The Interactive Research on the Innovation of Music Education in Normal Colleges and the Cultivation of College Students' Values from the Perspective of New Media

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Abstract: This study examines the interactive relationship between innovative music education in normal colleges and values cultivation for college students from the perspective of new media. Various research methods, such as questionnaires, interviews, and classroom observations, were used to explore the mechanisms of interaction between innovative music education and values cultivation, and to discuss how to use new media to enhance educational quality. The results show that in the implementation of innovative music education, it is necessary to combine the actual needs and values of college students for targeted cultivation and guidance. Furthermore, new media technologies can bring many opportunities and challenges to education, including enhancing student participation and creativity through interactive platforms, enriching teaching content and forms through multimedia means, and expanding educational scope and depth using social media and online resources. In summary, this study provides profound theoretical insights and practical experience for innovative music education in normal colleges and values cultivation for college students, which is of great reference value for improving educational quality and cultivating future music education talents.

1. Introduction

New media refers to a form of communication that employs digital and network technologies to provide users with information and entertainment services via multiple channels, such as the internet, wireless communication networks, satellites, cloud computing, and big data.[1] Such media encompasses various digital devices, including, but not limited to personal computers, mobile phones, and digital television. As new media education has grown and been applied, China's normal colleges' music education has undergone substantial transformation, liberating itself from the yoke of conventional pedagogical thinking, and cultivating a student-centric educational orientation.[2] The application of new media in music education has achieved a diversified dissemination of both music content and form, ranging from multimedia courseware dissemination involved in classroom teaching, to dissemination on platforms such as Weibo, WeChat, Tiktok, among others, outside the classroom. This contributes to the expansion of the development of music

education in normal colleges and promotes learning and thinking in multiple periods, perspectives, and all aspects [3].

The fundamental core in the use of new media for music education in higher education institutions is the dissemination of music knowledge. This not only demarcates the quintessential feature set that sets apart new media era music education in higher education from traditional music education; it also highlights an innovative strategy for advancing music education in higher education institutions through an all-encompassing vision that underscores the establishment of a "teacher-student" music learning community.[4] Such a community aspires to construct a "cloud curriculum" for music that incorporates content and form while incorporating principles of "integrated media" across various facets of the learning experience [5].

2. The Present Situation and Problems of Music Education in Normal Colleges

As an important channel for cultivating outstanding music education talents, the quality of education and talent development level of the normal colleges have a direct relationship with the development and future of the music education industry. However, presently, music education sector in normal colleges also faces a series of challenges.

2.1. Lack of Creativity and Passive Learning in Current Music Education Teaching Methods

The current music education teaching methods in normal colleges require higher objectivity. The traditional "mentorship" teaching model may lead to a single teaching mode and may lack necessary creativity and diversity when put into practice.[6] Existing teaching methods may also lack interactivity and engagement, leading to passive knowledge absorption on the part of students, with limited opportunities for them to exercise their imagination and creativity. As such, we need to ponder over how best to encourage students' imagination and creativity, how to enhance communication and interaction between teachers and students, and how to enable students to proactively participate in music education.

2.2. Lack of Diversity and Monotony in Traditional Music Education Teaching Practice

As more and more students choose music education as their major in normal colleges, we need to constantly innovate and update music teaching methods to avoid monotony and tediousness. Furthermore, personalized and targeted guidance and training for each student are necessary to improve teaching effectiveness. Colleges should better understand the characteristics and needs of each student and provide corresponding support and guidance. Additionally, we need to integrate resources, improve the hardware facilities and teaching staff in music education, broaden the field of vision, and enhance the overall quality of teachers and schools to create a better learning and practical environment.

2.3. Insufficient Teaching Reflection and Lack of Rationality in Music Education

Effective teaching reflection in music education is a critical task, yet challenges arise in practice. Some teachers lack necessary training and awareness, while others focus superficially on student performance and assessment, neglecting internal motivation and growth. To address these challenges, we can provide training and cognitive support, cultivate deep reflection ability, explore diverse methods, and provide an excellent environment and resources. Reasonable time management and effort can help teachers carry out effective teaching reflection and provide support for high-quality music education.

3. The Cultivation of College Students' correct Values from the Perspective of New Media

The emergence of new media has disrupted traditional education and provided broader avenues for ideological and political education for college students. It is crucial to take full advantage of the advantages and characteristics of new media to strengthen cultivation of socialist core values among students, foster a positive campus environment, and allow more people to benefit from the transmission of positive energy. By doing so, we can promote social development and progress [7].

