Research on the teaching mode of ethnic vocal music in universities under the background of "Internet+"

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Abstract: *The continuous deepening of the integration of the Internet and the education field has brought new development opportunities for the deepening reform of China's higher education, and the "Internet + education" mode has gradually become the mainstream mode in the field of education. The traditional teaching mode of ethnic vocal music, which is a key component of the education system for art majors in colleges and universities, has struggled to meet the demands of the deepening education reform. The introduction of modern technical means and the construction of innovative and advanced modes for teaching folk music can effectively make up for the shortcomings of the traditional teaching mode, which has an important practical significance for the students to deepen their mastery of ethnic vocal music knowledge and skills. Based on this, based on the basic connotation of "Internet+" and the current situation of ethnic vocal music teaching in Chinese universities, this paper summarizes the value significance of "Internet+" technology integrating into ethnic vocal music teaching in Chinese universities. Finally, it puts forward the practical strategy of the ethnic vocal music teaching mode in Chinese universities under the background of "Internet+".*

Keywords: *"Internet+"; ethnic vocal music in colleges and universities; teaching mode and practical strategy*

1. Introduction

The teaching of ethnic vocal music in Chinese universities has the essential characteristics of emphasizing emotional expression and transmission, respecting and inheriting traditional culture, and integrating diversified musical elements. College students, after previous learning and development, cognitive ability, and music art foundation, have obtained specific development and accumulation. However, in the process of national music learning, if some "hard" things are continued, then if teachers continue to carry out the traditional teaching mode of ethnic vocal music teaching activities, it is not conducive to students of ethnic vocal music knowledge skills having clear cognition and firm grasp; in the long run, it may kill students ethnic vocal music learning interest. In response to this, teachers should actively adapt their teaching methods, stay up-to-date with current trends, actively explore "Internet+" technology, and integrate it into the ethnic vocal music teaching path. They should also collaborate closely with students, guiding them through the new teaching mode to enhance the quality of ethnic vocal music instruction and assist students in coordinating their artistic accomplishments and cultural quality.

2. Basic overview

2.1. "Internet plus"

"Internet +" mainly refers to a new form of business that takes innovation 2.0 as the main driving force and extends from the continuous innovation of the Internet. It is also a new form of economic and social development that is constantly spawned and evolved under the comprehensive promotion of social innovation 2.0 and based on the basic forms of the Internet. In short, "Internet +" means the extensive application of Internet technology in traditional industries, and the accelerated modernization, transformation, and upgrading of traditional industries through the practical play of the advantages of Internet technology means.[1] "Internet+education" mainly refers to the Internet technology and education field and deepens the fusion of an innovative form of education and Internet technology and deepens the fusion in the field of traditional education, not only changing the traditional single mode of education and education form but also greatly enriching the education resources and teaching methods, realizing the high-quality education resources sharing, and promoting education fairness to reveal.[2]

2.2. Status quo of ethnic vocal music teaching in colleges and universities in China

At present, the teaching of ethnic vocal music in Chinese colleges and universities is highly popular. With the continuous deepening of higher education reform and the integration of the Internet into the education field, many ethnic vocal music teachers have realized the inadequacy of traditional teaching modes. They are actively exploring the use of Internet technologies to innovate and optimize traditional pedagogy, aiming to develop an innovative "Internet+ethnic vocal music" teaching model. Through this innovation, both the content and methods of ethnic vocal music instruction in Chinese universities have been significantly enhanced. Teaching materials are no longer confined to textbooks, and content delivery has moved beyond traditional text- and image-based formats, becoming increasingly diverse in both substance and presentation. Moreover, teaching methods have evolved beyond traditional indoctrination approaches. New pedagogical strategies, such as discussion-based and heuristic techniques, are now widely adopted, making ethnic vocal music classrooms more engaging, innovative, and contemporary. Despite these advancements, challenges remain in innovating ethnic vocal music education at Chinese universities. For instance, some teachers overemphasize theoretical knowledge and technical skills in their instruction, neglecting students' needs for holistic development and the limitations of their cognitive capacities. This mismatch results in teaching outcomes that often fall short of expectations.[3]

3. The value significance of "Internet+" technology into ethnic vocal music teaching in universities in China

3.1. Improve the accessibility and diversity of teaching resources

"Internet+" technology, with its ability to transcend temporal and spatial boundaries and facilitate seamless interaction, offers significant potential for enhancing the teaching of ethnic vocal music in Chinese universities. By integrating this technology, institutions can dramatically improve both the accessibility and diversity of educational resources. Currently, the integration of "Internet+" into education has advanced considerably, enabling widespread sharing of digital resources. Through online platforms, teachers can search for keywords related to their instructional needs, access a variety of multimedia materials, and incorporate these resources into ethnic vocal music curricula. This approach not only innovates teaching content but also enriches its depth and relevance. Furthermore, the proliferation of online education platforms has further expanded resource accessibility. By utilizing these platforms, teachers can instantly share ethnic vocal music materials with students, who may then access the content anytime and anywhere via internet-connected devices. Such flexibility substantially enhances the convenience of learning, empowering students to engage with course materials at their pace and in alignment with personalized learning trajectories.

