Study on the Application of Modern Multi-media Technology in Music Teaching

Li Yi

Jiangxi Technical College of Manufacturing

Abstract—As a new teaching means, multi-media music teaching system has been applied to music education since 21st century. From the application and analysis of various courses, we have witnessed great changes in teaching brought by multi-media technology. Compared to traditional teaching method, music teaching with the help of multi-media technology as obvious advantages. In this paper, the necessity, modern concept as well as application significance of modern multi-media technology in music teaching have been studied with elaboration of concrete application methods and ideas, which aims to provide theoretical basis for the application of multi-media technology in music teaching.

Keywords-multi-media technology, music education, application

I. INTRODUCTION

Although science and art are two different disciplines, they have been combined together during the development of art since the ancient times. In today's society of 21st century, with the rapid development of electronic computer technology, representative of the third technological revolution, multi-media technology has become an increasingly important high-tech means, which has affected people's life on various aspects as a modern tool with the widest popularity. As for education multi-media technology has also been a dispensable auxiliary tool of modern teaching for its unique characteristic and advantage. However, due to the specialty of music teaching as well as shallow opinion on the application of multi-media technology in music teaching, it has not been widely applied in this field yet. By far, most music teachers still use the traditional teaching methods with traditional educational concepts, which has restricted the promotion and application of multi-media technology in music teaching; and meanwhile

it is not good to cultivate all-round-way modern music talents.

For this reason, the paper will have a deep study on the modern significance of applying multi-media technology in music teaching and education as well as the modern concept and practice method so as to better combine modern technology with music and art education. Thus, high-tech means can better serve music teaching.

II. THE IMPORTANCE OF MULTI-MEDIA TECHNOLOGY FOR MUSIC TEACHING.

The basic concept with music aesthetics as the core should be penetrated through the whole process of music teaching so as to gradually cultivate students' good morals and sound personalities. Meanwhile, the study of basic music knowledge and skills should also be combined with the aesthetics of music and art organically. Music teaching should be a process experienced, discovered, created, expressed and enjoyed by teachers and students together. During music teaching, more importance should be given to the emotional experience of music, and meanwhile students should be guided to master the music expression forms and emotional connotation according to the aesthetic features of music and art. By this way, they can understand the function of music elements in music expression.

The essence of aesthetic education is to organize aesthetic activities for students with the help of suitable aesthetic media so that students' aesthetic ability can be promoted with perfect aesthetic psychology to promote a comprehensive and harmonious development of students. As the most basic concept of primary music education, music aesthetics should be penetrated into various fields of teaching to cultivate students' aesthetic cognition, enrich aesthetic emotions, develop aesthetic imagination, deepen aesthetic understanding and effectively improve students' aesthetic ability of music by music feelings and

appreciation, expressions, creation as well as related cultural study.

III. Demand of Music Teaching Mode Under the Support of Modern Information Technology

The new-generation multi-media technology is right invented under this macro circumstance, and its emergence has made a revolutionary effect on music teaching. It is worth noting that the computer music system is not aimed to replace traditional teaching equipment and means; instead, it is a new teaching platform with powerful advantages based on the previous development. As a modern teaching medium, computer music system has broken through spacial restrictions of traditional teaching; while it can display the whole process of things' development and motions. Thus students can fully perceive what they learned with timely evaluation on learning conditions. The contents difficult to be perceived in the traditional teaching can be clearly displayed by audio and video equipment so that students can truly experience them.

Students in modern times have grown up accompanied by this new kind of music technology and most music they listen to are produced and performed by electronic equipment. Many students posses computers and keys, and some students are even eager to learn electronic instrument. In order to meet students' demand for music teaching revolution, computer technology should necessarily combined with contemporary music technology properly. Therefore, it is not only a time's demand but also students' own need for self development to apply multi-media technology to teaching. The employment of multi-media technology has provided us with good platform; however, workers on music education need to change our teaching concepts and improve teaching methods urgently so as to explore a new modern music teaching mode.

