

# Analysis of the Reform Path of Music Education in Colleges and Universities in the Era of "Internet+"



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**Abstract:** Under the wave of "Internet+", the traditional music education model can no longer meet the needs of today's students and society, therefore, the reform of music education in colleges and universities is urgent. In this paper, we will analyze the reform path of music education in colleges and universities in the era of "Internet+" from four aspects, such as offering online music courses, utilizing virtual laboratories and technical tools, promoting distance education and online assessment, and establishing online social and cooperation platforms, to provide some suggestions and ideas for the development of music education in colleges and universities.

**Keywords:** "Internet+" era; high efficiency; music education; reform path

## Introduction

With the rapid development of Internet technology, the field of education has entered the new era of "Internet +". Music education, as an important part of art education, is also facing the problem of how to integrate into the Internet era, how to better adapt to the needs of students, and improve the teaching effect. Therefore, the exploration of the reform path of music education in colleges and universities has far-reaching and important significance.

## 1. Problems in Music Education in Colleges and Universities in the Era of "Internet+"

In the era of "Internet +", music education in colleges and universities is facing a series of new problems. First of all, the traditional classroom teaching mode has been affected by the great impact of the Internet, students can freely access a variety of music education resources on the Internet, making traditional face-to-face teaching relatively inefficient. Secondly, the rapid development of Internet technology has brought about a huge amount of

music information, and students can easily fall into the predicament of information overload, making it difficult to filter and screen quality resources. At the same time, there are many unstandardized and inaccurate music education contents on the Internet, which may mislead students and negatively affect their learning (Cheng, 2022). In addition, although the Internet provides online learning platforms and distance learning opportunities, it is difficult to effectively implement practical sessions, cooperation, and other important components of music education in colleges and universities through online means (Liu, 2022). Finally, the convenience and entertainment tendency brought by the Internet also negatively affect the learning attitude and academic level of students, who may focus more on consuming music than creating it.

## 2. The Necessity of Music Education Reform in Colleges and Universities in the Era of "Internet +"

### 2.1 Expanding the boundary and influence of music education

The significance of music education reform in colleges and universities in the era of "Internet+" is

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that it can help expand the boundaries and influence of music education. Because the traditional music education mode is often limited to the classroom teaching knowledge, communication between teachers and students is limited by time and space, and can not let more people contact music, understand music, and feel the music, it is difficult to improve the influence of music education. In the era of "Internet +", through the sharing of network platforms and teaching resources, it is possible to break the limitations of time and space, so that more people can contact music, understand music, and feel music (Cui & Bai, 2022), and be able to learn and communicate with music at any time and any place, thus further expanding the boundaries and influence of music education. At the same time, teachers can use big data analysis to better understand the learning behavior, preferences, and needs of students and other information, to make more fine-tuned adjustments and improvements to music education, and to further improve the teaching effect. In addition, in the era of "Internet+", social media has become an important platform for people to obtain information and communicate. By releasing high-quality music education content on social media platforms, carrying out music education publicity activities, and organizing music competitions and other activities, more students and the public can be attracted to pay attention to music education, improve the public's music literacy and appreciation, and promote music culture, thus further expanding the influence of music education. Therefore, under the era of "Internet+", music education in colleges and universities is reformed through the use of Internet technology, big data analysis, and social media, which is conducive to further expanding the boundaries and influence of music education.

## **2.2 Provide diversified learning methods and approaches**

With the rapid development and popularization of Internet technology, music education in colleges and universities is gradually facing new changes, and reform in the era of "Internet +" is conducive to providing students with more diversified learning

