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 includ 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,

and use one-size-fits-all teaching content for students with greatly different innate conditions. Moreover, this method of unifying teaching content is not only widespread in Western music education, it is also common in ethnic music education that pays more attention to individual expression styles. Today there is a universal system for training a ballet dancer based on ancient pedagogical choreographic traditions, however, in the ballet pedagogy of each country there are certain features due to cultural, historical and artistic paradigms.

In terms of teaching when teachers have relatively rich experience, they can increase the amount of knowledge acquired by students, although such teachers are often self-centered due to solidified experience and ignore students' ability to acquire knowledge initiative [2].

Traditional music teaching has high requirements on time and space, and students and teachers must be in the same time and space to complete the teaching work. However, new media technology, MOOC, flipped classrooms, online course platforms and other course methods that break the constraints of time and space have been popularized. New media technology is not limited to the advantages of time and space, and can also provide students with valuable opportunities for self-study. New media technology has changed the channels for students to acquire knowledge, making teachers no longer the authority representing knowledge [3]. In the learning process, teachers act more as the guides and inspirers of students, provide students with authoritative learning paths, help them identify and judge the authenticity of knowledge, and at the same time help students solve specific difficulties encountered in learning.

The educational philosophy guides the educational model, the educational model frames the teaching methods, and the teaching methods guide the teaching measures. Only by proceeding from the educational concept, the source of influence on education and teaching, can the teaching measures be truly effective and achieve good teaching results. The music talents cultivated by modern colleges and universities face the future. Therefore, colleges and universities should keep up with the characteristics of the times, break the traditional teaching concepts, and guide students with the cutting-edge educational concepts of the times [4].

The measures to update the concept of education and teaching should actively create an atmosphere of active application of new media technology in music education and teaching in colleges and universities. The reason why some teachers reject new media technology in music education and teaching is largely due to the lack of an overall atmosphere for the application of new media technology in colleges and universities. Only a few young teachers use new media technology in teaching. Colleges and universities should improve music teaching in batches. The proportion of the application of media technology starts from young teachers and transitions to middle-aged teachers, and finally encourages old teachers to learn the new media technology needed for teaching. Through the model of bringing the old with the new, gradually expand the campus in batches.

It is necessary to closely combine new media technology with the education policy of teaching students in accordance with their aptitude in the new era. The rapid development of new media technology provides a technical foundation for students' personalized education. Teachers can visualize the progress trajectory of each student and customize personalized teaching plans for them. Music education is the art of sound. Compared with offline face-to-face sound quality, the sound transmitted through the line will inevitably produce deviations [5]. If the online teaching method is completely relied on, both students and teachers will have auditory errors to each other, which will affect the quality of teaching. Therefore, it is suggested that the theoretical courses and common courses of music higher education can be taught online, while demonstration courses and personalized courses should be combined online and offline.

The specific measures of music education and teaching in colleges and universities based on new media technology should optimize and integrate music learning resources. In music education and teaching, the most important role of new media technology is to change the way of learning and provide students with learning resources beyond the constraints of time and space. Colleges and universities should strive to optimize and integrate learning resources to provide students with high-quality, accurate

and efficient learning resources, including electronic library resources, course resources, and extended learning resources. Library resources under the new media technology should be able to provide students with richer content and forms of knowledge, including comprehensive services such as literature, video, and books.

Teachers should screen curriculum resources for students before teaching, and organically connect these resources to form a knowledge system that confirms and promotes each other between different curriculum resources. Only in this way can the advantages of new media technology in education and teaching be truly utilized. After using new media technology, teachers are no longer the authority and exporter of knowledge, but should play a role in inspiring students to learn independently [6]. Due to the particularity of music education, online teaching cannot guarantee the quality of teaching only through flipped classrooms, live teaching, MOOCs, etc. It is necessary to make full use of the on-site advantages of offline teaching to find out the actual learning problems, techniques and skills of students.

New media technology provides new ideas and teaching tools for music education in colleges and universities. With the help of new media technology, teaching methods can be expanded, teaching content can be enriched, and music education can return to the original intention of education. This is also the direction that music educators continue to work hard and move forward.

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THEORETICAL ANALYSIS OF THE APPLICATION OF BEL CANTO METHODOLOGY IN THE PROCESS OF TEACHING CHORAL SINGING

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Bel canto vocal technique can be described as Western operatic singing. Though used by vocalists often in classical music performances, bel canto is less commonly used in amateur choral ensembles, especially adolescent ones. The major difficulty is that most of the historical and contemporary writing and teaching in the bel canto tradition is focused upon the solo singer in a studio situation. The choral setting is a much different environment. As bel canto methodology developed in a solo context, it is important to comprehend the unique nature of the choral environment to which these solo vocal techniques, terminology, exercises, and methodology are being adapted.
Keywords: bel canto; choral singing; teaching choral singing; bel canto methodology.

The application of the bel canto methodology in the process of teaching choral singing is considered not to be a simple and a straight forward process as it is often perceived. The most common