

Investigation and Analysis of the Application of Efficient Classroom Model in High School Music Appreciation Course

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Abstract: In China, the efficient classroom teaching model is also known as the "6+1" teaching model, which was first applied to cultural courses, such as math, chemistry and English. "6+1" refers to the six segments of classroom teaching, including "guide", "think", "discuss", "show", "assess", "check"; the second part is the "1" in the efficient 6+1 model, which is called "use", which is a learning segment carried out in the self-study after class (Ma, 2023). It emphasizes the students' subject position and focuses on cultivating students' independent learning ability and innovative thinking. But whether this teaching mode is suitable for high school music appreciation courses has not yet been researched in a targeted way. The cultivation and improvement of independent learning ability has become an important symbol of deepening teaching reform (Du, 2020). Therefore, the efficient classroom mode was adopted for classroom teaching in the high school music appreciation course, and after four weeks of teaching practice, questionnaires on music learning attitudes, learning styles, and learning goals as the main content were administered to teachers and students respectively. The results of the study showed that after the teaching of the efficient classroom model, teachers were positive about the instructional model, and students' learning attitudes became more positive. Students also listen to more musical works on their own. The results of the study are expected to provide some useful references and lessons for the reform and development of high school music education in China.

Keywords: Efficient classroom teaching model, Music Appreciation Course Music learning attitude, Music learning motivation.

1. Introduction

In the context of China's 2020 education reform, the innovation and practice of classroom teaching mode has become an important means to improve the quality of education (Chen, 2023). The purpose of education is to develop the personality of the student's subject and prepare him for a lifetime of continuous learning and self-improvement (Abduramanova, Aliyev, & Rasulmetova, 2021). However, the traditional concept of teaching not only does not conform to the educational concept of student subjectivity emphasized in the new curriculum reform, but also does not conform to the requirements of modern society for the cultivation of talents (Wang, 2022). So various new teaching modes have emerged. Among them, the efficient classroom teaching mode, as a new type of teaching mode, has been widely applied and practiced in many subject areas. In the face of the new curriculum reform, high school teachers are actively innovating their own teaching methods, but the new teaching model in the concrete implementation, ignoring the students' own interest in learning and autonomy (Cao, 2022). Interest plays a very important role in learning. This interest brings learning motivation and can improve learning outcomes (Sutarto, Sari, & Fathurrochman, 2020). Therefore, many local high schools have implemented the "6+1 Efficient Classroom Teaching Model", which reflects the educational concepts and methods embedded in the curriculum standards.

In addition, the "6+1" efficient classroom teaching model is based on constructivist learning theory, which specifically refers to the corresponding links in the teaching process (Ma, 2023). Constructivist learning theory suggests that knowledge is constructed. This is the basic principle, meaning that

knowledge is built upon other knowledge. Students take pieces and put them together in their own unique way, building something different than what another student will build. The student's previous knowledge, experiences, beliefs, and insights are all important foundations for their continued learning. Today's education focuses on how students create from their own experiences, the focus is on how to understand and enrich students' thinking processes (Pande, & Bharathi, 2020).

Learning theory itself can be interpreted as a theory that contains procedures for how a teacher applies teaching and learning activities, which will later be used to students both inside and outside the classroom (Muhajirah, 2020). Teaching sessions in an efficient classroom reflect the concept of active learning and provide step-by-step leadership for students' independent learning and teachers' interactive teaching (Fan, 2020). The "6+1" efficient classroom teaching model is based on constructivist learning theory, which requires teachers to leave more time and space for students, so that students can truly become the master of the classroom, and develop in independent cooperation and inquiry activities (Ma, 2023).

Constructivism is an important learning theory that educators use to help their students learn. Constructivism relies heavily on the work of Piaget and Vygotsky as a source, both of whom emphasize that cognitive change only occurs when prior concepts undergo a process of disequilibrium because it emphasizes new information (Efgivia, Rinanda, Hidayat, Maulana, & Budiarmo, 2021). Piaget's constructivist learning theory believes that: knowledge is subordinate to thinking, and thinking is based on knowledge, they are two aspects of the state and process of knowledge occurrence, from the perspective of the occurrence and construction of the

structure, the occurrence of knowledge is the occurrence of the knowledge structure caused by the occurrence of thinking, the knowledge structure is subordinate to the structure of thinking, the level of thinking determines the status and level of the knowledge structure, and the realization of the thinking is based on the knowledge structure (Qian, Youmei, Shusheng, & Yi, 2020).

It has been argued that the effectiveness of constructivist learning and teaching depends on the characteristics of the students, their cognitive, social and emotional development, individual differences, cultural diversity, the motivational climate and classroom strategies of the teachers, the geographical location of the school and the quality of the teachers (Zajda, 2021). Therefore, constructivism is based on the idea that people actively construct or make their own knowledge, and that reality is determined by your experiences as a learner. Basically, learners use their previous knowledge as a foundation and build on it with new things that they learn. So everyone's individual experiences make their learning unique to them.

This study utilized qualitative research by administering separate questionnaires to high school music teachers and students. The content of the questionnaire used open-ended questions for data collection. The data collected were analyzed with descriptive statistics. The purpose of data analysis is to extract useful information from data and make decisions based on data analysis (Islam, 2020). Descriptive analysis is a sort of data research that aids in describing, demonstrating, or helpfully summarizing data points so those patterns may develop that satisfy all of the conditions of the data. Descriptive design was achieved through a survey method (Fatima, & Ali, 2021).

