

Music Education and Teaching Reform in Colleges and Universities Based on Teacher-student Interaction

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Abstract: *In the context of the rapid development of the market economy, music discipline is a basic education content in many courses in colleges and universities, and is also a key channel for cultivating excellent music talents. The goal of music education is to improve college students' art appreciation ability, and cultivate their art appreciation awareness, so as to improve college students' art appreciation ability, and promote their healthy growth and all-round development. Therefore, on the basis of teacher-student interaction, colleges and universities should ensure the smooth development of music education and teaching reform, improve the quality and actual effect of teaching activities, and emphasize the communication between teachers and students. Based on this, this paper mainly studies the reform of music education and teaching in colleges and universities based on teacher-student interaction, hoping to provide a theoretical reference for the smooth development of future research.*

Keywords: *Teacher-student Interaction, Colleges and Universities, Music Education, Reform in Education*

1. Introduction

Interaction is an important process for college students to understand the world, and also a key way of information communication. All knowledge points need to be learned in interactive activities.[1] Education and teaching in colleges and universities belong to two-way activities, especially for art disciplines such as music. When teachers are actually teaching, the traditional ways and methods actually used have been difficult to meet the development needs of modern education, which has become an important factor that will have an impact on the reform of music education and teaching in colleges and universities. For college students, their cognitive level is improving and their thinking concept is relatively mature. Therefore, when teaching, teachers should ensure the smooth development of music classroom activities on the basis of teacher-student interaction, so that the distance between teachers and college students can be pulled in, and the improvement of education quality and teaching effect can be achieved.

2. Principles of music education and teaching reform in colleges and universities based on teacher-student interaction

2.1. Life oriented principle

Compared with traditional teaching methods, there are obvious differences between teacher-student interaction teaching methods, mainly because the subject has changed significantly. In the past education and teaching activities, teachers explained, demonstrated and guided, and then college students trained. In this way, students' learning enthusiasm and initiative are not high, which makes it difficult to improve the quality of music education and teaching, and also difficult to achieve the expected results. On the basis of interactive teaching between teachers and students, in the process of music education and teaching reform in colleges and universities, we should strictly abide by the student-centered principle, and teachers mainly play a guiding role. Whether it is the process of education and teaching, or the process of interaction between teachers and students, we should put college students in the position of subjectivity, improve their awareness of ownership, and ensure the efficient and smooth development of music classroom education and teaching activities in combination with the specific grasp of music knowledge points by college students.

2.2. Principle of two-way interaction

In the current process of music education and teaching reform in colleges and universities, the principle of two-way interaction should be put into place. In the current actual reform process, it is necessary to change the past phenomenon of teachers' one-way explanation of music knowledge points, and to carry out teaching on the basis of teacher-student interaction. That is, when music education and teaching in colleges and universities, teachers should establish the concept of teaching students in accordance with their aptitude according to the actual situation of college students, so that teachers and college students can carry out spiritual interaction, find out the shortcomings and problems of college students in time, and take reasonable countermeasures to correct them. At the same time, in the process of communication and interaction with teachers, college students should directly tell teachers about their own problems, so that teachers can make reasonable adjustments to specific educational means and teaching methods, ensure the efficiency and pertinence of music teaching activities, and achieve the improvement of music teaching quality and actual results.

2.3. Multiple evaluation principle

At this stage, in the process of music education and teaching reform in colleges and universities, teachers should change the traditional way of taking themselves as the subject of evaluation, use diversified evaluation methods, and fully implement the relevant principles of multiple evaluation, so that such evaluation can promote the further development of college students and teachers' educational reflection, achieve the improvement of music education and teaching quality and actual efficiency, and cultivate college students' music core literacy.[2] On the basis of interaction between teachers and students, colleges and universities should put the principle of multiple evaluation into place when reforming music education and teaching, and put college students' self-evaluation, mutual evaluation and teachers' evaluation into specific evaluation systems. Through the use of multiple evaluation methods, college students can find their own shortcomings and make continuous improvement.

