Classification of Management Strategy of Digital College Music Course Resources in China

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Abstract

With the rapid development of Internet information technology, the combination of digital information technology and education industry has become a new modern education model. Based on digital information technology, the digital technology is applied to the teaching process of college music courses, which abandons the traditional backward music teaching mode and promotes the continuous improvement of the quality of college music teaching. Therefore, on the basis of the development of information age and educational background, the effective combination of digitalization and college music teaching has a positive impact on improving the quality and efficiency of music teaching. At present, there are still many defects in the construction and utilization of music digital teaching resources in some colleges and universities. For example, colleges and universities have less investment in digital music teaching resources, music teachers have more traditional cognition concept of digital teaching resources, they do not have the ability to use software equipment of music teaching resources, and colleges lack effective sharing mechanism of digital music teaching resources, which seriously hinders the effective use and development of digital music teaching resources.

1. Introduction

World in the 21st century is the world of information technology where the inventors continue breakthrough and develop of science and technology such as the internet, computer information level and artificial intelligence, digital technology is also used in various industries and plays its own advantages and constantly promotes the development of various industries and fields in a better direction. At the same time, the education industry has also realized the importance of the application of digital technology and effectively combined with it, which has an important impact on the classification management of college music teaching resources and the innovation of teaching mode. Therefore, various higher vocational colleges and education departments have given high recognition and attention to the innovation and development of digital technology teaching mode, and require a comprehensive combination of digital technology with teaching methods and teaching resources in the future education work. Teaching is an important premise for schools to carry out a series of educational work, and it is also an important channel to ensure the smooth development of teaching work. In the classification management and teaching process of college music course resources, without the assistance of digital technology, the role of computer technology will be ignored, and its own

role will not be shown in music course teaching, which will inevitably mislead people, thus limiting the implementation and development of digital teaching and causing adverse effects on the innovation and reform of education model.

2. Overview Of Digital Course Resources

(1) Definition of digital course resources

With the continuous development and improvement of our country's information technology level, the digital curriculum resources are taking the traditional curriculum resources as the premise, and based on this, continuous optimization and rectification are carried out. By using the digital information technology and multimedia and other information teaching equipment, teaching content knowledge, teaching objectives, teaching planning and other links are effectively disseminated (Chen & Wang, 2023; Ministry of Education, 2023). The timeliness, diversity and accuracy of digital information technology are brought into full play. On the basis of digital technology, the curriculum teaching resources are expanded and enriched to meet the personalized, comprehensive and diversified needs of modern students in learning, so as to meet the requirements of all-round quality education for students. As a crucial part of information resources, digital course resources are unique in nature. After integration and management, they are standardized and programmed to meet the teaching needs of course content and the sum of important information for students' development.

(2) Characteristics of digital course resources

With the continuous development of information technology, the intelligent information age will come. In this development environment, digital information technology will be effectively combined with the education industry, so as to optimize and rectify the teaching form, teaching content communication mode, teaching process and other aspects, efficiently realize the teaching objectives and quickly grasp the teaching content, and thus provide effective guarantee for the formation of a stable and long-term teaching form. The application of digital technology also puts forward higher requirements for the classified management method of curriculum resources and the transformation of teaching form. Digital technology is the main factor affecting the classification of course resources, so digital course resources should have the characteristics of digital information, rapid teaching content delivery, rich teaching knowledge, and at the same time, it should have the characteristics of bidirectional information transmission, openness and transparency, continuity and expansibility.

2. The Cycle Management of Digital College Music Course Resources

(1) Development

The development and utilization of digital college music course resources are mainly through two ways: students register and establish their own accounts and platform software intervention. In the process of registering and establishing their own accounts in major online education platforms, there is also a big gap in the relevant regulations of resource development, and there will inevitably be a certain gap in the resources of various platforms. Therefore, students cannot effectively process different sources and different types of data information in the ocean of rich digital course resources. In view of this phenomenon, colleges and universities can create a unified and perfect digital course resources data information classification management structure system, develop and utilize rich music course resources, and lay a solid foundation for the development and utilization of digital college music course resources.

(2) Preservation

To classify and manage the digital college music course resources, it is very important to save these different sources and different types of data information. Rich and diversified curriculum resources serve teachers and students in the process of music course teaching,

greatly meeting the teaching needs of teachers and students' learning needs, so that teachers and students can make full use of digital music course resources, only in this way can they give full play to their own advantages (Li & Zhang, 2021; Yang & Liu, 2023). In order to give full play to the positive role of digital music curriculum resources in the teaching process, teachers need to maximize the intelligent advantages of digital, so that different curriculum resources can establish effective correlation and organization, so as to meet the diversified, personalized and comprehensive learning needs of students in modern music teaching (Feng, 2022; Wu, 2020). It is necessary to ensure that the digital music course resources give full play to their own advantages in the teaching process and make full use of information technology. At the same time, it is also necessary to ensure the efficiency of the use of music course resources, so that the digital resources in the teaching process of college music courses can be further organized and gathered automatically.

(3) Organization

Although the digital music course resources are one of the main objects in the preservation of music knowledge points, the amount that the course resources can carry in the process of preservation is limited. Under normal circumstances, the information carrier within a resource is designed and edited for a certain music knowledge point, individually speaking, each resource carrier is scattered and does not form a unified carrier mechanism. The knowledge focus of college music teaching has formed a unique and perfect organizational structure mechanism, and there is a close relationship between each music knowledge focus, so the digital music course resources will inevitably have the same relationship (Feng, 2022; Wu, 2020).

