

Research on the Construction and Development Path of Chaozhou Music Curriculum System in Higher Education

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Abstract: This research explores the construction and development of Chaozhou music curriculum systems in higher education. Through literature research and practical investigation analysis, it establishes four construction principles and a five-category curriculum content system. It proposes five development paths: faculty development, teaching material development, facility improvement, exchange platforms, and evaluation systems. This provides a systematic reference framework for traditional music education practices in universities and promotes the organic integration of local music culture with higher education.

Keywords: Chaozhou music, curriculum system, higher education, construction principles, development paths

1 Introduction

Chaozhou music, as a traditional folk music of Guangdong Province, has a long history and diverse forms, carrying rich regional cultural connotations. Constructing a Chaozhou music curriculum system in higher education can not only enrich the content of music education in universities but also promote the inheritance and development of local culture, cultivating professional talents with regional cultural literacy and innovative abilities.

2. Construction Principles of Chaozhou Music Curriculum System

The construction principles of the Chaozhou music curriculum system need to be developed around multiple levels. The systematic principle requires the curriculum system to comprehensively cover Chaozhou music history, theory, instrumental performance, singing, composition, and other aspects, forming an organic whole that allows students to deeply understand Chaozhou music culture. The progressive principle emphasizes that curriculum arrangements should have a hierarchical structure, transitioning from basic to advanced content according to students' knowledge foundation and learning abilities, ensuring effective mastery of knowledge and skills. The openness principle focuses on keeping the curriculum system up-to-date, promptly incorporating new developments and achievements in Chaozhou music, and actively engaging in external exchanges and cooperation to continuously enrich curriculum content and teaching resources. The practical principle emphasizes enhancing students' practical operational abilities and innovative thinking through performance, field research, composition, and other practical activities, transforming theoretical knowledge of Chaozhou music into practical skills. These principles are interconnected and together form a complete framework for the construction of the Chaozhou music curriculum system, laying the foundation for cultivating music professionals with regional cultural literacy.

3. Construction Content of Chaozhou Music Curriculum System

3.1 Basic Courses

Chaozhou music basic courses mainly include core content such as "History of Chaozhou Music" and "Introduction to

Chaozhou Music." Through these courses, students can comprehensively understand the origins, historical context, developmental changes, and basic characteristics of Chaozhou music, mastering the cultural background and artistic features of Chaozhou music. As the entry-level component of the entire curriculum system, basic courses focus on knowledge popularization and theoretical cognition, establishing a basic framework and cognitive system of Chaozhou music for students. Course design emphasizes the systematization and organization of knowledge points, adopting teaching methods that combine text with images and audio-visual materials to stimulate students' interest in learning. Basic courses should also include classification introductions of Chaozhou music, appreciation of representative works, introductions to famous artists, and other content, allowing students to establish an initial understanding of the overall landscape of Chaozhou music^[1].

3.2 Professional Skills Courses

Professional skills courses focus on cultivating practical performance and singing abilities in Chaozhou music. Course settings include "Chaozhou String Poetry Performance," "Chaozhou Gong and Drum Performance," "Chaozhou Flute Suite Performance," and others, conducting targeted teaching for different instrument types and music forms. Skills courses follow a teaching approach that progresses from simple to complex, step by step, from basic posture and sound production methods to performance techniques and stylistic expression. The teaching process emphasizes the combination of traditional "master-apprentice" transmission modes with modern educational concepts, focusing equally on oral transmission and theoretical learning. Course arrangements emphasize the combination of individual tutoring and collective rehearsal, cultivating students' solo abilities and ensemble coordination. The evaluation system for skills courses focuses on comprehensive assessment of technical mastery, grasp of performance style, and artistic expressiveness.

3.3 Theoretical Courses

Chaozhou music theoretical courses are dedicated to enhancing students' understanding of the internal rules and structural characteristics of Chaozhou music, mainly setting up professional courses such as "Chaozhou Music Theory" and "Chaozhou Music Harmony." Theoretical courses deeply analyze core theoretical knowledge of Chaozhou music, including scale systems, modal characteristics, rhythmic patterns, and formal structures, helping students establish a scientifically rigorous framework for music analysis. Course content emphasizes the combination of theory and practice, making abstract theories intuitive and understandable through typical case analyses. Teaching methods adopt various modes such as heuristic teaching and problem-oriented approaches, guiding students to actively think about theoretical issues in Chaozhou music. Theoretical courses also include applied content such as creation rules and arrangement techniques of Chaozhou music, laying a theoretical foundation for students' future engagement in innovative development of Chaozhou music.

3.4 Cross-disciplinary Courses

Cross-disciplinary courses aim to broaden students' horizons and promote disciplinary integration, mainly setting up interdisciplinary content such as "Chaozhou Music and Local Culture" and "Chaozhou Music and Folk Customs." These courses break through the limitations of traditional music education, examining Chaozhou music within a broader cultural context, exploring the intrinsic connections between music and local literature, opera, architecture, cuisine, and other diverse cultural elements. Course design adopts diverse forms such as special topic discussions and case teaching, encouraging students to interpret the cultural connotations of Chaozhou music from different perspectives. The teaching process involves inviting experts from related fields such as cultural studies, sociology, and folklore to give lectures, providing diverse academic perspectives. Cross-disciplinary course evaluation emphasizes students' interdisciplinary thinking abilities, depth of cultural understanding, and innovative thinking, creating conditions for cultivating Chaozhou music talents with comprehensive cultural literacy^[2].

