

The Application of Experiential Teaching in Music Education in Secondary Vocational Schools

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Abstract: *Music education in secondary vocational schools plays a very important role in improving students' artistic accomplishment and comprehensive quality. The experiential teaching mode should be actively applied in music teaching in secondary vocational schools, so that students can master more knowledge and skills, and constantly enhance their music appreciation ability. This paper mainly analyzes the application of experiential teaching in music education in secondary vocational schools for reference. Music experience is actually an experiential activity, and it is also an important way for teachers and students to communicate effectively. The teacher can reasonably design the teaching situation according to the students' actual situation and the basic objectives and requirements of teaching, and also arrange the tasks related to the teaching content, so as to improve the students' learning enthusiasm, lead the students to know, feel and understand music, and students can also express their understanding of music, and then cultivate their music literacy. Or teachers can give students some guidance in teaching, comprehensively summarize the teaching content, and evaluate the whole learning process of students, so as to mobilize students' learning enthusiasm.*

Keywords: experiential teaching; Music education in secondary vocational schools; Appreciation ability; application.

1. INTRODUCTION

In experiential teaching, it is mainly divided into several links, such as determining the project, designing the teaching situation, reasonably allocating groups, formulating learning tasks and test results, and sharing the project results. Students can fully reflect the role and value of students in classroom teaching based on their own life experience. The main task of teachers is to plan and organize teaching activities, so that students can really participate in learning and practice activities, so as to produce the most authentic physical and psychological feelings, stimulate students' personal potential, and ultimately effectively improve the quality of classroom teaching and achieve teaching objectives.

The above teaching mode can also enable students to learn practical music knowledge in the process of learning. The application of experiential teaching mode in music teaching can promote teachers' continuous innovation of teaching methods, expand the place and scope of music teaching, and carry out a series of artistic activities outdoors or on the playground during teaching. The students' exam results are mainly composed of two parts, one is the final exam results, the other is the daily classroom learning evaluation. Through the establishment of these two aspects, students can fully integrate into the classroom teaching, stimulate students' learning enthusiasm, and create a more lively music learning atmosphere.

2. The necessity of applying experiential teaching in music education in secondary vocational schools

2.1 Secondary vocational schools do not attach importance to music education

The teaching of secondary vocational education plays a very important role in the physical and mental development of students. Music education can improve the comprehensive quality of students. Some secondary vocational colleges do not attach importance to music teaching, and they mainly adopt traditional teaching mode in teaching. Neither teachers nor students can correctly understand the important role of music education, so the effect of music education is not ideal.

2.2 The disadvantages of traditional music teaching mode are very prominent

Music education in secondary vocational schools is not the training of skills or aesthetic education. It is a comprehensive education aimed at improving students' comprehensive quality. At present, the music education mode in secondary vocational schools is relatively backward, and students are in the middle of

The dynamic status and the cramming classroom teaching method adopted by teachers make the interaction between teachers and students obviously insufficient. Finally, students only learned some basic music theory knowledge, but did not learn the skills of appreciating and feeling music, and music education could not play the role of edifying students' sentiment. Teachers still took voice skill practice as the main teaching content in teaching, which had a great negative impact on the effect of music education teaching.

2.3 Significant advantages of experiential teaching mode

The application of experiential teaching can effectively make up for the shortcomings of traditional teaching methods. Experiential teaching mainly refers to guiding students to experience independently so that they can actively participate in classroom learning and feel the fun and pleasure of learning. In experiential teaching, students can fully feel the teaching

situation and teaching items, form effective communication between teachers and students, and shorten the distance between teachers and students. In addition, it can also help students better master knowledge and achieve teaching objectives.

In the experiential teaching, more attention should be paid to the students' personalized understanding of music and their own understanding of music, so as to organically combine their life experience with music learning. Students can experience music through physical and psychological subjective feelings. Due to the obvious individual differences between students, secondary vocational school students and ordinary high school students are quite different in psychological level. Therefore, in music teaching, we should also take more targeted and effective experiential teaching mode based on students' psychological characteristics.

3 Analysis of the application of experiential teaching in music education in secondary vocational schools

The application forms of experiential teaching in music teaching in secondary vocational schools are various. The following author briefly analyzes and discusses the application of experiential teaching in music teaching in secondary vocational schools based on practical experience.

