

The Role of Multi-culture Music Teaching in Higher Vocational Music Education

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Abstract: With the rapid progress and development of society, the quality of life and aesthetic standards of the people are also constantly improving. Among them, music culture is an important component of people's spiritual world, and it is also an indispensable entertainment project in the daily life of modern society. At the same time, the emergence of music culture and art not only resonates with people's thoughts and emotions, but also plays an important role in inheriting traditional culture and art. The application of diversified music culture and art in higher vocational music education can fully stimulate students' inner musical sense and promote the development of students' comprehensive ability, which is of great practical significance for teachers' teaching and students' learning. This paper will analyze the application advantages of multi-cultural music teaching in higher vocational music education, combined with the current situation of multi-cultural music teaching, and put forward scientific and reasonable teaching strategies.

Keywords: multi-cultural music, teaching quality, artistic aesthetic ability, local music

Introduction

Under the background of the new curriculum reform, the education industry has also undergone significant changes, and the society has begun to put forward a large demand for application-oriented talents with comprehensive development. Higher vocational colleges are the main places to train professional talents, and bear important obligations in promoting the development of students' ability and improving their education level. Among them, music teaching is an important subject in cultivating students' cultural literacy and professional ability, and it is necessary for higher vocational colleges to attach importance to the integration of multi-cultural music art to ensure that students' musical ability and knowledge accumulation can develop together. Through the reasonable application of multi-cultural music teaching methods, a harmonious and good teaching atmosphere can be created in higher vocational colleges.

1. Application advantages of multi-cultural music teaching in higher vocational music education

1.1 It is conducive to improving the quality and efficiency of music teaching

With the deepening of the new curriculum reform process, higher vocational colleges have also begun to devote themselves to the innovation and reform of various disciplines. However, in the reform of music curriculum, it is difficult to comprehensively improve the teaching quality. Because the vast majority of music teachers are used to the traditional teaching mode, the ability to accept the new teaching form is not

strong. By adopting multicultural music teaching method, teachers can change their inner thoughts and devote more energy to the cultivation of music learning habits in the teaching process, which can significantly improve the teaching quality and teaching efficiency^[1].

1.2 It is conducive to stimulating students' innovative consciousness

With the continuous progress and development of society, the future employment competition pressure of vocational college students is also gradually increasing, and most enterprises are beginning to hope to recruit outstanding talents with innovative thinking and innovative ability. Therefore, in order to ensure that vocational college students can quickly adapt to the fierce competitive environment after graduation, it is necessary to attach importance to the cultivation of students' innovative ability, introduce multicultural music teaching mode into music education, help students understand the rich and diverse international music culture, strengthen students' musical thinking, and enable students to enhance their own innovative consciousness during music learning. Ensure that music innovation ability can be steadily improved.

1.3 It is conducive to improving students' artistic aesthetic ability

Excellent music works contain emotional elements that can stimulate people's psychological resonance, which is also one of the main purposes of developing multicultural music teaching in higher vocational colleges. It is hoped that students can have a good emotional experience in the process of music appreciation, and can understand the beauty of music with their senses and hearts. In the actual development of multicultural music teaching, teachers can continuously improve students' inner artistic aesthetic ability by analyzing students' spiritual needs. At present, the structure of music education system in higher vocational colleges is relatively complex. Only by constantly improving the aesthetic consciousness and aesthetic taste of higher vocational students can students be immersed in the positive energy of beautiful music art and create favorable conditions for the inheritance and promotion of traditional music culture.

2. Analysis of the current situation of multicultural music teaching in higher vocational colleges

Under the background of education in the new era, music literacy has become a necessary quality condition for the growth of talents in the new century. However, some higher vocational colleges still regard skill training and knowledge education as the key points of teaching in the education stage, and pay little attention to music culture education in class arrangement and educational development planning, resulting in a lack of musical awareness among many students^[2]. At the same time, if higher vocational colleges want to improve the quality of music education, they must introduce rich resources in the teaching process, set up professional teachers, and invest more energy in the construction of music teaching facilities and talent training. If attention is not enough in this respect, it will lead to the loss of development opportunities for some talents with excellent musical potential. In addition, the strength of the music teachers in some higher vocational colleges is not strong enough, and the introduction of multicultural music teaching in the actual teaching process is not enough, and the introduction of music culture is not deep enough, which leads to the overall teaching effect is not ideal, and even leads to the deviation of students' understanding of music culture. In addition, the daily teaching method is simple, focusing on music theory teaching, ignoring the cultivation of students' musical humanistic literacy, resulting in a great impact on the development of students' comprehensive quality and ability. Even if they have improved their musical skills, they cannot meet the diversified development needs of students' musical literacy.

