

PROMOTING HIGH-QUALITY DEVELOPMENT OF MUSIC EDUCATION THROUGH DIGITIZATION

Zhuoyu TIAN

Academy of Music, Yancheng Teachers University, Jiangsu, China

Correspondence: Zhuoyu TIAN, Academy of Music, Yancheng Teachers University, Jiangsu, China

<https://doi.org/10.54922/IJEHSS.2025.0944>

ABSTRACT

The rapid development of digital information technology has further strengthened the integration of the Internet and education, and promoted the transformation and development of education. The introduction of digital information technology into music classroom teaching has brought new opportunities for the development of music education. It has not only optimized the teaching structure and enriched teaching resources, but it has increased students' options of learning methods as well. While breaking through time and space limitations, it improves student' music literacy, promotes communication and interaction between teachers and students, and accelerates the improvement of teaching quality. This article takes the high-quality development of music education as the starting point and on the basis of digitized education, analyzes the role digitization plays in the high-quality development of music education in order to provide reference for music teaching reforms pertaining to digitization.

Keywords: Digitization; Music Teaching; Education Quality.

1. INTRODUCTION

The application of digital technology and modern sci-tech has given birth to an Internet-based education model, in which the application of the Internet runs through all aspects of music teaching and learning. Its advantages such as convenience, efficiency and richness of information dissemination play a huge role in improving the quality of school music education. Digit-based music education plays an important role in students' overall development by combining school music education with the Internet and improving students' musical skills and literacy through colorful teaching activities. At the same time, music education has also diversified due to the absorption of new elements brought about by the digital background, which has led to changes in the teaching methods of teachers and the learning status of students, further promoting the high-quality development of music education.

2. THE SIGNIFICANCE OF DIGITIZATION FOR THE DEVELOPMENT OF MUSIC EDUCATION

2.1 Enriching Students' Music Literacy

Firstly, music education cultivates students' aesthetic and creative abilities by imparting music knowledge to them. However, due to the fact that music courses cover a lot of music theory knowledge, students need to practice repeatedly to improve their music skills. Therefore, during the process of repeated drills, students may experience burnout towards music and lose interest in learning. To solve this problem, digital teaching resources are introduced into the music classroom, and the rich varieties of pictures, videos and other learning materials drawn from the Internet will enhance students' interest in the music classroom and improve their motivation for music learning.

Secondly, the diversified learning approaches of the Internet have promoted the change of students' learning thinking. Students can independently learn music knowledge and relevant skills by searching learning materials on the Internet, which has widened the breadth and depth of students' learning. With students being able to choose learning contents according to their own interests and learn music knowledge in a targeted manner, the traditional teaching situation can be changed where students' learning is constrained by the subjective factors of the teacher, which is conducive to the active development of student thinking. Moreover, the transformation of students' mentality from "being made to study" into "being motivated to study" can help students get into good studying habits. Meanwhile, students can exchange their learning experiences with classmates and teachers through digital platforms, which greatly enriches their music literacy and drives them towards personalized development.

2.2 Improving the teaching ability of teachers

Music education is a comprehensive discipline that is highly aesthetic, technical, and holistic. It involves forms of performance based on kinesthetic and auditory senses, showcasing the profound meaning of music through professional training in music skills, which greatly tests the teaching ability of teachers. Based on this, the combination of digital technology and music education has expanded the channels for music teachers to learn professional skills, transformed their teaching concepts, and further improved their teaching level. First of all, the music classroom is integrated with Internet technology. Teachers can provide high-quality teaching content for students. Based on the music teaching themes and textbooks, they can collect educational resources and music works on the Internet, thus enriching teaching content and broadening students' knowledge horizon. Secondly, the integration of Internet technology into music education has changed teachers' teaching methods. Digital technology is gradually changing the traditional and relatively single teaching methods for teachers. By utilizing information technology, teachers are able to collect students' learning interests and habits before class, and develop targeted teaching plans through accurate analysis of students. Moreover, teachers can also use digital information to record teaching videos to meet the diverse learning needs of students. After class, teachers can keep track of students' mastery of the course content through feedback mechanisms and adjust their teaching strategies in a timely manner. In this way, they can truly achieve personalized teaching, stimulate students' learning enthusiasm and greatly improve the effectiveness of music education as well as their own teaching abilities.

