

# Research on Development Strategies of Multicultural Music Education in China Based on Knowledge Mapping

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**ABSTRACT.** Multicultural music education is a very broad concept. Music experts, scholars, cultural experts and scholars have all explained it from different aspects. Multicultural education is an overall summary and generalization of educational concepts, teaching contents and teaching process. Its purpose is to enable the educated to learn from and master different cultures in the process of receiving education. Chinese people must attach great importance to it and solve problems in practice so as to provide necessary guarantee and support for the rapid development of multicultural music education in China. This paper attempts to study the development strategy of China's multicultural music education based on knowledge map, hoping to provide scientific quantitative basis and reference for the research at the forefront of music education.

**KEYWORDS:** Knowledge map, Multiculturalism, Music education

## 1. Introduction

With the development of knowledge visualization theory and methods, educators are actively using visual education methods to improve the quality of education. Multicultural music education is a very broad concept. Music experts, scholars, cultural experts and scholars have all explained it from different aspects [1]. Music education also began to change its direction under this background, and It is increasingly characterized by diversity. Multicultural education can enable people from different countries and nationalities to enhance communication and exchange and promote the sound development of various cultures [2]. From the translation and commentary of western multicultural education thoughts and practices, to the discussion of localization of multicultural education concepts, to the criticism of western multicultural education today, the research on multicultural education in China has a history of 30 years. Multicultural music education has played an important role in absorbing the world's outstanding cultures. China's multicultural music education reflects the local music education view from many aspects. This paper attempts to study the development strategy of China's multicultural music education based on knowledge map, hoping to provide scientific quantitative basis and reference for the research of music education.

## 2. Multiculturalism and Multicultural Music Education

The content of multicultural music education includes not only western classical and modern music, but also Chinese traditional and modern music. In multicultural exchanges, one point that needs special attention is to deal with the relationship between domestic culture and foreign culture, and to eliminate discrimination, exclusion and the idea of overall absorption. Multicultural education is an overall summary and generalization of educational concepts, teaching contents and teaching process. Its purpose is to enable the educated to learn from and master different cultures in the process of receiving education. We should start teaching from China's own national music and actively practice it in various disciplines, trying to establish a complete music education system with Chinese culture as the mother tongue [3]. People accept and appreciate every kind of music culture with a more tolerant attitude, respect the outstanding achievements of human spiritual civilization, and clarify the significance of "multi-music culture education". Understanding and grasping the research overview, context and trend of foreign music pedagogy is instructive for Chinese scholars to study China's music pedagogy, and is also of practical significance for the construction and prosperity of China's modern music education.

## 3. Major Problems in Multicultural Music Education in China

### 3.1 *The Ideological Understanding is Relatively Lagging Behind*

The Ministry of education of the people's Republic of China supports multi music education very much, and many education experts are aware of the importance of the development of multicultural music education. However, individual institutions and educators still lag behind in their understanding of multicultural music education. They often take the western traditional music education system as the standard, and place multicultural music education in a subordinate position. In the comparison with western culture, we can't help but think that western culture is superior to our own, and we have introduced and absorbed the beneficial things in foreign culture in the attitude of "foreign for China use" [4]. China's current music education is based on the two previous models, namely, the western music education model is used as a blueprint to construct China's music education model. There are some problems in the teaching content. There are quite few multicultural music teaching materials and related materials in our country. In music education, the proportion of western classical music is very large, especially in professional music colleges and music teacher education. More and more Chinese music education experts began to think about the implementation of music education in China. Breaking the "Eurocentric Theory" is not to abandon the classical music in Europe, but to abandon the "unification" and establish a "diversified" mode of thinking and education.

