

Research on the Education Status for the Traditional Music in Chinese Universities

Qiu Aijing, Kong Lingbowen, and Tian Rui

Abstract—The formation of the multi-cultural background of the world brings the impact and pressure of the traditional music in China. At present, the problem how to make our country's traditional music a better inheritance and transmission is worth every music educator to consider. The author thinks that the college students has always been the main objects of cultural inheritance, in ordinary colleges and universities of Chinese traditional music teaching, can popularize, spread and carry forward and develop Chinese traditional music conveys thought morality, philosophy and aesthetic and other long and splendid culture. Therefore, this article in view of the multicultural music education and the development trend of the 21st century music teaching new requirements, the current traditional music teaching status quo of China's ordinary institutions of higher learning for reflection, analysis China's ordinary institutions of higher learning in the traditional music of general education.

Index Terms—Chinese traditional music, general institutions of higher learning, music education.

I. INTRODUCTION

In modern times, the global economic integration and information globalization makes the national cultural breakthrough the limitation of regional, national and ethnic, impact each other, fusion symbiosis, form a multicultural expanding the scope of the new trend. In the case of music education, the multiple cultures of music are injected with fresh blood and the important branch of music education. It is also a huge challenge for the traditional Chinese music (hereinafter referred to as: music). China's ordinary institutions of higher learning (hereinafter referred to as: the ordinary university) college students are the main force of the social development and progress in our country, the ordinary colleges and universities is an important platform for the revitalization of traditional music, is one of the main platforms of traditional music cultural inheritance. The main purpose of music education is to enrich students' emotional experience and improve their aesthetic ability, imagination and creativity. However, there is a clear absence of the traditional music teaching in the public art education. Since the early 1980s, college students are affected by the impact of the Europe and the United States and Hong Kong and Taiwan pop music, gradually began to ignore the traditional music, but increasing interest in western pop music [1]. Although

college music education conducted a series of reforms, but the traditional music education and teaching is still not be college music education's important task, and the traditional music of general education in colleges and universities lack of professional guidance teachers, the students take optional the gender is big, the more restricted. Therefore, the author thinks that under the multi-cultural field, it is imperative to reform the music teaching of ordinary colleges and universities. Based on the above reality, this paper makes the following analysis on education and development of music in ordinary universities.

II. A REVIEW OF MUSIC'S TEACHING PHILOSOPHY AND THE IMPACT OF MULTICULTURALISM ARE BEING REVIEWED

Our country is an ancient country with civilization with a long history, traditional music is an important part of our national culture, attach importance to the inheritance of our national music culture, knowledge and understanding of other national culture, has become a modern international music education major trend. The ordinary university public art education was still in the stage of development and perfection, the traditional music education into it, to cultivate college students set up the national pride and a sense of pride and noble feelings of love for the motherland. Along with the development of the modern media rapidly, all kinds of music art form has enriched people's appreciation of space, western style of pop music to the extrusion of traditional music, makes our country school music education and traditional music cultural inheritance. As early as the beginning of the 20th century, when western music into China, in the western music education system cultivate many experts and scholars, to look at the traditional Chinese music with western values, believes the lack of scientific, therefore, a century of China's music education has been greatly affected by the western education. In colleges and universities music education has always been centered on content and teaching ideas of western music, especially the traditional music teaching has long been under the state of the marginalized, lead to the majority of students obsessed with western music theory, techniques and aesthetic values, and little understanding of the traditional music of our country, the lack of the cultural identity of traditional music. Given this, the legacy of music has become the top priority for music education. As the American educator ramo, the traditional music of a people is "music education power", is "the soul of a national culture", is "to make a kind of culture in the world culture is increasingly extensive exchanges in the important aspect of his personality" [2]. Today, the traditional music teaching concept is a great opportunity to develop traditional music teaching in the spirit of multiculturalism. At

Manuscript received August 3, 2017; revised October 20, 2017. This work was supported by Central basic research and business expenses project (1021--56XAB16024).

