

The Application of Video Social Contact in Practice under Major Public Health Events

-- A Case Study of Music Quality Course

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Abstract

In 2020, a COVID-19 pandemic makes online learning become a hot issue in the field of teaching in Chinese colleges and universities. At the same time, video social contact has also developed rapidly due to the pandemic. This paper starts from the current situation and problem analysis of the theory and practice of online teaching, explores how to use video social contact develop innovative teaching models in college music quality teaching, and proposes related assumption and framework.

Keywords

major public health events; video social contact; online learning; music quality teaching.

1. Introduction

A sudden pandemic affected all aspects of people's work, study and life at the beginning of 2020. Domestic colleges and universities quickly developed overall online teaching practice during the pandemic. Thanks to the development of Internet technology and applications in China, and the practice of online teaching in recent years, colleges and universities basically realize Internet teaching of all teaching during this major public health event, and provide convenient and efficient learning environment and learning conditions for students during the pandemic.

2. Current Situation and Problems of Online Teaching

The development of online teaching mode in domestic colleges and universities has nearly 20 years of exploration and practical experience. Many achievements have been made in teaching theory, platform construction, and curriculum design, etc.

At the beginning of the 21st century, with the development of Internet technology, various online teaching practice cases began to appear. At the theoretical level, by combining the technological concepts of web2.0 and constructivist learning theory at that time, domestic colleges and universities carried out various online teaching research and practice. For example, in 2010, domestic scholar Hu Lingjing took the study of constructivist learning theory and Web2.0 theory as starting point, explored the technology application of Web2.0 technology on the network teaching platform based on constructivism learning theory, built the teaching platform model based on constructivism learning theory with Web2.0, finally put the teaching platform model into practice, and studied its operation in the real teaching environment.

After 2010, with the rise of some online learning platforms and models based on cognitive learning theory, such as MOOC and flipped classroom, domestic online teaching platforms and theories have continuously enriched and developed. Since 2010, there have been a lot of research and practice results in online learning. In platform construction, the MOOC system of China's colleges and universities has accumulated a large number of courses and teaching resources, and Netease classroom has also been widely used. In the field of theory and practice,

many scholars have studied and practiced teaching design and evaluation design based on MOOC.

The COVID-19 pandemic of this year has further promoted the development of online teaching in colleges and universities, and many enterprises have also invested in platform construction and operation, For example, Tencent Classroom, Dingding, and Xuexitong platform are currently widely used online platforms.

It can be said that online teaching of our country has been at the forefront of the world in platform system construction. However, there are still many problems in the design and application of specific courses; first of all, a large number of online courses are simple digitization and Internetization of offline courses at present, and lack changes in learning characteristics, learning environment and learning psychology for students' online learning. Secondly, there is a lack of designing online learning courses according to the specific conditions of different subjects, a large number of course designs are invariable, and the effect of the courses is not obvious. Finally, there is a lack of overall thinking about the Internet (virtual world) as a learning environment and living environment, and there is a lack of detailed research and analysis on the connotation and extension of students' learning psychology in virtual environment. In particular, it is necessary to study and practice online learning modes in the social network environment.

3. The Coordination between Video Social Contact and College Music Teaching

3.1. The Current Situation, Characteristics of Video Social Contact and the Possibility of Combining it with Teaching

Video contact is a new social way after community social contact, and it is different from traditional social ways that only use text and images as carriers. Video social contact is a new communication means that uses online video as the carrier and online community communication as expression way. Chinese Internet enterprises has already at the world's leading level in video social contact, and platforms such as Tiktok, Kuaishou, Bilibili, Xiaohongshu, and Tencent Live have become video social platforms with the largest users in the world. Short videos, live video and other forms also broke out during the pandemic, and the number of users and the watching length of users are ranked first in the world. Nowadays, video social contact has become a part of young people's life, study and work. It can be said that video social contact has become a part of the learning and living environment of young people.

There are some new features in video social contact; first of all, the representation is visual, video social contact show the form of the interacting parties in front of each other in comparison with the previous Internet social contact of text and graphics, and it is easier to gain trust and satisfaction; secondly, the information exchange is more specific, video social contact can convey a larger and more specific amount of information in comparison with social contact of text and graphics; there are more forms of information expression, due to the use of video, information expression can be graphics and text, continuous dynamic, mutual emotion between the two parties is stronger and the sense of distance is further reduced; finally, video contact is the comprehensive application of sound and dynamic video, it has a stronger sense of experience and reality for users, and the virtual and real integration has been further strengthened.