### ***3.2 Pay Too Much Attention to Theoretical Teaching***

In the actual pluralistic music education, too much attention has been paid to theoretical teaching. The healthy development of music culture is gradually inherited through the collision and blending of various cultures. Its development should not only purely absorb and draw lessons from the cultures of other nations, but also take the development of local music culture as the foundation [5]. However, the separation of theory from practice and the misunderstanding of teaching theory behind closed doors have also hindered the development of music teaching. Under the influence of this concept, European music education mode was introduced into China and became the mainstream mode of Chinese music education. The diversity of music education provides an effective way to coordinate the relationship between internal and external cultures. We must attach great importance to it and solve it in practice so as to provide necessary guarantee and support for the rapid development of multicultural music education in our country. If music exists in various cultures, then music is inherently multicultural. If music is inherently multicultural, then music education should be fundamentally multicultural.

### ***3.3 Students' Initiative is Restricted***

Diversified music education needs diversified music teaching materials and diversified teaching forms, but for now, many schools are deeply influenced by professional music and art colleges and universities and are difficult to realize. The content of music education in our country is limited to several countries in western Europe, and most of the pieces played on the piano are also the works of well-known western musicians. Teachers have been too prominent in their teaching, resulting in students not being able to really play the main role in the classroom. Entering the 21st century, the development of diversified music education in Britain has gradually matured. Asian and African music can be seen everywhere in British schools. To a large extent, it affects the nature and teaching effect of music courses [6]. However, the lack of teaching materials and materials for multicultural music in our country has become a major problem in the process of implementing multicultural music education in our country. In addition, the teaching equipment for various music majors is not perfect. Some music classrooms in colleges and universities are only equipped with simple multimedia, which makes it difficult to improve the quality of music teaching. Teachers and students' sense of teaching effectiveness cannot be brought into full play. Some people think that inviting musicians from different cultures to teach can not only ensure the excellence of teachers, but also ensure the authenticity of the music being taught. The society is generally aware of the importance of multicultural music education and supports schools to carry out multicultural music education. Therefore, it is feasible to carry out multicultural music education in primary, secondary and higher schools.

## **4. Development Strategy of Multicultural Music Education in China Based on Knowledge Mapping**

### ***4.1 Setting Up Multi-Cultural Music Values***

With the development of globalization, people can come into contact with many different music cultures gradually. Therefore, in the multi-music education, it is necessary to create a tolerant atmosphere. It is necessary to give full play to the important role of music culture education in improving students' music culture accomplishment and cultivate students' perception and understanding of multi-music culture. Many aspects of teaching practice should be carried out in music education. Schools, as the main body of education, need to provide more support for music education [7].

From the perspective of information science, through the study of the formation and expression of knowledge, the

technology of digital extraction, analysis and management of knowledge can finally be formed [8]. The construction process of knowledge map includes establishing knowledge map mode, acquiring data and extracting information, integrating knowledge, integrating knowledge base mode and data, as shown in fig. 1.

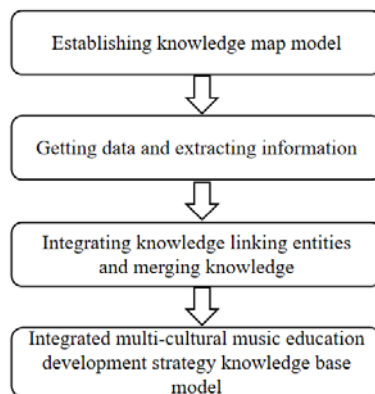


Fig.1 The Process of Creating a Knowledge Map of Multicultural Music Education Development Strategies

Node network map is a way of displaying knowledge map. Each round node in the network represents a keyword in the field of music education. The size of the node represents the frequency of occurrence of the keyword. The larger the dot, the higher the frequency of occurrence of the keyword. Judging whether the candidate template and the candidate entity form a sub-graph of the knowledge map, and confirming the template with the highest matching rate among a plurality of candidate templates. This paper summarizes the research topics represented by keywords with a total frequency higher than 20 times (see Table 1).