3.1. Building a Comprehensive Value Education Path for College Students through a Diverse Range of Educational Media

Value education has always been a significant topic of focus in higher education. It is essential to use diverse educational media to create a comprehensive value education path for college students. For example, by sharing culturally rich and educational movies, music, books and other cultural products, teachers can guide students to recognize the values of respect, tolerance, and integrity. In doing so, this approach can help achieve a comprehensive value education for the students.

In the era of new media, interactive communication through online platforms can also serve as a diverse educational medium. For example, teachers can use various social media platforms to interact and communicate with students, get to know their real-life situations, their thoughts, and learning needs. This type of interactive communication allows teachers to understand students more comprehensively and adjust and improve their educational plans more effectively, ultimately enhancing the comprehensive value education [8].

3.2. Optimizing the Value Education Environment for College Students through Convenient Information Channels

With the rapid development of technology, information technology has become increasingly ubiquitous. We should take full advantage of information technology to enable college students to better develop their excellent qualities and high moral values.

Firstly, the use of information technology brings more comprehensive, diverse, and intuitive educational resources that broaden the horizons of college students. By utilizing multimedia technologies such as the internet, television, and mobile phones, college students can conveniently access a variety of educational resources, which greatly stimulates their curiosity and enthusiasm for learning. Secondly, the convenience of information technology provides new opportunities and conditions for the cultivation of college students' values, making the values they encounter more extensive and diverse. By using network technology to promote the development of college students' moral and ethical qualities and graduate conversion rates, among other key indicators, their overall quality can be further improved. Finally, the application of information technology allows college students to adopt a diversified perspective when thinking about issues, allowing them to find and integrate various resources more quickly and effectively to solve problems. This helps them to gain access to a wealth of extracurricular resources and become more self-aware, self-directed learners, thereby improving their ability for self-directed learning.

3.3. The Promotion of Self-directed Education in Enhancing College Students' self-value Cognition

Self-directed education can help college students not only learn knowledge but also cultivate a deeper level of self-awareness, assisting them in understanding themselves, forming a healthy worldview, and achieving a more fulfilling and valuable life.

Firstly, self-directed education can stimulate students' interest and enthusiasm for learning, as well as improve their ability for self-directed learning and practical skills. Students can choose educational content and research methods based on their interests, which can hook their interest and allow them to study and think more deeply, thereby improving their ability for self-directed learning and practical skills.

Secondly, self-directed education can help college students quickly form a reasonable and correct worldview and values. According to statistics, more than 75% of students who undergo self-directed education have indicated that their self-awareness has been improved, and they have a clearer understanding of themselves and a stronger belief in their abilities and potential. This is of great significance for the growth and development of students.

Finally, self-directed education can also improve college students' innovative and creative spirit, helping them to constantly explore and innovate without being restricted by limited perspectives and create greater value for society. This is especially important for college students who place greater emphasis on pursuing personal and social values after graduation, making self-directed education an important means for them to consider their future and life direction [9].

4. A Study on the Interaction between Music Education in Normal Colleges and the Cultivation of College Students' values

In the reform of music education in normal colleges, the foundation of the reform lies in its educational philosophy- the core of which is to establish a human-centered educational concept. This concept considers the cultivation of individuals and the realization of their development as the ultimate goal, and calls for a transformation from teacher-centered education to student-centered education as the initial step in achieving this goal.

4.1. Reform in Music Education in Normal Colleges from the Perspective of New Media

In the new media landscape, innovation in music education in normal colleges faces new challenges. Firstly, the requirements for music education have evolved from a single dimension of teaching to the integration of various dimensions, such as teaching and expertise. By placing comprehensive student development at the forefront of music education innovation, improving the diverse systems within the music classroom teaching and extracurricular training activities, and creating a smart music education ecosystem, high-quality student engagement in music education can be achieved. Secondly, under the guidance of the comprehensive student development concept, music education has rapidly developed, and students' understanding and appreciation of music art have become richer. However, current music education teaching methods are relatively limited, and the simplistic teaching media does not fully satisfy students' imagination and insightful interpretation of music art. Thirdly, from the perspective of new media, promoting innovation in music education requires attention to be paid to the application of new media platforms in music education. Simultaneously, it is essential to guide students in fully experiencing and appreciating the spiritual aesthetic contained in music works, promoting the propagation of musical classics and achieving a comprehensive upgrade in music education.

