

# *Research on the Integration of Weifang Primary Education Curriculum and Local Music Culture*

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**Abstract:** Culture is the soul of a person and the backbone of a place. The integration of the course is attached to music culture and local music, mainly from the music culture of the local music culture view and the perspective of the local music culture. And from the standpoint of the adaptability of introductory education course to the teachers and students, the “national curriculum - local music culture - school curriculum” train of thought and put forward a kind of new curriculum form by studying the grafting of relevant local music culture background, teachers' thinkings, and experiences and combining their own experience and resource integration, putting students' core accomplishments cultivation at the first place, making theme music culture as the mainline, advancing the discipline integration strategy. Therefore, creating a new application of “deconstruction-refactoring-expand-innovation” based on the curriculum programmed by other persons.

## **1. Introduction**

With the development and reform of education in China, more and more educational concepts are integrating into modern education, which puts forward a requirement of schools to pay attention to students' academic performance and build up a people-oriented conception. And the all-around talents cultivation strategy should be implemented. In the meanwhile, not only to students but also focus on the quality of teachers. That of introductory education courses with local music culture in school culture as the main body, based on teachers' cognition and understanding of the local music culture, combining rich teaching experience and individual life experiences as well as making absorption and internalization of other good teachers' teaching experience and of the local music culture and the integration of course books with a suitable way to teach students. It pays attention to the mastery and application of students' knowledge content and pays attention to establishing and cultivating students' thoughts, emotions, and aesthetic concepts. It is no longer limited to a certain standard but meets the needs of the society for talents. For music courses of primary education, it is essential to cultivate students' emotional ideas. The concept of quality education is put forward, making the college music education pay more attention to the overall development of students, in the process of teaching, in pay attention to students' understanding of music knowledge and application, develop the students' ability to think emotional consciousness and emotion, help students to fall in love with music, in the life looking for the beauty of music, form a good living habit. Therefore, this study will focus on the educational concept of primary education curriculum, explore and innovate the teaching method of integrating school-based curriculum and local music

culture in music classroom of primary education, promote a local culture for students, and realize the overall development of students.

## **2. The Significance of the Integration of Local Music Culture in Primary Education Curriculum**

The establishment of the new curriculum resource view is the new requirement of The Times development and the internal demand of the reform and development of primary education in China. The development and rational use of school-based curriculum resources based on local music culture are helpful to improve the cognition of the society on curriculum resources, to deepen the connection between teachers and schools and community, to deepen the inner cultivation of teachers, and to educate the influence of local music culture on students' learning consciousness and learning habits under the cultural background. Integrating primary music education and local music culture is an effective way to improve teachers' enthusiasm for developing curriculum resources. Break the traditional curriculum concept of teachers in the textbook and curriculum compilation outside the situation. Teachers must play an active role in developing curriculum resources of primary education and integrate local music culture. In essential education curriculum resources with local music culture fusion process, the teacher needs to have a strong sense of resources integration, analyzes the local severe and the characteristics of the primary education, combined with the related cultural background and personal understanding and experience, starting from the development of core literacy, cultural theme as the core, with music discipline integration strategy, make full use of existing resources, Proactive development of potential resources, let teachers and students' real-life experience into the primary education curriculum become an essential part of the teaching content, let the teaching in the true sense of "alive," build a scientific, open, dynamic and innovative curriculum concept, promote the comprehensive development of students' core literacy.

## **3. Investigation on the Current Situation and Integration Demand of Primary Education Curriculum and Local Music Culture Education**

### **3.1 Basic Education Curriculum Education Status Quo**

#### **3.1.1 There Are Limitations in Teacher Consciousness**

In recent years, a new round of curriculum reform has been gradually implemented. It has steadily become an essential task of music class in primary education to win students' understanding and identification of local music culture through local music teaching. According to the questionnaire results, more than 65% of music teachers lack in-depth knowledge of how to respect students' unique experiences, guide students to strengthen the understanding of local music culture, and realize the integration of local music into the music class of primary education. It is difficult for students to truly understand the connotation of local music culture in the teaching process. The results show that 55% of the teaching of local music is still based on the rigid "guidance" of teachers and the "blind following" of students, which generalizes the perception and experience of students in the process of learning and understanding local music, and cannot carry out the integrated teaching of local music from the perspective of students' subjective experience.

