



Russian Music Education Concept and Its Enlightenment to Chinese Music Teaching

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Abstract: In the current music education system, Russian music education is in the leading position, among which the advanced education concepts and models are worth learning from China. This work mainly focused on the Russian music educational concept and explored the characteristics of Russian music education based on clarifying the characteristics of Russian music education. Compared with China's music education, we can get inspired in the summary to apply it to the practice of music education. It hopes to provide guidance for the innovation and optimization of music education in China and to improve the level of music education in China.

Keywords: Russia, music education, music teaching, enlightenment

1. Introduction

Under the development trend of world integration, international cultural exchange and dialogue are more frequent and in-depth, with music attracting much attention as a part of cultural exchange and dialogue. Music education in different countries has its characteristics. Among them, Russia, because of its long music history and profound music culture, its music education is unique, and music education is highly popular, which presents its characteristics. In music education, Russia advocates equal importance to theoretical education and practical education, emphasizes innovation based on the arrangement of teaching materials, and advocates the contention of a hundred schools of thought [1]. Based on implementing the mode of both universal education and professional education, and ensuring music education and stable teachers, these characteristics make Russian music education walk at the forefront of the world. In the analysis of China's music education, the problem of utilitarian color is prominent, and students' music learning is not systematic. Therefore, it is necessary to discuss the music education concept between China and Russia to be inspired by it.

2. Three major characteristics of Russian music education

As an important part of music education, Russian professional music education originated in the 10th century. In the long process of historical development, a unique music education system has been formed, which is mainly manifested in the specialization of educational institutions, the diversification of training objectives, the comprehensiveness and continuity of curriculum, and the combination of theory and practice of teaching methods. The analysis and study of the characteristics of professional music education in Russia have a certain reference role for the development of music education in China.

2.1 Teaching keeps pace with the times and combines activity and inertia

The Russian music education concept is advanced, and its advanced characteristic mainly reflects in the teaching pursuit of theory and practice but also shows the teaching of advancing with the times. In music education, we never pursue theoretical empty talk and established knowledge framework. In Russian music education, a large number of practical courses and colorful practical activities, including concerts, songs and dance performances, which are specific performance in professional music schools and non-professional music schools. In the music course examination, we take the way of practical investigation, mainly examining the students' stage performance ability and cooperation skills. At the same time, there are also certain evaluation points for the performance costumes and students' performance status. In the teaching and investigation of some music theory courses and music literature courses, the form of oral examination is also adopted, with more emphasis on the cultivation of students' practical ability. Students will also perform semester music reports to show off their learning results. The school also creates wherever possible opportunities for students to participate in international art exchanges, and introduces various music competitions to involve students in the practice of music education. Students who are studying have opportunities to participate in music practice every week. It is the integration of theory and practice in music education that reflects the advanced characteristic of Russian music education [2].

2.2 Teaching material selection places equal emphasis on inheritance and innovation

Russian music education is also very distinctive in the selection and setting of teaching materials. In terms of teaching materials, inheritance and innovation are emphasized. However, in terms of inheritance, a large number of classic works of Russian classical musicians, such as Glinka, Tchaikovsky and other works, are included in the teaching materials. While inheriting and developing classical music, it also emphasizes students' absorption of different music cultures, and encourages students to integrate and innovate based on inheritance and absorption. It can be seen that the Russian music textbooks not only have a symphony with European romance, but also have magnificent narrative arias, and more song and dance dramas that show the life of national characteristics. It is the rich and comprehensive content of the teaching materials that makes students can both inherit and innovate in music learning. Students can understand the music works from different countries and different regions in the music learning, and receive the music enlightenment education. The inheritance and innovation of the selection of teaching materials enable students to not only understand the traditional folk music works, master the corresponding basic music knowledge, but also learn to understand the music classic works of other countries with an open and inclusive attitude, which can be influenced and inspired, and bring the expansion of students' music learning vision [3].

2.3 Both universal education and professional education

Russian music education equally emphasizes on universal education and professional education to create a unique Russian music education model. Universal education refers to the enlightenment music education for children and the compulsory music education for students. The purpose of universal music education is to let students have certain music theory knowledge and corresponding music cultural literacy through music enlightenment learning. Professional education provides specialized music training and guidance to students in music schools and higher music colleges. In the process of implementing universal education and professional education, Russia attaches great importance to the cultivation of teachers [4]. To ensure the popularization of universal education and the specialization of professional education, special music teacher training is organized and assessed, clear teaching standards are formulated, and targeted teaching is carried out for students of different grades, different stages and different levels, so as to ensure the continuity of universal education and the specialization of professional education. Students' music learning can not only broaden their horizons, but also stimulate their interest and release their potential[5].

