

Echoing in Song, Supporting through Collaboration ——The Role and Approaches of Collaborative Learning in High School Music Education

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Abstract: This paper deeply analyzes the key significance and specific application strategies of collaborative learning methods in high school music teaching, including grouped cooperation, participatory learning, classroom interaction, interdisciplinary integration, as well as practical and innovative projects. These methods have a positive impact on improving students' musical literacy and cultivating team collaboration and innovation abilities.[1] Through collaborative inquiry activities in group form, students provide mutual support and encouragement to each other, thereby promoting active interaction in the learning process. By implementing participatory learning methods and enhancing interactive exchanges within the classroom, students' willingness to actively learn and participation in classroom teaching have been significantly improved.[2] Implementing comprehensive teaching models that span different disciplines greatly broadens students' horizons in the field of knowledge and has a significant positive impact on their deep understanding of musical works. Through practical and innovative project-based teaching methods, students' technical proficiency and creative thinking abilities in the field of music have been significantly enhanced. This paper is dedicated to exploring collaborative learning methods suitable for high school music teaching to promote a comprehensive improvement in students' musical cognition and skills.

Keywords: High School Music; Collaborative Learning; Teaching Approaches

1 Introduction

In the field of high school music education, traditional lecture-based teaching has been difficult to meet the diverse development needs of students. With the continuous updating of educational ideologies, collaborative learning has gradually gained attention as an effective teaching strategy. This learning mode not only significantly improves students' technical proficiency in music but also, more importantly, contributes to cultivating collective collaboration, interactive communication, and creative thinking among students. These qualities are extremely critical for students' comprehensive development. This paper reveals the key role of collaborative learning in enhancing the quality of high school music education and looks into its potential application in practical teaching. The purpose of this study is to provide reference and inspiration for teachers in the field of high school music education to jointly improve teaching quality and the overall progress of students' musical qualities.

2 Grouped Cooperative Learning

Grouped cooperative learning is a teaching method within the context of class-based instruction. That is, while acknowledging classroom instruction as the basic form of teaching organization, teachers use student learning groups as an important driving force to guide group members to cooperate, forming a learning mode of "cooperation within groups and competition between groups." This method helps stimulate student interaction and, through team collaboration tasks, achieves complementary and improvement

in skills and knowledge. More importantly, grouping students for cooperative learning effectively promotes their team collaboration abilities and collective sense of honor. In this way, students learn to listen, respect, and accept different viewpoints during their joint efforts. This learning mode has an inestimable positive impact on their future lives and careers in society. With the team collaboration model, students are able to tap into their potential and explore innovations in the field of music. This not only ignites their creative passion but also injects fresh energy into high school music education. As an important form of collaborative learning, grouped cooperative learning plays a key role in improving the comprehensive quality of students in the field of high school music education.

When exploring the high school music teaching course Articulation and Enunciation in Singing, adopting a grouped cooperative learning model significantly enhances the collaborative learning effects among teams. In the teaching process, teachers guide students to discuss in groups, assign specific musical phrases to each team, and instruct them to jointly explore and proficiently master the correct pronunciation essentials. During group activities, members enhance their singing skills and grasp efficient communication and collaboration methods within the team through methods such as mutual replacement presentations, criticism and self-criticism, and collective discussions. This educational approach not only significantly improves students' individual singing skills but also, more importantly, they learn to listen and respect each other in collective activities, thereby shaping a spirit of team collaboration and enhancing their sense of collective responsibility.

In the final stage, through presentation activities and mutual evaluations within the organization, students not only present their learning achievements but also absorb valuable learning experiences and creativity from their peers. This interactive process jointly promotes a comprehensive improvement in singing skills.

3 Participatory Learning and Classroom Interaction

In the field of high school music education, the teaching model that combines participatory learning with classroom interaction plays an important role in deepening the teaching significance of collaborative learning. This teaching method abandons traditional one-way knowledge transfer and advocates for students to actively participate in the classroom. Through interactive discussions, questioning, and feedback, students engage in in-depth exchanges with teachers and classmates, thereby significantly enhancing their sense of classroom participation and enthusiasm for learning. This educational method not only deepens students' cognition and recall of musical theory but also promotes the development of their critical thinking and problem-solving skills. In the process of teaching, by encouraging students to actively engage and interact in the classroom, a collaborative learning approach among students has been effectively promoted. During music class instruction, students form groups to conduct in-depth exchanges and discussions on specific musical themes or issues. Through collaborative research, they achieve shared learning and innovation. By adopting the collaborative learning model, it not only enhances students' teamwork and communication skills but also allows them to draw on and complement each other's ideas during interactions, achieving common development and progress.

When exploring the teaching topic of The Charm of Chinese Chorus, participatory learning and classroom interaction strategies were organically integrated into the framework of collaborative learning. In the teaching environment, educators first present various styles of Chinese chorus music, prompting students to listen and analyze their unique artistic qualities. Subsequently, through group discussions, students are encouraged to share their insights, emotions, and reasons for preferring certain chorus pieces, thereby constructing an initial understanding community for this type of artwork. During chorus activities, teachers provide timely guidance to prompt students to delve deeper into aspects such as harmony, rhythm, and emotional expression, thereby facilitating their deeper understanding and absorption of knowledge. By planning a smaller-scale chorus practice, teachers aim to enhance students' participation experience and mutual exchanges, thereby strengthening classroom interactivity. Based on shared interests, many students spontaneously form teams to rehearse their favorite Chinese chorus music works. During rehearsals, team members listen to each other, make precise adjustments to pitch and rhythm, and collaboratively solve problems they encounter.

