

Exploration of the Development of Folk Music Education in Colleges and Universities Under the Background of “Internet +”

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Abstract:

With the rapid development of information technology and the wide application of the Internet, “Internet +” has become one of the key words in all walks of life. For the folk music education of higher education institutions, this also brings many new opportunities and challenges. Therefore, this paper discusses the development of ethnic music education in higher education institutions under the background of “Internet +”, and makes an in-depth analysis and discussion on related issues. The study shows that “Internet +” provides a wider range of teaching resources for ethnic music education in higher education institutions, expands teaching methods and approaches, and promotes the communication and cooperation between teachers and students.

Keywords:

Internet +, Higher Education Institutions, Ethnic Music Education

1. “Internet +” and the Importance of Ethnic Music Education in Colleges and Universities

1.1. “Internet +” and ethnic music education

“Internet +” music education is the concept of combining Internet technology with traditional music education. It aims to use the Internet and related technologies to provide a wider, convenient and flexible music education resources and learning methods to meet the needs of modern learners. Specifically, “Internet +” music education includes the following aspects: (1) online music courses, through the network platform, students can choose the music courses they are interested in anytime and anywhere. These courses may include music theory, musical instrument playing, music creation, etc. Online courses can be in the form of video instruction, live lectures, or pre-recorded course content. (2) Remote guidance: Students can conduct remote guidance and communication with the music teacher through the

Internet. Through video calls or online chat tools, students can get guidance and feedback from teachers to improve their music skills.(3) Virtual orchestra or choir: Internet + music education can also put remote students together in the form of virtual orchestra or choir. Students can work together with other students through the network platform to play wonderful music works together.(4) Online resources and tools: Internet + music education also provides a large number of online resources and tools to help students to study and practice independently. These resources include music learning websites, music production software, metronome, tune identification tools, etc., which can help students improve their efficiency and quality in the process of learning and performance. In short, “Internet +” music education aims to break the limitation of time and space through Internet technology, so that more people can have access to high-quality music education resources, provide flexible learning methods, and promote the communication and cooperation between students and music teachers and other students.

1.2. The importance of developing folk music education in colleges and universities

It is of great academic and social significance to carry out folk music education in colleges and universities. As a mechanism of cultural protection and inheritance, ethnic music education in colleges and universities contributes to the protection and inheritance of rich and diverse ethnic music heritage. As an important part of culture, folk music carries the history, values and artistic tradition of the nation. Through systematic education courses and activities, folk music education in colleges and universities helps students to deeply understand, appreciate and inherit the unique artistic style and expression form of folk music. Ethnic music education in colleges and universities is helpful to promoting and promoting national culture. As an art form with universality and cross-cultural influence, music can become an important medium to convey national cultural characteristics and identity. By learning folk music, students can deeply understand and experience the traditions, values and aesthetic concepts of the nation, so as to cultivate pride in their own culture and promote mutual understanding and respect in cross-cultural exchanges [1]. Ethnic music education in colleges and universities has a positive influence on students' artistic accomplishment and aesthetic accomplishment. Learning folk music can cultivate students' ability of perception, appreciation and creation of music, and improve their aesthetic level and artistic accomplishment. By learning the musical structure, expression form and performance skills of folk music, students can cultivate a deep understanding of and critical thinking of music, so as to broaden their aesthetic views and artistic expression ability. Ethnic music education in colleges and universities also promotes the cultivation of interdisciplinary learning and innovation ability. Folk music education involves the knowledge and methods of musicology, cullology and history. Through interdisciplinary study and research, students can gain a wider vision of knowledge and develop critical thinking and innovation. This helps students to demonstrate a higher academic level and creativity in their research and practice in the field of music and other related fields.

2. “Internet +” a Challenge to Ethnic Music Education in Colleges and Universities

2.1. The tions and limitations of folk music education mode in traditional universities

In the context of the current Internet era, there are a series of limitations and limitations in the traditional mode of folk music education in colleges and universities, which restrict its development and adaptability in the field of music education. First of all, the traditional folk music education mode in colleges and universities often pays too much attention to classroom teaching and book knowledge teaching, ignoring the students' individual differences and the diversity of learning styles. This single teaching method cannot meet the students' needs for creative thinking and practical skills, and lacks the educational concept of keeping pace with The Times. Therefore, the traditional folk music education mode in colleges and universities usually has the problems of discipline barriers and relative isolation. Music education is often isolated from other disciplines and lacks links with social and practical problems. This isolated discipline structure limits students' comprehensive understanding of music and the cultivation of interdisciplinary ability. In today's diversified and global social environment, the traditional model often relies on limited teaching materials and teaching equipment, and fails to make full use of the application of the Internet and advanced technologies in teaching. In this context, the development of Internet technology has brought new opportunities and challenges to the folk music education in colleges and universities.

