

Analysis of the Necessity and Implementation Strategy of Nationalization Reform in Basic Music Education

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Abstract: Music, as an important carrier of information transmission, plays a more prominent role in promoting cultural dissemination, especially in basic music education, which has a more complete function of educating people. In this context, in order to enhance social cohesion and improve national consciousness, nationalization reform in basic music education has become a widespread concern in schools, which can help to expand the influence of nationalized music and also help to strengthen the identity of different national cultures. It helps expand the influence of nationalized music, and also helps enhance the sense of identity of different national cultures. Therefore, it is necessary to strengthen the effective understanding of the nationalization reform in basic music education, choose the appropriate language of teaching words, and highlight the influential position of national music culture in basic education.

Keywords: basic music education, nationalization reform, methods

Introduction

In the process of nationalization reform in basic music education, it is necessary to make clear the necessity of nationalization reform, have rich motivation to promote the smooth implementation of various educational activities, and take into account the actual needs of the students to improve the effect of the nationalization reform work, so that the students can enjoy the process of music learning, to strengthen the understanding and awareness of national music, and to better complete the requirements of the nationalization reform.

1. The need for nationalization reform in basic music education

The necessity of reforming the nationalization of basic music education is reflected in its profound significance in inheriting and promoting national culture, fostering students' sense of national identity, promoting the diversified development of music education, and adapting to cultural exchanges in the context of globalization. The necessity of the nationalization reform of basic music education is manifested in the inheritance and promotion of national culture. Music, as an important cultural content, carries the history and tradition as well as the spirit of a nation, and the integration of national cultural elements into basic music education not only facilitates the students' knowledge and understanding of their own music culture, but also cultivates the students' love and respect for national culture^[1]. Through the learning and playing of ethnic instruments, the singing of ethnic songs and the appreciation of ethnic music works, students can deeply realize the unique charm and cultural connotation of ethnic music, and then consciously inherit and develop ethnic culture. Nationalization reform is conducive to the formation of students' sense of national identity. In the context of globalization, cultural exchanges and integration are becoming more and more frequent, and at the same time, it also triggers a crisis of

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cultural identity. Through the nationalization reform of basic music education, students can experience the uniqueness and value of national culture in the process of music learning, and enhance their national self-confidence and pride. This sense of national identity is not only conducive to keeping students' minds clear in the face of the impact of foreign cultures, but also stimulates their patriotic fervor and sense of social responsibility, which is conducive to the prosperity of the country and the nation.

2. Implementation strategies of nationalization reform in basic music education

2.1 Selection of suitable folk music repertoire

The first strategy to reform the nationalization of basic music education is to identify suitable national music repertoire, which is related to both the quality of teaching and the responsibility of inheriting and promoting national culture. The national music repertoire is diverse, including both ancient classics and modern innovations, so it is necessary to take into account its historical, artistic, educational and student acceptance values in selecting the repertoire. Teachers should select representative classics in the long history of folk music, which not only carry the history and culture of the nation, but also inspire national pride and sense of belonging. At the same time, this kind of repertoire usually has high artistic value and can bring students a good musical aesthetic experience^[2]. When selecting the classical repertoire, the degree of difficulty and the age characteristics of the students should also be taken into account, so as to ensure that the students can get comprehensive exercise and enhancement in the process of learning. At the same time, we should pay attention to the development of modern folk music and choose those works with novelty and a sense of the times, which usually combine modern music elements with folk music traditions, and can give students a kind of novelty music feeling. At the same time, these pieces also reflect the trend of contemporary folk music development, which is conducive to the cultivation of students' music innovation consciousness and ability. The selection of modern repertoire should pay attention to its educational value, and ensure that the content of the repertoire is healthy, upward, and meets the needs of students' physical and mental development. The selection of folk music repertoire should also pay attention to its diversity, as different ethnic groups and regional music cultures have their own characteristics, and diversified repertoire should be selected as much as possible so that students can experience the charm of music culture of different ethnic groups in the process of learning. This is not only conducive to broadening students' musical horizons, but also fosters musical inclusiveness and multicultural awareness. While implementing the strategy of identifying suitable ethnic music repertoire, the following aspects should also be paid attention to: first, pay attention to repertoire updating and replacing to ensure that the teaching content is timely and fresh; second, pay attention to the quality of repertoire and copyright to ensure that the teaching activities are legal and standardized; and third, pay attention to the feedback and opinions of students and adjust the repertoire selection in a timely manner in order to meet the needs and expectations of students.

