

Review of interactive teaching methods of music in junior middle schools

ABSTRACT

At present, music teaching in junior high schools is gradually highlighting the importance and development trend of interactive teaching. This study provides an in-depth analysis of all aspects of interactive teaching of music in junior middle schools through a multi-faceted research perspective, providing richer insights and methods for improving the quality of teaching. The art of teacher-student interaction in junior high school music classroom teaching under the new curriculum reform was discussed, and the core role of interaction in teaching was explained in detail. Researchers have conducted in-depth studies on teacher-student interactive teaching strategies in junior high school music classes, providing more practical guidance for actual teaching. In terms of revealing the problems and countermeasures of music teaching in junior high schools, researchers have put forward more specific suggestions. In the process of in-depth exploration of interactive teaching of music in junior high schools, researchers realized the actual current situation of interactive teaching in online music classes and revealed various challenges and opportunities in online teaching. This article advocates improving the effectiveness of music teaching in junior middle schools through interactive teaching and injecting richer vitality into education. At the same time, researchers have focused on in-depth discussions on interactive teaching strategies in junior middle school music appreciation classes, providing systematic theoretical support for cultivating students' music appreciation abilities. They also paid attention to the application of interactive teaching models in junior high school music teaching, which provided profound inspiration for the construction of active interactive teaching models. Starting from the core literacy background, researchers conducted in-depth research on the interaction methods between teachers and students in junior high school music classes, and provided specific operational plans for the implementation of literacy education. Paying attention to the new form of teacher-student interaction in improving the musical literacy of junior high school students provides strong empirical research support for cultivating students' comprehensive literacy. Through in-depth research on the interactive teaching model of junior high school music classes, it provides experienced practical guidance for building a more interactive teaching framework. To sum up, the current research on interactive teaching of music in junior high schools involves many aspects such as teaching strategies, problems and countermeasures, online teaching, multimedia applications, and core competencies. These studies not only provide profound theoretical support for junior high school music teaching, but also provide rich experience and inspiration for practical teaching. In the future of music education, interactive teaching will continue to play a positive role in promoting, opening up broader possibilities for cultivating students' comprehensive literacy. Based on the latest references, this article conducts an in-depth study of interactive teaching methods of music in junior high schools, providing a solid theoretical foundation for subsequent research.

Keywords: *Junior high school music, interactive teaching, method research, teaching model*

INTRODUCTION

At present, music teaching in junior high schools is gradually highlighting the importance and development trend of interactive teaching. Through diversified research perspectives, researchers have deeply analyzed various aspects of interactive teaching of music in junior high schools, providing richer perspectives and methods for improving the quality of teaching. The discussion on the art of interaction between teachers and students in junior high school music classroom teaching under the new curriculum reform explains the key position of interaction in teaching. Through in-depth research on teacher-student interactive teaching strategies in junior high school music classes, more practical guidance is provided for actual teaching. The researchers also deeply explored the existing problems

and countermeasures in music teaching in junior high schools, and provided more specific suggestions for actual teaching improvement. In the process of in-depth exploration of interactive teaching of music in junior high schools, researchers gained insight into the actual current situation of interactive teaching in online music classes and revealed various challenges and opportunities in online teaching. The idea of using interactive teaching to improve the effectiveness of music teaching in junior middle schools injects richer vitality into education. In addition, researchers also focused on in-depth discussions on interactive teaching strategies for junior high school music appreciation classes, providing more systematic theoretical support for cultivating students' music appreciation abilities. They also paid attention to the application of interactive teaching models in junior middle school music teaching, providing more profound inspiration for building an active interactive teaching model. Starting from the background of core literacy, researchers have conducted in-depth research on the interaction methods between teachers and students in junior high school music classes, and provided more specific operational plans for the implementation of literacy education. Paying attention to the new form of teacher-student interaction in improving the musical literacy of junior high school students provides more powerful empirical research support for cultivating students' comprehensive literacy. Through in-depth research on the interactive teaching model of junior high school music classes, more experienced practical guidance is provided for building a more interactive teaching framework. To sum up, the current research on interactive teaching of music in junior middle schools covers many aspects such as teaching strategies, problems and countermeasures, online teaching, multimedia applications, and core competencies. These studies not only provide more profound theoretical support for junior high school music teaching, but also provide richer experience and inspiration for practical teaching. In the future of music education, interactive teaching will continue to play a positive role in promoting, opening up broader possibilities for cultivating THE students' comprehensive literacy. This article is based on the latest references and conducts in-depth research on interactive teaching methods of music in junior high schools, providing a solid theoretical foundation for subsequent research.

