

# Analysis of Higher Education in Music and the Path of Inheriting Ethnic Music Culture in Universities

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**Abstract:** In the contemporary education system, higher education in music plays a significant role, encompassing not only the imparting of artistic knowledge and skills but also cultural heritage and innovation. This article aims to explore the role of higher education in music in the inheritance of ethnic music culture and its implementation pathways. Through literature review and on-site research, this study analyzes the current status of higher education in music, including curriculum design, teaching methods, and faculty resources. Additionally, considering the challenges faced by ethnic music culture in modern society, this article proposes a series of strategies and methods for preservation, including innovative curriculum content, diversified teaching approaches, and collaboration with communities and cultural organizations. The purpose of this research is to promote the protection and development of ethnic music culture, providing theoretical foundations and practical guidance for the reform of higher education in music.

## 1. Introduction

As a unique cultural form, music not only carries rich artistic value but is deeply rooted in the soil of ethnic culture. In the context of globalization, the protection and inheritance of ethnic music culture face unprecedented challenges[1]. Higher education institutions, as important platforms for knowledge and cultural dissemination, play an increasingly significant role in music education. Higher education in music is not only related to the cultivation of artistic talents but also serves as a crucial avenue for the inheritance of ethnic music culture[2].

Currently, higher education in music exhibits a trend of diversity in curriculum content, teaching methods, and philosophies[3]. However, in the face of diverse demands, encompassing both traditional and modern, local and international aspects, the effective integration and inheritance of ethnic music culture become vital issues that higher education in music must address. This article delves into how higher education institutions, from the perspective of music education, can better protect and inherit ethnic music culture during the teaching process while promoting students' understanding and appreciation of ethnic music.

This article begins by analyzing the importance and current status of higher education in music in the inheritance of ethnic music culture. Subsequently, it explores how higher education in music can adopt effective inheritance pathways and strategies in the face of the challenges posed by the processes of modernization[4]. Ultimately, this article aims to put forward a series of practical recommendations to facilitate the coordinated development of higher education in music and the inheritance of ethnic music culture[5].

## 2. The Importance of Music Education and Ethnic Music Culture

Music education plays a crucial role in the higher education system, serving not only as an integral part of arts education but also as a pivotal vehicle for the inheritance and innovation of ethnic culture[6]. Music, especially ethnic music, is more than just a combination of musical notes; it is a cultural language that carries profound cultural connotations and historical information.

Ethnic music culture, as a unique spiritual symbol and cultural heritage of each ethnicity, embodies the history, beliefs, lifestyles, and aesthetic concepts of a particular ethnic group (Figure 1).

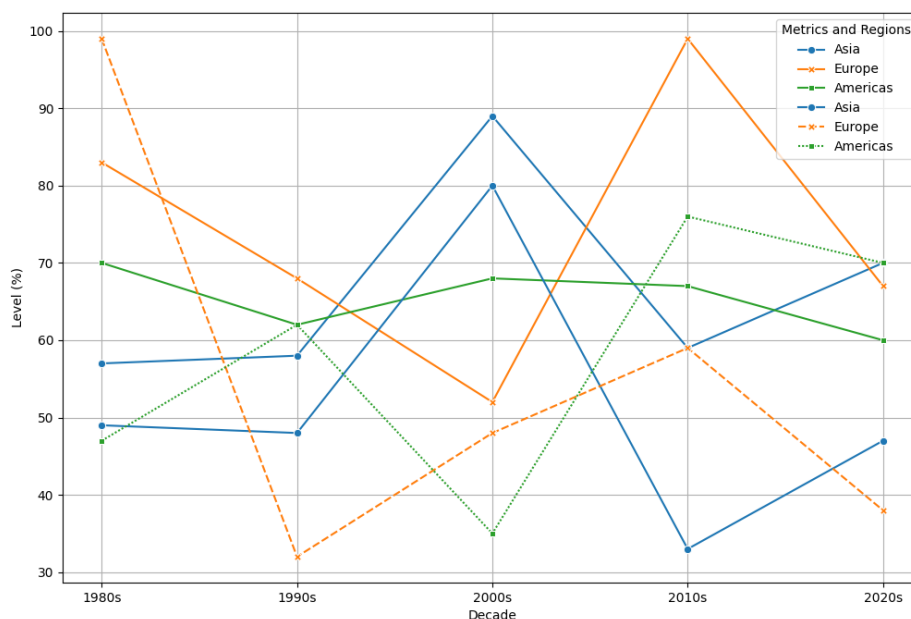


Figure 1 Interest and Participation Levels in Ethnic Music Over Decades by Region

In music education, there is a particular emphasis on the inheritance and development of ethnic music culture[7]. This goes beyond the imparting of musical skills; it is a transmission of cultural and spiritual values[8]. Music education can serve as a bridge connecting the past and the future. Through it, students not only learn musical techniques but also gain a profound understanding and experience of the essence of ethnic culture. This cultivates a sense of identity and pride in their own ethnic music culture[9].