3. Applied strategies of multi-cultural music teaching in music education in higher vocational colleges

3.1 Innovative teaching ideas

In the process of music education in higher vocational colleges, both the teaching of culture and the appreciation of multi-cultural music art require teachers to undertake the responsibility of talent training, and innovate the teaching concept according to the development trend of education in the new era. In this process, China's higher vocational colleges should regard the multi-cultural music teaching mode as a key task in the process of teaching reform, strengthen the strength of music teachers and the introduction of Musical Instruments, provide students with basic and reliable hardware facilities, and provide enough space for the development of music creation ability. At the same time, higher vocational music teachers should constantly improve their own music literacy, integrate the core teaching concepts into the multicultural music teaching, so that new media technology can become the mainstream method in the teaching mode. In addition, in the classroom teaching, teachers also need to show some distinctive western Musical Instruments to encourage students to participate in music performance, so as to understand the charm of music art through hands-on learning and stimulate the enthusiasm of vocational students to participate in music classroom teaching.

3.2 Innovating and exploring local music

In the course of our country's long history and development, there are many outstanding cultural essence. Among them, all ethnic groups contain relatively rich musical cultural resources. In this regard, music teaching workers in higher vocational colleges should dig deep into local music culture, give full play to its infective and edifying value, and guide students to improve their own music cultural accomplishment to the maximum extent. In addition, teachers should promote the diversified development of students on the basis of their existing music literacy, so that students can immerse themselves in the world of local music culture in the process of multicultural music learning, which is also the basic function of music education in higher vocational colleges in the new era^[3].

3.3 Creating a good multicultural music teaching atmosphere

Teaching environment is an important condition to improve the effect of education. By creating a good education environment, music teaching in higher vocational colleges can inadvertently change students' thinking mode and create a diversified music art atmosphere, so as to better cultivate diversified music thinking of higher vocational students. During this period, higher vocational colleges should attach importance to the creation and publicity of music cultural atmosphere, and use the break time to play music through different media to help students understand more music culture and cultivate students' good humanistic feelings. At the same time, higher vocational music teachers should analyze the excellent music works of various regions in the classroom teaching, so that students can deeply understand the background and cultural connotation of music creation. In addition, music teaching in higher vocational colleges should actively carry out a variety of extracurricular practice activities in addition to classroom teaching to ensure that the music culture atmosphere in higher vocational colleges is more intense. Extracurricular art practice can also enrich the after-school life of vocational college students. Therefore, higher vocational colleges should grasp the opportunity of practical teaching, promote students' multi-cultural music art thinking to grow, and finally build a bridge between different types of music culture.

3.4 In-depth development of school-based music curriculum

In the teaching of music courses in higher vocational colleges, in order to integrate multi-culture smoothly, teachers can deeply develop school-based music courses on the basis of existing teaching conditions, so as to strengthen students' interest in learning music courses and maintain positive enthusiasm in classroom learning. At the same time, music teachers can also integrate the cultural elements of students' strong interest in classroom teaching, formulate personalized music teaching plans, and ensure that the music cultural literacy of vocational college students is comprehensively improved. In this process, students can be guided to understand traditional Musical Instruments in classroom teaching, so as to create a classroom atmosphere with cultural atmosphere and provide more opportunities for students to practice music learning. On this basis, teachers should also highlight the traditional timbre characteristics of Musical Instruments and require students to conduct imitative training in classroom learning, so as to play complete works. Through in-depth development of school-based curriculum, students' love for multi-cultural music art can be cultivated, and students' own musical talent can also get a platform to display, and then stimulate their inner desire to explore music art under the influence of long-term music art.

4. Conclusion

To sum up, the existence form of music culture determines its form of expression. As the main place for the promotion and promotion of music culture, vocational colleges should give full play to the rich and diverse advantages of multicultural music teaching methods in the process of music education, follow the development trend of The Times to innovate the basic conditions of music education, ensure that students can be immersed in a beautiful and good music teaching environment, and deeply stimulate students' musical potential and artistic thinking. So as to provide support and guarantee for the development of music education in higher vocational colleges.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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