3. The Current Situation of Digital College Music Course Teaching

Under the background of digital college music teaching environment, teachers can make full use of Internet resources. For example, in the process of music teaching, teachers can use multimedia equipment to display music pictures or play concerts and other related videos, so that students can feel the charm of music more intuitively. At the same time, students can also conduct in-depth exploration and analysis of music under the visual impact, and constantly improve their music skills in the process of appreciating music works. The effective combination of digital technology has abandoned the unreasonable means of music teaching in the traditional mode, and made music teachers redesign music teaching activities. For example, through the VR information technology in digital technology, music teachers can create an immersive teaching atmosphere for students. Through the use of supporting equipment, students can truly integrate into the process of appreciating music works and truly experience the performance feelings of singers and performers (Li & Zhang, 2021; Yang & Liu, 2023). In such a teaching environment, they can acquire music knowledge and improve their own music level.

It enables students to learn music performance in a good and interesting music teaching environment. The high integration of digital technology and music course teaching in colleges and universities puts forward higher requirements for the teaching level of music teachers. At present, some music teachers in colleges and universities still have some defects in the teaching process, which cannot achieve efficient teaching (Sun & Zhao, 2022).. First of all, the ideology of music teaching in colleges and universities is feudal, because they do not have the ability to use digital technology, they choose to use traditional teaching methods; Secondly, the lag of college music teaching makes students in a passive position. In the whole music classroom teaching, students do not have much time to explore music knowledge independently. In addition, some college students are weak in music thinking and cannot make good use of music course resources provided by digital information technology. Finally, the content of college

music teaching needs to be innovated and improved, and some music content has the problem of weak ability to inspire and motivate emotions.

4. The Application Of Digitalization In College Music Course Teaching

(1) Application of digital music and solfeggio ear training teaching

With the continuous upgrading and optimization of music information processing technology, MIDI computer music production technology has been effectively integrated with music reading and singing teaching and listening training teaching in colleges and universities. In the process of music course teaching in colleges and universities, the use of music teaching pre-class platform software has improved the traditional teaching mode of music information receiving slowly, saving a small amount, editing efficiency and other defects, so that music teachers can effectively display and express their music through computer information technology. The lesson preparation platform software used in the music course teaching can strengthen students' grasp of the basic course of solfeggio and ear training. The MIDI player in the computer can play the music beat, and the expected playing effect will certainly be achieved (Feng, 2022; Wu, 2020). Using MW3 to make multi-part dictation in the more difficult and cumbersome voice counterpoint, using the computer to play will not appear any deviation. The same song using MW3 can achieve the conversion of tunes, beat change, music works from one key to another, inverse mapping, so as to achieve a variety of forms of music teaching methods. After class, students can also go to the listening room at any time to improve and adjust. By using the functions of interval, chord, rhythm, melody and other functions in the computerized course resources, students can practice and learn by themselves, so as to consolidate and strengthen their own music skills. This way of learning can effectively improve the efficiency of music learning and encourage students to take the initiative to learn, so that students' extracurricular learning has a scientific, standardized and accurate learning reference.

(2) Digital music and piano teaching

On the basis of electronic information system platform, teachers should carry out digital piano music teaching activities in the digital piano teaching environment, and combine various computer piano teaching software at the same time, so as to lay a solid foundation for the normal development of piano teaching activities. Digital piano music teaching system is a multimedia piano teaching system based on digital audio sampling and digital processing and analysis technology. For example, when using the software Playpiano, students should first register their own account, and at the same time, the software also requires students to fill in their playing age. In this way, the software system can effectively analyze and select songs that meet the students' current level of playing the piano for practice.

(3) Digital music and music appreciation teaching

In the traditional mode, the music appreciation course in colleges and universities only combines the radio and other electronic equipment with the teaching process. In the context of the development of digital information technology, the music appreciation course is taught through digital equipment such as electronic intelligent equipment and multimedia communication equipment, and the appreciation effect of music works has also made a qualitative leap. The concretization and visualization of the music information to be expressed through multimedia equipment can effectively stimulate students' interest in learning, effectively solve the problems in the traditional music teaching mode, and enable students to fully understand the music works. In the classroom teaching of music appreciation, students need to listen to a certain piece of music repeatedly. In this case, the advantages of MIDI function in multimedia computers can be fully utilized. MIDI music can be randomly selected in any beat or a certain bar of the music, and the speed of each playback will not be any difference (Sun & Zhao, 2022). The multimedia computer can also quickly set the music

according to the needs of the music teacher and play it repeatedly. Students can send the teaching content to their own computer to practice at any time when reviewing the music appreciation content knowledge, which simplifies the teaching of music appreciation.

5. Conclusion

On the basis of traditional college music teaching, the effective combination of digital technology and education, and through electronic and digital intelligent communication equipment, can effectively promote the innovation and development of college music course teaching mode. The new teaching concept, teaching method and teaching structure are the products of digital development. At present, it is just an important stage of transformation from our country's education to digital education mode of upgrade, great change has taken place in the use of digital music course resources. Digital music courses of colleges and universities will inevitably face various challenges and difficulties in the process of teaching. In order to effectively face challenges, music teachers of colleges and universities must update their understanding of digital teaching resources. Improve their own multimedia technology teaching ability, so as to improve the quality of college music teaching.

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