

# Suggestions for the Practice of Game-based Teaching in Music Classrooms

Ming Xu

Subject Teaching (Music), Art college, Zhejiang Normal University, Jinhua City, Zhejiang Province, China

## Abstract

In recent years, under the continuous development of society, we gradually realize the importance of cultivating the overall development of morality, intelligence, physical fitness, aesthetics, and labor for the development of students. In order to provide students with better music education, game-based teaching has begun to enter the music classroom and is constantly developing. This paper summarizes how to use game-based teaching in the music classroom by combining classroom teaching practice, hoping to make game-based teaching in the music classroom more perfect.

## Keywords

Music Games; Music Classroom; Music Teaching.

## 1. Introduction

The so-called game-based teaching, literally meaning "game" and "teaching" combined, it is different from traditional teaching, it is in the basic theory of teaching based on the introduction of some of the activities of the nature of the game, so that the classroom is more interesting and innovative. It is different from traditional teaching. In the classroom for different teaching content, should be set up for different games, and in the process of the game combined with the students' aesthetics and perception, so as to master the teaching content and produce their own understanding, so as to better enhance the students' learning enthusiasm and initiative, and then can enhance the quality of teaching!

## 2. Emphasize the Design of Music Games in Elementary School Music Teaching

### 2.1. Conform to Students' Psychological Development

In the theory of music game teaching, it is mentioned that the use of games must be based on the characteristics of students' psychological development, at each stage, students will form different ways of thinking and psychological characteristics. Their understanding of knowledge is also gradually changing. Therefore, teachers need to consider the following factors when choosing the type of music game: teaching objectives, teaching priorities, teaching difficulties, students' cognitive development, students' age and so on. Researchers and scholars generally agree that there are differences in cognition between age groups. However, research has also found that there are differences even though they may be the same age, which is related to factors such as family education, regional culture, and genetics. In the same grade may also exist in this class of students overall music aesthetic a little higher, which also requires teachers to tailor their teaching, according to the situation of each class to design teaching games and launch game activities, in the class to carry out activities, the teacher should also pay attention to observe the student's reaction, the degree of each student's reaction will also be different, which also requires the teacher to appropriate rectification, to ensure that all the students

participate in the development of individuality. At the same time to get the development of personality. Where in the process of the game teacher to do care and respect for each student, to ensure that each student can play their subjective creativity.

## **2.2. Take Students as the Main Body for the Design of the Game**

In the design of the game before, to think about this game design students like, as far as possible from the perspective of the students, to think about how to make the boring knowledge through the game way to make students want to learn. For elementary school students, their understanding of knowledge still exists a great limitation, the class we can not do to instill them with knowledge, should be conveyed to the students through a simple way of this concept. But the whole classroom to achieve the teaching objectives should still be completed, not that he is the whole process is carried out in the game, gamification teaching in the whole teaching only play a supporting function. In the process of game teaching, it is necessary to do the teaching content and the game close combination, to do in the game without realizing the learning. In the design of game-based teaching, it is necessary to combine the specific class and its environment to design.

## **3. Teaching Activities Must be Carried out in Strict Compliance with the Teaching Principles**

Teaching activities should be carried out in accordance with certain teaching principles in order to make the class more efficient. Teachers only abide by the following teaching principles, in order to allow students to fully get promoted in the classroom.

Firstly, the principle of scientific. Scientific refers to the design of teaching objectives should be pre-considered in advance whether this can be realized. This requires that we should take into account the students' comprehension ability, age, family, society and other factors when designing the game to ensure that the game is reasonable and feasible. In the process of scientific games, the teacher should always pay attention to the students' dynamics and make constant adjustments to the process of the game to achieve the best state of the game. In such a classroom, it will also enhance the students' subjective consciousness, so that the learning efficiency is constantly improved.

Secondly, the principle of differentiation. In the design of teaching objectives need to take into account the individual differences of students. Our teaching design is applied to all students this is very important, to do for different levels and different stages of students. In the teaching activities, the teacher should always pay attention to every student in the class, for the students who can not keep up with the patient explanation can be made again, for the faster understanding of the students to give timely encouragement and teach them to help slow understanding of the students, and gradually form the phenomenon of integration of the class, so that the teaching effect is more complete and comprehensive.

