Research on Contemporary Middle School Music Teaching Models: A Review

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Author's contribution

The sole author designed, analyzed, interpreted and prepared the manuscript.

Review Article

ABSTRACT

This article explores the evolution and innovation of contemporary middle school music education models. Research shows that while traditional music education methods often ignore opportunities for student participation and creative expression, contemporary music education models focus more on creating student-centered learning environments that meet their needs. In this new model, the identity of the teacher has gradually evolved from a traditional teacher of knowledge to a facilitator of learning. In addition, the integration of multicultural perspectives into music education has become an integral part of contemporary teaching, providing students with a more inclusive and globally aware learning atmosphere. Although the contemporary music education model faces challenges brought about by technological advances and the diverse needs of students, it also brings more opportunities for innovation and growth in music education. The key to the successful implementation of these contemporary music education models lies in the professional development and training of educators. Looking to the future, music education will continue to improve its teaching model and promote technological innovation and sustainable development of teaching practices.

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1. INTRODUCTION

The evolution and innovation of contemporary middle school music teaching models provide students with a richer music learning experience and break through the narrow framework of traditional music teaching methods. Traditional music teaching has always emphasized music theory and history, but often lacks opportunities for student participation and creative expression. However, contemporary music teaching models continue to explore and adopt project-based learning methods and technology integration, creating a deeper and more interactive learning environment for students. In contemporary music education, the role of teachers has also changed. Traditionally, teachers were seen as authority figures, imparting musical knowledge. However, modern music education places more emphasis on teachers as facilitators of learning, encouraging students to actively explore different music styles and develop their own unique musical identity. This shift has made education more focused on cultivating students' creativity and expression rather than just instilling knowledge. An important feature of contemporary music teaching models [1,2] is the student-centered learning environment. This means that teaching focuses on meeting students' needs and interests so that they become active participants in the learning process. In addition, music education that incorporates multicultural perspectives has also become an important part of contemporary teaching [3,4], providing students with a more inclusive and globally aware learning environment. In this way, students gain a better understanding of musical cultures around the world, broaden their horizons, and develop cross-cultural understanding and respect. Although contemporary music teaching models face challenges brought about by technological advancement and the diverse needs of students, they also bring more opportunities for innovation and growth in music education. In practice, a number of successful case studies show that the adoption of innovative music teaching methods [5,6] has had a significant impact on student motivation and engagement. Through these innovative methods, students are more likely to develop a strong interest in music and its cultural significance, cultivating their lifelong love for music. The key to successful implementation of contemporary music teaching models lies in the professional development and training of educators. They need to constantly update their educational concepts, adapt to the changing educational environment, and meet the diverse needs of students. This requires educational institutions to provide systematic training and support to ensure that educators have the ability and confidence to adopt innovative methods. Looking to the future, the development of music education will further improve teaching models and promote technological innovation and evolving teaching practices. As technology continues to advance, music education can better integrate the Internet and digital technology to provide students with a more flexible and personalized learning experience. At the same time, music education will continue to emphasize cultural diversity and a global perspective, cultivating students' cultural sensitivity and communication skills in a globalized society. Therefore, contemporary middle school music education models are critical in shaping students' musical experiences and educational journeys. Educators should actively use innovative methods to create rich and inclusive music learning environments that stimulate students' creativity, promote cultural understanding, and cultivate a lifelong love of music. Through continued exploration and practice, music education will continue to evolve, positively impacting students and the broader community, and shaping a new era of music education.

2. A REVIEW OF RESEARCH ON CONTEMPORARY MIDDLE SCHOOL MUSIC TEACHING MODELS

Dong Shiyun [7] pointed out in research that due to the impact of the "double reduction" policy, middle school music education that subverts traditional teaching methods has significant advantages. This model uses concise and compact micro-videos as the main teaching medium, usually no more than 10 minutes in length, and the content is concise and focused. This helps students focus within a limited time, conforms to their learning and cognitive habits, and promotes a deeper understanding of the knowledge they have learned. To successfully implement this model, teachers need to improve their information literacy and professional skills to create high-quality micro-videos. Students conduct independent learning before class, and the classroom becomes a platform for knowledge discussion. The teacher's role changes to a guide, focusing on meeting the real needs of

students. This teaching model is no longer one-way indoctrination, but emphasizes the interaction between teachers and students. Therefore, how to effectively organize the classroom has become the core of teaching. The assessment process can be conducted online or offline and focuses on the learning process and outcomes. Subverting traditional teaching methods provides students with a more flexible learning path, helps relieve academic pressure, and promotes students' all-round development in all aspects. In addition, in order to comply with the requirements of the "double reduction" policy, that is, to comprehensively reduce the total amount and duration of homework and limit the average homework completion time of middle school students to less than 90 minutes, schools need to reasonably arrange students' after-school time so that they can do more Participate in physical exercises, cultural activities and group discussions on learned knowledge. Therefore, subverting traditional teaching methods provides students with more opportunities for independent learning and helps promote their all-round development.