2.2. The challenge of integrating technology application and teaching content

The rapid development of the Internet has brought a series of challenges to the folk music education in colleges and universities, mainly manifested in the integration of technology application and teaching content. The Internet provides a broad technology application platform for ethnic music education in colleges and universities. Through the Internet, students can easily access a variety of music resources and learning tools, such as music players, online music courses, music production software, etc. This provides students with a more convenient and diversified way to learn, and expands their learning space and resources. Internet technology also provides a more interactive and participatory teaching method for folk music education in colleges and universities. Through video conferencing, online discussion forums, remote collaboration and other technical means, students can interact and cooperate with music experts and other students in real time to share their music works and experiences. This interactive teaching method helps to cultivate students' cooperation, creativity and expression. The Internet also provides rich learning content for ethnic music education in colleges and universities. Students can learn various music styles and folk music playing skills and creation methods through the online music learning platform. There are also a large number of music resources and materials on the Internet for students to reference and study, such as music history, music theory, famous artists playing video, etc. This enables students to have a more comprehensive understanding and study of ethnic music and improve their professional quality. Although the Internet provides a lot of music resources, there are also problems of uneven quality. Students need to have the ability to identify and screen to select appropriate learning materials and resources. The convenience and diversity of the Internet may also lead to students' neglect of traditional music education, making them more inclined to pursue the immediacy and popular music content, while ignoring the in-depth study and inheritance of traditional folk music.

2.3. The development environment of ethnic music culture in colleges and universities is challenged

With the popularity of the Internet, the dissemination and access channels of music around the world have been significantly expanded, thus giving birth to the diversified development trend of music in various countries. This phenomenon has brought new challenges to the development environment of folk music culture in higher education institutions. In the past, colleges and universities mainly relied on traditional educational means, such as teacher teaching, field trips and academic exchanges, to cultivate folk music culture. However, with the popularity of the Internet, the traditional ways of education have been impacted to some extent. The popularity of the Internet has allowed music resources to be widely shared and accessible, allowing students to freely browse and appreciate music works from all over the world through online music platforms, social media and video sharing sites. This convenient access provides students with a more diverse selection of music, which gives them access to the music from different cultural and geographical backgrounds. However, this also raises the problem that students may be more inclined to focus on pop music and international music and ignoring the study and understanding of national folk music. The convenience of the Internet has also brought new opportunities and challenges for music creation and performance. Artists and musicians can gain more attention and recognition by promoting their work to a global audience through online platforms. However, this also leads to the increasingly fierce competition in the global music market, which has brought great pressure on the status and inheritance of folk music in universities.

3. A New Way of Developing Folk Music Education in Colleges and Universities Under the Background of “Internet +”

3.1. Build an art-sharing platform

Under the background of “Internet +”, the development of folk music education in colleges and universities has ushered in new opportunities and challenges. In order to promote the vigorous development of folk music education, colleges and universities should actively explore innovative ways and build a comprehensive art sharing platform to promote the promotion and education of folk music. Colleges and universities can make full use of online education platforms to provide students with high-quality ethnic music teaching resources. By combining information technology and music teaching methods, various forms of education such as online courses and teaching videos are created, so that students can easily acquire music theoretical knowledge and playing skills. College teachers can also interact with students and guide students through distance teaching, and provide personalized educational support [2]. In addition, universities can explore the application of virtual reality technology in folk music education. By building an immersive virtual environment, students can experience the performance and performance of various ethnic music personally, and enhance the sense of participation and fun in learning. The application of virtual reality technology not only improves the experience of music education, but also provides students with a unique platform to create and perform. Colleges and universities should also pay attention to the construction of social media and online communities to provide an interactive platform for students and music lovers. Through the communication power of social media and the cooperation of online communities, students can share their music works, exchange music experiences, and interact with other musicians and professionals. This social learning and creative atmosphere will stimulate students’ creativity and cooperation spirit. Further, universities can promote interdisciplinary cooperation to combining folk music

education with knowledge and technology from other disciplines. For example, interdisciplinary courses are offered to integrate music education with the application of science and technology, art and design and other fields to cultivate students' comprehensive literacy and innovation ability. This comprehensive interdisciplinary intersection helps to broaden students' thinking horizon and improve their cross-border thinking ability and creative expression ability.

