

Research Article

Innovation and Practice of Music Education Paths in Universities under the Popularity of 5G Network

Haoyu Cao 

Tangshan Normal University, Tangshan Hebei 063000, China

Correspondence should be addressed to Haoyu Cao; chy12348808@163.com

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With the development of the 5G mobile Internet, cloud computing, Internet of Things, and other cutting-edge technologies, the era of big data has quietly arrived. The purpose of this paper is to explore the feasibility of the application of new technologies for music teaching in the era of big data in the context of the rapid development of science and technology in the information society, to enlighten and lead music teachers to apply the spontaneous and conscious awareness of new media and fully apply the new achievements of science and technology in the information society for future music classroom teaching, and to analyze the mode, method, trend, characteristics, advantages, and disadvantages of music teaching in the new media environment. The aim is to analyze the advantages and shortcomings of music teaching in colleges and universities and to find solutions and future development strategies for them so that in the future, the 5G Internet can better serve music lovers and better contribute to the cause of music education in colleges and universities. New media, as a product of constantly updated information technology, provides powerful data support for the development of various fields, and the education industry also needs new media to boost the rapid development of education information technology, which of course includes college music teaching. The effective integration of new media technology into the college music classroom can improve the classroom efficiency of music teaching with rich and diverse teaching resources and flexible teaching forms.

1. Introduction

With the development of modern science and technology, especially the rapid development of information technology represented by “5G Internet+,” modern teacher learning has been given a strong impetus. In the context of modern curriculum reform, teachers’ teaching ability has been put forward to new requirements. In traditional education, knowledge is mostly imparted by schools, and people have relatively few channels to acquire knowledge, but with the continuous development of “5G Internet+education,” there are more channels and ways to disseminate knowledge, and the way people receive education has also changed dramatically. The continuous development and deepening of “5G Internet+education” has gradually broken the monopoly of schools on knowledge dissemination, allowing education to move from closed to open. With the development of “5G Internet+education,” the place where people will receive edu-

cation in the future will not only be on the campus but more on the Internet platform, teachers will teach knowledge on the Internet, students will receive education on the Internet, and educational resources will be shared and spread on the Internet, which will realize the good development trend that real learning and online teaching complement and expand each other. The development trend is good. With the continuous development of “5G Internet+education,” so far, with the platform and advantageous resources of the Internet, music teaching has also emerged in many innovative modes such as catechism, mobile APP, and WeChat, which have laid a certain foundation for the development and research of music teaching. This has enabled the traditional classroom of music education to gradually break the limitation of time and space and realize the sharing of resources of excellent music teaching modes [1]. In such a context, the important issue facing school education is how to rationally analyze and actively respond to the new model of music teaching

under the background of “5G Internet+” and closely combine the traditional music teaching mode with the emerging music teaching to improve the quality of school education.

Under the influence of the Internet, the means of music teaching and delivery methods have produced significant changes, and the Internet will play a positive and beneficial complement to traditional music teaching, and effective compensations and useful new attempts can be made in the Internet-based teaching mode [2]. First, Internet teaching has a strong practical significance for making up for the temporality and spatiality of traditional music teaching. In the past, students who did not have the opportunity and conditions to learn face to face could have online music teaching in music teaching forums on the Internet. This kind of music teaching needs to have certain technical equipment, and through the instant transmission of video and audio, the limitations of space can be broken, and the Internet technology that we have today can fully support the implementation of this educational tool [3]. The second point is that we can collect the background and documentation of the works and the video and audio using the convenience of the Internet, which also contrasts with traditional music learning where finding information is very difficult and tedious. By searching on the Internet, we can access a large number of resources as well as materials without having to spend a lot of energy searching, sifting, and reviewing relevant materials, thus saving time and energy, allowing students to focus more on the learning process, to have more energy at their disposal for learning, and to have access to better quality video, audio, literature, and graphic resources.

2. Related Work

With the continuous improvement of network technology and the advent of the information age, music education has gradually begun to step into the era of networked innovation. As early as the 1990s, the United States began a bold attempt to informative education, applying IT technology to traditional teaching and learning development and penetrating various teaching fields. As a result, it also played a positive role in promoting educational reform in the United States after the new century. Under this influence, various countries in Europe followed suit and unveiled a new dimension of music education worldwide.

With the continuous development of primary and secondary education, teacher learning communities have received more and more attention from researchers, and under the influence of “5G Internet+,” researchers have associated them with teacher learning and explored new ways of teacher learning development. The literature [4] points out the constructive nature of “community,” which is a social organization and social connection with socially constructive characteristics, and its essential meaning is negotiation. Learning is a social culture of reflection in the meridian of the community, emphasizing the construction of the learner’s identity in the process of community activities. The literature [5] identifies ten characteristics of teacher learning as autonomous, experiential, purposeful, disciplinary, differentiated, staged, continuous, collaborative, context-

tual, and planned. The literature [6] argues that teacher learning is as wide as a prairie and as numerous as trails, allowing for a variety of options. The literature [7] uses a virtual learning community, the online community teaching, and research, as a platform to systematically study learning communities, and makes a detailed analysis from knowledge connotation extension to learning models, as well as teaching applications. The literature [8] proposed a model for building virtual learning communities, taking the promotion of members’ knowledge construction as the starting point, and elaborated the process and characteristics of building virtual learning communities from macro and micro perspectives, including analysis from multiple intelligence perspectives, systematic construction of models, dynamic learning approaches, and learning theoretical foundations. In their study, the literature [9] analyzed in detail the value creation of building regional teachers’ online learning communities in the Internet era. In his study, literature [10] elaborated the theoretical basis and practical application of building teachers’ learning communities in the context of “5G Internet+,” and literature [11] proposed a specific O2O learning model for building learning communities in the context of “5G Internet+.” The literature [12] proposes a specific O2O learning model for building learning communities in the context of “5G Internet+,” which provides meaningful guidance for the construction of communities in practice. The paper [13] makes more people aware of the changing situation and educational changes brought by 5G Internet+ by grasping the time and situation of 5G Internet+education. The literature [14] analyzed the characteristics of music education in “5G Internet+” and judged the development trend of music education through research, which fully demonstrated that in the environment of “5G Internet+,” the geographical relationship of teachers’ learning community has been dissolved, and the membership relationship has become the most important one. These studies show that in the “5G Internet+” environment, the geographical relationship of teachers’ learning communities has been largely dissolved, and the membership relationship has become one of the distinctive features of teachers’ learning communities in the “5G Internet+” environment. Literature [15] points out that online music education will become the mainstream and dominant mode of music teaching in the future; literature [16] suggests that based on the rapid development of information technology and the growing public demand for music education, online piano education, which can provide more personalized teaching programs and educational services, will gradually become the mainstream trend in the development and advancement of piano education.

