

# Innovation of Music Communication Strategy Based on Comparative Analysis of Chinese and Foreign Music Education

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**Abstract:** Music is the product of the development of human society to a certain extent, and it is an important part of human civilization. When the regional differences of human culture are formed, the differences of music will follow. With the promotion of mass communication, music culture has infiltrated into people's life more and more, and has become an important part of life, thus making music education enter a new era. With the rapid development of mass media, music culture, as an important content of information dissemination, has been widely spread, which has a great impact on music education for the purpose of spreading music culture. Music, like language, has a strong nationality. The differences of nationality and region will make the music art different. Music has a unique form of expression, the most direct impact on people, the most intense and profound emotions. Based on the comparative analysis of Chinese and foreign music education methods, this paper discusses the innovative development ideas of music communication strategies in the era of mass communication.

## 1. Introduction

The conservatory of music is to train music talents who have all-round development in morality, intelligence, physical education, beauty, art and specialty, love the motherland and their major, and have the ability to pursue new knowledge constantly, and have innovative spirit and pioneering ability. High-quality skilled talents are required to have high scientific and cultural accomplishment, master certain basic music theories and professional skills, and take responsibility and role in the field of teaching and deduction [1]. Driven by mass communication, music culture has infiltrated into people's lives more and more, and has become an important part of life, thus making music education enter a new era [2]. In the era of mass communication, how to give full play to the favorable influence of mass media on music education and promote the sustained and healthy development of music education is a major issue to be solved in the implementation of music education in China at present [3]. With the joint efforts of music and education circles, China's special music education has made remarkable achievements, but compared with music education developed countries, there are still some gaps and deficiencies [4]. Music, like language, has a strong national character, and the differences between nationalities and regions will make music art different [5]. Just like many differences in grammar and vocabulary between different languages, there are huge differences between Chinese and Western music, which are inseparable from the cultural differences between China and the West.

Music is the product of the development of human society to a certain extent, and it is an important part of human civilization. When the regional differences of human culture are formed, the differences of music will follow [6]. Setting up music courses in colleges and universities can not only enrich students' knowledge, guide the development and application of students' thinking in images, analyze the expression means of music works, music images and the process of music theory education, but also cultivate students' logical thinking ability, help college students organically combine perceptual and visual artistic thinking with scientific thinking, and expand their thinking space [7]. With the rapid development of mass media, music culture, as an important content of information dissemination, has been widely spread, which has a great impact on music

education for the purpose of spreading music culture [8]. How to deal with this influence makes it a boost to music development, and it becomes one of the challenges music education faces. Music occupies an important position in the palace of art with its unique form of expression. It has the most direct influence on people and produces the strongest and deepest emotions [9]. Based on the comparative analysis of Chinese and foreign music education methods, this paper discusses the innovative development ideas of music communication strategy in the mass communication era.

## 2. Comparison of Chinese and Foreign Music Education Methods

### 2.1 Differences in Teaching Forms

After many years of practice and exploration, music education has achieved remarkable results, but we can't be satisfied with it. In fact, there are still many problems in music education in China, which seriously affect the development of music education. In order to meet the new demands of the masses for music in the mass communication era, the content spread in music classes has gradually broken the scope of traditional western classical music and Chinese and foreign national music, and more and more music with mass media as the carrier has become the new content of music education and communication. Both China and foreign countries pay enough attention to education. However, our training emphasis is different. Mathematics, physics and chemistry are the essence of education and teaching in China's traditional educational philosophy. Foreign music and art education is very patient. Teachers can regard students' whole artistic life as the educational goal according to their different characteristics. The role of schools here is how to guide talents with different specialties to their own growth and development. But whether you can reach the end, whether you can go faster, or whether you can go on, will vary from person to person, and the destination will be completely different due to different efforts.

On the whole, the relationship between the three dimensions of the teaching process and the relationship between the three dimensions and the learning effect is assumed to be consistent with the observed data. Figure 1 is a path analysis model of building dimensions of music effective classroom environment and learning effect.

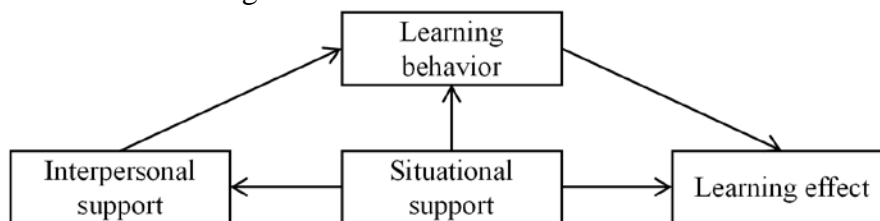


Fig.1 Path Analysis Model

There are great differences in training objectives between Chinese and foreign music education. Music professional education in China generally starts from middle school, and its training goal is relatively simple. However, in foreign countries, they all attach great importance to music education in preschool and primary schools, and their institutions have set up music education majors in preschool, primary and secondary schools respectively. In the era of information dissemination, the concept of time and space of information dissemination is becoming more and more vague, so is music art. A large amount of music information is filled with people's music and cultural life, which is impacted by western music art and popular music. In China, many colleges and universities have set up non-normal music majors. Although this reflects the diversity of Chinese education, it also shows that the professionalism of music education is not strong. However, in foreign countries, there are a large number of music schools, which simply train music teachers. These teachers have high professional quality, which is of great help to cultivate students' music culture.

