Research on innovative music teaching: to stimulate students' interest in learning

Keling Liu[1,a*], Wuliji Jirigela[2,b]

[1]Graduate University of Mongolia, Ulaanbaatar, Ulaanbaatar, Mongolia
[2] Ulaanbaatar Erdem University, Ulaanbaatar, Mongolia
[a]kelingliu88@gmail.com, [b]jirigela88@gmail.com
*Corresponding author

Abstract: *Interest, defined in the field of psychology as an inward, persistent tendency that drives individuals to explore, engage, and invest in a particular activity or domain. In the context of education, interest is considered an important driving force in the learning process. This concept is placed in a central position and is considered as the key to stimulating student motivation and optimizing learning outcomes. Educators understand that interest can not only lead children to learn, but also stimulate their desire to explore knowledge. When students are interested in a topic or activity, they are more likely to show higher engagement, longer focus, and deeper information processing. For example, in piano learning, when students are interested in a repertoire or musical style, they are more inclined to invest more time and energy to practice and master, and this emotional investment is crucial to the improvement of technology and the deepening of understanding. In addition, interest can also be used as a self-regulating tool to help students overcome the challenges and difficulties in the learning process. Teachers customize personalized learning plans for students by observing their points of interest. This method can not only better meet the needs of students, but also improve their sense of control over the learning process, so as to enhance the autonomy and effect of learning.*

Keywords: *Music interest; Teaching innovation; Integration of digital music technology*

1. Introduction

Interest, as a core element in this process, has proved to be an effective way to promote learning motivation and optimize learning outcomes[1]. Interest is not only the starting point of learning, but also the source of motivation for students to continue their learning journey. Moreover, the teaching method adopted is based on the "constructivist learning theory", which emphasizes that the construction of knowledge is an active and meaning-seeking process, in which learners' interest and motivation play a crucial role[2]. In piano teaching, this theory is embodied in stimulating students' curiosity and desire to explore through creative and interactive teaching activities. For example, by engaging students in music creation, they can not only learn music knowledge and skills, but more importantly, they can discover their own interests and potential in practice. It attaches great importance to "emotional education" and integrates the development of emotional intelligence in piano teaching. Emotional intelligence involves the ability to recognize, understand, and manage emotions, and it plays an important role in the learning process. Through musical expression and communication, the children learned how to express their feelings, and this emotional resonance and communication further deepened their interest in and investment in music learning.

Various strategies have been adopted to foster and maintain students' interest in music. First, teachers create a dynamic and stimulating learning environment through a variety of teaching methods and rich curriculum content. For example, by combining traditional piano teaching with modern music software, children are able to explore new areas of music while learning traditional skills. In addition, the concerts, workshops and related teaching activities are regularly organized, which not only provide practical opportunities for learning, but also provide a platform for students to show their achievements, thus enhancing their sense of achievement and confidence. It emphasizes the individual differences in students' interests, and emphasizes that this idea is deeply rooted in the design of their teaching methods and curriculum content. Teachers do not simply teach music knowledge, but through careful observation and daily interaction with students, to observe the unique interests of each student. This sensitivity to interest makes the educational process no longer a one-way teaching, but a two-way,

personalized communication. After identifying the students 'interests, the teachers will adjust their teaching strategies and curriculum content according to this information, to ensure that the educational activities are closely linked to the students' interests and needs[3]. For example, if a student is particularly interested in piano music, the teacher may increase the teaching of the history and theory of piano music, or even organize piano improvisation activities to satisfy and cultivate the students' specific interests. It not only takes into account the uniqueness of each student, but also encourages students to explore and develop their personal interests and potential. This method of education is extremely beneficial to students' overall development, because it not only helps students to improve technically, but also promotes their emotional, social and cognitive growth. When students feel that their interests and needs are valued and satisfied in learning, they are more likely to show higher learning motivation and participation, and more actively participate in learning activities. In addition, through personalized teaching methods, teachers can provide students with more opportunities to choose and explore, so as to stimulate students' creative thinking and independence.

