

Research on the Application of Information Technology in Children's Music Education

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Abstract: *The rapid development of mobile Internet technology has brought education to a new era. This research takes new media and preschool children's music education as the research objects. Based on the status quo of children's music education under the new media environment, it studies the innovative application of information technology in children's music education under the new media environment, and analyzes the influence of new media on music education for preschool children. The positive impact of the coming has already provided an effective basis for the reform of music education for preschool children.*

Keywords: *New Media; Children's Music Education; Preschool Teachers*

Introduction

The development of children's music education in the modern world is marked by some independent and distinctive children's music education systems, Such as: Swiss educator Dal Klotz's "Body Rhythm" teaching method. Based on the music education system, Hungarian music educator Kodaly promoted the national culture and Edwin Gordon of the United States proposed the music learning theory. The system is established on the basis of long-term research and practice, which is advanced, systematic and open to a certain extent, and has obvious local characteristics. In most countries, children's music learning is related to the degree of family support, and individual differences are large.[1] Currently there is a relatively systematic course in the United States-"Experiencing Music" course: language-based music courses, including music activities for children aged 2-6, containing teaching materials, lesson plans, student textbooks and CDs, allowing children to participate in singing and training listening, rhythm and playing rhythm instruments, enhance the child's comprehensive ability. This kind of research starts with various teaching forms of kindergarten music courses, and analyzes the specific applications and use strategies of various courses in practice.[2] The literature shows that the teaching methods used in kindergartens are usually oral and heart-to-heart. [3] Some parks promote music games, and some areas and parks will use teaching methods such as Orff or Kodaly to assist.[4] However, with rapid changes in new media technology, how to face the new challenges that come with it and formulate

new plans suitable for preschool children's teaching are problems that we urgently need to solve.

The current situation of children's music education in the new media environment

The difference in the popularity of the Internet makes the Internet and information popularization in urban and rural areas imbalanced. The "digital gap" brought about by this imbalance has become one of the biggest obstacles to the development of music education for preschool children, triggered by the penetration rate of new media in different regions. There is a significant difference in the educational conditions between preschool children's exposure to new media and children's preschool institutions. The hardware equipment in most township kindergartens is extremely inadequate, and there are few or no musical equipment, such as electronic organs, VCDs, projectors and new media equipment s, computers and iPads,etc. A survey in Shanghai shows that kindergartens have pianos, multimedia computers and other teaching equipment; some private kindergartens also equip teachers with mobile terminals such as iPads to help teach. The "digital gap " brought about by uneven regional development has resulted in different media exposures for preschool children, and the gaps in children's cognition and aesthetics are getting wider.

Innovative application of information technology in children's music education

The new media needs to innovate traditional children's music education, and innovate teaching practice in terms of connotation, system, concept and media literacy. Children's music education needs to increase investment in the construction of new media software and hardware, and provide good infrastructure guarantees. The government should increase investment in the construction of new media infrastructure, attach importance to investment and guidance for music education, set up special funds for music education, and add music equipment and new media equipment necessary for children's learning, and strive to improve music education conditions. Ensure the normal development of music education activities. This research combines the characteristics of children in our country, draws on relevant domestic and foreign theories of psychology and pedagogy, innovates the application of information technology in children's music education under the new media environment, promotes teaching practice, and then enhances children's music interest and aesthetic ability.

A. Innovate the assessment mechanism for preschool teachers

The new media is an important part of teaching, and there is no assessment mechanism that fully accommodates kindergarten teachers.[5] The establishment of a scientific evaluation and assessment mechanism is imminent, and the new media teaching will be incorporated into the assessment mechanism, and the teaching process and teaching results will be equally emphasized, with the participation of managers, teachers, children and parents. Encourage teachers to actively learn to

contact new media, improve their own media literacy, actively embrace new media, and incorporate new media methods into daily teaching activities.

B. Innovative teaching methods

Under the new media environment, music education for preschool children is not only limited to the classroom, but the Internet and advanced teaching equipment should be used to transfer the learning place to the outdoors.[6] New media has enriched information and made information and access more convenient. Therefore, in the process of teaching music knowledge, teachers should use new media to infiltrate the five major areas of preschool children's learning and development, such as "health", "language" and "science", into the music classroom.

C. Create a home-school alliance and share resources

This research gives full play to the advantages of new media resources to realize the education mechanism of homeland linkage. Through the Internet, kindergartens, teachers, parents, and children can share resources, and kindergartens and teachers feed back the children's learning to parents. In addition, the teacher guides parents to assist children in improving the effectiveness of music learning according to the classroom teaching goals. For example, teachers provide materials on the Internet to allow parents to lead their children to complete the music experience. In addition, parents should consciously learn relevant educational theories, and continuously improve their media literacy in new media to ensure the continuity and consistency of music education.

