On Blended Education--An Example of the Music theory course

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Abstract. In the process of providing quality education, various innovative education modes are attracting wide attention. In order to meet the core requirements of quality education, a plenty of teachers are committed to combining theoretical analysis with practical research, and then optimize the use of educational resources to enable students to achieve a good state, promote their growth and development, and actively create a good learning and growth atmosphere. Under this realistic background, multiple universities have started to use the blended education mode as the theme in the teaching practice of music theory courses, thereby further promoting the normal development of music theory courses.

Keywords: Blended Teaching Mode; Creative Education; Music Theory Course; Teaching Practice

Accordingly, this paper takes the educational practice of college music theory courses as the analysis object, discovers the application and practical requirements of blended education mode in subject education, and provides specific reference, so as to reflect the function and value of appropriate education mode.

1. Theoretical construction of blended teaching mode

1.1. Definition

"Blended teaching" is put forward by Smith J and Elliot Masier, which is the combination of traditional learning concept and E-learning pure technology learning concept. The theoretical basis of blended teaching includes constructivist learning theory, structure theory and humanistic learning theory. Among them, blended education is greatly influenced by constructivist learning theory. Bruner's educational theory holds that students are willing to accept knowledge and act as information processors. Constructivist learning theory supports brainstorming on autonomous learning programs, enabling learners to actively explore and discover what they have learned. The educational nature of blended teaching style corresponding to modern distance learning has aroused widespread concern in the field of education. It is worth noting that Hao Kekang, professor of Beijing Normal University is the first official supporter of China's integrated teaching concept.

1.2. Network resource construction of blended teaching mode

The blended teaching mode applies online teaching to enhance students' learning ability, suggesting that the establishment of network resources is an important supplement and expansion of face-to-face education. (1) build a network platform. Today's highly developed network technology and virtualization require the construction of educational network platform to be closely integrated with educational content, and thus, creating a learning network environment. Firstly, we should establish an educational resource database, divide the educational content, and use knowledge units such as micro-video library to establish the material resource library of the network platform. Then, it is necessary to design the structural framework of the education

network platform. The entire educational process should be designed with several links, including educational goals, educational processes, and after-school follow-up services. Finally, it improves the construction of software and hardware infrastructure, and provides technical support for the resource service network. (2) Establish the technical support of learning content. One of the main disadvantages of online learning is the lack of interaction and communication between teachers and students. Faced with boring textbook content, students feel anxious, bored and lonely, this indirectly implies that students should innovate their way of learning in order to solve practical problems that cannot be ignored. Martens, an American psychologist, points out that built-in support designs can be used in printed and electronic textbooks to solve these problems." For example, we may take the form of a built-in QR code in a paper textbook. Specifically, the content of each chapter may be designed as a QR code, corresponding to the corresponding video and item bank on the network resource platform. In addition, we can also add expanded and supplementary learning resources related to the course content. (3) Provide personalized service. Data mining and analysis help to track learners' normal online learning behavior, understand their learning conditions, state of mind, etc., so that students can quickly find them in terms of learning platform, age, interest and major. In addition, it is considered that the development of personalized "learning packages" and the design of "order-style" learning recommendation services allow students to learn in a targeted, multi-faceted and multi-angle approach.

1.3. Teaching process design of the blended teaching mode

The first step in the educational process of the blended teaching mode is to prepare for learning, including pre-class and online course design, which are very effective in creating network resources, classroom curriculum design and sequential action design. The second stage involves online tutoring, classroom teaching and hands-on activities. The focus of classroom teaching is to explain the key points and difficulties of the course, as well as the communication and interaction between teachers and students. Students may be able to apply hands-on activities and innovative theories to address practical and innovative problems. The third step is evaluation, which is the sum of the evaluation results and the overall evaluation results.

2. Application of blended teaching mode in innovative education

2.1. Teaching preparation of innovative education

If the teachers' teaching behavior is extended from the classroom to the outside of the classroom, the students' learning efficiency will be greatly improved and the learning effect will be optimized. In other words, you can play both the protagonist of the teacher and the subjective role of the student. Classroom teaching focuses on the design of teaching activities, and regard it as an important part of teaching preparation. Teachers are no longer the center of classroom teaching activities. Instead, they will stimulate students' initiative, participate in educational activities, encourage students to obtain innovative content and engage in creative work in the classroom. The educational practice of design innovation breaks the traditional concept, stands out in the innovation, and allows students to carry out innovative work according to their innovative knowledge learned, and thereby improving the innovative ability and achieving the purpose of teaching.

