

The Application of Internet Multimedia Technology in the Preschool Education Music Courses

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Abstract:

With the development and popularization of multimedia technology and the improvement of definition quality, this multimedia instructing method has been widely used in the training of music and other classrooms. The perfect combination of computer and music also brings a kind of fresh air to classroom music training workers. The interaction and coordination of the two makes this multimedia form play an important role in music training in the classroom. In the current music training, multimedia training technology has not only become an advanced method and training tool for comprehensively promoting the development of quality definition, but also provides us with a function with its rich expressive power, strong inclusive beauty and good mutual control. This article explores the application of multimedia video courseware production methods under the Internet in the training of music courses, and elaborates on the training characteristics of music courses in some relevant literature data, and then its foundation the paper puts forward the advantages of Internet multimedia courseware in music training, paving the way for the following investigations, through questionnaires to investigate the current use of multimedia courseware in music classrooms and what impact it has brought to students, the survey results show that the use of multimedia courseware in music classes is still relatively frequent at this stage. More than 40% of teachers use frequently, and more than 34% use general ones. This shows that multimedia courseware has become a training aid for music classroom training. And with the promotion of multimedia technology, the multimedia construction of the school is basically complete at this stage.

Keywords: *Multimedia Courseware, Courseware Making, Music Course, Course Instructing*

I. INTRODUCTIONS

Today, the development of information technology rapidly, multimedia computer technology became one of the research hotspots [1-2]. The exchange of human information Multimedia has been accelerated and the way people transmit information be greatly reduces [3-4]. Used for video and audio processing equipment based on convention computer technology. Our society all aspects has been brought about tremendous changes [5-6]. The wide application of multimedia computers is ubiquitous in our daily life. It has greatly changed our industrial production, our lifestyle, and even our tools and methods [7-8]. The

computer also extends its influence to all aspects of industrialized society and education without exception, and computer education is the most important part of the entire human society's production and activities. Multimedia courseware teaching is a main type of the development of modern digital education in our country, and in China its development does represent a new trend of modern digital teaching [9-10].

With the view of the application research of Internet multimedia courseware production in the teaching of music courses, some researchers have proposed that music is an important way to implement the aesthetic education of quality education, and school education is an important place for cultivating students' quality education. With the progress and development of current multimedia information technology and the deepening and advancement of quality education, in our music classroom, multimedia-assisted teaching technology uses its rich content and expression forms, powerful and integrated artistic aesthetics, and good interactive automation and control. It provides strong support for the multimedia music classroom required for us to establish a new curriculum standard. Powerful and integrated aesthetics, good interaction safety and controllability, are the most powerful foundation for building a sound classroom with new curriculum requirements [11]. That is to say, some research staff have pointed out that with the deepening, progress and development of modern digital multimedia technology in China, it has gradually spread from the field of communication to every field of modern digital language education, and multimedia education, as a digital auxiliary course teaching, has gradually been widely used in the teaching of digital music. The courseware covers the teacher's entire language and classroom design, optimizes the writing and demonstration of the text, and improves the teaching efficiency of the classroom. Compared with students, what it needs to present is pictures, text, sound and other information, which greatly improves students' enthusiasm for music learning, increases their insights and understanding, and is conducive to cultivating students' creative thinking[12].

This paper studies the application of Internet multimedia courseware in music teaching, summarizes the characteristics of music teaching in the literature research method, and then proposes the advantages of multimedia in music teaching, pave the way for the following, and then pass the questionnaire survey methods based on the application status of multimedia courseware in music classroom teaching, draw relevant conclusions through the results.

II. MUSIC COURSE TEACHING AND INTERNET MULTIMEDIA COURSEWARE RESEARCH

2.1 Features of Music Course Teaching

2.1.1 Teaching around music score reading

When teaching music classes, a certain amount of time is based on teaching music score reading and related basic music knowledge. To teach these basic music knowledge, it is impossible to achieve good teaching results in the whole class, because students' understanding of basic music knowledge is different from learning music. If the teacher learns the basics of music in the whole class in the music class, the result will be that the students feel bored and have a feeling of resistance to the students learning music. This reduces students' interest in learning music, affects their initiative and enthusiasm for learning music,

and has very negative consequences. At the same time, the boring explanation of theoretical knowledge by teachers can hardly arouse students' pleasure.