3. Innovation and Practice of Music Education Paths in Colleges and Universities under the Popularization of the 5G Network

3.1. Innovative Model of Music Education in Universities under the Popularity of 5G Network. Network information technology has distinctive features that are different from

traditional technology: first, fast information dissemination; second, open and free network; third, strong interactive two-way communication; fourth, powerful multimedia; fifth, huge information capacity; sixth, retrievable and easy to save; seventh, information has diversity; and eighth, information has uncertainty. In order to better apply network information technology, we must understand the characteristics of network information technology and the vein of integration with music teaching [17]. Under the premise of ensuring the understanding, the scope of application of network information technology in music teaching and the teaching efficiency can be maximized.

3.1.1. Applied to the Teaching of Music Professional Theory Knowledge. When music education was still in the traditional model, teachers mostly used the demonstration method or teaching method to explain music theory to students; i.e., the teacher sang or explained the music in the way to teach. This requires teachers to have good logical thinking and language skills as well as the ability to teach music and to strictly follow the standards of the teaching materials. Under the background of the modern network information society, the way and process of music teaching have changed, and the media tools can provide more pictures, audio, and video materials, making the teaching process more vivid and interesting, and the content is richer, which greatly enhances students' interest in learning. In addition, the amount of information in online media is extremely rich, and the information metabolism cycle is shorter so that people can grasp the latest theoretical knowledge of music in time to meet the needs of people's learning.

3.1.2. Applied to Music Professional Skill Teaching. At present, the content of music teaching in online media is very rich, and the teaching videos cover the actual classroom recordings of masters from various famous universities at home and abroad, i.e., the live recordings of music schools or famous musicians' performances. By watching these videos, music teachers can well discover the shining points of these masters with high attainments, to improve and perfect their teaching contents [18]. For students, these videos are invaluable textbooks that allow them to understand the charm of music and enhance their theoretical knowledge and practical skills through visualization. Because these videos are fully accessible, they can be downloaded or played anytime, anywhere, and can be paused or repeated according to their needs for better learning. The wide variety of music teaching software and music practice software available online allows teachers to improve their teaching efficiency, enhance their ability to express their views in the teaching process, and facilitate the implementation of music skills. For the emergence of new learning applications, music teachers can learn, become proficient in using, and participate in the design of targeted improvements to educational teaching software to get better teaching results.

3.1.3. Online Vocal Teaching Breaks Through the Geographical Limitation of Classroom Teaching. With the proficient of network technology, it is possible to make

online vocal teaching available anywhere, and students can arrange their learning progress anywhere and at any time according to their actual conditions and needs, solving the contradiction between learning and practice. By posting messages on the online platform to get help from professional teachers and other learners and listen to a wide range of opinions or suggestions, for example, by using the WeChat vocal teaching model, teachers and students can interact and learn and communicate in online groups. Students can not only get the maximum professional information and learn many aspects of professional vocal knowledge but also communicate through the public platform to solve the difficulties they encounter in vocal lessons.

As Figure 1 shows the constructivist theory support model, Kurt Lewin, a famous German psychologist, pioneered the term "group dynamics," which he defined as "a dynamic whole that shares the same developmental goals and is capable of interacting with each other." To study the interaction between group factors and the environment and the influence of group factors on individual factors, Llewellyn proposed the famous field theory idea using the functional equation.

$$B = \bigcup_{i=1}^n X_i \gamma. \quad (1)$$

From this formula, individual behavior is influenced by both the internal conditions of the individual and the external environmental pressure in which the individual is placed. At the same time, changes in the behavior of individuals in this "group" may also lead to changes in the overall group dynamics. "The main manifestation of the positive influence of group dynamics on the individuals in the group is that the individuals form a relatively strong willingness to work together, reach mutual understanding and encouragement among them, and constantly carry out information sharing and knowledge exchange, which will significantly improve the work efficiency as shown in the following equation:

$$K = \bigcap_{i=1, j=1}^n \eta X_i Y_j + C. \quad (2)$$

The participants in the music teachers' learning community can form stable social relationships and create an atmosphere of common belonging through various interactive processes and then achieve mutual recognition and collaboration among the participants; the quality of community learning environment, in turn, influences the behavior of each participant, and in turn, the positive behavior of individual individuals can contribute to the gradual stabilization of the quality community atmosphere. In this way, the two affect each other and promote each other, thus realizing a benign structure of a common learning body. Therefore, group dynamics theory has the following important guidance for the development of music teachers' learning communities in the context of "5G Internet+." It is important to focus on the cohesion and centripetal force of the community: some scholars believe that social groups are not closed because they are static, but each individual is

