

Research on the Development Strategy of Chinese Multicultural Music Education Based on Cultural Consciousness Theory

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Abstract: At this stage, with the development of the times, the world has paid more and more attention to cross-cultural communication, and this trend is constantly developing. Against this background, when developing music education for students, we need to incorporate a corresponding cultural awareness. Only in this way can we ensure that students can improve their scientific and cultural qualities while learning music. This article mainly analyzes music education based on the theory of cultural consciousness theory, and clarifies the significance of integrating cultural consciousness theory in the process of music education, and requires teachers to attach great importance to the integration of cultural consciousness theory in music teaching.

1. Introduction

In today's world, globalization has penetrated into many fields such as economy, politics, and culture, so that cross-cultural communication has become the main trend of cultural development in the world today. In cross-cultural communication, the cultures of various nationalities broke through the original closed state and opened to the outside world. Therefore, in the cultural transformation of the global multicultural era, cultural consciousness will obviously become a requirement of the development of the era. Music education has the function of inheriting culture. Therefore, in the face of the advent of the global multicultural era, music education must have a cultural awareness, which is a problem that must be considered and faced in the current development of music education.

2. The Significance of Cultural Awareness in Music Education

The definition of "cultural consciousness" has not been understood so far. It can be said that benevolent sees benevolence and wise see wisdom. The opinion of Chinese research scholars is that cultural consciousness means that in social life, people have a corresponding understanding of a certain cultural content, and they have a certain understanding of its formation process, characteristics, and development trends. In this regard, analyzing the content of cultural consciousness can be roughly divided into two aspects: First, culture is an abstract concept, and there is no clear definition to express it. Therefore, people's understanding of the same culture will be different according to their own experiences and differences in class status. Then there will be different understandings of culture and new ideas about it, which will bring a new atmosphere to the culture of the new era. Secondly, in this age where distance is not a problem, people from all over the world have their own unique cultural atmosphere, and multiple cultures will appear or impact or merge in this exchange. In this process, mutual respect and understanding become a bond that connects people to more harmony in contact.

Education and culture also have an inseparable relationship. If education is a book, then culture is a chapter in the book. It is because of the chapters in the book that the meaning of the book can be formed and people can inherit and develop. . Therefore, it can be said that it is because of the rich and colourful culture that education can only appear and that there is something to teach. Music education as a part of education also needs to explore culture and inherit music culture through music education. This is the fundamental significance of music education. The significance of

cultural consciousness in music education is mainly reflected in the following aspects: (1) Stimulating people's consciousness of traditional music culture, so that students can have a deeper understanding of this when they trace the source of music culture. (2) Cultivate a sense of identification with the national culture, allow students to feel the unique charm of the culture in the music, form a music system with the characteristics of the national culture, and make music rise to a new level in the theory of conscious culture. (3) It is conducive to the exchange and development of the world's music culture. It shines in the process of touching multiple music cultures, generates new chemical reactions, gives new meaning to music teaching.

3. Meaning of Multicultural Music Education

Multicultural music education, like multicultural education, is a very ambiguous concept. Many professionals, experts, and scholars have explained it from their own research perspective: David Ellie, the founder of American Music Education Practice Otter (understand multiculturalism in a dynamic way, this is a kind of extensive global diversified music. Music is diversified because music exists in culture, and cultural diversity determines the diversity of music. Music education is subject to the diversity of music and must present a multicultural character. The concept of multicultural music education by Guan Jianhua, vice president of the Chinese National Music Association of the World, is that multiculturalism is a pluralistic social structure and reflects the originality of society. Appearance, music education and social development are mutually reinforcing. Therefore, music education should break through the grid of western music, especially European music, and make full use of world music and its cultural resources. Tolerance, understanding and acceptance can achieve music and culture among nations and peoples. Communication and dialogue.

In short, as a branch of multicultural education, multicultural music education advocates the richness and diversity of music education, and strives to achieve the equal right to be educated in the music of all nationalities and countries in the world, and to achieve pluralism and co-prosperity of heterogeneous music culture. In terms of specific educational content, it includes both Western classical music and Western modern music. There are both Western and non-Western national music. It can be said that it is a pan-cultural music that involves all music culture from ancient times to the present. The educational model aims to broaden students' aesthetic perspectives, enhance understanding and respect among different cultures through diversified music education, help students establish standards for multiple senses of music, and enable students to embrace the future of globalization with a broader mind challenge.

4. Strategies for the Development of Chinese Multicultural Music Education Based on Cultural Consciousness

Cultural understanding --- the prerequisites for cultural education. China's accomplishments in music are deeply influenced by Western music technology. Music technology is the focus of music teaching, such as composition skills, vocal singing methods, and techniques for instrumental performance. It ignores the content of music itself, only Music is expressed in another way of playing, which loses its original meaning and conceals the place of culture in it. As a result, in the process of teaching, teachers are more inclined to teach technology, and when students accept, they just have the same learning style, lack of understanding of the emotions expressed in it, and did not deepen the understanding. In recent years, the definition of music has become an unavoidable problem in music education. Because the definition of music will determine the development direction and goal of music education. From the current development trend of international music education, it has become a consensus that music is a culture or part of a culture. Understanding music and music education from a cultural perspective is a major shift in the development of current music education. For example, the International Music Education Society's policy on world music culture states: "Music is a universal phenomenon of culture, all cultures have music, and each society has a music system that is connected in principle with other societies. Culture, multiple

levels of society, all age groups and other social branches also own the music of their branches. ““ When music is placed in a social and cultural context and is part of the culture, it can obtain the best Understanding. Proper understanding of a culture requires an understanding of its music, and proper evaluation of a music requires some knowledge of the culture and society associated with it. “Understanding music as a culture is practical It shows a kind of cultural consciousness. Only by understanding music from a cultural perspective, can we understand its cultural traditions and achieve a culturally conscious consciousness.

