

Current Situation and Thinking of Contemporary National Music Teaching

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Abstract: National music, as an important carrier for inheriting and promoting the excellent culture of the Chinese nation, has distinct, unique and profound national characteristics and aesthetic education value. National music teaching demonstrates the value concept of educating people with beauty and people-oriented, which is the concentrated embodiment of the core value of art courses. Based on the analysis of the current situation of national music teaching in my country, this paper proposes to focus on the cultural literacy of music teachers, improve the construction of national music teaching materials, and enhance the status of music education in school education, etc., to optimize the countermeasures of national music teaching in the new era, and provide a practical path for the widespread dissemination and popularization of national music in school education in my country.

Keywords: Folk Music; Music Education; National Culture.

1. Introduction

National music plays an important role in inheriting national culture. The "Compulsory Education Art Curriculum Standards (2022 Edition)" emphasizes the basic concept of music courses that "the excellent traditional music of all ethnic groups in my country should be taken as an important part of music teaching. my country is a multi-ethnic country with a long history. Many classic music works have been handed down from ancient times to the present. They are an important part of traditional culture and have extremely high educational value. Based on the guidance of the new curriculum standards, we must continuously strengthen students' core subject literacy and improve their understanding of national music in learning. Through practical learning, students can understand, recognize and love the music culture of the motherland, enhance national consciousness and cultivate patriotism.[1] In the course objectives, the requirement of "through systematic study of mother tongue music culture and works of different nationalities, different countries and different times, perceive the national style and emotion in music, understand the music traditions of different nationalities, and love the music culture of the Chinese nation" is again put forward.

How to effectively teach national music? This is a topic worthy of in-depth research by music teachers in primary and secondary schools. As we all know, in basic music education, Chinese national music is an important teaching content of music education courses and even national education, which runs through the teaching of primary, junior high and high schools. Chinese national music is the material carrier of national culture, which contains the development of the motherland and the accumulation of history under the changes of the times, is an important channel for learning the excellent traditional Chinese culture.[2] At present, the traditional art forms circulated among the people in my country have become the original source of national music, such as opera, folk dance and instrumental music. National music has witnessed the changes of the times of the Chinese nation and condensed the brilliant essence of Chinese culture. It is worthy of being passed down from generation to generation and cherished faithfully. National music teaching can enable

students to understand the excellent traditional culture of our country, recognize and be familiar with national culture, and further stimulate students' patriotism and national self-confidence. In the teaching of contemporary national music, students should be guided to pay attention to the essence of music teaching from the perspective of music, attach importance to the deep thinking of students' learning, and let the concept of students as the main body be truly implemented in music teaching.

2. National Music Teaching-Educating People with Beauty and Highlighting the Core Value of Art Courses

2022 April In June, the Ministry of Education promulgated the "Compulsory Education Art Curriculum Standards (2022 Edition)" (hereinafter referred to as the "New Art Curriculum Standards"). Compared with the previous curriculum standards, the new art curriculum standards have undergone three major changes; first, strengthening the core socialist values and "three cultures (excellent traditional Chinese culture, revolutionary culture, and advanced socialist culture)", making the value orientation of art courses more precise and the fundamental task of cultivating morality and educating people more prominent; [3]second, integrating the content of art courses with the core literacy of art courses, highlighting the role of art practice in art courses; third, strengthening the practice-oriented art learning method with the help of "teaching tips".

The new art curriculum standards clearly pointed out the curriculum orientation in the "Preface", clarified the educational goals of basic education curriculum teaching, and put forward the important mission of art courses-"compulsory education and education". The service education course takes the establishment of morality and cultivation as its fundamental task, cultivates and practices the core socialist values, strengthens cultural confidence, improves humanistic literacy, and strives unremittingly for the great rejuvenation of the Chinese nation. "As an important carrier for inheriting and promoting the excellent culture of the Chinese nation, national music has distinct, unique and profound national characteristics and aesthetic education value. It has distinct,

unique and profound national characteristics and aesthetic education value. National music teaching takes promoting the all-round development of students and guiding them to form a correct world outlook, outlook on life and values as its fundamental task. Focusing on the educational purpose of educating people with beauty, it cultivates students' ability to appreciate beauty, feel beauty and create beauty, so as to help students understand history, know the motherland, love the nation, enhance the national cognition and national consciousness of contemporary youth, and promote the effective improvement of patriotism. Therefore, national music teaching better interprets and highlights the educational function of music education, so that the cultural, ideological and historical nature of music education as an art course can be displayed.

3. Current Status of National Music Teaching

At present, national music, as an art course with profound cultural accumulation, is attracting attention from all walks of life in society, and more and more schools regard national music as one of the important contents of music education courses. It reflects the historical changes of the Chinese nation in the long history of 5,000 years.[4] In this historical change, we can find the situation of the Chinese nation and the Chinese people, the behavioral strategies they have adopted, and the profound thoughts behind them. This series of wonderful reactions have been composed into a gorgeous piece of music, which has been passed down through the ages. History will never be extinguished, and the original intention will never change. Therefore, the national culture "hidden" in national music is the "great culture" of the Chinese nation for 5,000 years.