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present, the colleges and universities should be open, open attitude to accept music from different countries and national culture, the integration development of diversity of traditional music education, as early as possible to get rid of on the basis of the unified Europe music education system. At the same time, the traditional music in the most fundamental position, make students realize the European music world music is just the tip of the iceberg, back to the identity of the Chinese traditional music, traditional music, reshape the purpose of national pride.

Of course, in the development of multiple music culture education in common colleges and universities, to reform the traditional music education philosophy and teaching methods is a long-term process, the purpose of cannot be achieved overnight, need unremitting efforts in many aspects. First, you need to "top-down" to carry out diversified culture education idea, until the formation of institutionalized policy and guidance documents, and promotion of [3] in colleges and universities. The guidelines for the traditional music education, issued by the ministry of education, have proposed a diversity standard for aesthetics. It has certain help to the development of traditional music in colleges and universities, but still need deep research experts and scholars, will refine this standard, the multicultural education idea better and the integration of the inheritance of traditional music in colleges and universities. Second, the need to make the majority of students the biggest beneficiaries of music education will be able to make the traditional music education concept a reality. Guide the university students of traditional music and music of all ethnic groups of the world produce widespread interest, establish a good ability of critical thinking in music, eventually make them equal with scientific attitude to treat all nationalities in the world including China music of pluralism and diversity, and motivate them to think and look at the charm of traditional music and value.

III. UPDATE THE MUSIC TEACHING SYSTEM, AND SET THE "MAIN" STATUS OF WESTERN MUSIC AND CHINESE TRADITIONAL MUSIC

As early as 2004's "world multicultural music education" international symposium on famous heritage that must never be fan music scholars put forward "multicultural values to formulate, adjust the course structure, strengthen the Chinese national music education and the national music education" view [4]. The traditional music teaching in today's normal universities should be guided by the values of multiculturalism, redefining the relationship between traditional music and Western music. In general, the Western music system has a profound impact on our country's music teaching, and even the ability to suffocate the country's traditional music "self-righteousness". The existing traditional music teaching in colleges and universities is not have a system of course group, basically follow the European music system stage, especially the compulsory courses such as basic music theory teaching is still in traditional western music theory system as the main content. Over time, the students' awareness of music in the west is very high, and the perception of the form, inclusion and characteristics of the

national traditional music is confused. In modern universities, for example, China's national music teaching in the most outstanding problem is that on the basis of the western vocal music skills, devotion to voice skills, thus to form a national vocal music lack of individuality in the field of "one thousand - 1" the status quo, if let it spread condition, means that the national vocal music more walk more narrow road. The development and innovation of national vocal music should be established on the basis of retaining the original ecological national singing law. This is important, and to do this is to "close the land". Senior artists in this area have very fine tradition, to deep folk life, mastering various regions and nationalities of opera, folk art and folk songs of different styles, grasp analysis the singing style and skills, on the basis of the development and innovation, so as to sing the real national vocal music style and lasting appeal. And this is just one of the many problems of the traditional music education.

Music education in the 21st century emphasizes the new scientific and all-encompassing quality of education, which is scientific and adapted to Chinese characteristics. This requires that ordinary colleges and universities gradually focus on the teaching of the traditional music culture. From the syllabus set, system construction, the music of the curriculum group of compiling textbooks and teaching content arrangement and other aspects, to establish scientific and perfect Chinese traditional music and national music teaching system in the world, in order to realize the traditional music education teaching system reconstruction, to the inheritance of traditional music teaching into the ordinary university music education system. We need to focus on the traditional national culture music education in ordinary university public art education in the development of the school education and inheriting two standard system as a basic component of China's national education organic research and construction, this is our new requirements in the new form under the situation of one of the strategic choice for the future development space. First, increase the type and scope of elective course of traditional music teaching, and expand the course type, in form and the number of traditional music as music education's main body. If there are any conditions, can be part of the traditional music subjects into the plans for required courses, make students better digesting and absorbing the essence of traditional music culture and carry forward. Second, the ordinary university in traditional music teaching material to write on, not for the purpose of pursuing academic, and shall be based on modern multimedia means comprehensive, clearly and objectively describe the from historical evolution to the contemporary characteristics and style. To improve students' knowledge, broaden students' horizons and improve their music literacy at the same time, combining teaching material is an organic unity of scientific, systemic and pluralism. In particular, we should focus on the teaching materials to reflect the national character, and the world music pluralism. Finally, in terms of teaching content arrangement, don't add much music skills of sexual knowledge, but to enrich students' knowledge of music, and to improve students' humanities accomplishment for the target. We can refer to the teaching model of music in western and foreign universities, and learn and master the historical, cultural background and classics of music in our country.

