

A BRIEF ANALYSIS OF THE DEVELOPMENT STATUS OF "INTERNET+MUSIC EDUCATION" IN CHINA

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At present, China's Internet education is being promoted on a large scale to various regions of China. There is no doubt that online education is the best way to solve the uneven distribution of educational resources. This article will analyze the current situation of traditional music education and compare the significance and research advantages of Internet music education with traditional education, some insights are offered.

Keywords: music education, traditional music teaching methods, Internet, Internet + music education, Innovation of music teaching mode, music curriculum model

"Internet + music education" is an emerging construction model, and it is a subject model derived from "Internet + education". Therefore, the basic education model of "Internet + music education" is based on "Internet + education". With the learner as the central subject, the teaching platform, the teacher, and the learning content as the auxiliary, these four subjects interact to form the following interactive mode. The "Internet +" era is a stage in which teachers move from ordinary teachers to "smart teachers". The change in teachers' abilities will greatly promote the development of the educational ecological environment, and make education move from "mechanization" to educational ecology [1, p.29]. What we should pay attention to in the process of using the Internet is: "Internet + music education" is not technology-dominated education, nor does it subvert the traditional "one-to-one" and "one-to-many" teaching mode of music, nor does it weaken teachers'. The role in music education is completely replaced by the Internet, and it is based on the constraints of music personalized service management to form a new teaching model. Of course, the basic model of "Internet + music education" is based on the model of "Internet + education", and the original model is a music education model based on the integration of the characteristics of music [2, p.167].

The traditional model of Chinese music education is that teachers sing on the podium and students sing below. Regardless of whether the teaching mode or teaching method is too single, the mode of music education should be diversified. It is worth noting that my country's economic development is unbalanced, and the educational resources in developed regions are far from those in the central and western regions. As for the imbalance of regional development, "Internet +" makes good use of the advantages of flexible space, crosses the boundaries of regions, and allows excellent educational resources to cover the underdeveloped regions. For subjects like music education, which require more listening, more watching, and more experience, the advantage of the Internet, which allows large-scale coverage of educational resources in a short period of time, can be shared by both private and public education for common progress.

Nowadays, music teaching classrooms use multimedia equipment, and music teaching has changed from imagination to visual presentation. The use of multimedia makes music teaching more intuitive and diversified. The integration of "Internet + music education" can be used in basic classrooms to support the extensive and comprehensive development of music education. In the music class, students' discussion time, answering questions, interaction with teachers and classmates, and attention expressed through facial expressions can all be reflected in the Internet classroom. Through the data analysis report, teachers can know which methods are working and which are not working in the process of teachers' class [3, p.155].

Now there are all kinds of new teaching platforms on the Internet, and the recommended courses are emerging one after another, but the authority of the teaching resources of these online platforms is also worth examining. Music education is deterministic and accurate. If an open Internet platform is not certified there is also no guarantee of student learning. Therefore, such educational resources need to be jointly developed by all regions. Developed regions are responsible for building music platforms to achieve cross-regional discipline development, and high-quality drives the country to integrate with each other and develop in an all-round way. Music education can also build a virtual training resource sharing platform, learn to sing online, teachers make evaluations on the teaching network, and students correct defective parts after class.

The main body of "Internet + music education" is teachers, students, teaching content and teaching platform. There is no teaching platform in traditional teaching. Regardless of whether music education is integrated with the Internet, its theme is to start from the teaching content, and to build a high-quality music sharing platform on the Internet as a means of music education to effectively promote the Internet and music. The organic integration and development of education. The Ministry of Education has established and promoted new information technology here. Internet + music education meets the requirements of the times, and the combination of the Internet in visual and auditory aspects will have a better development direction.

The development of school music education has also promoted the progress of social music education, and the flexible classroom form of "Internet + music education" has also broken the disconnect between school music education and social music education, and it crosses the boundaries of school education and social education. The personality of music is to continuously absorb new music development, popular music, and new teaching methods. A high-quality music sharing platform makes school education and social education more integrated, and becomes a breakthrough in building a long bridge for lifelong enjoyment of music education. Music education has its own identity, but also publicizes its individuality. "Internet + music education" does not matter how different regional characteristics and local characteristics are, but music is the same. High-quality music platforms gather music resources with multi-regional characteristics, cross regionality, jointly cultivate students' artistic interest and temperament. For family music education, high-quality music platforms meet the music growth needs of different families in different regions, and improve the audience of music as a whole. China has a vast territory, and the cost of professional music learning is very high. It is not only the purchase of musical instruments, but also extra course fees and travel expenses. However, after the Internet has built a sharing platform, music learning and training can only be supported by the network and information carriers. It is developed to meet people's diverse and personalized music learning needs [4, p.67].

