

An Analysis of College Music Education Reform Based on the Perspective of National Culture Inheritance

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Abstract: With the continuous development of the era, the inheritance of national culture has been paid more attention in the current education field. Therefore, as the main places of education, colleges and universities should also undertake the corresponding inheritance obligations and guide students to pay more attention to national culture. In this context, college music courses and other related content also need to be reformed and innovated from the aspects of educational philosophy, teaching content and teaching methods. At the same time, it is necessary to combine the actual teaching situation with the needs of national culture inheritance, so that it can be further developed in the new era. This paper mainly starts with the importance of college music education reform and the integration and development of national culture inheritance, and deeply analyzes the reform path of college music education based on the perspective of national culture inheritance, hoping to provide some new teaching ideas for relevant teachers to make contributions to the reform and practice of college music education.

Keywords: National culture; Inheritance; Music education; Reform path

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1. Introduction

In the constant development of the social structure, it has gradually become a whole composed of several ethnic groups. With the formation and optimization of modern society, various ethnic groups have formed a trend of diversified development, and after a long period of in-depth communication and integration, national culture will present different looks in all kinds of artistic expression forms and inheritance ways. In the process of interacting with each other, it develops continuously. Therefore, to ensure that this special social structure can move forward more smoothly, it is very important to guide students to inherit national culture. Therefore, college music education can fully integrate this bridge of inheriting national culture into students' learning process and lay a solid foundation for the innovation and further development of national culture in the future. At the same time, colleges and universities also need to undertake the important task of inheriting national culture,

constantly penetrating it into music education courses, deepening students' understanding of national culture and understanding degrees to build a new music teaching system.

2. The importance of college music education reform and the integration and development of national culture inheritance

2.1. Promoting the inheritance of national culture

The integration of national culture in college music education can have a very positive impact on its future inheritance work. On the one hand, integrating ethnic music into the college music education system can effectively protect the uniqueness of each ethnic music culture, and also ensure the diversity of educational content ^[1]. In college music classes, in addition to teaching special musical skills, students can also be guided to have a deep understanding of the relevant history, forms of production, artistic characteristics and spiritual connotation of corresponding ethnic music. In this form of education, they can effectively cultivate their sense of identity for traditional ethnic culture. On the other hand, promoting the further integration of national culture inheritance and college music education is conducive to broadening the corresponding forms of communication and expression for national music, which also provides the possibility of innovation in the future musical instrument playing methods and singing skills ^[2]. At the same time, it can further carry forward the spiritual connotation and cultural value of folk music to continuously improve their musical expression. In addition, in this way, people from all walks of life can gradually increase their attention to folk music culture, thus creating more ways to train more professional music talents and spread Chinese culture.

2.2. Improving students' cultural literacy

Under the background of ethnic culture inheritance, colleges and universities need to fully understand the important educational function of ethnic culture in music education, to truly implement the effect of reform ^[3]. In this process, music education in colleges and universities can take ethnic culture as the basis of educational reform and innovation, take improving students' comprehensive cultural accomplishment as the main goal, and constantly optimize the corresponding educational methods and teaching contents. The spirit contained in the ethnic culture itself can also imperceptibly improve students' cultural accomplishment, and at the same time, it has the educational function of cultivating students' comprehensive quality. For example, it can have very good teaching results in the aspects of setting lofty ideal goals, cultivating tenacious character and cultivating patriotic feelings ^[4]. In addition, in the process of learning, students can use the content of music classroom teaching as a medium, and the knowledge related to national culture can guide them to have a deep understanding. In this way, their learning initiative can be effectively improved, so that they can have a deep understanding of the lofty spirit contained in national culture, and constantly enhance their sense of national honor. In the future growth process, they will gradually form an indomitable character and promote the improvement of their comprehensive quality.

3. The reform path of college music education based on the perspective of national culture inheritance

3.1. Innovating music courses and enriching educational content

In the overall educational activities, teaching content is the most important foundation. Therefore, when promoting the reform of college music course education, it is necessary to reorganize and construct the teaching

content first, take the ethnic music culture as the feature of the music course education system, dig out the relevant ethnic cultural background knowledge, and integrate it scientifically and reasonably according to the original teaching content and course arrangement to continuously enrich the existing educational resources. This is to ensure the true implementation of the work direction of enriching teaching content, but also to prepare for the relevant teaching reform work of inheriting national culture in colleges and universities ^[5]. At the same time, ethnic culture and other related content can serve as an important carrier in the process of music teaching reform, providing a new learning direction for students. In the traditional teaching system, the music knowledge related to ethnic culture that students are exposed to will have certain limitations, which can no longer meet the increasingly rich learning needs of students, which will also limit their development to a certain extent. Therefore, effectively creating an overall environment for inheriting national culture can provide students with an excellent learning atmosphere, and they can further understand the richness of music knowledge. Therefore, in the teaching reform work, teachers of relevant majors must have a deep understanding of students' overall learning situation, take cultural background knowledge as the basis of teaching, and constantly strengthen students' understanding of various ethnic music content ^[6]. For example, in the class of music appreciation, teachers can use multimedia equipment to play ethnic music tracks related to the course content for students, so that students can have an intuitive understanding of ethnic music in the process of learning, and provide certain help for them to carry out targeted background investigation in the future ^[7]. In this way, students can have a deep understanding of ethnic music and related cultural connotations, and teachers can insert explanatory content appropriately in the process of students' exploration to timely solve the problems in the process of students' learning. In addition, college music education can also innovate the form of music education, and set up special teaching courses in combination with the unique characteristics of national music culture, to enrich the teaching structure and further expand the content of music education. For example, teachers can use folk country music as teaching materials to guide students to focus on folk music and characteristic music culture while learning traditional music culture, and constantly conduct in-depth research to find more different musical forms, laying a foundation for the inheritance of national culture ^[8].

