

Study on the Enhancement of Traditional Culture on Aesthetic Perception and Artistic Expression Literacy in Music Education in Colleges and Universities

Xu Lili^{1,a}, Charles. W.B.²

¹Department of Music, Northeast Normal University, Changchun, Jilin, 130000, China

²The University of Sheffield, Western Bank Sheffield, South Yorkshire S10 2TN UK

^aXull219@nenu.edu.cn

Abstract: As an important way to cultivate aesthetic perception and artistic expression literacy, music education in colleges and universities is deeply influenced by traditional cultural factors. In order to deeply explore the value of traditional culture in college music education, the study on the enhancement of traditional culture on aesthetic perception and artistic performance quality in college music education is proposed. Firstly, the concepts of traditional culture and aesthetic perception are analyzed, and the necessity of integrating traditional music culture into college music is analyzed from the three aspects of national self-confidence enhancement, model innovation and reform, and cultural inheritance. A series of strategies are proposed to enhance the aesthetic perception and artistic expression, including adjusting the teaching method based on students' cultural interests, launching the linkage development mode of teaching, learning and research, and integrating western teaching ideas into the conventional teaching method. The aim is to inject richer cultural connotations into music education in colleges and universities, and to lay a solid foundation for the cultivation of musical talents with deep cultural heritage and excellent artistic talents.

Keywords: music education; traditional culture; aesthetic perception; artistic literacy; strategy research

1. Introduction

Music serves as both an artistic expression and a vital conduit for cultural heritage. In the backdrop of globalization, traditional culture encounters both unprecedented hurdles and prospects. The integration of traditional culture into college music education, aimed at enhancing students' aesthetic awareness and artistic expression abilities, has emerged as a pressing issue in music educational circles. Over the past few years, college music education has undergone a series of reforms and innovations, transitioning from the solitary focus on musical theory instruction to a holistic nurturing of students' musical literacy and aesthetic competencies, with educational objectives becoming increasingly diversified^[1]. However, in the actual teaching process, there are still some problems. For instance, the curriculum of music education in certain universities is overly influenced by Western music, neglecting the preservation of traditional Chinese musical heritage. Additionally, the teaching approach is monotonous and lacks creativity, hindering the arousal of students' enthusiasm for learning and their innovative thinking^[2]. Consequently, effectively incorporating traditional culture into university music education and enhancing students' aesthetic discernment and artistic expression skills has emerged as a focal point in contemporary music education research. In recent times, studies on the role of traditional culture in music education at the higher education level have seen a gradual surge and yielded positive outcomes. Certain academics have delved into the significance of traditional culture in music aesthetic education from a theoretical standpoint, emphasizing that traditional culture can enrich the essence of music education and elevate students' cultural proficiency and aesthetic judgment^[3]. Other scholars explore the specific methods and strategies of integrating traditional culture into music teaching from the practical level, such as through observing traditional music performances and learning to play traditional musical instruments, so that students can feel and understand the charm of traditional culture in practice. However, there are still some deficiencies in the current research^[4]. For example, there is a lack of in-depth analysis of the specific mechanism of the role of traditional culture in music aesthetic education; there is a lack of systematic research on the aesthetic characteristics and artistic values of traditional music works; and there is a lack of specific operational guidelines and assessment standards

on how to effectively integrate traditional culture into music teaching. Therefore, this study aims to make up for these deficiencies and provide more comprehensive and in-depth guidance for music education in colleges and universities.

2. Conceptual definition and theoretical basis

2.1 Traditional culture

Traditional culture refers to forms of culture that have been formed and handed down over the course of history and that have national, regional and social functions. This definition emphasizes three core features of traditional culture: historicity, ethnicity and social functionality. Historicity refers to the fact that traditional culture is a product of historical accumulation and has deep historical origins; ethnicity reflects the close connection between traditional culture and specific ethnic groups, and is an important symbol of national identity and recognition; and social functionality reveals the actual role and value of traditional culture in modern society^[5]. Among the many manifestations of traditional culture, traditional music culture occupies a pivotal position. It serves not merely as a mode of artistic expression, but also as a bearer of cultural heritage and a manifestation of national identity. Encompassing a diverse array of ethnic musical instruments, tunes, and vocal styles, traditional music culture creates a vibrant musical universe. The compositions within it are frequently intertwined with specific historical occurrences, folk customs, or natural vistas, and through variations in melody and tempo, they exhibit profound emotional hues and aesthetic merit.

