

Curriculum Reform and Innovation of Music Education in Colleges and Universities

Yang Zhang*

Henan Vocational University of Science and Technology, Zhoukou City, Henan Province, China

*corresponding author: 364318864@qq.com

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Abstract: With the deepening of aesthetic education and the continuous development of Internet technology, Internet plus has been interconnected with all walks of life. The Internet has become an important technical means to promote the development of all walks of life, and music education is no exception. For music teaching, the biggest problem to achieve is the Internet plus music teaching. Music teaching reform is mainly to combine the psychology and behavior of contemporary students to make appropriate changes. It has become a proposition of the times to mobilize students' interest when realizing technology, information and data. This paper introduces the music education platform into the daily teaching, carries on the contrast experiment to two classes of music education major in a university in our city, and analyzes the help of the two classes in the traditional education mode and the platform based education mode for students' music learning. The conclusion is as follows: the new music education teaching mode can stimulate students' enthusiasm, help the experimental group students improve more than 10% in student achievement and have obvious effect on interest. At the same time, the attendance rate of the course is increased to 100%. Through the statistics of students' scores of various subjects, the education mode can significantly improve the enthusiasm of students, and 84% of students support the reform and innovation of music education curriculum.

1. Introduction

With the development of aesthetic education, music has become an indispensable subject in middle school education. On the basis of reviewing and summarizing the reform and development of music curriculum in compulsory education in recent ten years, the latest edition of music curriculum standard has carried out a series of revisions to the music curriculum standard of compulsory education stage. These revisions are more in line with China's national conditions, including the nature, values, values, basic concepts, design ideas, curriculum objectives, contents, teaching, evaluation suggestions, and textbook compilation Three aspects of curriculum resources development and utilization. Music education is an important means to cultivate students' imagination and creativity. It can promote the all-round development of students' morality, intelligence, physique and beauty. Music is a unique art, a window for human beings to express their thoughts and feelings to the society, and an art form reflecting real life. In the music education in Colleges and universities, music edification is given to students, so that students can get the feeling of beauty through the basic knowledge and appreciation of music, find beauty from music works, create beauty, and develop a positive attitude. There is no doubt that music education curriculum is of great significance to students' spiritual growth [1-3].

With the rapid improvement of social productivity and economic level in recent years, as an important part of national education, music education has been further strengthened in the construction of laws and regulations, and the management system has been gradually improved. China's music education, whether in the school model or in the social form, has been further developed in the new era [4]. There is no doubt that music art has become an indispensable part of the national spiritual civilization life. Facing the contemporary music environment full of more choices, possibilities and inclusiveness, people of different ages have different needs for music

types in their life, and people in different occupations also have different cognition of the nature of music. For a variety of musical art forms, people from all walks of life at all stages of society can make arbitrary choices according to their own preferences and needs [5]. It can be said that our country has basically entered an era of universal popularization of music and art. From the rapid rise of electronic technology at the end of last century to today, every corner of our national social life is full of the radiation of the Internet, and the scale of the Internet has developed to a new height. Today, the number of Chinese Internet users in the world has accounted for a considerable proportion. However, it is worth noting that the user base of the Internet is developing so rapidly that young students occupy a high proportion in the miscellaneous network world. The formation and shaping of the three views are closely related to each subtle influence of the network era.

Although with the deepening reform of education, music education has been paid more and more attention by more and more people, but in the traditional education mode of music education, students can only get the knowledge output of the teacher, can only experience the cultivation of a teacher's music literacy and music concept, which is far from enough for the diversified talents needed by the society, especially today in the Internet era Everyone has a unique understanding of music, so music education curriculum innovation is also an inevitable trend. This article introduces the Internet technology into music education course through the way of "Internet plus music education". The integration of Internet thinking and new music thinking mode with traditional music education is a powerful support for the traditional music education in the Internet age. Through the investigation and statistics of students before and after class as well as interviews and surveys, this paper analyzes the changes and improvements brought about by students in traditional education and the new education mode integrated with Internet technology [6].