3.2. Enhance the interactivity and personalization of the teaching process

The seamless integration of Internet+ technology and ethnic vocal music instruction in Chinese colleges and universities not only provides robust support and diverse options for innovating and optimizing teaching processes but also significantly enhances interactivity and personalization in pedagogy. With the support of Internet+ technology, teachers can utilize online interaction platforms to assign discussion tasks and share practice resources with students. Through these platforms, students freely express their perspectives, while teachers engage in real-time communication to gain comprehensive insights into students' learning progress. This effective interaction ultimately improves the outcomes of ethnic vocal music education.[4] Additionally, by analyzing student interactions, teachers can assess students' proficiency in ethnic vocal music knowledge and skills, identify their strengths and weaknesses, and deliver tailored guidance. Such personalized approaches provide a solid foundation for students' individualized development.

3.3. Promote the scientificity and objectivity of teaching evaluation

Evaluation serves as a pivotal component of ethnic vocal music education in higher education institutions. The application of Internet+ technology can effectively address the limitations of traditional unidimensional assessment models, not only fostering comprehensive innovation in pedagogical evaluation but also enhancing the objectivity and scientific rigor of assessment outcomes.[5] Supported by Internet+ technology, educators can leverage big data analytics and AI to collect, organize, and analyze real-time data on students' ethnic vocal music learning processes. This data-driven approach

enables the creation of individualized learning profiles (or "self-portraits") for students, which form the basis for objective and scientifically grounded evaluations of their progress. By integrating these tools, the diagnostic and developmental value of teaching assessments is fully realized, empowering instructors to tailor feedback and optimize instructional strategies.

4. Practical strategy of ethnic vocal music teaching mode in Chinese universities under the background of "Internet +"

4.1. Rebuilding the "Internet +" teaching concept

Teaching concepts play an important guiding role in teaching behavior. To effectively construct an innovative and efficient ethnic vocal music teaching mode, teachers should, in educational practice, attach importance to the reconstruction of the "Internet+" teaching concept and accelerate the transformation of the teaching center, teaching focus, and classroom state. In this regard, they can utilize the Internet platform. By focusing on the personalized needs of students, they can provide them with customized learning paths and resources. This will accelerate the transformation of the classroom teaching center from "teacher-centered" to "student-centered" and emphasize the use of Internet technology to enhance classroom practice teaching, thus cultivating students' comprehensive abilities such as independent learning, innovation, and cooperative inquiry. This will effectively shift the teaching focus from imparting knowledge to cultivating abilities. Moreover, teachers need to focus on using Internet technology to break classroom boundaries. Connecting ethnic vocal music teaching to broader learning resources and practice platforms is crucial for transforming the classroom from "closed teaching" to "open learning." In the teaching practice of ethnic vocal music, teachers should actively understand advanced education and teaching concepts, actively recognize the positive value of integrating "Internet+" technology into ethnic vocal music teaching, actively establish the "Internet+" teaching concept, and apply this concept throughout the entire process of ethnic vocal music teaching.

4.2. Building an "Internet+" teaching ecology

Under the background of "Internet +," to realize the overall improvement of the teaching quality and effectiveness of ethnic vocal music in colleges and universities, teachers should pay attention to the innovation and optimization of traditional teaching mode, pay attention to the construction of a new teaching ecology of "Internet+" in practice, and carry out comprehensive innovation and optimization of ethnic vocal music classrooms.[6] Specifically, colleges and universities can realize the effective construction of "Internet+" teaching ecology from four aspects: building an intelligent teaching platform, designing a virtual simulation teaching environment, introducing an online and offline integrated teaching mode, and innovating a teaching evaluation and feedback system.

(1) Build an intelligent teaching platform. Focusing on the actual characteristics and practical needs of ethnic vocal music teaching, make flexible use of Internet technology to build an intelligent "Ethnic Vocal Music Intelligent Teaching Platform" for teachers and students. This platform is learner-centered and runs through all aspects of the educational process, including "lesson preparation, teaching, practice, examination, evaluation, and management." This functionality enables teachers and students to smoothly carry out classroom teaching activities through the intelligent teaching platform. On the intelligent teaching platform, multifunctional sections such as recorded online teaching, live interactive teaching, and data collection and analysis can be designed to meet the diverse educational and learning needs of teachers and students, enabling the "intelligent" implementation of ethnic vocal music teaching.