2.2 Aesthetic perception and artistic expression literacy

Aesthetic perception refers to an individual's ability to perceive, understand and evaluate beauty. This concept emphasizes the individual's initiative and creativity in aesthetic activities, which is not only a passive acceptance of beauty, but also an active exploration and experience. In music education, aesthetic perception has special significance^[6]. The formal beauty of a musical work includes the combination and arrangement of melody, rhythm, harmony, timbre and other musical elements, which together constitute the basic framework of a musical work. Aesthetic perception requires students to be able to keenly capture the changes and characteristics of these elements, so as to feel the formal beauty of a musical work. The beauty of the content of a musical work is often associated with a particular emotion, idea or story. Aesthetic perception enables students to deeply understand the themes and emotions expressed in a musical work so that they can empathize with them^[7]. Aesthetic perception is the basis for the formation of individual aesthetic emotions. Through music education, students can develop sensitivity and appreciation of beauty, thus enriching their emotional world.

Artistic expression literacy refers to an individual's ability to show his or her aesthetic emotion and artistic creativity through artistic creation and expression. In music education, artistic expression literacy is the ability of students to transform their inner aesthetic experience into musical performance. The core of artistic performance literacy lies in the expression of individual aesthetic emotions. Students need to transform their aesthetic experiences gained in music learning into concrete musical performances, showing their emotions and thoughts through sound, rhythm, melody and other musical languages^[8]. Artistic expression literacy not only requires students to be able to accurately reproduce musical works, but also encourages them to bring their imagination and creativity into play to personalize the interpretation and recreation of musical works.

In music education, aesthetic perception and artistic performance literacy are interdependent and mutually reinforcing. On the one hand, aesthetic perception is the foundation of artistic expression literacy. Only through in-depth perception and understanding of the beauty of form, content and emotion of musical works can students accurately express their aesthetic emotions and creativity^[9]. On the other hand, the improvement of artistic performance literacy can in turn enhance the ability of aesthetic perception. Through continuous music performance practice, students can understand and experience the beauty of musical works more deeply, thus further enhancing their aesthetic perception level.

3. The Necessity of Integrating Traditional Music Culture into Music Education in Colleges and Universities

3.1 Promoting cultural identity and national self-confidence

In the wave of globalization, cultural diversity and localization are particularly important. Occupying a pivotal role in cultural preservation and innovation, music education at universities and colleges integrates traditional musical heritage, playing a vital part in fostering students' cultural identity and national self-esteem^[10]. Traditional music stands not only as a testament to the extensive history of the Chinese nation, but also as a condensed reflection of the national spirit. By studying and performing traditional music, students can attain a deeper appreciation of the aesthetic perspectives, values, and way of life of the Chinese people, thereby bolstering their sense of belonging and pride in their indigenous culture. The introduction of traditional music culture in music education in higher education institutions can help students build a pluralistic cultural perspective and understand and respect the differences between different cultures. At the same time, through the appreciation and creation of traditional music, students can feel the wisdom and emotions of their ancestors and enhance their self-confidence in national culture. This self-confidence is not only reflected in the field of music, but also penetrates into students' daily life and work, and becomes their spiritual support when facing the challenges of globalization. In addition, the integration of traditional music culture also helps to cultivate students' national sentiment^[11]. Through learning traditional music, students can feel the struggle and splendor of the Chinese nation in the long history, thus stimulating their patriotic passion and sense of national responsibility. The cultivation of this sentiment is of great significance in promoting national unity and national solidarity.

3.2 Promote innovation and reform of the music education model

Incorporating traditional music culture into university and college music education represents a significant approach to advancing the evolution and transformation of music educational methodologies. The traditional western music education model does have advantages in cultivating students' music skills and theoretical knowledge, but the overly monotonous teaching model is easy to ignore students' individual differences and cultural background, resulting in a lack of relevance and effectiveness of music education.

