

Research on the Development of College Music Education under the New Media Environment

Guangyu Wang^{1,2,*}

¹Shandong Xiehe University, Shandong,250109, China

²Philippine Christian University Center for International Education, Manila, 1004, Philippines

* Corresponding author: Guangyu Wang (Email: 314749618@qq.com)

Abstract: Along with our country continually promoting the reform of quality education, the university music education as an important part of quality education, its shape is of great significance to the comprehensive talents. On the one hand, good music education can help students form the correct aesthetic view, values and outlook on life. On the other hand it also can promote students to master good music skills, so as to meet the social development demand and enrich our literary market. However, influenced by Chinese traditional education mode and concept, the current many university music education present situation is not optimistic, the phenomenon is not only conducive to the physical and mental health of students and the education for all-around development, at the same time also will restrict the university music education of the sustainable and healthy development, therefore, requires universities to innovate, change education idea and abandon its own constraints, Continuous innovation of music education can promote the good development of university music education and cultivate excellent comprehensive music talents for the society. Based on the characteristics and current situation of college music education, this paper summarizes and puts forward the development and innovation strategies of college music education under the new media environment.

Keywords: New Media, Music Education, Development and Innovation.

1. Introduction

College music education is an important part of aesthetic education under the concept of "five-in-one" education, as well as an important art education course, which supports the construction of the college aesthetic system [1]. All along, music is also one of the important means of cultural development and spiritual civilization in Chinese college. In recent years, new media has achieved rapid development relying on information technology. While bringing impact to college music education, new media has also brought brand new opportunities for the development of college music education. The concept of "new media" is different from traditional paper media and other media. It mainly relies on the mobile Internet to spread, which is a brand new form of media and is continuously developing and reforming. Familiar applications such as wechat, Weibo, Douyin, Xiaohongshu and Zhihu all belong to the category of new media [2].

The purpose of university music education is mainly to spread music knowledge, specifically involving the subject of communication, communication media, communication process and communication content of these four levels. Usually, music knowledge is transmitted by music teachers, and the students who receive music knowledge are the receiving subjects, which are often referred to as the "audience" in communication. The communication media of college music education refers to various communication modes related to the dissemination of music knowledge. The process of transmission refers to the completion of the state of knowledge exchange, which is a dynamic process reflected in space and time. In this process, students learn music knowledge actively or passively, and music teachers realize the dissemination of music knowledge. The content of communication is the knowledge of all aspects involved in

music education. This paper studies the innovative strategies of college music education from the perspective of new media, in order to achieve better dissemination of college music education knowledge in the new media era, so that students can better master music knowledge and cultivate healthy psychology while cultivating sentiment [3].

2. Characteristics of College Music Education

2.1. Students' Mechanical Learning and Passive Knowledge Acquisition

In the past teacher-led music teaching process, students' learning reflects the mechanical characteristics, in the acquisition of music knowledge also reflects the obvious passive characteristics. Before the widespread application of new media and information technology, students acquired more authoritative knowledge from teachers, and it is inevitable for them to learn music mechanically. The "mechanistic" mentioned here is a relatively fixed way of learning without derogatory meaning. Mechanical music education and learning can help students master music knowledge, but the learning process is relatively boring [4]. In terms of the teaching environment and conditions at that time, music learning can also achieve the purpose of deepening students' understanding of music knowledge through repeated and mechanical training, and help them to master the skills and techniques of music. However, such learning methods will cause the lack of personality in students' musical performance. And students' learning and assessment need to follow a unified standard, which is bound to only part of the students will be able to achieve a satisfactory teaching effect in the process of learning, while some students or because effort is not enough, or because of a lack of understanding and grasp of the teaching content, or

for some music in the process of learning knowledge beyond the thinking of teaching content, May not meet the requirements of teachers [5]. In this way of teaching, most students gradually give up their own thinking, and constantly deepen the dependence on music teachers in teaching, more between teachers and students is a kind of skills and techniques of inheritance.

