

Research on the Establishment of New Teacher-Student Relationship in Music Teaching

Ying Xiong

Science and Technology College, Jiangxi Normal University, Nanchang, Jiangxi Province, China.

Keywords: new teacher-student relationship; music teaching; establishment strategy; principle position

Abstract: In teaching activities, teacher-student relationship is the most basic and crucial interpersonal relationship. Good teacher-student relationship plays an essential role in the smooth development of educational activities. In the process of music teaching, it is very necessary to construct relaxed and harmonious atmosphere, so that students can immerse themselves in music learning; meanwhile, in that kind of situation, their temperament can be nurtured. The key in music teaching is to construct good classroom atmosphere, in which students can have relaxed and pleasant mood. That environment can help students to participate in teaching activities more actively and receive knowledge more effectively. It is necessary to establish a new relationship between teachers and students in the new era, so as to further enhance the effectiveness of music teaching. This paper analyses the establishment of new teacher-student relationship in music teaching and puts forward relevant strategies.

1. Introduction

From plenty of living examples, we can find that many students' poor academic performances are related to teachers' abilities and attitudes. In most cases, if a student is very fond of a teacher, the student will participate in teaching activities actively in this teacher's class through independent input and concentrated thinking. Similarly, if a student is disgusted with a teacher, the student will be very resistant to what the teacher tells. This situation is even more prominent in music teaching. Nowadays, with the deepened implementation of the new curriculum, the role of teachers has changed from instructors in the past to guiders who need to encourage students' autonomous learning. Teachers need to act as students' mentors in their spiritual pursuit and motivate their learning enthusiasm. Therefore, if a teacher still insists on the serious and dull relationship with students, the requirements of new curriculum reform would not be satisfied; the goal of music teaching would not be effectively achieved. In the new era, teachers need to uphold advanced teaching concepts, strengthen the cultivation of students' innovative abilities and exploratory spirit, and help them to grow into high-quality music talents. Therefore, the application of new teacher-student relationship in music education is of great significance.

2. Overview of the New Teacher-Student Relationship

With the new teacher-student relationship, teachers and students can effectively promote the smooth development of teaching activities, thus ensuring the realization of teaching objectives. In the new teacher-student relationship, teachers and students are equal; the interaction between them is democratic. The key point of this new type of relationship is that teachers and students can accept and treat each other sincerely, so as to cultivate deep feelings between teachers and students.^[1] In practice, teachers and students need to cooperate and respect each other, so that students can effectively improve their qualities and realize their self-worth in a harmonious classroom atmosphere. Teachers can also help students to experience the pleasure of spiritual growth. Though applying the new teacher-student relationship in music teaching, the good, harmonious and pleasant classroom teaching atmosphere can be created to greatly enhance students' interests in music learning. In addition, students can also learn to respect and trust teachers in this process.

3. The Value of New Teacher-Student Relationship in Music Education

In music teaching, the establishment of a new teacher-student relationship plays a key role. Specifically, the new teacher-student relationship can greatly stimulate students' interests and enthusiasm in music learning. When students are learning music, they must realize that it is a long-term and unremitting process.^[2] In order to cultivate high-quality music talents in line with the actual needs of society, schools need to stimulate students' interests in music. It is the key prerequisite for students to learn music effectively. Only through this way can students independently carry out music learning and fully appreciate the intrinsic charm of music. Under the new teacher-student relationship, students can get a relaxed and pleasant experience in music learning, and understand the aesthetics of music and art.

Meanwhile, if the new relationship between teachers and students is established in music teaching, the quality of music teaching will be greatly improved. Harmonious and relaxed teacher-student relationship can create pleasant and interesting classroom teaching environment. Music teaching especially needs the relaxed and pleasant environment, so that students can fully immerse themselves in the harmonious music teaching situation, deeply understand the inherent charm of music, and mobilize their own emotions. In the effective interaction between teachers and students, the content of music teaching can give full play to teachers' dominance and students' subjectivity, so as to improve the effect of music teaching.

4. How to Effectively Establish New Teacher-Student Relationship in Music Teaching

4.1 Students' principal position in music teaching should be realized

Music is an art subject. The knowledge points are abstract; students cannot effectively understand. To enable students truly grasp the knowledge of music, teachers cannot only cultivate their understanding abilities. Teachers also need to stimulate students' interests in interactive communication through effective expression skills in music teaching. More importantly, in the process of interaction, teachers and students should interact with each other harmoniously and friendly.^[3] Students occupy the principal position in learning the process. In many cases, students are active enough, but teachers' teaching methods restrict their subjective initiatives. Therefore, in music teaching of the new era, students need to be more involved in music classroom teaching; teachers need to provide students with more practical experience, in order to enhance their creativity, cultivate their aesthetic evaluation ability. Students can become the real subjects of music learning if they can actively participate in music teaching activities.

Meanwhile, students and teachers have certain differences in ages, knowledge accumulation and self-cultivation, which will lead to deviations in their understanding of music.^[4] In the teaching process, teachers must realize that students are autonomous and have different personalities. The world does not have two identical leaves; everyone has certain differences and personalities. Therefore, teachers must focus on tapping students' potential, respecting their preferences and inner feelings, and respecting their work results, so as to build new teacher-student relationship, make music teaching more effective and harmonious, and improve the quality and efficiency of education.

Teaching is not a one-side process. In fact, teachers and students need mutual promotion. In order to improve the effect of music teaching, students need to have enough learning abilities and comprehensive qualities; teachers should learn continuously and study independently. In practical teaching, teachers should impart students with knowledge and skills, and tell them about learning methods and how to make progress in music learning effectively. Students should also respect teachers and communicate with them in appropriate ways.