With students can also carry out field investigation, collection of Chinese national folk music, traditional music education in ordinary university music teaching of dominance, fundamentally reverse the long our country ordinary university music education system in the traditional music and western music teaching in primary and secondary reversed the situation. Involved in colleges and universities and the traditional music cultural inheritance of dozens of articles, is part of the whole school education and the traditional music cultural inheritance between studies. For example, feng guangyu's "national music cultural heritage and the school music education", "the cultural orientation of music bb1 in contemporary China". View of these articles mainly points out the past regular institutions of higher learning in music education on mainly follow Europe music theory system, now the music educators and researchers put more energy on the research on traditional music culture, that the primary and secondary status of Chinese and western music is gradually straighten.

IV. IMPROVE THE MUSIC TEACHING METHOD, STRIVE FOR THE INTEGRATION AND UNIFICATION OF "STANDARD" AND "MULTIVARIATE"

The traditional music teaching, which is currently under the guidance of the western music system and evaluation standards, has a very limited [5]. European music is mainstream, the minority group music is marginalised, music education culture is a common problem facing music in China. The reversal of standard and passenger position has hindered the development of music education in Chinese schools and weakened the traditional Chinese music. In music under the influence of cultural diversity, cannot simply duplicating western music theory system and teaching ideas and methods to implement is given priority to with the han nationality, extremely rich and precious Chinese 56 nationalities traditional music teaching, must be integrated use of a variety of teaching methods, proceed from the characteristics of traditional music and create the various national music culture in our country the each other hand in photograph reflect multiple music education atmosphere. European music education thought and theory in China occupy the mainstream of the reason is very complex, the most important factor is not formed his own music theory system in China, as we all know China is not formed his own music theory system, but because of the lack of traditional music teaching materials, cultivate professional traditional music education teacher. But the ordinary university music courses and classes are less common, so want to try to make the students master the traditional music knowledge during the period of school as much as possible, then you need to in music teaching content is dominated by local traditional music, in the form of appreciation, practice form, "KouChuanXinShou" etc. Various kinds of teaching methods which guarantee the quality of teaching, make students deeply understand the cultural value and artistic charm of traditional music.

When the appreciation in the form of teaching, teachers should first of all import related music background knowledge, on this basis, make full use of high-tech, modern

multimedia teaching means, through the sound and color, light and shadow, the fusion of feeling and scene to let the students give the experience of traditional music and colorful artistic charm and deep cultural connotation. In the form of practice teaching, the teacher can society as universal music education of the big classroom, lead students into the community to experience and cognitive environment in the form of the local traditional music culture and music characteristics of the formation and development of the historical evolution process. Because traditional music and have a various complex and its social ecology cozy ties, and students in the process of school field trips, will naturally be familiar with and identity even into their personal experience of the traditional music, this is undoubtedly the most vivid and effective teaching means and methods. At the same time, these precious experiences can be back to campus, and carried out music salon, seminar, art performances and other kinds of activities, exert students' subjective initiative and creativity, make learning traditional music in the school formed a good atmosphere. Need to emphasize that the traditional music teaching should go back to the traditional teaching method, "KouChuanXinShou" use teachers rich folk singing practice experience and its related theory training, singing in class demonstration, words and heart communication comprehensive inspired and professor, guiding students to learn to play and sing music works, not only attaches great importance to the skills of teaching methods, to all works of traditional music in music as a model for teaching methods. "KouChuanXinShou" ensures the same inheritance of traditional music, realize the information transmission of traditional classroom teaching can't do, to help students understand the traditional music is ingenious, inherit and carry forward the traditional music culture.