#### **3.1.2 Lack of Local Music Culture Propaganda and Popularization**

On the questionnaire survey of primary education of teachers and students, in primary education in the music class, the teacher mainly through repetition drill singing songs to teach all kinds of songs singing methods and techniques, for students in the classroom attaches great importance to

the learning effect. Still, a lot of times, repetitive practice makes students feel boring. Moreover, local music is often not as easy as pop music to arouse students' interest in learning. This traditional teaching method is challenging to stimulate students' resonance of local music culture. It requires teachers to thoroughly combine factors other than music knowledge to assist teaching, among which the culture related to local music is one. Timely popularization of local music culture can give students a more profound understanding of music creation background and the writer's psychology, experience in the development of the music of the regional music culture trend, appreciate the charm of music development, but 80% of the music teacher didn't attach importance to the role of the local music culture, ignoring the students themselves with the help of culture, to experience and understand the local music, It isn't easy to motivate students to learn local music culture.

### **3.1.3 Teaching Methods Are Relatively Backward.**

Generally speaking, the primary music classroom teaching content is relatively fixed, the established provide the convenience for teachers, teaching content and methods of at ordinary times you need to according to the original order to carry out classroom teaching, this can make the classroom teaching process “based on the” “to participate for this” phenomenon is widespread, lack of students' ability to accept, Problems encountered by students are also difficult to be dealt with in time. At the same time, the survey found that, in terms of teaching methods, primary education music classroom teaching is given priority to with linguistic music teaching, through teachers led recite to drive students, this way is hard to combine with the practice, the local music often require students to associate specific situation to realize the connotation, so it isn't easy to use the corresponding position and experience to mobilize the enthusiasm of the students to participate in.

### **3.2 Local Music Culture Integration Needs**

Generally speaking, the music will be carried out in specific lessons before the class, the teacher makes teaching contents and teaching target for each of the music, in a survey of primary education teachers, found that 80% of the teachers tend to teach students intonation, remember the lyrics of this song as the goal, this makes the students in the class, again and again, remember the lyrics, sing along with songs, This also forms the teacher to teach arduously, the student learns the situation passively, the local music teaching is no exception. Many teachers only ask students to imitate local music passively, so it is difficult for students to understand the sense of music and rhythm truly. They can only replicate mechanically, so it isn't easy to obtain the connotation of local music, which will affect students' interest in learning and discourage teachers' enthusiasm.

## **4. The Function of Music Education in Local Music Culture Inheritance of Basic Education**

### **4.1 Helps Students Increase Their Knowledge and Improve Their Taste**

Generally speaking, there are two primary sources for students to acquire music taste: one is the direct acquisition, that is, to use their own practical experience to acquire knowledge in the study and life of music class; The other is the indirect acquisition, that is, the continuous acquisition and accumulation of knowledge based on the understanding of a variety of musical materials. Local music can help students break through the limitations of time and region and provide an essential basis and carrier for students to expand their musical knowledge further. It is explanatory that local music also plays a vital role in acquiring musical knowledge and improving their artistic taste. Local music culture is integrated into the music class of primary education to enrich students' knowledge reserve of local music culture, expand students' knowledge of music and art, and

improve students' knowledge experience.

