

The Status Situation and Thoughts on the Inheritance of Chinese Traditional Music in Public Art Education Colleges and Universities

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Abstract: China is a country with different ethnic characteristics and rich and diverse regional cultures. However, with the rapid development of China's social economy, the national spiritual culture is also being impacted and influenced more and more by the excellent culture of other countries. At the same time, China's own national culture presents a phenomenon that is not valued. In this paper, the author analyzes the status quo and some problems of Chinese traditional music in the public art education in ordinary higher education institutions, and puts forward the significance and realization measures of the inheritance of Chinese traditional music in public education, in order to achieve the Chinese traditional music plays an important role in the art education of Chinese colleges and universities, and promote the development of Chinese traditional spiritual culture and national cohesion.

1. Introduction

For thousands of years, Chinese traditional music embodies the wisdom and inspiration of the Chinese people, as well as the display of national spiritual strength, with rich humanistic spirit. In the long history of time change, western style culture has entered the music field of China, which has exerted a great influence on the traditional music of China. At present, students' parents and the masses have more popular recognition of these western Musical Instruments such as piano and cello, and the popularity of some western Musical Instruments is much higher than that of traditional Chinese Musical Instruments such as suona, erhu, dulcimer and pipa. In the face of these phenomena, school education must realize national inheritance and play a unique role in cultural heritage through curriculum, cultural publicity and other means in strengthening traditional music education in universities.

2. The significance of inheriting traditional Chinese music in public education of general universities

China has a long history of cultural characteristics. With the progress of history, traditional music with national spirit culture is gradually weakened by the impact of western music culture. In today's society with the development of spiritual civilization, different countries are strengthening their national spiritual strength. Chinese traditional music contains the historical development process of China. We need to strengthen the inheritance and development of Chinese traditional music, and also promote the popularization of Chinese spiritual civilization and regional music culture. The inheritance of Chinese traditional music cannot be comprehensive stage of primary and secondary schools in our country at present stage, facing the pressure of college entrance examination, more parents choose cultural course learning, and the ordinary university public art education is facing the college students, college students have more time, you can contact more culture, knowledge, skills, arts and so on, such as traditional music in China. At the same time, college students, as the talent conveying institutions in the fields of economy, culture and art in the future, lay a favorable foundation for the inheritance of traditional music in the public art education of colleges and universities in China. No matter the interests or the cultivation of inheritance are of practical significance. Here, we can get better cultural feedback, let more people know, understand, love and carry forward the traditional Chinese music, and make a favorable guarantee for the development of

the traditional Chinese music. Therefore, the inheritance of traditional Chinese music in public education in general universities is of irreplaceable significance, which is an effective way to carry forward and develop traditional Chinese music, and also a basic guarantee to promote the spiritual culture of Chinese music to the world art stage, so that traditional Chinese music can be better spread and developed.

3. The present situation and problems about the inheritance of Chinese traditional music in the public art education of ordinary colleges and universities

Traditional music in Chinese traditional culture has an important artistic status, not only reflecting the characteristics and essence of different ethnic traditional culture, but also displaying the unique charm of music and music culture of different ethnic groups in China. In today's society with rapid economic development in China, the state attaches greater importance to art, culture and education. The ministry of education has paid more and more attention to the spread of traditional music in universities. Many universities have established the traditional music major according to the teaching requirements and achieved specific educational achievements. However, in the rapid development of the society in the new era, music education on campus needs to have a diversified development trend in the development of traditional music inheritance, which will certainly play an important role in the public art education of ordinary colleges and universities. The elective courses of traditional Chinese music belong to the education curriculum, but because students do not know enough about traditional music, they are more interested in the selection of more familiar Western music courses. Therefore, more students still stay at the level of appreciation and music theory analysis of traditional Chinese music, unable to understand the music emotions more deeply, and affect the popularity and development of traditional music in China. In addition, students' quality in traditional Chinese music needs to be improved, more reasonable music courses should be set up, teachers' professional teaching ability should be strengthened and other aspects need better attention. All these external reasons lead to the difficulties faced by Chinese traditional music inheritance in public art education in ordinary universities.

