

Multicultural Music Education is Urgently Needed in College Music Education

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Abstract: With the development of economic globalization and the progress of the technological age, my country has gradually realized the importance of diversified education, and increased quality education for students has become the mainstream of contemporary education. In the current educational environment, college students can only adapt to social changes and flood the torrent of contemporary talents only by comprehensively developing education such as “ethics, intelligence, physical education, and labor”. In order to improve the comprehensive quality of students, major colleges and universities strengthen the diversified teaching of music courses, and promote the all-round development of students through innovative educational thinking throughout the teaching process. Diversity is the development trend of music education in colleges and universities, and it is an innovative change in music education. Under the premise of continuous innovation of the times, cultural music blends and penetrates each other, and the development of diversified music education has become a model. The article analyzes the diversified education strategy, explores the educational significance of diversified music, and proposes corresponding measures.

1. Introduction

As my country has increased the requirements for quality education of students, major universities have reformed the way of music education, focusing on cultivating students for diversified development. As an important course of cultural education, music education is closely related to the cultivation of students' artistic sentiment and cultural literacy. Therefore, to improve the comprehensive quality of students and cultivate their connotative character and aesthetic taste, it is necessary to implement multicultural music education as a key course. However, with the deepening of teaching activities, most colleges and universities still have not realized the importance of multiculturalism, and improper use of teaching strategies has a significant impact on the diversified quality education of music. In the current cultural exchange and absorption, how to develop and reform music education is one of the problems to be solved in college education.

2. The Meaning of Multicultural and Music Education

2.1 The Meaning of Multiculturalism

With the advent of the information age, the status of various countries in the international community has been continuously improved, and the economic and cultural exchanges between countries have also been deepened. In order to further promote international cultural communication and cooperation, the Ministry of Education has proposed “Development concept” aims at various educational activities, teachers uphold innovative ideas, through continuous improvement of their own teaching methods, cultivate students' understanding and interest in different cultures, and increase students' exposure to various cultures. And deepen students' own understanding of the cultural field, and broaden students' cultural horizons.

2.2 The Meaning of Multicultural Music Education

Multicultural music education refers to the appreciation and learning of different music cultures by college teachers in music teaching courses, comparing the differences and characteristics of different music in different regions, feeling different local cultures and national characteristics, and increasing students' understanding of different music the understanding of categories, thereby

establishing students' multicultural education concept. In the process of carrying out multicultural education activities, more attention should be paid to international and inter-regional music and cultural exchanges, and music culture introduced from the outside world should be integrated into the local area and transformed into innovative music for its own needs [1]. Carrying out foreign music teaching courses is not only to merge foreign music works and local music, but to absorb the cultural characteristics between the two, so that they can penetrate each other and be sublimated. For example, Banks once proposed four multicultural education models, one of which is called the ethnic add-on model, which means that the learning of music is still appreciated in the traditional way, but the essence of this piece of music is combined with certain local folk music. These materials and concepts merge. For example, the use of a combination of Western operas and traditional local operas in our country can allow students to appreciate the different musical characteristics of the East and the West in the process of increasing interest, and consolidate the position of music in teaching.

3. The Background of Developing Multicultural Education

Multiculturalism originated from the American movement in the twentieth century. Its background originated from the resistance and awakening of oppressed nations. African ethnic groups have received great controversy in the international community because of their unequal treatment in the United States. They have voiced their voices to national educational institutions in the face of inequality in human rights. This movement has promoted the rapid development of multicultural education. In the 21st century today, multicultural education has become the main educational method of Western culture [2]. Multicultural music education is developed on the basis of cultural education. It is explored in the process of continuous evolution and exploration of diversified development of cultural education. The way of education is through students' understanding of local music and the use of their own knowledge. The learning experience gained is used to absorb the nutrients of the music culture of other races. Music is the expression of culture and the clear manifestation of culture in art. The formation and dissemination of music means to a large extent the overall cultural level of the country and the nation [3]. In the process of developing diversified education, it is necessary to establish the ideological cultivation of the equality of different nationalities and cultures of students in order to continue diversified education.

In our country's multi-music education, major colleges and universities often pay attention to the teaching of foreign trendy music, while ignoring the education of local national culture [4]. After China's reform and opening up, the trendy music of many Western countries was introduced into China, which aroused people's enthusiasm for local music, and the country also strengthened music education. Western music has brought a lot of nourishment and inspiration to our national music creation, but this does not mean that our music cannot get rid of the constraints of Western music. Therefore, we must comprehensively carry out multicultural music education, show our own national music style, and fully develop cultural national confidence.