3.2. Use “Internet +” to promote teachers’ ethnic music literacy

In the current educational environment, there are many teachers themselves who receive westernized music education and grow up. This kind of teachers have insufficient identification and research, and lack of pride in this folk music. Colleges and universities should strengthen the professional training of teachers, and pay attention to the training of teachers' research and identification of this folk music. By adding special courses on ethnic music, carrying out ethnic music research projects and holding special seminars and lectures, teachers with profound knowledge and skills of ethnic music and a sense of identity and confidence in ethnic music can better inherit and promote ethnic music education. Colleges and universities should also pay attention to improving teachers' educational awareness and cultural literacy, and strengthen teachers' learning of theoretical and practical knowledge of folk music education by carrying out special training and research activities. Teachers should have a solid theoretical foundation of education and professional knowledge of music education, and should also have an in-depth understanding and research of national culture. Only in this way can teachers better teach the knowledge and skills of ethnic music, guide students to deeply understand and appreciate this ethnic music, and cultivate students' identification and confidence in this national culture [3]. In addition, with the use of “Internet +”, universities can promote teachers' research and cognition of this ethnic music through rich academic resources and research platforms, establish ethnic music research centers or special music research institutions, and provide teachers with support and resources for ethnic music research. At the same time, teachers are encouraged to participate in academic exchanges and cooperative research, and to have in-depth discussions and cooperation with other scholars and experts, so as to broaden their research horizons and deepen their understanding of this folk music. Colleges and universities can organize various academic activities, such as music academic conferences, music forums, etc., to provide a platform for teachers to show and communicate, and encourage teachers to actively participate in academic discussions and cultural exchanges.

3.3. Use the “Internet +” technology to promote the course construction

Under the background of “Internet +”, using the Internet technology to promote the curriculum construction and develop the courses with the characteristics of ethnic music culture has become an important measure to promote the development of ethnic music education. This way can break through the time and space limitations of traditional education, and provide students with wider and more convenient learning resources and learning opportunities, as well as more targeted and personalized learning experience. Through the Internet platform, it can provide a variety of learning resources, including the knowledge of the history, theory, performance skills and performing arts of folk music. These resources can be presented in the form of online courses, teaching videos, electronic books, audio materials and so on, and students can learn through the Internet anytime and anywhere. At the same time, the

Internet platform can also provide interactive learning tools and learning communities to promote the interaction and cooperation between students and enhance the learning effect. Secondly, the development of courses with the characteristics of ethnic music culture can meet the students' learning needs of ethnic music and strengthen their identification and understanding of ethnic music. These courses can cover the characteristics, styles, Musical Instruments and playing skills of different folk music, helping students to deeply understand and feel the unique features of their own folk music. At the same time, through the multimedia and interactive elements in the course design, students' interest in learning can be stimulated, and then their learning motivation can be enhanced. The Internet platform model can also promote cross-school cooperation and share quality teaching resources and experience. Universities and research institutions can use the Internet platform to cooperate to jointly develop and promote ethnic music education courses. Such cooperation can promote the sharing and integration of resources, improve the quality and coverage of courses, and provide students with richer and more diversified learning choices. The "Internet +" model can also provide personalized learning support and evaluation mechanism. Through the Internet platform, personalized learning suggestions and guidance services can be provided according to students' learning characteristics and needs. At the same time, the data analysis and evaluation technology of the Internet can be used to monitor and evaluate the students' learning situation in real time, so as to provide teachers with timely feedback and the basis for course adjustment.

4. Conclusions

To sum up, in the context of globalization and digitalization, folk music has great potential and opportunities in the Internet era. At the same time, it also needs to overcome various challenges to ensure that its unique cultural values are effectively inherited and developed. Only by establishing a reasonable copyright protection mechanism, strengthen music education and inheritance, establish cooperation and communication platform, promote music crossover fusion and use the Internet platform for music promotion, can better promote the development of folk music, let more people appreciate and understand the unique charm of folk music, let the national music education really become an important link to promote the development of national. Through the professional education system and training mechanism, more talents who have in-depth research and promotion of folk music will be cultivated to contribute to the inheritance and development of folk music.

Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

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