A Probe into the Basic Qualities of University Teachers in Developing Musical Intangible Cultural Heritage Courses from the Perspective of Internet + Education

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Abstract: "Internet + non-heritage" education has created a new era of school education, and "Internet + non-heritage" music has also affected the classroom of music lessons in primary, middle, and high schools with a devastating trend. Based on the analysis of the status quo of "Internet + non-heritage" development, this article explores the problems existing in music teaching in colleges and universities from the perspective of Internet + education, and proposes "Internet + non-heritage" transmission and inheritance strategies to promote the protection of intangible cultural heritage, Inheritance and development, providing theoretical support for college teachers to develop music intangible cultural heritage courses in the perspective of Internet + education.

1. Introduction

The current "Internet +" trend is at a high level, and the intangible cultural heritage is receiving more and more attention from the whole society [1]. "Internet + non-heritage" has naturally become an attractive hot topic. In fact, on a broader level, "Internet + Culture" has entered the strategic level of cultural construction and has caused extensive discussions, becoming an important direction for future cultural development [2]. In addition, the rapid development of Internet technology also provides unlimited possibilities and lasting power for the innovation and inheritance of intangible cultural heritage. In short, "Internet + non-heritage" will have bright prospects and promising prospects, no matter from the background, mega trends or cultural practices [3]. However, from the current development status, "Internet + non-heritage" has encountered a phased bottleneck. There are some problems in terms of "quality" and "quantity". Figure 1 is the legacy of Internet thinking.
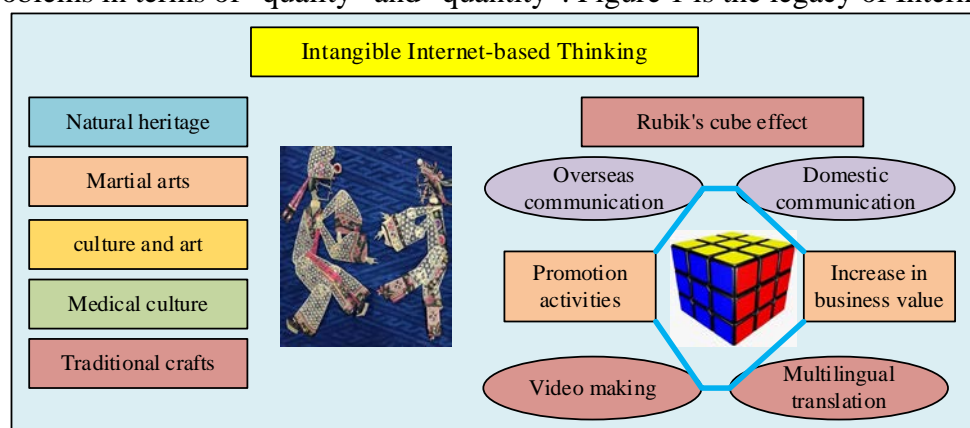

Fig.1 Intangible Internet-Based Thinking

2. "Internet + Non-Heritage" Development Status

At present, the "Internet + non-heritage" has entered the practical application stage, cultural institutions, non-genetic inheritors have touched the Internet, WeChat, Weibo, crowdfunding, live broadcast and other platforms have participated in, friends like, fan group convening, VR experience New things such as online and offline linkages have become new landscapes for the spread of non-heritage culture [4-6]. In general, at this stage, "Internet + non-heritage" is booming.

In summary, there are three main explorations and approaches [7-8].

(1) Use social media to expand the scope of non-heritage dissemination

The biggest advantage of the Internet is sharing. Using social media, all aspects of intangible heritage-its historical trajectory, reality, aesthetic character, local knowledge, inheritance laws, cultural significance, practice methods, social functions, etc., break through the limitations of time and space and spread to thousands of users, especially the younger generation, are incomparable with traditional means of communication. For example, as of the end of 2018, a total of 19 provincial-level non-heritage protection institutions across the country have opened non-heritage special WeChat public accounts, and each public account has nearly 1,000 fans. DOUYIN and other online live broadcast platforms are ancient color tricks [9]. Many non-heritage projects, such as shadow puppet shows, carried out special live broadcasts, and won the enthusiasm of millions of young people to play CALL [10].