In the process of implementing personalized teaching strategies, teachers should pay more attention to maintaining the flexibility and openness of teaching. As students grow and experience builds up, their interests may change. Therefore, teachers always remain sensitive to the changes in students 'interests, and they are ready to adjust their teaching contents and methods to meet students' new interests and needs[4]. Highlight the continuous development of students' interests while recognizing the importance of interests. By constantly updating the teaching content and methods, to ensure that the learning process is always fresh and engaging. For example, teachers will regularly introduce new musical works and different styles of repertoire, or use different teaching media and techniques to maintain students' curiosity and desire to explore. This continuous updating and innovation is crucial to maintaining students' interest and stimulating new interest points. In the teaching practice, we should pay attention to the interaction between interest and learning achievement. Teachers encourage students to translate their interests into specific learning goals and action plans. For example, if a student shows a strong interest in a particular composer or musical period, the teacher may design a series of related learning activities, such as studying the composer's work, learning related historical background, or even trying to create similar styles of music. This method not only deepens students' understanding of music, but also enhances their learning motivation and sense of achievement. In general, through personalized teaching methods, innovative educational strategies, family and community participation, and continuous teaching content updates, we not only successfully stimulate students' enthusiasm for music, but also help them to achieve comprehensive growth and development in the learning process.

Encourage communication and cooperation between students as another way to stimulate and develop interest. Especially in a collective learning environment, students can not only gain knowledge and inspiration from their teachers, but also gain new perspectives and inspiration from their peers. This peer interaction and collaboration provides students with a valuable opportunity for students to learn from each other, discover new areas of interest and build supportive communities in the learning process. For example, when a student shows enthusiasm for a certain style of piano music during a group event, this may inspire curiosity and interest in the style. Moreover, music projects completed through collective collaboration, such as band performance or ensemble, not only enhance students' teamwork, but also provide a platform to explore different musical styles and expressions that are crucial for the development and diversity of interest.

While implementing personalized teaching strategies, special attention should also be paid to teachers' professional development. Periodic training and seminars are provided to ensure that teachers are able to grasp the latest teaching methods and ideas, while understanding the characteristics and needs of each student. Teachers are encouraged to adopt innovative teaching methods, such as using digital technology, multimedia tools, and interdisciplinary teaching methods, to enrich the course content and stimulate students' interest and creativity. This investment in teachers' professional growth not only improves the quality of teaching, but also provides students with a richer and more diversified learning experience. Finally, through regular student assessment and feedback collection, timely knowledge and assessment of the effectiveness of teaching strategies, and the development of student interests. This continuous assessment and adjustment ensure that the teaching activities are always able to meet the changing interests and needs of the students. At the same time, students are encouraged to participate in the design and feedback process of the teaching content, which not only makes them feel that their voice is being heard and valued, but also enhances their learning commitment and responsibility.

2. Factors that affect music interest and learning effect

2.1 Innovation and implementation of teaching methods

In music teaching, the innovation and implementation of teaching methods are very important. Its multi-sensory integration teaching method, creative improvisation, digital music technology teaching (Table1.), as well as the interdisciplinary integration of music and other art forms, greatly enhance the effectiveness and interest of teaching.

