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DIGITAL TECHNOLOGY MUSIC EDITING SOFTWARE USED BY MUSIC TEACHERS IN CHINESE PRIMARY AND SECONDARY SCHOOLS

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With the development of the Fourth Industrial Revolution, technological innovation and iteration are rapidly developing. More and more supporting software has penetrated into music education classrooms. Music teachers often need to edit music according to the needs of the class or teaching. This paper analyzes the music editing software currently used by music teachers in primary and secondary schools in China through a survey questionnaire. By analyzing the application characteristics of the software, the paper presents relevant conclusions.

Key words. digital music, music editing, digital technology, primary school, middle school, China, software, teachers.

The world is undergoing a great transformation not seen in a century. With the development of the world economy, music education in China is also steadily advancing. This article introduces the music editing software used by Chinese primary and secondary school music teachers in the predigital education era through a questionnaire survey, as well as the characteristics of these software and their impact and features on music education.

The following figure shows the proportion of various music editing software used by music teachers in Chinese primary and secondary schools (Figure 1):

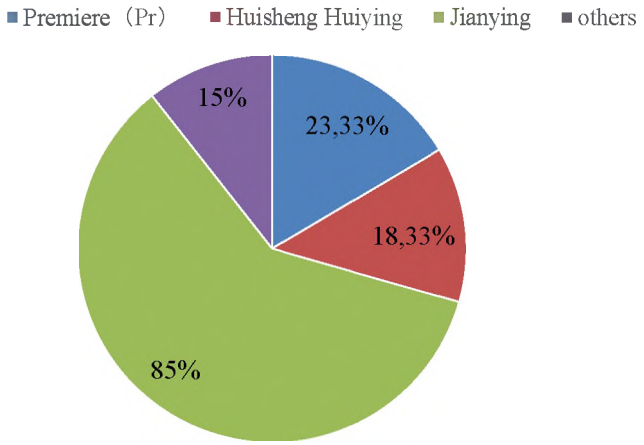

Fig. 1. Music editing software used by music teachers in Chinese primary and secondary schools

According to the data table, Jianying is the most commonly used video editing software among the respondents, accounting for 85% of the total effective times. Next are Premiere (Pr) and audio and video, accounting for 23.33% and 18.33% respectively. Additionally, 15% of people chose other video editing software.

Firstly, the reason why Jianying can occupy such a high market share is mainly due to its ease of use and rich functionality. Clipping is a free video editing software launched by Byte Dance Company, which is simple and intuitive, especially suitable for novice and non-professional users. Compared to other professional video editing software, Jianying does not require complex learning costs, and users can get started in just a few minutes. In addition, Jianying has built-in rich resources such as templates, special effects, filters, background music, etc., allowing users to easily create high-quality videos. These features have made Jianying the first choice for ordinary users, especially short video and music video creators. Jianying software also has a great advantage, as it is a mobile app that can be operated on the phone. In today's society, people's pace of life is extremely fast and time tends to be fragmented. Therefore, music teachers have become the norm to use fragmented time to develop teaching plans, produce music videos, and edit music.

Secondly, although the usage rates of Premiere (Pr) and voice and shadow printing are 23.33% and 18.33% respectively, this two software are mainly aimed at users with a certain software editing foundation. Premiere, as a professional video editing software, has powerful editing functions and extensive plugin support, making it suitable for users who need to perform complex video processing. And with its diverse special effects and relatively simple operation process, voice and shadow drawing has attracted some users who pursue quality but are unwilling to spend too much time learning complex software. Although these two software programs are not as widely used as Jianying, they still maintain a certain market share among their target user groups.

Additionally, 15% of the respondents chose other video editing software. These 15% of people mentioned a software called "Quick Editing" when filling out the survey questionnaire. This software, like Jianying, is also an app that can be operated on mobile phones. Therefore, in summary, mobile editing software has gradually become the preferred choice for Chinese music teachers to edit and edit music.

Mobile video and music editing software have gradually become the mainstream choice for music teachers, mainly due to the following reasons:

1. Convenience and flexibility: mobile video and music editing software is usually small in size and easy to use, allowing teachers to edit and create anytime, anywhere. This convenience enables teachers to complete teaching tasks more efficiently, especially when quick production of instructional videos or music examples is needed.

2. Cost effectiveness: compared to professional audio and video editing devices, editing software on mobile phones is usually more cost-effective. This reduces the equipment investment cost for music teachers, allowing more teachers to use these tools for teaching and creation.

3. Multifunctionality: modern mobile editing software typically has multiple functions, allowing for simultaneous video editing, audio editing, adding special effects, and other operations. This allows teachers to complete multiple tasks using a single software, simplifying teaching preparation work.