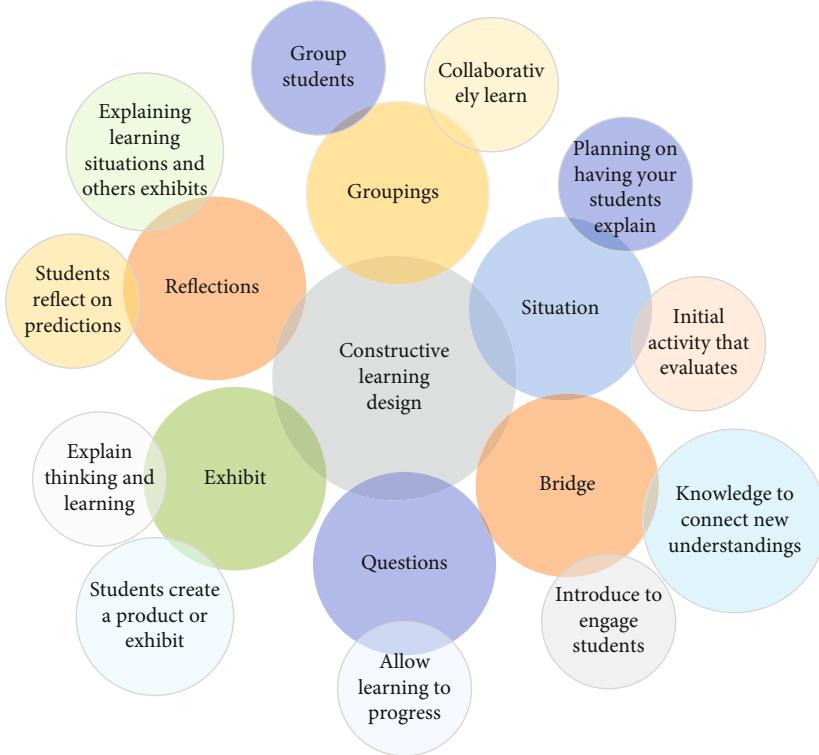


FIGURE 1: Constructivist theory support model.

interdependent, collaborative, and symbiotic because of their common learning or striving goals [19]. From the viewpoint of the group dynamics theory, the key point of music teachers' learning community formation lies in awakening the community consciousness of individuals, thus forming a common goal and vision, and strengthening members' sense of identity and belonging, to enhance the cohesion of the community and to promote excellence to form the community driving force: the incentive system can adopt quantitative settings, the exhibition of excellence platform, etc. to encourage members to actively participate; excellent members play an active role. The excellent members can play a leading role to drive the sustainable development of the community; the system should be used as a "whip" to play a binding role: the community under the vision of "5G Internet+" plays its characteristics of openness and interactivity, and at the same time, if the participants lack the awareness of relationship building or are too busy with their own learning needs, the community will not be able to develop. However, if participants are not aware of their relationship building or are too busy with their own learning needs and lack interaction and communication with other participants, they will get half the result with twice the effort. Therefore, the development of certain community norms, the implementation of relevant monitoring and management, and the formation of institutional constraints can enhance the sense of responsibility of each participant [20]. It is important to note here that the group dynamics theory effectively verifies the existence of significant influence of the environment on individuals; i.e., we must fully recognize the important influence of the external environment on individual

music teachers in the process of building music teachers' learning communities; update learners' relevant situations promptly with the help of members' learning situations, continuous statistics on relevant data, etc.; and carefully collect learners' suggestions, and specific interventions and adjustments should be given when appropriate. A model supporting the theory of group dynamics is shown in Figure 2.

Through cloud technology, massive amounts of knowledge, information, and technology can be saved, and students can communicate with teachers at any time, allowing teaching and learning to take place anytime and anywhere, removing the resource and space barriers between teaching and learning. Cloud technology not only solves the trouble of knowledge inventory in schools but also provides a quality teaching platform for education on the Internet. The development of an information-based teaching model requires the use of the Internet's technological routes, and "cloud technology" travels to meet this functional requirement, allowing for the rapid integration of campus network data routes to form a digital campus model. "Cloud technology" is a new storage model with similar functions to the Internet disk, but cloud technology is also a "new computing model" that can store amazing resources on its own, and it is a higher computing model formed on the Internet. The digital campus is the primary basic goal of "Internet+education," and now, some schools have completed the basic task of wireless network all over the campus and have started to promote the construction of "digital campus"; these facilities and exploration have laid the foundation for the development of "Internet+education." These facilities and explorations have

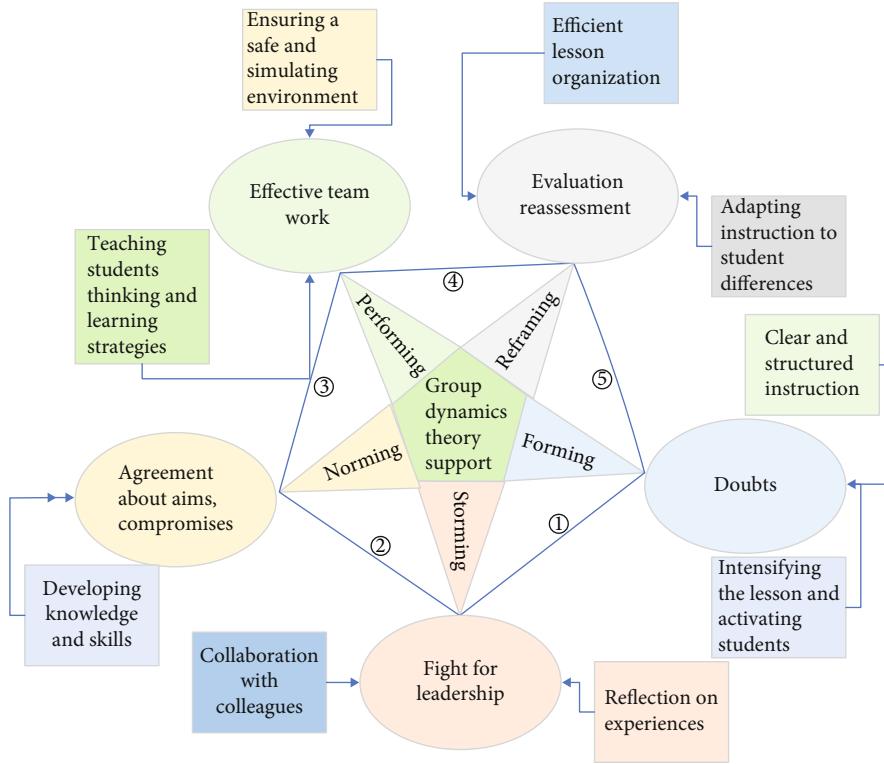


FIGURE 2: The group dynamics theory support model.

