

College Music Education Mode from the Perspective of Cultural Inheritance of National Music

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Abstract: Inheriting national culture requires educators to collect a large number of relevant materials, enrich music teaching resources and change the teaching methods of scripted courses, which will certainly promote the reform of university music education. Integrating national music into music education can better help students establish correct and positive values and enhance their core literacy, which is an effective way to cultivate high-quality talents. The inheritance and development of national music is directly related to the rise and fall of traditional culture. Under the existing education mode, universities want to better promote and inherit the cultural content of national music. In addition to the construction of necessary music teaching materials, they also need to actively carry out extracurricular practice content. Only by integrating extracurricular and extracurricular courses can music teaching in universities be effectively promoted. Based on the perspective of national music culture inheritance, in order to better carry out college music education, this paper makes a detailed analysis around specific measures, hoping to provide important reference value to relevant people.

1. Introduction

In university education, we should pay enough attention to the inheritance of music culture. In addition, while inheriting traditional music culture, we should also consider how to maintain our own characteristics. As an important treasure in Chinese culture, national music plays an irreplaceable role in enriching people's spiritual life [1]. These precious national cultures are constantly impacted by foreign cultures today. Some college students blindly worship foreign countries, know little about their own culture and have a weak sense of cultural belonging, which makes us have to worry about the future cultural inheritance and development [2]. Under the existing education mode, universities want to better promote and inherit the cultural content of national music. In addition to the construction of necessary music teaching materials, they also need to actively carry out extracurricular practice content. Only by integrating extracurricular and extracurricular courses can music teaching in universities be effectively promoted.

2. The necessity of inheriting national music in college music education

How to inherit and develop the national music in China's university music education in today's

world environment is a very meaningful thing. In this process, music is an important window for China to enter the international stage, and it is also an important aspect for China to enter the international stage. In the process of inheriting national culture, it is necessary to constantly dig and excavate relevant materials, constantly enrich and enrich music teaching materials, and constantly improve the teaching methods of script classes, so as to really promote the development of university music education. University music education is an important carrier for the inheritance and development of national music, which can create more favorable conditions for the inheritance and development of national music.

National music, which originates from people's production and life, is the crystallization of ancestors' wisdom and has unique national characteristics. It not only reflects the living customs, customs, cultural ideas and aesthetic concepts of the nation, but also has strong emotional appeal [3]. National music culture has its profound national complex, especially some educational themes, which can be used to carry out patriotic education and carry forward the spirit of patriotism, thus playing an active role in the inheritance of traditional culture.

In music teaching, the combination of national music inheritance and music teaching is conducive to students to establish correct and positive values, thus improving students' core literacy. National music is a special art form and a special art form. In today's increasingly diversified world culture, strengthening the education of national music culture for college students is not only an inheritance of China traditional culture, but also an inheritance and development of China traditional culture.

3. Problems existing in current university music education

3.1. The compilation of course textbooks is unreasonable

In the teaching materials, the teaching content of many national music is not closely related to real life, and the national music is superficially combined with modern culture, while the content related to emotional communication, ideological connotation and cultural inheritance is less [4]. Because there are not many arrangements for national music courses in universities, students have little contact with national music, which leads to students' lack of understanding and learning of national music and insufficient attention to national music. Under the multicultural background, universities tend to Europeanize music education too much, which leads to the lack of necessary curriculum arrangement for national music, which is very unfavorable to the inheritance and development of traditional national music.

3.2. Teachers' cultural accomplishment of national music needs to be improved

At present, in the education and teaching of national music in Chinese universities, the most prominent problem is the lack of teachers' own cultural quality of national music, which leads to their lack of in-depth and comprehensive understanding of national music culture when conducting national music teaching activities. The professional needs of music teachers in universities are mostly piano and vocal music, and ethnic music teachers are not paid attention to as a whole. Without a strong team of national music teachers, it is difficult to resist the invasion of western music culture in the multicultural background, and it is even more impossible for national music to go global [5]. At the same time, due to too much attention to western music teaching courses, such as piano and vocal music courses, the national music teachers' team is ignored, which also reduces the enthusiasm of teachers' teaching to a certain extent, making it difficult for the original national cultural inheritance and education mechanism to resist the large-scale invasion of European and American cultures, which has a negative impact on the development of national culture under the

international multicultural pattern.