3.1 Actively carry out learning situation analysis

In the music education and teaching of secondary vocational schools, if teachers want to better apply the experience teaching mode, they must do a good job in the analysis of learning situation, and comprehensively understand the students' basic music knowledge level and music thinking level in the work. This is mainly because the students' music foundation has a great impact on the understanding and acceptance of music education in the later stage. For example, the fertility curriculum requires students to have the ability to handle and control the music rhythm. If the students themselves understand this knowledge, they can also grasp the key points of knowledge at a faster speed. At the same time, music thinking is a kind of delicate thinking, which puts forward higher requirements for students' thinking ability. Therefore, in the process of selecting teachers and methods, teachers must fully consider the thinking ability of students and strengthen the scientific and reasonable teaching methods. Stay In secondary vocational education, students are very active, and they can absorb professional knowledge and skills at a faster speed. Teachers need to fully understand the music majors in the class, so that experiential teaching can achieve good teaching results.

3.2 Scientific development of teaching objectives

In the process of teaching, after fully understanding and mastering the basic situation of students, teachers need to formulate scientific teaching objectives. Only by determining the basic objectives of teaching, can they carry out teaching activities more targeted, and then strengthen the teaching effect. Teachers need to fully understand and master the content of the course and determine the teaching objectives before teaching. Music education in secondary vocational colleges mainly focuses on music appreciation. Adopting experiential teaching mode in the course can promote students to better understand the emotion and connotation of music. For example, in the process of music appreciation, teachers can group students scientifically, and teachers and students can jointly create a concert or KTV atmosphere, make full use of multimedia and other equipment, give full play to students' strengths, encourage students to actively participate in it, stimulate students' enthusiasm for learning, and better feel music in the process of experience.

In classroom teaching, teachers can use new media resources to create teaching situations in various ways such as video materials and coursewares, and visualize abstract things. In addition, the teacher can also guide students to perform in the form of song and dance drama when learning music, so as to deepen students' understanding of music. Moreover, in the process of formulating teaching objectives, teachers need to grasp students' psychological characteristics and students' receptivity, and reasonably decompose teaching objectives.

In addition, in the music teaching of secondary vocational schools, we should also pay attention to the advantages of experiential teaching, so that students can feel happy in the process of learning, and each class has a harvest. The main reason why the traditional classroom teaching effect is not satisfactory is that it can not fully meet the psychological needs of students. In order to integrate students' interests into teaching, teachers need to understand the shortcomings of music teaching, take effective measures to improve it, and master the interests and preferences of each student in detail, so as to strengthen the classroom effect of music education in secondary vocational schools.

3.3 Create teaching situations to stimulate students' emotions

The vivid teaching situation can effectively promote students' learning enthusiasm, so that students can participate in teaching more actively. Giving full play to students' imagination is also an important measure to improve the quality and level of music education in secondary vocational schools. Therefore, teachers should pay attention to the creation of teaching situations in the process of teaching, and at the same time combine the actual situation of students in the process of creating situations, so that they can really mobilize their emotions in learning and have unique views on music. There are various ways to create situations, such as the reappearance of situations in life, music rendering and language expression. However, regardless of the way of creating the situation

The purpose is to guide students to integrate their feelings in the process of music appreciation and learning, and teachers should also integrate their true feelings into the situation in teaching, so that teachers and students can strengthen communication and exchange in music appreciation and create a good classroom atmosphere.

3.4 Enhance emotional experience and deeply understand music

Creating situation is the most important link in the experience teaching mode. In music education, teachers should integrate teaching objectives and teaching tasks to enhance the pertinence of teaching situation. For example, in music rendering, teachers can use the rhythm and melody of music to create a special music atmosphere, so that students can enter the situation created by music and improve teaching efficiency.

For example, in the process of learning the zither "High ft Running Water", teachers can use multimedia to create a real social environment during the Spring and Autumn Period and the Warring States Period, fully display the life and emotional experience of Yu Boya and Zhong Ziqi, so that students can better understand and comprehend the unique charm of "High ft Running Water", and experience the value of friendship in music. Creating meaningful cognitive situations is one of the important objectives of experiential teaching.

It can effectively improve students' understanding of knowledge, and also guide students to understand and master music works more carefully and comprehensively. In the process of creating situations, emotional factors need to be incorporated. For example, when learning Beethoven's Symphony of Destiny, students can use Beethoven's music to experience their life experience, experience Beethoven's indomitable and creative spirit in the face of hard life, and let students understand the true meaning of music. Students in secondary vocational schools are in a good time of life, with rich and delicate emotions. Music teaching plays a very positive role in cultivating students' mental health, which also requires teachers to pay full attention to students' emotional experience and living conditions in teaching design.

4 Conclusion

Secondary vocational education is a very important stage in the development of students. Therefore, we must correctly understand secondary vocational education and reasonably apply the experiential teaching mode in the process of music teaching in secondary vocational education to better achieve the established teaching objectives, improve the comprehensive quality of students, cultivate students' moral sentiment, and make them become comprehensive talents with mature mind and sound personality.

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