Thirdly, the principle of planning. Whether teaching activities are planned and organized is directly related to the students' subjective initiative. From the general phenomenon, when people carry out a certain work or activity, they will often make a good schedule beforehand to ensure the smooth progress of the activity. Like teachers before the game, often from the teaching object and the teaching environment to consider, and then for their understanding of the students, to develop a reasonable, scientific game, to ensure that the process of the game can meet the needs of teaching.

## **4. Students in the Game for the Purpose of Mastering Knowledge**

The purpose of game teaching in elementary school music classroom is to make students interested in music classroom, so as to stimulate their independent learning ability. But in the

process of the game, elementary school students play games is nature, it is likely that the game is carried out when the liberation of nature, it is likely that the classroom will be out of control, so the teacher should take this into account in the design of the game, each student's attention span, learning ability, initiative there are differences, so the teacher can be in the mastery, the initial understanding of the knowledge of the stage to set up some of the not so mobile game, to control the student's emotions, so that they can focus as much as possible on the knowledge in the game. This also requires teachers to fully understand the game they set up, understand the rules of the game, understand the music textbook, clarify the teaching content and determine their own teaching objectives, in the game teaching process, so that students gradually change from unconscious to conscious.

## 5. Reasonable Use of Modern Educational Technology

Information technology is widely used in modern education, we should fully learn to master information technology, and play his strengths. Through the network resources in information technology, music teachers can achieve a combination of audio-visual means in teaching, making the teaching effect better. And through information technology, students will not find the classroom boring, can attract their attention and enhance their interest. Teachers usually use ppt, through ppt to convey the visual effect is more likely to let students feel the teacher wants to express the meaning of the teacher, to the teacher's teaching also brings great convenience.

## 6. Optimize the Use of Music Games in Elementary School Music Classroom

Music - almost everyone living in society will have contact with, basically most of the children will like music, compared to other courses may be more willing to devote to music classroom activities. Music is also closely related to other courses, in order to better achieve the purpose of teaching, teachers should optimize the teaching activities in the music classroom, in the design of the game can be other courses of knowledge into it, which also needs to be innovative, in order to enhance the classroom teaching and learning at the same time should also continue to enhance his knowledge. Music games also play a big role in other arts education. Orff has also expressed that music teaching it is to be combined with language, movement and dance to achieve the teaching effect. Therefore, I think that the optimization of music games can be improved in the following points: 1, on the basis of the music itself, and then according to the type of music he belongs to or represents the game on the innovation and can be integrated into the other arts, for example, this song is a song with the characteristics of Xinjiang and very rhythmic, then you can be able to express the characteristics of Xinjiang's simple dance movements integrated; or this song is a song full of imagination and a very good dance, or this song is a song full of imagination and a very good dance, so that the music can be integrated with the language and dance. For example, the song is a song with Xinjiang characteristics and very rhythmic, then you can integrate simple dance movements that can clearly show Xinjiang characteristics; or the song is an imaginative type of mood, then you can let students form a small sentence to tell their feelings or depict it in the form of art and so on. 2, the form of music games can be diversified, as much as possible, to give a little space to allow students to carry out creative and imaginative. 3, there is a theme corresponding to the theme of each unit, according to the theme of the different games designed by the different should be different. 4, the design of music games can be used in the design of the music games. 4, the design of music games can be added to the design of the classroom environment and situation. So that students can be more immersive, and can more directly feel the emotions in the musiu.

## 7. Conclusion

In the music classroom should be student-oriented, the design of the game should be in line with the development of students, can be designed from the perspective of the students to play, making the boring classroom become lively and interesting. Teachers must strictly abide by the principles of teaching while carrying out teaching activities and game-based teaching. In the design of the game to students to master knowledge for the purpose of relaxation. Teachers should also improve their personal qualities, the rational use of modern educational technology, and according to the different knowledge points in a timely manner to make reasonable adjustments to the way the game is carried out. In this way, in the classroom, students can not only better grasp the knowledge of music, but also feel the fun of music and improve their personal music literacy.

## References

- [1] Lan Xi. Research on the application of game teaching method in elementary school music teaching [D] Nanchang University 2021.
- [2] Zou Qinrui. The application of games in elementary school music teaching [D] Southwest University 2020.
- [3] Zhou Shuang. Action research on music game teaching method in general elementary school music teaching [D] Ludong University 2017.
- [4] Yu Meng. Research on the design and practice of game teaching in elementary school music teaching [D] Guizhou Normal University 2015.
- [5] Mei Ruiyang. Research on the practice of game-based music teaching in lower elementary school [D] Hubei Normal University 2021.