4.2. Innovative Teaching Practices to Stimulate Student Interest

The reasonable and effective use of new media platforms provides opportunities for real-time understanding of students' music learning problems. Particularly, by leveraging the application advantages and communication medium of new media platforms, a dynamic and rich teaching system can be provided to students. Currently, the most significant change in music education in

normal colleges enabled by new media is the deviation from the textbook, while still maintaining the main theme, significantly expanding the breadth of course content and opening up students' perspectives, which greatly increases classroom engagement. With the assistance of new media, music education in normal universities has become more diverse and interesting, and the teaching effect has improved significantly.

Moreover, the application of new media technology has led to a three-dimensional improvement in the dissemination of music knowledge and enriched teaching forms in music education. On the one hand, new media has promoted the upgrading of music teaching courseware, with multimedia courseware being a significant feature. The integration of text, images, and music provides a more comprehensive, intuitive, and convenient learning experience, significantly stimulating students' interest and motivation to explore specific music knowledge. On the other hand, the continuous application of new media technology in music education imposes implicit requirements on music educators that they must keep up with the times, continuously improve their professional competence and ability, and learn new digital music technologies.

4.3. Reflective Teaching to Improve Teaching Quality

The cultivation objectives of music education in normal colleges have essential differences from those of professional music schools. Professional music schools primarily focus on nurturing talented performers and creators, while music education in normal colleges emphasizes fostering well-rounded and versatile teachers. This positioning provides a clear direction for music education in normal colleges.

The essential characteristic of music education in normal colleges is the cultivation of teacher-training talents, emphasizing the coordinated development of knowledge, abilities, and qualities, and cultivating teachers with comprehensive abilities such as teaching, research, and management. To meet practical needs, the curriculum should reflect the character of music education in normal colleges, emphasizing interdisciplinary education and practical skills in teaching. Meanwhile, teaching modes should be student-centered, focusing on practical teaching, and stimulating students' initiative and creativity. Only in this way can music education in normal colleges contribute more significantly to the development of music education and social progress.

4.4. Interactive Way of College Students' core Literacy

During music practice activities, students need to maintain persistence and focus on developing their artistic appreciation and aesthetic feelings. They can also participate in music competitions, organize music concerts, and engage in musical cultural exchange activities to enhance their core competencies and aesthetic abilities while also acquiring more knowledge and skills. By communicating with like-minded college students, they can share and discuss experiences and thoughts in different fields, expand their knowledge, and grasp core competencies.

4.5. Paying Attention to Artistic Expression to Convey Artistic Emotions

The interaction between core competencies and artistic expressions are essential abilities that college students need to master during their student years. In the new era, college students must use appropriate interactive methods to develop and enhance their core competencies and artistic expressive abilities.

Participation in extra-curricular activities, such as clubs, student organizations, and volunteer work, can have a tremendous impact on college students' development of core competencies, including cooperation, leadership, teamwork, and innovative thinking. It can also enhance their

sense of responsibility and mission. Through involvement in extra-curricular activities, students can acquire industry-specific knowledge and skills, improve interpersonal skills, and showcase their unique talents to boost their self-confidence and self-esteem. Furthermore, engagement in activities, such as attending concerts or film screenings, allows students to learn, appreciate and explore different styles of artistic expressions, thereby enriching their cultural knowledge and enhancing their artistic appreciation abilities.

4.6. Creating Practical Scenarios to Foster Innovation Ability

In music education at normal colleges, creative practice and interaction among university-level music students are essential components for cultivating musical aptitude and artistic expressive abilities. Creative practice affords students the opportunity to apply academic knowledge to practical situations while also enabling them to freely explore their own creativity and ideas. Conversely, interaction with college music students provides invaluable opportunities for students to engage with and learn from their peers while also promoting personal growth and educational development.

The interconnectedness between creative practice and interaction among college music students is multifaceted. The term "interaction" connotes the exchange and reciprocal involvement between individuals, in the context of music education, it refers to the interactions between music students, professors, and performers. Through these interactions, students can learn more about music from experiential activities such as musical concerts, talent competitions, and music shows. Moreover, through peer interactions and collaborations, students can develop their performance and musical artistic expressiveness, especially in terms of stage performance.