(2) Design the virtual simulation teaching situation. Designing a virtual simulation teaching situation to enhance students' ethnic vocal music learning experience holds significant value. In practice, it can incorporate virtual reality and augmented reality technologies, combining the real-world demands of ethnic vocal music instruction to create a virtual environment that is both appropriate and authentic, thereby enhancing students' immersive learning experience and improving their learning outcomes. For example, when conducting the ethnic vocal music appreciation course of "Song of the Phoenix," virtual reality technology and augmented reality technology can be introduced to design immersive virtual concert hall scenes for students so that students can immerse themselves in the unique charm of "Song of the Phoenix". Through the construction of the virtual concert hall scene, students can better feel the scene and emotion conveyed by this ethnic vocal music in the immersive experience and have a more profound understanding of the connotation of "expressing the festive scene of phoenix coming instrument and expressing the wish for a better life".

(3) Introduce the online and offline integrated teaching mode. Online and offline mixed teaching mode is an important product of the deep integration of Internet technology and the field of education. In the practice of ethnic vocal music teaching in colleges and universities, the traditional single teaching mode can be innovated and optimized through the introduction of an online and offline mixed teaching mode so as to further improve the teaching quality of ethnic vocal music classrooms. For example, in the teaching process of "weak singing and mixed singing," an online and offline mixed teaching mode can be introduced to realize the organic integration of theory and practice. Online, we can upload relevant videos to students through the intelligent teaching platform and explain the matters needing attention in the application of theoretical knowledge and skills of "weak singing and mixed singing" in the form of recording and broadcasting videos. In addition, the discussion problem of "similarities and differences between weak singing and mixed singing" was published on the online platform so that students could complete the discussion task and express their views and opinions after completing the theoretical knowledge learning. By examining the students' discussions, teachers are able to identify the common and individual issues related to theoretical knowledge, which they then focus on during offline classroom instruction. In the course of classroom teaching, teachers can "answer questions" for students in the initial stage of the class and help students have an intuitive and comprehensive understanding of the theoretical knowledge of the "weak singing method" and the "mixed singing method." Thereafter, students will be organized to practice the singing skills of "weak singing and mixed singing.". Various vocal music styles sic vocal music works to practice their skills. Teachers will practice correctly with students in the practice process to help students to use the right way to practice. In this process, the application of Internet technology has effectively extended the classroom's teaching and provided a broader space for the transfer and application of students 'theoretical knowledge. While consolidating the theoretical knowledge of students' folk music, it has also improved the level of students' ethnic vocal music skills.

(4) Innovate the teaching evaluation and feedback system. Evaluation is a crucial component of teaching ethnic vocal music in colleges and universities. In the process of "Internet+" teaching ecological construction, we should pay attention to innovating the traditional teaching evaluation system and continuously improving the objectivity and authenticity of the evaluation results. For example, personalized learning systems can be adopted. These systems integrate students' interests, abilities, and learning progress to provide targeted evaluations and feedback on their vocal music learning. By analyzing data related to students' ethnic vocal music learning, evaluation reports can be automatically generated, and learning plans that are most suitable for individual students can be designed. Targeted learning content can be recommended, enabling students to recognize their own strengths and weaknesses and master effective improvement methods. This approach facilitates students' better acquisition of ethnic vocal music knowledge.

4.3. Innovate the "Internet +" teaching methods

Teaching method is the main channel for students to learn and master the knowledge of ethnic vocal music. The innovation and optimization of teaching methods can effectively activate the internal driving force of students and encourage them to actively participate in ethnic vocal music teaching activities. In this regard, in teaching practice, teachers can try to use emerging teaching methods, such as big data precision teaching and social media interactive teaching, to innovate and optimize traditional teaching methods so as to create a diversified ethnic vocal music classroom.

(1) Big data precision teaching. The precise teaching system of big data can be introduced. Through the collection and analysis of educational big data, students 'ethnic vocal music learning portrait can be automatically generated, and the overall situation of students' ethnic vocal music theory and skills can be accurately and comprehensively depicted. According to the students 'learning portrait, the teacher summarizes the common and personality problems of the current students' ethnic vocal music learning, deeply analyzes the causes of the problems and innovates and optimizes the teaching design, targeted to make up for the shortcomings of teaching, so as to achieve accurate teaching.

(2) Big data precision teaching. The precise teaching system of big data can be introduced. Educational big data collection and analysis can automatically generate learning portraits of students' ethnic vocal music, accurately depicting the overall situation of their vocal music theory and skills. According to the students 'learning portrait, the teacher summarizes the common personality problems of the current students' ethnic vocal music learning, deeply analyzes the causes of the problems, and innovates and optimizes the teaching design, targeted to make up for the shortcomings of teaching, so as to achieve accurate teaching.

5. Conclusions

To sum up, under the background of "Internet+", colleges and universities should actively explore ethnic vocal music teaching mode of modern innovation, actively introduce Internet technology, by reconstructing "Internet+" teaching concept, build "Internet +" teaching ecology, innovation "Internet+" teaching methods, the ethnic vocal music class comprehensive innovation, so as to realize the construction of modern ethnic vocal music class, boost students improve music quality.

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