

# Research on Music Teaching Mode in Colleges and Universities Integrating Chinese and Western Traditional Cultures

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**Keywords:** Chinese and Western traditional culture; Colleges and universities; Music teaching mode

**Abstract:** The formation of the concept of music education is closely related to the development of the country and the nation. The development degree of China and western countries is different, and the concept of music education is different. China and western countries have different development processes, different cultural, political and economic development characteristics, and great differences in traditional cultural concepts. After the integration of Chinese traditional culture, the setting of efficient music courses should be more perfect and scientific, which can make up for some defects before. In western countries, the idea of integrating traditional culture into music teaching courses in many colleges and universities is still very weak, and there is no teaching reform according to the actual situation. The emphasis on integrating traditional culture into music teaching is not high, and the content that students can understand is limited. It also puts forward new challenges to students' aesthetic ability and creative ability. This paper analyzes the influence of music education on modern Chinese and western traditional cultures, and provides reference for the rapid development of music education. On the whole, the focus of the book is relatively novel, and the full text is written in the order of problem raising, problem analysis and solution, with cautious logic and rigorous argumentation, which provides a reference path for the innovation of music teaching mode in colleges and universities.

## 1. Introduction

Music education refers to the establishment of an independent discipline to teach the basic theoretical knowledge and basic skills of music performance, so as to cultivate high-quality comprehensive applied music talents. The unequal relationship between teachers and students is no longer applicable in the new era. In addition, because education has to bear the special responsibility of teaching and educating people, the student-centered education concept can more highlight the characteristics of education and help to achieve the educational goals [1] than the "non-centered teaching concept" advocated by post-modernism. Traditional culture is accumulated with the evolution of civilization, reflecting the national characteristics and style, and is the combination of ideology and culture. The formation of the concept of music education is inseparable from the development of the country and nation. China and western countries have different levels of development and different ideas of music education. In China, music learning is often regarded as a skill and a means of earning a living. Students have actively or passively received music performance and singing training [2-3]. At the same time, the role of traditional music culture in music teaching is not only to improve the learning effect and improve students' understanding and perception of music, but also to cultivate students' comprehensive ability and interest in music and adapt to the quality education concept under the new curriculum reform in the learning process of music and traditional culture integration [4].

China and western countries have different development histories, different cultural, political, economic and other development characteristics, and different traditional cultural concepts. The artistic component of Chinese culture includes music culture. There is a certain connection between the two. It is beneficial for colleges and universities to combine traditional culture in the process of music teaching, explore more charming knowledge in music culture, and form a music teaching curriculum system with university characteristics [5]. Therefore, the integration of college music

teaching and traditional culture is very necessary and needed by students and society. As the intangible cultural heritage of national development, music has played a role in recording and carrying forward the national characteristics and development process, and also has an auxiliary role in the continued development of the country's traditional culture.

From the perspective of the development of music education in China and the West, this article studies the teaching ability, teaching process, and analysis of teaching effects of music teachers' students in colleges and universities, and proposes feasible ideas and methods for cultivating innovative new generation of music teachers' students in colleges and universities [6]. This paper analyzes the influence of music education on modern Chinese and western traditional culture, and provides reference for the rapid development of music education. On the whole, the focus of the book is relatively new, and the full text is written in the order of problem posing, problem analysis, and proposed solutions. The logic is prudent and the argument is scientific and rigorous, providing a reference path for the innovation of music teaching mode in colleges and universities.

## 2. Comparison of Music Teaching Models between China and the West

With the development of science and technology, the propaganda forms of local traditional culture are gradually enriched, such as media, local song and dance troupes, and musical instruments spontaneously organized by the elderly. Whether it is local music, art or dance, it has unique regional customs, and the uniqueness of local music culture is the fertile soil for music education in colleges and universities [7]. China and western countries have different degrees of development and different ideas of music education. From the perspective of China culture, the personal feelings of our traditional cultural form are very strong, because it is a unique culture of China formed after thousands of years, which is of great significance to other cultures.