Lin Lin [8] studied the connotation of the middle school music appreciation teaching model, and further explored the "knowledge, emotion, intention, and action" teaching model, covering the four key levels of knowledge, emotion, meaning, and action. It emphasizes the indispensability of students' unique perception of music and advocates deepening the level of music appreciation through imagination and sensory experience. In this teaching model, teachers act as guides and use multimedia means to introduce music works that students have never been exposed to, helping them to deeply experience the emotional connotation of music. What is particularly noteworthy is that the article clearly points out that music appreciation is not just a collection of auditory experiences, but also requires practical operations to achieve the purpose of real appreciation. Through participatory action, students can understand and perceive music more comprehensively, integrating theoretical knowledge into practical experience. This viewpoint is innovative in teaching practice, allowing students to accumulate practical skills while enjoying music, further improving their music appreciation level. In addition to this, the teaching model is emphasized on the importance of all-round development of students. By covering multiple aspects such as knowledge, emotion, meaning and action, students will be comprehensively

cultivated in music appreciation, not only on the rational level, but also on the comprehensive improvement of emotion and practice. This has far-reaching significance for students' individual development and the cultivation of comprehensive literacy. In actual teaching, teachers are not only providers of knowledge, but also guides in students' musical journey. Through carefully designed teaching models, teachers can stimulate students' active learning interests and cultivate their deep understanding of music. This interactive teaching method helps students develop a positive attitude towards learning, while also providing them with more practical opportunities to achieve true all-round development in the process of music appreciation.

Zhu Yinghong [9] focused on analyzing the effect of introducing the music "party" teaching model into middle school music teaching. The goal of this teaching model is to increase student engagement, emotional connection, and classroom effectiveness. When implementing this teaching method, it is emphasized that teachers need to group students according to their musical learning levels and play a supportive role rather than acting alone as a teaching guide. This grouping method helps balance the overall strength level of the group and promotes collaboration among students, allowing them to fully absorb the learning experience of others. In addition, the music "party" teaching model enables students to actively participate in learning, make necessary adjustments according to their own circumstances, and gain a sense of success, thus improving their confidence and learning efficiency. The author further stated that this teaching method helps students overcome rebellious attitudes, improve family relationships, and promote psychological growth. On the other hand, the article also delves into the importance of integrating traditional music culture into vocal teaching in higher education. The author believes that effectively integrating traditional music culture into vocal music teaching can improve students' perception of traditional Chinese music art. Especially for music with obvious regional cultural characteristics, effective measures need to be taken to stimulate students' perception of traditional music art. The article emphasizes the importance of introducing the history, culture, regional characteristics, music style and other background content of traditional music to students in detail before teaching, so as to effectively strengthen students' perceptual ability

when appreciating traditional music art, thereby comprehensively improving the quality of vocal music courses.

Ye Weijia[10] focused on the development direction and teaching methods of art education in the information age. First of all, the article points out the significant advantages of network information technology and resources in the field of education, highlighting the necessity of making fuller use of network information technology in teaching. Secondly, the article emphasizes the innovation of music education and the cultivation of students' practical abilities and innovative consciousness in music learning. In addition, the article also emphasizes the independence and sense of the times in artistic creation, as well as the diversity of music culture and the richness of music creation. In addition, the article mentions the evolution of middle school music teaching models, highlighting the profound changes that information technology has brought to education and the impact of the rapid growth of knowledge. Finally, the article emphasizes the importance of students using online music resources to conduct in-depth research, as well as the impact of the online information learning environment on students' emotional experience and acquisition of new knowledge.

Shi Bei [11] deeply discussed the challenges faced by current middle school music education and the impact of modern popular music on music teaching. The article points out that the rise of modern pop music has had a profound impact on middle school music education and has severely restricted the improvement of teaching standards. Because schools fail to pay enough attention to music education, music teachers are not highly motivated, which directly affects the improvement of teaching quality. In order to solve this problem, the article proposes strategies for integrating modern pop music into middle school music teaching. These strategies include using music criticism to improve students' appreciation of music, organizing pop song competitions, and making full use of multimedia technology to gain an in-depth understanding of pop music. These measures aim to introduce modern pop music while strengthening students' musical aesthetic ability and cultivating students' ability to perceive music, thereby improving the quality of music teaching in an all-round way.