Under the impact of the knowledge-based economy, informatization and globalization, curriculum reform at the senior secondary level has received unprecedented attention. As the deepening and development of post-compulsory school education, general senior secondary schools play an important role in improving students' basic academic skills, fostering the quality of citizenship and developing a sound personality. Based on this realization, countries around the world have made senior secondary school curriculum reform one of the centrepieces of their reforms in order to meet the needs of increasingly changing social, political, economic and cultural conditions. Rodger W. By bee of The National Academy of Science also reveals that the level of support for curriculum reform is unprecedented in the history of American education (Campbell-Phillips, S. 2020).

High school music appreciation course is an important part of music education, which aims to cultivate students' music aesthetic ability and innovative thinking through appreciating different types of music works (Hu, 2020). However, the traditional teaching methods of music appreciation often pay too much attention to the teaching of theoretical knowledge and neglect the students' subjective participation and practical operation, resulting in students' low interest in learning and low classroom participation (Gu, 2021). Therefore, how to change the traditional teaching mode and improve the teaching effect of music appreciation class has become an urgent problem to be solved by the current music education sector.

2. Literature Review

The theoretical basis of the 6+1 efficient classroom model mainly includes the following aspects: first, it is a teaching

model in which students are the main body and teachers are the guides. Autonomous learning is a topic of general concern in education, and researchers have conducted various effective attempts and studies around it (Xie, & Yang, 2020). In this model, the role of the teacher changes from the traditional knowledge transmitter to the guide and organizer of learning, while students become the main body of learning and actively participate in teaching activities. Secondly, the 6+1 efficient classroom model emphasizes the effectiveness and efficiency of teaching. Under this model, teachers need to design challenging and interesting teaching activities according to the actual situation and needs of students in order to improve the efficiency and effectiveness of students' learning (Cao, 2022).

Music efficient classroom is a comprehensive, high-quality learning outcomes of a teaching model, in line with the teaching requirements of the new curriculum reform, can more effectively improve the teaching effect of the curriculum, improve students' artistic performance (Chen, 2023).

There are some studies on general cultural courses, including English teaching, mathematics teaching, Chinese teaching and art teaching. Qin (2023) pointed out that in secondary school mathematics teaching practice, teachers should reform and optimize from the perspective of efficient classroom, so that students can comprehensively and solidly master mathematical knowledge in the limited classroom time, can exercise and improve the ability to apply mathematics, and lay a solid foundation for the students' subsequent mathematical learning, the article analyzes the strategy of implementing efficient classroom in secondary school mathematics through the analysis of efficient classroom in secondary school mathematics, aiming to provide an effective way of thinking for the study of secondary school mathematics. Li (2023) pointed out that the study analyzes the art teaching materials, the communication and analysis of students' psychology, and develops a learning style compatible with secondary school students to build an efficient classroom, the purpose of the study is to provide a reference for art teaching and to improve the efficient classroom model applicable to different disciplines. In Chinese language teaching, the use of multimedia teaching, as well as chanting methods to build an efficient Chinese language classroom can promote students' motivation to learn and enhance their memory of Chinese knowledge (Leung, 2024).

The efficient "6+1" classroom requires that the protagonist of the classroom be changed from the teacher to the students. In the classroom can let students express, try to let students express, can let students make conclusions, try to let students make conclusions. Only by allowing each student to participate in classroom teaching, to express their own opinions, will make the learning process from boring to vivid. However, this kind of teaching mode is mostly seen in the general culture courses, and there is no research applied to the high school general music courses. Therefore, this study focuses on high school general music courses, using an efficient classroom model, including six steps in classroom teaching, including "guidance", "thinking", "discussion", "exhibition", "evaluation", "Inspection"; and guide students in learning based on the "application" link. The results of the study can provide reference for the diversified teaching of general music courses in high schools, and can also provide reference for teaching models for interdisciplinary teaching at

the basic education stage in China today.

In addition, the 6+1 efficient classroom model also emphasizes the development of student s' comprehensive quality. Under this model, the music appreciation course not only teaches music knowledge and skills, but more importantly, through music appreciation activities, cultivates students' music aesthetic ability and creative thinking (Gu, 2021). However, in the actual teaching process, due to the influence of various factors such as curriculum time, textbook content and teaching methods, it is often difficult to effectively realize the goals of music appreciation courses in high schools (Gu, 2021). On the one hand, the limitation of the curriculum time makes teachers in the teaching process can only briefly introduce and analyze the music works, but can't go deeper into the connotation and expression of the music, which leads to the ineffective cultivation of students' music appreciation ability and innovative thinking (Feng, 2021). On the other hand, the limitations of teaching materials also make it difficult for teachers to select suitable music works for students in the teaching process, thus affecting the effect of students' music appreciation (Liu ,2021).

