Goal Setting Theory and Its Application in Middle School Music Teaching

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Abstract. The theory of goal setting is one of the theories of motivational psychology, which is characterized by its emphasis on the various kinds of goals of human activities, and ultimately improve the efficiency of human activities. The goal setting method using in middle school music classroom learning can improve the students' music learning motivation level, improve the students' music learning interest, from the internal and external aspects to cultivate students' good learning motivation, improve the level of students' learning motivation, so as to improve the students' self-confidence, persistence, concentrate, and so on good psychological quality.

Problem of the Research

Middle school music education is an important part of secondary education, but also an important part of the nine years of compulsory education. At this stage of learning, the students are in a stage of rapid development, not only in the physical and physiological changes to the great changes in the psychological ability, values and other aspects will also have significant changes. In the middle school learning stage, music education plays a very important role in the development of students' aesthetic, music skills, psychology, intelligence and so on. It is because of the special nature of students in middle school learning stage, this stage of music teaching has a lot of difficulty, will become complex and arduous task. How to successfully complete the teaching objectives of the new curriculum standard, so that students in all aspects of the music ability to improve, which is the middle school music teaching put forward the problem to be solved.

This paper analyzes and discusses the effects of goal setting on the performance, interest and motivation of students' music learning through teaching, combining with goal setting method in the process of music teaching in middle school.

Purpose of the Research

Goal setting is a mental technique used to improve the efficiency of individual or group activities. British management psychologist Rock (E.A. Locke) in the study found that the goal setting is a strong incentive to complete the work of direct motivation. Goals can put people's needs into motivation, make people's behavior in a certain direction, and the results of their actions with the established goals, in a timely manner to adjust and correct, so as to achieve the goal. He first proposed the theory of goal setting in 1967, and many scholars have been studying the theory to enrich and develop the theory, so that it becomes more and more incentive theory.

Goal setting theory in the field of management science has been widely used, but as a kind of incentive theory has also been more and more used in the field of education, to inspire students' learning motivation, improve the learning enthusiasm of the students. In middle school music teaching, the teacher can with the help of the goal set theory to guide students to choose and establish the goal of their own learning music, in the process of teaching objectives of supervision implementation, effectively regulate and balance effect of goal and music effects between factors; for students, to learn
choice and firm your goals and set and monitor their own. This allows students to relatively quickly, more clearly see their progress, to see their own efforts and achievements in the cause and effect, and to overcome difficulties in order to achieve the next goal of desire and motivation.

Therefore, the main purpose of this study is to set up the goal setting method in middle school music teaching, analyze and explore the relationship between the goal setting factors of students' achievement motivation and music ability development.

**Development of Goal Setting Theory**

In many fields, such as industrial management, education, and so on, the goal setting theory has been applied and carried out in many fields. In different fields, the methods and theories of goal setting have been improved.

Since 1930s, psychologists have begun to study the goal. American psychologist Locke put forward the goal setting theory, goal setting theory is in recent years the most influence of a kind of incentive theory. In the field of management science has been widely used, the theory as a kind of incentive theory can also be applied into the field of education to stimulate the students’ motivation and guide the students' learning. Study on goal setting theory to the goal by four mechanisms affect the results. First of all, the goal has the guiding function. It guides the individual attention and tries to approach the relevant action, away from unrelated to the goal of action; second, the goal is power function. The goal of high low goal can lead to greater efforts; third, influence of object persistence. When participants are allowed to control their time for tasks and difficult goals enable participants to prolonged efforts; the fourth goal by lead and task related knowledge and Strategies of arousal, found or used indirectly influence action. Goal setting theory research is focused on. First, the main characteristics of high performance goals, such as clear goals, goal difficulty level; second, to learning goal and performance goal of the appropriate application; third, influence the effect of factors; fourth, different sources (such as goal assignment, self-set goals or participate in goal setting). Locke believes that the goal setting function is very reliable. If the goal effects cannot be repeated, usually because of some wrong operation and cause, such as did not provide feedback, did not get the goal commitment, no measurement test personal goals, without imparting knowledge task, when the environment is uncertain not set goals, goals or difficult degree is not high enough (Locke & Latham, 1990). They believe that goals are important, whether they are distributed, self-imposed, or involved in setting. The difference between goal setting theory research results mainly focus on the (1) goal difficulty and performance; (2) specific hard goals and common advice (i.e. "as to") between the effect of differences; (3) learning objectives learning goals and performance goals underlying performance goals between difference and short-term goals and long-term goals.

