

# Research on the Innovation of Digital Ideological and Political Mode of Public Music Courses in Colleges and Universities

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**Abstract:** This study aims to explore how to innovate the ideological and political model of public music courses in colleges and universities under the background of digital education. Through analyzing the problems existing in the public music course in colleges and universities, this paper puts forward the idea of innovating the ideological and political mode by means of modern multimedia technology and interdisciplinary integration. The research adopts six strategies and methods, including teacher training, curriculum design, resource construction, student participation, evaluation and feedback, and incentive mechanism, and discusses the feasibility and effectiveness of these strategies and methods.

**Keywords:** Digitization of education; Public music; Ideological and political mode; Innovate

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## 1. Introduction

With the rapid development of information technology, digitization of education has become a major trend in the field of education. Digitization of education refers to Education digitization refers to the comprehensive digitization, networking, and intelligent transformation of educational processes, resources, and management through the use of modern information technology. The trend includes online education, mobile learning, virtual LABS, intelligent education management system and many other aspects. The development of digitization of education provides a broader space and more possibilities for education, and also brings unprecedented challenges and opportunities for higher education. Public music courses play an important role in college education. As an art discipline, music can not only cultivate students' aesthetic taste and improve students' artistic accomplishment of music, but more importantly, music also has unique ideological, emotional and aesthetic qualities. Through the appreciation of music works and the inheritance of music culture, the public music course can guide students to establish a correct outlook on life and values, cultivate students' emotional sentiment, and improve students' aesthetic emotion and cultural accomplishment. Therefore, the public music course has an irreplaceable position and function in the ideological and political education in colleges and universities. The purpose of this study is to explore how to innovate the ideological and political education mode of public music courses in colleges and universities under the background of digitalization of education, so as to adapt to the development trend of today's digitalization of education.

## 2. The Problems Faced by the Current Ideological and Political Education Model of Public Music Courses in Colleges and Universities

### 2.1 Single teaching content

The ideological and political education content of some public music courses is relatively simple, which mainly focuses on the appreciation and analysis of music works, and lacks the guidance and reflection on contemporary society, culture, values and other aspects. As a result, the content of ideological and political education that students are exposed to in music courses is relatively

limited, which is difficult to meet their cognitive needs for contemporary social and cultural reality, and fails to guide students to deeply think and discuss social phenomena and values<sup>[1]</sup>.

## **2.2 Backward teaching methods**

The ideological and political education mode of public music courses in some universities still stays in the traditional classroom teaching mode, and lacks diversified and innovative teaching means and technical support. Teachers mainly teach through explanation, demonstration and discussion, and lack the use of modern scientific and technological means and multimedia resources for teaching, which is difficult to stimulate students' learning interest and participation, and also limits the depth and breadth of ideological and political education.

## **2.3 Insufficient teaching resources**

Some public music courses in colleges and universities lack sufficient teaching resources and support in ideological and political education, which cannot meet the ideological and emotional needs of students. It includes the shortage of teaching resources such as teaching books, audio-visual materials, concert halls and equipment, as well as the shortage of teachers and the lag of teaching conditions, which restrict the development and effect of ideological and political education.

# **3. The Innovative Direction of Ideological and Political Model of Public Music Courses in Colleges and Universities under the Background of Digitization of Education**

## **3.1 The application of multimedia teaching means**

At the same time, discussions and interactive courseware can guide students to think about the relationship between music and social culture, improve the fun and interactivity of teaching, and stimulate students' interest and participation in learning.

## **3.2 Introduction of online teaching resources**

The use of the Internet and online resource platform can introduce a wealth of music teaching resources, including the appreciation of music works, the introduction of music history, lectures by famous artists, etc., which can provide students with a broader and deeper music learning experience. At the same time, discussions, interactions and assignments on online teaching platforms can promote communication and cooperation among students and between teachers and students. Students can discuss and share online, learn together with teachers and classmates, and expand their horizons of learning and the scope of communication.

