Research on the Digital Presentation and Inheritance of Traditional Music in the Internet Era

Haijing Shi*
Xi'an University, Xi'an, Shaanxi Province, China

*Corresponding author e-mail: haijing_shi1978@haoxueshu.com.cn

Abstract. With the continuous development of society, the inheritance of culture has gradually become part of the development of Chinese spiritual civilization. Traditional music, as a part of Chinese culture, is an important part of Chinese national cultural heritage. However, due to the rapid development of the times, people are the awareness of inheritance and development has gradually faded, and traditional music has gradually disappeared from people's vision. This article analyzes the influence and role of digitization in the presentation and inheritance of traditional music in the Internet age, and proposes strategies for using digitization in the Internet age to present and inherit traditional music.

Keywords: Internet, Traditional Music, Digitization, Inheritance

1. Introduction
With the development of information technology, the digital age of the Internet era has been fully entered. New media has penetrated into all aspects of life and learning. Different types of music can better meet the music needs of the people through the spread of new media. At the same time, in the practice of curriculum inheritance, music teachers also face the problem of how to carry on music inheritance under the influence of new media, especially the presentation and inheritance of traditional music. Music class is an important position of traditional music education, and it is an important way to deepen national emotions, promote national culture, and build up students' national self-confidence and pride. Life is in the embryonic stage of turning independence and maturity from physical and psychological development. With the rapid spread of new media, it has produced and gradually formed its own insights on music [1]. This undoubtedly puts forward higher requirements for music inheritance.

Traditional music occupies an important position in the inheritance of music. Driven by digitalization in the Internet era, the music cognition of students has been affected in many ways. How to present and inherit traditional music in this environment, enhance the students' ability to appreciate traditional music, and carry out the inheritance of traditional music in music classrooms is a realistic problem at the moment [1]. Based on the experience in the inheritance process, the author makes a simple analysis and exploration of this, hoping to attract the attention of music education colleagues.

2. Problems in Inheriting and Developing Traditional Music
2.1 The Decline and Alienation of Traditional Music
In this era of information explosion, people are pursuing novelty and novelty, adopting a negative attitude towards things with strong historical background such as traditional music and opera, and being full of curiosity about new things without cultural background [2]. This should not be the case. In the current era of material desire, people should keep their original intentions, clarify their goals in life and continue to fight for them, instead of just having fun and pursuing excitement, so the things people love also reflect the impetuosity of people’s hearts. There are reasons for the decline of traditional music.

In addition, the commercialization of folk songs and the serious reality of stage formatting have caused traditional music to lose its cultural flavor and become a tool for some unscrupulous businesses to seek profits, although this has made traditional music into the public eye to a certain extent. Has increased its popularity, but the public has abandoning traditional music, and feel that traditional music is not enough to follow the trend, old-fashioned, etc. These negative attitudes cover the light of traditional music and continue to affect many people’s attitudes towards traditional music [2]. In fact, it is a negative product left behind by the rapid development of the times, which makes people feel resistance to traditional things with heavy cultural heritage. In fact, by calming down and exploring traditional music, you can communicate with the soul in the process of deepening music and make your mood more Calm.

2.2 The Lack of Theoretical Research
The inside of things always has certain laws and characteristics. Only by looking at the essence through the phenomenon can we understand its internal essence. The same is true for traditional music. However, at present, the lack of theoretical research on traditional music by Chinese academic experts has led to the lack of traditional music a unified form [3]. Although China has many excellent traditional music works, it is impossible to specify the music characteristics, genres and other laws. This also leads to a certain extent that there are people in China who are interested in traditional music but do not know where to go. Therefore, theoretical research should form a system to help people interested in traditional music conduct independent exploration [3]. In the process of system formation, it is necessary to combine the views of traditional Chinese music works and outstanding artists, combined with the historical background contained in each work, and comprehensively form a theoretical system in various aspects, so that the system is scientifically feasible and will not mislead young people.

