead students to watch dance videos, conduct lively and interesting teaching and learning, and perceive said cultural artefact to effectively stimulate students' active learning awareness and enthusiasm for classroom participation, cultivate students' good dance level, comprehensively improve students' music level and core literacy, meet the requirements of quality education, and realize the actual effect of music teaching.

## CONCLUSION

This paper primarily analyzes the primary school music teaching mode under the new curriculum standard and discusses the issues that currently plague primary school music instruction. Under the new circumstances, primary school music teachers fully integrate students' learning characteristics and problems in teaching and adopt varied and innovative teaching strategies and methods in the classroom, which can not only greatly stimulate students' learning enthusiasm and animate classroom teaching environment, but also comprehensively improve students' music level and core literacy and reflect the efficacy of music teaching.

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