Innovation Research of Network Technology in Music Teaching Environment

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Abstract. Internet multimedia has brought great convenience to people's life. The teaching method of vocal music is also challenged by multimedia with the development of network. Universities as an important base of vocal music talents training in China provide a large number of high-quality and high-level vocal talents for the society every year. According to the actual situation of vocal music teaching in domestic colleges and universities, there is still a certain lag in teaching methods and teaching concepts. The network era has brought abundant teaching resources and broadened the way of knowledge transmission. The application of modern information technology is changing the traditional teaching methods in Colleges and universities. This paper analyzes the problems and innovation strategies in vocal music teaching in Colleges and universities, expounds the specific reform measures of college vocal music teaching innovation, and puts forward that we should make full use of network technology, expand vocal music course content, change vocal music teaching methods, enrich vocal music teaching practice, promote the construction of vocal music curriculum database, and constantly improve students' vocal music skills and comprehensive artistic quality.

Keywords: Music Teaching, Multimedia Environment, Teaching Reform, Network Technology

1. Introduction
The traditional music teaching methods in Colleges and universities no longer meet the needs of social development with the advent of the network era. The reform and innovation of music education needs continuous practice and exploration to seek sustainable development in the continuous innovation under the new situation. This is an important research topic in the current art education in Colleges and universities. As we all know, music is a skill based discipline, which is the key subject and basic subject of college art education teaching. Through music teaching, students' voice and singing voice can be effectively trained, which can not only effectively relieve students' learning pressure, but also help them express their emotions. With the development of the new era and the maturity of multimedia education technology, in order to continuously improve the quality and level of college music teaching, we must keep pace with the times, keep pace with the times, and constantly innovate education and teaching methods and teaching system, so as to cultivate more high-quality, high-level and high-quality
music person times for the development of China's economic society. Today, this paper is based on this background, to explore the multimedia environment of college music teaching reform and other issues, and combined with many years of experience in music teaching, put forward some experience, hoping to contribute to the improvement of music teaching quality in Colleges and universities[1]. We will discuss it in detail through the following aspects.

2. The current situation and problems of music teaching

2.1. Lacking of theoretical teaching in the process of College Music Teaching

The traditional music teaching lacks innovation, the curriculum is relatively single, and the teaching methods are relatively backward. The teacher is the center of music teaching, and the main goal is to improve students' vocal skills. The teacher mainly teaches the basic knowledge and singing method of music. Teachers set the course content and require students to do a lot of mechanical repeated practice; the backward teaching concept is not conducive to improving students' interest in learning, and even makes students have a psychological conflict with music class; teachers lack of interaction with students, teachers teach and students passively listen to lessons, which is not conducive to the formation of benign communication between teachers and students. In the teaching of music, the teacher mainly talks about the knowledge of music, but seldom or even does not involve in other aspects. This isolated single teaching mode does not meet the development needs of students. Music is comprehensive, and it is related to dance, instrumental music and cultural knowledge[2]. The isolated and single teaching method also deviates from the essence of music.

Music is a skill based discipline, which requires relatively high level of students' skills. Therefore, in the teaching process, teachers attach great importance to the teaching of vocal skills, which leads to more practice in the teaching of music skills in the classroom teaching, and then ignores the teaching of music theory knowledge. Many students do not understand the theoretical knowledge of music and music art culture. The development of the theory of music, there is a problem of cognitive and understanding of the theoretical knowledge of music. In the long run, it will not only limit the improvement of students' cognitive level of music knowledge, but also limit the improvement of students' comprehensive ability of music. If the students' theoretical knowledge is not rich enough, even if they have very strong singing skills, there will be no theoretical knowledge to support, there will be no strong psychological quality, in the singing process, there will be problems such as forgetting words, losing tune and so on[3]. In this regard, music teaching under the background of new media should pay equal attention to theoretical knowledge teaching and skill teaching, so that students' comprehensive ability can be continuously improved.

2.2. Lacking of pertinence of teaching content

Classroom teaching content is an important basis and carrier of music education and teaching, which has an important impact on the improvement of music teaching level. Nowadays, many universities in the process of music teaching select the teaching content is lack of pertinence, which seriously affects the learning effect of students' music discipline and students' enthusiasm and initiative in learning music knowledge. In this regard, under the background of new media, the choice of music teaching content should be rich in levels, so as to be suitable for the learning of students at different basic levels. Although the teaching content with higher difficulty helps to improve the professional level of students' music, it will also increase the pressure on students' learning and make them fall into difficulties. In the long run, students will lose their confidence in learning and affect their learning The improvement of study level.

2.3. Problems in music teaching

It is a common problem in music teaching in Colleges and universities to attach importance to theoretical knowledge and neglect practical teaching. Some colleges and universities do not pay enough attention to music courses, only set up basic music courses, less music practice, and even
never carry out practical education. The teaching of theoretical knowledge mainly focuses on improving students' skills, but less on the cultivation of students' cultural quality, aesthetic taste, artistic quality and creativity. This situation is not conducive to students' real mastery of art theory and art history knowledge, understanding of art creation, art appreciation and art development law, and is not conducive to the formation of students' artistic perception, imagination, judgment, understanding and creativity.

Many teachers have a certain deviation in the teaching of music, which affects the improvement of music teaching quality. For example, some teachers think that the goal of music teaching is to cultivate talents with higher singing ability for the society, and pay attention to the cultivation of students' performance ability in teaching, and lack of education and teaching of aesthetic value and emotional value. According to a large number of experience shows that in order to improve the rendering power and resonate with the audience in the performance process, not only the performers need to have superb performance skills, but also need to have rich emotional expression. Therefore, in the teaching process, only pay attention to and emphasize the performance value, while ignoring the emotional value, which is not conducive to the cultivation and improvement of students' comprehensive ability.