According to constructionist learning theory, learning of the individual learning initiative and learning their previous knowledge structure, for example, learner is not a passive obedience and accept knowledge, but on the basis of previous knowledge and experience to learn and construct new knowledge. From the perspective of pedagogy, the previous concept, knowledge and experience of the learner is the driving force of their learning and the connection with the new knowledge that is about to learn. Therefore, the learning environment will provide the opportunity to learn, let him in different conditions to try his own new understanding, such as in solving the problem.

With goal setting great repercussions in the United States, all countries in the world also began to goal setting on the application and practice, mainly seen in management psychology research, shift to sport and Exercise Psychology (Locke & Latham, 1985). Since the second half of the 90's, educational experts from all over the world have sought to find a new breakthrough point for the educational reform, looking for the goal setting and combining with the youth training (McCaffrey & Orlick, 1989). In the late 1990s, the theory of goal setting was recognized in the educational circles.

The influence of goal setting theory in Chinese educational circles, which begins with the
An Overview of the Theory of Goal Setting

Goal Setting Theory

Goals are what people want to achieve a specific behavior standard at a certain time. Learning motivation is one of the important factors that influence the learning of students. Psychological research shows that learning goals and learning motivation, learning efficiency has close relationship, reasonable learning goals can enable students to obtain high learning efficiency, unreasonable learning objectives will greatly reduce the efficiency of learning.

Behavioral science research shows that the goal of human behavior has the role of orientation, control and incentives. Directional function refers to the goal can make the students learning behavior in a certain direction. Psychology, the goal as a kind of stimulation, suitable goal evoked a person need. When there is a certain gap between the goal and the person's psychology will in tension, for people to engage in an activity, closer to the efforts to achieve the goal. Therefore, students' learning behavior is always restricted by his (her) pursuit of the goal. With a reasonable and appropriate learning objectives, students will be able to follow the requirements of the goal, in the process of achieving the goal of concentrating their energy to achieve the goal.

Control function is the goal of the students to effectively control their learning activities. To exert control mechanism is an objective behavior control of the three conditions are satisfied: 1, clear learning standards; 2, can enable students to obtain the information of the deviation of the actual results and corresponding standard; 3, there may be prompted people to take measures to rectify the deviation between the reality and the standard results. If there is no standard, there is no basis for measuring the actual results. The value of the control function can make the students find out the shortcomings and mistakes in the study according to the requirements of the learning objectives, in order to correct and avoid.

Incentive function displays in: clear learning objectives can be directly caused by the students' learning motivation, in the face of difficulties and setbacks. The goal will be to students with strength; when learning to learning objectives, the aim will be to the students with spiritual encouragement; in the process to achieve the goal, students will also because of the goal and confidence.

Goal Classification in Goal Setting

Because the goal setting is directly related to the direction and intensity of the motivation, the goal can be focused on people's energy, inspire, guide and organize people's activities, and is an important driving force for action. So, what kind of goals are correct and effective? This involves the classification of goals in the goal setting. According to the goal's function mechanism and function effect, the goal is often done the following classification.

According to the goal of the deadline, goal can be divided into long-term goals and short-term goals. According to the degree of clarity of the set goal, the goal can be divided into two categories, which are more detailed and specific objectives and fuzzy goals. According to the difficulty of setting the goal, the goal can be divided into realistic and unrealistic goals.
The Application of Goal Setting in Middle School Music Teaching

According to the theory of goal setting, combined with the age section student physical and mental characteristics and music teaching of the basic law, combining the learning goal establishment, feedback, evaluation measure, in order to help the students to set appropriate learning objectives.