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RESEARCH METHODOLOGY

Zhou Yuan [1] conducted an in-depth study on the integration strategy of interactive teaching in junior middle school music teaching, with the goal of improving the quality of music education. The interactive teaching model focuses on stimulating active interaction between teachers and students. Through communication between students and teachers, cooperative group competitions, etc., it arouses students' strong interest in music and also improves their learning ability. In terms of teaching design, teachers need to clarify teaching goals, encourage students to participate in collaborative performances, and create a flexible teaching environment to promote comprehensive learning. This article particularly emphasizes the core position of interactive teaching in the music classroom, believing that this teaching method can help students understand the emotions and meanings of songs more deeply, and inspire them to participate more actively in discussions and performances. By introducing interactive elements, students can experience the charm of music during cooperation and cultivate the spirit of teamwork. In addition, the article mentioned that teachers need to skillfully use various teaching methods when using interactive teaching, such as creating situations, guiding discussions, and asking questions, to ensure that the teaching process is both interesting and full of in-depth educational connotations. In addition to emphasizing the theoretical significance of interactive teaching, this study also focuses on the practical aspects of interactive teaching. In teaching, teachers should focus on guiding students to perceive the beauty of music through interactive methods, cultivate students' awareness of active learning, and enable them to become independent learners in the music classroom. At the same time, the teacher's role has become more of a guide and motivator. Through carefully designed interactive links, students can enjoy the beauty of music in a relaxed and pleasant learning atmosphere. Research points out that interactive teaching not only improves the effectiveness of music teaching, but also creates a broader space for students' comprehensive literacy development. Therefore, this study recommends the widespread application of interactive teaching in junior high school music classes to inject more active elements into music education so that students can enjoy a richer and deeper learning experience in the music subject.

Comment [Ma2]: You have merely described Zhou Yuan's study in this section. Methodology needs to be addressed in more details. You have to mention the research method that you have selected; quantitative, qualitative or mixed method. Also some information about the sample, data collection tools and data analysis should be included.

Literature review

Jiang Qiuhua [2] profoundly analyzed the key role of interactive art between teachers and students in junior high school music classes under the new trend of curriculum reform. Researchers emphasize that music education needs to guide students to make independent perceptions during the learning process, and teachers can achieve this goal by enabling interactive discussions and guiding students to analyze musical works in depth. The article focuses on the indispensability of teacher-student interaction in improving teaching quality and promoting students' all-round development. It also proposes multiple methods to improve the interaction effect, including choosing eye-catching music topics and raising challenging questions to stimulate students' intelligence, and motivate students by giving adequate encouragement and praise. In addition, the article further highlights that teachers should keep pace with the times and adopt scientific grouping and cooperative learning models to enhance student participation and learning effects. The author advocates teachers to use these models flexibly when designing classrooms to create a learning environment that is both inspiring and interesting. In this way, teachers can better guide students to appreciate the charm of music and cultivate their deep understanding of music. The article calls on teachers to pay attention to the art of teacher-student interaction in music teaching to promote students' all-round development and improve teaching quality. At the same time, it emphasizes the important role of interaction in teaching and provides practical methods for teachers to better guide students to discover, experience and create in the music subject. This not only helps students master subject knowledge in depth, but also stimulates students' strong interest in music learning and lays a solid foundation for lifelong learning.