2. The Application of Internet in Music Education Mode

2.1 Internet Plus Thinking

From the characteristics of network thinking, it is different from the traditional thinking, with the characteristics of "cooperation, interaction, equality and openness". Therefore, it is not difficult to find that what we call network thinking is "people-oriented" and has the characteristics of democratization "Connection" is the essence of the network era, and the relationship between people is the projection of the rapid development of society in the level of people's social consciousness. This feature is consistent with the characteristics of "conformity, openness, utilitarianism and spontaneity" of China's social music education, and it is also conducive to us to find a breakthrough on the basis of network thinking and study the reform and transformation of music education in depth [7].

The emergence of Internet plus also means that every industry is facing new technological changes. The integration of the Internet plus traditional traditional industries has improved the traditional and new Internet forms, promoted the innovation and development of traditional industries, and formed a new Internet. The reform of Internet on various industries is not only to use computer technology to transform the original traditional industries, but also to realize the requirements of traditional industries in the information society with a new mode and new development mode [8].

2.2 Music Education Reform

The complexity of traditional music teaching concept and curriculum structure makes music teaching show the characteristics of emphasizing traditional music teaching. The teacher's role in the classroom is only the instillation of knowledge, and the teaching content is limited to the choice of basic music theory and common sense. As for the teaching of Arts and science, the oral teaching method has been used all the time from the statement of basic concepts, examples to the analysis of basic concepts. With the deepening of the concept of new curriculum reform, teachers themselves need to change their role orientation in time, change teaching methods in the process of curriculum implementation, flexibly handle teaching content, improve the teaching design of music course, and

fully display personalized music teaching style.

2.3 Internet Plus Music Education

China's music education has experienced thousands of years of history, has developed into the Internet era. Whether it is the impact of network technology, or the impact of the change of network thinking on the development concept of this era, China's traditional music teaching concept will inevitably face revolutionary changes [9]. For music discipline with many special functions, the importance of network thinking is self-evident. Whether it is the complexity of music resources, the diversity of music teaching methods, or the necessity of music inheritance, the support of Internet technology provides a solid support and more possibilities for our future music education. The future music education should not only be limited to music teaching, but also pay attention to the relationship between disciplines. As an aesthetic subject, music art is by no means independent. The technical support of the network age has narrowed the distance between the elegant music of the first tier cities in China and the folk music of mountain and grassland, and balanced the resource supply of elite music education and mass music education. It is a bridge between school music education, family music education and social music education, providing theoretical and material guarantee for national music education and lifelong music education, so that students in our school can fully connect with each other More diverse music education. [10]

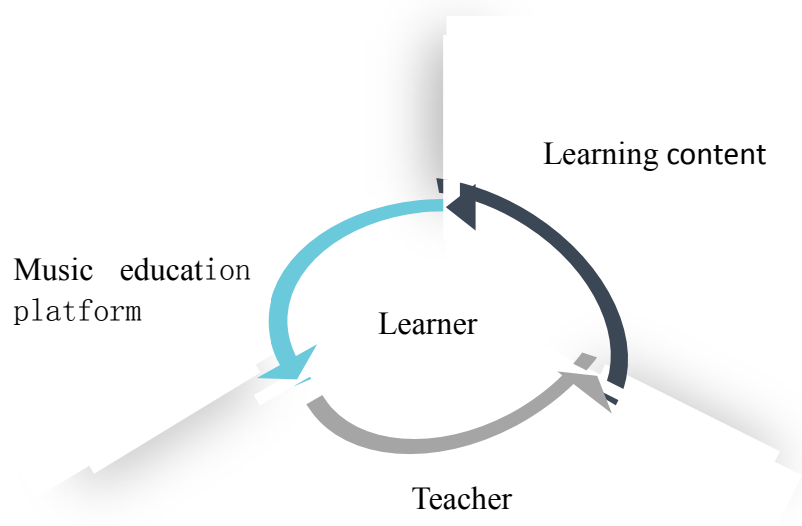


Figure 1. Internet Plus Music Education Model

"Network + music education" is a new construction mode derived from the "network + education". The basic education mode of "network + music education" is based on the Internet plus education, learner centered, teaching platform, teachers and learning content as the supplementary teaching mode, and integrates the characteristics of music on the basis of the original music mode.