3. Analysis of the necessity of college music education reform based on the interaction between teachers and students

3.1. Helping college students express their thoughts

The music course is a unique discipline, which requires college students to invest more energy and time, so that they can master more learning methods and music skills when actually learning, and fully infiltrate them into music practice activities to improve the quality of college students' learning. On the basis of teacher-student interaction, both teachers and college students belong to the main participants in the music class. Teachers should give play to their guiding role, let college students participate in the learning activities of music knowledge points, fully feel and perceive music, and promote the personalized development of college students. In the process of actually understanding music, college students should pay attention to communication and interaction with embarrassing events, and drive the enthusiasm and enthusiasm of college students to participate. In music teaching, colleges and universities should reflect the subjective position of college students in classroom activities, improve their sense of self-identity, and ensure the realization of learning objectives to improve the quality and level of learning. The interaction between teachers and college students should be two-way, so that college students can have more inspiration and realize the flexibility of music classroom environment and atmosphere.

3.2. Helping teachers teach students in accordance with their aptitude

Through the use of teacher-student interaction, teachers should choose appropriate and reasonable methods according to the psychological characteristics of college students. Teachers should pay attention to the classification of college students' range and timbre, combine their actual conditions, ensure the rationality and pertinence of teaching methods, and achieve the improvement of music education and teaching effectiveness. The way of teacher-student interaction belongs to the essence of teaching students in accordance with their aptitude. Compared with the traditional teaching method, this method turns the classroom subject into college students, emphasizes their views and feelings, and strengthens the interaction between teachers and college students. When implementing the concept of teaching students in accordance with their aptitude, teachers should emphasize the in-depth exploration of the advantages of college students, pay attention to their specific problems, and ensure that the help is targeted and

scientific.

3.3. Helping stimulate college students' interest in music learning

The practical characteristics of music discipline are obvious. College students need to practice according to the ways and methods given by teachers, so that they can get better results. In the process of interactive teaching between teachers and students, teachers should guide students to participate in music perception activities, promote their personalized development, and drive students' learning passion out, which also belongs to the important purpose of music education and teaching reform in colleges and universities. When teachers are teaching, college students should be the main body, and they should determine specific learning objectives to achieve more ideal learning results. In teaching activities, teachers should pay attention to the spiritual interaction with college students, deal with the problems encountered by college students, and fully reflect the concept of student-centered.

4. Reform measures of college music education based on teacher-student interaction

4.1. Carrying out interesting interactive music teaching in colleges and universities to ensure classroom efficiency

Compared with the past music education, interesting music teaching is very important, requiring teachers to scientifically set up teaching plans and arrange teaching content. At this time, teachers should pay attention to the exploration and analysis of college students' interests, and grasp the specific learning situation of college students on the basis of teacher-student interaction. In this case, teachers should start with college students' learning enthusiasm and interest to ensure the smooth development of interesting activities. For example, teachers can use multimedia equipment to play music teaching related content, so that students have a more in-depth and comprehensive understanding, and then face music knowledge points when deep memory. With the rapid development of higher education in China, a variety of auxiliary teaching tools have been formed. Therefore, when teaching, teachers should pay attention to the use of such tools to drive the enthusiasm of college students. Teachers should pay attention to the creation of the actual situation, so that college students can feel the sense of pleasure in specific learning activities. In this way, the reliability and efficiency of teacher-student interaction can be guaranteed. Therefore, in actual teaching, teachers should create a good environment and atmosphere according to the music story, strengthen the good emotional communication between teachers and college students, and make college students full of enthusiasm and interest when actually learning music knowledge.

