

Discussion on the Mode of College Music Education Based on Micro-curriculum Concept

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Abstract: At present, along with the continuous improvement of information level of our country, the information technology has been integrated with our daily life, learning and many other fields, take the network teaching as the main body of the network teaching is gradually accepted by people. On the basis of “micro class” in universities, this paper introduces it into the “micro class type” in universities, carries on a brand new exploration to the music education in universities, and makes a beneficial exploration to it. This paper mainly discusses the method of using micro course in universities.

Keywords: Micro-course; College music; Educational mode

Preface

Along with the continuous development of education, educational means and technology are also continuously updated. Combined with network application technology, more college students can conduct independent learning through convenient network, which is a powerful update compared with traditional classroom teaching mode. However, how to combine the network technology with the traditional network technology organically brings new challenges to the vast network technology teaching. In the network environment, how to better use the network for classroom teaching will have an impact on the traditional classroom teaching. Therefore, for most universities, the combination of traditional teaching mode and powerful network technology can cooperate and promote each other. At the same time, a new teaching Angle can be opened under the concept of micro-classroom, aiming to improve the level of music education in universities.

1. Definition of micro-course

Micro-class technology is a new idea formed by the mutual supplement of computer technology, network technology and education industry, and its characteristics are reflected in its own characteristics. Its teaching content is unique, different from the general teaching mode, with rigorous and meticulous characteristics. Different from regular teaching, it has very little teaching content, and most micro-lessons are less than 15 minutes long. However, within 15 minutes, multimedia technology and video technology are used to show a very cohesive knowledge, and in this 15 minutes, the use of these knowledge can let students have a clear topic, improve the learning effect of students.

Under normal circumstances, micro courses are based on computer network technology and big data technology. They are flexibly arranged in accordance with students' personal needs and tailored to their popular learning needs on this basis. And Internet technology can break through the limitations of time and space, allowing them to teach anywhere.

The use of network technology and big data technology can bring a variety of teaching methods to students. When students do not understand, they can use the method of replay to teach repeatedly and improve the teaching effect of students.

2. Problems in college music teaching

2.1 The degree of information technology in college music teaching is low

At present, along with the application of the network technology in college education more and more widely, but music teaching in Chinese colleges is in a relatively backward state, which is manifested as:

First, music education in universities mainly relies on a variety of software and learning platforms, but many universities have

not purchased the corresponding equipment and resources due to the shortage of funds, and cannot effectively use the information resources on the network.

Second, with the development of information technology, a variety of emerging educational methods such as multimedia, flipped classroom and micro-class emerge in an endless stream. At present, music education in universities mostly focuses on multimedia, while micro-class and MOOCs are less frequently used, and the content of courses lacks interest, which is difficult to arouse students' interest.

Third, college students mainly focus on audio-visual, and there are few ways to expand relevant knowledge outside the classroom.

2.2 Music teachers' teaching philosophy and teaching methods are relatively backward

Due to the restriction of traditional exam-oriented education, music teachers in universities often take "exam-oriented" as their main teaching content. However, in practice, in order to ensure the examinees pass the exam, the way of accelerating the teaching and emphasizing the key points of teaching is often adopted, which seriously affects the overall quality of college music education.

In class, PPT is played as the main content, and the communication and interaction between teachers and students are less. The classroom atmosphere is dull, and students' enthusiasm and initiative in learning oral music are not high.

2.3 College students' music foundation is relatively weak

They have been influenced by the exam-oriented education for a long time, so from primary school to high school, they aim to achieve good grades in music. At the same time, in a long time of life, they can not have an accurate understanding of the real situation of their music learning, can not constantly improve themselves in their teaching process, leading to their overall teaching effect is not good.

3. The micro-course concept of college music education model construction strategy

3.1 Strengthen the production training of music micro-lessons and improve teachers' application ability of information technology

In order to solve the problems of backward educational concept and unscientific educational method of college music teachers, it is necessary to increase the production training of micro courses for music teachers, so that teachers can realize the importance of integrating network technology into college music education and improve their ability to use information technology.

College music courses include open courses, elective courses and professional courses. The open courses mainly focus on basic music theory knowledge, acoustics and solfeggio. In teaching, students can choose courses include: choral conducting, piano, harmony, etc.; The teaching content of specialized courses is relatively broad.

In the formal arrangement of micro-courses, teachers need to have a clear understanding of the teaching focus of various types of students, extract the corresponding key points and difficulties, use information technology to create micro-courseware with rich connotations, build a complete micro-courseware information base, so that students can choose according to their own specific conditions. In the training of teachers, the content selection of micro-class, the focus of micro-class design and the manufacturing process of micro-class should be included. In the design of micro-class of college music, every relevant factor in college music education should be taken into account, and short videos should be taken as the main mode of communication. High-quality micro courses should abide by some norms and principles, and need to carry out a comprehensive analysis of students' learning situation to create learning resources with high creativity and high time efficiency.