(2) Use of new media and technologies to realize value-added non-heritage goods and cultural value-added

Non-hereditary inheritance needs to learn from commercial marketing ideas. Only when the domestic market is thriving and the inheritors can keep that pride and bear the responsibility of supporting their families can the legacy be inherited. Many large Internet companies use new technologies to activate old craftsmanship and promote the dissemination and inheritance of traditional non-heritage culture. For example, Baidu is trying to use its full range of traffic, resources, technology, big data and other advantages to empower traditional old technologies. In the "Baidu Ingenuity in China" campaign, the search, information flow, and AR technology were used to promote and promote a number of non-heritage cultures, including Xiong's Enamel, Jin's Kite, and Zhang Zhongqiang's Rabbit Children's Grandfather. Tencent launched the "Digital Cultural Expo Open Plan" to open up Tencent's cloud, audio navigation, AI, Tencent map and other technical capabilities to provide comprehensive digital solutions for non-heritage communication and inheritance. Figure 2 shows new media technology-driven operations.
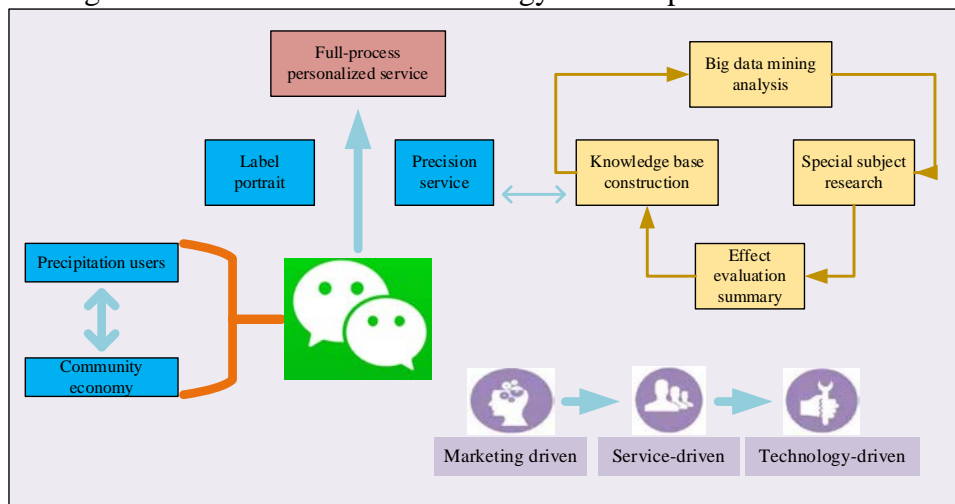

Fig.2 New Media Technology Drives Operations

(3) Normalization via mobile APP

The essence of the Internet is connection. Where there is a network, there is information interconnection and information dissemination. Mobile Internet just meets the needs of people to use fragmented time to obtain information, and penetrates more and more deeply into all aspects of daily life. If you want to achieve normalized communication, developing a mobile APP is a good choice. For example, the Beijing Palace Museum, which has a large amount of material and intangible heritage, has tried to launch the "Forbidden City Community" APP, which integrates more than 10 types of cultural resources and service forms, including the Palace Museum information, collections, guides, cultural and creative, etc., to create an "accommodable" The online Forbidden City is highly sought after.

3. Problems Existing in College Music Teaching

The Internet is a coexistence of pros and cons. Applying it to music teaching in colleges and universities will inevitably bring disadvantages and benefits together. In order to improve the quality of music teaching in colleges and universities, only by clarifying the problems existing in college music teaching under the background of Internet development, can we take corresponding measures to avoid it.

(1) The Internet is entertaining and tends to bias music teaching

Music, as an important form of expressing culture and emotion, has important aesthetic functions. Because the Internet is a double-edged sword, if you use this sword well, you can achieve more with less and less, and vice versa. Incorporating the Internet into the music teaching in colleges and universities is easily biased by the entertainment in the network, so that music teaching has not achieved the role of cultivating students' aesthetic ability.