laid the cornerstone for the development of “Internet+education,” with “cloud+network+end” as the infrastructure of the Internet, teaching activities, students’ independent research and cooperative research, teaching resources, teaching materials, courseware, videos, and animation design as the means of teaching activities, the use of communication tools, face-to-face teaching video calls, and smart classrooms to set up the teaching environment, through big data survey of students’ age, gender, age, family background, and other elements. The teaching research based on “cloud technology” is shown in Figure 3. Comprehensive integration of educational resources, teaching research, and reasonable allocation are discussed.

The “Internet+music education” requires schools to change the perspective of education, with the help of cloud technology to make education transparent, visual, data-based, and intelligent; in this mode of communication and learning, it becomes the new orientation of teaching; cloud technology can quickly make accurate calculations of teaching resources that all rely on data to analyze the problem; this mode can make school management intelligent and convenient. With the emergence of talent, educational resource sweat, the development of cloud technology collection of these high-quality resources so that students can be dynamic on-demand, to ensure the centralization of teaching resources, intelligent. The campus is the carrier of education, and the development of education from the perspective of the Internet weakens the campus to strengthen the original purpose of education. This transformation of education helps education to a new level, which not only enhances the value of education but also allows a new level of integra-

tion of the Internet and education. “Internet+education” is not a single model, but a whole system model based on cloud technology that requires the collaboration of multiple systems to form an interconnected system, so Internet+education brings a team approach to teachers, teaching, and students. Music learning requires constant practice, constant eye opening, and constant acceptance of new teaching theories, but this increases the cost of learning. Knowing the world’s knowledge without leaving home has become the learning life that every scholar aspires to. Building an Internet platform has helped these scholars realize their dream of learning new theoretical information without leaving home or from anywhere. Through the Internet platform, students can learn at any time and teachers can teach at any time, realizing the requirement of truly free and idealized learning and breaking the limitation of time and geography.

3.2. The Practice of Music Education Path in Universities under the Popularity of 5G Network. Online education is a new segment of the education service industry that, despite its late start, is growing in size and influence at an alarming rate. The convergence of the Internet and the education industry has made it possible for us to receive knowledge in a more diverse and personalized way and without the constraints of time and space. Figure 4 shows that the Internet education market is expanding and growing at a fast pace and will continue to grow in the future. Along with the steady growth of the Internet education industry, the emergence of more new models and ideas will further diversify the industry. The rapid development of the online education industry has shown us the changes in the market and the

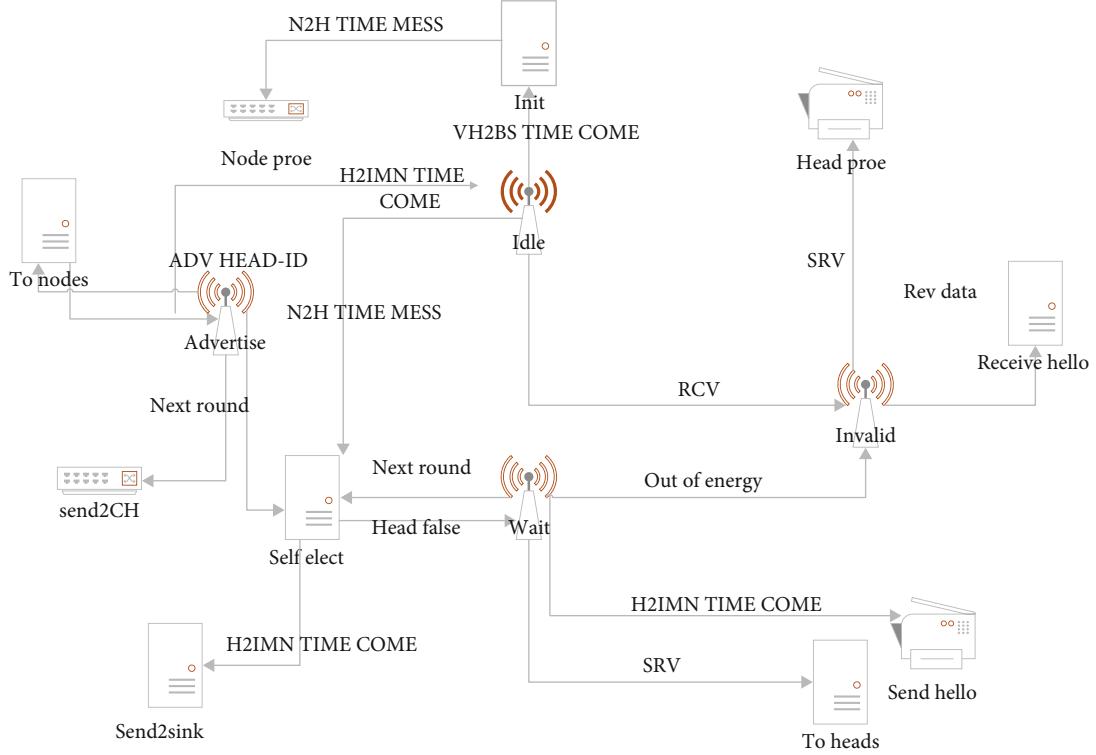


FIGURE 3: 5G Internet cloud technology-based teaching and learning research.