However, in the current practice of national music, some music teachers have the extreme phenomenon of "focusing on the West and neglecting the East". These teachers do not understand Chinese traditional culture, the profound thoughts and life philosophy implied behind a piece of national music, and their understanding of Western music is "knowing everything and saying everything". When facing classroom teaching, these teachers use some superficial teaching methods or use Western music lectures, ignoring the unique and natural cultural characteristics of national music, ignoring the fit for students' lives, and ignoring teaching in a way that students like to hear and see, which makes the teaching effect of national music unsatisfactory and students' interest in learning is not strong. At the same time, the current compilation of national music textbooks is not rich and complete, and is not systematic and sound. This is mainly reflected in the fact that the selected music in the textbooks is not representative, popular, and simple in narration. It fails to show the background of the creation and the background of the times of the music, and fails to present national music as a culture to students.[5] This aspect also shows that school music education has not paid enough attention to the teaching of national music courses, and has failed to take the education and inheritance of Chinese national music as its important responsibility and mission.

4. Optimization Strategies for National Music Teaching in the New Era

National music, which carries a heavy historical and cultural heritage, should be reflected in the curriculum

concept and school-running concept of implementing quality education and promoting the all-round development of students, and should be passed on by word of mouth among young people. To this end, front-line music teachers should change their concepts, innovate their ideas, and promote the vitality of national music with new teaching methods and means, promote the development of national music in school music education, and promote the study of national music.

(1) Pay attention to the cultural literacy of music teachers

First, teachers should learn to put Chinese and Western music teaching in the right place, guide young people to realize the similarities and differences between Chinese music and Western music, and the importance and necessity of learning Chinese folk music. According to the principle of "taking Chinese music as the main and Western music as the supplement", they should firmly establish the sacred and inalienable subject status and primary status of Chinese folk music in curriculum teaching, so as to establish the unshakable nature of Chinese native folk music in the hearts of young people. This requires that music teachers should always keep a clear mind and correct consciousness, and not have a tendency to make mistakes. [6] The education of folk music is not only to spread knowledge to students, but also to teach students the concepts and methods of looking at the world. Different methods should be used for different student groups to deeply experience the differences in ethnic culture and music styles in different regions and places, and establish three different consciousnesses of multicultural view, multi-aesthetic view and cultural relativism.

Secondly, in the process of teaching folk music, music teachers should pay attention to the historical culture and contemporary thoughts contained in folk music works, and combine Chinese traditional culture to make a comprehensive, in-depth and systematic analysis and interpretation of the form, skills and style of folk music works. A teacher once said that "accumulative learning, speculative research, and promotional teaching" are the basis for the current development of the discipline of national music in my country. With the continuous updating and progress of human thinking methods as the basic condition, multi-directional transformation, only by connecting the ideas and connotations of Chinese traditional culture can we present the unique cultural nature of Chinese music when teaching students national music courses, so that students can not only understand my country's music creation from a technical perspective, but also understand the ideas contained in it from a cultural level, and guide students to learn national music from the shallow to the deep.[7]

(2) Improve the construction of national music textbooks

When selecting traditional music songs, national music textbooks should focus on selecting representative works, and can add background knowledge of national music. For example, "Wuxi Scene" is a Jiangsu folk song and a typical Jiangnan tune. We can introduce its city history, scenery and special food. Analyze the content and emotion of literary works through the creation background of literary works, combine national cultural knowledge with music, use beautiful and pleasant melody in rhythm, rich in national style and local characteristics in connotation, and have positive energy in content, which is positive and healthy. Such works can inspire young people's interest and love for folk music, and also inspire aesthetic education. For example, the guqin piece "High Mountain and Flowing Water", the zheng piece "Fisherman's Song in the Evening" and the ensemble piece

"Spring River Moon Night" can make students love the motherland's beautiful rivers and mountains after learning; singing folk songs "Rainy Day", "Little Cowherd", "Fengyang Song" and so on can enrich young people's knowledge of history and folk life from the rich local customs.[8] Therefore, to improve the construction of folk music teaching materials, we must combine folk music works with Chinese traditional culture, and improve students' ability to appreciate, feel and create beauty in folk music with beautiful tunes and healthy content, so as to better promote the popularization of folk music culture among students.

(3) Improve the status of music education in school education and tap into the resources of national music courses

As a key carrier for the inheritance of Chinese national music, schools should take the development of national music education as their important responsibility, shoulder the mission of inheriting and innovating traditional culture, enhance the status of music education in school education, tap into my country's excellent traditional national music works, strengthen national music teaching teachers, cultivate students' understanding and recognition of national music and national culture, and guide students to appreciate the breadth and depth of national music.[9] If students do not pay enough attention to music education, then national music course resources will be ignored and abandoned, and students' understanding of Chinese classical music will be one-sided and little known, which will not only affect the effective popularization of quality education and the all-round development of students, but also affect the formation of students' correct artistic and value views. School education should attach importance to music education, attach importance to national music teaching, and be committed to promoting, popularizing and creating music with Chinese national characteristics on the land of China.

5. Conclusion

The "Compulsory Education Art Curriculum Standards (2022 Edition)" points out that it is necessary to strengthen cultural confidence and enhance the humanistic qualities and patriotic feelings of contemporary youth. National music contains profound national culture and changes of the times. It is an important communication channel to guide young people to know the motherland, love the motherland and love the people. In contemporary national music teaching, national music should be combined with the excellent traditional Chinese culture to promote more students to know Chinese

music, love Chinese music, and promote more students to recognize the unique rich life philosophy and profound aesthetic value of national music, guide them to establish a sense of "master", and consciously and actively spread the good voice of China. As a new era, we should strengthen the study of national culture and strive to inherit and carry forward it. Young people are the hope of the country's future, so we must strengthen their study of national culture and let them like national music culture. The inheritance of national music culture and the innovation of strengthening national consciousness also have special educational significance.

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