V. CARRY OUT THE MUSIC TEACHING PRACTICE, THE TEACHER TEAM CONSTRUCTION EMBODIES THE "INTERNATIONAL NORM" AND "CHINA BREEZE"

The construction of the faculty team is an important part of traditional music's heritage in the higher education system. Without a good team of music, the good teaching idea, the education system and the teaching method can't be realized. At present, the traditional music teachers' team in our country is not perfect, and it needs to be strengthened. Most professional music teachers whose knowledge structure is the western music system, lack the knowledge and research on the basic theory of music in China; And many national music teachers are only studying the music of this nation, a lack of international vision and the idea of diversified music education. . European music education theory in China occupy the mainstream of the reason is very complex, but one of the most important factor is the contemporary Chinese traditional music theory and music education theory system has not yet formed. China's traditional music theory is a "difficult" historical culture that has not yet been popularized. Thankfully, there are some who are interested in mining, sorting and summarizing referring to vast traditional music theory in the ancient literature works, compiled and published some Chinese music theory monographs and textbooks,

predictably, Chinese traditional music theory system in the near future will be built up. To implement the traditional music education, we must have a traditional music teaching material, which will be used in the traditional music. Professional music is the backbone of this reform. Professional music college education teaching system directly affects the public music art education in common colleges and universities and primary and secondary school music education development trend, thus improve the professional music college curriculum structure system, the balance between Chinese and western music education theory framework, for the Chinese traditional music education mainstream, world music education has a key guiding role diversification. In addition, the traditional music teaching and research work of the disconnect, many music teachers failed to use China's rich traditional music teaching methods or results of the study are to improve the innovation teaching. Traditional music shows the teaching method of "oral teaching". Music performance professional teachers lack the support of the basic theories of traditional music makes it difficult to encounter problems in teaching practice and teaching experience with rich theoretical clarify. Most music teachers theory relative to the music performance major, lack of experience of teaching practice singing or playing hard in writing to the theory of music performance out of great practical value and guiding significance to the theoretical writings. Therefore, training with international vision, can grasp the characteristics of traditional music, and actively carry out teaching is the ordinary university music teaching practice of traditional music inheritance path.

Music teachers should under multiple music culture education, to carry out the teaching practice, the realization of music teaching mode in the direction of the health, diversity and comprehensive development. On the one hand, the construction of traditional music teaching staff must have a "international fei", that is, under the background of the current era of multiple teaching methods and teachers should learn foreign advanced concept, to expand their ideas, and in the concrete to strengthen traditional music teaching practice. To organize regular music teachers to go abroad to study or professional training, to explore diverse music culture education teaching idea, teaching mode and teaching experience, find the correspondency of Chinese traditional music and world music teaching. On the other hand, traditional music teachers construction must reflect "Chinese wind", which requires knowledge of diverse background is a music teacher at the same time, and good consciousness of traditional music culture. Once the music teachers to broaden their understanding of the Chinese traditional culture, and actively guide the ordinary university students appreciation, understanding and thinking about the nation's traditional music culture, at the concept level establish an interactive relationship with students, thus improve their perception and attention of traditional music.

VI. CONCLUSION

The pattern of multi-culture of the world brings

unprecedented challenges and opportunities to our traditional music culture. In the western tradition of music and music, China's traditional music is facing a crisis of marginalization. The development of music education of ordinary universities is the foundation of the traditional music tradition and the foundation of the traditional music culture. Therefore, under the background of multiple music culture coexist, rooted in the Chinese national music culture, absorbs the essence of world music culture, have the courage to blaze new trails, is the Chinese traditional music education a correct road of development. The traditional music education of ordinary colleges and universities in our country, not only need innovation idea, system and method of music teaching, and music in the teaching process should be regarded as a kind of culture transmission, improve the students' sense of music culture as a whole. As a result, the teaching idea and forms of novel and vivid will inspire the student to understand Chinese traditional music, rich background knowledge will deepen students' understanding of music, and let them in emotion, value, idea and so on various aspects identification of traditional Chinese music, inspire their inner sense of national pride, enabling them to take the initiative to assume inheritance of Chinese traditional music and the historical mission of Chinese traditional culture.

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