Administration Music Courses for Sustainable Success Case Study Jiangling Town Central High School Dazhou City

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Abstract

This research aims to 1. To study the music curriculum management conditions of the music school whether there are any factors affecting the middle high school of Jiangling Town DaZhou City or not. 2. Study of music curriculum management approaches in music schools for sustainable. success. It is a research that combines qualitative and quantitative research (Mixed Methods) with research tools such as questionnaires/interviews. The sample group/target group is 15 administrators, 56 teachers (Kenzie Ann Morgan table) 3. 400 students using the Taro Yamane formula at the error level of 0.05 from the random sampling. By chance (Sampling Random), then the data collected from the questionnaire was analyzed by using descriptive statistics consisting of percentage, mean, standard deviation. and compared by t-test and F-test (qualitative samples). Then the data collected from documents/literature/interviews/records/observation/ other. The results were analyzed by content analysis. The results showed that

1. Factors (Input) Most administrators agree that schools are extremely necessary to provide education in accordance with and in accordance with their intentions. In governance is local and international arts and culture., so the community is necessary to participate. and share opinions about teaching and learning activities. As for the operation (Process), it is necessary to be closely and continuously monitored by relevant regulatory agencies. Should provide a stage for the musicians to express a lot.

2. the opinions of academic teachers towards the overall promotion of music education teaching and learning activities. In terms of output (Product), the average was at a high level ($\overline{X}$=3.69) and when considering individually, it was found that All items are at a high level, all items are the same. as follows students studying music had desirable characteristics ($\overline{X}$=3.70). Students who studied music had emotional aesthetics and had good mental health ($\overline{X}$=3.71) and students who studied music had higher learning achievement at the same level ($\overline{X}$=3.64) , respectively.

3) Opinion of music students Overall, the output (Product) was at a high level ($\overline{X}$=3.90). When considered individually, it was found that Students who studied music had the first desirable characteristics ($\overline{X}$= 4.07) at a high level. followed by students studying music moral Ethics were at a high level ($\overline{X}$=4.00) and students who studied folk music have

higher academic achievement at a high level likewise ($\overline{X}$=3.71) (answer all objectives) if available. Numerical values must also be included, e.g. ($\overline{X}$ = 4.45).

Keywords: Curriculum Administration, Music Education, Sustainable Success Jiangling Town Central High School Dazhou City

Introduction

School management is an activity that the school plans, organizes, coordinates and controls the education, teaching, scientific research, logistics, teachers, students and staff of the school. The subject and object of management are the school itself, that is, the management of the school itself, which is different from the education administration of the school by the education administration department. Through management, the school combines various work and its constituent elements to play an integral role in order to achieve its training objectives for students and various work objectives. With the deepening of the national education reform, the state has issued numerous Since the new curriculum reform, the state has formulated a series of policies and regulations to promote the reform of art education in junior high schools. The Ministry of Education's Several Opinions on Promoting the Development of School Art Education (JTY [2014] No. 1 document) clarifies that the basic task of school art education is to establish morality and cultivate people. On May 13, 2002, the Ministry of Education of the People's Republic of China issued JTY [2002] No. 6 Document: National School Art Education Development Plan (2001-2010). School art education system with Chinese characteristics. Decree No. 13 of the People's Republic of China Education Capital: Work Regulations on School Art Education, published on July 25, 2002, provides all-round guidance and planning for school music education. Document Jiao Tiyi [2002] No. 17 of the Ministry of Education of the People's Republic of China: Notice of the Ministry of Education on Printing and Distributing the Catalogue of School Music and Art Teaching Equipment for the Nine Year Compulsory Education Period, published on December 17, 2002. The Appendix to the document is the Catalogue of Music Teaching Equipment for Nine year Compulsory Education Full time Junior Middle School. In 2011, the National School Art Education Development Plan (2011-2020) and other relevant documents and measures were issued.