3. Method

This research method uses questionnaire analysis to implement the "6+1" efficient classroom model in the high school music appreciation course. The practice period was sixteen weeks, and the sample was randomly selected by filling out questionnaires for 20 students and 8 high school music teachers. Data for this study were collected over four months, four weeks per month, with one class per week, for a total of sixteen classes. Before starting, the study was approved by the school's teaching and research office, and the questionnaire was filled in with the consent signatures of

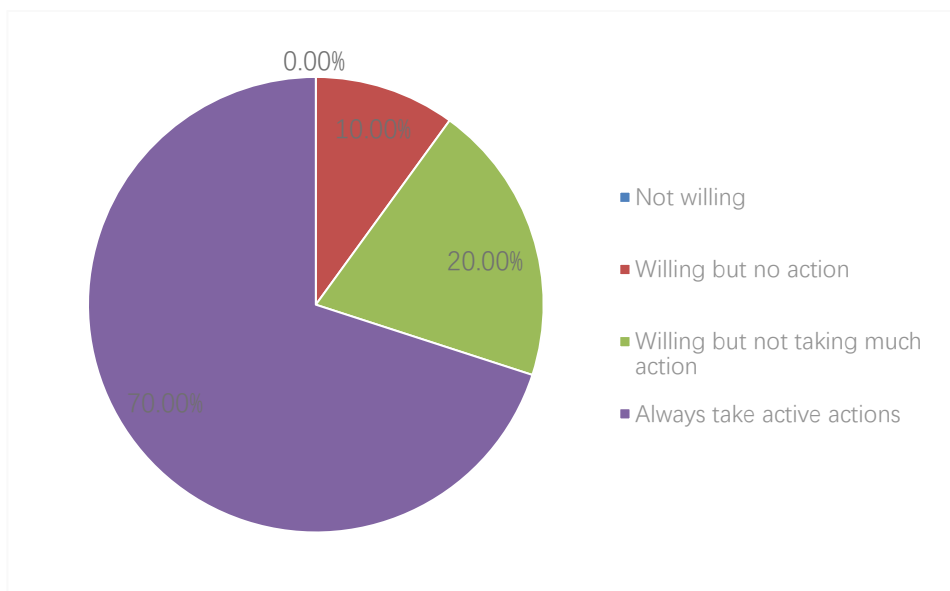
parents and students to ensure that students and parents had the right to know about filling out the questionnaire.

The experimental class used the efficient classroom model to teach the general music curriculum, with teachers playing a guiding role and students learning independently and cooperatively. After sixteen weeks of implementing the program, the questionnaires were filled out and data were collected. The data were then descriptively analyzed to analyze teachers' and students' experiences of teaching and learning the general music appreciation course under the efficient classroom model. The main content of the survey and analysis included students' learning styles and attitudes and teachers' teaching styles and attitudes. Survey analysis is a research method that systematically collects, organizes and analyzes data in order to investigate the causes, nature and trends of an issue or phenomenon.

4. Data analysis

1. Whether you are willing to spend a lot of time designing efficient 6 + 1 teaching mode activities?

According to the results of the survey, 70.00% of the teachers interviewed indicated that they are willing to be active all the time and spend a lot of time in designing activities for the efficient 6+1 teaching model. In addition, 20.00% of the teachers were willing but did not take much action, while 10.00% were willing but did not actually take action. No teacher expressed less willingness. This indicates that most of the teachers interviewed have a positive attitude towards designing and implementing activities for the efficient 6+1 teaching and learning model and believe that it is worth investing time and effort to improve the quality of teaching and students' learning outcomes.



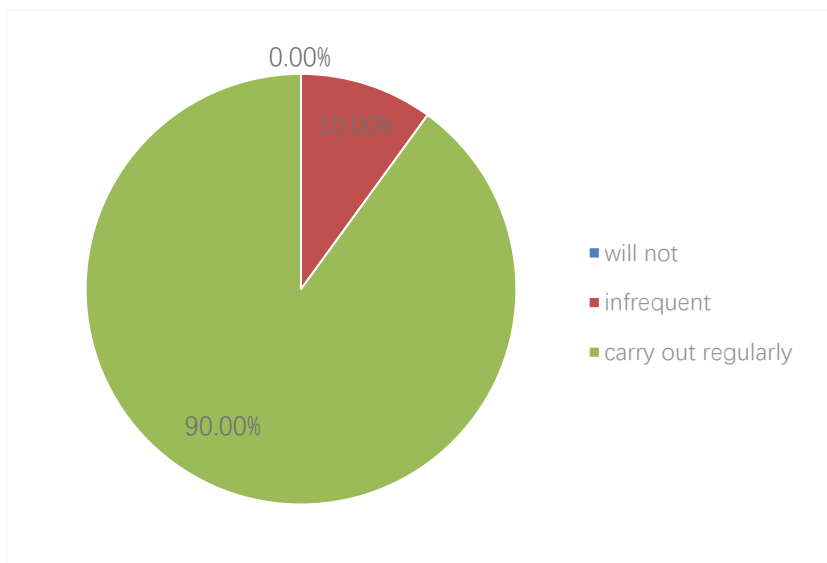
2. The frequency of carrying out the "Efficient 6+1 Teaching Model" activities in every classroom session.

