

the poems want to express. It should be said that many lyrics or poems are highly musical and literary, all capable of expressing beautiful rhythms and sincere connotations. The work «That's Me» depicts the elements of the hometown such as a small river, smoke, cattle carts, and water mills, leaving a simple impression on people and making them think about the subtle beauty of poetry. The lyrics of the work «I Love You, Snow in the North of the Country» are very poetic and philosophical, and the figurative metaphors can reveal the spirituality of the Chinese nation as a whole. The beautiful, delicate, gentle and light melody also expresses people's beautiful desire to love life and gives people a strong sense of musical beauty [3].

3. Nationalized form of musical language.

The characteristic Chinese songwriting style is to use the traditional tones of China and the national pentatonic tuning to create art songs. For example, the work «I live at the head of the Yangtze River» (Qingzhu) reflects the nationalized form of musical language. The song breaks away from the traditional Western system of functional harmony and major and minor keys, and draws on the traditional Chinese tonal structure system, giving the work a strong national flavor. The piece is very touching, and is organically combined with a smooth accompaniment that is steady in the middle, which together expresses the thematic idea of longing. This is an art song composed by the composer using the technique of twelve tones. He closely combines the western technique of twelve-tone sequence with our national pentatonic scale, which is reasonably echoed with the structure form of «rise and fall» as in Chinese ancient poems. Some composers innovatively use the harmonic language of Western Romanticism and Impressionism, combining them with Chinese style melodies to enhance the expression of emotions. In addition, some folk songs are adapted or accompanied with accompaniment, which also highlights the local characteristics of our art songs.

In this way, we combine foreign music culture with Chinese traditional culture. Therefore, contemporary composers should not only consider composing methods and techniques, but should also focus on the essence of traditional Chinese culture, create artistic songs with Chinese characteristics.

The variety of musical images of the Chinese author's song determines the specifics of the organization of the educational process. When studying Chinese art songs, it is best to use an integrated approach, taking into account the history of Chinese chamber vocal art, the main stages in the evolution of the Chinese art song genre, and the analysis of the aesthetic principles and stylistic features of Chinese art songs. Important in the classroom is a practical introduction to the subject, listening and analysis of the best samples of Chinese author's song, which allows you to fully explore the features of the musical style of chamber vocal miniatures.

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INNOVATIVE DESIGN OF ENGLISH HOMEWORK IN PRIMARY SCHOOL IN CHINA

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As a supplement and extension of classroom teaching, homework plays an irreplaceable role in consolidating knowledge and expanding teaching content. At present, some English teachers have certain limitations in their understanding of homework functions, lack of systematic homework design awareness and design ability, and teachers' neglect of students' individual differences are the main reasons affecting the effectiveness of primary school English homework design. In this regard, the design of English assignments in primary schools should follow the principles of student-centeredness, moderation, fun and diversity.

Keywords: English assignments; elementary school; English class; educational innovation; multiculturalism

Primary school is the beginning of students' exposure to English. The primary English curriculum is instrumental and humanistic. In the process of English learning, teachers should cultivate students' cross-cultural awareness, help students broaden their horizons, enrich their experiences, and form good character and correct values through English learning [1, p.9]. Primary school English homework is not only a continuation and supplement of English teaching activities, but also a basic way to cultivate students' English literacy and comprehensive humanistic literacy.

Homework is tasks and activities designed by teachers based on teaching objectives to help students achieve their desired learning goals. Studies have shown that most primary schools in China have the following problems in English homework: Firstly, too much attention is paid to grammar knowledge and problem-solving skills, not to students' ability to speak and write English. Secondly, the form of operation is single, lacking in interest, innovation and practice. The development of students' thinking skills is neglected. Not only in China, but also in many countries, primary school English homework is mainly based on written homework, including vocabulary copying, word selection and fill-in-the-blank, text translation, composition practice and other forms. Only a few embody multidimensional thinking [2, p.8]. Thirdly, teachers tend to neglect students' emotional experience and the nurturing function of English education when assigning homework.

Children in primary school are less independent and rely more on teachers and parents for both learning and living. Therefore, the design of assignments will not only affect students' initial interest in learning English, but also affect the development of students' comprehensive skills. As an elementary school English teacher, we must optimize the design and innovation of homework as much as possible.

In China, the English curriculum standards for primary schools stipulate that in the selection of English curriculum content, the most valuable knowledge for students' core literacy development should be selected. [3, p.75]. When designing and implementing primary school English homework, English homework suitable for various types of students should be formulated according to the developmental needs of each student, so that the homework is effective and hierarchical.

In my opinion, the design of English assignments in primary schools should follow the principles of student-centeredness, moderation, fun and diversity.

Student-centered means that teaching methods should be based on students' personal ability and psychological development level, respect the individual differences between students, and meet the needs of students with different learning levels, so as to achieve the expected results.

The principle of moderation refers to the design of some work that is difficult to make it close to daily life, fully consider the time that students may spend on homework, and avoid fatigue and boredom caused by too much homework.

The principle of fun means that teachers pay attention to designing interesting and exploratory homework on the basis of fully recognizing that interest is the long-term driving force for students' learning, so that students can complete homework with high quality driven by interest and curiosity, and gradually improve their English learning ability while gaining satisfaction and self-confidence.

The principle of diversity refers to the optimization of traditional written work design forms to count multiple types of work. For example, performance assignments, practical assignments, etc., allow students to improve their comprehensive English skills in different ways and develop their creative thinking. Based on these principles, two examples of elementary school English assignment design are cited.

Case 1: After the weather lesson, regular assignments usually require students to copy and memorize words and sentence patterns about the weather. But according to Innovative Education, teachers can let students know the weather forecast for the coming week by surfing the Internet, watching TV, listening to the radio, etc., and record it in the English corner exhibition in school or classroom and draw it into a hand-copied newspaper.

Case 2: After the teacher has completed the English teaching about animals, he can design homework of different difficulty: first, write down the words learned in class and look for pictures of the animal. Second, introduce your favorite animal in short sentences. Finally, show and communicate in class. This not only deepens students' understanding of English words, but also exercises their ability to use language.

We came to the conclusion that satisfying the personality development of different students as much as possible is the key to effective design of English homework in primary schools. As educators in the twenty-first century, we must not only accumulate professional knowledge, but also constantly innovate and improve ourselves in the process of educational practice.

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MUSIC TEACHING IN COLLEGES AND UNIVERSITIES BASED ON NEW MEDIA TECHNOLOGY

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As an important driving force of social development in recent years, new media technology has broken the traditional mode of music education in colleges and universities, and provided a new development opportunity for precision teaching. In order to improve teaching quality, the paper proposed some measures based on the analysis of the advantages and challenges of new media technology. The promoting measures include renewing education concepts, constructing self-adaptive learning mode, optimizing learning resources and implementing both online and offline interactive teaching.

Keywords: new media technology; music education; teaching measures in universities and colleges.

The teaching mode of music education is traditional in colleges and universities. In music colleges and universities, theoretical classes are carried out in group classes. Although the core professional courses are taught in a one-on-one or one-to-many ways between teachers and students, due to the small number of teachers and students, each student receives only a few minutes of guidance in the classroom. In this way, it is difficult to pay attention to the differences in students' conditions in teaching, and what is often cultivated is stereotyped test-oriented talents, rather than musical talents with vivid personality and spirituality [1].

Teaching content is also standard. Under traditional teaching, many colleges and universities have formulated unified standards for singing methods, regard teaching methods as fixed explorations,