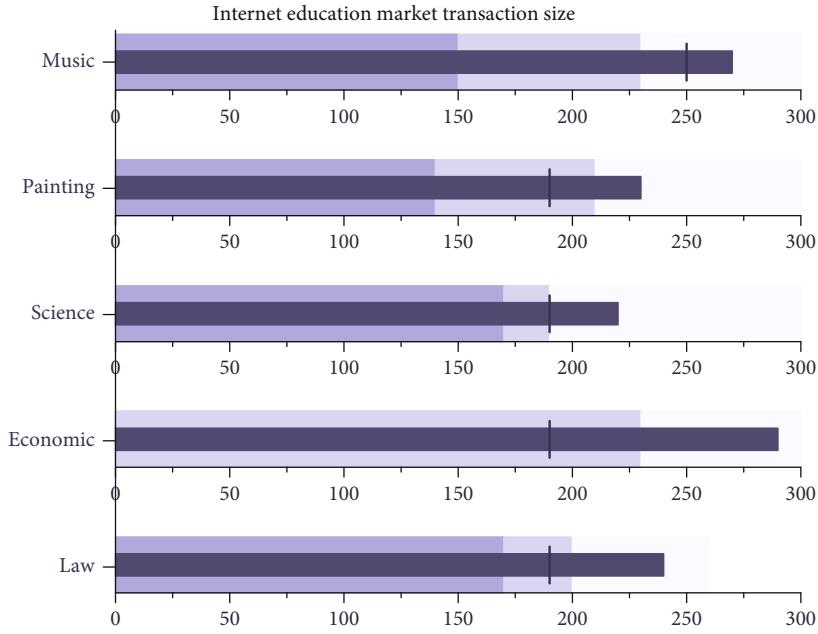


FIGURE 4: Internet education market transaction size.

direction of capital investment, and the development of the Internet education field is still a hot spot. From a macro point of view, there are deviations in education resources, and quality educational resources are mainly concentrated in a few regions, but given the advantages of Internet technology, education resources are used rationally and the problem of uneven distribution of education resources is

alleviated to some extent. At the same time, the demand of the mass market has led the online education industry to be subdivided into different fields based on the differentiation of content and audience groups. In the future, while exploring its operation mode, it is also necessary to make effective forecasts of future changes and control possible changes. The development of the Internet online education

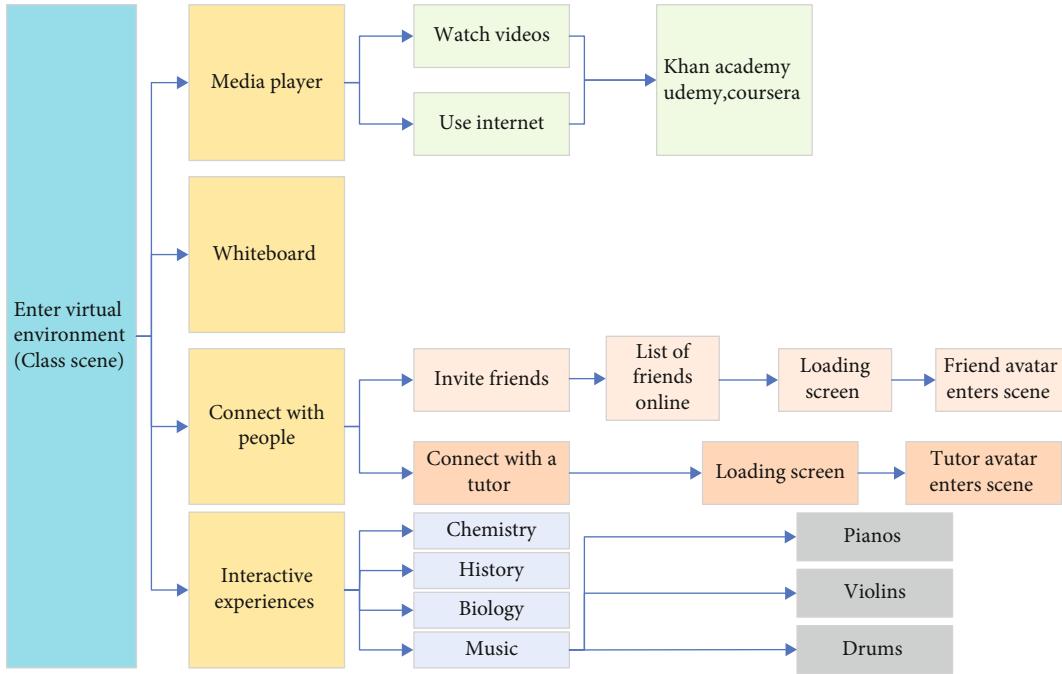


FIGURE 5: Virtual classroom uses case diagram.

industry is unstoppable, and the development of the arts in the education sector also has great potential for development, driven by the combined influence of national policies and economic and technological conditions.

In Internet education, teachers and students can be accommodated by creating virtual teachers to arrange education and teaching with teachers and administrators, while students study, communicate, take exams, etc. in the classroom. For virtual classrooms, first of all, students need to log in to the system, select the corresponding virtual classroom, and then apply to join it, and the teachers and administrators arrange the virtual classrooms. Each virtual classroom corresponds to one teacher. Virtual classrooms are opened by teachers, but in the backend of the system, administrators have the right to block some unusual classrooms. Once a virtual classroom is opened, the teacher user should fill in the relevant virtual classroom information. The teacher needs to set the information about the virtual classroom to be opened, such as the name of the course to be taught, the number of classes to be held, and the number of hours. After filling out the application, the administrator will review the application, and after passing it, the administrator will announce the class and the students will select the class. The virtual classroom is free to join and serves as a place for students to learn and communicate, but if you need to learn related courses, you need to provide points under the online education platform. According to the actual research, the demand for a virtual classroom of the online music education system is divided into classroom demand and student demand. The classroom requirement includes two functions: course content setting and student management, while the student requirement is to be able to freely choose the classroom. The specific use case description of the virtual classroom function is shown in Figure 5.