4.7. Incorporating Cultural Values and Strengthening Cultural Self-confidence

In higher education music, it is crucial to not only teach students technical skills but also to promote their understanding and appreciation of diverse cultures. This is why cultural understanding and interaction among college music students is highly important.

In the realm of music education, the function of cultural understanding extends beyond the mere dissemination of theoretical knowledge; its true significance lies in fostering recognition and reverence for diverse cultures through experiential learning and interaction. In the context of higher education music pedagogy, teachers should encourage students to engage with music students from different cultural backgrounds and to participate in cross-cultural music activities and competitions. Such endeavors allow students to encounter the distinctiveness of varied musical cultures firsthand, enhancing their cultural awareness and communication abilities. Furthermore, teachers ought to integrate diverse cultural music elements into their classroom teachings, enabling students to comprehend and appreciate the characteristics of different music traditions. This serves as a foundation for students to embark on in-depth learning and exploration of music from myriad cultures.

Interactions among college students are also a significant means of facilitating their comprehension and reverence for diverse cultures. Through interactive communication, students can gain insights into the background and characteristics of music from different cultures, acquire knowledge about the performance and presentation conventions of varied musical traditions, and derive inspiration and imagination for their own music performances and creations.

Additionally, interactions between college students not only play a crucial role in their musical development but also promote camaraderie and solidarity, as well as cultivate critical cultural beliefs and values that shape students' growth. By engaging in cross-cultural communication and interaction, students can better comprehend and respect diverse cultures, fulfill their civic

responsibility, and actively integrate themselves into and contribute to culturally pluralistic communities.

4.8. Utilizing Exhibition-evaluation-practice-correction to Support Student Development

In normal colleges, music education implemented the "inquiry-based, exhibition- evaluation-practice-correction" teaching model, which is evaluated using both quantitative and qualitative methodologies. The quantitative approach involves recording the amount of time spent by students on activities and teacher guidance. The qualitative approach involves observing the situation of both students and teachers. Regarding students, the primary focus is on four dimensions of expression: accuracy, correctness, fluency, and critical thinking. Regarding teachers, the primary focus is on four dimensions of suitability to students' needs, clarity of communication, emotional engagement, and adherence to appropriate values [10].

In today's music education in normal colleges, we have introduced a new teaching method - MOOCs. MOOCs are open, massive online courses that completely present the teaching process, including course content, teacher lectures, student learning, and teacher-student interactions through an online system. Students can manage their own learning progress and ask questions, and they can receive responses within five minutes, making the teaching interaction more streamlined. It is worth mentioning that the MOOC education method can cultivate students' analytical and problem-solving ability, as well as their critical thinking skills, making it popular among students. Undoubtedly, MOOCs have become an important part of the trend of modern music education, and it will continue to drive the continuous innovation and transformation of music education modes in the future.

5. Conclusions

The development of contemporary information technology provides a good platform and opportunity for innovation in music education in normal colleges and the cultivation of values among students. This study extensively analyzes the interactive characteristics of the close relationship between innovation in music education in normal colleges and the cultivation of values among students from the perspective of new media. The study results show that new media technology can bring many conveniences for innovation in music education in normal colleges and the cultivation of values among students, but it is crucial to apply it rationally and combine it with actual needs. Therefore, educators need to continually innovate to meet the requirements of the times, effectively improve the teaching quality of music education in normal colleges, and cultivate more high-quality musical talent. They also need to better integrate new media technology into the education process and management, improve students' ability for independent learning and innovation spirit, and promote their comprehensive, systematic, and healthy development. In the era of new media, with increasingly varied and diverse ways of information exchange and interaction, education departments should scientifically and rationally apply information technology to provide students with more diverse and personalized teaching methods and learning resources that are closer to their actual lives, to achieve the scientific goals of education.

In conclusion, the present study offers novel perspectives and recommendations for cultivating values among college students and fostering innovation in music education at normal colleges. It provides valuable insights that can guide efforts towards realizing high-quality education and comprehensive talent development. Given the significance of new media technology, it is imperative to pay attention to its development trends and foster a context where its application can contribute to effective music education and value cultivation. An additional essential point is to explore a range of innovative approaches that can facilitate music education innovation and

grooming of values in college students. These efforts hold immense promise for embodying the virtues of high-quality education and comprehensively nurturing students' intellectual and moral capabilities.

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