

# The practical strategies of inheriting and carrying forward excellent national music in music education

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**Abstract:** Under the impact of the wave of globalization, national music, as a treasure of traditional culture, is facing severe challenges in inheritance and development. This paper focuses on the field of music education, thoroughly analyzes the current situation of excellent national music, covers the aspects of curriculum setting, teaching methods and students' cognition, explores its significance in cultural inheritance and students' quality improvement, and puts forward a series of practical strategies. The research aims to promote the inheritance and promotion of excellent national music in music education.

**Keywords:** music education, inheritance, promotion, excellence, National music, practice strategy

## Introduction

In the context of globalization, multiculturalism collides and blends with each other, and the field of music is no exception. Western pop music, with its strong communicative power and commercial operation model, has spread worldwide and occupies a large market share. In contrast, although national music contains profound cultural heritage and unique artistic charm, it faces many difficulties in this trend, such as the narrowing of audience groups and the lack of inheritance talents. As an important position of cultural inheritance, music education plays a crucial role in the development of national music. How to effectively inherit and carry forward excellent national music in music education and make it revitalized in the new era has become an urgent problem to be solved, which is also the starting point and core of this paper.

## 1. Analysis of the current situation of excellent national music in music education

### 1.1 The setting of national music curriculum

In the current music education system shows obvious deficiencies in the curriculum of national music. Most schools focus on teaching Western music theory and skills, while the proportion of national music courses is very small. Taking basic music education as an example, the national music content in textbooks is limited, mostly consisting of simple folk song appreciation, and lacks systematic introduction to diverse forms of national music such as opera music and national instrumental ensembles. In the music major of colleges and universities, the national music course is often offered as an elective course, and the class schedule is limited. It is impossible for students to study the essence of national music in depth, which leads to the marginalization of national music in the curriculum system, and it is difficult to play the role of cultural inheritance and aesthetic education.

### 1.2 Application of teaching methods and means

At present, teaching methods of national music is more traditional and monotonous. In the classroom, teachers mainly use the teaching method to explain the theoretical knowledge and historical background of national music, which leads to

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the lack of interaction in the classroom. For example, when explaining national musical instruments, merely describing their structure and timbre characteristics verbally makes it difficult for students to form intuitive understanding. In terms of teaching methods, the use of multimedia is not sufficient. Even if it is used, it is only simple to play music audio and video, and fails to use modern technology to build immersive teaching scenes. These outdated teaching methods and means can not stimulate students' enthusiasm for learning national music, hinder the improvement of teaching effect, and make national music teaching fall into the dilemma of dull and inefficient.

### **1.3 Students' interest and cognitive level of national music**

Students generally show low interest and limited understanding of national music. Influenced by popular culture, students' daily contact is mostly pop music, and the channels of contact with national music are limited. According to the survey, more than 70 % of the students said that the frequency of active listening to national music was extremely low<sup>[1]</sup>. In terms of cognition, most students can only speak a few classic folk songs, and know little about the rich style and cultural connotations of national music. They think that the national music 'old soil', 'slow rhythm', disconnected from modern life. This lack of interest and cognitive bias makes national music unattractive among students, which seriously affects the inheritance and promotion of national music in music education.

## **2.The significance of inheriting and carrying forward excellent national music in music education**

### **2.1 Cultural heritage perspective**

As a treasure of national culture, national music carries a nation's historical memories, values and spiritual connotations<sup>[2]</sup>. From ancient folk songs to court music, each melody is branded with the cultural imprint of a specific era. Inheriting national music through music education is like injecting strong impetus into the relay race of cultural inheritance. It enables the younger generation to understand their ancestors' lifestyles and emotional expressions, ensuring the continuous transmission of national culture. For example, the Mongolian long tune, its melodious melody conveys the awe and love of the grassland people for nature. Through the inheritance of music education, the unique ecological wisdom of Mongolian culture can be continued, the national culture can be avoided in the wave of globalization, and the diversity of world culture can be maintained.

### **2.2 The perspective of improving students' literacy**

Inheriting and promoting excellent national music is of great benefit to the improvement of students' quality. In terms of aesthetic quality, the unique modes, rhythms and harmonies of national music can broaden students' aesthetic horizons, allowing them to appreciate the simple yet elegant beauty distinct from pop music. For instance, learning the pipa piece "Spring River Flower Moon Night," students can experience a quiet and elegant, gentle and delicate poetic atmosphere, as well as a quiet and distant, clear and ethereal emotional artistic conception, and enhance their perception of music emotions<sup>[3]</sup>. From the perspective of humanistic literacy, national music contains rich knowledge of national culture. In the process of learning, students can understand the history and folklore of various nationalities, and enhance their cultural identity and national pride. In the cultivation of creativity, the rich materials of national music can provide students with a source of inspiration, encourage them to integrate national music elements into new music creation, and improve their comprehensive quality.