2.3 Insufficient Attention to the Inheritance of Traditional Music
The relevant departments responsible for the inheritance of material cultural heritage in China do not pay enough attention to traditional music, which directly leads to the neglect of traditional music in relevant schools, and the failure of schools to implement traditional music education, resulting in students not being able to form heritage awareness and do not understand traditional music. There is no interest at all. In addition, due to the remoteness of some areas of China and the insufficient ratio of professional music teachers, music education cannot be regulated [4]. Therefore, the inheritance of traditional music is not an overnight task, but requires strong support from all parties in China.

3. The Influence of Digitalization in the Presentation and Inheritance of Traditional Music in the Internet Age
Changed the traditional single inheritance mode, which is conducive to strengthening the student's dominant position. In traditional music inheritance, the teacher's inheritance mode is basically fixed. Most teachers simply explain the songs they want to appreciate when teaching, supplemented by teacher performance and students Audiovisual or audiovisual, as shown in Figure 1. This kind of inheritance mode ignores the student's dominant position and easily reduces students' interest in music appreciation [5]. Applying new media technology in the inheritance of junior high school music, and presenting boring appreciation content through text, pictures, videos, etc., students become the main
body of the classroom, and traditional music is easier to integrate into students' hearts; encourage students to take the initiative to talk about feelings and re-create [5]. The classroom becomes a relaxed and interactive salon, and different course content flexibly adopts different inheritance methods, from "I want to learn" to "I want to learn", so that students can actively participate in the learning of traditional music.

![Fig.1 Traditional music inheritance](image)

It is conducive to increase and enrich the materials for inheritance and activate the classroom atmosphere of music inheritance. In the traditional media era, music inheritance mainly relies on teaching materials. The materials that teachers can collect and use are very limited. When performing traditional music presentation and inheritance, the lack of materials often fails to make the classroom lively and enriched [6]. The emergence of new media technology allows music teachers to use multimedia technology in music appreciation classes to enrich the inheritance materials, optimize the content and methods of inheritance, increase the capacity of inheritance, add freshness, and change the previous dull knowledge instillation inheritance [6]. Using multimedia to display the content of the repertoire in the classroom to realize the intuitive display of inheritance materials, facilitate students to better understand music knowledge, and to a certain extent make the connection of various inheritance links more close and coherent. During class time, students can be exposed to more forms of music, and the way of inheritance in class is diverse and interesting, which promotes the development of music literacy in a lively and relaxed atmosphere.

It is conducive to enhancing and realizing classroom interaction, and improving the quality of traditional music presentation and inheritance. Learning music requires not only listening attentively, but also interactive communication. Good teacher-student interaction and emotional resonance between students can enhance students' musical imagination and thinking divergence ability in music classrooms, enable students to gain different understandings of music works, and then give birth to new ideas [7]. The application of multimedia technology in the inheritance of junior high school music provides a guarantee for the benign interaction in the classroom, and is more conducive to narrowing the distance between teachers and students, so that students can truly integrate into music learning [7]. With the popularization of new media, the use of new media in the process of music inheritance can effectively improve the quality of inheritance. With the help of videos, animations, music software, etc., and through multimedia equipment for course performance and classroom interaction, not only can the complex music be broken down into easy-to-understand fragments, but also the content of music works can be displayed through pictures, videos, animations, etc., and change [8]. The single oral explanation and audio-visual mode in the traditional music classroom can improve students' perception of music in a more three-dimensional form, and it is easier to generate musical resonance, thereby improving the level of learning and improving the quality of traditional music presentation and inheritance.

4. The Digitalization of Traditional Music Presentation and Inheritance Strategies in the Internet Age
With the rapid development of Internet technology today, traditional music inheritance methods can no longer meet the needs of music inheritance. Teachers are also facing new problems such as changes in inheritance strategies and methods, and updates and abandonment of inheritance content. Summarize the following points.