3.5 Practical Courses

Practical courses focus on cultivating students' practical application abilities, mainly including operational courses such as "Chaozhou Music Rehearsal," "Chaozhou Music Performance Practice," and "Field Research and Creative Practice." Through systematic rehearsal training, students can master the performance standards and artistic processing methods of Chaozhou music, enhancing teamwork abilities. Performance practice courses provide students with a platform for stage presentation, cultivating students' stage expressiveness and adaptability through regularly holding concerts and

participating in community performances. Field research practice guides students to conduct field investigations in the Chaozhou region, collecting and organizing folk music materials, personally experiencing the ecological environment of Chaozhou music. Creative practice encourages students to make innovative attempts on a traditional foundation, engaging in fusion creation of Chaozhou music with modern music, cultivating students' innovative thinking and practical abilities.

4. Development Paths of Chaozhou Music Curriculum System in Higher Education

4.1 Strengthening Faculty Development

The development of the Chaozhou music curriculum system relies on support from high-quality faculty. Universities must actively recruit Chaozhou music professionals and enhance the teaching levels of existing teachers through training, further education, and academic exchanges. Establishing a "bringing inheritors to campus" mechanism invites intangible cultural heritage inheritors as visiting professors, promoting complementary advantages between folk artists and university teachers. Teachers are encouraged to engage in field investigations to enhance practical abilities, constructing team collaboration mechanisms to form a collective force for teaching and research. Regular organization of teaching competitions stimulates teachers' enthusiasm, creating an atmosphere of positive competition that continuously improves teaching quality.

4.2 Developing Teaching Materials and Resources

Teaching material construction is an important foundation for the Chaozhou music curriculum system. Professional teachers and researchers should be organized to compile systematic teaching materials covering theoretical and practical aspects. The compilation process emphasizes originality and scientific rigor, respecting tradition while reflecting modern educational concepts. Information technology is utilized to develop multimedia teaching resources such as video and audio databases and interactive software. A digital resource library for Chaozhou music is established to collect and organize precious historical materials. Graded teaching materials suitable for students at different levels are developed. Teachers are encouraged to organize innovative teaching methods to form positive interactive development between teaching materials and teaching methods^[3].

4.3 Improving Teaching Facilities

The improvement of teaching facilities provides important support for curriculum system implementation. Universities should construct teaching venues such as professional rehearsal rooms, instrument rooms, and recording studios. Traditional instruments such as Chaozhou string poetry instruments, gongs and drums, and flutes should be purchased to meet daily practice and rehearsal needs. High-quality recording and video equipment should be configured to facilitate the recording of teaching processes and student performances. A specialized materials room should be established to collect and organize relevant books, papers, and audio-visual materials. Off-campus practice bases should be established in cooperation with local art groups and cultural venues. Regular maintenance and updates of facilities should be emphasized to ensure good usage effects and improve teaching quality and learning experiences.

4.4 Building Exchange Platforms

The construction of exchange platforms is an important approach to promoting curriculum system development. Regular academic seminars and concerts should be organized to build platforms for academic exchange and artistic display. Well-known artists and scholars should be invited to give lectures, bringing cutting-edge research results and performance experiences. Inter-university cooperation should be developed to establish alliances for sharing teaching resources. Collaboration with cultural institutions and art groups in the Chaozhou region should be strengthened to establish an integrated model of production, education, and research. Internet technology should be utilized to build online platforms that transcend time and space limitations. Students should be organized to participate in competitions and performances to broaden their horizons. Research centers should be established to integrate research forces and promote theoretical research and practical innovation.

4.5 Establishing Evaluation Systems

A scientific evaluation system is a key link in ensuring curriculum quality. Universities should construct a diversified evaluation system focusing on knowledge mastery, skill application, innovative ability, and cultural understanding. Evaluation subjects should be diversified, including teacher evaluations, student self-evaluations, peer evaluations, and evaluations by external experts. Evaluation methods should be diverse, with theoretical courses using papers and examinations, and practical courses using performances and works for assessment. A mechanism combining process

evaluation and summative evaluation should be established, focusing on the learning process and progress. Special scholarships should be established to encourage in-depth learning. Regular curriculum evaluations and revisions should be conducted, adjusting curriculum teaching based on results to promote continuous optimization of the system.

5. Conclusion

The construction of the Chaozhou music curriculum system, guided by four major principles and supported by five categories of course content, forms a complete educational framework. Coupled with the coordinated advancement of five development paths, it can effectively promote the in-depth development, inheritance, and innovation of Chaozhou music in higher education, cultivating compound talents with both professional skills and cultural identity, achieving the living inheritance and innovative development of traditional music culture. This provides replicable teaching models and practical experiences for local characteristic music education, promoting the diversified development of traditional music education in our country.

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