methods and approaches. On the one hand, in the era of "Internet +", students can freely choose online courses according to their interests and hobbies and are no longer limited to the traditional fixed curriculum (Guan & Zhang, 2023). This diversified curriculum can stimulate students' learning interests and potential, enabling them to expand their musical horizons and learning channels. On the other hand, in the era of "Internet+", students can obtain a wider range of music resources through the Internet, such as music works, performance videos, tutorials, and so on. Such resource sharing will provide students with more diversified and high-quality learning materials, enabling them to better expand their musical horizons and learning channels. In addition, the online learning platform allows students to study independently anytime and anywhere, breaking the limitations of time and space. Students can log in to the online learning platform at any time through computers, cell phones, and other devices, and study according to their schedule. This flexible learning method makes it more convenient for students to acquire knowledge and skills and improves learning efficiency and convenience. Of course, through music social platforms and online ensemble programs, students can communicate and cooperate with music lovers from different regions and schools. They can share their musical works, exchange learning experiences, and inspire and promote each other's artistic growth (Zhang, 2022). This extensive music exchange helps to broaden students' musical horizons and stimulate innovative thinking and cooperative spirit. Therefore, the reform of music education in colleges and universities in the era of "Internet +" can provide students with more diversified and creative ways and means of learning.

## **3. The Reform Path of Music Education in Colleges and Universities in the Era of "Internet +"**

### **3.1 Introduction of innovative teaching mode**

In the era of "Internet +", music education in colleges and universities needs to introduce innovative teaching models to meet the needs of

rapidly developing technology and social change. In this regard, teachers need to introduce information technology and innovative music teaching modes. The traditional music teaching mode is based on face-to-face teaching, teaching course content, and presentation skills. However, today's information technology and network technology have deeply penetrated various fields and changed people's production and lifestyle. Therefore, the introduction of information technology in music education can truly realize the innovation of teaching mode. For example, teaching can be carried out through network videos and online education platforms, so that students can listen to the lessons anytime and anywhere, which improves the practicality and convenience of learning (Tang, 2022). At the same time, VR panoramic technology and gamification teaching methods are used to improve students' interest and enthusiasm in learning, so that they can understand music knowledge and skills more deeply. In addition, the education model should pay more attention to the diversity and individualized needs of students. For example, adaptive learning systems and intelligent tutoring tools are used to provide personalized learning content and educational services according to student's interests, abilities, and other differences, to achieve differentiation and personalization of teaching. In addition, music is an art that is closely linked to the application industry. Therefore, music education needs to absorb innovative technologies and methods within the music industry and integrate them into teaching content and methods. For example, music education is deeply integrated with digital music, game music, and other fields to guide students to understand the laws and trends of the industry and cultivate professionals in the music industry.

### 3.2 Strengthening interdisciplinary integration

In the era of "Internet+", music education in colleges and universities needs to take reform measures to adapt to the needs of science and technology and social change. Among them, strengthening interdisciplinary integration is a distinctive feature and an important strategy.

Interdisciplinary integration refers to combining the knowledge and ways of thinking of different disciplines to form new knowledge and methods and to improve the diversity and comprehensiveness of education. The implementation of interdisciplinary integration requires the establishment of a mechanism for interdisciplinary cooperation among teachers. For example, music teachers are encouraged to cooperate with teachers of information technology, fine arts, and other disciplines in curriculum design and teaching research. Through interdisciplinary cooperation, knowledge and skills from different fields can be combined to form richer and more diverse educational content and methods. At the same time, the implementation of interdisciplinary integration requires an increase in horizontal and vertical curriculum crossover. Horizontal crossover means that the curricula of different disciplines are integrated to jointly explore a certain topic or issue. For example, content from disciplines such as information technology and fine arts can be introduced into music to give students a more comprehensive understanding of music composition and performance. Vertical crossover, on the other hand, refers to the close connection between the courses of the same subject at different levels of study. For example, in conjunction with the use of information technology, a perfect open class system is established to improve the professional level of teachers (Wang, 2023), while allowing students to feel the comprehensiveness and openness of music education. In addition, the implementation of interdisciplinary integration needs to make full use of digital technology and network resources. Digital technology and network resources are important means for the implementation of interdisciplinary integration. For example, big data technology is used to analyze the learning situation and ability of students and optimize the teaching plan and resource allocation. At the same time, with the help of Internet resources and open curriculum platforms, the knowledge field and vision of music education can be expanded, and the diversity and openness of music education can be enhanced. Of course, the

implementation of interdisciplinary integration also needs to encourage students' innovative ability and interdisciplinary thinking. Students are the main body of interdisciplinary integration, and their initiative and creativity should be fully utilized. For example, students are encouraged to participate in music creation and performance to improve their sensitivity and flexibility, while practicing their interdisciplinary thinking and cooperation ability.