IV. The Application Advantage of Multi-Media Music Teaching System in Professional Music Teaching

It is beneficial to stimulate students' interest. One of the most advantages of multi-media music education is to combine the audio-and-visual function of television with the interactive function of computers, which can help students to actively participate in music class to accurately understand music, perceive music, study music and appreciate music, so students' initiative can be greatly mobilized with high teaching efficiency since students can experience the real feelings by themselves.

It is good for acquiring knowledge and improving learning efficiency. Music education based on multi-media technologies can combine vision with hearing with a synchronous visual-audio effect, which can induce students to imagine and associate to improve their attention and enlarge their knowledge vision. By giving full play to music image, students can learn the boring basic knowledge happily and vividly, which is beneficial to the acquisition of knowledge.

It is helpful for developing interactive and coordinated learning mode. Music education can be carried out in a three-dimension and vivid situation by establishing and sharing network resources with the advantage of multi-media technology. By this way, it can not only increase the capacity of music teaching, enlarge the space of music teaching, and greatly perfect teaching means, but it can also enrich teaching resources, expand students' learning scope of music and broaden students' music vision.

It is also useful for writing spectrum when producing computer music. The direct creation process of music has replaced the process of writing spectrum to large extent because writing spectrum with keyboard and computer music software makes the work simple and easy. It can complete complex spectrum writing fast and formally, which is easy to be altered. During the process of music production, it contains both perceptual performance process and rational delicate processing so as to make the music smooth and coherent with an ideal effect.

V. Conclusion

The rapid development of modern multi-media technology as well as its gradual application in music education has raised higher demand for musical workers while bringing us with a whole new educational concept and mode. Study on music teaching under the multi-media technological environment is a complex system project, which requires short-term practice and summary as well as long-term study and exploration. Not only should students and teachers in schools take active actions to learn, but

also the whole society should pay attention to it with vigorous support. Planning and assumption on the application of modern multi-media technology in music teaching have been proposed in this paper, which aims to get more useful suggestions. We also hope more musical workers can devote themselves to study and practice in this field. Thus, the cause of music education can be deeply developed to realize music teaching modernization as soon as we can.

REFERENCES

[1] Webster, Peter R. "Computer-based Technology and Music Teaching and Learning: 2000－2005." Springer International Handbook of Research in Arts Education 16(2007):1311-1330.

[2] Colwell, Richard, and C. Richardson. The New Handbook of Research on Music Teaching and Learning. Oxford University Press, 2002:22-24.

[3] Bauer, William I., and P. A. Mcallister. "Transforming Music Teaching via Technology: The Role of Professional Development." Journal of Research in Music Education 51.4(2003):págs. 289-301.

[4] Regelski, Thomas. "On ?Methodolatry? and Music Teaching as Critical and Reflective Praxis." Philosophy of Music Education Review 10.2(2002):102-123.

[5] Booth, Eric. The music teaching artist's bible : becoming a virtuoso educator. Oxford University Press, 2009:52-54.

[6] Kyme, G. H., Colwell, R., Kyme, G. H., & Colwell, R. (1971). The evaluation of music teaching and learning. Journal of Research in Music Education, 19(3).

[7] Rhoda Bernard. (2004). A dissonant duet: discussions of music making and music teaching.. Music Education Research, 6(3), 281-298.

[8] Oliveira, A. (2005). Music teaching as culture: introducing the pontes approach. International Journal of Music Education, 23(3), 205-216.

[9] Angeliki Triantafyllaki. (2010). Performance teachers' identity and professional knowledge in advanced music teaching. Music Education Research, 12(1), 71-87.

[10] Beheshti, Setareh. "Improving studio music teaching through understanding learning styles." International Journal of Music Education 27.2(2009):107-115.

[11] Bo¨RJE Sta§LHAMMAR. "Music Teaching and Young Peoples Own Musical Experience." Music Education Research volume 5.1(2003):61-68.

[12] Triantafyllaki A. A Call for More Instrumental Music Teaching Research.[J]. Music Education Research, 2005, 7(3):383-387.