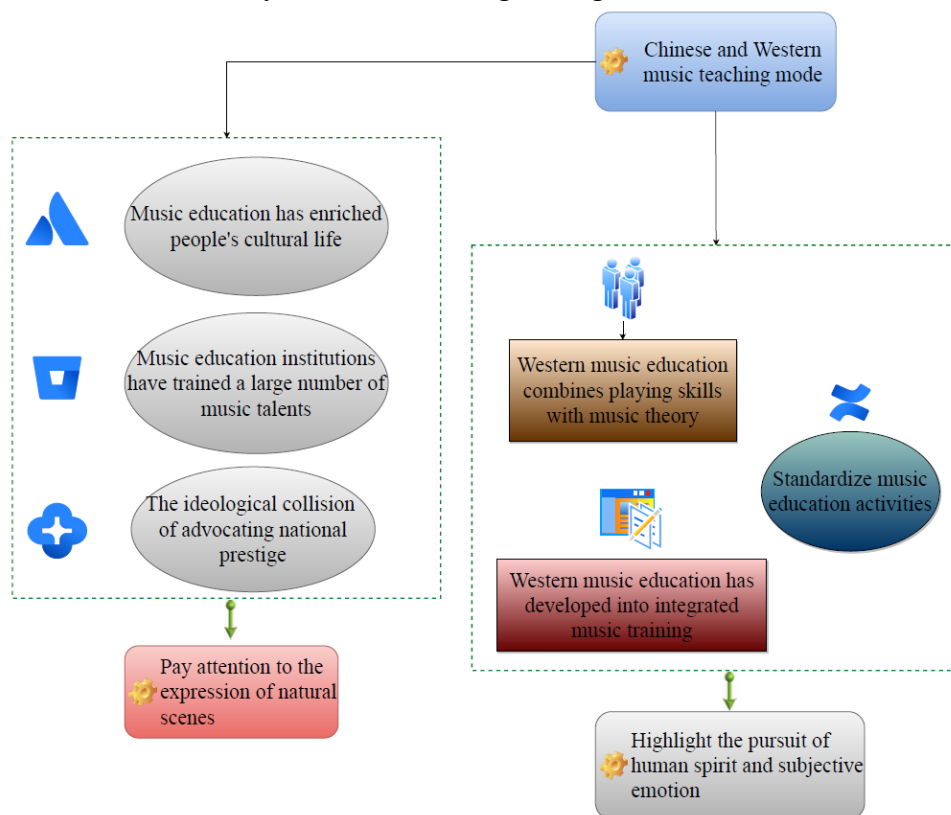


Figure 1 Chinese and Western music teaching models

From the perspective of carrying forward traditional culture, we can see that both individuals and college groups in western countries are adhering to the concept that a new generation of young people are inheritors of traditional culture. Western students' musical performance and singing skills may not be as good as those of China students at the same stage. The West often emphasizes

cultivating students' musical feelings in nature, stimulating their interest in learning and making music truly integrate into life [8]. The continuous communication between Chinese and western music cultures has gradually deepened the influence of music consciousness, greatly developed music education and gradually deepened the influence on Chinese and western traditional cultures. The teaching mode of Chinese and western music is shown in Figure 1.

In addition, many teachers have insufficient experience in music teaching, and their acceptance of students' different music perception and understanding is not high enough. They will only explain the knowledge they understand, but ignore the educational idea of teaching students according to their aptitude, encourage students to use their imagination and use their own characteristics to learn and sense music, which stifles students' creativity and ability to think independently [9]. At the same time, the research on the history of music development is more in-depth, and it is easy to get self-improvement in the long-term music environment.

College music professionals are highly innovative. If they can properly integrate the aesthetic elements of the times and local characteristics when protecting, inheriting and developing local traditional culture, they can not only highlight the charm of the times, regions and traditions, but also promote the development of college music education. In the West, since childhood, the sense of music has been cultivated. Many places have carried out small music performance activities, which do not restrict children's expression of music, and form a unique sense of music. School education pays attention to the study of music development history and cultural background, and can deeply appreciate music.

### 3. Teaching Strategies of Integrating Music Teaching Mode with Chinese and Western Traditional Cultures

The goal of music teaching in colleges and universities is not only to teach students to sing or play music, but also to let students know the traditional cultural background and feel the strong regional characteristics of music, so as to better protect, inherit and develop local traditional culture and promote the development of music education in colleges and universities [10]. In this paper, the teaching strategy of combining music teaching mode with Chinese and western traditional culture can be described from three aspects, as shown in Figure 2.

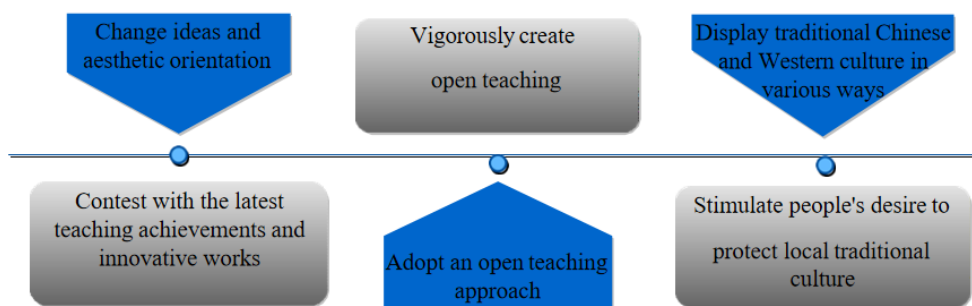


Figure 2 Teaching strategy of combining music teaching mode with Chinese and western traditional culture

Only by understanding the relationship between China music and western traditional culture can we truly understand the essence and connotation of Chinese and western music culture, so music education plays a role in promoting and promoting the development of Chinese traditional culture.

