

Development of College Music Management Based on Multimedia Environment in China

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Abstract

With the rapid development of science and technology, the organic integration of multimedia technology and education has effectively innovated where the traditional arts and music colleges and universities are no exception. Under this background, the management development direction of fine and applied arts in higher education institutions has also undergone a series of changes. This paper focuses on the role of multimedia technology in the field of fine and applied arts college and university management and explores the management development strategies based on multimedia environment from three dimensions: foundation support, classroom teaching and work guidance.

Keywords: Colleges and universities, Fine and Applied Arts, Management, Multimedia environment

1. Introduction

The emergence of multimedia technology not only provides new teaching and learning but also helps to improve the original teaching methods also the teaching quality. But in order to give full play to the important value of multimedia technology, lecturers need to change the original teaching philosophy, and schools need to implement a series of educational management guidance strategies (Yang & Li, 2021; Ministry of Education, 2019). At present, there are still many problems in some colleges and universities, so it is necessary to explore the development direction of college arts and music tasks management.

Problems of Tasks Management in College of Arts and Music

(1) The cognition of Chinese arts and arts and music tasks management in higher education institutions that needed to be improved. In the process of management of arts and music in modern colleges and universities, the most important problem is that lecturers have not formed an overall cognition of arts and music education. Managers of higher educations of arts and music play an important role in improving the overall quality of students. The main purpose of arts and arts and music tasks is to promote the comprehensive development of students. However, at present, some lecturers still retain traditional thoughts on music education, which leads educators to form a wrong understanding of arts and music tasks management, and education management also stays in the surface form, which affects contemporary college students' music aesthetic ability and aesthetic accomplishment.

(2) Students lack music knowledge

One of the urgent problems in modern college education is to guide students to form a comprehensive cognition of arts and music education. Because most students lack professional and systematic music learning, and even some students do not understand the general knowledge of arts and music, but only regard music as a specialty, students and parents do not realize the influence of arts and music literacy on their comprehensive quality. It is precisely because of this wrong view that students' own arts and music knowledge cannot be systematically improved.

(3) The teaching force needs to be strengthened

At present, some colleges and universities lack lecturers in arts and music tasks management. Although schools have their own in-service music lecturers, their knowledge level and teaching ability are limited, and they cannot meet the requirements of college arts and music tasks management innovation, which has a certain impact on college music teaching (Zhao, 2020; Wang, 2018).

2. Value Analysis of Multimedia in the Development of College Arts and Music Tasks Management

(1) Give full play to the subjective initiative of students

College music is an important subject to cultivate students' musical accomplishment, form unique musical aesthetic ability and cultivate students' sentiment. Students are required to concentrate for a long time, listen to the beautiful melody in the music, and understand the mind of the composer behind the music. In this context, only by maintaining sufficient motivation and interest can students complete the learning tasks of each chapter according to the requirements of lecturers, and conduct exploration and learning in combination with the content they are interested in (Chen & Wang, 2021; Li & Zhang, 2020). During traditional music teaching, lecturers mostly teach students with textbooks and blackboards. Although it can improve students' learning interest to a certain extent, it is difficult to achieve significant classroom teaching effect. In recent years, with the rapid development of science and technology, the integration of multimedia technology and education has not only innovated the form of college music teaching, but also gradually changed the focus of college arts and music tasks management.

With multimedia technology as the carrier, college music teaching can transform the original two-dimensional graphic materials into dynamic resources combining audio and video. By using the Internet platform and multimedia equipment, lecturers can show the creative background of different tracks for students and combine the beautiful arts and music to create a rich teaching environment for students. On this basis, students can not only explore the connotation of a certain musical element in combination with the content they are interested in but also communicate their own perception of music tracks with others in the process of group cooperation. Compared with traditional teaching methods, arts and music tasks in colleges and universities using multimedia technology can give full play to students' subjective initiative and generate strong learning interest in music.

(2) To achieve significant improvement in the quality of music teaching

There are three factors that affect the quality of college music teaching, which are teaching resources, teaching methods and classroom feedback. During the traditional teaching period, teaching resources are mainly based on textbooks, and the channels for obtaining teaching resources are relatively simple. Most of the teaching methods are force-feeding teaching and rarely classroom practice activities. Because some lecturers do not pay attention to the main body status of students, it is difficult to give full play to the important value of classroom feedback.