2.1.2 Feeling and Appreciation of Music

As another important part of music teaching, the feeling and appreciation of music is the most contagious form of music teaching in music teaching. Music appreciation has a wide range of knowledge and rich content. This is very useful for improving students. Musical aesthetics and musical creativity enable students to play a particularly important role in understanding and understanding music in teaching. Classroom teaching experience and appreciation should be based on music, start with vocal music, and pay attention to oblique listening and appreciation. The instructor's explanations and explanations should be concise, vivid, and enlightening. Delicate discussion and listening are important principles for summing up experience and appreciating teaching. In the music appreciation class, it is necessary to stimulate the interest of the majority of students as much as possible, cultivate the good habit of the majority of students inclined to observe music, and gradually enrich and accumulate their own experience of music identification. Actively adopt lively, interesting and diverse methods to guide small class students to actively carry out their own music experience and experience, and encourage them to express their independent feelings and opinions on the music they observe.

2.1.3 Features of creative teaching

The teaching of exploring sound and music is mainly to instruct students to use sounds, instrument sounds or other audio source materials to express specific situations. In this part of the teaching, we must fully investigate the relationship between these sounds and musical elements, and we cannot simply use human voices and musical instruments to imitate the sounds of nature and life. For example, in the creative teaching of self-made musical instruments, students will prepare empty mineral water bottles, bottle caps, pebbles, soybeans, bamboo chips, etc. on simple percussion instruments such as sand balls, triangles, and drums. And encourage students to use these instruments for improvisation or pre-defined music creation and performance, and guide students to evaluate their own or others' exploration activities.

2.2 Advantages of Internet Multimedia Courseware Application in Music Teaching

2.2.1 Improve vocal music learners enthusiasm of music learning

Multimedia courseware will effectively cultivate and mobilize the enthusiasm of students' and motivation for autonomous studying by virtue of their vivid images, flexibility, and distinctive pictures. The information technology will promote the various music classroom teaching content that we present to be more intuitive and visualized, so as to make our students as effective as possible and guide students into a well classroom teaching atmosphere. The enthusiasm of studying various music songs is brought into play, which the students' nervousness be relaxed, obtains a better music classroom teaching effect, and gives full play to our most active side of the students.

2.2.2 Conducive to enhancing students' emotional creativity

And multimedia courseware is an integrated technical means that can realize the emotional

communication of music works in vision, hearing, audio, and vision. Through various technical means such as video and audio, it can express the emotional communication of various musical works in humans. The above has become more concrete and intuitive. By broadcasting the images of our vocal works or the background music of other vocal works through a variety of multimedia equipment, it can prompt our primary and middle school students to more quickly understand the cultural feelings and cultural feelings of these vocal works that we want to sing. In the artistic conception, the cultural connotation of these vocal works that we want to express and sing is fully interpreted, and the inner feelings in our body are released more accurately. The use of multimedia technology to directly participate in other vocal music classroom teaching methods and means to help us in vocal music and learning is very capable of helping to cultivate our students' abilities in singing and expressing emotions in other vocal works.

III. APPLICATION SURVEY OF MULTIMEDIA COURSEWARE PRODUCTION IN MUSIC COURSE TEACHING

3.1 Purpose of the Investigation

Through the questionnaire survey on the application of Internet multimedia courseware production in music course teaching, it mainly investigates whether teachers use multimedia courseware frequently in music classrooms and the influence of multimedia courseware production on music course teaching.

3.2 Questionnaire Survey

3.2.1 Data source

This survey is aimed at the application of Internet multimedia courseware production in music teaching. In order to reduce the difficulty of conducting survey activities and ensure that the results have enough data, the venues for conducting survey activities selected colleges of music. The subjects of the survey are students and teachers of the Conservatory of Music. Conducting survey activities in the Conservatory of Music can ensure the accuracy of the survey subjects. The large number of people in colleges and universities facilitates the distribution and collection of the questionnaire. In order to ensure the universality of the questionnaire, three conservatories with different well-known degrees were randomly selected in this city. Due to the limited scope of the survey, the survey was conducted only on universities in this city, and universities in other regions were not involved. As the infrastructure of universities in different regions is different, this survey is not universal.

3.2.2 Selection of the number of questionnaires

The capabilities of this survey is related to the selection of the number of questionnaires The number of questionnaires is too low. The results of the survey are not valid. The number of questionnaires is designed to be too high. It is difficult to achieve the survey activities. Therefore, the number of questionnaires refers to the book and some literature materials. The actual circumstances of this survey was designed. The number of questionnaires is set at 200.

