

Analysis of the Status Quo of Basic Music Education Reform in Xi'an under the Vision of "Internet + Education" and Research on Basic Countermeasures

Guo Ruixi

Department of Music Education, Art College, Xi'an University, Xi'an, 710065, China

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Abstract: The combination of the Internet and education will transform the innovation and teaching model of educational concepts, promote the fairness of education and improve the quality of basic education. The article mainly analyzes the current situation and countermeasures of the "Internet + Education" time domain offline music education reform. It summarizes the opportunities and challenges faced by the development of basic music education in the Internet + education time domain. Taking Xi'an basic music education as an example, this paper analyzes the status quo of basic music education reform, and proposes to strengthen the basic music education reform from the aspects of micro-curriculum and music education sharing platform.

1. Introduction

The "Internet +" era is an era of knowledge explosion. In the traditional music classroom teaching, students get a variety of music experiences through the huge and cumbersome audio-visual equipment [1]. With the advancement of network technology and the improvement of network application capabilities, students can not only use the relevant software to compress the audio tracks of audio tapes and CDs, convert them into various formats, but also download music through the Internet [2]. Activities such as editing and dissemination. Due to the adaptation of the communication environment, the way students acquire knowledge has never been more diversified. This makes the traditional music classroom appreciation teaching very outdated and unable to meet the needs of students listening and rewarding. "Internet +" not only satisfies the students' different music choices, but also extends the space of music appreciation to the infinite network world, and is not limited by time, which makes the aesthetic personality of the viewers fully released. On the other hand, online music teaching programs such as various micro-courses, podcasts, and open classes are on the Internet. The APP uses "stars", "musical instruments" and "queue style" as the main line to streamline the entrance from the perspective of modern pop music [3]. The use of new methods such as split-screen teaching and rolling scores poses great challenges to basic music education [4].

2. Theoretical Knowledge

"Internet + music education" is an emerging construction model, which is a disciplinary model derived from "Internet + education". Therefore, the basic model of "Internet + music education" is based on "Internet + education". The learner is the main body, and the teaching platform, teachers, and learning content are supplemented by these four subjects [5]. "Internet + music education" is a fusion of technology and music education, which is based on the uniqueness of music art. In the process of using the Internet, it should be noted that "Internet + music education" is not a technology-dominated education, not a subversion of traditional music "one-on-one" or "one-to-many" teaching mode, nor is it weakening teachers' music education. The role 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", which integrates the model of music education based on the characteristics of music on the original model [6].

Use the Internet to innovate music curriculum models. Combining music with the Internet is a rational use of resources, optimization of resources, and provision of comprehensive resources [7].

Teachers using Internet teaching should focus on guiding students to complete their own learning [8]. In addition to the courses that students are interested in, teachers can guide students' interest in the classroom. Micro-courses are based on micro-video in the network environment, supplemented by instructional design, forums, teaching courseware, study guidance, practice, testing, study survey, student evaluation, expert review, teaching reflection, and problem solving [9]. The e-learning platform effectively organizes a series of micro-courses according to their subjects, semester, and curriculum. Music digital teaching materials use self-directed, motivating, self-adapting, and resource-rich in intelligent learning in DT, and technology embedding reaches the current innovative educational model. Flipping the classroom flipping classroom will maximize the students' self-directed learning. Watching the video will definitely study the content of the class on the second day, and the ability of the students to communicate in the classroom will be greatly improved [10].

3. The Status Quo and Countermeasures of Basic Music Education Reform

3.1. The status quo of basic music education reform

At present, in the reform of basic music education, the focus of reform is on micro-courses. Judging from the micro-class competition held every year, the state has formed affirmation of micro-teaching education and agrees with this teaching mode. The music course is based on its particularity, musicality, rhythm and other phenomena. It can be divided into several models, namely, rhythm class, action class, teaching and singing class, and vocal and ear training class, as shown in Figure 1. When designing music micro-courses, it is necessary to analyze the students' learning needs, propose problems for the problems, plan the course content with goals, and diversify the classroom content.