2.2. The Authority of Music Teachers and The Standardization of Music Courses

In the past college music education, music teachers occupied the dominant position of teaching, music education more emphasis on the role of teacher demonstration, and teacher demonstration was authoritative. This teaching method is to solidify music knowledge into a specific image and then disseminate it, which needs to achieve the effect of better imitation by students, that is, the whole university music education focuses on imitation [6]. Through the repeated demonstration behavior, students can practice to make perfect, understand the relevant music knowledge, and carry on digestion and practice. Teachers need to continuously optimize their words and deeds, and make their exemplary behaviors standardized, standardized, repeatable and practical, so as to establish their own authority and the standardization of the curriculum in music class. In the past, college music teachers needed to strictly follow the purpose, planning and systematization of teaching in the teaching process. They can't make teaching plans at will, but need to make teaching syllabuses according to the specific content of music textbooks after carefully reading them. University music teachers are the organizers of university music course teaching activities. The selection of university music teaching content and the control of teaching quality require music teachers to participate in and guide the practice as leaders. For college music education, music teachers are authoritative, prophetic and the subject of the teaching process, while students are weak, unknown and the object that needs to be guided [7]. In the course of college music teaching, music teachers decide "what to teach" and "how to teach" in the classroom, which directly affects the quality of teaching, and to a certain extent has an impact on students' music knowledge level and artistic aesthetic level. In college traditional music education, music teachers play an irreplaceable leading role. In this stage of college music teaching, more emphasis is placed on the cultivation of students' musical skills and techniques, which is similar to the way that old artists lead their apprentices. Students do not realize that they are the main body of learning, and fail to give full play to their own subjective initiative, interest in and attention to music learning is not high, so it is difficult to fully mobilize students' learning enthusiasm and initiative.

2.3. Contradictions in the Process of Traditional Music Teaching

Because of the lack of new ways and diversified carriers in traditional media, music education in universities needs to be carried out through traditional teaching methods. For university music education, teaching material is an important carrier of music knowledge, is the source of music teachers to teach, students to learn, is the bridge and link between teachers and students to communicate, the quality of music teaching material directly affects the level of music and the grade of music class. An important prerequisite for the smooth development of college music education is that

teachers and students have the same understanding of textbooks, and both sides can agree on the authority and importance of textbooks.

In the traditional sense, music teaching material on the choice of content need to meet the requirements of scientific and artistic, at the same time also need to thinking and can be passed, but the traditional music teaching materials only on paper and CD, tape this kind of carrier, it brings students' music learning certain limitation, unfavorable to students grasp of music, it is not conducive to the divergence of learning thinking [8]. Especially paper teaching materials, music is a relatively special art subject. Too much emphasis on the application of paper teaching materials is bound to make music teaching more and more far from the goal of achieving, teaching results and teaching objectives of contradiction. Not only that, but there are other complex contradictions in the traditional college music teaching process, covering multiple levels. There are many invisible contradictions in the traditional college music teaching process, among which the most core and important contradiction is the contradiction between teachers, textbooks and students [9]. This contradiction is embodied in the fact that music teachers need to formulate the teaching objectives of the course according to the teaching materials and syllabus, corresponding to the training of specific music skills, and then cultivate and train students in accordance with the established teaching objectives, so as to make corresponding skill demonstrations for students and let them learn and train repeatedly. Such a teaching method is not conducive to students' understanding and learning of textbooks based on their existing music knowledge, ability and thinking mode, resulting in conflicts between textbooks and students. In addition, there are contradictions between music teachers' understanding of the teaching material and the teaching content of the music textbook when preparing the course, and contradictions between students' existing knowledge and ability and the teaching requirements stipulated in the textbook. It is difficult to achieve harmony and unity among the three.

In the process of college music education, music wall charts, books, tapes and other aspects are also involved, resulting in a lot of contradictions in the development of music teaching [10]. There are not only intellectual factors affecting music teaching, but also many non-intellectual factors, such as psychological factors, which may affect the development of college music education. Music is an emotional art, the development of university music teaching should be based on this element, so that music teaching can be distinguished from other subjects.