Furthermore, in the context of globalization, higher education in music also plays a role in promoting cultural diversity and exchange[10]. The exchange and fusion of different ethnic music cultures not only enrich the diversity of global cultures but also enable students to grow in an open and inclusive environment, fostering a broader global perspective. Through such education, students can gain a deeper understanding of the value of multiculturalism and contribute to fostering understanding and respect among different cultures.

### 3. The Current State of Higher Education in Music

The development of music education in higher education institutions is characterized by diversity and specialization. With the continuous evolution of educational philosophies and rapid technological advancements, higher education in music has undergone significant adjustments and innovations in both curriculum content and teaching methods.

#### 3.1 Diversity in Curriculum Content

The diversity in curriculum content in higher education music programs is a direct response to the demands of modern education. This diversity is primarily evident in the broad integration of musical styles. In addition to Western classical music and contemporary popular music, an increasing number of higher education institutions are emphasizing the incorporation of music elements from different ethnicities into their curricula. This not only enriches students' musical experiences but also deepens their understanding and respect for global multiculturalism. Beyond the diversity of musical styles, curriculum content also emphasizes the close integration of theory and practice. Students not only study traditional subjects such as music theory, composition, and

music history but also engage in practical courses with a strong emphasis on music technology, music production, and music education methods. This comprehensive learning approach helps students develop holistically, allowing them to acquire a solid theoretical foundation while accumulating rich practical experience (Figure 2).

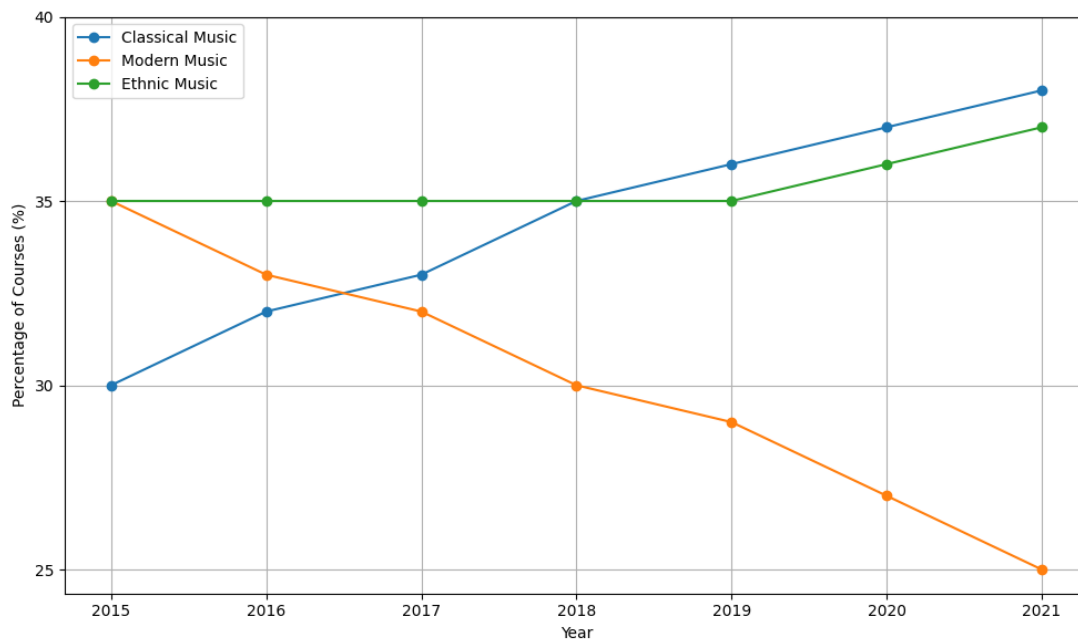


Figure 2 Changes in the Proportion of Different Types of Music Courses in Universities

### 3.2 Innovations in Teaching Methods

Higher education in music is currently undergoing a period of innovation and transformation in teaching methods. Traditional classroom teaching models are gradually integrating more modern teaching techniques to adapt to evolving educational needs and student characteristics. The integration of digital technology has brought new possibilities to traditional music education. The use of online courses, interactive software, and virtual reality technology has expanded music education beyond physical spaces, providing students with more flexible and personalized learning approaches. These technologies not only facilitate remote learning but also offer new tools and perspectives for music analysis and composition.