In the field of management and development of college of arts and music, multimedia technology can effectively solve the realistic dilemma of traditional teaching. Relying on multimedia technology, lecturers can look for the teaching resources of outstanding lecturers in various universities on the Internet platform, or according to the preferences of students, look for the corresponding composer's music tracks on the Internet platform, and use multimedia equipment to play them. Through the above methods, access to teaching resources can be effectively broadened, which is no longer limited to textbook knowledge, but can flexibly adjust teaching content according to the teaching process and the actual needs of students, constantly expand students' learning horizons, and help students obtain rich learning experience. Lecturers can use the Internet platform and multimedia equipment to make PowerPoint courseware for students. Compared with traditional blackboard teaching, PowerPoint courseware can clearly and intuitively show the internal logical relationship between different musical elements and better understand the connotation of music knowledge. It can not only effectively save the time of blackboard writing but also explain more music knowledge content for students to help students digest and understand. In addition, when the multimedia device plays music, the music can also be paused in a certain frame by clicking the mouse, and the lecturer can flexibly adjust the current teaching progress according to the learning performance and behavioral motivation of the students in the class. Through repeated playback and key clips to ensure that the teaching content meets the actual learning needs of students. Finally, the quality of music teaching in colleges and universities can be significantly improved from three dimensions: broadening the channels for obtaining teaching resources, optimizing teaching methods and implementing real-time classroom feedback.

(3) It is conducive to the construction of good communication channels between lecturers and students. From the perspective of the law of cognitive thinking development of student groups, student groups have strong individual differences, and each student's learning accomplishment and behavior are different. In order to achieve the expected teaching objectives and improve the teaching quality, it is necessary to fully understand the learning reality of students in different stages. During the traditional teaching period, lecturers usually understand the learning ability of each student by asking questions in class or performing music, but with certain limitations, lecturers cannot understand the change of each student's learning situation in a limited time. The emergence of multimedia technology is conducive to the construction of good communication channels between lecturers and students. Using multimedia technology, lecturers can record each student's basic information and recent learning performance in the teaching management system in advance (Pan & Liu, 2022).

During the classroom teaching, students follow the lecturer's ideas to complete various learning tasks and use spare time to complete practical activities and subject assignments by logging in to the online learning platform. In this process, the backstage management system of the online teaching platform will automatically input each student's classroom test into the system, and through specific algorithms for data analysis, we can understand each student's mastery of the music subject. Lecturers can make a detailed and comprehensive record of each student's music learning on a daily, weekly, and monthly basis. It can also transform digital data into graphical data through data modeling to clearly and intuitively understand each student's learning strengths and weaknesses, so as to provide important data support for subsequent teaching activities. During the study period, if there is any learning problem, students can communicate with lecturers at the first time. It can effectively break through the influence of time and space limitation and improve the teaching quality.

3. Development Strategy of Arts and Music Tasks Management under Multimedia Environment

(1) Doing a good job in ensuring basic security

First, do a good job in the construction of talent teams. Lecturers are the main body of teaching work, and only by doing a good job in the construction of talent team can we provide the basic guarantee for the improvement of the quality of college music education. In recent years, with the continuous change of educational ideas, the emergence of various new teaching methods has effectively improved the teaching quality and put forward higher requirements for the professional quality of college music lecturers. In this context, school administrators need to pay full attention to the importance of talent team construction.

During the development of colleges and universities teaching management, it is necessary to hold a conference to ask every college music lecturer to understand the important role of multimedia technology in the field of art and music education and take multimedia technology as the focus of future teaching work. Secondly, it is necessary to pay attention to the development of teaching and training work. Colleges and universities need to increase capital investment and provide professional teaching training for each music lecturer regularly, including the training on the teaching concept or teaching knowledge of music. At the same time, it is also necessary to pay attention to multimedia technology teaching and training. Multimedia technology teaching and training can teach lecturers how to properly use multimedia technology and Internet platforms to carry out various teaching activities, such as flipped classroom mode and online teaching mode. Finally, it is necessary for college music lecturers to carry out regular experience talks, and all lecturers should summarize the application effect of multimedia technology teaching and collect classroom teaching. The problems existed during the study. In the process of brainstorming, each lecturer constantly learns the excellent teaching methods of others and summarize the shortcomings of his or her own teaching work. In addition, in the recruitment process, it is not only necessary to pay attention to the educational quality and professional quality of the candidates, but also to pay attention to whether the candidates can flexibly use multimedia technology to build new teaching methods.