3. Current Situation of Music Education in New Media Environment

3.1. Insufficient Capital Investment and Infrastructure

From the perspective of new media, we can see the achievements of college music education reform, but at the same time, we should also recognize the shortcomings. The development of new media is the inevitable trend brought about by the development of science and technology in the new era, and it is also the trend of the future education reform. Making good use of new media technology can help the reform of college music teaching. From the current situation,

most universities have started to practice the reform of new media technology and achieved good results, but there are still some universities that do not pay attention to the importance of new media to college music teaching. On the one hand, this is due to the lack of understanding of new media, and on the other hand, it is a reflection of the insufficient attention paid to music education [11]. Some universities are unwilling to increase investment and improve basic hardware facilities, believing that as long as teachers can reform their own teaching ideas, they can realize the reform and innovation of college music education. However, without the support of funds and equipment, it is difficult for college music teachers to use traditional media devices to present vivid and interesting music teaching content, and students cannot feel more music connotation from the old devices. Teachers can not give play to their real teaching level, and teaching reform is easy to become superficial and formal.

3.2. The Reform of Teaching Concept Is Difficult to Match the Requirements of The New Media Era

In addition, the outdated teaching concept of teachers also affects the application of new media technology. Although, the new media technology has been deeply into various fields, but only to achieve the innovation of educational concept can truly realize the reform of college music teaching. And new media technology is applied to the short time in college music teaching, a lot of content and form is still in groping, teachers should stick to constantly learning new knowledge and skills, and accumulate new experience, the use of new media technology of various types of resources and updating the teaching contents, innovative, practical and interactive music teaching in order to meet the university's requirements, Fully mobilize students' interest in learning, so that college music teaching to achieve better results.

4. The Development and Innovation of University Music Education Model in New Media Environment

4.1. Innovation of Teaching Content

In the ordinary university music teaching content, because it involves the Chinese and western music history, music theory, etc. The content of "history compendium" too much, for the music professional college students, learning is difficult and boring, and the development of new media technologies for innovation provides the necessary condition of the teaching content, breaking the traditional curriculum of teachers "reading materials", and "read a PPT" impression. As singing software, weibo, WeChat widely used for university music teaching content to provide new possibilities, such as software "sing", teachers can use this software to teach students singing, KTV, finally can export the recorded songs, transfer to the weibo, or WeChat relevant public display platform, so as to improve students' interest in learning music. Another example is the analog piano and other relevant instrumental music software. Due to the lack of Musical Instruments in ordinary universities, it is not possible to guarantee that every student has a musical instrument when learning. Mobile phone related analog instrumental music software can solve this problem, not only enrich the teaching content of teachers, but also ensure the quality of students' learning. The application of new media not only enriches the

content of college music teaching, but also improves the dissemination of music knowledge in an all-round way. From the objective conditions, the application of new media to help completed university music teaching courseware on the upgrading and transformation, multimedia courseware becomes the mainstream classroom teaching, the text, pictures, music and other forms are integrated to achieve the comprehensive application, for the college music teaching has brought a more comprehensive, intuitive and convenient experience, also helps to improve the students' learning enthusiasm, Make them more willing to explore music knowledge and practice music. From the perspective of subjective will, the application of new media in the development of college music education has put forward higher level requirements for music teachers, requiring teachers to adhere to self-learning and improvement in the new media era, keep pace with The Times, and constantly learn new digital music knowledge and skills to improve their own teaching level.

4.2. Innovation of Teacher-student Relationship

The application of new media in college music education firstly changes the relationship between teachers and students, the two communication subjects. New media has brought innovation to music education in the concept. Music is an auditory art, different from other art forms, music melody has special charm, music education also has irreplaceable uniqueness, related to the hearing, melody and rhythm and other aspects of the requirements. In the era when new media are not widely used, the teaching concept of college music education focuses on the attention to music skills and techniques, and pays more attention to the knowledge inheritance at the skill level. However, college music education can be significantly changed from the perspective of new media [12].

In the traditional classroom, the teacher plays an important role. In the one-and-a-half hour class, the teacher is completely teaching by himself, and the students are completely passive in learning knowledge, which will lead to the decrease of students' interest in learning and poor learning effect. Continuous optimization of college music teaching model has become a key issue, how to change from "filling" to "interactive" classroom model, improve students' interest in learning music, has become a problem worth thinking about. With the rise and development of new media in recent years, it has brought infinite possibilities for college music education. First of all, students become active from the original passive learning knowledge, they can choose their favorite songs or Musical Instruments, and also provide online courses, students can choose online classes or classes. Secondly, it increases the contact between students and teachers, and pays more attention to the interaction and communication between teachers and students. The classroom is no longer just a boring explanation, but more of a space for students to interact with teachers.