3. The path of College music Teaching Reform under the new media

Music teaching reform in Colleges and universities is imperative. The network age has brought technical impetus to the reform of music teaching in Colleges and universities, which is an effective means to solve the problem that teaching lags behind the demand. music teaching in Colleges and universities should continue to expand teaching content, change isolated teaching methods, enrich music teaching practice, and promote the innovation of music teaching in Colleges and universities.

3.1. Enhancing the openness of classroom teaching

The network age is the information age, the era of knowledge and information sharing. The network era provides abundant teaching resources for music teachers, so that the access to teaching materials is not only from textbooks. Network data sharing platform, WeChat official account, short video platform, micro-blog, etc. can all become teachers' access to teaching materials, especially some open courses on the Internet. music teachers should make full use of the network, according to their own experience and social hot spots, expand teaching content, enrich teaching materials, so that music teaching is no longer confined to textbooks. The content of music course is rich, which is the first step to attract students' interest.

As music teaching workers, we all know that music is a theoretical and practical course, which not only requires students to master comprehensive theoretical knowledge of music and exquisite singing skills, but also needs to integrate into their own emotions, experience and fully express in the process of singing. In this way, we can continuously improve the quality and ability of students and constantly improve their voice Music comprehensive ability. There are some defects in the traditional music teaching mode. In this regard, under the background of new media, our teachers, as organizers, designers and guides of music classroom teaching, should, according to the development of the times, base on the current teaching environment, constantly innovate teaching ideas and teaching methods, and constantly promote the application of new media teaching technology in the process of music teaching, so as to promote the current music The improvement of classroom teaching level. At the same time, in the teaching process, teachers should also create an open, relaxed and happy learning environment for students to fully stimulate their enthusiasm and initiative in learning. For example, we teachers can use the new media technology to construct the flipped classroom teaching of music, and promote the music classroom teaching to be more in line with the development of the times, more scientific and reasonable.

3.2. Changing the teaching method of music course
Music teachers use multimedia to present the teaching content through sound, image, multimedia, pictures and other means, so as to make the abstract content of the course concrete, give students more intuitive experience, and promote students to better understand music knowledge. Teachers can make use of multimedia equipment and create situational teaching methods to make students feel the charm of music from all aspects of hearing and vision. For example, when teaching songs about grassland, music teachers can show the scene of grassland to students through multimedia equipment, and then select appropriate tunes to play according to the content of the scene. Let students be able to live in the scenery, enjoy music, feel the charm of music art, and fully stimulate students’ imagination. Situational teaching can make students sing with emotion and really improve their music skills. Teachers can take the way of network joint teaching, invite teachers of relevant courses to teach together, change the original single teaching method, form the integration of multiple teaching modes, so that students have better experience and harvest in music class, and stimulate students’ interest in learning music.

3.3. Enriching music teaching practice
Practice is the final way to test the theoretical knowledge. The knowledge, skills and understanding of music that students learn must pass the stage test. Teachers should give students more opportunities for stage practice and encourage them to participate actively, such as holding competitions on the Internet platform. Nowadays, online platform competition provides more opportunities for students to show themselves. Students can participate in the competition by recording short videos, which not only saves costs, but also improves students’ confidence. Some students spontaneously released relevant talent shows on the tiktok, while they were praised for their harvest and got a better evaluation. However, different from the reality on the Internet, there are a lot of positive and negative factors. Teachers should properly guide students to adjust their mentality and practice reasonably[4]. In the process of college music teaching reform, teachers are the initiative to promote the process of teaching reform and optimize the development of teaching reform. In this regard, in the new media environment, based on the new changes, new requirements and new challenges of music teaching, colleges and universities should strengthen the construction of high-quality teachers’ team, constantly improve the teaching ability and quality of educators, and realize the full play of teachers’ role in music teaching research, music teaching design and practice. In this process, on the basis of strengthening teachers' professional knowledge training, colleges and universities should pay attention to the cultivation of teachers’ new media literacy, so as to reform teachers' teaching concept and improve their ability of applying new media.

3.4. Promoting the construction of music curriculum database
The construction of relevant music course database can make students of different ages and different levels realize resource sharing and interconnection through the database. Teachers input the data of music class into the database platform. Students can look up the data anytime and anywhere after class. They can also put forward relevant questions on the data platform[5]. Students can communicate and exchange with each other on relevant issues and put forward their own views. This requires the joint efforts of schools, music teachers and students, the construction of special music database platform, and the support and guarantee of equipment. music teachers are required to improve their knowledge and skills, with the cooperation of relevant network departments and the support of school funds[6].

4. Conclusion
The development of network technology requires the reform of vocal music teaching methods, which is also very necessary. Music teaching has been provided with rich teaching materials and diversified teaching methods with the development of the times and the progress of science and technology. Colleges and universities should seize the opportunity, keep pace with the times, give support in capital, manpower and material resources, vigorously support the database construction, strengthen the hardware foundation, and promote music teaching to meet the needs of society and students’
development. In accordance with the general requirements of "national medium and long term education reform and development planning outline" to accelerate the process of education inform, we should strengthen the training and guidance of music teachers, give play to the key role of teachers in the innovation of music reform, constantly improve the comprehensive quality of teachers, enrich the classroom content, change the teaching methods, pay attention to teaching practice, and innovate music teaching.

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