

Study on the practice path of folk music teaching in college music appreciation course

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Abstract: Music has a profound cultural connotation, which can help people to express their emotions. In the music appreciation class in colleges and universities, teachers need to take folk music as a core teaching content, help students to better understand the profound connotation contained in folk music through the music appreciation class, and guide students to deepen their understanding of folk music, so as to improve their musical skills and creative ability. However, because the music appreciation courses in some colleges and universities do not pay attention to the practical links in music teaching, students cannot actually feel the connotation and emotion of folk music, which leads to it difficult to improve the teaching quality of music appreciation courses in colleges and universities. In this case, teachers need to make students better understand the process and skills of music creation through practical teaching, and they can also organize music competitions and performances to enhance the experience of folk music emotion and charm. This paper analyzes the teaching of folk music in college music appreciation, discusses the existing problems, and puts forward the practice path of folk music teaching.

As an important part of the excellent traditional culture of the Chinese nation, folk music has a unique musical style and profound cultural connotation. In the music appreciation class of colleges and universities, teachers guide students to listen to and learn folk music, feel the unique national style and cultural characteristics of China, and then deepen the understanding and understanding of Chinese folk music, and constantly enhance their cultural identity and sense of belonging. In addition, learning folk music can also make students feel the cultural exchange and integration between different ethnic groups, and promote the mutual understanding and respect between different ethnic groups.

1. The current situation of folk music teaching practice in college music appreciation course

1.1 The prevalence of diverse cultures and the impact of ethnic music

In recent years, with the continuous exchange and collision of various ethnic cultures, the music types that students are exposed to are becoming more and more diversified. As shown in Figure 1, the survey shows that the most popular music type of college students in universities is pop music,

while the audience group of folk music is relatively small. Under the influence of the trend of diversification, the expression form of traditional music has been impacted by modern music, such as pop music and rock music. China's folk music needs to reasonably deal with the influence of other folk music culture. In addition, some foreign music culture also affects the traditional folk music, such as western music, world music, etc., a series of influencing factors lead to the traditional national culture in inheritance and development faces great difficulties, some people think that folk music does not have modern innovation and expressive force, lack of competitive advantage with foreign music culture^[1].

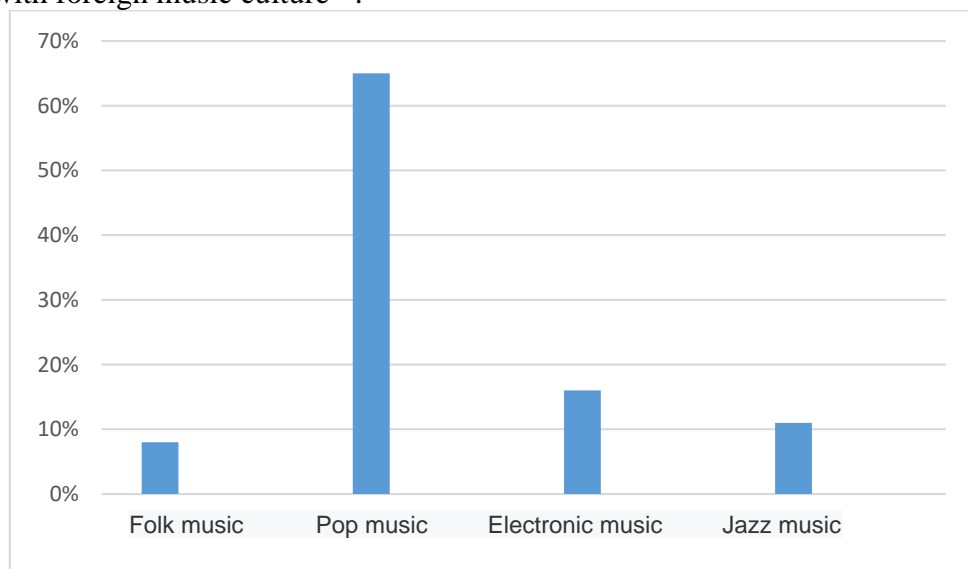


Figure 1: Bar chart of folk music, process music, electronic music and jazz music in universities

