A STUDY ON PRIMARY SCHOOL MUSIC CURRICULUM TEACHING BASED ON MULTIPLE INTELLIGENCE THEORY: TAKING THE PRIMARY SCHOOL AFFILIATED TO YUNNAN NORMAL UNIVERSITY AS AN EXAMPLE

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Abstract: Taking the elementary school affiliated to Yunnan Normal University as an example, this paper explores the teaching of elementary school music curriculum based on the theory of multiple intelligences through in-depth interviews. The study found that traditional music teaching methods need to be reformed in light of students' individual needs in order to stimulate students' interest and aesthetic ability. Teachers should respect students' individual differences and adopt differentiated teaching strategies to realize teaching according to students' abilities. Under the guidance of Multiple Intelligences Theory, music appreciation classes should go beyond the single knowledge transfer to cultivate students' all-round development to become "better human beings" with positive spirit and cultural respect. It can be seen through the literature that the multi-intelligence theory has a wide application prospect and significant effect in teaching music class. Teachers can design diversified teaching activities according to students' different types of intelligence, provide personalized learning experiences, and promote students' overall development.

Keywords: Multiple Intelligences Theory, Elementary Music Teaching, Elementary Music Teaching, Individualized Instruction, Music Appreciation, Holistic Development

Introduction

In China's "14th Five-Year Plan" for education development, the establishment of a high-quality education system, balanced public education services, a lifelong learning system for all, and the "Skills for China" plan are among the key documents proposed. 2021, one of the priorities of the Ministry of Education will be to deepen the reform of the examination and enrollment system, with a special emphasis on the standardization and rigorous management of the enrollment of special categories of students in the arts and physical education, which signals a major change in the field of arts education. education field will usher in major changes. In July of the same year, the "Double Reduction" policy

was launched with the aim of reducing the pressure of homework and out-of-school training on primary and secondary school students, and the implementation of this policy will have a far-reaching impact on the status of the arts discipline in the field of education. With the reduction in the burden of homework and out-of-school training, children will have more time to develop their personal interests and hobbies, which will help to cultivate talents with "personalized" qualities.

Dr. Howard Gardner, who introduced the theory of multiple intelligences in 1983, was himself a talented pianist in his youth. After turning to the field of psychology, he noticed the absence of the arts in psychological research and set out to bring the arts into the realm of psychology. Gardner's research showed that people are born with eight intelligences: verbal, logical-mathematical, spatial, bodily-motor, musical, interpersonal, self-awareness, and nature observation. These intelligences interact with each other as children grow and are able to stimulate their potential. The theory of multiple intelligences emphasizes personalized teaching in the field of education and advocates education based on the characteristics of each student, which is of great significance to the overall development of students.

In traditional elementary school music teaching, the main method used is to teach singing and other skill-based teaching methods. However, with the society's emphasis on aesthetic education, the importance of music appreciation course as an important way to cultivate children's aesthetic ability is becoming more and more prominent. As music appreciation courses receive more and more attention, their teaching methods need to be more diversified. Combined with the core position of the multiple intelligence theory in education, it can be assumed that the theory can be effectively integrated with the music appreciation course to provide children with a richer learning experience.

Research Objectives

1. Analyzing the impact of teaching methods on students' personalities.
2. Analyzing Differentiated Instruction.
3. Stimulating students' interest in learning music.

Literature Review

Theoretical basis and current status of research

Prior to Howard Gardner's formulation of the theory of multiple intelligences, the traditional conception of intelligence was often viewed as a genetically determined attribute, as explained in The Species Type Curve. While in Emotional Intelligence, Daniel Goleman points out that modern society has largely ignored the importance of interpersonal skills and emotional processing skills. This suggests that the definition of intelligence is understood differently in the minds of different researchers, each holding his or her own unique view of intelligence. Gardner deeply reflected on and criticized the traditional concept of intelligence. He challenged the traditional standardized psychological tests and

proposed the revolutionary "Multiple Intelligences Theory". Through an interdisciplinary perspective, including the study of cognitive changes after brain damage in biology, the way information is processed symbolically in logical analysis, the analysis of the use of intelligence by different groups of people in developmental psychology, as well as the perspective of traditional psychology, he synthesized these studies and proposed a new set of criteria for the measurement of intelligence. Gardner categorized human intelligence into eight basic types: linguistic intelligence, logical-mathematical intelligence, spatial intelligence, bodily-motor intelligence, musical intelligence, interpersonal intelligence, self-awareness intelligence, and natural observer intelligence. Gardner emphasized that everyone possesses these eight intelligences, but that each person has a unique combination and level of development in these intelligences. He argued that educators should identify and utilize the types of intelligences in which students excel in order to personalize instruction. At the same time, Gardner also points out that although he defines eight types of intelligence, this does not mean that the types of intelligence are limited to these eight. He foresees that in the future the types of intelligence may be more defined, but the key is to value individual differences in the educational process, and educational practices based on this will be more likely to be successful. Gardner's theory of multiple intelligences brings a new perspective to the field of education, which advocates respect for the individual differences of each student and encourages educators to discover and cultivate students' potentials so as to achieve personalized and comprehensive development in education. The introduction of this theory not only enriches the connotation of intelligence, but also provides a more flexible and diversified approach to educational practice.