4.3. Innovation of Teaching Methods

In the traditional college music teaching, because of the single teaching method, students have little sense of participation and can not stimulate the interest of college students in music learning, which leads to the university music education gradually being reduced to a formal course. And the emergence of new media technology as well as music teaching methods provides more resources. First of all, now

in the classroom, teachers have no sings, playing music again. As long as good teachers download music works, they can make students appreciate the international level of music performance, this is helpful to develop the students' ability of music appreciation and music accomplishment. Secondly, new media technology can be used to combine music with other media to create a new form suitable for college students' study and communication. For example, the establishment of an elective music group provides a platform for students who are interested in music to communicate, and the teachers recommend relevant music review articles or music sharing in the group every day, which makes music go out of the classroom and into the life of students. In the university music education class under the perspective of new media, the teaching concept has changed firstly, from focusing on requiring students to master music-related knowledge and skills in the past to cultivating students' innovative ability and exploring their personality. The era of new media puts forward higher requirements for students' individual artistic accomplishment and aesthetic level, and music has more forms of presentation, creation and communication than in the past when there were fewer carriers. New media is no longer confined to the traditional print media and audio media, but through the application of advanced technology to realize the identity of teachers and students to face the music and experience, and through new media can more easily realize music search, music show forms of knowledge are more diverse, works of music and music culture to present in front of the teachers and students in a variety of ways. Therefore, the multi-level, multi-field, multi-subject and diversified music interaction makes the teaching idea of university music education further developed and improved.

5. Conclusion

Music has the function of expressing emotion and cultivating sentiment. College music education can make college students relax and relieve pressure on the busy college courses. With the advent of the new media era, college music education faces both opportunities and challenges, which makes college music classes glow with new vitality and charm. Universities should fully realize the beneficial supplement of new media technology to teaching, seize this rare opportunity, bravely meet the challenge, deepen the reform of music education, fully and effectively combine new media technology with college music teaching, achieve good interaction with students, and cultivate high-quality music

talents. In today's society, with the help of new media technology to the general university music education innovation, not only can make students enhance the enthusiasm of learning music, but also can highlight the achievements of university art education.

References

- [1] Xiao Hui. The Application of New media Technology in College Music Teaching -- A review of Music Education in Colleges and Universities [J]. Journal of Chinese Education, 2021 (5) : 136.
- [2] Zang Ruijuan. Opportunities and Challenges of College Music Education under the impact of New Media Environment -- Review of New Media Music Communication -- Theory and Practice [J]. Journalism and Writing, 2021 (5) : 116.
- [3] Mei Song. Innovative Strategies of music education in Colleges and universities in China from the perspective of new media [J]. Sichuan Drama, 2021 (3) : 168-170.
- [4] Mao Kang, Lin Yong. Research on music education in colleges and universities under the new media environment [J]. Art Jian, 2019 (9): 144-145.
- [5] Mao Yidan. Current situation of music education in colleges and universities in the new media era [J]. Drama House, 2018 (10): 191.
- [6] Wang Tao. Application Analysis of new media technology in college music education [J]. Dview (Forum), 2020 (11) : 116-117.
- [7] Duan Yonghui. Reform and Innovation of Music Education Courses in local Universities in the new media Era [J]. Art Evaluation, 2019 (18) : 94-95.
- [8] GUO Jingjing. College Music Education Reform Strategy in the New Media Era [J]. China Press, 2018 (6) : 112.
- [9] Guo Lingling. The Network new media promotes the college music education teaching method Innovation [J]. China Press, 2017 (24) : 36.
- [10] Ma Yuhui. Application status and strategy analysis of new media in the process of music education [J]. Art Evaluation, 2017 (1) : 126-128.
- [11] Wu Chengyuan. Research on the application status and strategies of new media in the process of music education [J]. News Research Guide, 2019 (17) : 234+250.
- [12] Niu Dan. On the problems and strategies of music teaching Reform in the new Media Era [J]. China Press, 2016 (24) : 35-36.