The importance of experiential learning in music education is becoming increasingly prominent. Higher education institutions encourage students to participate in practical activities such as choirs, bands, musical theater, and more. These real-world performance and creative experiences deepen students' understanding and application of music. This practical learning extends beyond campus activities and includes collaborations with external cultural institutions, such as participating in music festivals and community concerts. These experiences are crucial for students' artistic development and professional growth.

Higher education institutions are also exploring diverse teaching methods, including group discussions, project-based learning, and flipped classrooms. These methods enhance students' active learning abilities, foster creative thinking, and promote teamwork. Through these diverse teaching approaches, music education not only imparts skills but also nurtures students' overall competence, laying a solid foundation for their future development in the field of music.

### 3.3 Professionalization and Diversity of Teaching Faculty

In the development of higher education in music, the professionalization and diversity of the teaching faculty have become crucial factors in improving the quality of education. This not only relates to the depth and breadth of teaching content but also influences students' learning experiences and growth. The professionalization of faculty members plays a vital role in higher education in music. Music educators need to possess profound knowledge of music theory and

practical skills while continually updating their knowledge base to adapt to the evolving trends in the field of music. Additionally, universities focus on training teachers' pedagogical skills, including curriculum design, student assessment, and teaching methods, to ensure the effectiveness and attractiveness of teaching activities.

The diversity of the teaching faculty is also an essential aspect of enhancing the quality of music education. Teachers with different cultural and professional backgrounds can offer students more diverse and enriched perspectives. For instance, music educators from various countries can share their cultural traditions and music styles, enabling students to better understand and appreciate different musical cultures in a global context. Moreover, a diverse teaching faculty can promote academic exchange and innovation within the university, providing students with broader learning and research horizons. Interaction between teachers and students, the community, and other academic institutions is also a crucial component of higher education in music. Through these interactions, teachers not only transmit knowledge and skills but also ignite students' interest and creativity in learning while fostering a close connection between music education and societal practices.

#### **4. Challenges and Opportunities in the Inheritance of Ethnic Music Culture**

In the context of modern society, the inheritance of ethnic music culture faces multiple challenges but also presents numerous opportunities. These challenges and opportunities collectively influence the direction of development and teaching strategies in higher education in music. Faced with the waves of globalization and informatization, traditional ethnic music culture encounters unprecedented challenges in the inheritance process. The trend towards cultural homogenization brought about by globalization puts many unique elements of ethnic music at risk of being marginalized and overlooked. Additionally, the accelerated pace of modern life and the prevalence of digital media have to some extent weakened the interest and exposure of the younger generation to traditional ethnic music.

However, these challenges also come with new opportunities. Technological advancements, especially the development of the internet and social media, provide new platforms for the dissemination and promotion of ethnic music. Through the internet, people can more easily access various forms of ethnic music, increasing the visibility and audience reach of these music genres. Furthermore, globalization has increased communication between different cultures, creating conditions for the innovative fusion of ethnic music.

In this context, higher education in music bears significant responsibility and opportunities. Universities can stimulate students' interest and enthusiasm for ethnic music culture through innovative teaching content and methods. Additionally, they can leverage modern technology to facilitate the dissemination and exchange of ethnic music. Through these efforts, higher education in music can not only protect and inherit ethnic music culture but also promote its innovation and development in contemporary society.

#### **5. Conclusion**

This article, through an analysis of the current state of higher education in music, the challenges it faces, and the opportunities it presents, explores the role of higher education institutions in the inheritance of ethnic music culture and the pathways to achieve it. The research findings indicate that higher education in music plays a crucial role in preserving ethnic music culture. Through diverse curriculum offerings, innovative teaching methods, and a specialized teaching faculty, universities can effectively impart music knowledge and skills while deepening students' understanding and appreciation of ethnic music culture.

In the face of challenges brought about by globalization and informatization, higher education in music needs further innovation and reform. Firstly, there should be a greater emphasis on in-depth exploration and innovative inheritance of ethnic music culture in curriculum content. Secondly, diversification and modernization of teaching methods can enhance the attractiveness and

effectiveness of instruction while promoting active learning and creativity among students. Lastly, the professionalization and diversity of the teaching faculty are of utmost importance in improving teaching quality.

Future research can explore how to integrate modern technologies such as artificial intelligence and virtual reality to innovate the teaching and dissemination methods of ethnic music culture. Additionally, research can investigate how interdisciplinary and international collaborations can facilitate music exchange and fusion across different cultural backgrounds, providing new perspectives and solutions for the development of global music education.

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