2.2. Online teaching

Most students study independently on the educational resource platform. Innovative online education formats for learning courses include course video library, PPT course, test question library, online learning guide, online evaluation, etc. Teachers design educational activities in

three modules: goals, stages and educational tasks. Students can learn independently with reference to the contents of this module. The platform will set up a research group for students to learn and communicate online, and create a chat and question-and-answer area where teachers and students can interact and teach in real time. The teacher assigns homework and homework, while students are required to finish the homework on time and submit it to the platform. The teacher should then evaluate the assignments uploaded and submitted by the students and provide feedback. Perhaps, we can also organize videos of innovation, current affairs and academic research into one application, enabling students to learn and innovate anytime, anywhere.

2.3. Classroom teaching

The classroom teaching under the blended teaching mode should be student-centered. In the process of innovative education, students are free to group, discuss, play creative games, display their creative works, create and cultivate their ideas. In the aspect of imparting textbook knowledge to students, different from the traditional classroom teaching, the course video takes the teaching content as a unit, and records a video resource closely linked to the teaching content of the teaching material for each section content, which enables students to order videos according to their actual situation. In classroom teaching, teachers do not explain to students the knowledge in the textbook and make innovations, but bring difficulties to the classroom and students. Therefore, it is necessary to adjust the course content in the classroom, answer questions based on online evaluation feedback and solve the problems you actually encounter. In addition, we should suggest ways of learning for students.

2.4. Practical activities

Innovative courses aim to cultivate innovative spirit, improve creativity and develop innovative practical skills. Thus, the educational process should pay attention to the connection between practical activities, and the practice of innovative theory. In online and classroom education, you are asked to design innovative creative content and cultivate students' innovative thinking, and enable them to master core innovative methods. We also need to focus on combining innovation with the actual needs of the organization and society, using innovation theory to address practical social problems, and achieve the goal of truly improving innovation ability.

2.5. Summative evaluation

According to the design of blended teaching mode, the evaluation of innovative courses can be divided into formative evaluation and comprehensive evaluation. "Formative evaluation refers to the evaluation formed in the process of teaching for the purpose of modifying and revising later teaching activities by observing students' performance and attitude, obtaining feedback by asking questions or tests, and inspecting the completion of teaching goals, also known as in-learning evaluation." The educational curriculum format for evaluating innovation (including viewing the innovative results of classroom education) includes online learning test question bank, unit exercises, online discussion and presentation. These data are recorded on the network platform and are the basis of the evaluation. Mode evaluation is the evaluation of students' learning process, which helps teachers and students better understand the previous learning in a period of time, and provides reference for future learning. The comprehensive evaluation is the last class, in which the previously assigned innovative works are presented, and a mutual evaluation form is sent to each student to evaluate each other as the basis of the comprehensive evaluation. The final evaluation result of students is the sum of the results of formative evaluation and comprehensive evaluation.

3. Current Teaching Status of School Music Courses and Teaching Theory and Practice Courses

Music courses and educational theory and practice is a new practical course, which combines theory with practice. High-quality primary and secondary school teachers have strong teaching practice and research ability. Education and teaching theory and teaching practice are also the main reasons why school music courses and practical theory teaching courses are in line with the training goal of art and music education. Since it is difficult to emphasize the difference between a purely theoretical course and a purely practical course, this course is difficult to survive, and most of the courses have been proven in three aspects.

3.1. Mechanical nature of teaching methods

At present, this course usually adopts the traditional teaching mode to practice the mastery of art on the basis of theoretical teaching, small discussion and teaching demonstration, its advantage lies in the concentration of curriculum content information, and that teachers are in the primary position of organizing, classroom management and teaching control, while its disadvantage is the lack of teaching information. Not only that, but it is also difficult to create in-depth interactions. At present, most of the teaching theory courses are subjective, and teachers and students have passively accepted this teaching method, which affects students' learning initiative and limits their desire to explore to a certain extent. Mechanical teaching mode directly affects the development of students' independent thinking ability, resulting in students' neglect of books and teachers, which further leads to the neglect of many practical problems.