## **5. Strategies to Promote the Integration of College Music School-Based Curriculum and Local Music Culture**

### **5.1 Go Deep into the Folk, Feel the Culture of Local Music.**

Music classroom teaching is not only the teaching of music knowledge points; music culture learning and mastering is also an essential part of music teaching. The music culture is permeated into the music works, reflecting the background and taste of music itself. As mentioned above, it is difficult for local music to win students' understanding as quickly as pop music. Therefore, teachers should popularize local music-related culture to students in time, enrich students' knowledge and experience of local music culture, and attract students to learn and understand local music culture better. In class, the teacher wants to lead the students to learn and explore the formation background of the local music and deeply explore the local musician, understand the customs and cultural characteristics of the society at that time, a more profound sense when songs formed the writer's point of view, to help students further understand the connotation of the local music works, caused the resonance between the students and all kinds of local music works, In this way, students' interest in exploring and learning local music can be better aroused.

### **5.2 Enhance the Level of Theoretical Education and Cultural Exchanges**

When teachers integrate local music culture into music class, they should actively use music elements in daily teaching and life to stimulate students' interest in local music. On the one hand, teachers should actively combine music teaching with the learning of other subjects to make music develop in a more open direction and improve students' interest in local music with the help of other issues. Many issues, including fine arts, film and television, poetry, dance, and so on, have semantic meaning and visual sensibility with local music. In contrast, the music itself has strong non-representativeness and generality, enabling music to be well combined with many subjects to meet students' pursuit of colorful artistic style. On the other hand, local music is closely related to social life, so teachers should make use of musical elements in life to drive students' enthusiasm for learning, encourage students to collect relevant local music works and musicians from life in the teaching process, and encourage students to have a deep understanding of the singers and songs they are interested in. In addition, the teacher can also use the classroom, where the right place to post music class image, the local music and made a brief introduction of various kinds of famous masters, and actively organize local music singing competition, creating the atmosphere of the local music in the music class, lets the student in the classroom full of the flavor of the local music to accept the influence of the local music and enlightenment, Arouse students' enthusiasm for local music knowledge and sense of exploration.

### **5.3 Teach Students According to Their Aptitude and Improve the Teaching Quality of Introductory Music Class**

The introductory education music course advocates the free and open teaching mode; the traditional teaching model is challenging to produce the excellent effect; therefore, in the music class, the teacher should teach according to his appetite, the active reform teaching mode. First of all, teachers should select appropriate teaching materials and teaching methods in combination with students' personalized characteristics. For example, many students like the carelessness of local music, so teachers can choose positive content and simple melody to analyze and teach so that

students can form a resonance with the music. Secondly, teachers will conduct group discussion and cooperative learning when necessary, impart local music knowledge with students' interests and hobbies, encourage students to participate in the independent experience and practice actively, and help students learn music by observation, experiment, thinking, discussion, and consulting materials, to promote students' personalized development. In addition, teachers should strengthen physical training in teaching, help students to continuously obtain positive emotional experience in participating in local music communication or practice activities, and on this basis, get a richer sensory experience and a more profound feeling and identification of local music.

#### 5.4 Strengthen the Practice Teaching of Local Music

Teachers should actively improve the traditional teaching idea, should try to create favorable conditions, let the students try to play music or musical instrument so that we can further strengthen the students' understanding of the local music and identity, eliminate the distance of the local music, let the students be familiar with local music, thus providing the corresponding basis for excitation of students' learning interest. In addition, teachers should look for opportunities to set up local music appreciation classes, absorb well-known local music into local music appreciation classes based on textbook content so that students can have more opportunities to experience local music, and form a high-end and diversified course to stimulate students' interest in local music.

#### 6. Conclusion

Introducing introductory music courses is an integral part of primary education in our country, which is essential to transforming students' thinking mode and improving their comprehensive ability. Introductory music class should enable students to have a specific musical literacy and master the corresponding music knowledge and provide more support for disseminating excellent local music and the enrichment of music art. Cultivating students' musical literacy and interest in learning music is of great positive significance to the inheritance and development of local music artists. Therefore, promoting the integration of local music into the music class of primary education needs in-depth analysis and discussion. It is the development direction of elementary music education to realize the critical value of integrating local music in the music classroom of primary education in time and corresponding countermeasures for integrating local music in primary education.

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