### 2.2 Differences in Teaching Methods

At present, many school music classes have begun to accept excellent pop music, and colleges and universities have also started to offer movie music appreciation classes in their public classes.

All these indicate that music education has begun to attach importance to the cultivation of students' ability to absorb various music cultures, especially for mass music culture, and recipients should have the ability to absorb the essence and discard its dross. Foreign education does not aim to train every student to be exactly the same person. Under our teaching system, students seem to be products, schools are more like factories, and students are forced by the pressure from their families and society, so they can't learn their favorite or best professional fields [10]. Foreign music teachers pay more attention to the interaction between teachers and students, emphasizing interactive teaching. Teachers often communicate with students in class to understand their needs and solicit their opinions. They don't just stand on the platform to teach, but often walk down the platform, go to the students' side, and make zero-distance contact with them.

In music teaching, students' social development is mainly realized through communication and cooperation. Communication and cooperation between students and teachers are beneficial to students' social development. The interactive relationship of students' social development is shown in Figure 2.

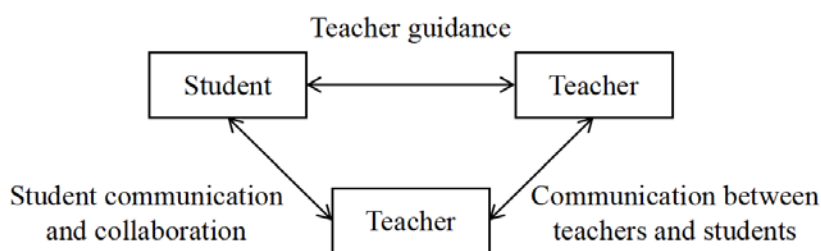


Fig.2 Interactive Relationship between Students' Social Development

With the development of modern mass media technology, great changes have taken place in the form of music communication. Music communication relies more and more on the development of science and technology, and the involvement of mass media in music communication has become an irreversible trend. Foreign music teachers can usually express their feelings and playing skills with images, popular language and actions. In this way, students can understand and accept it more easily, the classroom atmosphere becomes active, and students' enthusiasm will be greatly improved. With the rapid development of modern mass media technology, great changes have taken place in the form of music communication. The spread of music is increasingly inseparable from the development of science and technology. It has become an unchangeable fact that mass media is involved in the process of music spread. China's teaching methods are relatively backward, and the "indoctrination" teaching idea has been deeply rooted in the minds of many teachers, paying attention to the indoctrination of knowledge and neglecting students' participation. Teaching is only a one-way transmission process, which fails to achieve the teaching goal of two-way communication and is not conducive to music communication under the background of mass communication.

### 3. Music Communication Strategy in the Era of Mass Communication

Because of the particularity of music communication, the requirements of music media are different from general information communication, so the requirements of music media education also have their particularity. Although the rapid development of mass media promotes the rapid development of mass music culture, it also promotes the spread of traditional music culture in this process. The purpose of music education is to spread music. The spread of music is different from other media. The spread of music uses various media, which also promotes the formation of music media education. Although the development of mass media has brought the mass music culture into an era of explosive development, its dissemination of traditional music culture is obvious to all. Therefore, although the focus of music media education is to analyze the mass music culture, the purpose of implementing music media education is far more than this. Music media education can also greatly improve music media literacy, and promote the enhancement of various related media

abilities of the educated, which is also the goal of implementing music media education. From the language level, music media education can not be separated from media language. Media language is different from general language, and it has many kinds of items, such as musical symbols, sounds, etc. Music media language is determined according to music media. Music education is to cultivate people's perception of music through music communication. The spread of music culture, which simply caters to the tastes of the masses, cannot play such an educational role and is not conducive to the cultivation of people's music quality. In Chinese music media education, we should take the dominant music culture consciousness as its mainstream consciousness, that is, we should take foreign national music and Chinese traditional music as the mainstream of music.

#### 4. Conclusions

With the rapid development of education in China Conservatory of Music, there are more and more teachers from overseas. While strengthening their teachers, they will also introduce foreign advanced music education systems and colorful teaching contents and methods into China. There are great differences in training objectives between Chinese and foreign music education. Music professional education in China generally starts from middle school, and its training goal is relatively simple. But in foreign countries, they all attach great importance to music education in preschool and primary schools. In Chinese traditional educational philosophy, mathematics, physics and chemistry are the essence of education and teaching. Foreign music and art education is very patient, and teachers can regard students' whole artistic life as the educational goal according to their different characteristics. In the era of mass communication, the influence of mass media on music communication is extremely remarkable, especially for music education whose main goal is to spread music, which is infiltrated by mass media, which is an unchangeable development trend. In the process of Chinese music media education, we should take the leading music culture consciousness as its mainstream consciousness, that is, we should take foreign national music and Chinese traditional music as the mainstream of music.

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