

Research on Reform and Innovation of Music Education in Information Era

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Keywords: information era; music education; reform and innovation; paths

Abstract: Music education is an important part of quality education. It has the functions of stimulating students' interest in music, helping students to understand the connotation of works, accurately expressing genres and timbre, improving students' comprehensive quality, broadening students' horizons and enhancing appreciation ability. Aiming at the problems of music education, such as lack of choice of music teaching content, excessive pursuit of professionalism, lack of music aesthetic education, and excessive dependence on information technology to produce negative effects; this paper puts forward the reform and innovation path of music education in the information age: the combination of traditional teaching methods and information technology teaching methods, expanding the content of music education in the information age, highlighting the characteristics of the subject with music aesthetics as the core, and making multimedia courseware with aesthetics as the core. Improve the information technology literacy of music teachers.

1. Introduction

The information age has changed people's production methods and lifestyles, changed people's way of thinking and learning styles, and made great changes in education and teaching activities. Education informatization is the symbol of the development of education in the new century. It is the general trend of world economic and social development. Information technology with network technology and multimedia technology as its core has become a creative tool to expand human thinking. We give full play to the maximum effectiveness of information technology, so that information teaching can produce maximum benefits. This is not only a specific problem encountered in teaching practice, but also an important issue that needs to be understood and analyzed from a theoretical level. In the modern music teaching, the universal use of information technology has brought students into the colorful music world. Information technology can simultaneously acquire, process, edit, store and display a variety of information, including text, graphics, sounds and animations, to fully mobilize students' visual and auditory resonances. The entry of these light, color, sound and image audio-visual media has made music education move in the direction of modernization, enriching the teaching methods of music, making teaching break through the limitations of time and space, and providing an infinitely broad world for the development of students' musical quality.

Music is the art of sound. Music is the art of hearing. It has the characteristics of non-semantic, ambiguous and evanescent. It is very difficult to let students really walk into music and listen to these abstract contents through listening or teacher explanation. Rational use of effective means provided by information technology can be abstracted into an image, familiar with strangeness, creating a strong learning atmosphere for the music classroom, and guiding students to better feel, understand, express and create music. "Interest is the best teacher", music interest is the driving force for music learning, the premise that students keep close contact with music, enjoy music, and beautify life with music. Using information technology means, by screening various materials that are beneficial to music teaching, stimulating students' multiple sensory organs, and then creating familiar situations, resonating students' emotions, generating interest in learning content and learning motivation, passive learning change to active learning has important practical significance

for improving the quality of music education.

2. Important Roles of Information Technology in Music Education

Information technology has played an important role in music education, briefly summarized as follows:

(1) Inspire students' musical interest. Information technology is applied to music education. Through vivid pictures and beautiful melodies, dynamic visual impact and ingenious auditory stimulation are generated, which directly affects students' various senses. The comprehensive stimulation of these various senses makes classroom teaching change. It is easy and pleasant, leading students into the realm of music, inspiring students' interest in learning, stimulating students to develop associations, enriching the teaching content, and also inspiring the atmosphere of the classroom, realizing the unstoppable charm of music, and mobilizing the consciousness and enthusiasm of students for knowledge.

(2) Help students understand the meaning of the work. Connotation is abstract, the object of experience and thinking. Connotation is also called spiritual connotation. It refers to the inner spiritual accumulation and emotional experience of the subject. It is the fusion of life experience, knowledge, culture and moral ethics, and is a combination of rational thinking and perceptual experience. Music always has a deep connotation of works, bringing people endless delusions and letting people experience and understand. The use of information technology in teaching, vivid pictures, vivid colors and touching sounds, can enable students to correctly understand the music while being infected with beauty and beauty.

(3) Accurately express genre and tone. Music genre refers to the existence form of works. With the progress of human society and the development of music art, the scope of music genre is constantly expanding. Tone is the frequency of different sounds in the waveform, always have distinctive characteristics. Take singing as an example, including solo, sing and chorus; from the vocal classification, solo is divided into children's solo, female solo and male solo; from the basic sound area, there are mezzo-soprano and soprano, baritone and male Treble and so on. A single teacher cannot play multiple roles, and information technology can accurately represent genres and timbre and accurately represent the musical image.