3. The Application of Internet in Music Education

By introducing Internet plus technology and thinking into music education in Colleges and universities. The traditional mode of music education is that teachers sing on the stage and students sing off the stage. No matter the teaching mode and method are too single, this experiment introduces two classes of music education in a school to conduct a comparative experiment to analyze the change and improvement between the current traditional mode and the new music education mode after innovation.

3.1 Test Object

The object of this study is two classes of music education major in a university in our city, which

are class A and class B (each class has 40 students). Class A is the experimental class and class B is the control class. With the help of a music education platform, we completed a one month music course for students in class A, while class B taught students through the teacher's previous teaching experience. The course teaching time was also maintained for one month. Through the analysis of the corresponding assessment results of the two classes after one month, the questionnaire survey was conducted on the students of two classes.

3.2 Test Method

Control group: traditional teaching mode was used in music teaching. That is, teachers announce the course content, teachers explain, demonstrate, organize, and students listen, watch, practice, and at the same time add certain intervention: to a certain extent, deliberately ignore the individual differences of students.

Experimental group: cooperate with the music education platform for teaching, in the teaching process, teachers should actively pay attention to students' participation in the curriculum, guide students to use the platform, mainly through platform teaching, teacher assisted teaching.

4. Analysis of Experimental Results

Through the data of different projects, this paper analyzes the students' expectation, participation, satisfaction and the final teaching effect.