3.2.3 Questionnaire distribution

The assurance of this questionnaire is chiefly separated into two stages. First is the issuance of the questionnaire, second is the recovery of the questionnaire. So as to ensure that the results of this survey is more authenticity, the recovery of the questionnaire will be finished after the questionnaire is issued. In the next six days recovered, given time to complete the questionnaire. 189 questionnaires were recovered, the rate of recovery was 95%.

3.3 Data Processing

3.3.1 The data must be sorted and classified, when performing correlation analysis on the collected data. This will not only promote cross-data analysis, but also increase the utilization rate of the data. Therefore, the important aspect is the accuracy and completeness of the data. First of all, about data integrity. Some sample items are selection cannot be completed, or their arbitrarily completed, when the questionnaire is delivered to the sample subject for completion and collection, that will lead to some data sorting problems, but for the reason that the retrieved data accounts for the majority, So deleting the lost data means the lost data. In the second place, the precision and accuracy of the data. Defining an audit, the important aspect is to check whether these data are inconsistent with other choices, or the principle that collides with them should be selectively defined but as much as possible should be maintained.

3.3.2 The correlation relationship main implication in the objective correlation analysis method is to mainly refer to a certain relationship between various objective fact, but they are not strictly matching to each other in quantity. There are two main types of determining the relevant properties of objective circumstance here: qualitative and quantitative analysis. The aim of qualitative analysis is to rely on practical experience and the scientific theoretical knowledge of the researcher to accurately judge whether there are correlations in various objective phenomena. Or the factor of the subjectivity of this analysis method is relatively strong. The ordinarily used calculation formula can be expressed as:

$$r = \frac{S^2_{xy}}{S_x S_y} = \frac{\sum(x - \bar{x})(y - \bar{y})/n}{\sqrt{\sum(x - \bar{x})^2/n} \sqrt{\sum(y - \bar{y})^2/n}} \quad (1)$$

$$r = \frac{n \sum xy - \sum x \sum y}{\sqrt{n \sum x^2 - (\sum \bar{x})^2} \sqrt{(n \sum y^2 - (\sum \bar{y})^2)}} \quad (2)$$

IV. RESULT ANALYSIS

4.1 How Often Do Teachers Use Multimedia Courseware in Music Classes

Questionnaires are used to investigate whether teachers use multimedia courseware frequently in music teaching. The results of the survey are shown in Table 1.

TABLE I. How often do teachers use multimedia courseware in music classes

	A college	B college	C college
frequently	43%	42%	40%
generally	35%	34%	37%
occasionally	22%	24%	23%

