Under such circumstances, college music programs have also adopted online teaching. The online teaching experience for more than a year has triggered a lot of thinking among music instructors. After all, music major, as a profession that requires a lot of practice, has always been more inclined to, and more suitable for “face-to-face” teaching. After analyzing the current situation of online teaching for music programs in colleges, this paper will talk about how to promote online teaching in practical courses for music majors and how to ensure the effectiveness of online teaching.

**Keywords:** current situation of online teaching, college music, practical course, effectiveness

In this era of rapid technological development, online teaching has become a routine teaching method. When relying on the online platform for teaching becomes a major trend, how to guide students to establish a systematic professional concept and cultivate outstanding professional quality is the direction of online teaching for college music programs.

**Current Situation and Reasons for the Vigorous Development of Online Teaching**

With the widespread application of Internet technology, recent years have witnessed the booming of online teaching. Higher education has ushered in new opportunities for development while it faces a huge impact on traditional teaching methods.

**Technical Conditions Are in Place for Large-Scale Online Teaching**

The so-called “online teaching” is a practical teaching process based on cloud computing and utilizing the convenience of information technology. The advantage is that it manages to cover and integrate excellent third-party resources for teaching and learning. Students and instructors are connected through the online platform to facilitate the entire process. The outbreak of COVID-19 provides a specific external environment for online teaching and learning, fueling the iteration of platforms for online teaching. At present, a good online platform is called “Rain Classroom”. It has added “Changjiang Rain Classroom” and “Huanghe Rain Classroom” to expand as well as ensure the stability of teaching in response to large-scale online teaching. College music majors, as a part of online teaching, are well positioned to take advantage of the aforementioned conditions.
platform and carry out practical teaching with their own professional characteristics. Connected with each other through computer cloud, instructors and students at both ends of the network cable are able to complete the teaching task as scheduled.

**Existence of a Student Population Familiar With the Online Teaching Model**

Video websites or learning platforms are both informative and interesting, attracting large groups of students. For instance, there are a number of teaching videos related to college majors in BiliBili, Youku, Tencent Live, and DingTalk. Students can seek help on the Internet during their study. The mere fact that students are learning on the Internet is the objective basis on which online teaching can be carried out on a large scale.

**A Small Trick to Spice up the Classroom Atmosphere and Bring Students and Instructors Closer Together**

The “chat” system added to the online platform effectively improves the efficiency of student communication in the classroom. Instructors will get feedback from students through the bullet screen and address problems for students in time.

**Save Students’ Round-Trip Time to Fixed Classrooms**

Students participating in online teaching only need to log in to the corresponding APP by mobile phone and enter the course room prepared by the instructor in advance, which is more convenient than traditional teaching.

**Problems Exposed in the Online Teaching Process of Practice Courses for College Music Programs**

The online teaching method of music professional practice courses in colleges can simplify the teaching process to a certain extent, but at the same time, it also reveals some limitations.

**Online Teaching Participants With Unstable Networks Will Lead to a Decline in Teaching Quality**

The biggest limitation of online teaching is that it must rely on a stable network signal. If the network is unstable, it is difficult to ensure the classroom interaction of online teaching; either the teachers are disconnected or the students are interrupted due to poor network. There is a great deal of demand for audio and video transmission in the practical teaching of college music programs. Once the network signal is unstable, it will directly affect the effective transmission of sound and images. Then, it is impossible to build a positive interaction between instructors and students. As a result, it will greatly restrict the orderly implementation of practical teaching, and the overall teaching effect will naturally be reduced.

**The Sense of Distance in Online “Screen-to-Screen” Teaching Will Weaken the Timeliness of Teaching Error Correction**

The traditional teaching mode of “oral teaching that inspires true understanding” and “master instructing apprentice” is still an indispensable role in practical teaching. The traditional offline teaching provides a “face-to-face” process for students and instructors to observe each other. The instructor sets high standards for the students’ vocalizations and their judgments, so students must listen carefully to the instructor’s demonstrations before learning. If necessary, the instructor will even point out where the student is lacking by directly pointing to the body parts. Then, by practicing on the spot, students can correct the mistakes in time. On the contrary, online “screen-to-screen” teaching lacks this “physical contact” between instructors and students. In many cases, students fail to correct their own problems through the instructor’s online teaching.
demonstration, and there is no way for the instructor to show students hands-on what their problems are. Eventually, students often take detours when they practice by themselves.

Before online teaching was fully rolled out, there were some examples of art colleges applying multimedia and other digital equipment to combine with offline courses for teaching, but it was always on a small scale. So taking this opportunity, online teaching has ushered in the development of “sailing with the wind”, but how to “rocket up” is a question worth pondering.

Practical Strategies for Effective Online Teaching of Practical Courses for College Music Programs

Optimizing Faculty Allocation to Ensure Teaching and Learning

Online teaching brings a lot of challenges to instructors. As such, instructors must actively learn about online teaching applications and familiarize themselves with the necessary operations so that they can join the curriculum reform and accomplish the teaching goals of the era.