4.1 Improve the Cognitive Level and Application Ability of the Internet

To create a music scene, you cannot just confine to the repertoire and content arranged in the textbook, you also need to grasp the trends of new media and understand the latest trends in music development. "Those who do not seek the overall situation cannot seek a domain." Teachers actively recognize new music forms and media technologies, not only can better grasp the teaching materials, but also better communicate with students [8].

The context creation function of new media refers to the construction of simulated contexts through the application of basic material units of information technology such as text, pictures, audio, and video. In the context of music, students realize the unity of audiovisual through the process of "contacting the work-understanding the work-experiencing the work-appreciating the work". When teachers lead students to appreciate the songs in the inheritance target, they can display relevant inheritance materials and information for students by making multimedia courseware, preparing audio or video materials, etc., as shown in Figure 2. First, the background and ideological connotation of music creation are presented to students through multimedia courseware, and the context of this section of music theme or course is introduced to guide students to understand musical works in the context of music, and then achieve the sublimation of aesthetics [9]. At the same time, the use of multimedia technology in music appreciation and inheritance to create music situations can achieve clever switching between inherited materials, allowing students to be in a variety of different music situations, through comparative analysis, contrast appreciation and learning, to enhance students' deep understanding of traditional music While understanding the connotation, it enhances students' national pride and cultural self-confidence.

![Fig.2 Application of digital technology in music inheritance](image)

4.2 Combining Digitalization to Promote the Presentation and Inheritance of Traditional Music

American educator Dewey believes: "In order to stimulate students' thinking, there must be a suitable experience environment as the initial stage of thinking." In music inheritance, teachers should cleverly use new media technologies to design suitable music according to the actual situation of the inheritance [9]. The classroom questioning and interactive links of inheriting content can better realize the inheritance goals of traditional music courses and complete the inheritance tasks with high quality, as shown in Figure 3. In the practice of inheritance, through the use of typical excellent pieces of traditional music, such as "Blessings of Love", "Golden Snake Dance", "Two Springs Reflecting the Moon", "Fishing Boat Sings Evening", "Ambush on Ten Sides", etc., with the help of multimedia, different music forms, Various inheritance methods enable students to actively immerse themselves in the learning of traditional music culture. It can also be combined with popular Chinese and ancient songs, such as "Rolling Bead Curtain", "Snow as Snow", "Drunk Red Cliff", etc., to get closer to students' interests, and to infiltrate traditional music education with popular music to promote students'
awareness [10]. The comprehensive improvement of listening, singing and other abilities has enabled traditional music to enter students' hearts imperceptibly, and effectively enhance music inheritance.

Fig.3 Combining digitalization to promote the presentation and inheritance of traditional music

4.3 Arouse Students' Interest in Learning Traditional Music through Interactive Network Technology
In music inheritance, teachers use interactive network technology to mobilize students' enthusiasm for participating in music learning through the combination of independent learning and cooperative inquiry. First, before the class, the teacher can send the music repertoire learned in this lesson to the students, and ask related open questions, so that the students can start the course with questions and thoughts, and often receive unexpected results. Secondly, the teacher can let the students prepare some materials in batches for each lesson, and ask the students to edit the music video and audio requirements [10]. In the process of processing, students can add their own understanding of this work to the corresponding position in the video. Through the second creation, mobilize the students' enthusiasm for learning, so that students can deeply experience the charm of traditional music. Finally, after the end of this music appreciation class, teachers can share the songs and materials used in the class with students, so that students can continue to enjoy beautiful music after class, and endow the music classroom with continuity.

5. Conclusion
Music plays an irreplaceable role in promoting physical and mental health, cultivating students' aesthetic ability, and enhancing students' comprehensive quality. As an important part of music inheritance, traditional music not only undertakes the inheritance task of cultivating students' music literacy, but also has the important significance of promoting national culture. In the context of the new curriculum reform, music teachers should make full use of new media technology to make music classrooms alive, so that all students can truly experience and feel in the inheritance situation created by new media, so that the efficiency of music classroom inheritance will be higher. The effect of inheritance is better, and the music literacy of students is cultivated more comprehensively.

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