

# Application on Micro-course in Music Teaching in Colleges and Universities

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**Abstract:** In order to promote the application of micro-course in college music teaching, this paper carries out the following research: First, the significance of micro-course application in music teaching: highlighting students' dominant position, creating a harmonious classroom atmosphere, promoting the shift of music teaching focus, and stimulating students' passion for music; Second, the design of micro-course applied to music teaching: content design, media design, practical design, comprehensive application of multiple design methods; Third, the application of micro-course in music teaching: music knowledge teaching, music singing teaching, music appreciation teaching, and musical instrument teaching; Fourth, suggestions for applying micro-course to music teaching: grasping the timing of applying music teaching, scientifically designing music teaching content, strengthening students' music learning consciousness, and giving play to the guiding role of teachers.

## 1. Introduction

Micro-course, with video as the main carrier, carries out wonderful teaching activities centering on a certain knowledge point or teaching link. The core content of micro class is teaching video, which also includes teaching design, material courseware, teaching reflection, practice test, student feedback, teacher comments and other auxiliary teaching resources related to teaching topics. In a certain organizational relationship and presentation mode, it creates a semi-structured and theme-based resource application environment. Micro-course is a new teaching resource in line with the information age and the law of education. It is of great significance to promote the connotation development of education informatization, change teachers' teaching methods and students' learning methods, and promote the professional growth of teachers. The application of micro-course in music teaching can change the traditional teaching mode, improve teaching efficiency, pay attention to students' comprehensive development, make students more interested in music, improve their aesthetic ability, cultivate their music sentiment, and cultivate their independent learning ability. Music teaching is a practical process of music art. Attaching importance to students' artistic practice, guiding them to participate in various music activities, and promoting them into music is the basic way to obtain a musical aesthetic experience. Through the practice of music art, students' self-confidence in music performance will be enhanced, and a good sense of cooperation and team spirit will be cultivated. In the teaching process, micro-course, as a new type of teaching mode and learning method, breaks the time and space restrictions of traditional music classroom teaching, creates more objective, real, lively and interesting teaching situations, develops students' imagination and enhances their creative consciousness. The playing and learning of micro-videos can help students to understand music content, enrich their emotional experience, develop their interest in music, improve their aesthetic ability, and help them to understand music history and related cultural knowledge, give play to students' subjectivity and teachers' dominance, and improve teachers' teaching level and students' learning efficiency.

## 2. Connotation of Characteristics

The core content of "micro-course" is the classroom teaching video, which is the innovation and development of teaching examples, teaching courseware, teaching design and teaching reflection

and other traditional single teaching resources. It has the following characteristics: First, the teaching time is shorter. The reason why micro-course is "micro" is that compared with regular courses, the biggest characteristic is short time, which conforms to students' cognitive characteristics and learning rules, and occupies the "golden point" of students' attention, which helps students to stay focused in the learning process. Second, there is less content. Micro-course highlights the knowledge points of a certain subject in classroom teaching, including the key points, difficulties and doubts in teaching, or reflects the teaching activities of a certain teaching link and teaching theme in class, and the content of micro-course is more concise. Third, the composition of resources is contextualized. The multimedia materials and courseware used in micro-course, teachers' after-class teaching reflection, students' feedback, as well as the text comments of subject experts and other relevant teaching resources have distinct themes and diverse types, creating a real "micro-teaching resource environment". Fourth, the teaching design is fine. Micro-course divides a knowledge point or teaching link precisely or meticulously, applies various teaching methods appropriately, and arranges the teaching time of each link reasonably to form a structured teaching design of "script type". Fifth, the teaching activities are wonderful. Teachers adopt teaching strategies such as question guidance, inspiration induction, task-driven, teaching content and operation demonstration to make the teaching process vivid, short and complete. Sixth, the teaching content is complete. The micro-course has complete logic, including the complete teaching process of introduction, explanation, examples and summary. A complete learning system helps students to check for leaks and fill in gaps, and to assist in the consolidation of knowledge. Seventh, it is suitable for autonomous learning. The purpose of micro-course is mainly for learners to learn independently. It can be paused or replayed. It is one-on-one learning, and it is really the classroom of the students themselves. Eighth, it is convenient to carry out teaching. Although uploading, playing, and downloading of micro-courses require network support, almost all colleges and universities have built advanced campus networks. Due to the small capacity of micro-courses, which is easy to download and store, and with the gradual improvement of the micro-course platform, micro-course teaching can take place at any time during the generation of the classroom, and with the Internet as a support, learning can be performed anywhere.