Due to the above new features, together with the inherent characteristics of social spread such as the rapid spread and fission of social networking services, the application of video social contact in online learning meets the needs and daily life styles of today's young people. In particular, the combination of sound and video has given a new direction for online music

quality teaching. Under major public health events, video social contact is used to carry out music quality teaching, which is a new field of research and practice.

3.2. The Theoretical Basis, Way and Significance of Online Music Quality Teaching in Major Public Health Events

The theoretical basis which music quality online learning relies on has been expanded under the condition of major public health events, versus music quality teaching under normal condition, teaching ways need new breakthroughs, and production significance is more. First of all, in major public health events, the purpose of music quality teaching is not only to improve students' music attainments, but also increase the purpose of psychological construction and counseling. Long-term online learning lacks face-to-face communication with teachers, classmates, and friends, it will cause a certain negative impact on students' psychology and behavior, such as the decline of communication and language skills, insufficient self-control, and loneliness. Music quality can play a good counseling and alleviation role, therefore, music quality education under special events needs to be supported by music psychotherapy theory; secondly, online music learning in major public health events, its course design needs to be more interactive and diversified, requires students to participate more; finally, the significance of music quality learning in major public health events is not only the need for knowledge learning, but also includes thinking about life and the meaning of life, the spread of positive energy, and guide students to establish positive values in difficult environments.

3.3. The Framework and Implementation Methods of Video Contact in College Music Teaching

As mentioned earlier, the possibility of applying video social contact in music quality education is analyzed, according to the user attributes of video social contact, the author believes that video social contact can be used in college music quality education. According to the current situation of video social contact, the framework of college video social music quality teaching can mainly include the following points: first, the choice of video social platform. At present, video social platforms mainly include: entertainment types, such as Tik Tok and Kuaishou, whose contents are mainly entertainment contents that young people like; video e-commerce types, such as Taobao Live, Xiaohongshu, Tiktok, Kuaishou, etc., mainly focus on video contents to sell goods; knowledge types, such as Bilibili, mainly focus on knowledge sharing. Therefore, colleges and universities should choose knowledge type platforms when using video social platform carry out music quality teaching practice. Secondly, the content forms of video social contact, according to different learning purposes and interaction needs, when constructing video social music quality learning content, it is possible to carry out medium and short video content learning and live content learning. The learning of short and medium video contents is mainly on-demand, and the interaction between learners, teachers and learners, and teachers can be carried out by messages in the bulletin curtain comment area, private messages, etc. The live contents can carry out video live be based on the key points of music learning, such as musical instrument performance, and interact during the live. Third, the production of learning contents and materials, because video social contact is based on the interaction between the community and fans, the learning contents needs to be designed according to the learners' hobbies and focus, such as special videos, series of videos and other contents, such as musician series, famous music series. In addition, video social contact is similar to other Internet knowledge sharing modes, focuses on the fragmentation and high concentration of contents, so it is more suitable for popular knowledge learning. If we need to share more systematic music professional knowledge and skills, it is necessary to edit and condense the long contents in the past. Finally, using video social contact establish the community of learners, community participants are people with common hobbies, may be students from the same school, or come from different schools and non-students. Therefore, teachers need to become managers and

information gatekeepers of the music knowledge sharing community. The roles of teachers will change from authoritative educators to partners who grow up with students and learners, and become the community operators.

4. Future Prospect of Music Video Social Learning

At present, there are already a lot of PGC and UGC music quality education contents on the knowledge video social platform, but there are not many sharers and operators which take schools as the main body, predictably, in the future, under the condition of pandemic normalization, as the main body of teaching and knowledge sharing, colleges and universities will gradually start to use the video social platform carry out the practice of music quality teaching. The targeted learners are no longer limited to this school, but achieve the integration of learners in an open Internet environment. This requires us to further think and study how to change the original closed teaching system of colleges and universities into an open teaching system, while also meeting students' learning requirements, how to evaluate, how to obtain credits and other teaching systemization and so on. In the future, the teaching environment will inevitably move from closed to open under the support of technology, there will be a large number of students studying at the same time as non-school students, it is necessary for us to further study the teaching systematization problem in the video social environment.

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