2.2 Developing students' musical intelligence

Implementing the nationalization reform into basic music education, the development of students' musical intelligence is a key strategy. The so-called musical intelligence is the talent and aptitude of an individual in the field of music, which includes music perception, music expression and music creation. Through the development of students' musical intelligence, the purpose of nationalization reform can be better achieved, and students' national music literacy and creativity can be developed^[3].

For example, emphasis should be placed on the development of students' ability to perceive music, which involves the individual's ability to perceive and understand musical elements, such as melody, rhythm and timbre. In basic music education, students can be instructed to listen to ethnic music and analyze the musical elements to develop their music perception ability. At the same time, interesting music games and activities can be designed with students' age characteristics and interests, so that students can perceive and understand music in a relaxed and pleasant atmosphere. At the same time, it is important to emphasize the cultivation of students' musical expression ability. The so-called musical expression means that individuals express their feelings and thoughts with the help of music. In basic music education,

students can be instructed to sing folk songs and play folk instruments to cultivate their musical expression ability. At the same time, students can also be encouraged to participate in music performances and competitions, so that they can practice and improve their musical expression ability in real life. In addition, we should emphasize the cultivation of students' musical composition ability, which is the ability of individuals to create musical works, including composition and arrangement. As far as basic music education is concerned, students can be instructed in the techniques and methods of ethnic music creation to cultivate their music creation ability. At the same time, students can also be encouraged to practice music creation, so that they can explore and discover the mystery and charm of music in practice. In terms of strategies for developing students' musical intelligence, attention should be paid to teaching students according to their aptitude, formulating individualized teaching plans according to students' different characteristics and needs, emphasizing the combination of practice and theory, so that students can learn and master musical knowledge and skills in practical activities, and paying attention to the stimulation of students' interests and motivation, so as to make students hold positive attitudes and emotions towards music learning.

2.3 Organization of music creation activities

It is a creative and effective strategy to reform basic music education and to organize music creation activities. Through music creation activities, students can apply the knowledge and skills they have learned about folk music to actual creation, and deepen their understanding and feelings about folk music culture. At the same time, music creation activities can also inspire students' innovative thinking and creativity, cultivate their teamwork ability and artistic expression. Schools should carefully design various music creation activities according to the age characteristics and music level of students. For lower grades students, simple rhythm creation and melody solitaire can be organized; for higher grades students, they can be instructed to create more complex music, such as composing and arranging music. Through various music creation activities, students can experience the charm of music and the joy of creation in practical activities. At the same time, we should pay attention to the practical and innovative nature of music creation. Music creation activities should not only teach theoretical knowledge, but also train practical ability and exercise innovative thinking. Therefore, in organizing music creation activities, we should pay attention to the practicality and innovation of the activities, so that students can learn and master music creation skills and methods in the process of practice, and also stimulate their innovative thinking and creativity. In addition to the above, we should pay attention to teamwork and artistic expression in music creation activities, music creation activities usually require students to teamwork and cooperation to complete the production and performance of musical works, so in organizing music creation activities, we should pay attention to the cultivation of students' teamwork ability and artistic expression, so that they can learn to collaborate with others in the process of displaying their own artistic talent and personality charm, communication and coordination.

3. Conclusion

The role played by the nationalization reform in basic music education is more prominent, therefore, in basic music education, we should continue to promote the reform of music education to continue to deepen the inheritance and promotion of China's national music, extracting the essence of national music, and use basic music education for wide dissemination, so that the students can come into contact with a rich musical culture, and to become qualified socialist successors.

Conflicts of interest

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

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