4. Technological progress: with the rapid development of mobile hardware and software, the functions and effects of mobile editing software have approached the level of professional software. This enables teachers to produce high-quality teaching materials without relying on complex computer software.

5. Interactivity and Participation: Mobile video and music editing software can seamlessly integrate with social media platforms, allowing teachers to easily share teaching content with students and promote student participation and interaction. This immediacy and interactivity are crucial for modern teaching models.

6. Adapt to student habits: with the advent of the digital age, students are becoming increasingly accustomed to using mobile phones and devices for learning. Music teachers can better adapt to students' learning habits and improve teaching effectiveness by using mobile editing software.

In the information society, not only will the mode of production change, but the entire lifestyle, value system, and the importance of cultural leisure relative to material values will increase. Compared with the industrial society where all forces are directed towards the production and consumption of goods, the information society is mainly about the production and consumption of intelligence and knowledge, which leads to an increase in the proportion of mental labor[1].

In today's society, with the development of science and technology, proficiency in music software equipment has gradually become a skill that music teachers must possess, because it can convert the format of music in a timely manner and produce corresponding music in a timely manner according to classroom needs. In China's primary and secondary schools, there are usually more than a dozen classes in each grade. The situations of students in each class are also different, so the situation in each class is also different. This requires teachers to make timely adjustments when preparing lessons based on the different situations of each class. Currently in Russia, this method of teaching has begun: that is, in class, each student wears headphones to study, and the courses transmitted through each student's headphones are different, which are specially designed according to each student's different interests and hobbies. However, this teaching method is currently only suitable for countries with a relatively sparse population, such as Russia, and for countries like China, where each class has 60-70 students, this teaching method needs further observation[2, p.22-25].

For China, the following methods should be used:

1. The better way at present is for teachers to prioritize the characteristics of each class and develop corresponding courses. Editing software that is easy to operate, such as "Jianying", should be vigorously promoted;

2. Establish experimental classes, introduce Russian music teaching methods, and test them through experimental classes.

3. Establish personalized development channels for music learning

In view of the personalized needs of music learning, it is recommended to establish more hierarchical courses and development channels. Students can choose different music learning paths according to their own interests and talents, such as focusing on instrumental performance, music creation or music technology. This will help students better develop their musical talents and make music courses more flexible and diverse.

4. Strengthen cross-cultural music exchanges and enrich course content.

China's music courses should pay more attention to the integration of multiple cultures. It is recommended to enrich students' learning experience by introducing more international music culture and teaching methods. In addition to Russia's music education methods, we can also learn from the excellent experience of other countries, such as Western music theory teaching and Indian rhythm training. Through cross-cultural music exchanges, students can not only improve their technical level, but also expand their international vision and enhance their understanding and recognition of different music styles.

Most music teachers in primary and secondary schools today are still in the stage of using information technology to assist teaching and reduce burden, lacking in-depth thinking on the application of information technology in education, resulting in education digitization floating on the surface of "transformation". However, in this era of rapid economic development, the pace of life is constantly accelerating. Therefore, in the future, digital music technology software will inevitably move towards miniaturization, refinement, and speed, which is conducive to the common use of the general public. Therefore, it is conducive to rapid interaction between people, and thus returns to the educational essence of "who I am", "what I want to do", and "where to go". This is also the development direction that digital music education needs to focus on, that is, returning to thinking about people themselves [3].

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ПРОГРАММНОЕ ОБЕСПЕЧЕНИЕ ДЛЯ РЕДАКТИРОВАНИЯ МУЗЫКИ НА ОСНОВЕ ЦИФРОВЫХ ТЕХНОЛОГИЙ, ИСПОЛЬЗУЕМОЕ УЧИТЕЛЯМИ МУЗЫКИ В КИТАЙСКИХ НАЧАЛЬНЫХ И СРЕДНИХ ШКОЛАХ

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С развитием Четвертой промышленной революции технологические обновления и итерации стремительно развиваются. Все больше и больше вспомогательного программного обеспечения проникает в классы музыкального образования. Учителям музыки часто приходится редактировать музыку в соответствии с потребностями класса или обучения. В данной статье проведен анализ программного обеспечения для редактирования музыки, которое в настоящее время используется учителями музыки в начальных и средних школах Китая с помощью анкеты-опроса. Анализируя характеристики применения программного обеспечения, в статье представлены соответствующие выводы.

Ключевые слова: цифровая музыка, редактирование музыки, цифровые технологии, начальная школа, средняя школа, Китай, программное обеспечение, учителя

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