### **3.3 Promoting online communication and cooperation**

In the era of "Internet+", promoting online communication and cooperation in college music education is an important reform strategy. Online communication and cooperation, can break through geographical restrictions, broaden students' musical horizons, strengthen teacher-student interaction and communication, and provide more diverse learning resources and opportunities. Colleges and universities can take advantage of existing online education platforms or build their music education platform to provide a platform for music education teachers and students from different schools to share resources and information (Duan, 2023). The platform can include teaching videos, teaching materials, music works display, etc., and set up online discussion forums and communication boards for teachers and students to communicate and cooperate online. Meanwhile, by organizing online seminars, lectures, and workshops, it invites famous music education experts from home and abroad to communicate and train with teachers online. Teachers can share their teaching experience and innovative methods through the online exchange platform, encourage mutual learning and cooperation among teachers, and improve their education and teaching levels. Moreover, colleges and universities can cooperate with other music colleges or music organizations to jointly offer online cooperative programs and courses. For example, cooperative programs such as cross-college choirs and symphony orchestras can be opened, and rehearsals and performances can be conducted through online means. Such cooperative programs not only provide

students with a broader stage but also promote exchanges and cooperation among schools. Online tutoring and mentoring mechanisms can also be established to address the individual differences and special needs of students. Through the online tutoring platform, personalized music skills guidance and artistic cultivation can be provided to help students overcome technical difficulties and confusion in artistic creation. In addition, professional teachers can also provide students with summer internship guidance and academic research counseling through online means, or organize online music competitions and awards to stimulate students' creativity and competitive awareness.

### **3.4 Provide personalized training programs**

In the era of "Internet Plus", by providing personalized training programs, we can meet students' different music needs and development goals, and promote their comprehensive and personalized artistic growth. When each student enters the music education stage in colleges and universities, the school should establish a personal learning file for him or her to fully understand the student's musical background, hobbies, learning ability, and other information, to provide a basis for the development of personalized training programs. In addition, a set of evaluation systems can be designed to assess students' music levels interests, and specialties through regular music ability tests and students' self-evaluation, to provide a reference for the development of personalized training programs. According to students' interests specialties and development goals, a diversified curriculum is designed, covering various aspects such as music theory, performance skills, and music creation. Each student can choose a suitable course according to his/her interests and needs, and study under the guidance of the tutor. At the same time, the tutor can tailor-make a personalized study plan and cultivation direction according to the student's developmental needs, and provide targeted guidance and counseling. Of course, in addition to the formal curriculum, a variety of personalized teaching activities and programs can be organized to meet the special needs

and interests of students. For example, individual performance skills training courses, music composition workshops, orchestra rehearsal courses, etc. can be organized to provide students with more professional and personalized training opportunities; students can also be organized to participate in music competitions, performances, and other public activities to provide opportunities for displaying their talents and exchanging ideas and learning. In addition, in the era of "Internet Plus", personalized teaching can be better realized with the help of advanced technological means. For example, personalized learning resources and teaching content can be provided through online education platforms to provide students with independent learning opportunities; music software and applications can be used to provide individual music instruction and performance skills training; and cross-regional interactions between instructors and students can be realized through distance learning systems. These technological means can meet the individualized needs of students and provide a more flexible and convenient way of learning.

### Summarize

To sum up, the reform path of music education in colleges and universities in the era of "Internet+" includes introducing innovative teaching modes, strengthening interdisciplinary integration, promoting online communication and cooperation, and providing personalized training programs. These reform measures make music education more flexible and convenient, and at the same time improve the teaching effect and overall quality.

### Conflict of Interest

The author declares that he has no conflicts of interest to this work.

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