4.2. Paying attention to the good experience of college students and improving their emotional experience

In the process of music education and teaching in colleges and universities, teachers should make full use of teacher-student interaction methods to guide students to obtain good personal experience. In specific teaching activities, teachers should combine the actual content, pay attention to the creation of relaxed and harmonious scenes, let college students actively participate in music course learning activities, and let them know about music knowledge when facing it, in order to realize the perfection and soundness of music knowledge structure system in the process of experiencing music personally. For example, when teachers actually carry out music appreciation course activities, they should let college students listen to music works, constantly guide college students to fully understand the specific feelings expressed by the author, and emphasize the cultivation of college students' imagination, so as to effectively improve college students' music thinking ability. From this analysis, teachers should pay attention to the use of audio playback and story telling in teaching, fully show the background in the creation process of music works, so that college students can deeply and comprehensively understand music, listen to music works, and fully perceive the actual emotion and rhythm of music works. In the actual teaching, teachers should pay attention to the excavation of music elements in the curriculum, and also emphasize the in-depth excavation of emotional education elements, so as to drive the learning passion of college students out, let college students enter the music classroom learning activities, and achieve the improvement of learning quality. That is, from the perspective of college students, they are independent individuals and will form different emotional experiences when facing music. Because the emotional experience of college students is different, this will have a very obvious impact on the image of college students' music knowledge, and will also have the most direct impact on the quality and effectiveness of teacher-student interaction. Therefore, when teaching, teachers should pay close

attention to the emotional experience of college students in music, combine their differences to ensure the smooth development of teaching activities, so that college students can get a good emotional experience.

4.3. Building a good and harmonious relationship between teachers and students and strengthening interaction between teachers and students

In the past teaching process, teachers were mainly in the position of subjectivity. In specific activities, teachers play a leading role and pay too much attention to the explanation of music knowledge points, which leads to college students learning in a passive position and makes it difficult for college students to express their own views and ideas, which is difficult to stimulate college students' enthusiasm and lead to their depression when facing learning. On the basis of the interaction between teachers and students, in order to ensure the realization of the goal of music education and teaching, colleges and universities should effectively improve the existing relationship between teachers and students, emphasize the cultivation of students' innovative thinking and music thinking, put students in the main position of the music class, and let teachers and students interact and communicate in an equal position, in order to build a good and harmonious teacher-student relationship, and ensure the full implementation of teacher-student interaction teaching methods. In this form, in order to drive the enthusiasm of college students to learn music knowledge and enhance their enthusiasm for participation, we should put teacher-student interaction in the main position of music classroom activities, respect the ideas and opinions of all college students, so that both parties can communicate and interact in a timely manner, and give feedback on the views and ideas of college students. Teachers should provide appropriate and reasonable guidance, so that both parties can get a better friendship, emphasize the construction of harmonious relationship.

4.4. Giving full play to the subjective initiative of college students and creating a harmonious atmosphere

There are obvious differences between teacher-student interaction and traditional teaching methods, mainly due to the actual participation of college students in music classroom activities. On the basis of teacher-student interaction, college students should participate in the music class independently and give feedback in time, which is the focus of teacher-student interaction teaching. It is also because of such active participation that students' interest in music learning has been driven out, which has realized the innovation of educational methods and ensured the realization of the goal of music education. Under the premise of teacher-student interaction, teachers should absorb the past teaching methods, change the specific teaching methods, drive the enthusiasm of college students for music learning, and mobilize their subjective initiative. For example, when teaching musical instruments and music tracks, teachers should pay attention to the playing of specific music tracks, college students can participate in the appreciation activities, and bring musical instruments into the classroom to show them more intuitively to college students. They should perform live against representative music tracks to focus on college students' learning. At this time, teachers should let enthusiastic college students participate in it, and carry out evaluation, so that college students can get a good understanding of music, and achieve the improvement of music teaching quality and actual results.

5. Conclusion

In a word, in the context of the rapid development of college education in China, colleges and universities should achieve innovation and reform on the basis of teacher-student interaction in music education and teaching. In this case, teachers should change the traditional teaching methods and focus on the use of new methods and means. In actual teaching, teachers should combine the actual situation of college students, according to their physical and mental development characteristics, strengthen induction and summary, and pay attention to the extensive use of diverse resources, in order to drive the enthusiasm and interest of college students to learn music knowledge, and obtain better educational and teaching reform results. In music teaching, colleges and universities should pay attention to the reform of education and teaching, keep pace with the development of the new era, and pay attention to the application of new educational technologies, so as to ensure the smooth development of music teaching activities, realize the reform of music teaching system, music teaching mode and other aspects, promote the sustainable development of music education in colleges and universities in China, and cultivate high-quality excellent music talents for the modern society.

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