According to the results of the survey, 90.00% of the teachers interviewed indicated that they regularly conduct the activities of the "Highly Effective 6+1 Teaching Model" in each of their classes, while the other 10.00% conduct such

activities occasionally. The fact that no teachers chose "No" means that all the teachers interviewed have at least attempted activities using this model to some extent. This reflects a positive trend of teachers experimenting with different teaching methods and strategies to improve the effectiveness of their teaching and engage the interest of their students. It

may also reflect recognition of the 6+1 model and perceptions

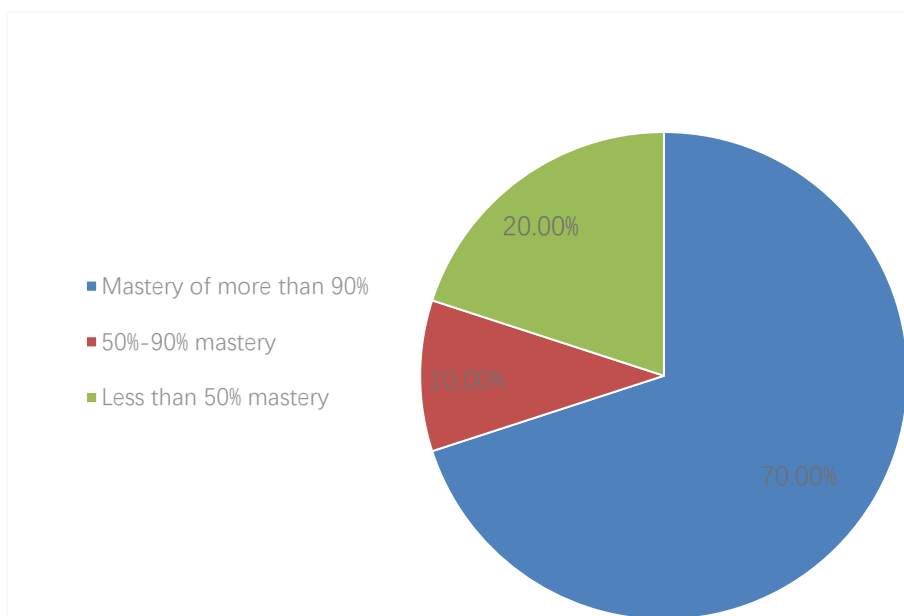
of its potential educational value.



3. Based on the prompted learning objectives, how much of the self-study can students master through independent thinking?

According to the results of the survey, 70.00% of the teachers surveyed said that students are able to master more than 90% of the self-learning content through independent thinking. In addition, 20.00% of the teachers believed that students mastered less than 50% of the self-learning content,

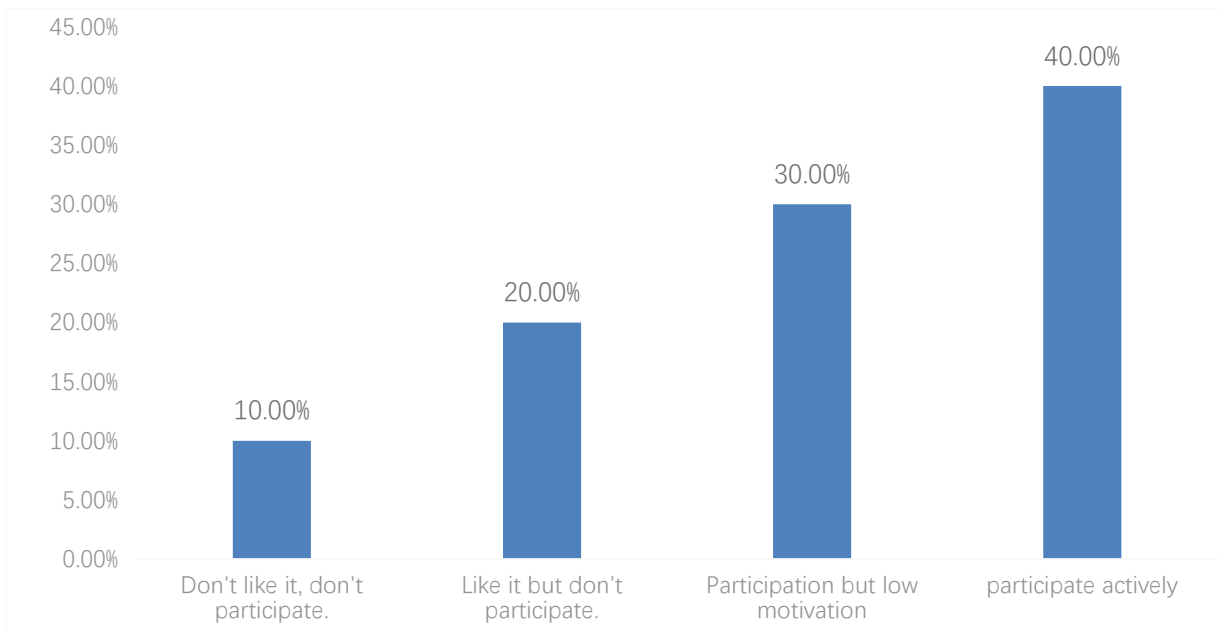
while 10.00% of the teachers believed that students were able to master between 50% and 90% of the self-learning content. These results show that most students seem to be able to master most of the teaching content relatively independently under this "6+1" teaching mode, which may reflect the effectiveness of this teaching method in promoting students' independent learning and thinking ability.



4. In the classroom of the efficient 6+1 teaching model, Are students actively participating in cooperative group learning discussions?