Embedding traditional music culture within college and university music education can diversify the curriculum and instructional approaches, thereby enhancing the pertinence and efficacy of musical instruction. For example, through the introduction of traditional musical instrument playing and production courses, students can experience the charm and uniqueness of traditional music, thus stimulating their learning interest and creativity^[12]. At the same time, combined with the characteristics of traditional music, teachers can design more interactive and practical teaching activities, such as ethnic concerts and traditional music composition competitions, so that students can learn and grow in practice. The integration of traditional music culture can also promote the updating of the concept of music education. Traditional music emphasizes the harmonious coexistence of man and nature and the emotional communication between man and man, which coincides with the modern education concepts of "people-oriented" and "holistic development". By learning and passing on traditional music culture, teachers can guide students to establish a correct outlook on music and life, and cultivate their aesthetic ability and innovative spirit.

3.3 Contributing to the transmission and development of traditional culture

Higher education in music serves as a crucial avenue for perpetuating traditional musical heritage. Through systematic curricula and teaching activities, colleges and universities can cultivate professionals with profound traditional cultural heritage and exquisite musical skills, providing a strong guarantee for the inheritance of traditional music culture. These professionals can not only play a role in the field of music, but also integrate traditional music culture into other fields, such as literature, dance, theater and so on, to promote the diversified development of traditional culture.

Music education in colleges and universities is an important platform for innovating traditional music culture. On the basis of inheritance, colleges and universities can encourage teachers and students to innovate and adapt traditional music so as to make it more in line with modern aesthetic demands and the needs of social development. This kind of innovation not only contributes to the living heritage of traditional music culture, but also injects new vitality and connotation into traditional

culture.

4. Strategies for Improving Aesthetic Perception and Artistic Expression Literacy by Traditional Culture in Music Education in Colleges and Universities

4.1 Transforming teaching methods

In order to integrate traditional music culture into college education, it is necessary to change the traditional teaching methods, adapt to the changes of the times, and improve the quality and efficiency of the classroom. In the past, music education in colleges and universities did not pay enough attention to the teaching of traditional music culture. Teachers confined themselves to the simple communication of textbook contents, and students learned about traditional music culture through the combination of graphic and textual contents in the textbooks, and the stereotypical teaching method made students lack of interest in the classroom, and they were also not interested in further understanding of these contents after class. Based on this, music education in colleges and universities should pay attention to the cultivation of students' interest in traditional music and culture, emphasize students' inner feelings, and change the teaching methods in the past, for example, when teaching instrumental music, such as guzheng, pipa, etc., we can show the instrument objects in the classroom, so that the students can actually feel the charm of the traditional musical instruments, and cooperate with the application of multimedia to play the classic instrumental music for the students, or play it on the spot, so as to change the dull atmosphere and enliven the classroom atmosphere^[13]. This will change the dull atmosphere of the previous classroom, enliven the classroom atmosphere and improve the teaching efficiency. Music education in colleges and universities should also pay attention to the combination of theory and practice, for example, in the teaching of opera, in addition to teaching the basic general knowledge of the student, Dan, Jiejie, Chou, but also to carry out opera performances, so that the students can understand the emotional thinking of the opera in practice, and learn the knowledge of the traditional music and culture in the real sense. Finally, music education in colleges and universities should make full use of multimedia and the Internet to create a modern classroom that combines audio and video, use the Internet platform for distance teaching and resource integration, and allow students to independently choose traditional music categories for personalized learning, so as to lay the foundation for students to continue to learn traditional music in the future, and thus better inherit traditional music culture.