Since its introduction, the theory of Multiple Intelligences has attracted widespread attention and discussion in the global education community, and has become a focal point of discussion for many researchers and educators. Dr. Howard Gardner not only caused a sensation when he first proposed this theory, but he himself has been continuously deepening and refining it. Gardner's continued research and reflection has provided a solid foundation for the further development of the theory of multiple intelligences.

In 1983, Dr. Gardner became a tenured professor at the Harvard Graduate School of Education and, as one of the leaders of Project Zero, published his groundbreaking book, The Structure of Intelligence, which marked the formal birth of the theory of multiple intelligences. Dr. Gardner did not stop there. In 1993, he published Multiple Intelligences: A Theory in Practice, which further clarified the idea that every person possesses at least seven intelligences. After years of in-depth research, Gardner published Reconstructing Intelligence: Multiple Intelligences for the 21st Century in 1999, in which he provided a more precise definition of intelligence. By 2003, he published Multiple Intelligence Theory After 20 Years, which demonstrates his continued reflection on the theory and the process of its maturation.

In addition to Dr. Gardner's own research, the theory of Multiple Intelligences has attracted in-depth discussions by scholars worldwide. For example, the Colorful Spectrum Project's nine years of research since 1984 culminated in its findings summarized in the Multiple Intelligences Series - The Theory and Practice of Multiple Intelligences, which provides valuable insights into the implementation of quality education. The book Multiple Intelligences and Learning Styles, co-authored by Harvey Silva, Richard Strong, and Matthew Perini, applies the theory of Multiple Intelligences to the practice of teaching and learning, providing a wealth of cases and references. Armstrong's Multiple Intelligences in the Classroom - Developing Student-Centered Instruction is designed to introduce teachers and other educators to the Gardner model. Strategies for Multiple Intelligences Pedagogy by Cannell, Dickinson, and others provides an in-depth look at multiple intelligences from an educator's perspective. Lazer's The Art of Teaching Multiple Intelligences - Eight Ways to Teach presents a number of innovative and practical teaching strategies designed to stimulate students' thinking and help them master learning. In addition, Thomas Hall's Becoming a Multiple Intelligences School and Darlene and Bruce Campbell's Multiple Intelligences and Student Achievement: Six School Success Stories provide important insights into the theory and practice of multiple intelligences.

There is also quite a lot of research within China. In terms of academic writings, The Structure of Intelligence, translated by Lan Jinren, was published by Guangming Daily Publishing House in 1990, which marked the formal entry of Gardner's Multiple Intelligences theory into the field of educational research in mainland China. Multiple Intelligences translated by Shen Zhilong, Twenty Years of Multiple Intelligences, and Gardner-Art-Multiple Intelligences written by him provided important documentary resources for the research of Multiple Intelligences theory in China. Research on Multiple Intelligences Theory and Multiple Intelligences Curriculum written by Huo Liyan and Interpretation of Multiple Intelligences Theory co-authored by Zhong Zurong and Ng Fong Hui are academic works that focus on the introduction of Multiple Intelligences Theory. Wu Lihong's Multiple Intelligences: Theory, Practice and Methods and Mei Ruli's Multiple Intelligences and Teaching Strategies, edited by Mei Ruli, are the results of research on the application of the theory of Multiple Intelligences to teaching practice. In the field of experimental research, along with the translation and introduction of the works of Multiple Intelligences theory, experimental research based on the theory has also been carried out. 2000, at the seminar of "Developing Students' Potential and Deepening the Reform of Teaching and Learning" held in Beijing, Tao Xiping, a Chinese education expert, and Joan Meck signed a framework agreement of DIC international cooperation and research, which marked the beginning of Multiple Intelligences Theory in China. This marked the beginning of systematic practical research on MI theory in China, and the main direction of practical research on MI theory was established at the opening seminar of "Practical Research on Developing Students' Potential and Shaping Students' Personality - DIC International Cooperation Project" held in Zhucheng, Shandong Province in 2001. In 2002, the