According to the findings, 40.00% of the teachers interviewed indicated that their students were actively involved in cooperative group learning discussions, 30.00% of the students were involved but not very motivated, 20.00% of the students enjoyed cooperative learning but were not

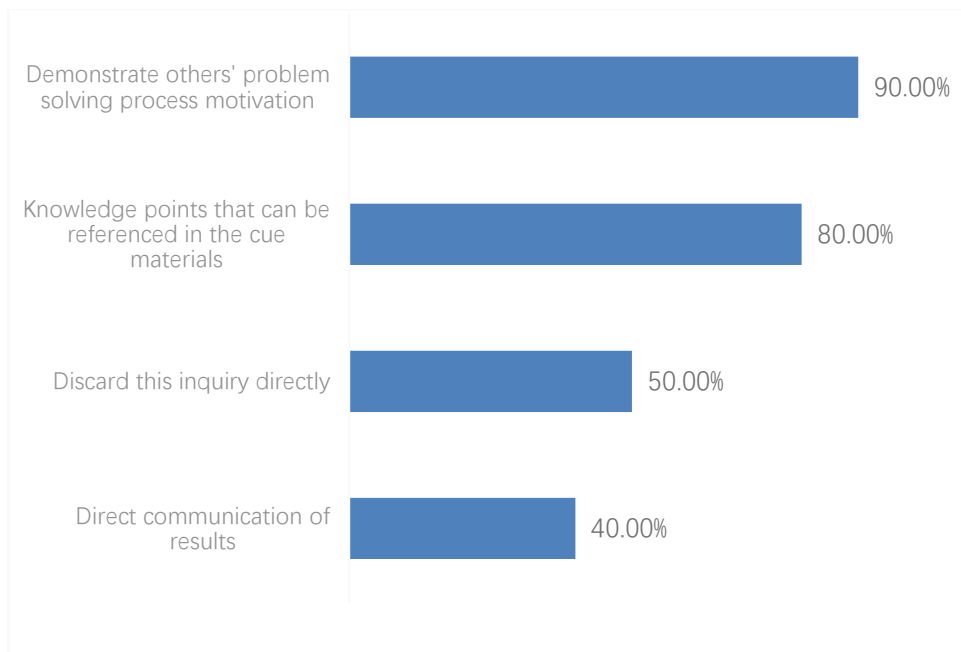
actively involved, while 10.00% of the students neither enjoyed nor participated in cooperative group learning discussions. This shows that most of the students showed motivation and participation in their learning. Motivated students usually make full use of the opportunities for group work by actively participating in discussions and sharing ideas and reflections, thus contributing to each other's learning.



5. the way students deal with problems that impede the progress of inquiry during the inquiry process

According to the survey results, most of the teachers (90.00%) tend to show the process of others' problem solving to motivate the students, while 80.00% of them will prompt the knowledge points that can be referred to in the materials to help the students understand and solve the problems better.

In addition, a portion of the teachers (50.00%) chose to discard the inquiry session directly, while another portion (40.00%) would inform the results directly. This diversity shows that teachers have the flexibility to choose the most appropriate method to support students' learning and problem solving skills in different situations in order to improve teaching and learning under the efficient 6+1 teaching model.



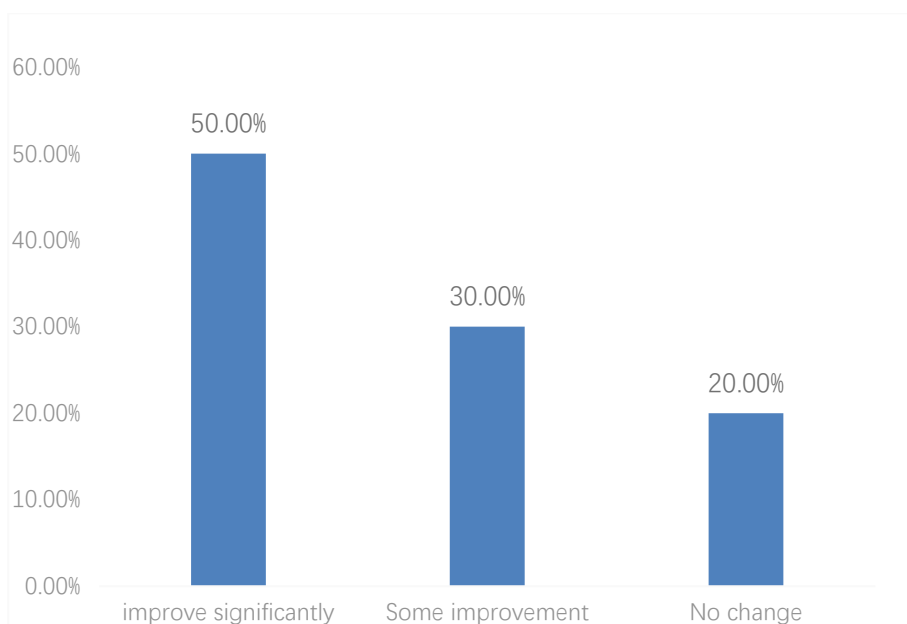
6. Whether the music learning efficiency of the students in the classes they teach has improved after adopting the "6+1" teaching model?