To promote the scientific development of Internet music education from the actual situation of Internet music education, the author designed and compiled a student questionnaire to understand and investigate students' musical quality background, school music activities, satisfaction with music courses, and other aspects of the questions. The research process chose the method of random distribution of questionnaires, and the questionnaires were selected for undergraduate students to ensure compliance with statistical theory and to minimize errors as much as possible. A total of 100 questionnaires were distributed, of which 100 valid volumes were returned. From the returned questionnaires, the students who participated in the survey came from different colleges and grades, and in a sense, the results of this questionnaire are still representative.

It is clear from Figure 6 that the observed (real known data) curve and the fitted (simulated data from the model) curve overlap, indicating a good model fit. The negative sentiment values are decreasing, while the positive and neutral sentiment values are increasing, indicating that people are not as skeptical and worried as they were when "Internet+music education" first emerged after one year of practice and exploration. Internet users began to think more about the problems encountered in the process of "Internet+music education" and showed a positive attitude toward "Internet+music education" and a more objective description of "Internet+music education." The description of "Internet+music education" also tends to be more objective. However, too many negative comments may be detrimental to the development of "Internet+music education," so the government needs to actively guide Internet users to think positively about the future of "Internet+music education" while worrying about the future of "Internet+music education," such as thinking about how to solve the problems

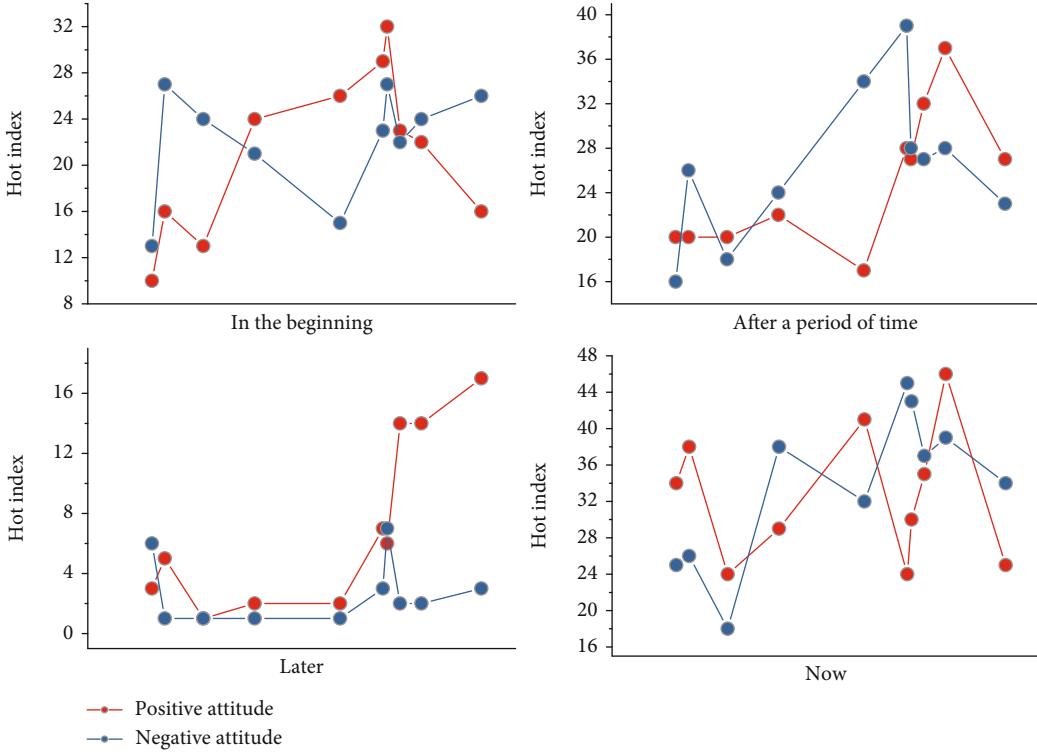


FIGURE 6: The changing hot index of Internet music education.

of “Internet+music education.” The government should guide the Internet users to think positively about the future of “Internet+music education,” such as how to solve the problems of “Internet+music education.”

Almost all of the students surveyed were interested in music. From Figure 7(a), 50% of the students like music very much, but among many music genres, they like pop songs as much as 73.34%, followed by classical music and instrumental music, accounting for 61.89% and 44.72%, respectively. Figure 7(a) shows that pop music is closer to the life of college students and is more popular among them, but there is no lack of students who like classical music and instrumental music and traditional music. Most of the students have a certain foundation of music knowledge and can read pentatonic and short scores, and they acquire music and related basic knowledge through different channels. 72.47% of the students learn music knowledge from music classes but also learn it by themselves, reading related books and new media on the Internet, accounting for 58.19%, 35.48%, and 47.94%, respectively; thus, it can be seen that students acquire music knowledge in more than one way. It can be seen that students have more than one way to acquire music knowledge. Since the Internet is still the second choice for students to acquire music knowledge and the types of music students like are more diverse, the content of music lessons should not be limited to present a more diverse music culture without losing national characteristics. As shown in Figure 7(b), 71.13% of students believe that music electives are necessary, while only 5.56% of students believe that they are not necessary and the rest are indifferent. This is mainly because most students believe that music education has the function of

cultivating emotion and regulating mood, 55.19%, and 39.26%, respectively, and that music education can also develop intelligence, enjoy entertainment, and improve the quality of life; 34.16% of students believe that music education has the above values. It can be seen that the students can clearly understand the functions and values that music has and agree with them, but they have some reservations about the music classes and music activities in school.

