Research on the Application of Online and Offline Blended Courses—Taking the Course of "Musical Instrument Performance–Erhu" of Sichuan Minzu College as an Example

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Abstract: *Online and offline blended teaching is an effective means to improve the quality of teaching. The paper takes the course "Instrumental Performance – Erhu" of Sichuan Minzu College as an example, through the online and offline blended courses design of the teaching content design, course platform construction, course resources construction, course goals construction, combined with the implementation of courses construction throughout the entire teaching process, it shows the reform effects of online and offline blended courses, in order to better develop online and offline blended courses.*

Keywords: *"Musical Instrument Performance – Erhu"; Online and offline blended courses; Application*

1. Introduction

With the further deepening and reform of teaching, online and offline blended teaching has attracted more and more attention. Especially in the early days of the global coronavirus outbreak, the Ministry of Education proposed the requirement of "no suspension of classes", which enabled the rapid development of online and offline blended teaching in a relatively short period of time and realized the modernization of education, namely educational informatization. The so-called "educational informatization" refers to the process of promoting education reform and development by using modern information technology comprehensively and deeply in the field of education. Teaching is the central work in the field of education. Teaching informatization is to make the teaching method scientific and technological, educational communication informatization, and teaching methods modernization. It requires the comprehensive use of modern information technology based on computer, multimedia, big data, artificial intelligence and network communication in the process of education to promote education reform, so as to adapt to the new requirements of coming information society, it is of great significance for deepening education reform and implementing quality education.[1] Therefore, the implementation of online and offline blended teaching for instrumental performance in undergraduate colleges provides a new idea and method for the teaching reform of colleges.

The course "Musical Instrument Performance–Erhu" is a professional compulsory course for undergraduate students majoring in music. This course was set up in 2010, it has gradually developed from the traditional offline teaching mode to online and offline blended teaching mode. Online and offline blended courses refer to a teaching model that combines online learning and offline teaching through online learning platforms such as MOOC offered by Chinese universities.[2] The course lasts for four semesters. Each semester has clear teaching goals, rich content and various forms. In the course of continuous reform and innovation, it aims to improve the initiative of learning erhu, promote the communication between teachers and students, cultivate students' sense of cooperation, enhance learning interest and improve learning efficiency, so as to better achieve the teaching goals.

2. The online and offline blended courses design

Blended teaching is regarded as the integration of face-to-face learning and online learning, which has the characteristics of improving the efficiency of learning. [3] The online and offline blended courses flexibly adopt the methods of lectures, online tests, in-class discussions, flipping classes, online assignments, group rehearsals, stage practice, remote guidance, etc., to enhance students' enthusiasm and

initiative in learning, to enhance students' ability to analyze and solve problems, and to improve the teaching effect and quality.

2.1. The teaching content design

The course content of "Musical Instrument Performance– Erhu" can be divided into nine sections. The first chapter is the basic practice of Erhu; Chapter 2 is the practice of erhu's right hand technique; Chapter 3 is the practice of various modes and scales; Chapter 4 is the practice of left hand techniques in erhu; Chapter 5 is the practice of commonly used performance techniques for erhu; Chapter 6 is the practice of erhu works with different styles; Chapter 7 is the practice of traditional erhu works; Chapter 8 is the practice of modern erhu works; Chapter 9 is the expansion resources of erhu course. The content of the nine major sections is progressing layer by layer, emphasizing foundational, measurable, and developmental aspects, which is in line with the improvement of students' comprehensive literacy in course learning. While mastering knowledge and skills, it also pays attention to students' core competencies such as art and aesthetics.

2.2. The course platform construction

The main purpose of course platform construction is to build course teaching resources, accumulate teaching processes, and facilitate paperless exams, promoting teaching informatization and modernization of schools. [4] The course platform should be constructed by students, set a learning task list for the purpose of online learning. Besides, setting affluent videos and animation resources can make it easy understood and operated by students. Setting rich question bank can make student consolidate the corresponding knowledge by practicing. Setting an interactive platform for students and teachers is necessary for communicating and answering questions on the platform, so as to enhance the interaction and connection between teachers and students.

2.3. The course resources construction

The construction of course resources should be in line with social and professional needs, and its course teaching resources are divided into online and offline teaching resources. To strengthen the construction of online course resources, on the one hand, it is necessary to further optimize the relevant resources for our own construction; on the other hand, we should select authoritative versions of video resources, excellent document resources, and documentaries with important learning value to better meet the needs of blended course teaching.