Table 1: 14 Best Music Education Websites

name	website	Website Features
K-12 Resources	http://www.k-12music.org/	FREE site, created and maintained by public school teacher Cynthia Mazurkiewicz Shirk of Mankato, Minnesota.This site is a collection of links, categorised: band teachers; vocal/choral teachers; orchestra teachers; classroom teachers; music research; general resources; and much more.
ARTSEDGE	http://artsedge.kennedy-center.org/	This site offers FREE, standards-based teaching materials for use in and out of the classroom.
Classical Music Archives	http://www.classicalmusicarchives.com	We are able to find almost all classical music on youtube but this FREE website contains over 38,400 full-length classical music files in MIDI, MP3, or WMA streaming file formats.To download files you must have a login and a password.Users with a free membership account may download up to five files per day.
The Choral Public Domain Library	http://www.cpdl.org	FREE sheet music website specialises in choral music, over 7,500 scores, also new composers.
The Rock and Roll Hall of Fame	https://www.rockhall.com/learn/education/rockin-schools	This site contains music education lessons developed by participants in the program.
Music Tech Teacher	http://www.musictechteacher.com/	This site contains myriad resources for music technology teachers and many samples of student projects.Quizzes, worksheets, games, lesson plans, and much more.
MUSICTHEORY	http://www.musictheory.net	The website focuses on beginning music education fundamentals, very easy to use.The entire musictheory.net Web site is available for download in a free offline edition.
Music Theory Web	http://www.teoria.com/	Another FREE music education theory site full of interactive tutorials and exercises.For a fee of $20.00, the site can be downloaded in its entirety and used offline.
Good Ear Online Ear Training	http://www.good-ear.com/	This website doesn't have a good design but it is easy to use.In addition to intervals, it also drills the user on chords, scales, cadences and jazz chords.
The New York Philharmonic KidZone	http://www.nyphilkids.org/	That's AMAZING and I love it, this site is packed with super funny games and activities, information about composers, performers, and instruments, and ideas for composition projects.
Dallas Symphony Orchestra Kids	http://www.dsokids.com/	This site gives students a great introduction to music history, the opportunity to hear and learn about the instruments of the orchestra, and tips on how to practice.
SFS Kids Fun with Music	http://www.sfskids.org/	This website I already advised.The basic elements of music education (tempo, rhythm, pitch, harmony, and timbre) are introduced in a fun and interactive environment.
Nashville Symphony Orchestra	http://www.nsokids.org/	Music education programming and resources that will support classroom instruction.This site provides students with information about the NSO and its musicians.
PBS Kids Jazz	http://pbskids.org/jazz/	Introduction to the history of jazz.There are several biographies and video clips of interviews with jazz musicians.

These methods not only promote students' deep understanding of art, but also stimulate their creativity and independent thinking ability. First, the multi-sensory fusion teaching method enables students to understand and experience music from different angles and levels by integrating various sensory experiences such as vision, hearing, touch and motion perception. This method not only improves the understanding of music theory, but also enhances the students' perception of musical performance. For example, by touching the keys to feel its weight and rebound, students can better grasp the relationship between strength and timbre, and the combination of music with color and shape helps students to better understand the structure and rhythm of music. Secondly, creative improvisation, as an important part of the teaching, encourages students to freely express their understanding and feelings about music. In this process, students not only practice and consolidate their musical skills, but

also develop the ability to make innovative thinking and express themselves. By providing specific themes or emotions, teachers guide students to creative improvisation, which not only enhances their musical skills but also enhances their understanding of musical emotional expression[5]. Then, the digital music technology teaching plays an important role in improving the learning efficiency and interest. Through gamified teaching methods, attracting students' interest, while providing rich music knowledge. For example, musical rhythm games help students master the sense of rhythm in practice, and note recognition software improves their ability to read music. This teaching method combining digital technology not only enables students to be more actively involved in learning, but also strengthens the personalization and effectiveness of teaching by providing immediate feedback and personalized learning paths. Finally, the interdisciplinary integration of music with other art forms has broadened the students' artistic horizons and deepened their understanding of artistic diversity. By combining music with other art forms such as other instruments, students not only learned to appreciate and understand art works from multiple perspectives, but also developed their creative and critical thinking abilities in interdisciplinary exploration. For example, by analyzing the associations between music and specific paintings, students are able to more fully understand the emotional and expressive power of music