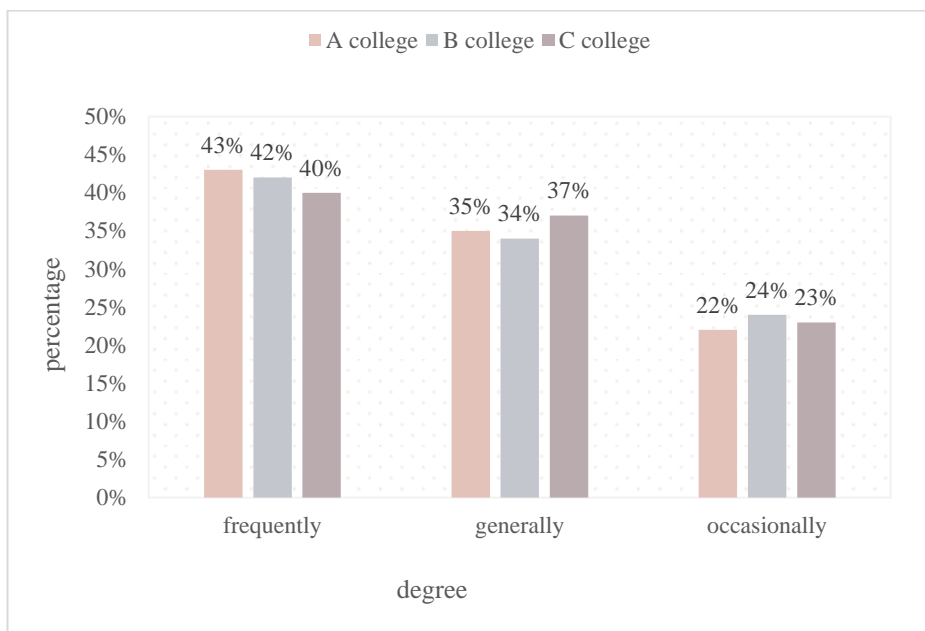


Figure 1. How often do teachers use multimedia courseware in music classes

It can be seen from Figure 1 that the use of multimedia courseware in music classrooms is still relatively frequent at this stage. Frequently used teachers account for more than 40%, and the use of general is more than 34%. It can be seen that multimedia courseware has become a music classroom teaching. A teaching aid method, and with the promotion of multimedia technology, the multimedia construction of the school is basically complete at this stage.

4.2 The Influence of the Application of Multimedia Courseware on Music Teaching

The influence of the application of multimedia courseware on music teaching was investigated through a questionnaire, and the results of the survey are shown in Table 2.

TABLE II. The Influence of the Application of Multimedia Courseware on Music Teaching

	A college	B college	C college
Conducive to the understanding of knowledge	43%	41%	45%
Arouse students' interest in learning	34%	37%	31%
Conducive to memorizing knowledge	23%	22%	24%

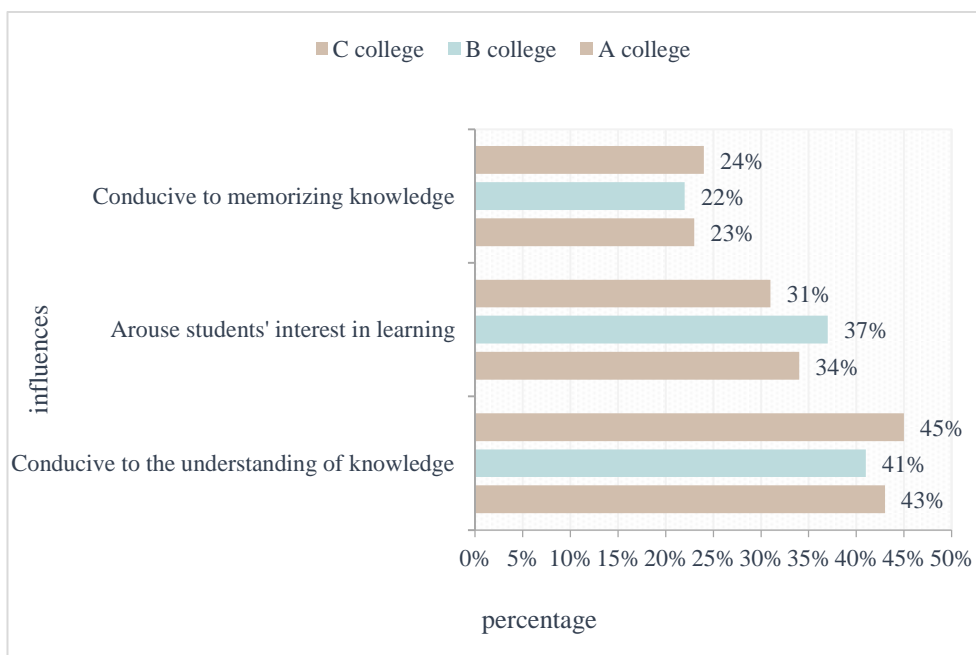


Figure 2. The Influence of the Application of Multimedia Courseware on Music Teaching

It can be seen from Figure 2 that the application of multimedia courseware in music teaching has the main impact on students that multimedia courseware can facilitate students to understand the theoretical knowledge of music, accounting for more than 41%, and then it can stimulate students' interest in learning music, which accounts for about 31%.

V. CONCLUSIONS

The application of multimedia teaching is a way to improve current teaching efficiency, which not only enhances students' aesthetic experience, but also expands their horizons. However, with the popularization of educational technology, the presentation of multimedia courseware is also numerous. There is too much emphasis on traditional multimedia, and even traditional multimedia courseware is used as the leading teaching method. Classroom becomes a performance and display of multimedia courseware. The content of the teaching is dazzling, and the decorative elements cover the main body of traditional music, ignoring the fact that traditional music is an art that people tend to listen to. When teaching, we must create a good classroom situation for each student to feel the physical and mental experience of music, let them listen to and understand the connotation of music in person, listen to their imagination through their own body and mind, and feel the music inside.

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