## **3.3 Interdisciplinary Integration**

We should integrate public music courses with other subjects. For example, we can combine music with sociology, psychology, cultural studies and other disciplines to expand the content and vision of ideological and political education. Through interdisciplinary integration, students can be better guided to think about the relationship between music and society, culture, values, etc., and improve the depth and breadth of ideological and political education. For example, students can be guided to think about the relationship between music and society through the analysis of music works, or analyze the influence of music on people's emotions and psychology from the perspective of psychology.

## **3.4 Personalized learning support**

We can use educational technology to provide personalized learning support and assistance to students. For example, personalized music learning resources can be recommended based on students' interests and levels. At the same time, through the intelligent learning system, students' learning can be tracked and analyzed, and targeted learning suggestions and guidance can be provided, which can better meet the individual learning needs of students, and improve the learning effect and satisfaction.

## **3.5 Combination of practice and experience**

We can use digital means to provide more opportunities for music practice and experience. For example, virtual reality technology can be used to make students be present on the scene of concert performances. At the same time, the online cooperation platform can promote the music creation and performance activities between students, which can enhance students' personal experience and emotional investment in music, and promote the in-depth and effective development of ideological and political education<sup>[2]</sup>. Students can gain a deeper understanding of the charm of music through practice and experience, while also developing their teamwork and innovation skills.

# **4. Implementation Strategy**

## **4.1 Teacher training**

In order to make teachers familiar with and master the application of modern multimedia technology, special training courses

can be organized, including training students to use music production software, video editing tools, online teaching platform and other modern multimedia technology. Training content should also include how to access and use online teaching resources, such as music teaching videos, music related digital library resources, etc. In addition, the training should also involve the methods and skills of interdisciplinary integration, such as how to organically combine music with history, literature, sociology and other disciplines to enhance the ideological and political effects of music courses.

## 4.2 Curriculum design

Redesigning public music courses requires a team of teachers to work together. Teachers can combine modern multimedia technology to design more vivid and interesting teaching content, such as music videos, music games and other forms, to enhance the interest and interaction of the courses. At the same time, the curriculum design should also include elements of interdisciplinary integration, such as guiding students to think about the relationship between music and society through the analysis of music works, or analyzing the influence of music on people's emotions and psychology from the perspective of psychology, so as to enhance the ideological and political effects of music courses.

## 4.3 Resource development

The construction and integration of modern multimedia teaching facilities need the support of schools. Schools can invest in music production equipment, music teaching video resources, music digital library resources, etc., to provide teachers and students with rich music teaching resources. At the same time, schools can also build online teaching platforms to provide teachers with teaching AIDS, and provide students with music learning resources and interactive platforms.

## 4.4 Participation of Students

Encouraging students to participate in music practice and experience activities can be carried out by organizing music competitions, concerts, music creation activities, etc. At the same time, schools can set up a music practice base to provide support and guidance in music performance and music creation, etc., so as to promote students' active participation and the cultivation of innovative ability.

## 4.5 Evaluation and feedback

Establishing an evaluation mechanism requires the establishment of a dedicated evaluation team to regularly evaluate and provide feedback on the implementation effect of the new model. The content of evaluation can include teachers' teaching effect, students' learning situation, the effect of "Ideological and Political Theories Teaching in All Courses" and so on. Based on the evaluation results, teaching strategies and methods should be adjusted and improved in time to ensure the effective implementation of the new model<sup>[3]</sup>.

## 4.6 Incentive mechanism

Creating incentive mechanism requires schools to develop related policies that reward and honor teachers and students who perform well under the new model, which can include incentives such as teaching awards, academic exchange opportunities, and support for publication of academic results to promote the steady advancement and development of the model.

## 5. Conclusion

Through the discussion of the innovation of "Ideological and Political Theories Teaching in public music courses in colleges and universities under the background of digitization of education, this study puts forward a series of feasible strategies and methods that provide feasible ideas and practical paths for the innovation of Ideological and Political Theories Teaching in the public music courses in colleges and universities.

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