In addition, 74.26% of students feel that schools should offer online music electives because on the one hand, they want to improve their musical ability and appreciation through music electives, and on the other hand, they agree that music practice activities are useful for stimulating imagination, cultivating sentiment, and entertaining the mind. At the same time, 28.13% of students choose music electives out of interest in music, and 31.29% of students want to improve their overall quality through online music electives, although 26.35% of students still choose music electives because they think the exams are easy and they want to make up the credits. However, it still reflects that students’ awareness of the value of online music education is gradually increasing and they are beginning to attach importance to music courses. Nevertheless, 28.15% of students were dissatisfied with the current music elective courses, 52.94% felt average, and only 9.16% felt very satisfied. As seen in Figure 7(c), on the one hand, universities are gradually paying attention to online music education and continuously developing music courses and music activities, but due to the lack of publicity, the online music teaching process is not popular and students’ overall participation is not very motivated, resulting in most students not having participated in school music

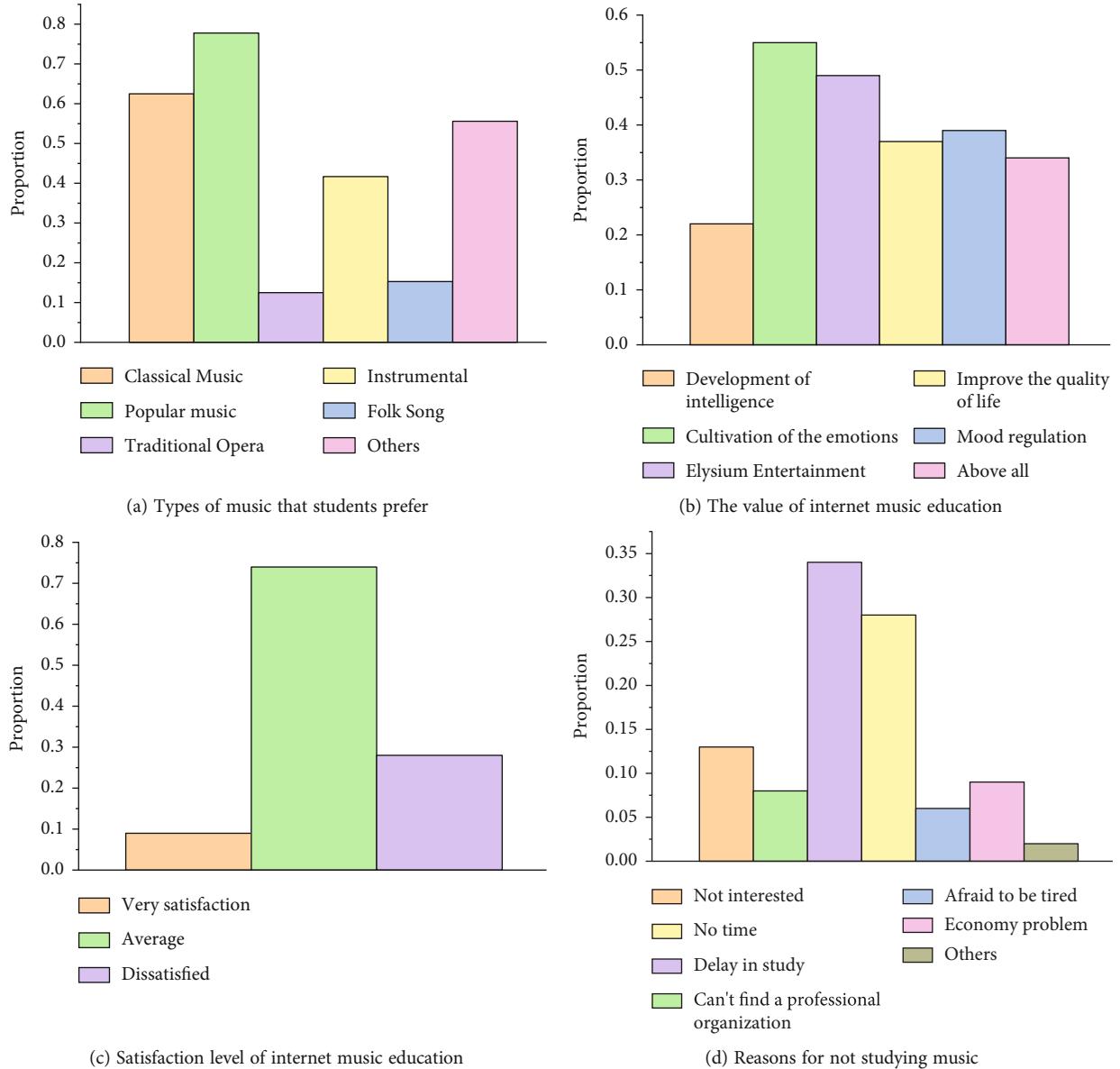


FIGURE 7: Results of student satisfaction survey on Internet music courses.

activities. In addition, most students who have not learned musical instruments, except for 13.75% of students because they are not interested in music, have not learned music because they are afraid of delaying their cultural studies (34.63%), they do not have time to learn (28.15%), and they cannot find professional institutions to learn music (8.24%), and difficulties in economic conditions (9.12%) also make some students not to learn music. Figure 7(d) illustrates that most of the students did not study music due to external conditions, and the university life is freer and has plenty of time; then, how to improve college students' interest in learning music is the focus of music education in comprehensive universities. Internet music education is a good solution to this series of problems, providing a new model as well as ideas for the path of music education in universities and providing more learning opportunities for students who like music.