Chinese Society of Education approved the project of "Practical Research on Developing Students' Potential by Drawing on Multiple Intelligences Theory" and listed it as a key topic of the educational research planning during the "Tenth Five-Year Plan", which marked the official launch of large-scale practical research based on Multiple Intelligences Theory. This marked the official launch of a large-scale practical study based on the theory of Multiple Intelligences. Tao Xiping and Wu Zhihong have achieved remarkable results in the practical research of MI [Tao Xiping, ed. Multiple Intelligences in China [M]. Beijing: Capital Normal University Press, 2004: 46-49.]. Successful application cases of MI theory in education reform are also quite abundant, such as Zhucheng No. 1 Middle School in Zhucheng City, Shandong Province, and Changping No. 3 Middle School in Changping District, Beijing. Shandong Zhucheng Longyuan School developed a school-based curriculum by drawing on the MI theory, which not only significantly improved the quality of education and teaching, but also promoted the overall development of students' personality traits, increased the range of students' curricular choices, and effectively cultivated students' MI abilities. These practices show that the theory of multiple intelligences provides new perspectives and methods for educational reform, and helps to achieve personalized and comprehensive development in education.

Current Situation of Music Appreciation Classes in Primary Schools Affiliated with Yunnan Normal University

As the central participants in the educational process, students' learning habits and patterns of physical and mental development are critical to instructional design. Educators need to have a deep understanding of students' needs in order to create an effective and engaging music classroom environment. The Affiliated Primary School of Yunnan Normal University (YNU) has 307 students, with only one class in each grade, which helps to achieve consistency in the education model and facilitates data collection, analysis, and research activities. Specifically, the distribution of students in the school is as follows: 53 students in Grade 1, 45 students in Grade 2, 48 students in Grade 3, 56 students in Grade 4, 55 students in Grade 5, and 50 students in Grade 6. Through in-depth interviews with the students, the researchers found that music lessons were generally popular among the lower and middle grades. Lower grades students, in particular, showed a strong interest in music appreciation lessons, while middle grades students were more likely to participate in taught singing lessons. However, interest in music lessons decreased in the upper grades compared to the lower and middle grades, with roughly equal preferences for both music appreciation and teach-and-sing lesson types.

These findings emphasize the need to consider the interests and preferences of students at different grade levels when designing music instruction. Educators should adopt differentiated teaching strategies according to students' grade levels and developmental stages in order to motivate them to learn and improve the attractiveness and effectiveness of the music classroom.

Analysis of problems in this elementary school music appreciation class

In elementary school affiliated to Yunnan Normal University, music teaching faces a number of challenges, particularly the lack of relevance of teaching methods. Music teachers are busy due to their multiple responsibilities at the same time, resulting in their tendency to rely on ready-made teaching materials downloaded from the Internet. This teaching approach ignores the needs and characteristics of students at different grade levels and lacks relevance. Although teachers have a background in pre-school education and rich teaching experience, their teaching methods may be more suitable for young children than for students in the middle and upper primary grades. Such teaching methods may seem too simple and even a bit childish for students in the middle and upper primary grades. In the long run, students may find the class boring and lacking in freshness, thus causing their interest in music lessons and the enhancement of their aesthetic ability to be affected. Specifically, students in the lower grades may regard music appreciation class as a kind of game activity and ignore the teaching content of the class. Middle grades students may think that music class is all about singing, and if they don't learn the songs, they may think that the class is meaningless, thus ignoring the real value of music appreciation class. Upper grades students, on the other hand, may lose interest in music appreciation class, thinking that music in class is not as appealing as popular music, leading them to behave in a loose and casual manner in class.

In the music classroom of the Primary School Affiliated to Yunnan Normal University (YNU), teachers are faced with a large number of students, but their teaching strategies do not fully take into account the uniqueness of each student. Teachers usually taught according to their own pre-prepared lesson plans, but lacked the ability to adapt to the individual differences of the students in the classroom. Teachers' preferences are also evident in classroom interactions, as they give more attention and tolerance to students who perform well, while ignoring those who behave in a more mischievous manner. This practice, if sustained, may lead to a clear division within the class, and the gap between the best students and those who need more attention may grow wider. This fixed perspective on the part of the teacher ignores the growth and changes in individual students and may miss critical moments in effective education and guidance for students.

In music teaching in elementary school affiliated with Yunnan Normal University, although teachers distinguish between two types of music appreciation and teaching and singing in the curriculum, in the actual teaching process, teachers sometimes make music appreciation lessons similar to teaching and singing lessons. For example, when appreciating monophonic works such as "Lingyin Bells" and "Cherry Blossoms", teachers may guide students to sing the melodies of these pieces over and over again, instead of allowing them to concentrate on listening to and feeling the music. A true music appreciation class should focus on developing students' thinking and aesthetic skills, with the teacher's role being more of a guide than a dominant one. In appreciation classes, students should be

encouraged to listen to music actively, understand the emotions and connotations of the works, and thus form their own aesthetic views. The textbooks are also written to clearly distinguish between the two different teaching purposes of teaching singing and appreciation, and the selection of materials for appreciation lessons tends to favor instrumental works, so as to reduce singing and increase the appreciation and understanding of the music itself.