## **3.The practical strategies of inheriting and carrying forward excellent national music in music education**

### **3.1 Optimize the curriculum system**

Establishing a scientific and reasonable national music curriculum system is the foundation for inheriting and carrying forward excellent national music. In the stage of basic music education, it is necessary to significantly increase the proportion of national music courses. The lower grades of primary schools can carry out learning and singing activities around national children's songs and simple folk songs, and ignite students' interest in national music through cheerful melody and catchy lyrics. In the higher grades, the theoretical knowledge of national music is gradually introduced, the classical repertoire is appreciated, and the students are guided to analyze the cultural connotation and creative skills behind the works. In the music major of colleges and universities, we should build a professional course with the history of

national music and the analysis of national music as the core, so that students can systematically sort out the development of national music and deeply interpret the structure and style characteristics of music. At the same time, practical courses such as national instrument performance and national music composition should be added to encourage students to transform theoretical knowledge into practical operation ability, building a comprehensive national music knowledge and skill system to lay a solid foundation for inheritance and innovation.

### **3.2 Innovative Teaching methods**

In order to stimulate students' interest in national music, traditional monotonous teaching modes must be abandoned in favor of diverse innovative methods. The situational teaching method is very appealing. Taking the music of ethnic minorities in Yunnan as an example, teachers can elaborately arrange the classroom environment full of Yunnan characteristics, hang colorful ethnic costumes, post pictures of characteristic buildings, and play the magnificent natural scenery video of Yunnan. Playing local characteristic music allows students to feel the inextricable link between music and regional culture as if they were personally on the scene. The group cooperative learning method can fully mobilize the enthusiasm of students, organize students to explore the characteristics of a certain national music style in groups, exchange discussions and division of labor among members in the group, and deeply explore the cultural roots behind music through data collection and field research. And in the form of cooperative performance to present learning results, effectively cultivate teamwork and independent learning skills. In addition, carrying out practical teaching, leading students into folk music associations and ethnic minority settlements, listening to original ethnic music and participating in folk music activities, greatly enhancing students' learning experiences.

### **3.3 Using Modern Educational Technology**

Modern educational technology has opened up a new path for national music teaching. ~~With the help of~~ multimedia teaching equipment, teachers can create sophisticated courseware that integrates high-definition music videos and animated demonstrations, clearly displaying the structure and playing techniques of national instruments, making abstract content vivid and engaging. By using music production software, students can boldly try to adapt and mix national music, skillfully integrate modern music elements with traditional national music, fully stimulate their creative enthusiasm and cultivate innovative thinking. The online education platform also plays an important role. Schools can organize professional teachers to record excellent courses of national music, upload them to the platform for students to learn independently after class, break through the limitations of time and space, enable students to immerse themselves in the study of national music anytime and anywhere, greatly expand learning resources, and meet the personalized learning needs of different students.

### **3.4 Strengthening the construction of teaching staff**

Teachers play a key role in the teaching of national music, and it is urgent to build a high-quality teaching staff. Schools should attach great importance to the training of teachers, organize teachers to participate in the professional training of national music on a regular basis, invite well-known national music experts in the industry to hold lectures and workshops, share cutting-edge academic achievements and teaching experience, and help teachers improve their professional quality. Actively encourage teachers to go deep into the folk collection, shuttle in different ethnic enclaves, collect and sort out precious folk music materials, integrate fresh folk music elements into classroom teaching, enrich teaching content, and increase classroom vitality. In terms of talent introduction, schools should recruit talents, actively recruit national music professionals, and enrich teachers. Additionally, a robust incentive mechanism should be established to reward teachers who excel in national music teaching and research, fully motivating their enthusiasm and creativity, and building a dedicated team passionate about national music.

### **Conclusion**

To sum up, although the current situation of excellent national music in music education is concerning, it is of great significance in cultural inheritance and students' quality improvement. Through a series of strategies, such as optimizing the curriculum system, innovating teaching methods, using modern educational technology, strengthening the construction of teachers and promoting the construction of campus culture, it is expected to turn the situation around. It is believed that with the joint efforts of all parties, excellent national music will be able to rejuvenate in music education, continue to

nourish generations of students, and inject a steady stream of impetus into the inheritance and development of national culture.

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