Zhou Ning [12] conducted an in-depth study of the key role and application of online music in Chinese middle school music education. First,

the article clarifies the definition of Internet music, which is music spread in digital form through the Internet and communication networks. Next, the importance of online music in middle school music education was emphasized, including changing teaching concepts, enriching learning methods, and providing a platform for students to express themselves. The article also discusses in depth the integration of online music with traditional music education and its profound impact on teaching methods, student engagement, and assessment processes. In addition, the article mentions the shortage of music teachers in middle schools in China and emphasizes the urgency of supporting the development of national music education. Finally, the article emphasizes the importance of deepening students' understanding and appreciation of national music in education. The full text deeply analyzes the role and importance of online music in middle school music education, and calls for support and continued attention to the development of music education.

Song Ruimin [13] deeply discussed how to integrate multiple music cultures into middle school music education in the context of global music culture integration. The article highlights the urgency of changing the traditional middle school music education model, which no longer only focuses on the importance of teaching traditional Chinese music. It puts forward core ideas such as changing educational concepts, introducing multicultural practices, and promoting teachers and students' in-depth understanding of diverse music cultures. In addition, the article also highlights the criticality of innovative teaching methods and practical activities to promote the organic integration of diverse music cultures in middle school music education. The article emphasizes that both teachers and students need to be open-minded and actively absorb the essence of music culture from all over the world, thereby promoting middle school music education in a more diversified direction. Through this research, the article calls on educators and students to work together to jointly promote the positive development of middle school music education in the integration of global music culture.

Zhao Jun [14] conducted an in-depth study on the effective application of micro-classes in high school music appreciation courses. Micro-lectures can not only improve students' music appreciation ability, but also make those abstract musical melodies more vivid and closer through the presentation of visual content. Compared

with traditional teaching methods, the use of micro-classes breaks the limitations of music learning effectiveness and efficiency, making music knowledge more flexible, vivid and interesting. Micro lessons can not only stimulate students' interest and participation in music classes, but also successfully achieve teaching goals. It plays an active role in all aspects of music teaching, including pre-class introduction, preview and post-class exploration, and provides a high degree of flexibility for independent learning. The flexibility of micro-classes allows students to study independently anytime and anywhere, catering to people's fast-paced lifestyles and ways of thinking. Therefore, micro-lessons have great potential in music teaching and can create a more engaging and efficient learning experience for students. By using micro-classes, music teaching can better meet the diverse learning needs of students, improve the flexibility and interest of learning, and create new possibilities for music education.

Peng Qian [15] conducted an in-depth study on the effectiveness of chorus teaching in middle school music education. In chorus training, we not only need to pay attention to the balance and harmony of sounds, but also need to emphasize the coordination and cooperation between different parts. Although choral teaching occupies an important position in music education, the article also points out some problems that need to be solved. These issues include the improvement of teaching methods and the selection of repertoire, which require us to conduct more in-depth thinking and innovation in choral teaching. In order to better guide students, the correction of correct breathing and vocal techniques has also become particularly critical. In addition, the article emphasizes that traditional piano teaching methods urgently need to be updated, and effective ways to address differences in students' skills need to be found. In the current context of music education, we need to gradually expand teaching methods and promote traditional piano teaching to develop in a more flexible and innovative direction. This also means that we need to comprehensively improve the training of piano teachers to encourage them to more actively try and adopt innovative teaching methods and improve the overall teaching level. In order to improve the quality of middle school music education, the article calls for more in-depth research on chorus and piano teaching. Only through in-depth research can we better understand the challenges and opportunities in music education and find more

effective teaching strategies. This will not only help solve current problems in chorus teaching, but also help shape a more forward-looking philosophy of piano education. Through continuous improvement and innovation, we can improve the overall level of music education and provide students with a richer and more meaningful learning experience.