The new media in promoting children's music education

The era of new media has enriched educational forms, and brought new and innovative development opportunities for preschool children's music education.[7] On the one hand, new media uses visual and auditory expressions to enhance the musical experience of pre-school children. On the other hand, it uses diversified methods such as text, pictures, animation, and body movements to enhance the perception and aesthetics of music. Mainly has the following three aspects:

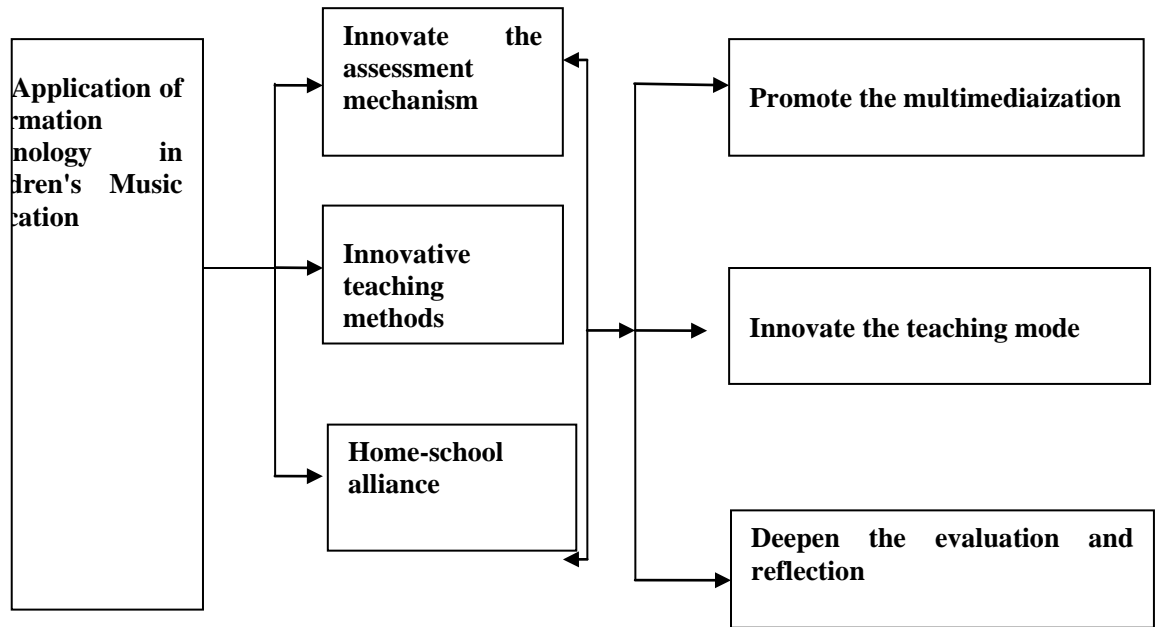


Figure 1 The new media in promoting children's music education

A. Promote the multimediaization of music education for preschool children

New media has broken the traditional information exchange form and expanded the traditional information exchange channel. For preschool children's music education, kindergarten teachers can enrich classroom teaching with music resources that integrate pictures and videos through the Internet, so as to strengthen pre-chemistry children's experience and multiple cognitions of music, and allow preschool children to perceive music rhythm and melody. The experience of emotional resonance and aesthetic appeal is more perceptual. The mode of multimedia interaction makes preschool children not passively receive music education, but strengthens the subject consciousness and initiative of preschool children. Through the multilateral interaction and intelligence of new media, pre-school children can experience multiple forms and content of music more autonomously and independently, thereby enhancing the teaching effect of pre-school children's music education.

B. Innovate the teaching mode of music education for preschool children

The enrichment of new media music education platforms has brought new changes to preschool children's music education.

First of all, it has promoted a student-oriented teaching model, focusing on the experience and initiative of pre-school children in music education. The new media has gradually broken the traditional instillation teaching model with teachers as the

main body, and strengthened the initiative and participation of the educated. The new media allows preschool children's music education to start with initiative and aesthetic orientation, and better play the role of preschool children's music education.

Secondly, new media has innovated a teaching model characterized by multiple interactions, emphasizing the musical expression ability of pre-school children in music education. Pre-school children are not only the subject of listening and receiving in music education, but also the subject of expression of music. The timbre, rhythm, melody and emotion of music can all be creatively matched and expressed through the self-recognition and understanding of preschool children.

Third, the new media has constructed a new teaching model of multiple collaborations, emphasizing the cooperation of multiple educational methods and educational subjects in music education. This diverse collaboration includes collaboration between classroom music education and online music education. In the era of new media, music education not only happens inside the classroom, but also outside the classroom. For pre-school children, there are many scenes where they are exposed to music, such as family, outdoor, and the Internet. This kind of multi-scene music education cooperation can more systematically give children full musical influence.

C. Deepen the evaluation and reflection of preschool children's music education.

In the context of new media, diversified assessment methods will consolidate preschool children's music acquisition. For a long time, preschool children's music education evaluation is based on subjective impressions. The new media era will use rich data statistics and comparison methods to accurately track and record preschool children's reactions and changes in music education. This change will better guide and deepen pre-school children's music education, and better integrate modern and diversified teaching elements into music education, making pre-school children's music education more systematic and scientific.

Conclusion

The development of the new media has a significant and profound impact on music education for preschool children. New ideas have been brought about in the educational methods, educational content, educational model and teaching evaluation of preschool children's music education. This research advocates that children's music education should keep up with the trend of the times and the pace of development of new media technology, follow the rules of preschool children's music education, scientifically and reasonably innovate the application practice of preschool children's music education, and effectively improve the quality and level of preschool children's music education.

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