3.3. Backward teaching concept

At present, in the music education of most universities in China, most students will not choose the course of national music independently. This is because they don't know about national music, so they think that the class of national music is boring and uninterested in learning this course. In the course of class, we can only follow the lecture notes, and its content is not profound enough, and the way is not novel and interesting enough to arouse students' enthusiasm for learning [6]. Universities and relevant people in society should attach importance to national music, realize its important significance, and then take corresponding measures, otherwise the inheritance and development of national music is just an armchair strategist, and it is impossible to gain an opportunity in the multicultural background. These music with the characteristics of the times can resonate with students more, which leads to students' inability to be interested in traditional folk music, which is also an obvious problem in the process of inheritance and development of folk music in music education in higher vocational colleges.

4. The construction of college music education mode from the perspective of national music culture inheritance

4.1. Deepen the reform of music teaching materials

In order to ensure the quality of national music teaching, in the selection and compilation of teaching materials, professional teaching materials should be given priority, and systematic teaching materials should be introduced as an aid. Therefore, in the teaching of national music, university music teachers should base themselves on the local music culture, design teaching content with national characteristics for students in combination with music textbooks, and explain more local music culture knowledge to students in the teaching process to enhance their understanding of national music [7]. Based on this, aiming at the music education in higher vocational colleges, it is necessary to enrich the teaching content by constantly optimizing the national music courses, and to integrate the music resources on the basis of timely and comprehensive understanding of the domestic and foreign music cultural trends, so as to create a fresh national music teaching classroom for students.

Under the background of multi-culture, the old national music teaching materials need to be updated in time. Social stakeholders should actively cooperate with universities, tap the connotation of local music, absorb the advantages of foreign music, and arrange teaching materials in time. In a word, universities should make full use of the national unified compilation of national music textbooks, on the other hand, they should combine with the local national music culture characteristics and compile corresponding local music textbooks in a targeted way. Through comparison, students can feel the unique charm of different national music cultures more deeply. Strengthen the construction of national music teaching materials in universities, so that students can also appreciate the unique charm of national music, so as to inherit and develop the future national music, and combine the content of national music with their own feelings, so as to have a deeper understanding and understanding.

4.2. Teachers to strengthen the inheritance of national music culture

Music teaching in universities plays an important role in the development and inheritance of Chinese national music. In music teaching, teachers' way of thinking is still biased towards the west,

but they don't pay due attention to China's national music, which restricts the inheritance and development of national music in university music teaching [8]. Teachers should actively learn the relevant cultural knowledge of national music in order to improve their own national music literacy, and should also strengthen their own skills training. While constantly improving their own music teaching level and adjusting their own ability structure, they should enhance their core literacy such as literature, music and aesthetics. Therefore, when teaching folk music, music teachers can teach students by appreciating works and performing musicals. For example, teachers ask students to sing duets when learning local folk songs and play a role when learning traditional Chinese opera. This teaching method is conducive to stimulating students' enthusiasm for learning folk music and achieving good teaching results.

4.3. Organize extracurricular folk music practice activities

University teaching activities can not be carried out step by step, so it is necessary to combine in-class and out-of-class activities and enhance the effect of in-class teaching with rich and varied out-of-class activities (Figure 1). The teaching of any subject is not for students to master knowledge and skills rigidly, but for students to apply them in social practice. Among the people who study musical instruments, many people will try to choose folk musical instruments, and many students will use their spare time to study music. Under such a music learning trend, the total score of this kind of students is not lower than that of other students, and this kind of students who study music can also show a positive learning quality in their daily life and study.