Table 1 Hot Topics In Music Education Research: High Frequency Keywords

Serial number	Frequency	Key words
1	51	Music learning
2	48	Multiculturalism
3	39	Multicultural courses
4	50	Multicultural music education

Each country is beginning to realize its own rich musical wealth and is getting rid of the colonial musical education structure imposed on itself. College music education needs to keep pace with the times, constantly explore and find opportunities for self-development, create opportunities, and reasonably set up professional courses for multicultural music education. We need to feel the emotional sustenance in the tracks, the emotional changes in the tracks, and the resonance between ourselves and the track authors. Under the multi-cultural background, in the teaching of song creation, we should grasp the essence of theme teaching, attach importance to the importance of theme exercises, guide students to do theme exercises frequently in actual teaching, and innovate the practice mode, so as to realize the diversified development of song creation teaching. We will establish a concept of local music culture based on traditional music and minority music, and absorb outstanding music cultures from other countries so that they can merge and develop together.

#### 4.2 Use Diversified Teaching Methods

Music is the sustenance of emotion. No matter what instrument is used to perform, the highest level of performance is to express the emotion in the repertoire incisively and vividly. Teachers can use multimedia courseware to interweave video and audio materials into theoretical study, so that students can raise their perception of multi-music culture from perceptual knowledge to rational knowledge in all-round and three-dimensional feelings. Diversified music education in colleges and universities needs to completely change the concepts of “Han nationality centralism” and “European culture centralism” in teaching, break through the confinement of “duality” and construct “diversified” music [9]. Experts in the education department can provide students with more diversified teaching materials and contents by compiling music teaching materials, and provide corresponding supporting materials such as CD-ROM recording, etc. Through the system to restrict the effective implementation of diversified music education, with a relatively perfect system, excellent teachers are needed to ensure the effective implementation of the system. This method can be used to visualize basic theories and their applications to help students understand abstract theories, such as the combination, transformation and limitation of numbers and shapes in teaching elementary mathematics. Let students who have strong

interest in music and intend to form orchestras have time and opportunity to realize their own ideals and values and have a deeper understanding of multicultural music.

### **4.3 Constructing a Scientific Music Curriculum System**

In the implementation of education, students' mastery of what they teach is the purpose of education. At present, music education is in a transitional period, and music teachers will therefore encounter various difficulties. However, in many foreign countries, students have plenty of time for extracurricular activities. They can base their hobbies on making many friends to create orchestras. The main method of visual education is to visualize abstract knowledge concepts and evolution process through visual teaching demonstration, which is helpful for students to understand knowledge points and deepen impression. The formation of an orchestra can not only cultivate students' interest, but also improve their musical quality and strength, which plays an important role in promoting the development of multicultural music education. For example, pop music elements can be incorporated into interval listening and composition teaching. Interval listening and composing are the most important contents in solfeggio teaching. Through the listening and composing exercises of harmonic intervals and melody tone. Only on the basis of "self-identification" and from the perspective of "others", can we go into unfamiliar cultural fields and appreciate and accept the unique music culture of all ethnic groups in the world. Only in this way can we have a more rational and comprehensive understanding of the cultural characteristics of our nation. We must establish a comprehensive, coordinated and sustainable development concept, implement the human nature concept of "people-oriented", continuously optimize the diversified music curriculum system and gradually realize music quality education.

## **5. Conclusion**

With the increasing frequency of international exchanges, the idea of multiculturalism has long been deeply rooted in people's hearts. People gradually realize that every music culture has its reasons for existence and development. We should learn multicultural education, reform and update our music education in the process of learning, and add our music education form to the torrent of education in advanced countries in the world. Knowledge map provides feasible technical support for the development of multicultural music education in China through information and knowledge visualization. In order for multicultural music education to be effectively implemented in school education, a series of problems such as teaching materials, teachers, students and supporting resources should be solved starting from the national conditions. Whether it is the formulation of training objectives or the demand for talents in today's society, the construction objectives of music education discipline should be more diversified and open, thus building a more perfect and scientific discipline system.

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