Since the new curriculum reform, music education in China has been paid more and more attention. The specific performance is that there are more and more research documents, and the research content covers a wide range. The research mainly involves the concept, current situation, problems and countermeasures of junior high school music. In my four years of working in the music education industry in junior high school, I found that there are many problems in the music education in junior high school, such as school leaders do not pay attention, teachers do not pay attention. They only care about students' achievements, but do not pay attention to their all-round development. As a result, schools, teachers, students and parents are indifferent to music education. Therefore, how to manage the school's music education and promote the all-round development of students has become a major problem that the school must face. Therefore, in this paper, I use my own school as the center, through questionnaires and interviews with teachers, school administrative leaders, etc. Investigate the teaching staff, teaching equipment, teachers' teaching professional ability, curriculum setting and curriculum evaluation of school music education management. This paper analyzes the problems in the management of music education in junior high schools, and discusses the factors that affect the management of music education in junior high schools.

Objective

1. To study the music curriculum management conditions of the music school whether there are any factors affecting the middle high school of Jiangling Town DaZhou City.

Literature Review

Jirachutiporn, M. (2022) Organizational Branding through Experience Creation: A Case Study of the Faculty of Music and Performance, Burapha University. Academic Journal of Humanities and Social Sciences Burapha University, 30(2), 197-222. Objectives of the academic article. To create a body of knowledge about corporate branding through creating experiences with stakeholders to create a good brand image. The author presents concepts and case studies of experience with music and performance brands. Burapha University through the project of singing Thai folk song contest at the higher education level of Thailand to compete for the King Kanitthathiraj's Royal Cup Department of HRH Princess Maha Chakri Sirindhorn Princess Maha Chakri Sirindhorn Such activities have integrated Teaching and learning exchanges among staff within the Faculty, consisting of faculty members, staff, current students and alumni, as well as communicating the organization's brand with external target groups. The feedback of the activity reflects a change in attitude. of the stakeholders positively after participating in the activities

Wongweerawinit, C., & Thuntawech, S. (2022). Learning management style for teaching music in Grade 12 during the corona virus outbreak: a case study of Bangkok Christian College. Rangsit Music Journal, 17. (1), 1-16. The developed music teaching and learning model The concept of the classroom is reversed in teaching design. The course is taught through online and physical classes. The teaching and learning management of the two systems should be related in terms of knowledge content. event design and various tests for student evaluation However, music teaching will be successful. It must come from the preparation of the learners and the teachers as well as the parents who also contribute to the success of music teaching as well.

Phueakhaew, P. (2022) The unemployment experience of Thai music graduates: A phenomenological study. Journal of Music and Performing Arts, Khon Kaen University, *4*(1), 25-48. The unemployment experience, from the point of view of the respondents, reflects the unemployment experience of unemployment graduates as a period of unhappy emotional diversity. Respondents interpreted their unemployment experiences through a self-image that emerged from the identity in which they viewed themselves assimilating with the identity that society views them. become a new self-image that has both positive and negative identities While unemployed, informants deal with stress and financial difficulties in a variety of ways. The causes of unemployment obtained from the interpretation of interviews by informants were both personal causes and causes from changes in socio-economic and political conditions. Most importantly, it was found that the core of the unemployment experience was 'learning to adapt', which was divided into 3 phases: conflict phase, self-protection phase and adjustment period.

Research Methodology

To study the problems of music education management in Jiangling Middle School, Tongchuan District, Dazhou City.

Research Design

1. To study the problems of music education management in Jiangling Central School, Tongchuan District, Dazhou City.

2. To study the factors affecting music education management in Jiangling Central School, Tongchuan District, Dazhou City.

3. Establish a new teaching management mode of music education in the middle school of Jiangling Town, Tongchuan District, Dazhou City.

Population and Sample

1. Phase 1: 15 administrators, 73 teachers from Central School of Jiangling Town, Tongchuan District, Dazhou City received 56 valid samples.

2. Second session: 15 middle school leaders and middle school leaders in Jiangling Town, Dongchuan County, Dazhou City paid attention to 56 samples.

Data collection

Make a questionnaire through the website, Star Questionnaire and send it to all teachers. Data collection via questionnaire website.