In the formal production of micro-lessons, teachers should have a proper control over their teaching content, because if the class is too long, the children will feel tired, and if the class is too short, the focus and difficulty of the class will not be shown. In addition, there should also be a special person to record, edit and output the video for teachers, and finally finish the production of college music micro lessons, and have some understanding of related issues.

3.2 Integrate online music teaching resources and implement mixed teaching

With the wide application of online music education, a large number of various music resources have emerged online. However, their quality is not very high. Therefore, in this process, we need to effectively screen them and provide high-quality micro-lessons for students to meet their learning needs. In this process, the university music teachers can obtain the relevant information through the Internet and other ways, so as to create a good learning environment for the future teaching. College music micro-course teaching needs to combine online and offline classes. Although it has its unique advantages in information technology education, regular classroom education is still fundamental in college education.

In order to improve the effect of university education, teachers need to discuss the connection between online and offline education, adopt a work-centered approach, let students show their learning results in a small group according to their own micro-lesson content, and encourage students to use music, improve students' ability to use music.

In addition, the application of digital resources to university music education can enrich university music education, bring more vitality to university music education, arouse students' learning enthusiasm, and promote the continuous development and reform of university music education model.

For example, when teaching Dance of Youth, the teacher can choose a 5-10 minute short film to show the Uyghur folk songs to the students, so that the students have a basic understanding of this type of folk songs, so that they can better carry out the following courses and lay a good cultural foundation.

In the teaching process, teachers can make some simple explanations to the authors of these music through the video of micro-lessons, so that they can better understand the characteristics of Uygur folk music and accurately grasp the feelings in the music. The organic integration of micro-class videos and online courses can achieve better results, expand the scope of knowledge in the classroom, make the atmosphere in the classroom more lively, and supplement the original teaching methods.

3.3 Formulate music curriculum standards to ensure the practicability and standardization of teaching

As the guiding ideology of "New Curriculum Reform" in universities, "New Curriculum Reform" provides the basis for the implementation of "micro courses" in universities. Each university should formulate its own curriculum standard according to the current music curriculum standard, and guide the university music education in the aspects of course nature, course content and educational purpose. On this basis, in order to achieve the purpose of music education in universities, we must strictly follow this requirement.

Before the lecture, the teacher should conduct a comprehensive study on the basic learning situation, design a micro-courseware suitable for students according to their music foundation, ensure the practical and scientific music courseware, and lay a solid theoretical and practical basis for improving the effect of music education.

When choosing online educational resources, teachers should focus on choosing something with good interest, connect with their specific characteristics, strengthen the communication between teachers and students, enhance their participation in class, fully mobilize their learning enthusiasm, and guide them to efficiently transform their theoretical knowledge. Create more practical training opportunities and stages for them to improve their ability to use music.

3.4 Teach students according to their aptitude and arrange music learning tasks reasonably

Due to the great differences in students' overall quality and basic knowledge of music, teachers need to follow the requirements of "teaching students according to their aptitude" when using micro-lessons to carry out education. Before formal education, teachers need to carry out a comprehensive assessment on them and have a comprehensive understanding of their basic knowledge of music through examinations. Then based on the examination results, develop the corresponding high, middle and low levels of education purposes, and work out the corresponding education programs for them, and assign the corresponding learning tasks.

For those students with poor foundation, teachers can follow the principle from easy to difficult, so that they can take the initiative to express themselves, so as to enhance their courage and confidence, and at the same time, they can gradually increase the communication with teachers, so as to improve the difficulty of their learning tasks. Let the students learn to become more accurate and more effective.

3.5 Reform the music evaluation model and mobilize students' learning enthusiasm

College music teaching has sensibility and artistry, which is of great significance to improve the intelligence level of college students and cultivate their emotional and aesthetic taste. Under the information-based education mode, teachers should comprehensively consider the mastery of students' knowledge and the improvement of their quality, and evaluate the actual learning effect of students according to the theory of multiple intelligences. A good music evaluation method can enable them to quickly find their shortcomings, so as to improve themselves with goals and improve their music performance under this premise.

Conclusion

With the development of "network + education", applying micro-course thought to college music education is not only an innovation and reform of college music education, but also an effective way to effectively improve college music education. On this basis, through the study of micro-class, make him become an excellent music educator, has important theoretical and practical significance. By expanding teaching resources, invigorating classroom atmosphere and carrying out individualized teaching, students' classroom initiative and learning efficiency are effectively enhanced, so as to achieve the purpose of promoting college music teaching.

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