1.2 The teaching mode of folk music in college classroom is single

Modern university music appreciation class teaching method is still relatively single, most of the colleges and universities use the traditional teaching methods, such as interpretation, playing, singing, etc., failed to combine traditional folk music and modern teaching methods, only teachers on music theory knowledge and playing skills cannot let students effectively grasp the rich emotion and cultural connotation of national music, also unable to cultivate the students' music feeling and expression. In addition, most colleges and universities fail to actively develop the diversified teaching resources of folk music, and do not have excellent teaching videos and music books, which leads to students' inadequate mastery of the knowledge and skills related to folk music^[2].

1.3 Lack of ethnic music atmosphere

First of all, some teachers in college appreciation courses lack in-depth understanding of folk music, do not provide enough time and resources for students to deeply contact with folk music, but simply keep folk music teaching on the surface, lack of in-depth understanding and practice. Second, in most of the music appreciation class in colleges and universities, the school failed to perfect the folk music teaching equipment and environment, but more use of piano, violin and other western instruments, western instruments and the way of folk music, creation, emotional performance is not consistent, also can't let students really master folk music (Figure 2 classical Musical Instruments: guzheng). Finally, the music appreciation teachers in many colleges and universities lack in-depth understanding of the history and culture of traditional folk music, and do not play a positive role in the inheritance and promotion of folk music. They only lead students to simply appreciate it in class,

so that China's excellent folk music works are not fully displayed and spread [3].



Figure 2: Classical Musical Instruments: Guzheng

1.4 Teachers' lack of ethnic music literacy

The lack of folk music literacy of music teachers in colleges and universities is not conducive to their teaching practice. First of all, teachers' lack of folk music literacy is difficult to understand the unique cultural heritage of folk music. Part of the music teachers just master the basic music knowledge and music theory, failed to deeply understand the folk music historical and cultural background content, which leads to the music appreciation class, unable to excellent folk music unique evaluation and interpretation, unable to provide students with valuable music resources and information. Secondly, if teachers lack ethnic music literacy, they may have incorrect evaluation and interpretation of some ethnic music. Due to some complex expression skills and methods in traditional ethnic music, it may be difficult to understand the thoughts and emotions expressed in them if they have certain ethnic music literacy. Finally, teachers' lack of ethnic music literacy cannot provide students with comprehensive music appreciation courses. Because most of the college music appreciation courses attach more importance to pop music and western music, the teaching practice of ethnic music is relatively scarce. If teachers do not have profound folk music literacy, it is difficult to create scientific and vivid music appreciation courses for students, and students cannot lead them to deeply analyze the differences and connections between different types of music^[4].

1.5 Students' lack of interest in folk music

At present, there are two main reasons for college students' lack of interest in folk music. On the one hand, the modern education system lacks attention to the teaching of traditional culture and folk music. Most of the university music appreciation course using western music teaching mode, the key teaching of music pitch, rhythm, melody, but does not value the national music timbre, music structure and emotional expression teaching, which causes students to fully understand folk music, is not conducive to the cultivation of national music learning interest. On the other hand, under the background of modern society, people's acceptance of cultural diversity is constantly increasing, but to some extent, they ignore the inheritance of traditional culture^[5]. In colleges and universities, students receive a large number of cultural shocks from pop songs every day, leading to their lack of sufficient time and opportunity to contact traditional folk music, so they gradually lose interest in folk music.

2. The significance of folk music in college music education

As a traditional cultural and artistic form, ethnic music can play an important role in inheriting Chinese culture and carrying forward Chinese national culture. In music teaching in colleges and

universities, folk music, as a form of music education, plays an important role in the cultivation of students' music literacy. According to the survey of 100 college students, they think that the significance of folk music teaching is shown in Figure 3:

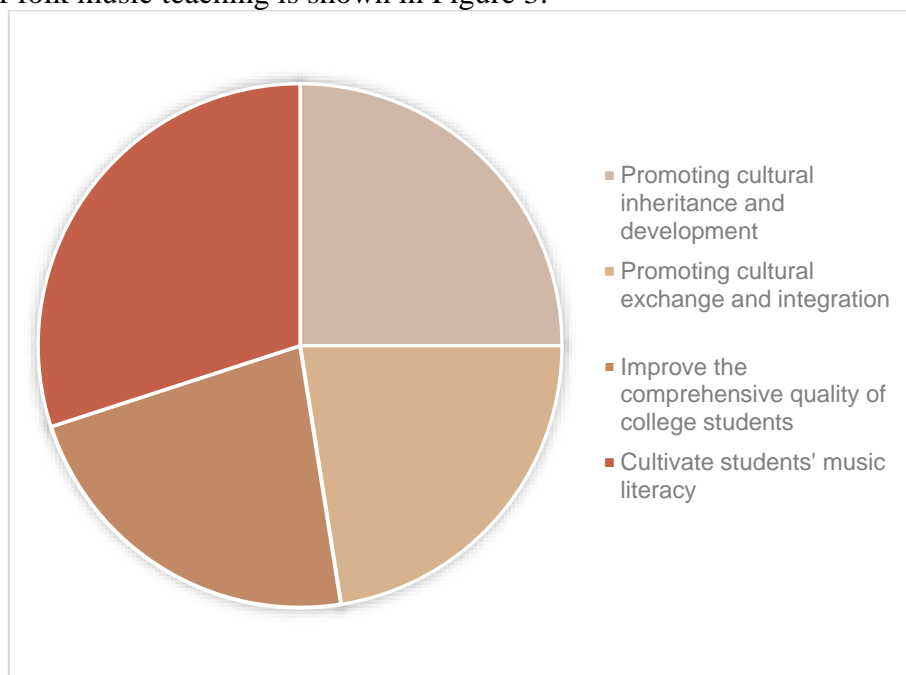


Figure 3: The significance of national music teaching

2.1 Cultivate students' musical literacy

In college music appreciation class, teachers lead students to learn folk music can help them to develop music theory knowledge and playing skills. Through folk music enables students to understand music, learn how to write and play Musical Instruments, which can help students to better master music skills. In addition, by learning the melody, harmony, rhythm, and music style and characteristics, can help students to improve music quality, so as to better appreciate and create music in life^[6].

2.2 Improve the comprehensive quality of students

Teaching folk music in the college music appreciation class can not only help students master music knowledge and improve music skills, but also cultivate their comprehensive quality. First of all, the teaching of folk music can improve students' aesthetic ability, which has unique aesthetic characteristics in folk music. At the same time, appreciation and learning can improve students' aesthetic interest and aesthetic ability, so that they can deeply feel the charm and aesthetic feeling of folk music. Secondly, the teaching of folk music can also cultivate students' team spirit. Most folk music needs to be performed collectively, and students need to play closely together. Through learning and appreciating folk music, teachers can guide students to strengthen their teamwork ability and communication ability. In addition, folk music teaching can also promote students' physical and mental health and all-round development. For example, in the performance and singing of folk music, students need to invest enough energy and emotion to achieve the effect of physical and mental pleasure. At the same time, through the study and communication of folk music, students can also improve their physical quality and immunity, and promote their physical and mental health and all-round development^[7].

2.3 It helps to promote cultural exchanges and integration

Learning ethnic music in the music appreciation class can not only help students appreciate the musical styles and cultural characteristics of various ethnic groups, but also understand the cultural differences and ethnic historical backgrounds of various regions, and deeply understand the different emotional experiences and cultural connotations contained in ethnic music through music performance and singing, so as to realize cultural exchanges. For example, when learning Han music, students can understand the characteristics and musical styles of Han culture, and when learning minority music, students can understand the culture, history and musical styles of other ethnic groups, so as to promote exchanges and cooperation between different ethnic groups. In addition, learning ethnic music can make the inspiration and creativity between different ethnic groups collide with each other, and constantly produce new creative inspiration. At the same time, the musical styles of different ethnic groups are integrated to perform, which can create a diversified musical style. Because of its distinct personality and characteristics, folk music is usually related to specific regions, nations, times and people, so it can promote cultural exchanges and integration between different nationalities. Learning folk music can help audiences better understand the cultures and traditions of different ethnic groups and enhance mutual understanding and respect.