Data analysis

The questionnaire results were analyzed by the five-point 1ikert integral method. The results of each questionnaire were described quantitatively. Each question was answered by a 5-point scoring system 1. Tools used for data collection were:

1. Part 1 The status of interviewees and respondents is as follows.

2. Part 2 Opinions of interviewees and respondents toward the learning activities of Jiangling Town Central High School Dazhou City in the form of a 5-level Rating Scale model (Boonchom Srisaart, 2000, 72-73).

The questions cover the conceptual framework for studying the problems of learning and teaching activities according to the Basic Education Core Curriculum, 2008, as follows:

2.1 Interview form for opinions of school administrators toward music learning promotion activities Environment (Context) Input (Input) Operation (Process) Output (Product).

2.2 A questionnaire on the opinions of academic lecturers towards music teaching promotion activities in the environment (Context), input (Input), operation (Process), output (Product) of Jiangling Town Central High School Dazhou City.

2.3 A questionnaire for teachers' opinions by asking for knowledge.
The problematic state of organizing music teaching activities summarizes the opinions of music teachers on the environment (Context), input factors (Input), operations (Process), output (Product) of the school expanding educational opportunities. Under the Dazhou Education District Office.

Tool Making Process and Tool Quality Determination

1. Creation of data collection tools in the study of tools used in this assessment. The researcher performed the following sequence of steps:

1.1 A study of principles, concepts, documents and research related to teaching and learning activities according to the Basic Education Core Curriculum BE, desirable characteristics of the local curriculum. Basic Education Standards of the Office of the Basic Education Commission and principles for constructing questionnaires.

1.2 Define the definition of operations according to the scope of the project to guide the preparation of the questionnaire.

1.3 Create a questionnaire according to the operational definition. which contains the following tools.

1) An interview form for the opinions of school administrators toward music teaching promotion activities Environment (Context) Input (Input) Operation (Process) Output (Product).

2) A questionnaire on the opinions of academic lecturers on the promotion of music teaching activities in terms of promotion and support of educational institution curriculum preparation. supervision of local curriculum and supervision on the quality of teaching and learning activities.

3) A questionnaire on teachers' opinions by asking for knowledge. The problematic condition of organizing music learning activities.

Determining the Quality of Tools

The researcher brought the created tool to verify the accuracy again and presented it to the advisor to verify the accuracy of the content. Then the researcher brought the tool to 5 experts. to find the quality and straightness of the conten.t Check for accuracy, clarity, essence, and learning objectives. Teaching, Evaluation and Evaluation Activities. Take the results of the examination from experts to calculate.

Research Findings

1. School administrators

Summarize and analyze the opinions of school administrators towards the promotion of activities.

Summary and analysis of the opinions of school administrators towards the promotion of Case Study Jiangling Town Central High School Dazhou City activities in terms of the environment (Context), the input (Input), the operation (Process), the output (Product) school JIANGLING TOWN CENTRAL HIGH SCHOOL DAZHOU CITY

Summary of opinions of school administrators towards the promotion of music teaching activities. The environment (Context) The input (Input) The operation (Process) The output (Product) School Jiangling Town Central High School Dazhou City. According to the interview about the policy of the Ministry of Education how to proceed Most executives have commented that Has implemented all government policies. by allowing students to learn how to play music because that They are cheap and easy to carry. There are only some theaters that can teach music as a band because the school has the availability of skilled personnel. knowledge musical talent and the school has enough budget and the community has paid attention and seen the importance

2. Teacher

Chapter 2 summarizes the basic information of school academic teachers. Jiangling Town Central High School Dazhou City 56 people.