Kang and Ting [3] conducted an in-depth study of the criticality of teacher-student interaction in music education and proposed effective ways to improve the level of teacher-student interaction. Research shows that some music teachers have insufficient understanding of the urgency of reforming teaching methods, which results in relatively low student engagement. In many middle schools, traditional teaching methods still dominate, which poses certain constraints on effective educational practices. In order to optimize teacher-student interaction in music classroom, it is necessary to create a harmonious teaching atmosphere and skillfully use various interactive forms and techniques. The paper particularly emphasizes the evolution of teachers' roles in music education and proposes that teachers need to participate in the classroom in an all-round way to stimulate students' interest and confidence. In order to effectively promote teacher-student interaction, innovative teaching methods are imperative, including advocating students to actively participate in discussions and encouraging group collaboration. In addition, the research suggests that teachers should pay attention to personalized teaching methods and design clever interactive links based on students' interests and specialties, so that students can better understand and feel the beauty of music during the interactive process. Finally, the article highlights the importance of creating educational scenes through music game activities. Introducing interesting music games can help stimulate students' interest and enable them to better understand the connotation of music in a relaxed atmosphere. This kind of interactive teaching method not only helps to stimulate students' strong enthusiasm for music, but also better realizes the purpose of music education. Therefore, creating a positive interactive classroom atmosphere and adopting innovative interactive methods are considered to be indispensable ways to improve the effectiveness of music teaching.

Zhang Yinghong [4] conducted an in-depth study of the importance of teacher-student interaction in junior high school music teaching, and paid special attention to how to improve the classroom atmosphere and stimulate students' interest in learning. According to the latest education reform requirements, teachers need to adopt diversified teaching methods to guide students to actively participate in the classroom, thereby creating a good learning environment. However, due to students' lack of interest in music lessons, the quality of teaching has declined. In order to improve this situation, teachers should flexibly use multimedia and interactive teaching methods to arouse students' strong interest in music. Encouraging students to participate and showcase their musical talents not only enhances their learning experience, but also helps improve the quality of the entire music lesson. The article further emphasizes that teachers need to give priority to interactive teaching in order to create a more engaging classroom experience and thereby increase students' interest in music classes. By encouraging students to actively participate and demonstrate their personal talents, it not only cultivates students' expression skills, but also helps to create a positive learning atmosphere. At the same time, by introducing novel interactive elements, such as group activities, discussions and demonstrations, students can have a deeper understanding of the connotation of music, making the entire teaching process more lively and interesting. In teaching, teachers need to integrate into the classroom in an all-round way to become guides and motivators in the students' learning process, so as to encourage students to more actively participate in and experience the charm of music.

Yang Linlin [5] conducted an in-depth study of the importance of music education in middle school, especially emphasizing its positive effect in adjusting students' emotions and relieving

academic pressure. The article emphasizes the importance of organically integrating music with other subjects to achieve more efficient interactive teaching, and advocates group collaborative learning to improve students' academic outcomes. In addition, the article highlights the criticality of using imagination and creativity to express emotions in music, and the necessity of using diverse teaching methods to promote students' deeper understanding of musical themes and emotions. The article emphasizes the key role of music education in the psychological maturity of middle school students and the importance of guiding students through various channels to better understand and appreciate music. These views provide useful inspiration for middle school music education, and at the same time provide profound ideas for in-depth research on how to better integrate music into the middle school education system. At the secondary school level, the importance of music education cannot be ignored. This article provides an in-depth analysis of the positive impact of music education on students' mental health, with special emphasis on its unique role in regulating students' emotions and relieving academic pressure. In addition, the article advocates the organic integration of music with other subjects to promote a more interactive teaching method, while encouraging group cooperative learning to improve students' academic performance. At the same time, the article highlights the importance of using imagination and creativity in music learning to express emotions more deeply. Through diverse teaching methods, students are encouraged to more comprehensively understand and appreciate the themes and emotions of music. The article calls attention to the positive impact of music education on the psychological maturity of middle school students, and proposes various ways to promote students' in-depth understanding of music. These perspectives not only provide useful guidance for middle school music education, but also provide profound ideas for exploring how to better integrate music into the middle school education system.