Teaching Strategies of Elementary School Music Appreciation Class under the Guidance of Multiple Intelligences Theory

The realization of tailored instruction, guided by the theory of multiple intelligences, is a key strategy in music education. Howard Gardner emphasized that teachers should have an in-depth understanding of each student's background, interests, strengths, and goals to ensure that instructional activities are relevant to the student's current state of being, rather than based solely on past knowledge.

First of all, teachers need to grasp students' personality traits by understanding their family environment and personal experiences. In music appreciation class, teachers can adopt differentiated teaching methods according to students' personality differences. For example, for students with active thinking, teachers can encourage their imagination while guiding them to form a correct aesthetic outlook; for introverted students, more personal space should be given to listen to and experience music.

Secondly, teachers should design personalized after-school activities according to students' interests. Interest is the best driving force for learning. Teachers can combine students' hobbies with classroom knowledge to stimulate their enthusiasm for after-school learning. For example, for students who like pop music, teachers can guide them to explore the traditional cultural elements in pop music; for students who like stories, teachers can help them understand the connotation of music by weaving stories for songs.

Third, teachers need to identify students' intelligence strengths and design teaching programs accordingly. The theory of multiple intelligences classifies human intelligence into eight types, and teachers can design diversified teaching activities according to students' intelligence characteristics. For example, for students who are strong in physical-motor intelligence, they can participate in music activities with physical interaction; for students who are strong in verbal intelligence, they can be encouraged to deepen their understanding of music through humming.

Finally, teachers should understand students' aspirations and goals in order to motivate them to learn. For example, for students who admire Beethoven and wish to become musicians, teachers can guide them to listen to more excellent musical works and develop their musical literacy; for students who aspire to become singers, teachers can guide them to learn about vocal music in a systematic way and improve their appreciation.

First of all, teachers should identify and capitalize on each student's strengths while carefully handling their weaknesses. In teaching music appreciation, students are encouraged to demonstrate their

musical talents while opportunities are created for them to receive appropriate instruction and practice in areas in which they are not strong in order to boost their self-confidence and enhance classroom effectiveness. However, this approach needs to be balanced to ensure that students' weaknesses are also attended to and promoted.

Second, teachers should help students expand their strengths while driving growth in weaker areas. Students' increased self-awareness can help enhance learning. For example, the New City School in St. Louis, Missouri, USA, has designed its curriculum to enable students to better understand their own and others' strengths and weaknesses, an approach that helps students enhance their self-awareness and personal development regardless of subject matter. However, this approach may take a longer time to see results, so teachers need to have long-term commitment and preparation.

Third, students are analyzed for intelligence and taught in groups based on Gardner's eight categories of intelligence. This teaching method is particularly suitable for highly subjective courses such as music appreciation because it allows students to participate in the classroom based on their own reactions and understanding. It requires teachers to possess a high degree of classroom management skills and accurate anticipation of teaching situations so that they can flexibly adjust their teaching strategies to suit the needs of different students.

Methodology

Literature analysis method is a method to study a topic or field by systematically collecting, organizing and analyzing existing literature. It can be seen through the literature that the multi-intelligence theory has a wide range of application prospects and significant effects in teaching music class. Teachers can design diversified teaching activities according to students' different types of intelligence, provide personalized learning experiences, and promote students' overall development.

Results

The music teaching method under the guidance of Multiple Intelligences theory can significantly enhance students' learning interest and learning effect by focusing on their individual differences and personality development. Teachers should adopt diversified teaching strategies and personalized assessment methods to provide students with rich learning experiences and a positive learning environment, so as to stimulate their love of music and motivation to learn. Differentiated teaching and individualized goal setting are key strategies to achieve this goal and help students achieve holistic development in music learning.

Discussion

Although the application of Multiple Intelligences Theory in music curriculum helps to promote

the overall development of students, its limitations should not be ignored. Educators need to find a balance between theory and practice, and flexibly adjust their teaching strategies by taking into account the actual teaching environment and students' needs. Meanwhile, educational administrators and policy makers should provide more support to promote the effective implementation of multi-intelligence theory in education. Future research can further explore the effects of multi-intelligence theory in different educational stages, cultural backgrounds and disciplines to provide more scientific and comprehensive guidance for educational practice.

Conclusions

The pedagogical design of music appreciation lessons should aim at cultivating the all-round development of students, stimulating their thinking and emotions through music, and guiding them to become "better human beings" with all-round qualities. Teachers should carefully design the curriculum content and teaching methods to ensure that students can experience the joy of growth and learning in the company of music, and at the same time understand and feel the wider world through music.

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