It can be seen from the curriculum arrangement of colleges and universities across China that traditional music has not been well paid attention to, although the inheritance of traditional music in China has begun to attract the attention of the country and some educators. However, it is difficult to realize the basic guarantee of traditional Chinese music in music teaching of public art education in colleges and universities, which has the following problems: First of all, the traditional music teaching concept is not deeply understood. Without a good understanding, it cannot be spread in depth and promote its further development. Secondly, the teaching faculty is single. The music teachers in China are mostly from professional music education colleges and normal colleges, and western musical instruments are widely accepted. In comparison, the scope of traditional Chinese music has been gradually reduced. Third, as we all know, folk culture comes from the broad masses, and more traditional music elements are not well disseminated or even lost, which is also the loss of national spiritual culture.

4. Measures to realize the inheritance of Chinese traditional music in the public art education of ordinary colleges and universities

4.1 Optimize the arrangement of professional courses and realize the diversified development of traditional music in China

For example, folk songs, traditional operas, folk songs, xintianyou, minor tunes, laboring buzi and so on are all forms of traditional music in China. This type of music not only reflects the rich music content, but also reflects the diversity of public art courses in colleges and universities, providing valuable resources for the public art courses in colleges and universities in China. In traditional music teaching courses, it is necessary to pay attention to the establishment and inheritance of national spirit, and adhere to the principle of diversified development, which is

conducive to improving the quality of students learning music, which can best represent the connotation of traditional culture and the introduction of Chinese fine national spirit. We must break the course form dominated by western music in the past and develop in parallel in understanding eastern and western cultures. Schools can provide more choices for students who like traditional music by adjusting the class time. In order to enhance college students' understanding of traditional music and narrow the distance between college students and traditional music.

4.2 Pay attention to the innovation of music education mode, and encourage more students to participate in traditional music learning in China

Nowadays, the lack of interest of Chinese college students in traditional music is an important problem hindering the development of public art education in colleges and universities. Most college students are not interested in traditional music because their understanding of the meaning of traditional music is lacking, and it is difficult for teachers to stimulate their interest in the classroom. Therefore, in the process of inheriting traditional music, colleges and universities can spread traditional music through publicity, education and diversified teaching mode to create students' cognition of the connotation of traditional music, while teachers must innovate traditional music audio-visual courses and other teaching methods. Its innovative teaching tasks include organizing students into several collaborative exploration groups, helping students find their own traditional music interest sources by using students' appreciation of music, organizing students to discuss in groups, and encouraging discussion, explanation and analysis in class. Therefore, driven by teaching assignments, college students will improve their understanding of the connotation of traditional music, which is conducive to deepening their interest in traditional music.

4.3 Create a good and developable Chinese traditional music learning atmosphere integrating with life

Music usually originates from life. Music depicts life and shows the life power of traditional music in China. Therefore, in the process of inheriting Chinese traditional music, music should be consciously combined with life in the course, so that students can feel traditional music in a familiar atmosphere. In the process of creating the traditional music learning atmosphere, the college can help students provide classrooms for appreciating music, and college teachers can design courses, which include exploring the local traditional music, as well as the background and vitality of traditional music. Universities can hold traditional music development lectures and performances, so students will redefine traditional music when listening to traditional music, so as to continuously improve their ability to appreciate and understand traditional music.

5. Conclusion

To sum up, music culture in China, with thousands of years of historical precipitation, is another embodiment and carrier of displaying national spiritual culture. It can be said that music culture is the carrier of humanistic, regional characteristics, Chinese philosophical thoughts and the expression of national art aesthetics. At the same time, it also has rich educational concepts that are in line with China's development. Therefore, we need to attach importance to the cultivation and development of traditional Chinese music in the public art education in ordinary colleges and universities, so as to ensure the inheritance and development of traditional Chinese music. We can carry forward and carry forward Chinese traditional music culture by innovating teaching concept, optimizing teaching mode and stimulating students' interest and interest in Chinese traditional pronunciation.

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