2.4 Promoting cultural inheritance and development

The teaching practice of ethnic music in the college music appreciation course is conducive to the inheritance and development of culture. Through music appreciation, students can appreciate a large number of excellent ethnic music and learn the history, culture and ideal of different nationalities, which is of great significance to strengthening the cultural inheritance and development. First of all, as an important part of traditional Chinese culture, folk music has a unique musical style and playing skills, which can help people to express their feelings and thoughts. Learning folk music in the music appreciation class should not only learn the knowledge of music theory and performance skills, but also understand the Chinese traditional culture and learn the diversity of Chinese national culture, so as to enhance students' cultural confidence and help them to better inherit the Chinese culture. Secondly, learning folk music in the music appreciation class also helps to promote the development of the music industry. At present, most of the ethnic music works have a strong commercial atmosphere. Learning ethnic music can help students to better understand the nature and characteristics of commercial music, which has a positive impact on the development of the music industry. At the same time, ethnic music teaching can also cultivate the talents needed by the music industry and promote the development of the music industry. Finally, the teaching of folk music can promote international cultural exchanges, at present, more and more music works rich in the charm of across borders, through the appreciation of national music can realize the cultural differences between different nationalities and common, enhance the ability of intercultural communication and consciousness, to promote international cultural exchanges and integration is of great significance^[8].

3. Optimize the teaching path of folk music appreciation course

3.1 Introduce the concept of multi-culture to expand students' musical vision

Multicultural culture refers to the music culture under the background of different nationalities, regions, history and culture. These music cultures have their own characteristics and styles, such as rhythm, melody, harmony, instrumental music, etc. It is one of the effective ways to optimize the teaching path of folk music appreciation course to introduce the concept of multi-culture and

expand the students' music horizon. By introducing the concept of multicultural, students can contact the music styles of different ethnic groups and understand the musical characteristics and cultural origins of each ethnic group, which can help students to better understand the diversity of music culture. First of all, teachers can guide students to understand the music style and cultural background of different ethnic groups. For example, let students listen to some music from different ethnic groups, understand their music style and cultural background, and help students to better understand the music characteristics of each ethnic groups. Secondly, teachers can also let students watch some videos about different ethnic music, according to the cultural background and historical origin of which to help students to deeply understand the musical characteristics of each ethnic group^[9]. In addition, teachers can also have some discussions and explorations in class, so that students can have a deeper understanding of the music culture of different nationalities, so as to improve students' understanding and understanding ability of music culture.

3.2 Adopt diversified teaching methods to improve the teaching effects

First, the case teaching method is through the specific case theme teaching method, music appreciation class in colleges and universities, teachers can select representative national music cases, such as "pipa", "straight" repertoire, through interpretation and analysis to let students understand the understanding of different ethnic music characteristics, and feel the rich emotional connotation of folk music and charm. Second, the appreciation teaching method is to play video, audio, pictures and other forms for students to enjoy. In the music appreciation class of colleges and universities, teachers can play some representative ethnic music videos for students, or let students choose to appreciate them by themselves, so that they can deeply feel the charm of ethnic music. Thirdly, the discussion teaching method is to conduct music teaching through students' discussion, communication and sharing. In the college music appreciation class, teachers can group students, and then choose the representative ethnic music to appreciate and discuss in the group, and guide students to focus on the characteristics and connotation of different ethnic music in the process of discussion. Fourthly, in the music appreciation class of colleges and universities, teachers can also organize students to play or sing the ethnic music through the form of experience teaching, so that they can personally feel the thoughts and emotions conveyed by different ethnic music. At the same time, students can also be free to adapt and re-create ethnic music, and deeply experience the cultural characteristics of ethnic music through practical experience.