4.2 Adaptation of teaching content

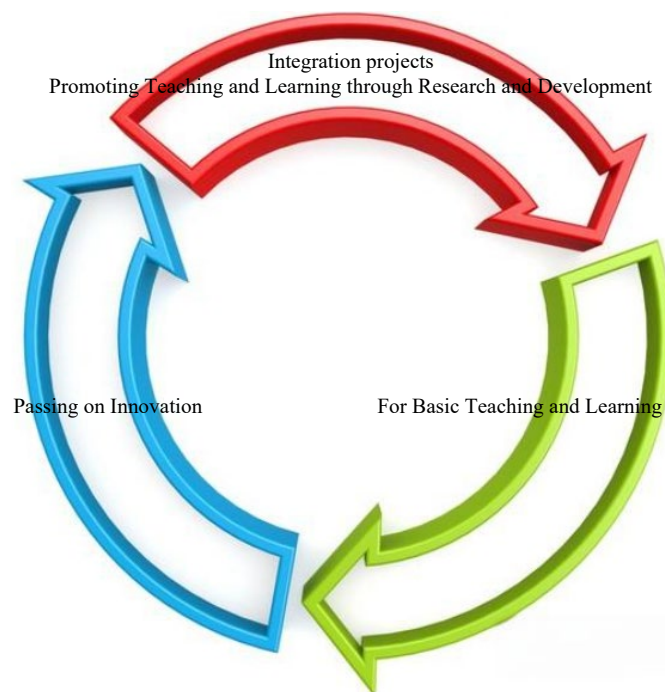


Figure 1 Teaching-learning-research linkage development model

In music education in colleges and universities, combining traditional culture to enhance aesthetic perception and artistic expression literacy requires not only careful design of teaching content, but also innovative adjustment of teaching mode^[14]. The teaching, learning and research linkage development model provides an effective framework for this purpose, which emphasizes the close integration of teaching, learning and research, and jointly promotes the in-depth development of traditional culture music education. The specific model is shown in Figure 1.

When constructing the curriculum system, the essence of traditional culture should be deeply explored, and classical music works, traditional instrument playing skills, and theories of folk music should be integrated into the teaching content. Through interdisciplinary cooperation, such as cooperation with experts in the fields of history, literature, folklore, etc., music courses with deep cultural heritage should be jointly developed. Adopting situational teaching method to simulate real scenes of traditional music performances, such as court concerts, folk opera performances, etc., so that students can learn and experience traditional music in a context. Through role-playing and situational simulation, students' sense of immersion and immersiveness is enhanced, so that they can understand the connotation and expression of traditional music more deeply. Adopt an interactive teaching mode and encourage students to actively participate in classroom discussions and practical activities. Through experiential learning, such as on-site observation of traditional music performances and participation in the playing of traditional musical instruments, students can experience the charm of traditional music first-hand. Combine traditional music with modern music through scientific and technological means to create new and unique musical works and to stimulate students' interest in learning and creativity.

4.3 Promoting the integration of East and West

Chinese traditional music focuses on the feelings of the soul, while Western classical music emphasizes the expression of artistic spirit. Chinese traditional culture not only continues within its borders but also extends globally. Therefore, understanding the distinct traits of both Chinese and Western music, and advocating a blend of educational methodologies from both cultures, is essential for advancing Chinese traditional music and culture^[15]. In traditional music courses, students are introduced to Western music history, theory, and composition techniques alongside Chinese music, fostering an understanding of the contrasts and similarities between the two. Additionally, a course dedicated to comparing Chinese and Western music is offered, which delves into the differences and integrations of aesthetic perspectives, expressive forms, and cultural depths by examining and contrasting musical works from both traditions. Classic pieces of Chinese traditional music, such as guqin pieces and folk music ensembles, are selected, while representative works of Western classical music, such as Bach's fugues and Beethoven's symphonies, are introduced. Through explaining and appreciating these works, students are guided to feel the unique charm of Chinese and Western music in terms of melody, rhythm and harmony. Students are encouraged to try to combine traditional Chinese musical elements with Western compositional techniques to create musical works with cross-cultural characteristics. Through this kind of creative practice, students can cultivate their innovative thinking and cross-cultural adaptability. Bilingual teaching is adopted in courses such as music theory and music history, so that students can master the Chinese expressions of specialized terms as well as understand their corresponding concepts in Western music. Through bilingual teaching, students' language ability and cross-cultural communication ability are enhanced. To establish cooperative relationships with foreign music colleges and universities, and to carry out activities such as mutual visits of students and exchanges of teachers. Through these exchanges, students can gain an in-depth understanding of music education and music creation in different cultures, and improve their cross-cultural communication skills.

5. Conclusion

The present research examines the strategies for effectively embedding traditional culture within music education in higher learning institutions, and explores ways to augment students' aesthetic appreciation and artistic communication skills in the context. We have thoroughly explored the aesthetic characteristics and artistic values of traditional culture as well as its specific mechanism of action in music education, and through empirical research and case study analysis, we have verified the positive role of traditional culture in enhancing students' aesthetic perception of music, stimulating artistic creativity, and strengthening cultural self-confidence.

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