2.3 Promoting optimal allocation of resources

Based on the Internet and guided by the relevant theories and teaching concepts of music education, digital information technology has made great use of the versatility of the Internet to gain advantages in the management of music education related information, and has thus well realized the optimal allocation of resources. Firstly, digital technology provides a platform for music education to share teaching resources. Teachers or students can use Internet technology to share educational resources in the platform to achieve resource sharing. Secondly, digital technology promotes the balanced distribution of educational resources and breaks down barriers between urban and rural education. For instance, many schools have started to carry out remote music education, spreading teaching courses to various regions through the Internet, helping more schools access high-quality educational resources, and promoting educational equity. Thirdly, digital education breaks the constraints of time and space, providing more methods for education.

Teachers and students can communicate anytime and anywhere, achieving convenience in communication between teachers and students, and ensuring the smooth running of teaching. In addition, through Internet technology, schools can collect lectures or classroom teaching from music experts or scholars as online courses and use social and school resources for music classroom teaching more effectively, hence improving teaching quality and promoting the optimal allocation of resources.

3. THE CHALLENGES FACED BY THE DIGITAL DEVELOPMENT OF MUSIC EDUCATION

3.1 The lack of information technology music literacy in music teachers

In the digital environment, the deep integration of music education and the Internet has brought profound changes to music teaching. As knowledge disseminators, teachers should also timely change their role positioning and teaching concepts, and be proficient in mastering and applying online teaching tools, music software, etc. while combining teaching materials to fully realize the value of online teaching. However, many teachers have not updated their ideological concepts in a timely manner, and are unable to effectively integrate digital technology with music classrooms, resulting in the relatively stagnant development of music teaching. First, some senior teachers have shown contempt for Internet teaching because of their long-term experience in classroom teaching, doubting and denying the effect of the integration of online resources and music classes, so they do not advocate online teaching and lack the willingness to actively learn about the application of the Internet to music education, which is not conducive to the prosperity of online teaching. Secondly, some teachers only formalize the transfer of online resources to the classroom by allowing students to watch music related videos in the classroom. When imparting knowledge, they still follow the traditional teaching mode, mechanically teaching notes, rhythms or melodies to students, without using digital technology to innovate teaching, making it difficult to arouse students' interest in learning and achieve personalized teaching; At the same time, some teachers, due to their low information literacy, cannot reasonably choose music resources when using the Internet for teaching, resulting in situations where teaching resources are either too difficult or too simple. For example, some teaching contents exceed the scope of students' understanding ability, increasing their learning difficulty, while others are difficult to attract students' interest in learning, which is not helpful to the cultivation of students' music quality.

3.2 The limitations of current music teaching models

The appropriateness of music teaching mode directly affects the quality of music teaching. At present, many schools have not yet clearly defined the teaching requirements of the digital era. Nor have the similarities and differences between traditional classroom teaching and digital teaching been deeply explored, resulting in ineffective improvement of music teaching quality. First of all, most schools did not follow the development of the Internet to carry out phased training for teachers, which led some music teachers' incompetence in operating musical instrument simulators, music production methods or online teaching platforms, as well as some teachers' low-level teaching, which would be detrimental to the development of music teaching activities. Secondly, the current common phenomenon in the classroom is that online teaching and offline teaching are split. Teachers use the Internet as a platform for checking attendance or assigning homework. In the meantime, teaching activities are still concentrated in the classroom, and teaching activities come to a stop as soon as the class ends. The communication between teachers