4. The Necessity of Developing Multicultural Music Education

4.1 Promote Music and Cultural Exchanges

Multicultural music education has become the focus of world music education in the process of global economic development [5]. For a long time, the implementation of a relatively single music teaching model in our country has not been able to adapt to the development trend of contemporary music education. Diversified music education is mainly manifested in the diversification of music categories, music styles, and music composition. Diversified teaching can improve students' independent ability and Innovative ability, and effectively improve the humanistic accomplishment of college students. The implementation of diversified music education in colleges and universities can satisfy students' desire for different music knowledge, thereby increasing music knowledge and improving artistic quality. The multiple teaching mode opens up students' cultural horizons,

improves students' brain flexibility and thinking styles, enriches students' personal experience, and makes students' cultural exchanges more fully [6]. In this era of co-development of economy and culture, the present situation of mutual adaptation between the superstructure and the development of economic foundations is presented. The development of diversified music education in universities is a model suitable for international music education and conforms to the requirements of the times for music education. At the same time, the exchanges between countries are becoming more and more frequent, and music has become a channel for communication between countries. Music knows no borders. The development of diversified music education in universities can promote international cultural exchanges among university students and guide students to increase their knowledge in music. Solving problems has also promoted cultural and artistic cooperation between countries to a large extent.

4.2 Improve Humanistic and Artistic Literacy

One of the main purposes of developing college music education in my country is to improve students' cultural quality and artistic sentiment. With economic development and social progress, music has entered the public's field of vision and has become an indispensable part of people's lives. Gentle music can relieve people's mental fatigue, and vigorous music can stimulate people's vitality. Different regions are affected by different traditional customs, and their acceptance and love of music styles are also very different. For example, the traditional folk songs of ethnic minorities in our country, Korean group music, Japanese animation dubbing, black rap culture, etc. These music types are deeply imprinted in the different music culture trends of the world. Therefore, the development of multicultural teaching can not only enrich students' music knowledge, but also improve students' multi-level artistic quality.

In addition, music instinct is all-encompassing. More and more musicians combine their own music with different musical cultures to create their own unique musical style. In the process of learning music, students can analyze different styles of music one by one to improve their thinking ability. Music knowledge is extensive and profound, but the source of its production is to express the attitude and emotion of the creator through musical notes. Through the learning of multiple music, students can deepen their understanding of external affairs and enhance the connotation of humanistic spirit.

4.3 Establish a Multicultural Concept

In recent years, China has actively explored its modernization drive. With the in-depth influence of economic globalization and cultural diversity, my country has attached great importance to its position in the international community. Corresponding to the increasing competitiveness in society, the pressure of college students in the process of learning multicultural music continues to increase. At the same time, due to the limitations of the music learning environment, it has greatly affected the development of students' music learning. . Carrying out multiple music education in college music teaching activities can alleviate students' learning pressure to varying degrees and release their nervousness to a certain extent. Learning music in campus activities can provide students with a good learning environment and improve their attention and understanding of music. Teachers can help students establish correct outlook on life and values and form correct cultural concepts through the explanation of music background and creative methods. For example, guiding students to appreciate the "Yellow River Cantata" can enable students to vividly experience the brave and fearless heroism of the anti-Japanese fighters, stimulate their will to learn, and guide students to establish correct values. Carry out multicultural music education, so that students can improve their cultural tolerance through the understanding and exploration of different sources of music culture.

4.4 Improve the Pattern of Quality Education

Quality education has become the core goal of contemporary education. According to the different needs of students for learning music, major colleges and universities launch educational strategies in a timely manner, and carry out the replacement and innovation of educational concepts and educational methods. In the past few years, the music education model in my country's colleges

and universities usually used teachers to explain music and guide students to participate in the course according to the teaching steps of the teacher, and most of the students used notes to assist memory. This model just instills knowledge and ideas into students blindly, while ignoring the students' autonomous learning ability, leading to passive learning of music and making students unable to think actively. This kind of teaching effect is also unsatisfactory. Students only have the ability to “examine” music, but lack the understanding and expansion of music itself.

In recent years, the Ministry of Education of our country has promoted the education policy of quality education, hoping to change the situation where students learn only to respond to music examinations, cultivate truly comprehensive quality talents, and comprehensively promote my country's modernization. The development of multicultural music education in colleges and universities is conducive to the development of quality education in our country, is a response to my country's call for quality education, and is an important means of cultivating high-quality talents.

5. The Status Quo of Multicultural Music Education in My Country's Universities

5.1 The Music Education Model is Relatively Single

Although our country's music education has made some achievements in recent years, there are still important problems that hinder the development of education. The most important thing is that the music education model is relatively simplistic. Generally speaking, teachers pay more attention to the explanation of music structure and skills, and rarely analyze the music itself and its inner things. As a result, students lack the attention and understanding of the source of music and cannot integrate music into multiculturalism. In the classroom teaching process, the difference between music teaching and other course teaching is very small. It is an ordinary cultural subject and is not used as the scoring range of the examination. This makes students less interested in music learning. In order to cater to the diversified educational forms of the current education, many colleges and universities actively carry out music curriculum education. However, in the learning process, they adopt the teaching method of students' self-appreciation and learning. Teachers do not participate in it. Can't really appreciate the beauty of music. In the long run, it will seriously affect the growth process and artistic quality of students learning music.