According to the results of the survey, 50.00% of the teachers interviewed said that after adopting the "6+1" teaching mode, the music learning efficiency of the students in their classes had significantly improved, 30.00% of the

teachers thought that there had been some improvement, while 20.00% of the teachers said that there had been no change in learning efficiency. This highlights the advantages of the "6+1" teaching model and shows that it is an effective teaching method that helps to improve music learning efficiency. The model emphasizes students' independent learning, thinking and inquiry, which helps to develop

students' learning initiative and problem-solving ability, thus

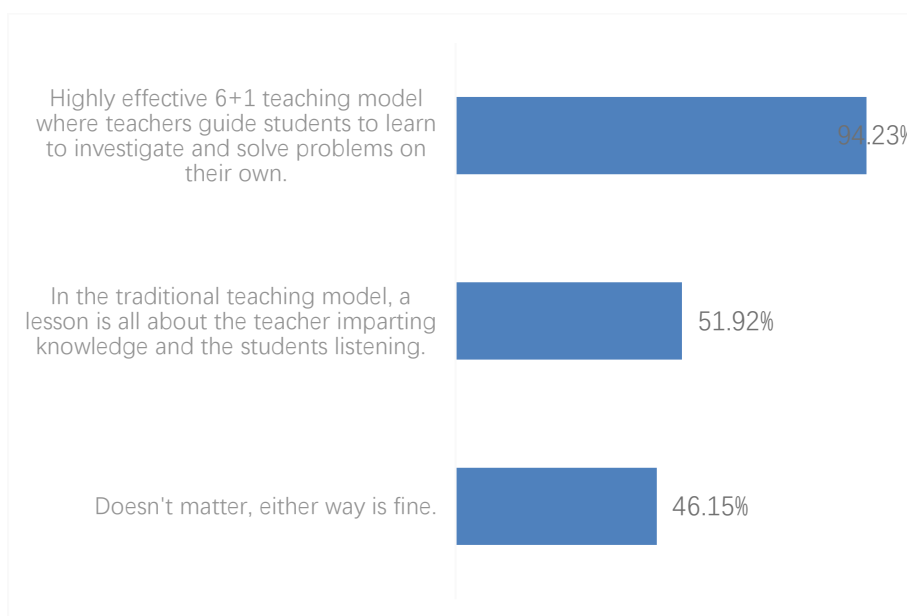
improving learning efficiency.



7. Favorite Learning Styles for High School Students

According to the survey results, 94.23% of the students expressed their preference for the efficient 6+1 teaching mode, which is widely supported as the teacher guides the students to learn, investigate and solve problems by themselves, emphasizing independent learning and independent thinking. 51.92% of the students preferred the traditional teaching mode, in which the teacher imparts knowledge in the

classroom and the students mainly listen to the lectures. 46.15% expressed indifference. There is no clear preference for learning styles, and different teaching modes are acceptable. All in all, there are some individual differences in teaching styles, and most students prefer the efficient 6+1 teaching mode that emphasizes independent learning, reflecting their preference for active participation in learning and independent thinking.



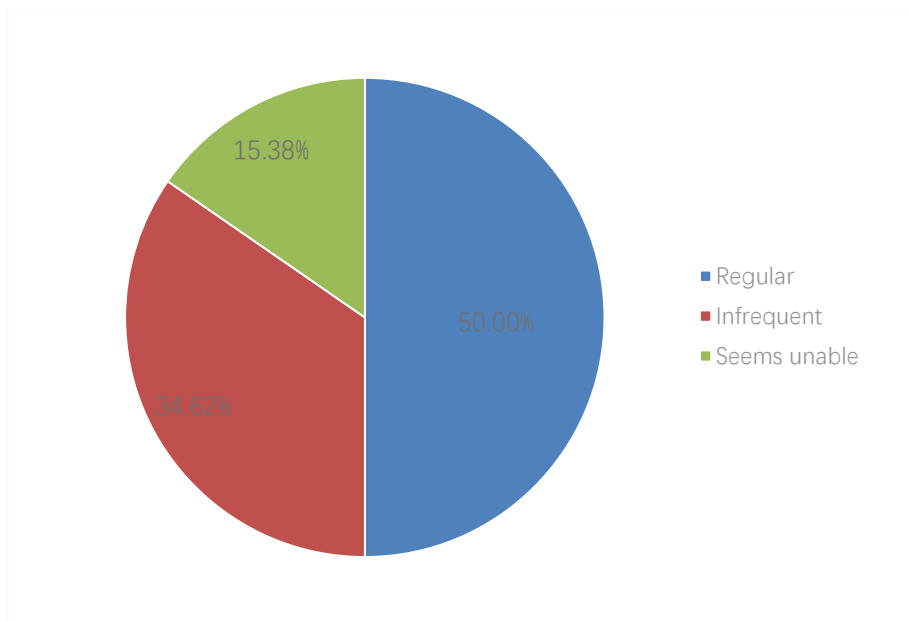
8. Can you think independently and carefully complete self-study tasks according to the teacher's instructions?