(2) Teachers do not grasp the scale of resource utilization

Teachers play a key role in the selection of online music materials, and in the process of using the Internet for music teaching, they must give full play to the advantages of the Internet and avoid their disadvantages. However, in the actual teaching process, the music teachers in many colleges often fail to meet these requirements well, making the quality of music teaching unable to be improved.

(3) The network resources cannot be used effectively and reasonably

The relationship between teaching methods and teaching quality in education is complementary. Good teaching methods can improve teaching quality and vice versa. Music Teaching in Colleges

4. "Internet + Non-Heritage" Countermeasures for College Teachers to Develop Music Intangible Cultural Heritage Courses

For teachers struggling at the front line of education, facing the rapid development of the digital information age, if teachers want to do a good job in educating people, the teaching philosophy and teaching methods must conform to the trend of the times and conform to the direction of historical development. Facing the new era of "Internet +", teachers should also change:

(1) See education from the perspective of development. As society and economy continue to develop, education should also continue to develop. The frequent promulgation of education policies and the innovation of education reforms have all made education more scientific and complete. Many teachers in our country have been stubborn in their opinions since teaching for more than ten years. Today on the Internet, they have consistently adhered to their old teaching methods of oral teaching. As a result, all students have suffered. Teachers must know how to treat education with a development perspective and cutting-edge teaching methods. Figure 3 is the scale of the Internet education market from 2015 to 2019.
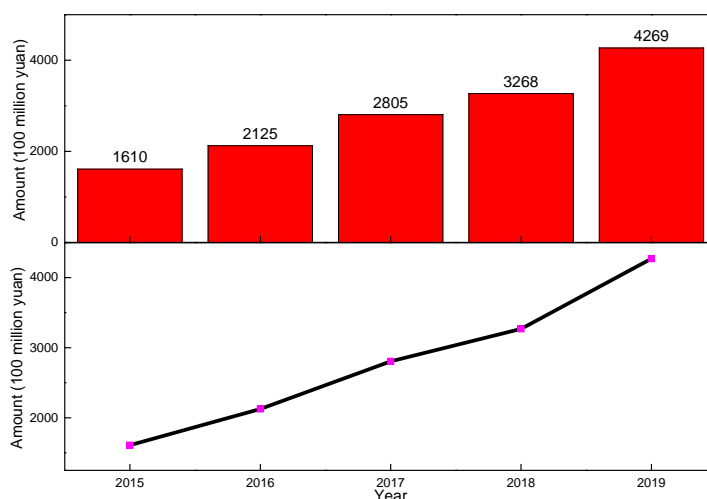

Fig.3 The Scale of the Internet Education Market from 2015 to 2019.

(2) Treat the era of "Internet + non-heritage" education with an inclusive and open mind. Teachers must learn to dare to accept and try new things today under the explosion of information. Teachers should not be confined to the teaching staff. Although the teaching staff is first-hand information, music has its special characteristics. The teaching staff is only a static musical symbol. Teachers must learn to use the computer multimedia to make the static musical symbols vivid and concrete. Presented in front of students. Students' knowledge is not only in teaching materials. Teachers must also take advantage of the information resources of the Internet to allow students to draw nutrition from huge resources, so that students can truly become the veritable "indigenous" Internet.

(3) Use innovative thinking to promote the development of the "Internet + non-heritage" education era. The Internet is only a platform, and the creative thinking of teachers is the key. Innovation is the soul of the progress of a nation and a country, and it is also an inexhaustible motive force for the development of education. Only teachers with innovative thinking and unique insights can maximize the charm of the "Internet + non-heritage" music classroom. Otherwise, even if the school spends money on equipment, students will not get tangible benefits.

5. Conclusion

In short, with the rapid development of the Internet today, teaching music through the Internet as an important carrier in education is in line with the development trend of the times. Therefore, the teaching of intangible cultural heritage on the Internet has its unique advantages. Teachers should correctly treat the music intangible cultural heritage course under the development of the Internet in the class. While fully digging up the music intangible cultural heritage education, they must resolve the deficiencies so that the music intangible cultural heritage teaching. Many factors blend together to make the entire music intangible cultural heritage teaching classroom full of vitality.

Acknowledgment

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