#### 3.1. Change ideas and aesthetic orientation

Teachers and students should change the idea that teaching only exists on campus, and music education needs a lot of practical activities. Therefore, the majority of teachers and students can go out of the campus to experience the real "original ecology" music and art, and participate in some folk customs, folk art performances, literary competitions and other activities. In addition, teachers and students should change their aesthetic orientation, not only focus on the current pop music, but also on local traditional music, because the more national and local, the more distinctive. Music

teaching in colleges and universities is not only to transmit simple music knowledge, but also to cultivate music normal students with good information literacy, high aesthetic taste and solid theory from multiple levels with the goal of comprehensively improving students' music teaching ability. In addition, due to the development of Internet and other technologies, the presentation of knowledge has become more diverse.

Only by solving these problems in practice can we really play the role that Chinese traditional culture should play in college music. Only by accumulating more experience can we be better qualified for the position of music teacher and create a truly efficient classroom and learning mode, so as to skillfully combine Chinese traditional culture and music teaching to achieve the learning goal. In western countries, there are problems with great influence. There is no clear teaching goal in the teaching of traditional Chinese culture. Many teachers will follow the content of the book while teaching, ignoring the requirements for students' mastery. There is no clear knowledge to teach students, and there is no goal to improve students' autonomous learning ability. This leads to students' confusion when learning, and also makes students feel that knowledge is relatively scattered, There is no continuity.

### **3.2. Adopt an open teaching method**

In the process of music teaching, we should teach more works with local traditional culture characteristics to improve students' understanding of local traditional culture, analyze more works played with national musical instruments, enhance students' understanding of national musical instruments and improve their playing skills, and carry out more discussion and exchange activities to deepen students' understanding of music theory and improve their thinking ability. Teachers should first guide students to listen to and feel the music in traditional culture repeatedly during the course of teaching. Through the understanding of music, the title of music and the introduction of teachers' background knowledge before class, after feeling, thinking and discussion, we can find out the main musical images shaped in music.

Teachers should actively use information technology media to change the monotonous and boring presentation mode in the past, rely on information technology to adopt the latest teaching tools, and add images, videos and other elements to improve the classroom teaching effect. This can also change students' music perception, thus increasing the sense of participation and interaction of music and expanding the connotation of music education. The degree of students' understanding and mastery of music knowledge depends on teachers' teaching methods and the contents doped in the teaching process, in order to improve the quality of classroom teaching. In addition, the information age makes the resources of online music education extremely rich and easy to obtain. Music education in colleges and universities should not stick to textbooks, but also use rich Internet resources to expand the boundaries of knowledge. Promote the inheritance of traditional culture and the advantages of traditional culture in the process of music teaching, and its practical role is reflected.

### **3.3. Display traditional Chinese and Western culture in various ways**

School teachers and students should give full play to their creativity, carry out artistic processing on traditional music, and then put the processed traditional music on the stage. Local governments or relevant departments should provide various platforms to display local traditional culture by letting people watch the performance. After integrating into traditional Chinese culture, the setting of efficient music courses should be more complete and scientific, which can make up for some of the shortcomings that existed before. In western countries, the idea of integrating traditional culture into music teaching courses in many colleges and universities is still weak, and teaching reform has not been carried out according to the actual situation. The importance of integrating traditional culture into music teaching is not high, and the content that students can understand is also limited.

In the classroom, he encouraged and pointed out his characteristics, hoping that he could play his own advantages and find his own position in the future development. At the end of music learning, in addition to perception, music professional knowledge and theory should also be properly taught. I believe that with a certain understanding and perception of music, students will not have too many

difficulties and doubts in learning theoretical knowledge. Local art groups should also shoulder the responsibility of disseminating local traditional culture. Local art groups can carry out traditional music performance activities on campus to inspire and educate students.

#### 4. Conclusions

In the long development process of music education, no matter what educational ideas and methods, no matter China or western countries, their influence on traditional culture is interlinked. Music education reflects the development of social culture and is conducive to improving the overall quality of the people. Innovating teaching methods and improving the effect of music teaching. Teachers should first guide students to listen to and feel the music in traditional culture repeatedly during the course of teaching. Through the understanding of music, the title of music and the introduction of teachers' background knowledge before class, after feeling, thinking and discussion, we can find out the main musical images shaped in music. In the previous music education in colleges and universities, teachers often paid more attention to the transmission of basic music knowledge and the training of students' music skills and skills, but often neglected the improvement of students' aesthetic quality and the cultivation of creativity. They may also pay attention to basic theory courses and ignore professional literacy courses. After the integration of Chinese traditional culture, the setting of efficient music courses should be more perfect and scientific, which can make up for some defects before. In western countries, the idea of integrating traditional culture into music teaching courses in many colleges and universities is still very weak, and there is no teaching reform according to the actual situation. The emphasis on integrating traditional culture into music teaching is not high, and the content that students can understand is limited. It also puts forward new challenges to students' aesthetic ability and creative ability.

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