Let’s take as an example the process of checking assignments for online vocal instruction conducted by college music majors. Due to the limitations of online teaching, most instructors choose a more conservative way of instruction. Before the instructor checks the assignment, students record the exercise via sound and image and upload it to the corresponding submission window. During the checking process, if the student’s equipment, recording method, and file format are not consistent, the video and audio files will be damaged and the format will not correspond when the instructor opens the file. If instructors are not proficient in using format converters, they will fail to open the files uploaded by students properly. Therefore, when teachers carry out online teaching, they need to improve their ability to apply online and computer software for the normal development of online teaching.

Integrating Online Resources to Improve Teaching Quality

In practice, instructors need to make full use of high-quality online resources in class. Then, in conjunction with the course being taught, instructors need to take out some excellent online contents separately to help students learn. Some difficult voice training can be taught from multiple ways through instructor demonstrations and MOOCs. In short, diversified thinking is adopted to solve the difficulties encountered in actual learning for students and to improve the quality of online teaching.

Combining Online and Offline Teaching to Improve Learning Efficiency

When teaching online, instructors have the option to choose screen recording before class to record the teaching contents, that is, class playback. Through the playback function, students manage to learn the teaching contents for many times, so as to facilitate in-depth thinking and problem solving.

Most music programs in higher education currently choose video transmission for online teaching, similar to class playback. The instructor records the whole process of classroom teaching in the form of video, and then uploads it to the school’s SPOC course corresponding to the MOOC in the form of “micro class”, so that students can learn independently. Afterwards, students repeatedly watch videos posted by the instructor through independent study to achieve in-depth learning and stimulate learning interest.

Strengthening Equipment Management to Grasp the Teaching Rhythm

Before instructors conduct online teaching, schools should prepare the instruments and equipment needed for teaching and configure the corresponding teaching tools. Only in this way can instructors guarantee the
smooth flow of the live network, rhythm of the class, and lecturing quality. Especially for music majors, when teaching online, instructors need to show students some relevant learning methods and practices. The instructor’s teaching demonstration cannot only rely on the “small window” of the video recording camera. Rather, it should guarantee the actual place of instruction is spacious enough to make certain demonstrations of singing forms in time to provide students with specific explanations so that they can learn by visual imitation. This will enrich the means of online teaching efficiency, help instructors to grasp the class rhythm, and guarantee the quality of teaching.

**Clarifying Teaching Objectives to Improve Evaluation System**

To improve teaching quality in online teaching, instructors need to clarify their teaching purpose in practice, develop a set of evaluation mechanism similar to offline teaching, evaluate teaching in time, and improve students’ independent learning efficiency. For example, for the practical exercises of the language training course for music programs, instructors can release a certain length of recording assignments for students to complete the exercises within a specified period of time. As for performance practice assignments, such as opera rehearsals, students can upload videos for instructors to check. All in all, online teaching provides a foundation for instructors to improve and innovate their teaching ideas. More importantly, online teaching helps instructors observe what each student learns in all aspects and promote their active learning, thus guaranteeing the efficiency of online teaching and learning.

**Introducing Online “Cloud” Creation to Enhance the Efficiency of Rehearsals**

Online teaching, derived from modern education information technology, has unparalleled edges in current teaching and learning. Especially for the practical teaching of college music majors, online teaching effectively makes up for the lack of timeliness and interactivity of traditional face-to-face teaching. In addition, it reverses students’ inherent perceptions of practical music learning and arouses their passion for learning music. Online “cloud” creation (innovative teaching of singing, lyric composition, and harmony in the form of audio and video recordings) is introduced to overcome the shortage of practical teaching equipment. Thus, online instruction is fully leveraged to provide further guidance to students.

Taking piano teaching as an example, the traditional piano teaching is based on one-to-one teaching mode, which is simple in both method and form. Students practice alone alongside with the instructor’s guidance, but due to the number of students and the teaching time, there is little communication between instructors and students or between students themselves. But with the online “cloud” platform, students manage to connect with each other and exchange ideas. Moreover, they can also stay in touch with their instructors and get answers to questions they do not understand at any time. On top of that, the teaching form of “online concert” is also breaking through the limitations of time and space. For example, the online teaching of choral rehearsals has increased its flexibility. Students complete their rehearsals alone after class and then upload their rehearsal videos to the platform, where they can see their peers’ videos, and exchange and learn from each other. The timeliness of the feedback enhances the efficiency of the rehearsal as instructors will review the rehearsal videos one by one, so that students will have a better command of the rehearsal content.

To sum up, in online college music teaching, instructors should focus on stimulating students’ learning interest and mobilizing their learning enthusiasm before, in, and after class. When designing online music courses, always keep in mind that students are the main focus. The whole process of online teaching can be through observation, learning, interaction, and exchange between instructors and students or between students
themselves. The concept of online teaching should be changed from “how to teach” to “how to learn”. In other words, online teaching should be student-oriented and make them take an active part in learning. Besides, the incentive mechanism needs to be strengthened to stimulate students’ initiative, so as to achieve the purpose of mutual learning and common progress. However, while giving full play to the advantages of online music teaching, it is also necessary for us to reflect on its shortcomings and explore a more scientific and efficient way of online music teaching.

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