Wu Hongyan [16] deeply discussed various aspects of using multimedia technology in high school music courses, highlighting the importance of using modern teaching methods to enhance students' interest and participation in music education. The article elaborates on the extensive application of multimedia technology in music education, including but not limited to the flexible use of videos, music teaching materials, and online platforms. First of all, the use of multimedia technology in music education plays a role in guiding students to have a deeper understanding of music. Through multimedia means, students can more intuitively feel the connotation of music through audio and visual, stimulating their strong interest in music. For example, by visually presenting the playing of notes and the way musical instruments are played, students can more intuitively understand and simulate the expression of music, promoting an in-depth understanding of music. Secondly, the article discusses in detail the practical application of multimedia technology in music education. This includes the design and use of multimedia teaching materials and the full use of online platforms. Multimedia teaching materials can not only present music knowledge through pictures and texts, but also convey the actual performance and expression of music through audio and video. At the same time, the use of online platforms provides students with a more convenient and flexible learning path, allowing them to learn music knowledge in depth anytime and anywhere, promoting music education to become more convenient and intelligent. Finally, the conclusion emphasizes the key position of multimedia technology in the development of music education. By using advanced teaching methods, students can participate in music teaching more vividly and improve their subject interest and initiative. The role of junior high school music teachers in this process is crucial. They should continuously understand students' learning dynamics, scientifically choose multimedia teaching plans, maximize their teaching functions, and achieve better transfer of knowledge and more active participation of students.

Li Xiaoxue [17] conducted an in-depth study of the profound impact of modern pop music on middle school music education and the corresponding innovative teaching strategies. In China's middle school music education, the traditional music teaching model still dominates, and the examination-oriented education system makes music education face the challenge of declining quality. However, the rise of modern popular music has not only brought challenges, but also injected new development opportunities into music education. First, the article proposes a series of innovative strategies for integrating modern pop music into middle school music education. Among them, the focus is on emphasizing the emotional and cultural connotations contained in musical works. By digging deeper into the lyrics, melodies and arrangements of modern pop music, teachers can guide students to more comprehensively understand the emotions and cultural background expressed in musical works, thereby immersing students in the world of music more deeply. In addition, encouraging students to actively participate and perform is a key factor in making students more actively involved in music learning. By organizing student singing competitions, music performances and other activities, students can show their personal style, inspire their love for music, and cultivate their ability to express music. Secondly, teachers need to skillfully balance and meaningfully utilize the content and emotions of modern popular music in their teaching. This not only includes an in-depth interpretation of musical works, but also requires integrating the music with students' daily life and cultural background to make it easier for students to resonate. By introducing more music elements relevant to students, teaching becomes more lively and interesting, and it also helps cultivate students' active exploration of music. Modern pop music has become an important part of contemporary culture, so integrating it into middle school music education is an inevitable trend. In order to adapt to this change, teachers need to update their teaching methods, proactively understand students' interests and needs in music, and improve the quality of music education through innovative means. This process is not only an expansion of traditional music education, but also a promotion of students' comprehensive literacy.

Sun Xiaoyan [18] deeply discussed the need for innovation in middle school music teaching models and emphasized the importance of using mobile Internet to improve teaching methods. As society's demand for all-round development of talents continues to increase, traditional teaching models are increasingly unable to adapt to this change. Therefore, teachers urgently need to find innovative teaching methods to better meet students' learning needs. In this context, the article emphasizes the importance of setting clear teaching objectives. By setting clear goals, teachers can better guide students and make them more targeted in music learning, while also helping to improve students' overall mastery of music knowledge. At the same time, the article advocates the integration of mobile Internet technology to promote interactive learning and diverse teaching methods. By making full use of the interactivity and diversity of the mobile Internet, teachers can organize teaching content more flexibly to meet the learning needs of students at different levels and styles, thereby improving the adaptability and effectiveness of teaching. The article particularly highlights the challenges faced by traditional classroom teaching and explores the potential benefits of leveraging the mobile Internet for music education. The mobile Internet provides students with more independent learning opportunities. Through online video teaching and real-time communication, students can study at any time and anywhere, which helps improve music appreciation skills and promote overall development. At the same time, the article emphasizes the potential of mobile Internet in improving the quality of music education, especially through personalized and differentiated teaching methods to better meet students' learning needs.

Chen Yong [19] conducted an in-depth study of strategies for reconstructing middle school music teaching materials to create a student-centered and dynamic music classroom. Focusing on stimulating students' active participation in music learning by introducing elements of popular music and ethnic music, the core of the teaching method is to cultivate students' strong interest in music, high participation and creative thinking through various teaching methods and activities. The teaching objectives are clear, aiming to transform the traditional teacher-centered education method into an emerging student-centered education method, focusing on cultivating students' aesthetic abilities and artistic qualities. In order to achieve this goal, teachers need to pay special attention to students' emotional needs, listen to their inner voices, and implement the concept of quality education. By introducing flexible and diverse teaching

evaluation methods, the classroom atmosphere becomes more lively and full of creative vitality, allowing students to gain more exercise and growth in artistic practice. This teaching method not only helps to improve students' technical level, but also cultivates students' courage and self-confidence, laying a solid foundation for their future music learning. The ultimate goal of this new teaching concept is to improve students' aesthetic abilities and enhance their artistic literacy, so as to stimulate students' continued expectations and strong interest in music classes. By focusing on the needs and emotional experiences of individual students, this teaching model is committed to opening the door to music for students, allowing them to find more fun and enlightenment in the world of music. This student-centered education method will not only influence their development in the field of music, but also inspire their active pursuits in aesthetics, creative thinking, and lifelong learning.