Table 1 Presents the mean and standard deviation of teachers' opinions affecting the overall music education promotion activities. Operations (Process) of the school Jiangling Town Central High School Dazhou City. (n = 56)

No.	Operation (Process)	$\overline{x}$	S.D.	Interpret	Number
1	The school plans to manage the school curriculum in conjunction with the basic education school committee.	3.57	0.96	High	8
2	The school has a Chinese government academy curriculum.	3.89	0.99	Moderate	1
3	The school has a local curriculum that organizes music education activities.	3.25	0.98	Moderate	16
4	The school has a plan. project in music education that corresponds to the vision mission and school goals.	3.39	0.92	Moderate	13
5	Encourage teachers to organize integrated music education teaching and learning activities between learning groups.	3.29	0.98	Moderate	15
6	The teachers organized the teaching and learning activities of traditional music education by inserting moral Ethics and character desirable.	3.64	0.87	High	6
7	Encourage teachers to organize music education teaching activities by giving learners critical thinking skills. problem solved.	3.39	0.96	Moderate	13
8	The school promotes the teaching and learning of music education according to the interests of the learners.	3.64	0.78	High	6
9	The school promotes the teaching and learning of music education from creativity and practicality.	3.86	0.75	High	2
10	The school promotes the teaching and learning of local music and local wisdom.	3.71	0.90	High	4
11	Promoting musicians to study according to their aptitude and ability individual potential.	3.71	0.76	High	4
12	Encourage teachers to use educational technology to facilitate teaching and learning of music education.	3.54	0.74	High	9

No.	Operation (Process)	$\overline{\text{X}}$	S.D.	Interpret	Number
13	Encourage teachers to use learning resources to develop music education teaching and learning of students as appropriate.	3.75	0.80	High	3
14	Promotion of learning management teaching music education in a variety of ways happy student in a relaxed atmosphere free.	3.68	0.86	High	5
15	Consultation and awareness raising on the importance of supervision arrangement. Music education learning activities for teachers.	3.54	0.96	High	9
16	There is a supervision plan. systematically follow up on music education teaching and learning activities.	3.46	0.92	moderate	11
17	Is supervised supervision Support of school administrators and teachers on an ongoing basis.	3.54	0.96	High	9
18	Encourage teachers to study, research and research. In the classroom to improve the quality of learners.	3.50	0.88	Moderate	10
19	Assessment of learning activities teaching music education systematically, continuously and with quality.	3.32	0.95	Moderate	14
20	For teachers to evaluate music education results from actual practice.	3.64	0.99	High	6
21	Give teacher Naphon Evaluation analyzes to improve activities learning music education.	3.39	0.92	Moderate	13
22	Award certificates are given to musicians who have received various awards. Other according to the appropriate time and occasion.	3.50	0.99	Moderate	10
23	Awarded Certificate of honor for music education teachers as appropriate for the time and occasion.	3.43	0.96	Moderate	12
24	Is announced Praise and admire indigenous musicians received various awards to related agencies.	3.61	0.92	High	7
25	is announced Praise and admire the musicians. received different prizes other to the community.	3.57	0.96	High	8

No.	Operation (Process)	$\overline{X}$	S.D.	Interpret	Number
26	There is an announcement of praise and praise for music teachers studying in relevant departments when musicians received various awards other.	3.54	0.87	High	9
27	Is announced praise and praised music teachers for continuing education community. When musicians receive awards other.	3.61	0.97	High	7
Average Total		**3.55**	**0.90**	**High**	

From Table 1, the opinions of academic teachers towards the implementation (Process) of organizing music teaching and learning activities as a whole. was at a high level ($\overline{X}$=3.55). When considering individually, it was found that The school had the Chinese government's curriculum at a high level ($\overline{X}$=3.89), followed by the school promotes creative and practical music education learning management. Was at the high level ($\overline{X}$=3.86) and the lowest. The school has a local curriculum used to organize music education activities ($\overline{X}$=3.25) at a moderate level.

Objective 1: The study demonstrated that the developed online teaching and learning management system in art, utilizing collaborative learning techniques, for level 6 students aligns with the 2008 core curriculum of basic education for the art subject group. The proposed methodology ensures sufficient quality for practical implementation of the developed art education online learning management system for level 6 students.

An illustrative example of the online teaching management system for art education, using collaborative learning techniques for level 6 students, is presented in the following table:
Table: Example of Online Teaching Management System for Art Education with Collaborative Learning Techniques for Level 6 Students.

Table 2 Presents the mean and standard deviation of the teachers' opinions towards the promotion of the overall music education teaching and learning activities (Product) of Jiangling Town Central High School Dazhou City.