Relying on Internet technology, students' developmental data such as physical and mental health information, social interaction information, and learning environment information at school can be integrated to enable their healthy physical and mental coursework development through music education. Internet education comprehensively accompanies the growth process and growth of students, and these data will accompany them through the student stage, and parents promptly discover the differences between students' different periods on the correct planning of their children's future development. The quality of teachers' services directly determines the improvement of teaching tasks in schools, and this series of reactions directly affects the development of music education. Schools to strengthen the construction of information technology and improve the development of education Internet all need the introduction of talent. The improvement of the overall teaching level of the school has

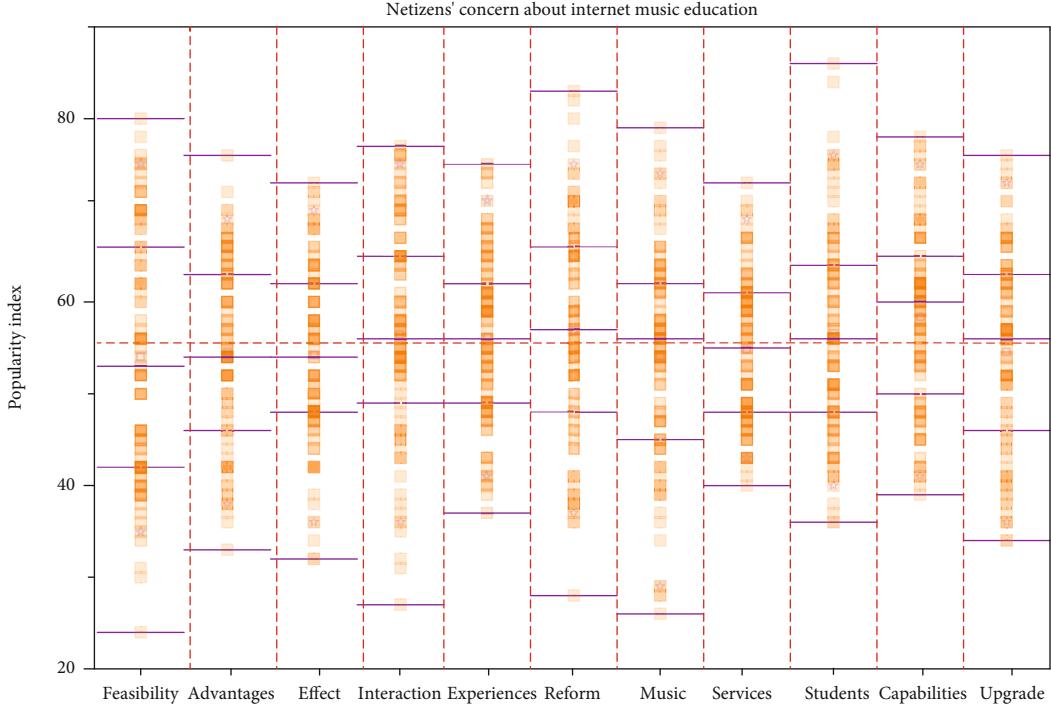


FIGURE 8: Internet opinion on music education on the Internet.

a great advantage for the recruitment of talents and the construction of the educational team. Information technology supports the holistic development of every student and ensures that every student can realize the value of life instead of surviving for the sake of survival. The Internet provides the basis for optimizing the educational and teaching environment, providing appropriate learning resources and effective learning support. The “Internet+music education” model has a huge mission to promote school construction and the holistic development of music teaching.

In this study, web crawlers and text tendency analysis techniques were also used to collect information on educational web opinion of “Internet+music education.” Web crawlers can crawl resources on the web based on keywords, depending on the efficiency of the program to determine the diversity of search content as well as the efficiency of updates, and is the essence of the search engine. When a web crawler opens a web page, the program collects information by analyzing the web page tags and obtains hyperlinks on the web page, and then, the search algorithm selects the next URL to be visited. The web crawler operates on the following principle: after starting the crawler program, it starts from the initial set of web addresses, resolves the DNS domain name, obtains the hyperlinks on the web page, and downloads this web page. The new hyperlink is added to the web address set, and then, the crawler crawls the next URL from it and so on until the crawler meets the end of the system. Text tendency analysis is to analyze and study the content of users’ opinions or comments on a certain matter or product to get whether the opinion or comment is a positive or negative attitude. Applying sentiment tendency analysis techniques in online opinion analysis can

uncover the attitudes and opinions of Internet users toward a certain social event. Text sentiment analysis can be used to understand the views, opinions, and attitudes of social people. The final results collected are shown in Figure 8, in which the words most closely associated with Internet music education are “feasibility,” “advantages,” and “influence,” and most people are concerned about the feasibility and advantages of Internet music education. This indicates that most people have a positive attitude toward Internet music education.

4. Conclusion

The Internet is used in all aspects of our learning, education, and life. Many new models of vocal teaching have emerged through the Internet platform and information and communication technologies, and related teaching practices and academic research are continuing to heat up. With the advent of the Internet era, the discipline will encounter an unprecedented reshuffle, and the concept of correlation will be implemented in “big data+music education,” gradually connecting the barriers between the discipline of music education and computer, digital technology, and software programs, as well as in the teaching model with a new teaching and learning style that better reflects. “It will also provide students with personalized guidance and make it possible to teach according to their abilities and lifelong education. The combination of the Internet and music education is a demand for education, and the advantages of the Internet provide support for the integration of music education resources, which allows every student to enjoy the same educational resources, so it can be said that “Internet+music

education” supports the development of every student and promotes the overall development of every student; promotes the all-round development of every student’s knowledge, emotion, and mind; and ensures that every student can realize the value of life. The era of big data, as a specific stage in the development of the information society, has been surrounded by massive amounts of data, and its arrival has had a profound impact on education and even music education, and every educator has the responsibility to look at his or her profession with a futuristic vision. The integration of “Internet+” with the music education industry is also deepening further, as it gradually changes the way humans receive music education and drives the rapid development of the entire music education industry. Internet technology has driven a revolution in education, leading to an evolution of the college music education model, creating better educational opportunities for teachers and students as well as a learning environment that makes education more efficient and diverse.

Data Availability

The data used to support the findings of this study are included within the article.

Conflicts of Interest

The author does not have any possible conflicts of interest.

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