Wu Si[6] conducted an in-depth study of the importance of adopting choral teaching methods in middle school music education, with special emphasis on the practical benefits of choral singing in helping students understand the charm of music and solving problems faced by teenagers. The paper analyzes the current challenges faced by chorus teaching in middle school music classes, and absorbs the perspectives of various teaching methods such as Kodály and Dalcroze, emphasizing the importance of cultivating students' training and coordination in choral singing, and the importance of cultivating students' training and coordination in choral singing. The indispensability of the use of body movements and gestures in the reproduction of choral music. The research results have extremely important reference value for chorus teaching in Chinese middle schools. The paper points out that through chorus teaching methods, students can not only better understand the charm of music, but also effectively solve various problems faced by teenagers. The conclusion clearly emphasizes that the choral teaching method is not only a simple teaching method, but also provides profound and rich insights into middle school music education. In the process of choral singing, students develop teamwork skills through collaborative singing, and at the same time, through the application of body movements and gestures, they can more deeply feel the emotional expression of music. The conclusion of this study provides substantial inspiration for the development of middle school music education, highlighting the unique value of chorus teaching in cultivating students' comprehensive literacy and solving adolescent problems.

Zhang Aifang [7] discussed the key role of the interaction between teachers and students in middle school music education on learning. Research points out that the traditional question-and-answer method has short time and poor interactivity in terms of interaction, and students' enthusiasm for participation is relatively low. Therefore, in order to stimulate students' strong interest in music, it is recommended to increase the frequency of interaction. During the interactive process, teachers need to devise engaging topics and content and skillfully integrate them into classroom knowledge points to deepen students' understanding of music. In addition, an emphasis on establishing a harmonious and equal teacher-student relationship is crucial to promoting effective communication and understanding. Encourage teachers to treat every student equally during interactions and provide students with space to express their views and ideas. In such an atmosphere, students are more willing to participate in interactions, making the learning atmosphere more harmonious. In order to deepen students' understanding of music, a series of creative and interesting interactive activities can be introduced. For example, through music games, group collaboration, etc., students can learn music knowledge in a relaxed and interesting atmosphere and cultivate teamwork spirit. Such activities can not only enhance students' interest in learning, but also help develop their creativity and collaboration skills. Finally, we advocate the introduction of an interactive evaluation mechanism to promote common progress. Through regular interactive evaluation, we can understand students' performance in interaction and provide timely encouragement and suggestions. At the same time, students are encouraged to participate in the evaluation of the teaching process, and teachers are encouraged to continuously improve teaching methods and achieve common progress.

Yang Xueling[8] focused on in-depth research on the interactive status of online music classroom teaching in junior middle schools. The author analyzes in detail the problems faced by online music courses, including limited teacher-student and student-student interaction, low student participation, and technical difficulties. To address these challenges, the authors put forward a series of suggestions for improvements, including introducing gaming elements, differentiating online and offline teaching methods, and using strategies such as recording videos and adding visual elements. The goal of the research is to provide practical solutions for online music classes for junior high school students to enhance teaching interactivity. The core point of the article is to propose practical solutions to the problem of insufficient interaction in online music classes, providing useful suggestions and inspiration for educators. Through these improvement suggestions, not only can the teaching quality of online music classes be improved, but also student participation can be significantly improved and teaching goals can be better achieved. This research provides specific guidance for the current practice of online music education and provides a useful reference for future related research. It is worth noting that the author's suggestions for improving online music classes are particularly innovative. By introducing game elements, students can maintain higher interest and motivation during interactions. In addition, clever distinction between online and offline teaching methods, as well as the use of recorded videos and adding visual elements, can make online music classes more engaging and interactive. These initiatives help enhance students' experience of music education, thereby better engaging them in the learning process.