Online teaching resources include: video resources are based on the specific content of each chapter, and the course team records relevant teaching videos to meet the students' fragmentation learning needs; Document resources are supplementary to video resources, mainly showcasing the lesson plan and teaching design of this course, enabling students to seriously think about their knowledge from a teaching perspective, and laying the foundation for future music education work in primary and secondary schools; The test resources is for students to test the content of each chapter on the platform after completing the learning tasks in each chapter, mainly to assess their mastery of the knowledge points and facilitate teachers to adjust the teaching design plan; The homework resources are divided into theoretical homework and practical homework. After class, submit classroom theoretical and video homework according to the homework requirements published on the platform, with the aim of consolidating, deepening, and expanding classroom content.

Offline teaching resources include: the teaching resources are the Erhu textbook "Erhu Performance Grading Exam Works Collection", with the main teaching reference book being "Erhu repertoire" Volume 1-6. At the same time, the teaching team has been continuously carrying out textbook construction work for this course in the past two years; the discussing resources are focusing on the series of problems that students face in pre class guidance and in class teaching, conducting targeted thematic discussions in offline classrooms, achieving flipped and enjoyable in class, ultimately achieving communication of learning outcomes and improving learning efficiency.

2.4. The course goals construction

The course of Musical Instrument Performance is mainly designed to cultivate students' musical ability, enhance their practical ability, and constantly improve their ability of music appreciation, music discovery and music performance.

The first is the knowledge goal: each period of 15 hours to take a one-to-one teaching form of learning, another 3 hours are arranged in the form of lecture, rehearsal, stage practice and other group classes to consolidate and improve, which will help students master the basic knowledge, playing methods and playing skills of erhu. The second is the ability goal: the ability to understand, analyze, appreciate and perform works; the students' teamwork consciousness in chorus, accompaniment and ensemble; the ability of erhu performance and teaching; the basic ability to independently engage in erhu theoretical research. The third is the ideological and political goal of the course: to thoroughly explore the ideological and political education elements contained in the erhu teaching, so as to achieve "emotional education and aesthetic education" and constantly enrich the emotional experience, students' music aesthetic ability and emotional expression, to set up the correct values.

3. Implementation of online and offline blended courses

3.1. Preview before class

Pre-class learning and independent learning: Pre-class learning means that students learn the content of this chapter online by themselves. Before class, teachers assign learning tasks to students, let them learn videos and document resources online independently, and complete relevant tests as required. When students have doubts about chapter content, they can discuss with teachers and students through online platform, and give online feedback on the problems. According to the analysis of students' online learning situation and the combination of the key and difficult knowledge in this chapter, teachers reasonably adjust the teaching design.

3.2. Teaching in class

Teaching in class and independent thinking: Teaching in class is offline face-to-face teaching, and the teacher makes a brief review of the pre-class learning content. In view of the feedback content of pre-class instruction, teachers increase the interactive links such as inquiry and heuristic questioning to effectively solve students' doubts, and then lead to the important and difficult contents in class. According to the demonstration of students, teachers will give one-to-one instruction for individual lessons, communicate with students in the most intuitive way, practicing and correcting hand by hand, and achieving the purpose of comprehensively mastering skills. The teacher will also guide students on how to arrange works and re-create them. Students will invite students of different grades to rehearse in unison, ensemble, and ensemble, so as to meet students' interest in learning and improve their learning efficiency.

3.3. Answer questions after class

After class consolidation and self-reinforcement: After class consolidation mainly includes reviewing video and document resources and completing online theoretical and practical assignments. The purpose of reviewing the video and document resources is to help students further strengthen and consolidate the main points of this lesson. The theoretical work requires students to answer questions online, mainly objective questions, to test the students' mastery of chapter content and extended content. The practical homework requires students to practice in class, and upload the performance video to the online platform. The teacher can give timely online feedback according to the video content, so as to facilitate students to carry out targeted intensive training, improve the teaching effect and ensure the teaching quality.