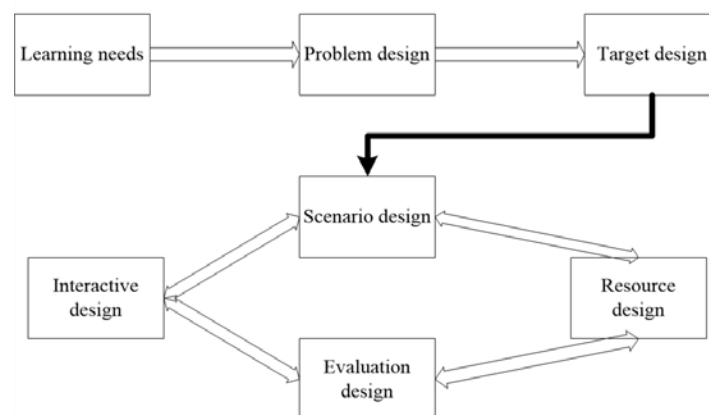


Fig.1. Micro-course design pattern based on problem solving

Although the school responded to the call of the state to develop the micro-course teaching mode, the micro-teaching teaching is still in its infancy. To apply the micro-class to the middle school music classroom, this requires the teacher's teaching ability and the school's hardware facilities and the school's understanding of Internet education. The micro-course for classroom teaching also requires teachers to explore the development of the step by step. In general, when it comes to the implementation of micro-courses, it is necessary to explain the school's understanding of Internet teaching. Under the development of information teaching, schools should not establish their own awareness of Internet education, correctly understand the relationship between the Internet and learning, and understand the relationship between teachers and micro-teaching.

Lack of basic music education platform. Interdisciplinary academic organizations and institutions can provide a good platform for the development of computer music disciplines, which have been well used in developed countries. The mutual exchange and communication between disciplines is the guarantee for the common development of the two, especially for the cross-disciplinary subject of computer music. However, in China, due to the lack of mutual communication and communication, the domestic music discipline is generally dispersed, and there is no fixed basic music education platform. It does not form a concentrated advantage, which seriously hinders the development of

basic music.

3.2. Micro-class improvement

Micro-courses have requirements for teachers and also for schools. The school should allocate resources to train teachers to learn the production of micro-courses, one-on-one to help teachers to record micro-classes. For the teachers of music theory, the teachers will not grasp the key points for a while, which requires professionals to conduct precise counseling. Music teachers can't be confused when recording videos. They need to accurately grasp the important points of teaching and directly attack the key points. This way is a great test for the music teachers' business ability. Of course, teachers can also ask students to play and record videos. Students are more conducive to concentration than people or things that are familiar to them. Through this process, teachers can also find better breakthroughs, develop their own professional skills and knowledge, and better realize their own value. Middle school students are in the period of physiological development. In the process of learning, such factors as inattention and emotional instability require teachers to teach and reflect diverse teaching modes. For example, joining media technology, VR technology, video animation production and other curriculum design to help the diversity of micro-courses. You can use the teacher's favorite teachers, plus eggs and other entertaining micro-classes. The micro-course design elements in the music classroom are shown in Figure 2, including context, resources, issues, interaction, and evaluation.

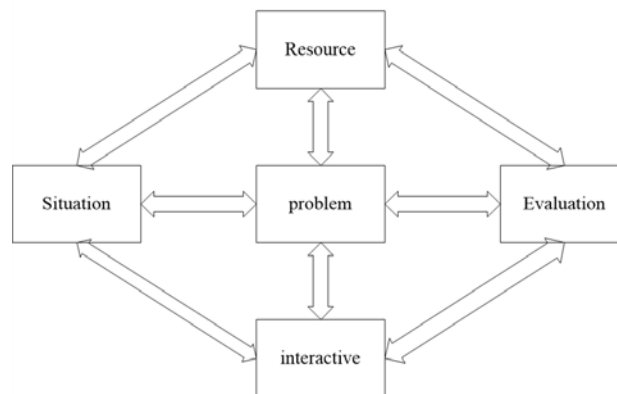


Fig.2. Music class micro-course design elements

Around the development of the problem, the music classroom is a perceptual classroom. The students' self-emotional excitement is used in the classroom to use the micro-class to enhance the visual effect, attract the middle school students to learn the music, and use the situation to use the video clips recorded by the students to imitate the situation. And students collect a wide range of teaching resources, use the time of the classroom to carry out interactive communication, and finally analyze the teaching content of music lessons online to analyze the process of student learning.