4.2 Teachers must attach importance to constructing democratic, equal and harmonious teacher-student relationship

Some teachers are seemingly modest, but actually condescend to students in the teaching process. Standing on the platform of classroom, they are accustomed to ordering students, which makes it difficult to construct relaxed and pleasant music classroom teaching atmosphere. Such teachers will

only make music teaching more serious, rigid and dull. In the new discriminatory relationship, the personality of teachers and students is completely equal.^[5] Teachers and students are equal friends, communicating and promoting each other in teaching. Under this new type of teacher-student relationship, the role of teachers has changed from instructors in the past to guiders who need to encourage students' autonomous learning. Only in this way, can teachers continuously encourage and instruct students.

Teachers need to truly respect and understand students. Putting themselves in an equal position with students and thinking with empathy, teachers can have in-depth understanding of students' inner needs. Applying this new type of teacher-student relationship in music teaching, teachers can criticize students' mistakes; students can correct their mistakes with the help of teachers. In such democratic and equal teaching environment, students can show their personalities and carry out independent learning.^[6] In music, teachers and students are equal; teachers cannot impose their own understanding on students. The lively and active atmosphere needs to be maintained in music teaching from beginning to end. Therefore, teachers must abandon the serious attitude in the past, keep an inclusive attitude towards students, and build the harmonious and equal teaching relationship, so that music education can really play the role of cultivating temper and sentiment.

4.3 Reform teaching methods and make full use of modern information technology

In the past, teaching methods used in music education were very simple and dull; students were passive in the process of learning knowledge. In fact, music is an art subject that touches people with sound and emotions. In the past, teaching methods were deeply influenced by education; in the new era, teachers need to transform their teaching concepts, change their teaching thinking, and effectively improve the teaching effect through new teaching methods. Nowadays, with the deepening of the new curriculum reform, music education needs to fully demonstrate the principal positions of students, in order to mobilize students' subjective initiatives and encourage them to actively participate in teaching activities. Students need to effectively grasp the knowledge of music so as to truly understand the connotation of music and apprehend its artistic beauty. In order to establish the harmonious relationship between teachers and students effectively, it is necessary to reform teaching methods and combine all kinds of teaching methods organically. Students also need to actively participate in teaching activities on their own initiative.

Take the music history course for example. In the past, the main teaching method was inculcation of contents in the textbook. Students cannot really understand the knowledge; their enthusiasm for learning cannot be stimulated. Therefore, teachers need to apply modern information technology such as multimedia in classroom teaching. Through preparing multimedia courseware in advance, the teacher can show students with the backgrounds and inner emotions of music pieces through an intuitive and visual way. In the classroom students can also be divided into groups and have independent discussion; afterwards, they need to explain the artistic connotation of music works. Students' abilities to appreciate music can be enhanced in this process.

In addition, situational teaching method can also be used. Other feasible teaching methods include demonstration method and inquiry learning method. In the new era, teachers must skillfully and flexibly use these teaching methods, so as to effectively build the lively teaching atmosphere and establish good teacher-student relationship. Teachers should also master skills of information technology, in order to draw students' attention more effectively and make the music classroom teaching atmosphere more active. Through adopting these measures in music teaching, students can immerse themselves in the classroom atmosphere and learn effectively.

5. Conclusions

Through constructing good classroom atmosphere, students can participate in music teaching more actively, and have relaxed and happy mood to effectively absorb knowledge. In the new era, in order to further enhance the effectiveness of music teaching, it is necessary to establish new relationship between teachers and students. According to above discussion, the relationship between students and teachers is not only the relationship between instructors and learners, but also the

interpersonal communication relationship in teaching activities. The relationship between teachers and students is particularly important in music teaching, and crucial to the smooth development of teaching activities. The effective construction of new teacher-student relationship can not only stimulate students' enthusiasm in music learning, but also create relaxed and pleasant classroom atmosphere which allows students to participate in teaching activities independently, thus greatly improving the quality of education. Therefore, it is of great practical significance to establish the new teacher-student relationship in music teaching. In the new era, teachers need to uphold advanced teaching concepts, strengthen the cultivation of students' innovative abilities and exploratory spirit, and help them to grow into high-quality music talents.

Acknowledgements

Fund Project: This paper is one of the outcomes of the research, *The "Three-dimensional Teaching Method" in Pipa Elective Course*, which is supported by the Foundation for Programs in the University Education Reform Project of Jiangxi Province (Project No.: JXJG-15-32-4).

References

- [1] X.Y. Wang, Establishing new teacher-student relationship and remolding new music lessons, J. Western China Quality Education. 4 (2018) 242-243.
- [2] E.T. Huang, The establishment of new teacher-student relationship in basic music education, J. Art Evaluation. 05 (2018) 116-117.
- [3] X.X. Zhang, The construction of new teacher-student relationship in music teaching, J. Northern Music. 36 (2016) 88.
- [4] G.Q. Zhang, The establishment of new teacher-student relationship in music education, J. Course Education Research. 10 (2013) 225-226.
- [5] J. Zhu, The establishment and application of new teacher-student relationship in music teaching, J. Journal of Seeking Knowledge Guide. 03 (2015) 148.
- [6] C.X. Wang, The establishment of a new harmonious and friendly relationship between teachers and students in high school music teaching, J. Song of the Yellow River. 07 (2009) 62-63.