2.2. Students' participation and motivation

The importance of student participation and learning motivation in art education is self-evident, and by providing a variety of courses and activities, it not only stimulates students' interest and enthusiasm in art, but also encourages them to actively participate in a variety of teaching and arts activities. Students' participation and motivation have a direct and profound impact on their artistic learning effectiveness, which is not only reflected in the skill mastery, but also reflected in the development of creativity and artistic expression. First, student engagement was improved by designing courses that fit the students' interest and age characteristics. These courses not only cover traditional art teaching, such as music theory and piano performance, but also include more modern art forms, such as digital art and multimedia creation. By providing such a wide selection of courses, students are able to choose the best learning path according to their interests and preferences, thus increasing their engagement and engagement in the learning process. Secondly, we should organize various art activities and competitions to further stimulate students' learning motivation. These activities, including art exhibitions and concerts, not only provide a platform to show students' artistic achievements, but also promote the interaction and cooperation between students. By participating in these activities, students can not only apply what they have learned in practice, but also experience the sense of achievement of creation and performance, so as to enhance their enthusiasm and motivation for art learning. In addition, the importance of students' personal development and self-expression is emphasized[6]. The school encourages students to explore themselves, express their individuality, and find their own voice in their artistic creation. By providing personalized guidance and feedback, the school helps students build confidence and encourages them to try and innovate. This student-centered educational philosophy not only promotes the improvement of students' artistic skills, but also helps them to develop critical thinking and creative problem-solving skills. Finally, the establishment of a positive learning environment and culture, which further enhance the students' learning motivation. The school provides an environment of encouragement, respect and creativity, in which supportive and cooperative relationships are formed between teachers and classmates. In such an environment, students feel their efforts and achievements are recognized and appreciated, which not only enhances their commitment to artistic learning but also promotes the development of their social skills and teamwork skills.

2.3. Family and community support

The support of family and community plays a vital role in children's art education. Court environment, as the cornerstone of children's growth, provides emotional support and encouragement, which is crucial to stimulating students' interest and enthusiasm for the art. At the same time, art resources and activities in the community provide students with additional learning opportunities, which not only enrich their artistic experience, but also strengthen the influence and coverage of school education. First, parents 'support and encouragement play an important role in the children's art learning process. Parents 'attitudes and behaviors have a direct impact on the development of children's artistic interest and self-expression ability. When parents actively participate in their children's art education, such as visiting art exhibitions, watching concerts, or creating art together at home, these activities not only enhance the emotional connection between family members, but also provide an environment for children to encourage exploration and creation. In addition, parents 'recognition and

appreciation of their children's artistic achievements can significantly improve their children's self-confidence, and thus promote their better results in art learning. Secondly, the art resources and activities in the community provide valuable learning resources for children. Community art centers, libraries, museums, theaters and others often offer a variety of art courses, workshops, lectures and exhibitions, which not only expand students' artistic horizons, but also provide opportunities to practice and experience different art forms. By participating in community art activities, students are not only able to learn knowledge and skills beyond the school curriculum, but also to communicate with artists and peers from different backgrounds to gain inspiration and new perspectives. In addition, communities can also serve as a platform for students to present their art works and skills. By organizing art exhibitions and performances, the community offers students the opportunity to present their work to the public. This not only increases students' interest and motivation in artistic creation, but also helps build their confidence and social skills. At the same time, this public display also enables the community residents to appreciate and support the work of young local artists, thus enhancing the connection and collaboration between the school and the community. Finally, families and communities play an irreplaceable role in improving the quality and depth of art education. Families provide a safe environment that encourages creativity and exploration, while the community provides opportunities for practical application and demonstration of artistic skills. This dual support of family and community not only strengthens the influence of school education, but also provides a platform for students to fully develop their artistic skills and creativity[7]。