3. Thoughts on the current situation of Chinese music education

With the development of Chinese music, Chinese music education is also under steady construction. This paper will start from the views of some Chinese people on learning music, the attitude of some Chinese colleges and universities on music education, the more significant problems of Chinese music education, the comparison between some aspects of Chinese music and western music, and the views on the importance of music education

3.1 Teaching philosophy

Although Chinese culture is profound with a long history, it is not very perfect in the process of music education. Compared with Chinese music education, Russian music education is slightly better. First of all, in Russian music education, it is mainly to cultivate people's heart, while in Chinese music education is for the name of musicians. In the minds of Chinese parents, the cultivation of music depends on the future development of their children, and the cultivation of music as an outstanding talent for their children. Through continuous training to develop into a musician, or as a bonus for entrance examination for secondary school or college, parents do not deeply understand the meaning of music education[6].

3.2 Music learning

In the practice of Chinese music education, the interest cultivation of music is sometimes not carried out since childhood. In early childhood, music education concept has not received popular attention, and professional courses are generally adopted for training. However, music can increase students' sense of exploration of the unknown world in early childhood, and do a good job of comprehensive development for students' future learning. Further, many parents do not fully understand the purpose of teaching, and they are to let their children walk in the front of others mentality, with a utilitarian mentality to promote the development of children's music education.

4. The enlightenment of Russian music education concept on music teaching in China

In the 21st century, as the world all nationalities in politics, economy, culture, education, art and other fields of cross-cultural exchanges increasingly frequent, multiculturalism is gradually accepted by more and more countries and national

ideology, and gradually penetrated into various fields of human life, such as culture, philosophy, economy, etc., including education this important field, multicultural education has become the inevitable trend of global education development[7].

4.1 Adhere to the national characteristic of music education

The concept of Russian music education advocates the inheritance and development of local culture, so as to highlight the soul of Russian culture and art. Although the Russian music culture originated from European classical music, in its subsequent development, the Russian people gradually integrated it with the fate and history of the Russian country, and then formed a unique music culture with Russian national characteristics. Some music works, for example, although shows the characteristics of European classical music, the performance of the content and highlights the Russian local style. Further, while these works are recognized by the people of the world, they also appear unique on the international music stage, highlighting the soul of the works, but behind the works, they are actually the soul of music education. In this regard, China's music education should also appropriately draw lessons from this point, and pay attention to the prominent national characteristics of music education. Although there are many traditional music works such as folk music and opera, how to carry forward the Chinese national characteristic music through effective educational means is still a problem that we need to think about[8].

4.2 Adhere to the science characteristic of music education

The concept of equal emphasis on popularization and professional education in Russian music education runs music education throughout the whole process of students' compulsory education. At the same time, it has formulated a perfect music education system, which has a great scientific characteristics. China's music education in the stage of students lack of due attention to compulsory education. At the same time, how to reasonably allocate the music knowledge points so that students from the lower grade to the senior grade from shallow to learn music knowledge is a problem worth considering. From the perspective of professional music education, similar to Russian professional education, China has also set up middle and higher music education colleges. What's more, students passing examination through a period of study can enter universities for further study. However, there are great differences in the two educational content. For example, selected music college examinations are mostly set up to cultivate empirical talents. Therefore, referring to the research results of Russian music education, we need to do a good job in the scientific arrangement of music education[9].

4.3 Adhere to the practicality of music education

The purpose of Russian music education is to improve students' music cultural literacy and to output practical music talents. Therefore, in the process of music education, we should always pay attention to students' enthusiasm for music learning. Only in this way, the music works created by the cultivated applied music talents can be truly endowed with the soul and arouse more people's feelings and resonance. Therefore, we should pay attention to the cultivation of practical music talents while promoting the improvement of national music literacy [10]. With the in-depth development of practical music talents in all walks of life, it can better drive the improvement of mass music quality, and under this good music environment and learning atmosphere, it can cultivate more practical music talents. Inspired, in order to strengthen the training of practical music talents in China, the education departments also began to support the relevant music education institutions. This makes up for the shortage of focusing too much on theoretical knowledge in the process of professional learning, and better combines theory and practice together, which also creates good conditions for the cultivation of practical talents.

5. Summary

Music education is of positive significance to the improvement of national artistic and cultural literacy, the inheritance of traditional music culture, and the revitalization and development of national culture. It is no exaggeration to say that the development of music education is an important component of the comprehensive strength of the country, so we must attach great importance to music education. The advanced concept of Russian music education is worth learning from. Only by realizing the unity of science characteristics, nationality and practicality in music education can we achieve the ideal goal of music education and promote the optimized development of music education.

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