In the Internet society, people's lives have been improved by science and technology, and people's living standards are gradually improving. The demand for culture is growing. As a culture that is recognized by the public, the improvement of its quality is inseparable from people's growing demand for life. Music education has become an inevitable trend of lifelong learning in the information age [5,p.30]. To build a high-quality music teaching network platform, it is necessary to integrate the needs of music resources in various regions. The network leaders in each region regularly conduct video meetings to adjust and improve the resource requirements of music teaching. Music is a weak subject in subject education, and needs the support and encouragement of the local government. Through commendation, financial support, publicity and reporting, etc., the main bodies of schools in various regions can be mobilized to support music education, understand the importance of music education, and develop art education. They can actively participate in the construction of "Internet + Music Education", gather high-quality educational resources to develop music online wisdom courses suitable for the school's development style.

The characteristic of music is that after listening to the teacher in the classroom, the students must go home and repeat the practice to consolidate the practice. The combination of music and the Internet is to rationally use resources, optimize resources, and provide a comprehensive selection of resources. Teachers who use the Internet to teach should focus on guiding students to complete their learning independently. In addition to students learning the courses they are interested in, teachers can guide students' interests in the classroom. If the classroom environment changes, the interaction between teachers and teaching may have different effects. Of course, the mode of music teaching classroom is an important problem to be solved at present. In China, the most common innovative music curriculum models using Internet technology include Micro-lecture, Digital Textbooks, and Flipped Classroom or Inverted Classroom.

- 1) Micro-lectures are literally meant to refer to tiny classes. Because of their short time and less content, they can allow you to learn a knowledge point, solve a problem, master a skill, etc. in a very small amount of time;
- 2) DT (Digital Textbooks), which is a research topic in the traditional classroom environment and integrating paper textbook courses, this available device has been the center of researchers and educators all over the world. The publication of traditional textbooks is generally written by experts, while the DT system cannot invite famous national masters to write the content of graphic textbooks, but also records micro-lecture videos of them, so that learners across the country have the opportunity to listen to lectures by famous masters. Such teaching materials are first-class and more effective;
- 3) The flipped classroom, translated as "inverted classroom" refers to readjusting the time inside and outside the classroom, and transferring the decision-making power of learning from teachers to students. In the traditional classroom, course teaching is the main teaching, while the flipped classroom is to complete the teaching before the class. The day before the teacher's lecture, the teacher shared the course video in the WeChat group, and the students understood the content to be taught through autonomous preview. Teachers do not teach courses in the classroom, they specifically solve difficult problems for students, and provide targeted training for the common problems of the whole class. The flipped classroom maximizes students' autonomous learning. Watching the video will clearly learn the content of the next day's class, and it will also greatly improve the students' ability to communicate and discuss in the classroom.

From the information above it can be seen that the change of "Internet + music education" to teaching must not be satisfied with the digital level. It should be converted into data by using information technology to achieve the precise positioning of teaching for students and find out the way of learning. Interests, respect for individual differences in music, layered learning, and teaching students in accordance with their aptitude should be taken into account. In order to realize that the educational resources public service platform can simulate precise teaching in the "one-to-one" environment, apply for online learning space for each teacher, parent and student, forming a rich "one-to-one" learning environment. Teachers can easily pay attention to the growth process of each student, and push accurate educational resources according to the student's situation, so as to get the learning feedback of each child in time. In the process of resource push, teachers can choose a student who is suitable for the resource to push, and students can also choose a resource suitable for them to learn. The teaching of music class is not necessarily in the classroom, but also in the network platform built by informatization and the environment outside the school. At present, China's Internet music education is already in the development stage, although many contents are still immature and do not fit well with many international mainstream studies. Therefore, we should start from the practical application in China, carry out more specific and targeted research, and better develop music education suitable for China. At the same time, such research can also provide more teachers and researchers with better ideas for improving Internet music education.



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