

Effective Application of Body Rhythm Teaching Method in Primary School Music Class

Muxin Rui*

¹ Department of Music, Henan University of Technology, Jiaozuo, 454000, China

* Corresponding author: Muxin Rui (Email: 373274098@qq.com)

Abstract: With the continuous reform of education in China, the development of music teaching has been gradually improved, and the body rhythm teaching method has been widely used in primary school music classes to further improve the quality of music classroom teaching. This paper makes an in-depth study on the effective application of body rhythm teaching in primary school music class. Firstly, it summarizes the content and composition of body rhythm teaching method. Secondly, it analyzes the present situation of primary school music classroom; Finally, the effective application of body rhythm teaching method in primary school music classroom is analyzed from three aspects: improving teachers' literacy and professional level, teaching with sound and movement, cultivating students' musical literacy, understanding the psychological characteristics of primary school students and giving full play to students' main role.

Keywords: Body rhythm teaching method, Primary school music class, Effective application.

1. The Content Composition of Body Rhythm Teaching Method

The main music contents, characteristics and teaching materials involved in the body rhythm teaching method course constitute the most important part of the music rhythm teaching system in Dalcroze, which is embodied in the teaching methods of the music rhythm course. The grasp of rhythm is the key point of the body rhythm teaching method, and students can also form a general understanding of the teaching contents through the teacher's explanation. Dalcroze's music teaching thought is mainly embodied in body rhythm, and the grasp of rhythm is the key point of body rhythm. Therefore, his teaching methods are as follows:

First, at the beginning of learning music, the training of students' basic courses is the basis of their body rhythm teaching, mainly using their students' body rhythms. Constantly guide students to listen to music, among which the basic principles and ways are the main content of theoretical teaching and are of great value. Students can also form a general understanding of the teaching content through the teacher's explanation.

Second, each movement keeps a certain rule. Dalcroze's idea of body rhythm is to separate each student's body movements as a whole, which is the basis of body rhythm training. Through the teaching of body rhythm, students can improve their creativity in the process of learning, and they can study new ways and methods of exercise. This kind of practice course can let students get rid of the shackles of theoretical knowledge and put their ideas into practice. Let students have their own interests and think and study, which not only improves their knowledge, but also exercises their creativity and problem-solving ability from an early age.

Third, in the training process of body rhythm, how to grasp the mutual cooperation between body and brain is a very critical issue, which is also to cultivate students' control over their inner emotions. In general, music classroom teaching is mainly about theoretical explanation of book knowledge. The teacher talks first, and then the students follow to think about the causes and results, all of which are constantly expounded

on the theoretical level. The main purpose of body rhythm is to give priority to practical operation, coordinate body and mind, and learn together. This is a major goal of modern teaching in the development, which reflects the practicality and humanity of primary school music curriculum. Through personal experience, it can help students better understand the whole process of music learning, help them enrich their experience in learning music, facilitate them to better understand some musical knowledge in the future, and lay a strong practical foundation for the improvement of students' musicality in the future. Therefore, music teaching can be understood as practice teaching, which breaks away from the shackles of theoretical knowledge and focuses on practice. Through different music activities, it can stimulate students' enthusiasm for learning music and improve their spiritual pursuit.

Therefore, schools and teachers need to closely combine the development status of basic music education and make corresponding adjustments and countermeasures in time. Only in this way can the above phenomenon not occur. However, music teachers should strengthen the study of body rhythm teaching method, and the specific use should be consistent with the needs of basic music textbooks. There is no difference between good and bad teaching methods, but its value lies in whether it can solve specific problems in the actual teaching process. Therefore, by studying the textbooks used in basic music education in China, we can think about what kind of teaching content is suitable for the teaching method of body rhythm according to the content of the textbooks, which can achieve the best teaching effect. If you blindly adopt a certain teaching method without considering the specific teaching material content, no matter how excellent the teaching method is, it can't reflect its real value. Therefore, only by analyzing the teaching materials of basic music education in China, combining with the idea and means of body rhythm teaching method, can it play its due role reasonably and maturely.

2. Analysis of the Present Situation of Music Classroom Teaching in Primary Schools

Primary school music is the teaching method of the curriculum, and the methods should be open and diverse. This teaching method itself has great autonomy and openness, the whole music teaching process will be more relaxed, the relationship between teachers and students will be more harmonious, and it will be easier to carry out music teaching activities. There are some problems in the process of music classroom teaching in primary schools: First, there are often some discipline problems in open and diverse music classroom teaching activities, which is the most frequent problem in primary school music classrooms, and it is difficult for teachers to control this degree well. First, teachers can't accurately control the classroom process. In the teaching of posture rhythm, the classroom process is relatively free and lively. Teachers' rhythm with students will lead to loose classroom discipline. Some teachers can't deal with these problems correctly, and they are confused about how to continue the classroom and reverse the scattered situation. Second, teachers tend to ignore the characteristics of music education. In the application of body rhythm teaching, some teachers are limited to the application of theory and neglect the characteristics of music and the function of music education. The teaching process does not focus on music learning, which deviates from the teaching goal. Third, the rhythm process and the interaction between students are insufficient. In the teaching practice of applying body rhythms, some teachers are limited to doing their own movements, imitating students, lacking full interaction between teachers and students, and not really paying attention to students' inner feelings.