3.3. Building a basic music education sharing platform

The reference of cloud technology in the education industry is also called education cloud. The hardware required by the Internet, the software resources are kept by cloud technology, and the massive knowledge energy is stored by cloud technology. It allows learning and teaching to take place everywhere, and students can establish communication with teachers at any time. The connection between teaching and learning is intimate. Cloud technology not only solves the problem of school knowledge inventory, but also provides a high-quality Internet teaching platform for education. After the development of the shared platform is completed, the basic education resources are queried, retrieved, resource uploaded, resource downloaded, resource certified and managed, and BBS forums. The system will realize the sharing of data and make better use of Web Services technology to take advantage of the SOA architecture. Xi'an basic education resource sharing platform construction basic resources section, the content contains a basic education resource database and management system. The basic resource database includes: textbook library, lesson library, test question bank, courseware library, online course, etc.; system management mainly

provides: resource push, retrieval, release, review, upload, download and other business operations and user and authority management, system security Management, network performance management, billing management, fault management and other system operations. The modular structure of the entire system is shown in Figure 3.

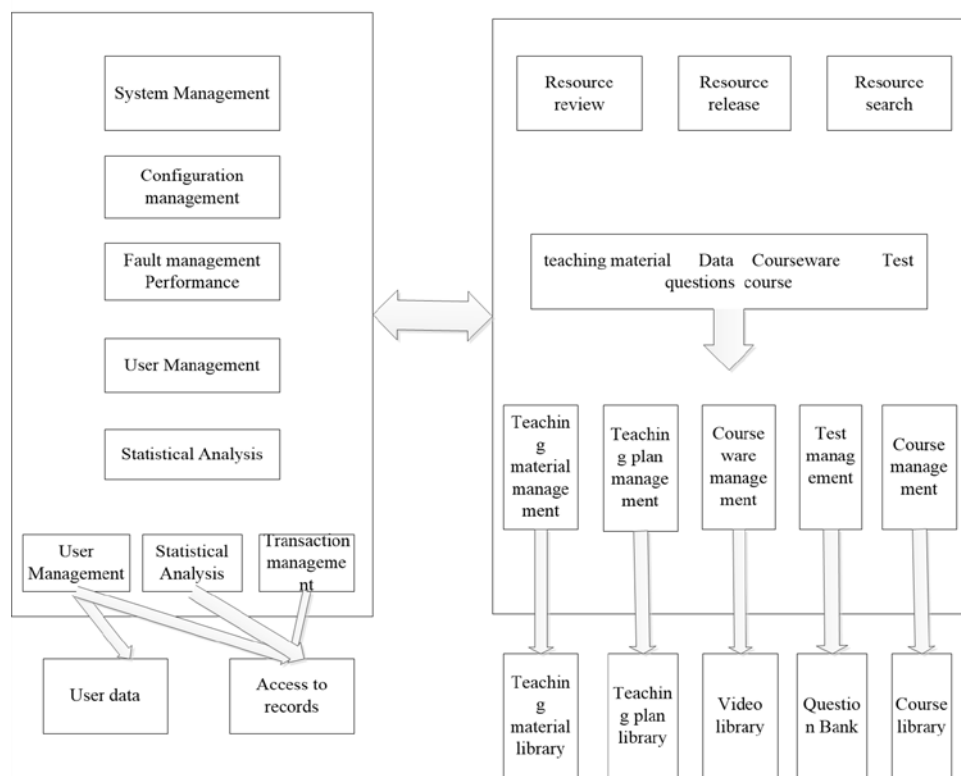


Fig.3. Modular structure

After the development of the music education sharing platform, the basic education resources query, retrieval, resource uploading, resource downloading, resource authentication and management, BBS forum and other functions are realized. The system will realize the sharing of data and make better use of Web Services technology to take advantage of the SOA architecture. With the emergence of a variety of learning resources, students can use the Internet platform to upload their own works, so that professors in developed areas of Beijing share real-time teaching. Art can be developed based on its support. Then, using micro-courses, flipping classrooms, smart teachers, and cloud courses become the development model that music education relies on.

4. Conclusion

Internet and music education conform to the requirements of the times, and schools all over the world are actively engaged in the construction of Internet campuses. In the research and analysis of the article, Xi'an basic music education reform is taken as an example to analyze. It is found that in the current music basic education, the reform focus is on micro-courses, the construction is not comprehensive enough, and there is no shared resource platform. It proposes to improve the micro-class and establish a basic music sharing resource platform. While using the Internet to develop music education, we must respect the development and stage of education, and cannot be radical. We must match the teaching methods and teaching methods of modern education mode, and improve the quality of teaching to promote the development of school education.

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