3.4. Examination and evaluation

The grades of this course are divided into process evaluation and summative evaluation, focusing on the supervision and management of the learning process, and strengthening the learning initiative. Grade composition: 10% of normal grade (online + offline), including course attendance and class performance; 20% (online), complete online quiz and discussion through online course resources; 20% of course work (online), theoretical work and video work submitted online after each class; The half-term examination is 10% (offline), which will assess students' learning progress, completion of works (solo, unison, ensemble, ensemble, etc.), musical performance, etc. In the final exam, 40% (offline), students will independently compose and create exam content according to the skills and knowledge they have learned, including work selection, arrangement, stage performance, etc., and finally present it in the form of stage works.

4. The reform effects of online and offline blended courses

Since its establishment, the course "Musical Instrument Performance" has been established as a school level high-quality course, a school level applied demonstration course, the second batch of provincial-level applied demonstration courses in Sichuan Province, a school level online first-class undergraduate course, and the second batch of provincial-level offline first-class undergraduate courses in Sichuan Province. The teaching video resources have won the second prize in the provincial-level teacher information literacy improvement practice activity competition, and the teaching case has won the first prize of the Excellent Aesthetic Education Case Professional Group at the 9th Sichuan University Art Festival. Since its operation, this course has closely focused on talent cultivation goals and course teaching goals, and timely adjusted teaching design and updated teaching content to meet the current social and professional needs. It has explored a curriculum system that is suitable for students' diverse needs. By analyzing the learning situation of online platforms, combined with teacher-student interaction and teaching supervision, we can comprehensively grasp the learning status of students at different levels and achieve individualized teaching. The teaching of this course has received unanimous praise from peer experts, teachers and students both inside and outside the school. At the same time, this course has also produced effects, specifically manifested in the following aspects.

4.1. Educational reform, transforming "teaching by teachers" into "learning by students"

This course breaks the traditional teacher-centered way in the classroom. On the one hand, through the use of modern information teaching technology, the process of learning knowledge and understanding in the classroom is moved online, not only enriching the learning approach and multiple learning goals, but also realizing the learning mode that everyone can learn, everywhere can learn, and always can learn, emphasizing the teaching mode centered on student-centered. On the other hand, different degrees of flipped tasks are set in classroom teaching to return the classroom to students, make students active, make knowledge alive, give full play to students' subjective initiative, and improve their independent learning ability.

4.2. Teaching based on learning, transforming knowledge goals into thinking and ability goals

Traditional classroom teaching content and teaching process are designed by teachers in advance, students are in a passive learning state, mainly to complete the knowledge goals of classroom teaching. In the blended teaching process, teachers timely and reasonably adjust the teaching design and update the teaching content according to the learning characteristics of students by analyzing the learning situation on the online teaching platform. At the same time, teachers solve problems offline by means of turnover, discussion, rehearsal, etc., so that students become the leader of the class, so as to achieve the goals of advanced thinking and ability.

4.3. Rich practice and creative learning

This course will carry out various forms of artistic practice activities such as musical instrument performance concert, grade concert, folk band report concert, professional skills competition, band rehearsal and so on from time to time, which can not only cultivate students' writing ability and teamwork consciousness, but also enable students to continuously grow in participating in practical activities and effectively enhance their learning interest and enthusiasm.

5. Conclusions

In summary, the construction of an online and offline blended course education system is the key to improve the cultivation of higher talents and the education ability of professional talents in the future stage. [5]

Through the application of online and offline blended courses: Firstly, the traditional single offline teaching mode has been broken down, and the blended teaching mode of "teaching by teachers" is transformed into "learning by students" through continuous enrichment and optimization of online teaching resources. The student-centered learning mode has been constructed, fully exerting their subjective initiative, and improving their self-learning ability. Secondly, through a specific analysis of the use of online teaching platforms and the actual situation of students, teachers can identify the problems, adjust teaching design in a timely, update teaching content, and build a course teaching,

practical training, and assessment system, it can promote students' independent learning and diligent practice. So as to achieve "learning determines teaching" transforming knowledge goals into ability and thinking goals, effectively enhancing students' learning interest and enthusiasm, and improving learning efficiency. Thirdly, students are actively guided to effectively use the professional knowledge and skills they have learned. Through the independent arrangement, adaptation and secondary creation of the learned music and the expanded repertoire, innovative stage performances are finally achieved in the form of solo, chorus, ensemble, etc., which cultivates students' consciousness of independent innovation and teamwork.

Acknowledgements

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