and students remains less than enough in music classes where practical drills and teachers' guidance are particularly necessary. Therefore, the consistency of students' learning is not guaranteed, which hinders students' mastering of music knowledge. Thirdly, in the context of digitization, music education emphasizes more on students' autonomy in learning and students' central status in classroom. However, some teachers still focus on knowledge output during the teaching process, getting students to practice on their own after class without considering their learning needs. A small number of teachers overly emphasize the autonomy of students in learning, leaving the classroom entirely to students. This lack of guidance for students will result in students knowing about autonomous learning but not grasping specific learning methods, which is not beneficial to improving learning effectiveness. In addition, due to the different requirements of music classes from exam-oriented subjects, some schools do not attach enough importance to music education, and the allocation to music class hours is unreasonably small. The number of music facilities and professional music teachers is also limited, which affects the improvement of music teaching quality.

3.3 The strong entertaining feature of digital teaching resources

Although digital teaching provides great convenience for teachers and students, providing abundant teaching resources can also bring some difficulties to music teaching, owing to the openness and recreational function of the Internet. Firstly, the entertainment value of online teaching resources can easily lead students astray, resulting in lower music literacy. The recently popular Zuka flute performance on the internet, which has attracted many netizens to imitate its unique performance effects, may be a case in point. Although this highly entertaining performing method can arouse nearly everyone's interest in learning, it is deficient in the rigor and standardization of music education. It well serves for the entertainment of the public, but the effect of expressing emotions and practicing skills is not strong enough to cultivate students' music aesthetic ability and will even, to some extent, reduce the quality of music teaching. Secondly, due to the complexity of Internet technology and its vulnerability to objective conditions, music teaching also faces many problems. Music courses require well-equipped facilities, and there are also high requirements for image and sound quality of videos. However, the music teaching equipment in some schools cannot meet the standards for music display, and the stability of operation is insufficient, which can easily cause asynchronous sound and picture, music lag, and other undesirable situations. In addition, the sound quality of music can be damaged or automatically reduced during media dissemination, resulting in the inability of online resources to display its unique musical charm during playback, making it difficult for teachers to accurately convey teaching content, and for students to form artistic resonance, which will seriously affect teaching effectiveness.

4. PROMOTING HIGH-QUALITY DEVELOPMENT OF MUSIC EDUCATION BASED ON "DIGITIZATION"

4.1 Strengthening the construction of the teaching team and enhancing their teaching abilities

Teachers should keep up their perception of music education with the advancement of digitization. Overall, the benefits of introducing digital teaching into music classes outweigh its drawbacks by helping much in arousing students' learning enthusiasm and enriching teaching content. Therefore, teachers can appropriately introduce online teaching resources into the classroom, innovate teaching methods through the Internet and continuously improve teaching

effectiveness. Firstly, teachers should respect the subject status of students in the classroom, choose teaching resources that are in line with their interests and hobbies, and ensure that students have fun and autonomy in learning. Secondly, schools need to change their educational concepts, clarify the positive role of digital education for students, and make efforts in music infrastructure construction, institutional construction, resource integration, and talent development to lay the foundation for improving the quality of music education. For example, schools can increase the training of music teachers to ensure that teachers can master some Internet operating technologies and improve their innovation ability. Schools can also bring in teachers with high music literacy to form a professional music teacher team, strengthening team training and information exchange among teachers, and improving the enthusiasm and initiative of music teachers. In addition, teachers should choose online teaching resources that align with the actual needs of students, and choose teaching videos within the scope of their learning abilities to better help students understand and absorb knowledge of music.