4.1 Statistics of Students' enthusiasm in Two Classes

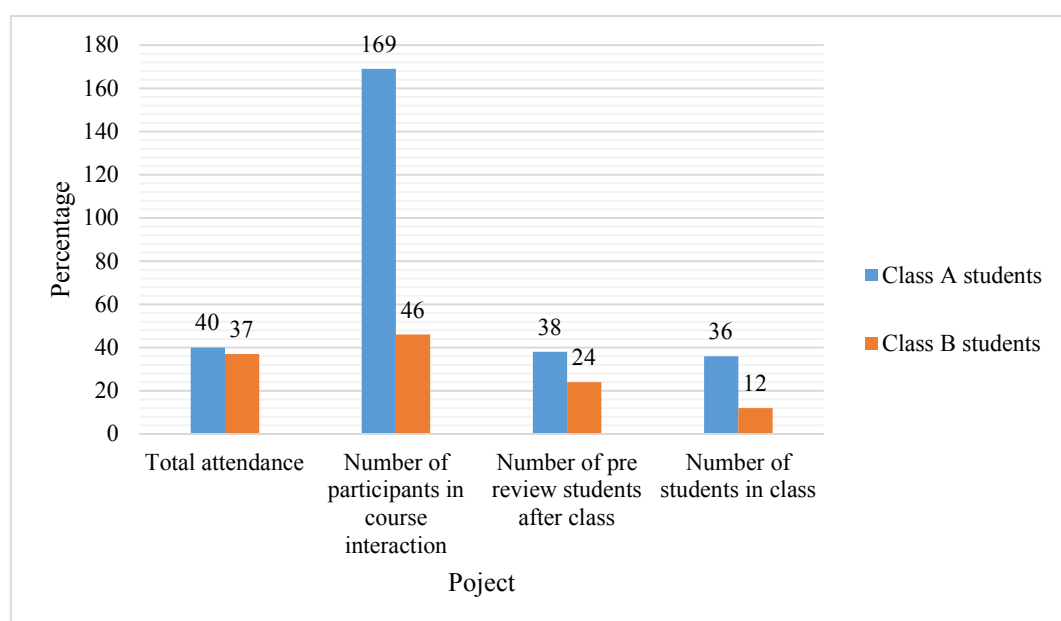


Figure 2. Statistics of Students' enthusiasm in Two Classes

As shown in Figure 2, the total number of students in class A is 40, the number of participants in interaction is 169, the number of pre review after class is 38, and the number of students who can sing with the teacher or platform is 36; in the control group, the total number of students in class B is 37, the number of participants in interaction is 46, and the number of pre review after class is 24. The number of students who can follow the teacher or platform in the course is 12 People. By analyzing the data of the two classes, no one in class A was absent from class, while three students in class B were absent from class. The number of interactive students in class A was almost four times that of class B. after class pre review, class a students were more active than class B students, and the number of students who could participate in singing practice in class was 2 times more than that in class B. Through the data analysis, the introduction of music course platform can improve the enthusiasm of students to a certain extent.

4.2 Music Theory Assessment Results

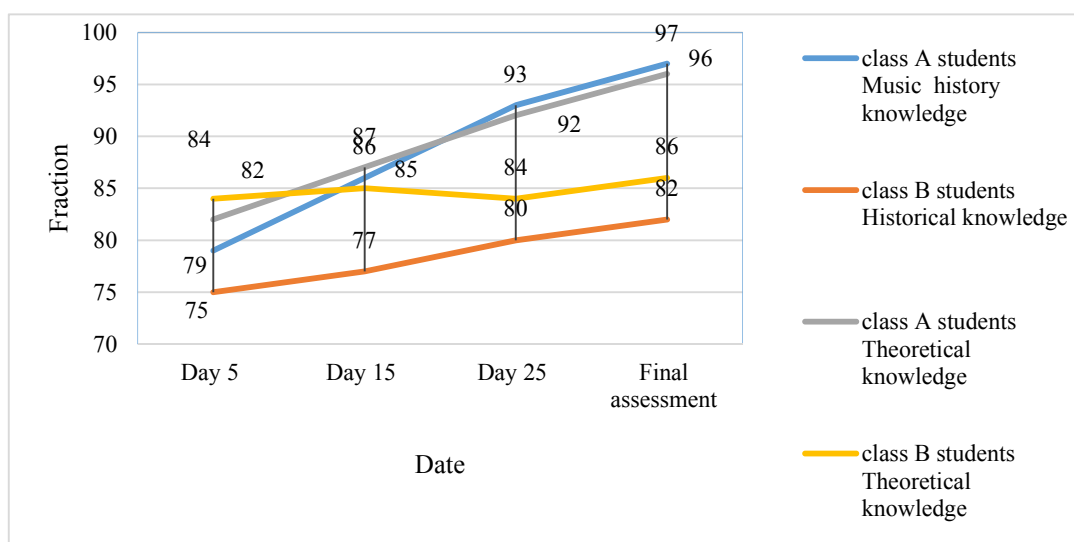


Figure 3. Music Theory Assessment Results

As shown in Figure 3, the diagram mainly shows the assessment of music theory knowledge of the two classes. Through the examination, we can see that there is no significant difference in music theory and music history between class AB and class ab. first of all, the knowledge of music theory in class B is better. After one month of the course, the average scores of the two examinations of the students in class A were improved compared with those before the course. The average score of the music history knowledge assessment was 97 points, and that of the music theory assessment was 96 points, which was more than 10 points higher than that before the course. Although the final assessment results of class B students were improved to some extent in the history knowledge assessment, they only improved 7 points, and the music theory knowledge was only improved by 2 points.