No.	Operation (Process)	$\overline{X}$	SD	interpret	Number
1	Students studying music have desirable characteristics.	3.72	0.94	High	1
2	Students who study indigenous music have academic achievements higher.	3.65	0.91	High	3
3	Students who study music have emotional aesthetics. and have good mental health.	3.71	0.90	High	2
Average Total		**3.69**	**0.92**	**High**	

From Table 2, the opinions of academic teachers towards the overall promotion of music education teaching and learning activities. In terms of output (Product), the average was at a high level ($\overline{X}$=3.69) and when considering individually, it was found that All items are at a high level, all items are the same. as follows students studying music had desirable characteristics ($\overline{X}$=3.7 0). Students who studied music had emotional aesthetics and had good mental health ($\overline{X}$=3.71) and students who studied music had higher learning achievement at the same level ($\overline{X}$=3.64), respectively

3. Student

Summary of Basic Student Information Jiangling Town Central High School Dazhou City.

Summarize the opinions of music students towards the promotion of music teaching activities in the environment (Context), the input (Input), the operation (Process), the output (Product), the school Jiangling Town Central High School Dazhou City.

1.The average overview of all aspects was at a high level ($\overline{X}$=3.58) when considering each side found Productivity (Product) was at a high level ($\overline{X}$=3.90), where the students' opinions were ranked number 1, followed by Import factors (Input) Personnel Also at a high level ($\overline{X}$= 3 .72), the building is at a high level ($\overline{X}$= 3.55), the operation (Process) ($\overline{X}$= 3.55), which is also at a high level for the environment (Context), the input factor (Input), the budget Material equipment were at the medium level, respectively, in terms of the environment (Context) ($\overline{X}$=3.49), the input factor (Input), the budget ($\overline{X}$=3.45) and the input factor (Input), the material aspect Equipment ($\overline{X}$=3.39).

2. The opinions of the music students in the overall environment (Context) were at a medium level ($\overline{X}$=3.49). When considered individually, it was found that maximum. There was an evaluation of the atmosphere in the classroom and the school area conducive to organizing music teaching activities. was at a high level ($\overline{X}$=3.54) and followed by an overview of the environment conducive to music teaching activities. at a high level ($\overline{X}$= 3.54), the least There was supervision and follow-up on the atmosphere in the classroom and the school area conducive to music teaching activities at a medium level ($\overline{X}$= 3. 39), respectively.

3. Student Opinion Music Education In the overall factor Import (Input) Personnel in the overall average is at the level very high ($\overline{X}$=3.72). When considering individually, it was found that both at the same high level respectively as follows. The school has a plan to consider organizing teachers to teach music according to their knowledge and abilities ($\overline{X}$= 3.86) and inviting local speakers to help organize music teaching activities ($\overline{X}$= 3.57).

4. The opinions of the students towards the overall music teaching activities. The input factor (Input) the budget. The overall level was at a moderate level ($\overline{X}$=3.45). When considering individually, it was found that maximum. Teachers received adequate budget support for music teaching activities at the high level ($\overline{X}$=3.54), followed by Students are supported for the cost of traveling to the music learning center of continuous student in the medium level ($\overline{X}$= 3.50) and the lowest Students receive support for traveling to local music learning centers of teachers adequately ($\overline{X}$=3.32).

5. Student opinions on the average overall indigenous music teaching activities. The input factor (Input) The material side was at a moderate level ($\overline{X}$=3.39) when examining all items found Teachers receive supervision, follow up, help, repair, use materials. Music equipment First ($\overline{X}$=3.50), moderate level, followed by Students are exploring the material. Musical equipment to meet the needs of the learners ($\overline{X}$=3.46) moderate level and teachers are

encouraged music equipment quality and sufficient for teaching and learning activities ($\overline{X}$=3.32), medium level.

6. Student opinion Music in the overview of the input (Input) of the building. The overall level was at a moderate level ($\overline{X}$=3. 55) . When considering individually, it was found that maximum The school has set up a proper music classroom. stable and safe at a high level ($\overline{X}$=3.71), followed by the students had planned the use of the music room, the average was at a high level ($\overline{X}$=3.64) and the least, the students had continually monitored the use of the music room. was at a moderate level ($\overline{X}$=3.43).