5.2 Views on Music Textbooks Are Outdated

In the process of traditional music teaching in China, influenced by past teaching concepts, college education does not pay attention to the cultivation of students' musical abilities, and there are relatively few music courses. As a result, music teaching materials have not been updated for a long time, and the material views are too old to satisfy the current diversity. Requirements of cultural music education. Many colleges and universities still use the outdated ideas and concepts in the textbooks in the process of developing music education, making students completely ignorant of the trendy music and its background, and seldom involves the specific connotation of music itself. If teachers blindly use old textbooks to teach, it will seriously affect the development of students in music, which does not meet the development needs of the music era, and cannot achieve the purpose of multicultural music teaching.

5.3 Teachers' Teaching Concepts Need to Be Improved

Because of the neglect of music education by colleges and universities in the past, teachers have lost their confidence in music education and did not realize the importance of music to student education. After colleges and universities pay more attention to music education, teachers still use traditional teaching concepts to teach, which hinders students' subjective initiative in the learning process. Teachers have maintained their usual attitude towards music education, so after the introduction of multiple music, they did not reform and innovate their own teaching concepts, resulting in a lack of value and scientificity in teaching methods. Due to the low emphasis on music education in the past, colleges and universities do not have high requirements on teachers' music, and usually only assess the teacher's class ratio of music courses, which makes teachers lack a

rigorous teaching attitude. In addition, the music teachers hired by many universities do not have professional knowledge and lack certain professionalism to help students improve their music skills.

6. Measures for the Development of Multicultural Music Education in Universities

6.1 Improve the Multicultural Education System

In order to change the status quo of single teaching mode and improve the cultural quality of students, while carrying out educational activities, universities must have a deep understanding of multicultural music, ensure the active development of multicultural teaching activities, and fully realize the importance of music education. Only when colleges and universities ensure that the source of education is foolproof, can they implement diversified music teaching programs and make students' knowledge and skills recognized by the public. In the practice of multicultural teaching, universities must actively improve the multicultural education system to provide all-round guarantees for the development of music teaching activities. Pay attention to the connection between music and its internal self-cultivation, and strengthen the in-depth study of music background stories.

6.2 Innovate Teaching Materials and Strengthen Exchanges Simultaneously

In order to replace teachers' outdated teaching concepts, strengthen the innovation of music teaching materials, change the inapplicable knowledge points in the teaching materials, focus on strengthening the concept of tolerance in the teaching materials, integrate the teaching characteristics of other humanities in the teaching materials update process, and enhance music education and Links between other educations. In classroom teaching, design a teaching concept that combines multiculturalism and music education, with students as the main body of teaching, teaching according to students' learning conditions, increasing the communication and interaction between teachers and students, and allowing students to improve their artistic accomplishment in the music experience.

In the course of curriculum development, it is necessary to abandon the teaching methods that only focus on the cultivation of teaching concepts and ignore the learning practice, and strengthen the students' sense of communication. The inclusiveness of music shows that music can only develop continuously through mutual communication, otherwise the concert is too single and difficult to progress. Colleges and universities can promote students' music exchanges through teaching activities such as music competitions, and increase students' participation and interest.

6.3 Improve Teachers' Professional and Professional Qualities

Teachers play a vital role in music education. Teachers with strong professional quality can use their own skills to reduce the difficulty of students' experience of music and improve teaching efficiency. Therefore, colleges and universities must integrate their own educational teams to improve teachers' professional quality and professionalism. It is required that in teaching activities, teachers must have their own innovative teaching concepts and reach the level of cognition of multicultural connotations. To ensure the effective development of teaching activities, teachers should increase the learning of music types and set up a variety of teaching activities to increase students' interest in music. Encourage students to use subjective initiative to deeply appreciate different types of works and musical connotations, guide students to play to their personal characteristics to learn music, and make positive evaluations to ensure the development of diversified education.

7. Conclusion

With the changes of the times, my country's requirements for modernization construction talents are constantly increasing. In order to meet the strict requirements of quality education, the Ministry of Education has implemented diversified education in colleges and universities. Multicultural music education can promote music exchanges between countries, enhance students' artistic literacy,

establish students' multicultural concepts, and at the same time contribute to the overall development of quality education. Under the global background of diversified music education, the direction of mutual exchange and collision of music cultures between countries is to improve students' tolerance for different music and establish students' correct musical concepts.

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