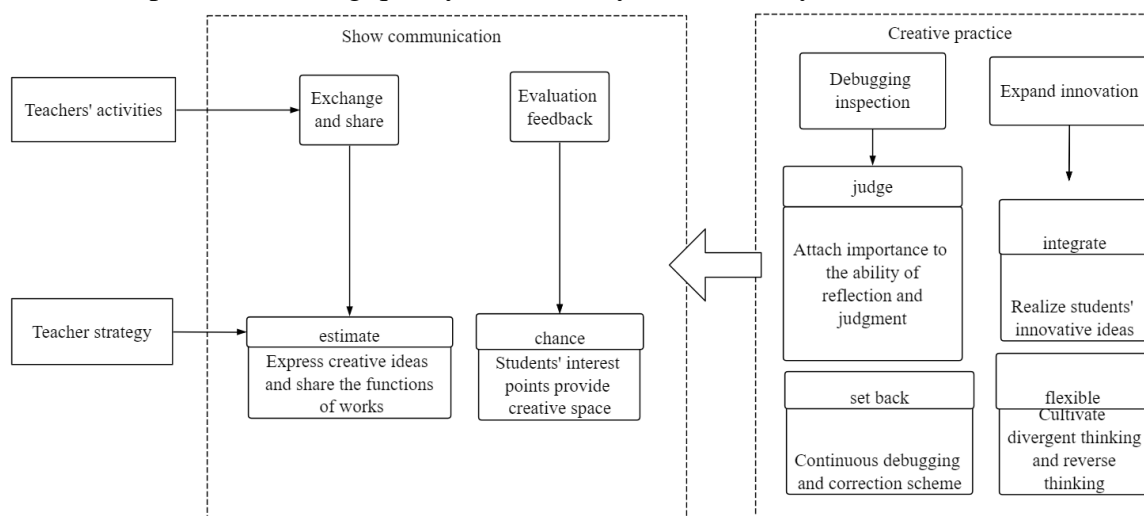


Figure 1: Music practice teaching

In the process of inheriting national music culture, universities should actively carry out social practice activities, encourage college students to go out of the classroom and inherit national music culture in social life activities. Universities embody national music culture and classroom teaching through recreational activities, which can effectively promote students to actively inherit national music culture.

By carrying out relevant social practice, students can stay away from the classroom, understand national music from different perspectives, and better inherit and develop it. At the same time, in the process of explaining the national music culture in universities, teachers can also attract students' attention in an entertaining way, so that they can actively participate in the inheritance of national music culture [9]. For example, by going out of the campus and participating in social activities, we can feel the cultural value of national music in social activities, so as to gradually

integrate into the atmosphere of national music inheritance and realize the spiritual connotation of national music culture and the value and necessity of inheriting national music culture.

4.4. Deeply tap into ethnic music resources

The formation of multicultural pattern is both a challenge and an opportunity for the inheritance and development of traditional folk music. In order to better inherit the national music culture, universities should constantly improve the attractiveness of national music culture in the process of music education reform, make great innovations in national music culture, organically combine national music culture with various music styles, and absorb the essence of other countries' music culture, thus enriching and perfecting national music culture. Under the existing music teaching mode, we should take a dialectical view of Chinese and western music forms, fully absorb the superior strength of western music culture on the basis of our own national music culture, promote the perfection of our national music culture with such a diversified development mode, promote the teaching effect of university music as a whole, and further demonstrate the superior strength of China music.

In order to get a good inheritance of our national music culture, we must treat Chinese and western music cultural forms dialectically, recognize the spiritual connotation of Chinese national local music, adopt the view of taking its essence and removing its dross, and appropriately absorb foreign music [10]. In this process, we need to pay attention to western music culture, not as mainstream music, but to put the Chinese national music culture in a correct position with other countries' music culture to avoid the decline of traditional music culture. Teachers can use multimedia teaching to make students feel the direct impact of music. Teachers can also design rich classroom links, create a relaxed and pleasant learning atmosphere, let students actively participate, show each student's personality and specialty through group discussions or games, and gradually integrate into the teaching of national music culture in a relaxed state, so as to further understand the spirit of national music culture.

5. Conclusions

As the main carrier of national music culture, especially in today's economic globalization and cultural diversification, it has become an important task for universities to strengthen music education and promote the inheritance of national culture. National music, which originates from people's production and life, is the crystallization of ancestors' wisdom and has unique national characteristics. It not only reflects the living customs, customs, cultural ideas and aesthetic concepts of the nation, but also has strong emotional appeal. In order to better inherit the music culture of the Chinese nation, as an important communication carrier, it is very important for universities to do a good job in music education. From the perspective of the inheritance of national music culture, music education in universities is also facing a new environment. Universities have done a good job in the inheritance of national music culture, established an effective training system, educated teachers of national culture to develop innovative and practical teaching styles, and carried forward the inheritance of national music culture.

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