7. Student opinions to music teaching activities In the overall operation (Process), the overall level is at a high level ($\overline{X}$= 3. 55) . When examining the items, it was found that maximum Teachers promote music learning according to the students' interests. was at the very first level ($\overline{X}$=3.89), followed by Teachers organize music teaching activities. by inserting moral Ethics and Desirable Characteristics was at the high level ($\overline{X}$=3.82) and the lowest the students had planned to manage the school curriculum together with the basic education school committee at a moderate level ($\overline{X}$= 3.14).

8. Opinion of music students Overall, the output (Product) was at a high level ($\overline{X}$=3.90). When considering individually, it was found that students who studied music had the first desirable characteristics ($\overline{X}$= 4.07) at a high level. followed by students studying music moral Ethics were at a high level ($\overline{X}$=4.00) and students who studied folk music have higher academic achievement at a high level likewise ($\overline{X}$=3.71).

Discussion/Conclusion

The results of the first objective study found that new media lacks normative construction. This may be because the dissemination and development of new media relies on the Internet, and the speed of information transmission is fast, no matter which social class they come from or what level of education they have received. What kind of character characteristics does it have? In the real society, it is all maintained by social relations. Individual behavioral concepts are often restricted and bound by traditional concepts, inner beliefs, and social public opinion orientation. With the rise of new media communication methods, everyone can Spread your ideas online.

The results of the second objective study found that colleges and universities are insufficient in new media management, which may be due to: 1. Cognitive bias. Colleges and universities often think that the supervision of new media is a matter of the government, ignoring the characteristics of new media. The main body of colleges and universities is students. Until new media is widely used by student groups, colleges and universities formulate some rules and regulations to regulate the use of new media by students, but such rules and regulations are often an after-the-fact decision and lack of effective implementation, which plays a role in the effect is not very significant. 2. It is difficult to change the teaching concept. College students have a strong ability to accept new things, and the classroom teaching is still the traditional model, and its attractiveness to students has declined. Classroom teaching also has knowledge that is close to the life of college students and a teaching method that is entertaining. There are also teaching contents and rich theoretical results that are attractive to students. However, in the classroom, students' attention is often concentrated on their mobile phones. This requires a change in teaching concepts. 3. Media literacy education is insufficient. Although the popularity of new media among college students is very high, most schools do not understand the norms of using new media, lack a clear understanding of media literacy, and

have no basic theoretical knowledge. 4. Insufficient teacher training. When students overuse new media in the classroom and affect classroom teaching, quite a few teachers are instantly at a loss. Teachers are accustomed to traditional teaching methods and students' traditional classroom listening methods. New media lack effective measures.

The results of the third objective study found that the self-management of college students is insufficient, which may be due to: 1. open-mindedness. The convenience of communication tools makes it easy for students to hide in the classroom, and information from the outside world can be responded to in the first time in the classroom, making it easier for students to focus their attention outside the classroom. 2. Behavioral autonomy. New media is a space designed with me as the center. In this space, everyone is equal. Using new media, college students can arbitrarily choose their areas of interest without being restricted by the outside world. The choices in these fields tend to be entertainment rather than the choice of teaching resources that suit them. 3. Identity anonymity. The anonymity of identity allows students to express themselves openly without worrying about the consequences. Worrying about revealing their identity, basically they can do whatever they want in the new media environment. This kind of low restraint brings high temptation to college students. Since there are many things that can be done, coupled with the lack of classroom supervision and the lack of self-discipline of some college students leads them to seldom use new media to learn theoretical knowledge in the classroom. 4. Thinking dependence. The materials obtained through new online media often come with auxiliary information such as text, pictures, animation, and audio. This more intuitive and vivid form of knowledge transfer is easily accepted by college students, but this kind of knowledge transfer without the process of human brain thinking and sorting only stays at the level of superficial reading. The performance of this behavior in classroom learning It is a simple information search that lacks rational thinking. Over time, it will over-rely on new media and lack the ability to discriminate and judge the information provided by new media, which is not conducive to the formation of college students' thinking ability.