3. Effective Application of Body Rhythm Teaching Method in Primary School Music Classroom

Music classroom teaching in primary schools should completely change the traditional teaching mode in which students listen to songs but don't learn to sing, take music appreciation and music understanding as important components of school classroom teaching, and infiltrate music culture education into classroom teaching. The development of students can not be separated from the teaching ability of music teachers. With the teaching ability, the classroom quality can be guaranteed and the music education activities can be better organized, so that students can gain a lot in the classroom. Music teachers should always observe students' thinking from the perspective of students, so that students can learn happily and take students' interest as the starting point of teaching. The new curriculum is no longer teacher-led, but interacts with students and cooperates with each other to successfully complete the curriculum. Rhythm, a music teaching theory, has gradually come into the sight of music teaching workers, and has been widely used in rural areas and colleges with better conditions for the development of music education in China. After a certain theoretical explanation to the students, the teachers will lead the students to carry out some musical extracurricular activities. Through extracurricular music practice activities, the teaching process of music becomes more interesting. Not only do students get knowledge, but teachers also get

happiness in this process. Teachers and students learn and create together, which improves the enthusiasm of the whole classroom and makes students better understand the fun brought by music. Body rhythm teaching is a creative learning activity in practice. In this process, students are not only learning the teaching method, but also creating. Students design, implement and evaluate the teaching themselves. Practicing the body rhythm teaching method helps students to master the mastery through a comprehensive study, and trains students to really use the teaching method independently. It also cultivates students' habit of active participation, active inquiry and diligent thinking, and improves their personal ability to acquire knowledge, analyze and solve problems. In this process, the experience accumulated by students is also to cultivate students' sense of participation and creativity in music learning.

3.1 Improve teachers' literacy and professional level.

For teachers, the study of body rhythm still stays in book knowledge, and they have little practical experience. Therefore, it is necessary to strengthen the use of body rhythm in schools, carry out related teaching activities, provide teachers with systematic study of body rhythm, and make teachers have a comprehensive and systematic understanding of body rhythm teaching methods. Teachers must have solid basic theoretical knowledge of body rhythm and excellent teaching methods, so as to promote the better development of body rhythm in teaching. Teachers should constantly strengthen their basic ability of music, learn various dance moves, learn basic dance moves suitable for the healthy development of primary and secondary school students, and constantly improve their professional quality. In the new era of education, music teachers in primary and secondary schools have more stringent requirements and goals. What teachers need to do is to improve their professional quality. Good professional quality is the most basic requirement for a teacher. Teachers will affect students' performance in all aspects, and their usual ways and attitudes will also affect students' learning quality and healthy development. Therefore, teachers should set a good example for students. Teachers should be good at discovering their own shortcomings in teaching, learn to share the good points, learn to correct the bad points, be truly responsible to students in class with a modest attitude, go into students' hearts, and teach students in accordance with their aptitude, so as to cultivate generations of new talents with aesthetic ability, moral cultivation and professional skills.

Example: My Home is in Shigatse, a tap dance with Tibetan flavor. The song is composed of three parts: in the first part, "XX XX|X X|" rhythm sound has its typical characteristics. The rhythm of the second part has been widened, mainly showing a picture of a Tibetan people dancing a very cheerful tap dance, accompanied by the singing of "Marila", which makes the whole atmosphere more cheerful and enthusiastic. Show the Tibetan people's joy at this time to the fullest. Based on this, teachers should teach students some basic dance moves, which has certain requirements for music teachers' professionalism. By attracting students' attention through dance moves, students can take an active part in music classroom teaching activities, and further demonstrate the advantages of posture rhythm in teaching.

3.2 Teaching with sound and movement to cultivate students' musical literacy.

Music course teaching mainly uses the combination of sound and movement to conduct rhythm teaching, so that students can make strong and weak movements according to the rhythm characteristics of songs. Teachers can use rhythm teaching method when students listen to songs. First, it can make students concentrate; Second, it can cultivate students' physical coordination ability; The third is to help students build self-confidence and cultivate their sense of participation and accomplishment. In the compulsory teaching stage, it is very important to cultivate students' musical literacy, so that students can feel the emotion brought by music, and further listen, express, imitate and create, thus cultivating students' perception ability of music. In the music classroom teaching activities, we should combine sound and movement to teach, cultivate students' musical literacy and perceive different emotions from music.