4 Interdisciplinary Integrative Teaching

Interdisciplinary integrative teaching refers to the incorporation and integration of multidisciplinary curriculum resources to better address issues that arise during students' learning process in a particular subject, thereby enhancing their comprehensive problem-analyzing and problem-solving abilities. This teaching method

breaks through the boundaries between traditional disciplines and organically combines music with disciplines such as literature, history, and art, expanding learners' learning space and enriching their knowledge reserves. The integration of music education with knowledge from various disciplines not only promotes students' in-depth understanding of musical works but also stimulates their enthusiasm for learning and desire for exploration, thereby boosting their learning motivation. In the process of deeply exploring the interconnections between music and various disciplines, students need to solve problems through collaboration, dialogue, and negotiation, which helps cultivate team collaboration, communication skills, and critical thinking abilities. Under the interdisciplinary integrative teaching mode, students are able to showcase their individual talents through diverse practices, learn to appreciate and respect others' viewpoints, and thus better integrate into teams. Adopting a teaching method that integrates knowledge from multiple fields can effectively promote the enhancement of students' qualities across multiple dimensions.

When exploring the teaching module The Era Characteristics of Western Music, the teaching method of combining knowledge from different disciplines brought new vitality to cooperative learning in high school music education. An educator meticulously planned teaching activities involving multiple disciplinary fields, aiming to enable students to deeply study and understand how Western music interacted with specific era and social environmental changes at different historical stages. Students were grouped to explore history, focusing on the Renaissance period, and conducted in-depth analyses of the political, economic, and cultural backgrounds, providing a solid cognitive foundation for grasping the musical characteristics of that period. Taking literary works such as Shakespeare's plays and Hugo's novels as examples, they explored how literary emotions are embodied in music, thereby promoting integrated learning of literature and music. During the process of cooperative learning, students not only exchanged research achievements within their teams but also attempted to create short musical pieces or innovatively adapt traditional melodies, using music as a medium to express their understanding of the characteristics of various eras. In art teaching, music art was integrated with visual art, guiding students to draw portraits of musicians and concert scenes, as well as express musical emotions in an abstract manner, thereby deepening their understanding of the era characteristics of Western music on multiple dimensions.

5 Practical and Innovative Project-Based Teaching

In the music teaching segment of higher education institutions, the practical and innovative project-based teaching method, in conjunction with cooperative learning strategies, constructs a bridge for the transformation of theoretical knowledge into practical skills, deepening students' comprehensive grasp of musical knowledge and techniques. When participating in innovative projects, students must not only collaboratively plan, create, rehearse, and present musical works within a team but also address and resolve numerous challenges encountered in the process. This significantly enhances their practical skills, innovative consciousness, and teamwork abilities. By implementing innovative teaching projects centered on practice, we inspire students to actively explore and engage in creative thinking, prompting them to proactively investigate

various issues and seek solutions during hands-on activities, thereby effectively improving their independent learning skills and problem-solving abilities. During the presentation of project outcomes, students are able to showcase their individual achievements, which not only strengthens their interest in music but also further stimulates their enthusiasm for learning. This educational approach effectively enhances students' cognitive and understanding abilities towards music, simultaneously laying a solid foundation for their long-term education and growth.

In the practical and innovative project-based teaching of The Multidimensional Space of Chorus, it brings unprecedented vitality and energy to high school music classrooms. Numerous students form several cooperative teams, with each team dedicated to exploring different "aspects" of chorus art, such as harmonic structure, emotional expression, stage arrangement, or technological innovation. At the beginning of the project, students conduct in-depth exploration of chorus theory, followed by group brainstorming to integrate their innovative ideas into the rehearsal process. One group of students utilizes contemporary technology, adding environmental sound effects to chorus works through audio editing programs, creating a unique auditory realm. Another group of designers meticulously plans chorus programs with intricate stage movements and interwoven lighting effects, bringing a strong visual impact to the audience. In this process, students not only

master chorus skills but also achieve interdisciplinary collaboration, effective time allocation, and flexibility in addressing challenges.

6 Conclusion

In the process of high school music education, through team collaboration, interactive communication, and cross-disciplinary teaching integration, students' musical quality and overall quality have been significantly improved. By dividing students into different groups for collaborative inquiry, this learning model promotes mutual assistance and cooperation among members, achieving collective and individual growth together. Through the practice of participatory learning and classroom interaction, students' enthusiasm for learning is enhanced, and their awareness of team collaboration is also strengthened. In the teaching process, the integration of different disciplines greatly broadens students' knowledge horizons and has a positive impact on their in-depth understanding of the connotations of music. Through the practical and innovative project-based teaching method, students can innovate in practical operations and continuously grow and develop in this process. Such collaborative learning models not only expand the connotation and extension of music teaching but also awaken students' innovative thinking and potential abilities, laying a solid foundation for their comprehensive growth.

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