(4) Broaden students' horizons and enhance their appreciation. Reasonable use of modern information technology, allowing students to fully appreciate the works of various themes, genres, styles and charms, can broaden the students' musical vision and improve students' musical appreciation. For example, in the music aesthetic education system, opera art is an indispensable and important content, but students do not know much about the exaggeration, imagination and omission of the opera, as well as the virtuality and freehandness of decoration. Traditional teaching methods are not only boring, but also make students bored. The use of multimedia technology to assist teaching can stimulate students' enthusiasm and initiative.

(5) Improve students' comprehensive quality. Students' comprehensive literacy includes physical literacy, psychological literacy and cultural literacy. In school education, physical education courses can improve the physical quality of students; humanities can enhance students' cultural quality. After the Ministry of Education specially proposed aesthetic education, it is necessary to establish specific requirements and plans to establish a modern aesthetic education system. This is a perfection and repair of the lack of traditional education and an important part of improving students' comprehensive quality. Of course, elegant music can wash people's hearts, and vulgar music can erode people's hearts. In music education, it is necessary to treat them differently.

3. Existing Problems on Music Education

The current music education has the following problems:

(1) There is a lack of choice for music teaching content. Affected by the foreign music culture, the current music culture is intertwined and intertwined. Although the music textbooks have been adjusted, most of the content is selected from Chinese and foreign classic works. Pop music has

been compiled as a textbook content, but there is a time difference between writing and using. It may have become a past tense when used, and there is a distance from the music that students like, which will inevitably affect the interest in music learning. The ever-changing online music easily captures the students' psychology with simple and clear lyrics, catchy tunes, and a changing rhythm. The students' aesthetic ability is still being cultivated. They are blindly interested in online pop music and lack interest and enthusiasm for classic local music.

(2) Excessive pursuit of professionalism. In music education, due to the influence of traditional teaching concepts, teachers are excessively pursuing the professionalism of music education, and pay insufficient attention to education and entertainment. The curriculum is blind, the focus of classroom teaching, focusing on instrumental performance skills and vocal singing skills, and the teaching of music classrooms in order to create professional musicians, and the evaluation of students' music learning is too professional, ignoring students' Personality development does not coincide with the goal of quality education. In fact, in the non-professional music education, it does not require superb music playing skills and vocal singing skills, but from the students' physical and mental development rules and characteristics. Teachers should provide targeted and practical teaching activities to enhance the overall quality of students.

(3) There is a lack of music aesthetic education. Many people have a one-sided understanding of music, correcting the public's understanding of music, improving the lack of aesthetics and understanding of music in most people, and must play the role of music education. In the context of exam-oriented education, music has become a tool for schools and teachers to educate students, gradually being formalized and marginalized, replacing sensibility with cognition, making students' perception of music uniform, music aesthetic consciousness not sublimated, music aesthetic ability Not improved. Music is rich and perceptible, and when music becomes a tool for education, it loses its unique value. After music becomes a tool, students cannot really understand music and perceive music, cannot cultivate students' aesthetic ability, and even lead to students' wrong musical aesthetic recognition.

(4) Over-reliance on information technology has a negative effect. The application of information technology in music teaching has unique advantages, which has a positive impact on the promotion of students' all-round development, and reflects and conforms to the requirements of future society for talent training. However, science and technology is a double-sword. While information technology teaching methods have gained great benefits, they have also brought about various drawbacks, resulting in many negative effects, ignoring advanced teaching concepts and teaching models, and affecting students' abstract thinking. The cultivation of ability has affected students' understanding and digestion of knowledge, which is not conducive to the overall improvement of teachers' comprehensive quality. Information technology is not a substitute for a teacher. It merely replaces or assists a teacher in completing a work that is repetitive or impossible for the teacher to complete.

4. Paths on Reform and Innovation of Music Education in Information Era

In order to give full play to the important role of information technology in music education, the problems of music education, with reference to relevant literature, combined with the author's own years of teaching experience, propose the reform and innovation path of music education in the information age as follows:

(1) Traditional teaching methods are combined with information technology teaching methods. The teaching methods of information technology have become abstract and concrete, giving full play to the role of vision and perception, focusing on cultivating students' innovative ability. Traditional teaching methods have certain closedness and conservatism through teacher explanations and textbooks, but they have cultivated students' ability to acquire knowledge. The development of information technology has made traditional teaching methods more challenging than ever before, but in the process of development, it shows the lack of modern teaching methods. Information technology helps teachers to complete the work that is good at exerting their advantages, so that teachers have more time to deal with more important teaching work; traditional

teaching can answer questions that arise at any time during student learning and face-to-face emotional exchanges between teachers and students. From a dialectical point of view, traditional teaching methods and modern teaching methods have their own advantages and disadvantages. Therefore, the two can neither be completely replaced nor mutually exclusive. Instead, they can realize the organic integration of traditional teaching methods and modern teaching methods, avoid their own deficiencies, give play to their respective advantages, and produce unparalleled effects. There will be very good prospects. .