According to the results of the survey, about 50% of the students interviewed indicated that they were often able to think independently and carefully complete self-study tasks according to the teacher's instructions, demonstrating a high level of self-study ability. In addition, about 34.62% of the

surveyed students were able to do this occasionally, indicating that they were also able to think independently and complete self-learning tasks in some cases, but may need some additional support. However, about 15.38% of the students interviewed were hardly able to think and complete self-learning tasks independently based on the teacher's instructions and may need more help or training to improve

their self-learning skills. This shows that there are individual differences in self-study, some students have high self-study

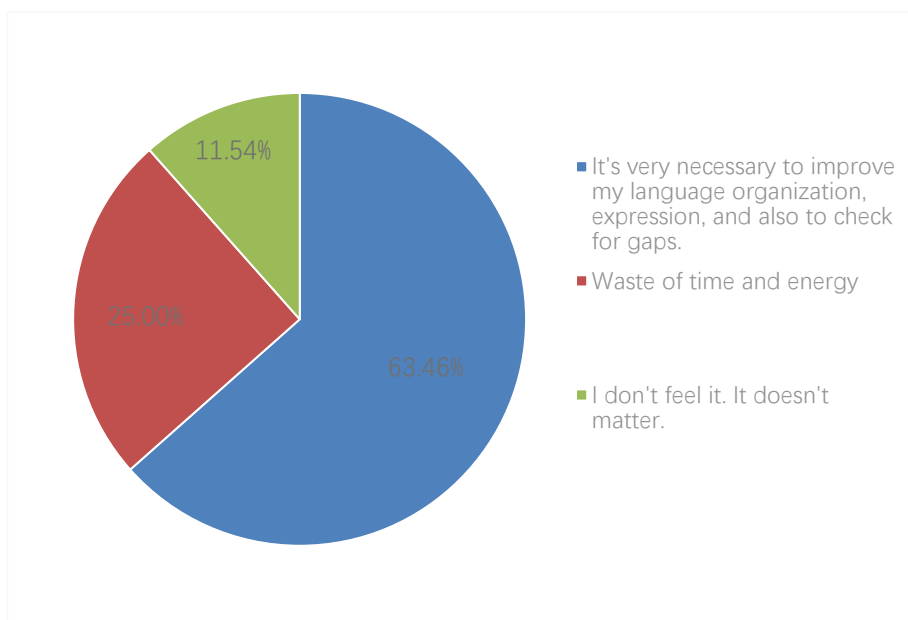
skills while others may need more support to enhance their independent learning skills.



9. Students' evaluation of the group presentation in the "Efficient 6+1 Teaching Model".

According to the results of the survey, 63.46% of the students interviewed think that group presentation is very necessary in the "Efficient 6+1 Teaching Mode", 25.00% think that it is a waste of time and energy, and 11.54% of the

students said that they have no feeling about this mode of teaching and do not care about it. On the whole, most of the students think that group presentation is necessary in the "Efficient 6+1 Teaching Mode", which can help them to improve their ability and understanding in various aspects.



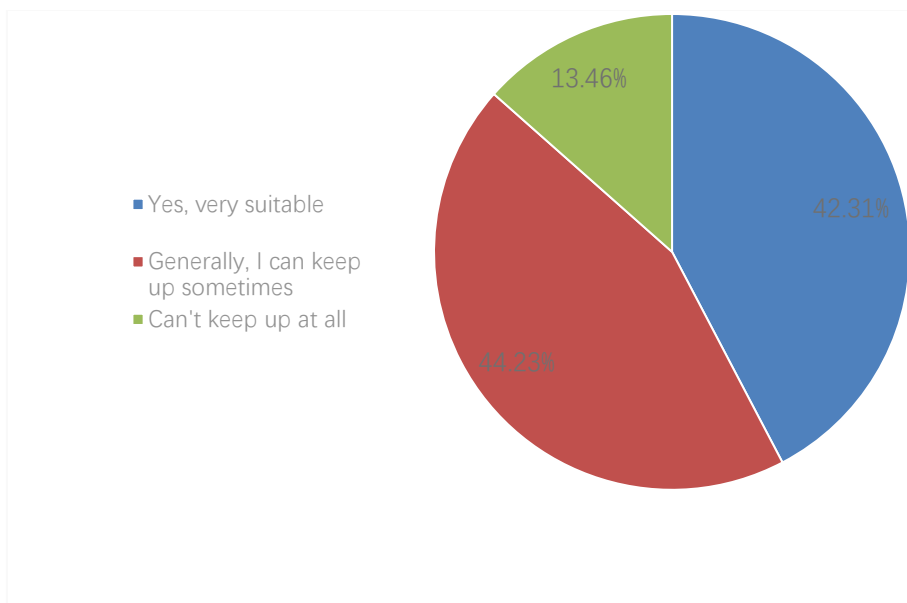
10. Were you able to keep up with the teacher's progress in the Highly Effective "6+1" Teaching Model classroom?