3.3 Combined with specific examples to deepen students' understanding of folk music

China's folk music contains unique artistic value and historical and cultural value. Teachers can combine specific examples in the music appreciation class to deepen students' understanding and perception of folk music, so as to better inherit and develop it. For example, teachers can let students appreciate the traditional Chinese opera music Liang Shanbo and Zhu Yingtai (Figure 4), which has strong local characteristics and artistic style. Through appreciation and learning of opera music, it can help students form a deeper understanding of Chinese traditional culture and dig out the value characteristics. In addition, students can also appreciate and learn minority music, such as Twelve Wood, to deepen their understanding of folk music. By combining specific examples, students can not only better understand the historical and cultural background of folk music, but also stimulate their interest and hobbies, so that they can love and appreciate folk music more^[10].

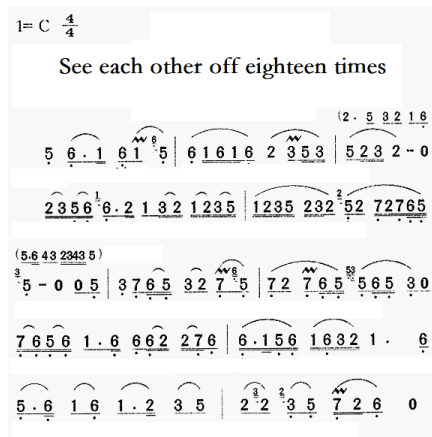


Figure 4: Liang Shanbo and Zhu Yingtai

3.4 Pay attention to practical operation, improve students' learning ability

In the teaching of ethnic music, teachers should provide students with certain practical operation opportunities, organize students to participate in concerts, ethnic music performances, music competitions and other activities, so that students can personally experience the performance and performance form of music, so as to improve students' music practice ability (as shown in Figure 5). In addition, students can also be assigned to make music videos, music photo albums, music games and other tasks, so that students can use their imagination and creativity to integrate folk music elements into their works, so as to enhance students' music creation ability. In addition, the students can also make the music score, recording or video of the folk music, or imitate and play the folk music. Through practical operation, students can better master the basic skills of music, and can also have a deeper understanding of the structure and connotation of folk music.

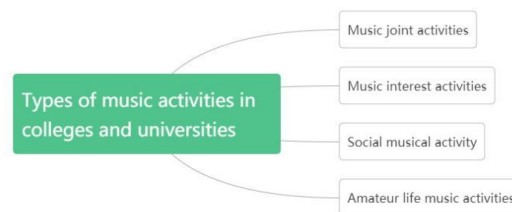


Figure 5: Type of college music activities

3.5 Strengthen the curriculum construction, and enrich the teaching materials and curriculum resources

Contemporary college students access to music resources is relatively rich, but due to the complexity and diversity of music discipline itself, teaching materials and curriculum resources are not rich enough, cannot meet the needs of students, at the same time, some music resources quality is not high enough, even misleading and pollution problems, is not conducive to the growth and development of students (figure 4 the main way of college students to obtain music resources). In order to strengthen the curriculum construction and enrich the teaching materials and curriculum resources, teachers need to take a series of measures. First of all, teachers should select the teaching materials and curriculum resources to ensure that the folk music in the music appreciation class is representative and professional, and can effectively cover the students with different learning levels. The teaching materials and curriculum resources should fully take into account the actual situation

of the students, so as to facilitate them to better understand and appreciate them. Secondly, teachers also need to actively introduce advanced teaching technology and teaching methods, which can use virtual reality, online video and audio analysis to stimulate students' interest and participation in learning (Figure 6). Finally, teachers should constantly strengthen themselves, and can constantly improve their music literacy and teaching level through teacher training, teaching research and other forms. At the same time, some teaching research activities should be carried out to explore the best teaching methods and strategies of folk music appreciation class, so as to promote teachers' teaching innovation and progress.



Figure 6: Main ways for college students to obtain music resources

4. Conclusion

In higher education, music appreciation course, as an important course, aims to help students improve their musical literacy and make them better understand and appreciate music. And folk music as an important part of the Chinese traditional culture, which contains the rich music art value, through the music appreciation class of folk music teaching, can effectively inherit the Chinese traditional culture, the promotion of folk music, can also for the future music learning and creation to provide a broader vision and more in-depth guidance.

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