2.4. Personalized education and learning Path

In music teaching, the implementation of personalized education and learning pathways has received special attention, considering the different interests, abilities and learning style of each student, and is committed to providing a customized learning plan to meet the unique needs of each student. This individualized educational approach is based on a meticulous assessment of each student's characteristics and needs, designed to tailor a teaching plan that is best appropriate for their personal development[8]. Such educational strategies can not only help to stimulate students' learning potential, but also improve their artistic skills and creative thinking. First, each student was comprehensively evaluated, including their artistic interests, learning style, skill level, and individual objectives. This assessment often involves a series of tests, interviews and observations to ensure a comprehensive understanding of the uniqueness of each student. Then, based on this information, a personalized learning plan is designed for each student, which includes the personalized adjustment of course choices, teaching methods, and learning materials. In terms of curriculum design, a wide range of course options are provided to accommodate the interests and professional directions of different students. These courses cover not only traditional art subjects, students can choose suitable courses according to their interests and career goals, so as to study deeply in the beloved art field. In terms of teaching methods, teachers adopt different teaching strategies according to each student's learning style and ability level. For example, for visual learners, teachers may use more images and demonstrations, while for auditory learners, explanations and music examples may be used. In addition, the school also provides one-on-one tutoring and group cooperation opportunities to meet the learning needs of different students. In addition, the school also attaches great importance to the students' personal development and self-expression. Teachers encourage students to explore their own artistic style and develop their personal characteristics. The variety of art platforms and presentation opportunities provide students with opportunities to show their personal talents. Finally, students' learning progress and outcomes will be assessed regularly to ensure the effectiveness of the personalized learning path. These assessments help teachers adjust teaching plans and methods in a timely manner to ensure that students can learn and grow in what environment best suits them.

2.5. Tracking, evaluation and feedback mechanism

Tracking evaluation and feedback mechanisms play a crucial role in educational systems, which are not only used to monitor student learning progress, but also key to adjusting and optimizing teaching strategies[9]. The school has implemented a comprehensive series of evaluation tools, including performance evaluation, work presentation, academic testing, self-assessment, peer evaluation, and continuous observation by teachers. These diverse assessment methods aim to provide a comprehensive understanding of students' performance in the art learning process, thus providing them with targeted guidance and support. Performance evaluation is an important way to evaluate students' skills and expressiveness in their actual performance. In the performance evaluation of music and field, teachers not only pay attention to students' technical level, but also evaluate their creativity, expressive force and

stage appeal. This assessment is usually conducted during regular student performances or classroom performances, allowing teachers to directly observe student performance in practice and provide immediate feedback and advice. The presentation is another assessment tool, particularly useful in areas such as visual arts and digital media. This evaluation method not only gives students the opportunity to present their work, but also allows teachers to evaluate students' artistic style, technical mastery and creative realization. Academic tests are used to assess students' knowledge of art theory and history. This includes regular written examinations, oral reports, or project assignments designed to ensure that students have a full understanding of the theoretical basis of the art discipline. This type of assessment helps to identify areas of strengths in theoretical learning. Self-assessment and peer evaluation encourage students to develop critical thinking and self-reflection skills during the learning process. Through self-assessment, students can reflect on their own learning processes and outcomes, identify their strengths and areas of improvement. Peer evaluation promotes interaction and cooperation among students, helping them to get feedback and advice from their peers. The continuous observation by teachers is also an important part of the assessment process. Teachers observe students' learning attitude, participation and progress through daily classroom teaching and activities, so as to provide more personalized and timely guidance. Through the application of these evaluation tools, the school can effectively monitor the learning progress of students and adjust the teaching plans and methods timely, to ensure that every student can achieve the best learning results on the art path. This comprehensive assessment approach not only promotes the comprehensive development of students' artistic skills and understanding, but also helps to develop their creative thinking and critical analysis skills. Also, ensure detailed, constructive feedback, covering not only the students' performance in terms of skills and techniques, but also their creative expression and artistic understanding. This feedback is not one-way, but encourages students to actively participate in the dialogue with teachers to better understand their strengths and areas to improve. This interactive feedback process helps the students to construct the ability of self-evaluation, while also strengthening the communication and understanding between the teachers and the students. To further optimize the evaluation and feedback process, a platform was provided for students to record and track their own learning progress. Through these platforms, students can view their assessments, teacher feedback, and personal learning progress to better plan their learning paths and goals. Teaching methods and course content are regularly evaluated to ensure that the quality of education meets the highest standards. This includes the evaluation of the curriculum suitability, the effectiveness of teaching resources, and the innovation of teaching methods. Through this continuous self-assessment and improvement, ensure that its educational programmes are always able to meet the needs of the students, while keeping pace with the latest developments in the field of arts education.