4.2 Enriching teaching modes based on online teaching resources

First of all, music education should make full use of the Internet as a teaching tool to realize the transformation of teaching mode. With the aid of modern information technology, students can learn in music classrooms through audio-visual methods, transforming abstract note beats into vivid videos and making learning easier and more enjoyable. For example, teachers can introduce micro videos into music classrooms, present music knowledge in the form of recorded videos, increase the fun of music teaching with new technologies and use online resources to break the limitations of music textbooks. Secondly, teachers can also collect music materials with rich forms and contents to allow students to experience music works and cultivate their musical literacy. For example, many textbooks only gives instructions in musical knowledge, but involves less about information on musical instruments. Teachers can increase students' understanding of musical instruments, accumulate their music knowledge, stimulate their interest in musical instruments, and further improve their music level through the introduction of musical instruments in the classroom. In addition, teachers can also use multimedia technology to enrich music expression forms and achieve a combination of online and offline. Teachers should also pay attention to cultivating students' practical abilities in music teaching. Only through practical exercises can students better understand and comprehend music knowledge. Teachers can allow students to record music videos themselves and communicate with their classmates, exploring the advantages and disadvantages, stimulating their interest in learning music, and improving the quality of music teaching.

4.3 Creating a network environment to enhance students' learning autonomy

First of all, given the duality of the Internet, schools can change the impact of recreational music content on students through the establishment of online education bases. The school should take its website and digital library as the carrier, set up music education section on the website, and use the powerful resource database of the Internet to collect massive curriculum resources, such as music information on the music teaching website, music information of other schools or music information in the national resource database, to provide students with rich content and diverse forms of curriculum resources, which not only ensures the quality of students' learning, but also improves their music literacy. Secondly, teachers should also pay attention to guiding students and emphasizing their autonomy in learning. For example, teachers can guide students to

collect relevant information about the course content before class, so that students can experience the unique value of music in the process of collecting information, and thereby increase their interest in music learning. Schools should also build independent learning platforms for students and strive to achieve information exchange between teachers and students, in order to create a digital music classroom. Finally, in order to truly achieve high-quality development of music education based on digitization, schools must attach importance to resource investment, continuously improve infrastructure construction, introduce high-level music teaching equipment, ensure complete and smooth music playback, and avoid affecting the quality of music teaching due to breakdowns of network connection.

5. CONCLUSION

With the development of digital technology, music education has ushered in new opportunities and challenges. Combining music teaching with the Internet is an inevitable trend of the development of the times. Therefore, schools and teachers should deeply tap the advantages of Internet education, integrate it with music teaching, improve the effect of music teaching with high-quality teaching resources and innovative teaching models, improve the autonomy and enthusiasm of students in learning, and promote the high-quality development of music education.

Acknowledgements

Funded by: “Yancheng Government Social Science Research Fund Project of Jiangsu Province, China” (Grant number: 23skC128)

REFERENCES

- Cai, J. G. The Way Out for The English Major in the Crisis from the Developing Needs of China's Economy. *Contemporary Foreign Language Studies*, 2018(06):1-9.
- Chen, X. W. Exploring the Path to High Quality Development of Primary School Music Education. *Du Xie Suan*.2022(02):85-87.
- Ding, J. Approaches to Improving the Quality of College Music Education in the Context of Internet Development. *Music Space*. 2016(02):168-169.
- Guo, Y. W. Reflection on College Music Education in the Era of “Internet+”. *Shanxi Youth*. 2023(04):75-77
- Hao, Y. N. Research on Strategies to Improve the Quality of College Music Education in the Context of Internet Development. *Appreciation*.2016(11):303.
- Li, J. A Summary of the Practical Significance of Online Music Education in the Internet Era. *Journal of the Northern Music*. 2019,39(22):230-231
- Yang, Z., & Pan G., Research on the Transformation of Music Education Mode in the Internet Era. *Art Education*. 2021(04):46-49.
- Yan, J. S. Digitalized Teaching of College English in Big Data Era. *Journal of Jixi University*. 2015(03):79-81
- Qi, P. Strategies for Improving the Quality of Middle School Music Education in the Context of Internet Development. *Art Evaluation*.2018(21):112-113