Qi Zhong [9] discussed the practical application of interactive teaching in junior high school music teaching. Interactive teaching focuses on student-centered educational concepts and focuses on active and productive interactions between teachers and students, aiming to enhance students' learning initiative. Teachers can stimulate students' enthusiasm for participating in learning by guiding students to engage in group collaboration and using student-student interaction and teacher-student interaction strategies. In the classroom, special emphasis is placed on designing practical activities and actively interacting with students to improve students' ability to appreciate music. Another key point of interactive teaching is to arouse students' emotional resonance in the classroom so that they can create emotional resonance through appreciating music. In this process, teachers need to pay attention to classified interactive teaching, encourage students to express their personal opinions, and give positive appreciation and encouragement to students' creative music interpretation. In this way, interactive teaching can effectively stimulate students' enthusiasm for learning, deepen their understanding of musical works, and cultivate aesthetic awareness and innovative thinking. Ultimately, students will be able to engage in in-depth reflection and re-creation of musical works.

Zhang Liqin [10] studied interactive teaching strategies in junior middle school music appreciation classes. With the deepening of the concept of quality education and the emphasis on students' dominant position in the education process, the interactive teaching model emerged as the times require, highlighting its principles of flexibility, initiative and openness. The article emphasizes the multiple functions of the interactive teaching model, including enhancing communication between teachers and students, stimulating students' interest, and expanding students' thinking about music. In addition, the article also highlights the importance of working in groups, paying attention to students' personality differences, and establishing an appreciation feedback mechanism. Finally, the article particularly emphasizes the importance of integrating music with multimedia courseware to deepen the understanding of music and mobilize the atmosphere of the music classroom. Overall, the interactive teaching model provides a new teaching approach for junior high school music appreciation classes, emphasizing students' dominant position and diverse teaching strategies, which is expected to improve the effect of music appreciation teaching and enrich students' learning experience. As an advanced teaching concept, the interactive teaching model emphasizes the interaction between teachers and students and encourages students to participate in the teaching process. In music appreciation classes, the interactive teaching model can not only promote more in-depth communication between teachers and students, but also stimulate students' strong interest in music and expand their knowledge of music. Through group cooperation, students' team spirit can be cultivated and students' individual needs can be better met. Establishing an appreciation feedback mechanism can keep abreast of students' learning progress and provide useful feedback information for teaching.

Chen Yuanyuan [11] deeply discussed the benefits and challenges of interactive teaching in music education. As a teaching method, interactive teaching is considered to be able to stimulate students' strong interest in music learning, help shape personalized music understanding, and thus enhance the overall joy of music learning. At the same time, by guiding students to think subjectively and enhance their emotional understanding of music, teachers can discover problems and knowledge gaps in students' learning through communication and interaction, and improve teaching efficiency. However, interactive teaching also faces some challenges. One of them is that superficial

implementation may cause students to lose interest in learning, which requires teachers to change their teaching thinking and introduce diverse and engaging content to ensure that students can actively participate in the learning process. This requires teachers to have innovative thinking and flexibly use various teaching methods so that students can truly experience the fun of music learning through interaction. Therefore, interactive teaching is of great significance in the field of music education, but teachers need to give full play to its potential and make it play a greater role in practice to achieve more effective teaching results. This may include teachers' careful design of interactive teaching, creative guidance of student participation, and continuous exploration of new teaching methods and resources to adapt to students' different needs and learning styles.

Hu Wenrui [12] conducted an in-depth study of the problems existing in teacher-student interaction in junior high school music classes and how to improve them. The researchers emphasized that teachers' teaching concepts and models are crucial to the effectiveness of classroom teaching, and also clearly pointed out that this has a profound impact on students' learning outcomes. Special emphasis is placed on the need to organically integrate musical knowledge and personal insights into teaching to promote more active participation and interaction among students. At the same time, the article also reveals teachers' lack of awareness of interaction and the negative impact of traditional teaching methods on students' musical abilities and literacy. In order to solve these problems, the author proposes that teachers need to innovate teaching models and focus on making the classroom more interesting, thereby stimulating more active interaction among students. The views of the article are clear and the suggestions put forward are specific and feasible, which have certain guiding significance for improving the quality of music classroom teaching in junior middle schools. In terms of teaching, teachers' teaching concepts and models are considered to be key factors in shaping classroom effects. In order to stimulate students' interest in music subjects, the author emphasizes the need for teachers to skillfully integrate music knowledge into teaching, while focusing on expressing personal insights in the classroom to promote deeper student participation and interaction. This approach not only makes the classroom more engaging but also develops students' ability to think and express their opinions independently.