In conclusion, the tracking evaluation and feedback mechanism is a comprehensive, dynamic system that focuses not only on students' performance in artistic skills and understanding, but also values their personal growth and creative development. Through this well-designed evaluation system, each student can effectively track and support the learning process, ensuring that they can achieve best performance in their respective art fields.

3. Conclusion

In general, teachers provide children with a learning environment full of challenges and opportunities through their professional skills, innovative teaching methods, and a deep understanding of students' psychology. In this environment, children not only learn artistic skills, but more importantly, they learn how to think, how to express, and how to understand this colorful world. This comprehensive and in-depth art education undoubtedly has a profound impact on the overall development of children and the future art road. In this educational environment, students not only learn the technical and theoretical knowledge of music, but more importantly, they learn how to turn their personal interests into a way of self-expression. Students are encouraged to combine personal interests with music creation, whether through composition, improvisation or, musical arrangement, activities that allow students to freely explore and express themselves in the world of music. Such practice not only enhances students' deep understanding of music, but also promotes their ability to think creatively and express their emotions. Through this teaching method, students can find that music is not only an art form, but also a way of expressing their personal feelings and thoughts. At the same time, we attach importance to combining music education with the overall development of students. Music education is not only the cultivation of skills, but also the cultivation of personality, emotion and social ability. Therefore, the teaching plan includes a series of activities designed to promote the overall development of students, such as teamwork, public performance, community service, etc. These

activities not only provide opportunities to learn music, but also help students develop leadership, teamwork, and social responsibility. This comprehensive method of education helps students to become more successful, diverse and responsible individuals while pursuing their musical dreams. In addition, attention to cultural diversity and international vision. By introducing musical styles and cultural elements from around the world, students have the opportunity to contact and learn the music of different countries and cultures. This international teaching environment not only broadens the students' horizons, but also promotes their understanding and respect for different cultures. Such an educational experience is crucial to training students to become citizens with a global awareness and an inclusive mindset. Through its individualized teaching strategies, the individual interests of the students are effectively identified and cultivated. This strategy not only considers the uniqueness of each student, but also provides them with a supportive and challenging learning environment that encourages them to explore their personal interests and potential. Through teacher professional development, peer interactions, and continuous evaluation and adjustment, the school has successfully stimulated students' enthusiasm for music and promoted their overall growth in technology and personal development.

References

[1] Qiao Xin. Research on the cultivation of young children's interest in piano learning [D]. The University for Nationalities of China, 2007.

[2] Dong Xia. Research on children's creativity cultivation in music education [D]. Northeast Normal University, 2007.

[3] Xu Yan. On the cultivation of children's interest in piano learning and the use of piano textbooks [D]. Nanjing University of the Arts, 2008.

[4] Teng Mingwei. Piano learning as a child [J]. Grand Stage, 2012,05:191 + 224.

[5] Liang Yingke. Some notes from parents in the process of children's piano learning [J]. Northern Music, 2012,02:81-82.

[6] Zeng Tianli. Let ordinary people enter the door of piano art- "Piano Learning Guide answer piano Learning 358 questions" review [J]. People's Music, 1994, Z1:80-81.

[7] Liu Songfeng. Factors influencing children's motivation of piano learning and their countermeasures [D]. Northeast Normal University, 2011.

[8] Qiao Xin. Research on the cultivation of young children's interest in piano learning [D]. The University for Nationalities of China, 2007.

[9] Liao Runchang. Research on some psychological Problems in Children's Piano Learning [D]. Central China Normal University, 2010.