Combination of Long Term Goal Setting and Short Term Goal Setting

According to the goal theory, by setting short-term goals, so that students can start from now, down to earth to make the actual action to achieve the ultimate goal. By setting short-term goals (a month or a few weeks) and long-term goals (term goals), students can make unremitting efforts toward their own direction. For example: the first term, my long-term goal is students learn skilled numbered musical notation knowledge, master a variety of complex rhythm, short-term goal is each unit of the songs for the students to master and enrich their own knowledge of music. In our daily life, people have some wishes and dreams that we wish to achieve. But the goal is different from the long-term, general hopes and dreams, which is a relatively short period of action. Hopes and dreams may make us experience the meaning of life, the courage to live, and the behavior of a certain direction. And the goal is to change the course of this may be an important part of the process of reality. It turns hopes and dreams into a practical plan. Therefore, relatively speaking, it pays more attention to the problem of medium and short term. Generally speaking, each student will have their long-term goals, but there are quite a number of students are not good at digging their long-term goals, medium-term and short-term goals. And it is precisely this process is the long-term goal of the long-term goal of the process is to maintain a reasonable level of students learning motivation and self-confidence of the key. Because each realization of a small, short-term goals can enable students relatively quickly and clearly see their own progress, see their own efforts and progress in the causal relationship, and constantly to overcome difficulties to achieve a short-term goal of desire and motivation. In this way, through continuous efforts to achieve a short-term goal, but also contributed to the long-term goal of reaching.

Generally speaking, the short-term goal is the most effective, but must have a long-term goal of guidance, learning to be more conscious, and perseverance. The study in goal setting using a combination of long-term and short-term objectives method, such as the students develop semester as a long-term goal, the goal to improve music singing and playing ability, improve the perception of music etc.; and short-term goals is not music lesson began when the goals of classroom teaching, to each class of musical knowledge to digest, understand and master.

Set Clear and Specific Learning Goals

A clear, specific and can be quantitative analyzed goal is a precisely goal to stimulate students' motivation to learn the most effective. On the contrary, fuzzy and can not be quantitative analysis is less motivational role. A clear goal not only helps to lead to a clear and effective behavior, but also helps to assess the outcome of the results, and helps to quantify whether the test has reached the goal. This kind of feedback has a very important significance to the goal's motivation function. Non measurable goals are difficult to play to promote the role of motivation. Such as requested by the practice of students, as far as possible with quantitative indicators to arrangement of student learning goals, rather than "try", "try", "to" student learning effort of words to express the goal.

Set the Goal of Open

Whether it is on the class of students set the goal or the individual goals for individual students, are as far as possible to open. Open the class of all students, or let the students of parents, students and other close to the people also understand some of the. In this way, an open goal will be conducive to the supervision of others, the formation of a driving force, to promote the development of the goal.
The Combination of the Others Comparison Goal and Self Comparison

The others comparison goal is to surpass others as the focus of the goal, for example, the test I want to enter the top ten. "Self comparison goal refers to the improvement of individual learning achievement as the focus of attention. For example, I want to improve my difficulty in playing this test". Generally speaking, it is better to set up a self comparison goal, because the student test is likely to play very well, but the ranking is still on the back, did not achieve their goals of others. Self goal than can enable students to improve learning achievement, because it will enable students in the learning process less subject to students and other factors influence, the attention to do to improve their performance. In music teaching, the setting of learning goals should be mainly based on self comparison, so as to improve the magnitude of the students' comprehensive evaluation.

Set Goal with Moderate Difficulty

In middle school music teaching, more attention is a factor in setting a goal difficulty. According to the degree of students' ability and learning, set the goal of moderate difficulty, moderate difficulty goal is through the efforts still can reach the goal. Difficult goals unrealistic refers to the students no matter how much effort can be achieved through the goal. In the moderate goal under the guidance of the students will be able to reach through a period of time, but also can enhance the students' self-confidence. Challenging, difficult, but fully realistic goals that can be achieved through hard work. And too easy goal can not fully mobilize and inspire people's activities, tap the potential of people.

Goal Should Meet Students' Acceptance and Identification

Establishing a reasonable goal is not equal to the goal setting process will be able to play a full role, must also have students to fully accepted and recognized, namely whole hearted into goals in the process. The higher the degree of investment, the greater the possibility of achieving the goal, the greater the income from the goal setting. If the students believe that the learning objectives specified by the teachers are realistic and valuable, then the relationship between the goal difficulty and the operation performance may be linear: the more difficult the goal, the better the performance. If the students believe that the goal is not realistic, can not accept, then the relationship between the difficulty of the goal and the performance of the operation may be linear: the more difficult the goal, the worse the performance. Therefore, in general, the relationship between goal difficulty and operational performance may be inverted U type.

Conclusion

Goal setting technology has a good effect on the teaching of high school music, the goal setting technology can effectively improve the students' learning interest, so as to improve the students' learning efficiency. Goal setting teaching can effectively enhance the level of students' learning motivation. Goal setting can improve students' success motivation and reduce students' motivation to avoid failure. Target setting method should be combined with the characteristics of music teaching, to improve the efficiency of teaching activities.

References