### **3. Significances on Micro-course Apply to Music Teaching**

The application of micro-course to music teaching is suitable for the cultivation of music knowledge and application ability, and enhances students' musical interest. It is of great significance: First, highlighting students' dominant position. In the implementation of micro-course, the main work of teachers is to provide micro-course resources and to solve learning problems. Students learn micro-course resources according to their actual conditions, and feedback the problems encountered in the learning process to the teacher. With this new type of teaching mode, students truly become the main body of music teaching. They can independently arrange learning progress according to their hobbies and achieve personalized music knowledge and skills learning. Second, creating a harmonious classroom atmosphere. A good teaching atmosphere is the guarantee of the effect of classroom teaching. It can awaken students' emotions and allow them to actively experience the connotation of music. The use of micro-video as a classroom introduction creates a beautiful and relaxed atmosphere for students, which helps to realize scenario simulation or scenario reproduction, and brings students into the inner world of writers. This can not only stimulate the students' various senses, but also relieve the students' psychological pressure and allow them to experience different emotional experiences, so as to create a charming class and make the boring class become infinitely dynamic. Third, promoting the shift of music teaching focus. In traditional music teaching, the focus of teaching is the explanation of textbook content. Students follow the content of the teacher to practice, which weakens students' enthusiasm for participating in music teaching. The application of micro-course to music teaching creates a good learning atmosphere, and students can choose the content, time and place of music learning according to their interests and hobbies, so as to get rid of the disadvantages of traditional music teaching and shift the focus of music teaching to music appreciation and emotional expression. Fourth,

stimulating students' passion for music. In the process of music teaching, teachers should establish a student-centered concept, create a relaxed and pleasant teaching atmosphere, and stimulate students' musical enthusiasm. Micro-courses are short and refined in the form of videos. It is very convenient to download learning content to mobile phones. Students can enjoy and watch related teaching content in advance to increase their motivation. In addition, students can also use WeChat and other online communication platforms to jointly solve problems encountered in the learning process and improve the efficiency of teacher-student interaction.

#### **4. Design on Micro-course Apply to Music Teaching**

Micro-course design itself is an innovation in educational resources, which makes up for many classroom teaching deficiencies, reduces the workload of teachers, and improves learning results. The design of applying micro-course to music teaching mainly pays attention to the following aspects: First, content design. The teaching content should try to select the relatively short and complete knowledge content that students have difficulty in learning and have great teaching value. Teachers can process, modify and reorganize the teaching content to make it more concise and complete. According to the length of micro-course, the difficulty of learning content and students' cognitive ability, choose micro-class content. When students watch micro-courses, micro-courses can not only make them immersive but also touch their body and mind, triggering emotional resonance, facilitating music creation, making the learning process a process of discovering, exploring and experiencing music. Second, media design. The rational use of audio-visual media technology determines the final form of the micro-course. Music is sound art and auditory art, so more emphasis should be placed on the audio-visual effect, to provide students with high-quality music materials. There are various media presentation forms for micro-course videos. Generally, there are film-type micro-courses, screen-recording micro-courses, software synthesis micro-courses and hybrid micro-courses. Regardless of the format used, attention must be paid to the disciplinary characteristics of music. Third, practical design. As an online instructional video, the micro-course needs to meet the positive emotional experience of online learners in order to achieve learning goals and complete learning tasks. In particular, in order to reflect the aesthetic function of the music discipline itself, it is necessary to strengthen the artistic expression and contextual appeal of micro-courses. From the perspective of learners, it is necessary to attach importance to the consciousness of effective design. The teaching activity is contextualized to improve the visual effect of the micro-course. Teachers should pay attention to the combination of dynamic and static, and the combination of pictures and texts, to attract students' attention and stimulate the internal motivation to actively participate in music activities. Teachers should also pay attention to the professionalism and artistry of the explanation, choose the appropriate explanation rhythm, and ensure that the language is fluent and clear. Fourth, comprehensive application of multiple design methods. Including video shooting, PPT design, Flash design and 3D animation design. A micro-course with rich expressive force is not a simple software that can be produced, but through editing and post-production, it will eventually achieve novel and rapid theme cutting, clear teaching clues, reduce the burden of students' memory, strive for innovation and shine.