Second, the construction of arts and music tasks management system. Education institutions are an important place to train high-level talents. Under the rapid development trend of the education institution in recent years, the reform process of education management system is also gradually deepening and gradually realizing institutionalized management, which is the key direction of China's education management reform and innovation. In this regard, the management of arts and music tasks under the background of multimedia should focus on strengthening institutionalized management, combining the internal management needs and work tasks of colleges and universities, building a reasonable management mechanism, and introducing all kinds of work in colleges and universities to the formal and practical

There is a virtuous cycle. In addition, college arts and music tasks should build a quality management system to improve the overall level of education management.

(2) Comprehensively optimize classroom teaching

First, construct a multimedia teaching situation. Multimedia technology plays an important role in the construction of an art and music teaching context, lecturers need to use multimedia technology to construct teaching context to meet the expected teaching objectives. Taking life-based teaching situation as an example, life-based teaching situation is rooted in real life, which can effectively help students deepen their cognition of the connection between subject knowledge and real life. For example, the theme of this class is the learning of beats, so lecturers can build a life-oriented teaching situation for students with square dancing as the

carrier. Multimedia equipment is used to play a video of the real scene of square dance in the city where the school is located for students, requiring students to carefully listen to the melody of square dance music and observe the body movements of square dance dancers. Lecturers need to ask students: square dancing and music are integrated with fitness effects, which can not only reflect the aesthetic taste of dance but also meet the needs of national health and fitness. Do you find that although the repertoire of square dancing is different, the rhythm of the music and the movements of the dancers are always interrelated? During this period, lecturers need to constantly use multimedia equipment to play different square dance music tracks for students and require students to carefully understand the rhythm and score. Feel the relationship between the length and length of the middle note in different pieces or passages, and the process of regular cycles between downbeat and downbeat.

Second, use multimedia to create hierarchical teaching content. When the life- teaching situation is created, lecturers need to use multimedia technology to create hierarchical teaching content. It can not only ensure the continuity of the overall teaching, but also fully broaden students' learning horizons and better help students understand the charm of music knowledge. When students have a preliminary understanding of the concept of rhythm in the life teaching situation, lecturers need to use multimedia equipment to provide students with hierarchical teaching content, supplemented by corresponding teaching cases. For example, lecturers need to explain to students that beats include duple, triple and quadruple, etc., while rhythms are divided into equal, antegrade and inverse, etc. In the study of beats, lecturers need to provide students with Radesky marches to help students understand the characteristics of duality in which strong and weak relations rapidly alternate. Blue Danube waltzes are provided for students to feel the joy, lyricism and charm of triple time. Play Wagner's wedding march for the students and feel solemn, affectionate and eulogizing characteristics of the four meters. Provide the students with a fragment of Ode to Joy from Symphony No. 9 and feel the musical effect of the stable rhythm of the equal division. Provide students with fragments of little sisters on the prairie to feel the dynamic characteristics of the rhythm of sequential typing. Provide students with Yangquan three overlapping, feel the upwind rhythm tension, the sense of folding.

(3) Strengthening guidance on educational work

First, attach importance to students' subjective initiative. With multimedia technology as the career, college music teaching activities should pay attention to the students' subjective initiative. In this context, lecturers no longer become the master of classroom teaching, but need to become the guide of classroom teaching, help students answer questions and solve doubts, and complete various learning activities by themselves. Therefore, lecturers need to understand each student's learning accomplishment and interests before teaching activities, integrate these elements into teaching activities, and flexibly adjust teaching strategies according to the behavior of students in the class during actual teaching, so as to provide students with additional teaching resources and put forward various challenging questions for them. For example, lecturers can ask students about the similarities and differences between two pieces of arts and music or describe the characteristics of their favorite music writers.

Second, optimize the production of PowerPoint. PowerPoint is an important part of multimedia teaching, and the teaching effect and teaching quality largely depend on the production form and display effect of PowerPoint. In order to fully mobilize students' interest in learning, lecturers need to reasonably grasp various components in the process of making PowerPoint. Lecturers need to ensure that PowerPoint courseware content is concise and beautiful, and do not copy textbook content. The side of the PowerPoint application needs to provide explanatory notes and external links, which can directly jump to other websites to display auxiliary teaching resources. In addition, lecturers also need to pay attention to the color collocation of PowerPoint application cannot use a single tone but need to use soft tones.

It is not possible to pursue visual effects at the expense of the student's learning experience.

4. Conclusion

To sum up, in today's ever-changing in educational concept, multimedia technology has become an important direction for college music teaching. In order to further improve the teaching quality and promote the formation of students' discipline accomplishment, it is necessary to do a good job in many dimensions. To ensure a significant improvement in the overall quality of education and cultivate students as innovative and versatile talents.

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