Ma Haidan [13] focused on exploring how to improve middle school students' musical literacy through the interaction between teachers and students. The article emphasizes the need for music teaching that includes the introduction of interactive games designed to engage students and deepen their understanding of music. In addition, creating authentic musical situations is considered key to helping students connect emotionally and understand the composer's world. Discussions and expressions of opinions in the classroom help promote mutual learning and growth between teachers and students. Research shows that when students are exposed to familiar or interesting situations, they are more likely to stimulate their thinking and be willing to interact with others. Therefore, teacher-student interaction in teaching should be carried out in a relaxed and harmonious atmosphere, providing students with sufficient opportunities to express themselves and build confidence. In music education, active interaction between teachers and students is considered an effective means to cultivate students' musical literacy. Introducing interactive games can not only stimulate students' interest in learning, but also deepen their understanding of music in an interesting way. By creating authentic musical situations in the classroom, students have the opportunity to emotionally resonate with the composer and better understand the connotation of the music. Discussions and expressions of opinions between teachers and students provide a useful platform for joint learning and growth. This interaction not only contributes to students' academic development but also helps shape their deeper understanding of music. Research results show that students are more likely to start thinking when faced with familiar or interesting situations and are more willing to actively participate in interactions. Therefore, the interaction between teachers and students should be conducted in a relaxed and harmonious atmosphere, providing students with opportunities to express themselves, thereby cultivating their expression skills and confidence. This interactive teaching model is expected to encourage students to become more actively involved in learning, thereby better improving their musical literacy.

Zhang Hui [14] studied how to improve students' interactivity in music education. First of all, the article mentions the use of language to assist students in training and cultivating their musical sense, emphasizing the close connection between language and musical sense. Secondly, the article emphasizes the criticality of situational teaching methods, shaping musical works by completing and summarizing situational tasks, so that students can cultivate innovative thinking while guiding learning. In addition, the article also mentions encouraging students to actively participate in interactive activities, such as "duets", and advocates the creation of a democratic and cooperative atmosphere in the music classroom so that students and teachers can participate in the teaching process together. Finally, the article emphasizes the criticality of interaction and communication between teachers and students to create a relaxed and enjoyable learning atmosphere. In music education, using language

to assist students in training and cultivating their musical sense not only deepens students' understanding of music, but also emphasizes the inseparable connection between language and musical sense. Adopting situational teaching methods and constructing musical works by completing situational tasks can stimulate students' interest in learning and cultivate their ability to lead learning and innovative thinking. Encouraging students to actively participate in interactive activities, such as "duets", and creating an atmosphere of democratic cooperation in the music classroom can help enhance students' sense of participation and collaboration abilities. Furthermore, the article emphasizes the importance of interaction and communication between teachers and students. By promoting interaction between teachers and students, a closer teacher-student relationship can be established and teaching effectiveness improved. In terms of creating a relaxed and enjoyable learning atmosphere, interaction and communication are indispensable factors, which help to form a positive learning atmosphere and make students more willing to participate in class discussions and activities. Through this series of efforts, students' interactivity in music education can be effectively improved and their learning experience enriched.

Fan Zheng [15] discussed effective strategies for interaction between teachers and students in middle school music classes. It highlights the role of online interaction in independent learning, the promotion of classroom interaction in the learning of new knowledge, and the importance of after-class interaction in knowledge consolidation. The article emphasizes the use of information technology and multimedia in teaching, aiming to arouse students' interest and improve learning results. In addition, the article also particularly emphasizes the importance of questioning and interaction between teachers and students to help students master and apply new knowledge more effectively. It was finally concluded that effective teacher-student interaction is crucial for students to master and apply the knowledge they have learned in music education, thereby improving the learning outcomes of music education. Therefore, the article emphasizes that positive and meaningful interactions between teachers and students are crucial to the success of music education. In the field of music education, the interaction between teachers and students is considered to be the key to improving learning results. The article highlights the role of online interaction in promoting students' independent learning, the importance of classroom interaction in introducing new knowledge, and the key role of after-class interaction in consolidating knowledge. The clever use of information technology and multimedia is emphasized as an effective means to attract students and improve learning outcomes. In addition, questioning and interaction between teachers and students are clearly emphasized as important ways to help students better master and apply new knowledge.