#### **5. Segments on Micro-course Apply to Music Teaching**

Micro-courses can be applied to all aspects of music teaching, focusing on the following four aspects: First, music knowledge teaching. Music knowledge helps students to build a good musical experience, and strengthen their understanding and application of music speed, music terminology, emoji, and performance marks. It is difficult for a teacher to simply explain boring music theory to arouse the enthusiasm and initiative of students. Using micro-courses, students can intuitively understand the composition and principle of knowledge. For music knowledge micro-courses, if students do not fully understand them in the teaching process, they can watch them after class repeatedly, so as to deeply understand, consolidate and review knowledge. Second, music singing teaching. Singing is based on human voice, which can express a variety of music forms and express

personal emotions. In singing teaching, teachers usually use the piano accompaniment, or use some simple percussion instruments to assist the teaching, so that students learn singing methods, experience the joy of singing, enhance the ability of cooperation through chorus and other forms. The introduction of micro-class enables students to find the rhythm in songs and learn the relationship between rhythm and lyrics, so as to cultivate their sense of rhythm and music. Third, music appreciation teaching. The main task is through the appreciation, analysis and explanation of ancient and modern Chinese and foreign excellent music works, to cultivate students' noble music aesthetic taste and music appreciation ability, expand their musical vision, develop their image thinking, and let them acquire the basic knowledge of music history and musical expression means. The form, genre, background and elements of musical works provide good materials for micro-courses. Through micro-courses, students can construct music emotions and shorten the process of understanding music works. Fourth, musical instrument teaching. Strengthening instrumental music teaching can enable students to directly enter into music, enhance the ability to reproduce music works, promote knowledge transfer, deepen the understanding of music knowledge, improve the ability of music reading such as sight playing and solfeggio, enrich the understanding, performance and experience of music, and expand the scope of music exposure. In traditional instrumental teaching, it is difficult for students to see clearly the smaller instrumental demonstration. By applying the micro-course to instrumental music teaching, students can see the teacher's demonstration process more clearly and watch it repeatedly after class.

## **6. Proposals on Micro-course Apply to Music Teaching**

The micro-course is a teaching method produced in the information age, which makes boring music classrooms vibrant, attracts teachers and students with unique charm, and gradually becomes the leading force of music teaching. In order to further promote the effectiveness of micro-courses application in music teaching, the following suggestions are proposed: First, grasping the timing of applying music teaching. Under different application opportunities, the effect of micro-courses is completely different. Therefore, teachers' grasp of the application opportunity of micro-courses is the key to whether micro-courses can exert the maximum effect. After the course has reached a certain stage, teachers can use the refinement and wonderfulness of the micro-course to attract students' attention, stimulate their senses, and avoid the inattention caused by class fatigue; At the end of the course, the micro-course can be used as a summary to connect the key and difficult content of the music course, and put forward questions and tasks after class, so that students can review and consolidate after class. Second, scientifically designing music teaching content. The teaching time of micro-courses is relatively short, so it is necessary to pay attention to the scientific rationality of the content when carrying out teaching activities, and effectively complete the teaching tasks in a limited time. Micro-courses must be closely combined with the actual situation of students and respect the differences between students. Teachers should actively change the concept of music teaching, make full use of a large number of teaching resources in the network platform, ensure that students fully understand and master the knowledge, and on this basis effectively expand and extend music knowledge. Third, strengthening students' music learning consciousness. With music teaching, students can feel the pleasure brought by different types of music. However, it is also inevitable that some students are lazy. Students can record short videos, which can be displayed by the multimedia platform after being sorted out by the teacher, so that students can see the gap through comparison, so as to encourage students' continuous progress and strengthen their awareness of music learning. Then let the students watch the previous micro-course to have a deeper impression on different types of music and improve learning efficiency. Fourth, giving play to the guiding role of teachers. When the micro-course has been made, the teaching can only be carried out according to the fixed design scheme, which is difficult to cope with the unexpected situation in the actual teaching. If the design problem is difficult, it will affect students' enthusiasm. In this case, the teacher can pause the micro-course to solve the difficult problems and reduce the difficulty of students' understanding. If students have different opinions on the content of

the micro-course, the teacher should also give appropriate reference directions and encourage students to ask questions.

## **7. Conclusion**

Micro-course teaching is not completely applicable to all music teaching content. The micro-course mainly shows the key points or difficulties of music teaching. Not all teaching content is suitable for making micro-courses, which are mainly to assist teachers in teaching. The content that can be understood through the teacher's explanation or the student's own reference materials does not require micro-courses. The rational application of the micro-course to music teaching has realized the modernization and informationization of music teaching. Through the micro-course, the knowledge of music is made concrete and vivid, which makes the knowledge easier to be accepted by students, and effectively stimulates the interest and enthusiasm of learning music. The micro-course, as an effective teaching method, deeply integrates information technology and music teaching, improves classroom teaching efficiency, cultivates students' music interest, and will have a profound impact on music teaching reform.

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