According to the survey results, about 44.23% of the students interviewed said that they were generally able to keep up with the teacher's pace in the Efficient 6+1 Teaching Mode classroom, but sometimes they might have difficulties. 42.31% of the students interviewed thought that they were

able to keep up with the teacher's pace completely, and they felt that this mode of teaching was very suitable for them, and that they were able to learn and comprehend the course content effectively. About 13.46% of the students interviewed said they could not keep up with the teacher's pace at all and faced greater learning difficulties. All in all, there are differences in the learning experiences and ability levels of

different students in the Efficient 6+1 teaching mode, with most students adapting well while others may need more

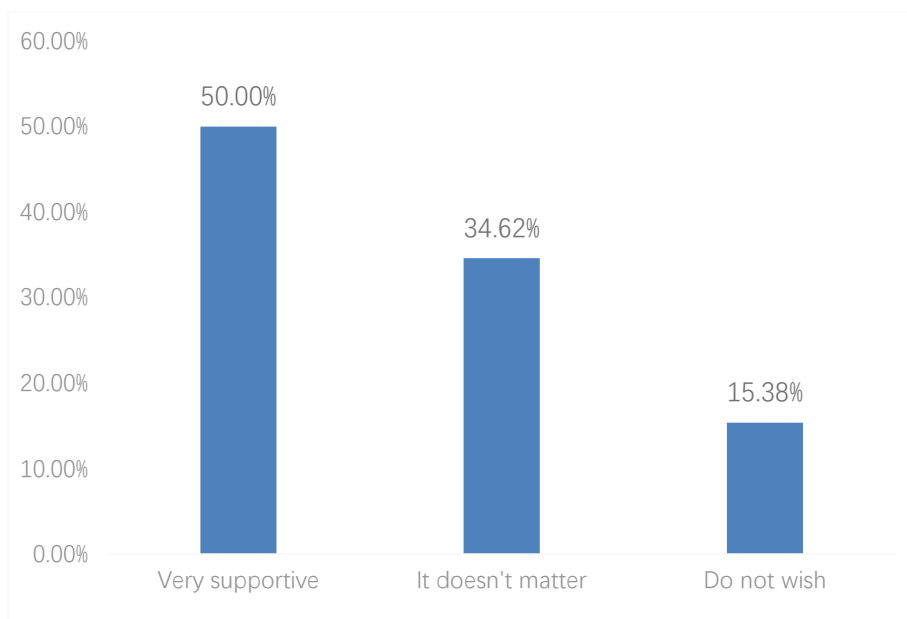
support and assistance.



11. Opinions on the continued use of the “efficient 6+1 teaching model” in future music classes

According to the survey results, about 50.00% of the students interviewed strongly support the continued use of the "efficient 6+1 teaching model" in music classes, believing that this teaching model is very effective and should continue to be used. About 34.62% of the students surveyed said it didn't matter. They had no clear preference on whether to

continue using this teaching model and may be open to different teaching models. About 15.38% of the students surveyed said they did not want to continue using this teaching model. Taken together, most students support the continued use of the "efficient 6+1 teaching model" in music classes and believe that this model is helpful for their learning. This reflects students' perceptions and expectations of the teaching model.



5. Summary

The results of the survey on the "Efficient 6+1 Teaching Mode" show that there is diversity in the choice of teaching

modes, with half of the teachers interviewed preferring the more interactive "6+1" mode, which encourages students to learn independently, inquire and problem-solve, while some teachers prefer the traditional mode. Some teachers preferred

the traditional teaching mode. The majority of teachers regularly conducted activities in each class on the Efficient 6+1 Teaching Model, which was considered to have a positive effect. Teachers generally believed that independent thinking enabled students to master self-learning content and developed their independent learning and thinking skills. Teachers had different views on students' exploration of problems, with some believing that students should explore independently, while others believed that students should be allowed to explore after some guidance. Teachers use a variety of approaches to deal with the problems students encounter in the learning process and have the flexibility to choose the most appropriate way to support student learning depending on the situation. The vast majority of teachers were willing to invest time in designing activities for the Efficient 6+1 model of teaching and learning, believing that it was worth the investment of time and effort. Clarifying learning objectives through guided learning was seen as helping to make learning more relevant and effective. Overall, these findings highlight the strengths of the Highly Effective 6+1 model, which include encouraging independent learning, fostering independent learning and thinking, improving learning effectiveness, and providing a variety of instructional strategies that provide more opportunities and support for student learning, and that contribute to holistic development and academic achievement.

According to the students' questionnaire survey on the effectiveness of the Efficient 6+1 Teaching Mode, the results showed that the majority of the students had a positive attitude towards the subject of music, considered it to be rich in content and interesting, and supported the use of this mode of teaching. Students generally liked the Efficient 6+1 Teaching Mode, which emphasized independent learning and independent thinking, and especially recognized the teacher's guiding role. Students showed a positive willingness to participate in cooperative group learning, although some students may have participated less due to uneven distribution of tasks or lack of preparation. At the same time, students' diverse reasons and roles for participation suggest that they have different motivations and approaches to cooperative learning. There were differences in perceptions of the teacher's presence and participation in class, but most students felt that more time for the teacher's presentation would be beneficial to their learning. Overall, students were positive about the continued use of the Efficient 6+1 Teaching Model in the music classroom, and these results provide important feedback and references for improving teaching and learning.

This study used a questionnaire to collect data on teachers' and students' teaching and learning styles and then analyzed them descriptively. The results of the study provide a pedagogical reference for the application of the "6+1" efficient classroom model to general music subjects. The teachers and students who participated in the questionnaire survey were from the same school, and the results were not standardized across the whole district, which may affect the generalizability of the results of the study. In addition, since the general music course has only one lesson per week, the results of the data analysis may also be affected by the teaching and learning styles of other cultural courses. Therefore, this study was conducted only as an investigation and analysis of the application of the efficient classroom model to the general music curriculum. In order to serve as a way to provide teaching ideas and learning ideas for music teachers and students studying general music courses in their

daily teaching process.

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