National Music Education-The key to music education that is culturally conscious. There are multiple nationalities in our country, because of the similarities between the cultures of different nationalities in the same overall environment. If they are similar, then there must be differences between ethnic groups, which is reflected in the traditional connotation of each ethnic culture. Due to the formation of different cultures, each has its own unique system and unique style. As a result, the education of national music has also changed, and it has become a unique music cultural tradition of each nationality, which cannot be replaced. For example, we can't use the sight-singing and ear-training method of Western music in school music education to train the “ears” of minority music, otherwise the “true face” of minority music will be obscured. Legal system and other aspects to train its “music ears.” Therefore, if national music has its own representativeness, it must maintain its unique cultural connotation.

Multicultural Music Education --- the guarantee of music education towards cultural awareness. Actively carry out multiculturalism. By exposing students to different forms of world music culture, they can broaden students' horizons. They can compare with their own national culture and learn from each other's strengths to avoid the phenomenon of self-sufficient self-sufficient phenomena. In order to better understand the connotation of the national music culture, and to transform it. Therefore, in music education, the diversity of music cultural connotations should be presented to students, so that students know that the world is colorful. For example, Japanese music feels ethereal, European and American music is strongly expressed, and China is represented by the golden mean and implicit beauty. This is how people feel when cultural connotations are integrated into music. For the development of music education, it is not only the inheritance of the cultural connotation of the nation, it is also to learn from others' strengths, break through their own limits, and rise to a higher level. This needs to pay more attention to the cultivation of people's cross-cultural abilities in music education, pay attention to people's cognitive differences in culture, and understand that cultural diversity learning does not mean only the study of typical music in a certain place, but from outside Here, enter the deep exploration.

The course helps students understand the integrity of the musical experience of Chinese and cultural ethnic groups. Multi-dimensional study of national music experience and culture should be conducted. The course should help students understand the important musical historical experiences, achievements and basic music cultural models of the nation and ethnic group, the important real and social problems faced by the music of each ethnic group, and the musical experience, culture and individual diversity of each ethnic group.

The curriculum should help students identify and understand the conflicting ideas and social realities that often occur. In the United States, the values of freedom and democracy are often considered ideals that should be achieved, and American social realities have been whitewashed into the realization that such ideals have been achieved. The history and civic education curriculum in the United States has been deeply imprinted with this wrong impression, and youth is socialized in this unquestionable way. This form of civic education, used to repeatedly inculcate a narrow understanding of the nation's attitudes, has given rise to serious misunderstandings about the nature of American society and culture. Therefore, it is necessary to recognize the contradiction between ideal and reality in American life and history, and to reflect on the basic values of American society. In China, modern music values are generally considered to be the ideals that Chinese music should realize, and Chinese music education has been whitewashed to realize such ideals. The curriculum of Chinese music education is deeply embracing the realization of modern western music systems and music culture Values are the illusion of successful music education. In this unquestionable way,

social education is provided to young people. This form of national music education is habitually instilling advanced western music, non-western music lags behind or excludes non-western music, which has given rise to serious misunderstandings of Chinese and world folk music culture and value. In the school, the advanced and backward of Chinese and Western music, the elegance and popularness of serious music and popular music or folk music, the complexity and simplicity of learning Western and folk instruments, the scientific and non-scientific division of Bel Canto and ethnic singing, Controversy often arises, and teachers need to use the concepts of multicultural education and musical anthropology to explain it.

In addition to building and supporting the common culture of the country and the nation, the multicultural curriculum should also promote values, attitudes, and behaviours that are conducive to the diversity of the nation and culture. One mind should be the goal of the school and the country as a whole. In China, by cultivating the national consciousness, identity, culture and spiritual foundation of the people. The development of China in recent years, such as transportation high-speed rail, aviation, communications, economy, and the country's efforts to boost domestic demand in the wake of the financial crisis, have led to frequent and expanded exchanges between various regions and people at home and abroad, and the diversity and richness of music courses It is constantly expanding. Therefore, the school teaches music content about the Chinese nation and nationalities in various regions of the world.

Multicultural courses should help students acquire the skills necessary for effective inter-individual, inter-ethnic, and cultural-ethnic interactions. Students should acquire skills and concepts to overcome the factors that hinder successful communication, including obsolete perceptions of ethnic music and music culture, review of media processing of ethnic music, and discerning ethnic music and music Cultural attitudes and values, skills to acquire intercultural music communication, and one of the goals of multicultural music education should help individuals to communicate easily and effectively with their own members and members of other ethnic and cultural communities.

5. Conclusion

In short, China's current music education is still dominated by the European music education system. Chinese folk music is in a subsidiary position, and the lack of multicultural music education in the world is not conducive to the future development of music education in China. On the one hand, we must recognize the arduousness of building a new music education system rooted in local culture and looking at the world; on the other hand, we must actively accept the challenges of multicultural music education to our country's music education system and continuously integrate into the tide of multicultural music education in the world. China, gradually narrowing the gap with multicultural music education in developed countries, so that students can truly feel the coming of the multicultural era in the world, and strive to cultivate themselves as innovative and composite talents with multicultural thinking.

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