3.2. Carry out publicity activities and intensify publicity

Under the current development situation, national culture has become the focus of attention of all sectors of society. Under this trend, domestic colleges and universities need to take a more positive attitude to promote the further development of music education and national culture inheritance. Colleges and music teachers should adhere to the student-oriented teaching principle, adjust traditional teaching concepts, and on this basis carry out cultural publicity-related activities, by taking various measures to increase the corresponding publicity efforts, expand the scope of national culture in the student group, so that they can continuously deepen the understanding of national culture and national music ^[9]. On the one hand, teachers need to treat the differences between current music cultures dialectically. In the existing music classes in the teaching system, professional teachers can set up special ethnic culture courses. By telling students about the origin and development of corresponding ethnic culture and music, they can enhance students' understanding and cognitive scope, and pass them on in this way, so that students can realize the importance of inheriting and developing ethnic culture and improve their ideological consciousness. This is to set up a good sense of mission and responsibility for them and also to promote students to become the disseminators of national culture ^[10]. On the other hand, colleges and universities can create a good national culture education atmosphere through campus culture construction, and at the same time, add various forms of national culture and music culture-related activities to build a campus environment

with rich cultural connotations for students^[11]. For example, photos of various kinds of musical equipment involved in different ethnic cultures can be regularly displayed in the campus publicity column, to deepen students' understanding of ethnic instruments.

At the same time, the propaganda role of campus radio can be played to select a fixed time to explain various ethnic instruments, ethnic music culture, and other related stories to students, and play the tracks of corresponding Musical Instruments, to create an atmosphere for the whole school to learn ethnic culture^[12]. In this environment, students can also be motivated to learn music and national culture, so that they can deeply understand the internal thoughts and emotions of national music and the value of the era. In addition, music teachers should also give play to their educational functions and set a good example for spreading national culture. In daily teaching activities and students' study and life, the music classroom can lead students to learn special national instruments and related songs, select a direction to carry out in-depth exploration activities, so that students can receive a very in-depth education process in the class, and in this process, guide them to master the singing methods of related songs. After the completion of the class content, the national music chorus competition will be carried out^[13]. Through cooperation and communication between groups, the competition can deepen students' understanding, improve their teamwork ability, and lay a solid foundation for the explanation and implementation of subsequent courses.

3.3. Increase the proportion of practice and improve the learning effect

In the perspective of developing national culture, with the continuous development and progress of the era, the related research of national music culture has become more in-depth. In the student group, the number of students who choose to learn ethnic Musical Instruments is also increasing, and many students will learn ethnic Musical Instruments in their spare time^[14]. All these show that national culture has become more important in China's education system. By learning these skills and cultural content, these students can regulate their behavior in daily life, showing good personal literacy and learning quality. Therefore, to inherit and develop national culture more effectively, college and music teachers must exert importance on the combination of theory and practice, and constantly increase the proportion of practice in the learning process so that students can deeply understand the value of national music in the process of personal participation^[15]. To be specific, colleges and universities can organize rich folk music practice activities to enhance students' learning experience. For example, folk music performance activities can be held regularly, allowing students to organize relevant performance groups by themselves, and select performance pieces within a certain range for in-depth learning. Through this complete experience process, students can feel various emotions contained in folk music. At the same time, the study also carries out folk music collection and other related activities. Music teachers can lead students to go deep into the birthplace of local folk culture, guide them to make field trips and learn the real origin stories from relevant folk music and culture artists, to deepen their understanding of folk music and culture. Colleges and universities can also hold special ethnic music creation competitions for students. After students have completed certain ethnic musical instrument learning, special competition venues can be allocated for students to encourage them to create music works with ethnic characteristics to stimulate their creative enthusiasm, and constantly improve students' innovation ability and learning effect.

4. Conclusion

In the reform of college music education and national culture inheritance, it is an important trend to promote the

development of college music education in the current era to promote the combination of national culture and current teaching forms. In this way, the scope of inheritance of national culture can be continuously expanded, and it also has a very positive impact on modern music education. Therefore, music education in colleges and universities also needs to keep up with the development of the era, timely update the teaching content and optimize the teaching structure to continuously meet the increasingly personalized and differentiated learning needs of students. Under such circumstances, college music education must pay attention to students' acceptance of ethnic culture, innovate the teaching mode of music courses from the perspective of cultivating students' self-confidence in ethnic culture, and use ethnic culture to enrich the teaching content. At the same time, campus publicity activities should be carried out so that students can have access to a rich variety of ethnic cultures within the scope of school life. Finally, teachers should also realize the importance of practical activities, increase the proportion of practical activities in teaching, and promote the improvement of students' musical skill level and innovation ability.

Disclosure statement

The author declares no conflict of interest.

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