Example: "Shearing Sheep" is a singing song of "The Shepherd's Song" in Class 6, Volume 2, Grade 3, People's Music Publishing House. It is an Australian folk song and a children's song. The song reflects the intense labor scene and fervent labor enthusiasm of ranch workers. Learning to sing the song "Shearing the Sheep" is mainly to let students feel the mood and performance of the song with the dotted rhythm and rest, so that students can accurately grasp the dotted eighth note rhythm in the song singing. Teachers can explain the dotted eighth note in detail by clapping their hands. When students listen to songs, they can accurately grasp the rhythm by clapping their hands, clapping their legs and other physical movements. Students can freely create the shearing movements of workers, encourage students to show their creative movements on stage, and cultivate their self-confidence and sense of accomplishment.

3.3 Understand the psychological characteristics of primary school students and give full play to the students' main role.

Pupils are in the stage of lively personality. In the process of body rhythm teaching, teachers should fully understand students' interests and psychological characteristics, and combine the actual situation of students to carry out body rhythm teaching. During my internship, I changed my identity. In the teaching classroom, teachers are teaching guides and participants, instead of leading music classroom teaching as a professional teacher. Secondly, teachers should pay attention to students' psychological mood, actively communicate with students, find some students' emotional changes in time, and give them correct psychological guidance in time. We should pay special attention to students' dominant position, give full play to their independent innovation ability and cultivate their practical ability.

For example, when learning the song "Painter" in class, I first let students enjoy the music, feel the music initially, guide students to sing "la" along with the piano, let students feel the pronunciation level through gestures, let students shake their bodies and feel the melody, so that students can sing songs accurately, play games, ask students to observe the teacher's rhythmic movements while listening to the rhythm, and then imitate them. By striking X 0 |X 0 |, the teacher In the process of students' imitation, teachers should also remind

students to realize the rhythm of teachers' beating and the regular changes of strength and weakness, encourage students to actively participate in and freely create rhythmic movements, give full play to students' main role in the learning process, and train students to be more interested in learning music theory knowledge.

4. Conclusion

In today's music teaching in primary and secondary schools, only when the professional quality of music teachers can meet the cognitive needs of primary and secondary school students and the needs of modern music education, can they become excellent music teachers. This requires music teachers to constantly improve their professional level and skills, teach in a rational way, learn innovative teaching and change the previous teaching philosophy. The quality of music teachers' professional quality directly affects the healthy development of students' psychology. Therefore, music teachers in primary and secondary schools should have good professional ethics and ability to cultivate their own students, use the characteristics of body rhythm teaching to drive students to perceive music, cultivate aesthetic ability, praise students constantly, and make students full of self-confidence and love music class more and more. This noble professional ethics is worth learning. Rhythm refers to the physical beating according to the rhythm of music, and expresses the emotional connotation of music through body language. The application of rhythm in primary school classroom can cultivate students' interest in learning music, and also promote students' grasp of music emotion and rhythm. Therefore, the extensive application of rhythm in music teaching has laid a foundation for its colorful music classroom, improved students' interest and enthusiasm in learning music, and promoted the further development of music education. Through the understanding of music emotion and the performance of body movements, students can understand the elements of music, and in the rhythm, students can better understand the sense of rhythm and music emotion, and improve their interest in learning music. Through students' understanding of music, students' musical literacy can be improved, so as to further understand the mysteries in the music world.

References

- [1] Wang Yirong. An Analysis of the Effective Ways of Applying Body Rhythm to Music Teaching in Primary Schools [C]// 2022 Collection of Papers of Nanning Forum on Education, Teaching and Management (I). [Publisher unknown], 2022:339-343. DOI: 10.26914/c.cnkihy.2022.016320.
- [2] Zheng Hairong. Effective Strategies for Applying Body Rhythm in Music Teaching in Primary Schools [C]// Proceedings of the 21st Scientific and Educational Innovation Symposium (the third issue). [Publisher unknown], 2021:446-447. DOI: 10.26914/c.cnkihy.2021.021377.
- [3] Wang Xiaona. Application of body rhythm teaching in music education in primary and secondary schools [C]// Proceedings of the symposium on classroom teaching and education reform in 2021. [Publisher unknown], 2021:1279-1281. DOI: 10.26914/c.cnkihy.2021.009072.
- [4] Wu Xiaoting. Exploring Effective Strategies of Body Rhythm Application in Primary School Music Teaching [C]// 2021 Collection of Papers on Educational Theory and Practice Seminar. [Publisher unknown], 2021:855-859. DOI: 10.26914/c.cnkihy.2021.008304.