Ge Rui [16] studied the practical application of blended teaching in music education. Blended teaching, as a high-profile topic in the field of education, aims to improve traditional teaching methods by combining offline and online learning. In the field of music education, the use of blended teaching includes creating a library of resources for students to use so that they can explore complex topics, while also giving teachers a more comprehensive understanding of students' knowledge levels, so that they can ask targeted questions in class. However, the use of blended teaching in middle school music classes is still in the initial exploratory stage and requires teachers to have a high level of information technology application capabilities. The survey results show that only 20% of teachers believe that the music education resource library provided by the school is rich enough, and there are still some challenges in the selection and acquisition of music education software. In addition, students' access to electronic devices is restricted in some areas, which may bring some difficulties to the implementation of blended teaching in music education. Therefore, the application of blended teaching in music education still needs to overcome a series of difficulties and challenges. The practice of blended teaching has great potential in music education, especially in promoting students' in-depth thinking and independent learning. However, to realize this potential, teachers will need to overcome technical and resource challenges to ensure that blended teaching can both effectively deliver educational resources and meet the diverse learning needs of students. In the process of overcoming these difficulties, we can better promote blended teaching in music education by training teachers' information technology application capabilities, strengthening the richness of school music education resources, and finding effective ways to solve the problem of students' access to electronic devices. applications in.

Song Yanling [17] deeply discussed the importance of teacher-student interaction in junior high school music classes under the background of new curriculum reform. The article emphasizes that music teaching not only helps to cultivate students' artistic sentiment and aesthetic ability, but also effectively promotes students' enthusiasm and participation through active interaction between teachers and students. In the classroom, teachers should pay special attention to affirming and encouraging students. Even if students make mistakes, they should give positive feedback to enhance students' self-confidence. In addition, the use of interactive teaching methods and rich and diverse music activities can also stimulate students' interest in learning and increase their participation. While

creating a pleasant teaching atmosphere, teachers also need to maintain classroom order to ensure that the interaction between teachers and students can unfold effectively. Therefore, the article emphasizes that under the new curriculum reform, junior high school music teachers should pay attention to the interaction between teachers and students. Through positive affirmation, encouragement and the introduction of colorful teaching activities, teachers can stimulate students' enthusiasm for learning, thereby improving the overall teaching quality. This teaching model not only helps improve students' musical literacy, but also cultivates students' teamwork spirit and creative thinking, so as to better adapt to today's ever-changing social environment. In the context of the new curriculum reform, advocating positive and meaningful teacher-student interaction will contribute to the sustainable development of music education.

CONCLUSION

This article focuses on interactive teaching methods in junior high school music education. Research highlights the critical importance of interaction between teachers and students in improving the quality of teaching and promoting the overall development of students. The article poses a series of challenging questions designed to stimulate students' intelligence while motivating students through sufficient encouragement and praise. In addition, the research also emphasizes that teachers should keep pace with the times and adopt scientific group grouping and cooperative learning models to improve student participation and learning effects. The author advocates the flexible application of diverse teaching methods when designing classrooms to achieve more efficient interactive teaching. In addition, the article also emphasizes the organic integration of music education with other subjects to promote a more interactive teaching method. Group cooperative learning is encouraged to enhance students' academic performance. Finally, the study proposes practical solutions to the problem of insufficient interaction in online music classes and provides useful suggestions for educators. Overall, this article provides diverse and rich interactive teaching methods for junior high school music education, aiming to improve the quality of teaching, stimulate students' interest in learning, and promote students' all-round development.

Comment [Ma3]: Why Capital?

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