Cui Jiaqi [20] conducted an in-depth study of the reform and innovation of middle school music teaching in the Internet era, and focused on expanding the field of music education through new teaching methods. Under the huge influence of the information age, the Internet has penetrated into every aspect of people's lives, and Internet + education has opened a new era in the field of education. The article points out that the Internet + music model has greatly enriched people's lives and broadened their musical horizons. In middle school music teaching, the introduction of the Internet+ model is not only an improvement on traditional teaching methods, but also promotes a more harmonious relationship between teachers and students and stimulates students' strong interest in learning music. By using a variety of technical means, such as audio playback, PPT presentation, Internet search, and video editing software, students can learn more autonomously and collaboratively, thereby improving the overall teaching effect and interest. The innovation of this teaching model enables students to acquire music knowledge more flexibly and promotes their deeper understanding and appreciation of music. The paper summarizes several aspects of the reform of middle school music teaching, including applying the "Internet +" model to improve teaching methods and setting up Internet applied music courses. The Internet era has brought new ideas and methods to middle school music teaching, which not only promoted the innovation of teaching models, but also significantly improved the teaching effect. This

change provides students with more diverse learning pathways, stimulates their independent thinking and creative expression of music art, and paints a richer and more colorful picture for the future of music education.

Yan Yan [21] conducted an in-depth study of the application method of online flipped classroom teaching model in music education, in order to improve students' understanding of ancient music culture and enhance their learning motivation and learning ability. This innovative teaching method uses a variety of teaching methods, including activities before class, guided discussions and encouraging creative learning activities, aiming to arouse students' strong interest and encourage them to participate more autonomously in the learning process. By using diverse assessment methods, this teaching model emphasizes the central role of students in the entire learning process. Not only that, the article also mentioned the practice of "home-school flipping" model in the context of the new epidemic to make up for some deficiencies in school teaching. At the same time, it also points out the problems existing in this model and puts forward the direction for improvement, which provides a useful reference for the future development of music education. The goal of this teaching model is not only to stimulate students' positive emotions, but also to cultivate their Core competencies enable them to have a more comprehensive understanding of the breadth and depth of Chinese national music culture. However, in order to continuously improve and enhance teaching effects, the implementation of this teaching method requires further practice and in-depth research.

In addition, a wealth of related studies References [1] through [22] have enriched our understanding of music education pipelines and provided innovative insights. These references contribute novel ideas and methodologies that broaden the scope of possibilities in the field of music education. By drawing on this extensive body of literature, we gain valuable perspectives for improving and refining existing music education pipelines. The diversity of sources ensures a comprehensive exploration of strategies, methodologies, and emerging trends, ultimately contributing to the evolution and enrichment of music education practice.

3. CONCLUSION AND DISCUSSION

The dynamic evolution and innovation of contemporary middle school music education

methods have significantly enriched students' learning experiences and challenged conventional paradigms of music education. These progressive approaches prioritize students as active participants in the learning process, emphasizing the cultivation of their creative thinking and expressive skills. Educators now play a transformative role, shifting from mere transmitters of knowledge to facilitators of learning experiences. Integrating a multicultural perspective into music education fosters an inclusive and globally conscious learning environment. Despite the challenges posed by technological advancements and the diverse needs of students, these music education methods offer rich opportunities for creativity and growth in the educational landscape. Success depends on the ongoing professional development of educators and unwavering institutional support. Looking ahead, music education will continue to refine its teaching methods, lead technological innovations, and evolve teaching practices. The future of music education includes a commitment to cultural diversity and global perspectives, fostering students' cultural sensitivity and communication skills in an increasingly globalized society. As such, the current approach to secondary music education plays a pivotal role in shaping students' musical experiences and educational trajectories. In this ever-evolving field of education, we anticipate that music education will continue to inspire and guide students, laying a solid foundation for their continued growth and development.

COMPETING INTERESTS

Author has declared that no competing interests exist.

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