3.2. Unity of teaching content

According to the available teaching content, the course is divided into two parts: school music course and practical theory teaching. Course-based teaching is based on classical teaching methods, which is the core of emphasizing and integrating the educational concepts learned during the bachelor's degree and applying them to practical teaching. The advantage is that it provided new insights, while examining and consolidating shortcomings because it does not emphasize the modernity and innovation of course teaching. The uniform distribution of teaching materials does not prevent students from continuing to learn knowledge that they are interested in or are not fully proficient in the classroom.

3.3. Limitations of the teaching process

According to the learning content provided by the former classroom teacher, this course enables students to make oral reports and comments on learning progress, and then write a summary report. Its advantage is that teachers can understand the teaching progress and students' professional knowledge in real time on the relevant learning content, while students are able to express their opinions in a limited time, communicate orally, and re-establish their understanding through the speeches of other students. But in terms of the objects that learners can discuss, most of them are students who are compatible with day and night, and they accept basically the same knowledge system, with small conversation circles, limited communication, and a wide range.

4. Practice of blended teaching in college music theory courses

In the process of early education practice, in order to play an effective role in the mixed education model, university music teachers have to analyze the actual situation of theoretical curriculum education and formulate correct application strategies and skills to create a good environment for the growth and understanding of students. It is necessary. In addition, they would

actively learn and impart knowledge to students in a timely manner to ensure that they master the skills of music theory learning in the process of independent analysis and practical research.

4.1. Concentrated learning

The intensive training mode takes students' intensive training and creativity as the theme, and its real-time performance is very long, which suggests that teachers should focus on the study of theoretical knowledge and basic knowledge of related music theory, which is very important for freshmen. Some freshmen misunderstand their ability to perceive music. Theoretical research helps students better understand music, develop personal music recognition and listening skills, music learning skills, and accept teachers' feedback and suggestions. Secondly, this form of intensive training helps to allocate and make the best use of educational resources, enable students to concentrate on the key contents of theoretical learning, overcome multiple difficulties, improve efficiency, promote learning quality, and constantly develop their learning ability. Through learning and technology, teachers are empowered to guide students to mobilize their enthusiasm in the form of teamwork. In specific group exercises, teachers should analyze students' characteristics and hobbies, and encourage them to share ideas. Specifically, the teacher must choose the group as the learning unit, and the better-performing group can learn from the members in the group more efficiently. In addition, active learning, theoretical learning fundamentals and timely notes can be used to modify future teaching and practice activities.

4.2. Individual training

Teachers should reflect students' personal development needs from the perspective of students themselves, because students who participate in university teaching and practicing music theory courses come from different educational backgrounds. The form of personal training should be adopted to ensure that students effectively learn and master the skills and essence of music theory under the guidance of the teacher. Secondly, students' understanding of music is obviously different, which requires teachers to seriously consider the students' early learning situation, as well as formulate scientific and reasonable plans and strategies. Additionally, teachers should combine music and learning courses to learn for life and practice correct learning skills and new methods to learn better theoretical knowledge. Therefore, it is necessary to offer online supplementary literacy courses to prepare students with insufficient knowledge, so that everyone in the classroom can study as planned as possible and improve their learning efficiency.

4.3. Group learning

Group tutoring and test tutoring are new teaching modes, which are very important to attract students' attention. Before using the blended teaching mode, teachers can use group exercises to encourage students to participate actively. Before applying this teaching strategy, teachers must pay attention to analysis and judgments based on the learning ability and music knowledge of each group member, so that students can recognize the integrity of positive and negative, actively assume group responsibilities and complete homework. Teachers should set consistent learning goals according to their comprehensive membership level, verify the correct learning direction of students, provide appropriate guidance for students, and develop effective collaborative learning styles in the process of independent analysis and group exercises, so as to develop good learning effect behavior, habits and interest in learning music theory. In addition, since each student's learning background is also different, teachers should focus on providing guidance according to their own abilities, and actively improve themselves through layered teaching methods to achieve contact and interaction.

5. Conclusion

The application of blended teaching mode is particularly significant for the practical course of college music theory class. Teachers should pay attention to analyzing and understanding this educational mode, understand its key points and difficulties, adopt appropriate application strategies and methods, and give full play to the role and benefits of this educational mode.

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