(2) Expand the content of music education in the information age. In the information age, modern network technology and information media technology provide a large amount of information resources for music teaching, which provides a guarantee for expanding music education content. First, focus on integration with other cultural knowledge. Integrate the historical background and style of music works, the life experience and creative ideas of composers into classroom teaching, and improve students' artistic accomplishment and appreciation in vivid explanations. The second is to integrate the content of music education into social and cultural activities. The art activities of all people are generally carried out in various regions, and the artistic lifestyle is gradually accepted by the people. Bring social art activity information into the classroom, or take the students to participate in the atmosphere of social art activities. The third is to increase the music that students love. The information age provides a large amount of music resources. The music information obtained by students through the Internet and other means, teachers should help students to select, improve students' music appreciation level, so that students have a comprehensive, balanced and in-depth understanding of music culture in the process of deep emotional experience.

(3) Focusing on the aesthetics of music, the characteristics of the subject are highlighted. Music is the basic subject of aesthetic education, highlighting the curriculum concept of "music aesthetics as the core" and expressing artistic beauty in the form of music's image, affection and pleasure. With the continuous deepening of teaching reform, information technology is not only a teaching skill, but also a "booster" for the full implementation of quality education. The main features are reflected in the "Two insistence": First, classroom teaching insists on taking students as the main body. Teachers use information technology tools as a support to collect, filter and organize learning resources, and guide students to active learning, independent learning and inquiry learning in a step-by-step manner. Improve students' participation and enthusiasm for learning, and bring vitality to the music classroom. Second, insist on the aesthetics of music as the core. The course should give students a certain musical aesthetic ability. Using information technology as a means, students can feel the beauty in the lyrics, discover the beauty in the song singing, appreciate the beauty in the music appreciation, and create beauty in the improvisational creation and performance. With the persistence and persistence of pursuing beauty, and the intelligent use of information technology, we will be able to integral improve students' musical aesthetic quality.

(4) Produce multimedia courseware with aesthetics as the core. Music is centered on aesthetics, expressing the beauty of art with the image, affection and pleasure of music. Therefore, the production of multimedia courseware must reflect the "beauty", let students feel "beauty", specifically including three aspects: First, the beauty of hearing. Music is the art of hearing, and all emotional experiences are generated from listening. Teaching should respect the principle of "auditory priority" and pay attention to the material sound effect of audio and video materials. Students listen to it as if they were on the spot, which is the convenience of information technology. The second is visual beauty. Music is an abstract art, and information technology has realized abstraction and concrete transformation to a certain extent. The overall style of the courseware design should be consistent with the content of the teaching, simple and generous, highlighting the key points, cannot be inverted, do not appear too much text or animation, causing aesthetic fatigue for students. Third, the content is beautiful. Courseware is only an auxiliary means of teaching. It is necessary to carry out design around teaching objectives, teaching media, teaching methods and teaching benefits. It is not necessary to be "exquisite and exquisite", and not to pursue high-tech content and high classroom capacity, and not to deviate from the subject matter of teaching.

(5) Improve the information technology literacy of music teachers. Teacher's information literacy refers to the understanding of the importance of information and the comprehensive qualities of various abilities expressed in information activities, including information awareness, information ability, information thinking, information means and information ethics. At present, the information literacy of music teachers is generally not high. The reason is because "there is no idea of technology, there is no technology with thoughts", that is, teachers with better information technology have not become experts in the field of music, but have become experts in the field of music. I don't know much about information technology. Therefore, it is necessary to carry out all-round systematic training for music teachers to improve the information technology ability of music teachers to meet the requirements of modern education. The school should improve the music teacher training mechanism, formulate training plans according to the teaching needs, select appropriate training content, improve the information literacy of teachers through planned and targeted information technology training, and eliminate the fear of music teachers in information technology teaching. Music teachers should also develop sustainable learning plans, carefully study information-based operational skills, learn from others' experience in information technology operations and teaching, continuously improve their personal information, and actively engage in the practice of information technology teaching.

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