4.3 Listening Assessment

Table 1. Singing And Listening Assessment Results

	Sing of Class A Students	Sing of Class B Students	Hear of Class A Students	Hear of Class B Students
Check out	69	68	61	65
Day 5	73	70	69	68
Day 15	79	74	76	76
Day 25	87	78	79	77
Final	95	81	85	81

According to table 1, this table is the practical assessment of the two classes of students in singing and listening sense. According to the data in the table, in terms of singing assessment, although the scores of students in class A are better than those in class B, the final assessment scores are 14 points higher than those of class B; in terms of listening sense, the average score of students in class A is 4 points lower than that of class B, but the final score is 4 points higher than that of class B.

Through the above theoretical knowledge assessment and the practical assessment scores can be analyzed, music education curriculum innovation for students' performance also has a certain auxiliary effect, can improve students' music ability in theoretical knowledge and practical operation, and effectively help students learn music.

4.4 Students' attitude to the Innovation of Music Teaching Mode

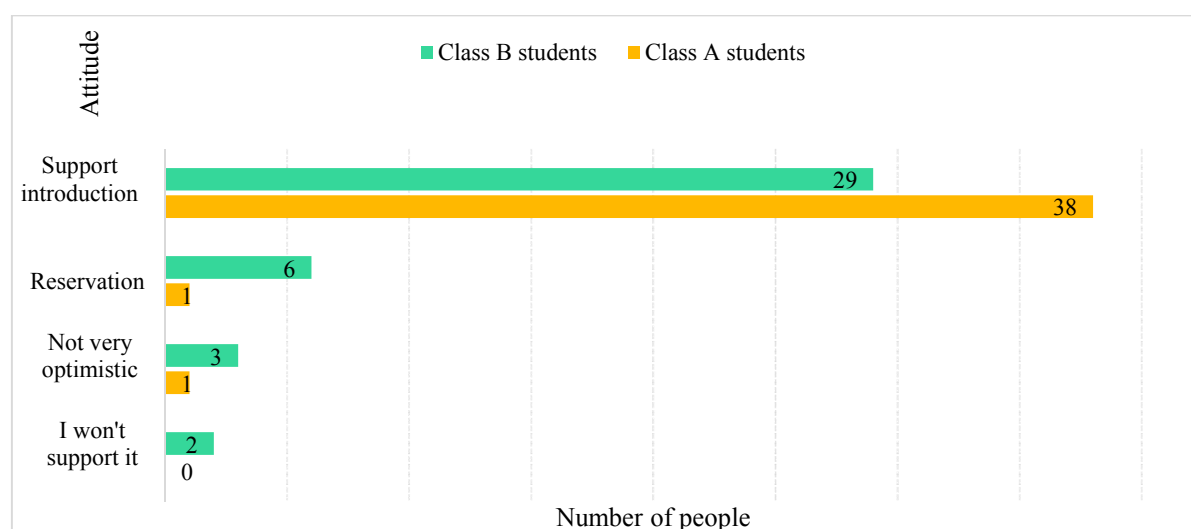


Figure 4. Students' attitude Towards the Introduction of Music Education Platform

According to figure 4, this figure shows the students' views on the introduction of music education platform into teaching after the course. 67 students in class AB and class AB support the introduction of the platform, 7 students hold reservations, 4 students are not optimistic about the application of the platform in the teaching mode reform, only 2 students in class B do not support the introduction of the platform. The support rate of platform introduction is as high as 84% in two shifts, and the non-support rate is only about 2.5%. This shows that the platform is still popular in this experiment.

5. Conclusion

With the continuous development of Internet technology, music education also needs to progress with the development of science and technology. The integration of Internet and education is the trend of the times. The future teaching mode will inevitably develop towards diversification, digitization and informatization. According to the analysis of the statistical results of the above data, the Internet platform plays an important role in the reform of music teaching mode To enhance the enthusiasm of students in class, at the same time can also achieve the effect of improving students' music theoretical and practical results, so it can play a role in auxiliary teaching to a certain extent.

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