Countermeasures
From the findings, the researchers make the following recommendations:

The results of the study found that it is necessary to strengthen the education of college students' new media literacy. Therefore, relevant institutions should take action. As follows: 1. Pay attention to the education of new media knowledge. First of all, add new media literacy education content to the curriculum, explain to students the relevant knowledge of new media types, characteristics, uses, etc., and use communication, informatics, media ethics, and related legal knowledge as knowledge aids to form a set of behaviors. The most effective new media literacy theory is added to the student achievement assessment project. Secondly, add new media knowledge to the content of moral education and publicize it in various forms to introduce new media application knowledge to students. 2. Cultivate the ability to use new media correctly. To cultivate students' ability to obtain information, interpret information, identify information, express information, and criticize information in the face of mixed information. 3. Cultivate the self-education ability of college students. In the education of individuals, self-education is one of the leading methods. Consciously carry out self-awareness, self-regulation and self-management, and then realize the importance of media literacy. Stimulate the initiative of college students' self-education, and give full play to the main role of college students' self-education.

The results of the study found that it is necessary to strengthen the supervision of new media communication in colleges and universities. Therefore, relevant institutions should take action. As follows: 1. Create a good network culture atmosphere. First, use firewall filtering technology to filter out some junk information. Secondly, conditional use of password settings and data encryption technology. A certain degree of encryption can effectively prevent some important information from being tampered with, copied, polluted, etc., and reduce the negative impact on college students. At the same time, the campus network is monitored in a timely and effective manner, and problems that may be caused are recorded in real time to avoid mass incidents and emergencies caused by the spread of new media such as the Internet. 2. Strengthen the management of campus network public opinion. Use a unified network interface and enforce a unified security policy to access the public network. 3. Strengthen the construction of campus culture. Carry out a variety of educational activities to effectively relieve the psychological problems of college students. Through the construction of these campus cultures, create a good campus cultural atmosphere and avoid the negative impact of new media on college students.

The findings of the study found that traditional classroom teaching methods need to be transformed, and therefore, relevant institutions should take action. As follows: 1. Encourage the integration of new media into classroom teaching. Effectively regulate and control students' Internet access, give full play to the positive role of the new media network in the classroom, minimize its negative impact, and make it an auxiliary tool for classroom teaching. 2. Build a new teaching environment. In the teaching process, fully mobilize the information exchange between students, so that students have space to express their opinions, can promote them to form a sense of group belonging and group emotion, stimulate the enthusiasm of members within the group to participate in learning, and help the cultivation of innovation ability and the formation of a good teaching atmosphere. 3. Change teaching ideas. In the daily teaching process, teachers gradually convey to students the media literacy that keeps pace with the times, so that students can use new media in a moderate manner. In the process of classroom teaching, teachers guide students from two aspects. First, convey information to students in the cognitive stage, in order to tell students how to think specifically, to display the knowledge that needs to be taught, and then let students take the initiative to obtain relevant information about relevant knowledge. Second, tell students how to think so that students can form their own original views or viewpoints. Let students continue to actively think, and constantly update the concept of media.

The results of the study found that the monitoring of teaching effect needs to be strengthened. Therefore, relevant institutions should take action. As follows: In the new media environment, teachers can make full use of the interactive and time-sensitive features of new media to build a new media platform for interaction between teachers and students, so as to understand students' learning dynamics and feedback on teaching effects. Students express different opinions, so that teachers can quickly and accurately obtain feedback on teaching activities. In addition, teachers can also deeply understand the learning situation of individual students and the learning dynamics of students.

Suggestion

With the advent of the information age, new media technology is highly developed, and the use of new media has become very common among college students. The impact of new media on college classroom teaching has also become one of the key issues in the reform of school classroom teaching. The virtuality and openness of new media also make our space become smaller and smaller. The new media represented by the Internet has an impact on people with its unprecedented potential. College students, as the main application group of new media, It is of great significance to study the impact of new media on college classroom teaching.

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