

The Current Situation of Inheritance of Traditional Chinese Music in Public Art Education in Ordinary Universities

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Abstract: *As an excellent national culture in China, traditional music not only represents the wisdom of the working people, but also symbolizes social experience, culture and art from different historical periods. Traditional music has diverse forms and rich content, and its carriers and expressions have their own unique style and charm. It is precisely this that has formed China's rich and colorful traditional music culture. Traditional culture needs to be inherited, and modern college students, as the backbone of social development, are also an important role in inheriting traditional culture to promote traditional music culture and showcase the charm of Chinese culture on the world stage.*

Keywords: *Traditional Chinese Music; Ordinary Universities; Public Art Education; Inheritance and Development*

1. Introduction

Ordinary universities are important places for cultural education, and modern and international cultures also collide here. College students learn culture related to art in public art education in ordinary universities, and traditional music culture is also an important form of art education. Therefore, universities should not only consider traditional music culture as an important course in public art education, but also start from national culture and regard traditional music culture as an important way to promote excellent Chinese culture, so that college students can identify, inherit, and develop. Starting from the spirit of loving traditional music culture and national culture, we aim to lead traditional Chinese culture towards modernity and the world.

2. The importance of strengthening traditional music education in public art courses in universities

2.1. Implementing quality education work

The education work of ordinary universities is not only carried out on the professional and cultural literacy of students, but also focuses on a more comprehensive personal development of students. A variety of diverse forms of educational activities are important ways to enhance students' comprehensive literacy, emphasizing both external development and internal improvement. Strengthening the education of traditional music in public art classes is also a way to enrich educational forms, allowing students to experience the charm of traditional music during the learning process to form their unique musical cultural literacy, expand traditional music cultural knowledge and enrich cultural aspects in the process of understanding; Experience national culture from traditional music culture can strengthen national beliefs, and elevate personal thinking and spirit.[1] During the learning process, college students constantly shape themselves and enhance their overall literacy.

2.2. Improving the curriculum structure of public art education

On the basis of the development of the times, the educational content and objects of public art education have changed. How can art education be more suitable for the present, and the structure of education curriculum should be adjusted according to needs.[2] Against the backdrop of traditional music culture gradually becoming a trend of the new era, students have more opportunities to come

into contact with traditional music culture. The establishment of traditional music and culture courses enriches the content of art education, from partial adjustment to overall structure, in order to form a multi form and co development art education curriculum system, allow music and culture to be more comprehensively displayed in front of students, and maximize the promoting effect of music and art education on students.[3]

2.3. Achieving the universality of traditional music culture education

One of the purposes of the public art education course is to enable more people to have access to and learn art and cultural education. College students, as important figures in social development, have a strong social influence that cannot be underestimated, ranging from individuals to families to the entire society.[4] It is precisely because the study of traditional music culture has been incorporated into public art education, providing students with opportunities to interact with traditional culture that students' understanding of traditional culture has shifted from partial to more comprehensive, and traditional music culture has been widely recognized and noticed by more people through the dissemination of students.

3. The current situation of traditional music culture in public art courses in universities

3.1. The status of traditional music culture still needs to be improved

The position of traditional music culture in traditional Chinese culture is self-evident. However, in practical music culture education activities, although the importance of traditional music culture has been emphasized, in practical work, traditional music culture is often presented in a subordinate form. Even in higher education activities that place greater emphasis on students' personal development, most students in music related majors consider it an important learning content, while students in other majors still place greater emphasis on the study of professional knowledge and ideologically still view music as a sub subject.[5] The formation of this awareness is due to the fact that music courses are not mentioned as important courses at all stages of learning, thus the practical status of music courses is lower than that of other educational courses. As an important form of traditional music and cultural education activities, public art courses in universities should always remind themselves to put traditional music in a proper position.[6]

3.2. Students prefer more modern music genres

College students have a high level of love for music, but research on their preferences for music genres has found that college students often prefer modern music genres. In fact, from around us, we can also see that most people listen to popular songs, mainly in the forms of lyricism, rap, rock, etc. Although the instruments and types used are different, they are generally some easy to understand and catchy songs. There are also those who love traditional music culture, but compared to other types, the proportion is very small, making our traditional music seem like a niche music genre. So how to enhance students' interest in traditional music culture and make them more fond of traditional music culture in public art education in universities is also one of the current important tasks.[7]

3.3. Insufficient understanding of traditional music culture

Although under the rise of China-Chic culture, more and more people know about the traditional music culture, the traditional music culture has a profound connotation. If we only stay on the surface of it, we can not really understand the traditional music culture. When it comes to traditional music culture, the word "Beijing Opera" may immediately appear in one's mind. So what is behind Beijing Opera? Few people can continue to talk about it. We only know that Beijing Opera is an excellent traditional culture, but we do not know that it combines various aspects of performance, music, and dance art; I know how to hum one or two lines of Peking Opera, but I haven't delved deeply into the singing style of Peking Opera, which types of operas are absorbed; I have seen various masks in Peking Opera performances, but I haven't counted which types of Peking Opera characters are divided into. Not only Beijing Opera culture, but every traditional Chinese music culture contains rich knowledge of music culture, which also belongs to China's development process. The understanding of traditional music culture can only truly appreciate the charm of Chinese traditional culture through a deep understanding of various aspects such as simple singing, listening to the stories behind the music, and

the content of the music.

4. Strategies for strengthening ethnic traditional music education in public art education in universities

4.1. Clarifying the theme of traditional music and culture courses

Chinese traditional music culture has a wide range and rich content. If there is no clear teaching theme for traditional music culture in public art education courses, and only an overview of traditional music culture from the general direction, it is also difficult to understand its essence. There are too many things to learn about traditional music, including music culture from different eras, music types from different classes during the same period, and even different types of music from the same class. Therefore, ordinary universities should reasonably plan the themes of traditional music culture courses in public art education, and each course should have corresponding traditional culture themes. During the learning process, students can also strengthen their understanding based on the corresponding theme, which is more convenient for students to understand and remember music culture. In addition, refining traditional music culture into different teaching themes is also a learning method from part to the whole, which achieves a comprehensive understanding of traditional music culture through learning all themes, allowing for a more comprehensive display of traditional music culture.

4.2. Enriching traditional music teaching content and forms

The public art education curriculum in universities is the main way for college students to access traditional music teaching content. Therefore, when carrying out traditional music teaching activities, teachers should arouse students' initiative to learn traditional culture and enrich and diversify the educational forms. Generally, music teaching first presents students with introductions and then listens to and feels the emotions of music. This teaching form is too common, and at the same time, it also makes the understanding of traditional music only stay in brief public courses. Universities should utilize a series of teaching tasks to make traditional music "popular" among students in the form of enriching traditional music teaching content. Universities can invite representatives of traditional music culture to introduce relevant knowledge to students while answering questions and making them realize that traditional music culture is not far away from us. Teachers can allow students to play traditional instruments and experience the wonders of traditional instruments. Students can also add their own understanding to perform on the music stage, deepening their experience of traditional music. At the same time, public art education can also be extended to daily life, allowing students to discover and understand how traditional music culture is related to our lives. The form of education presents more possibilities, which can enhance students' interest in traditional music culture and make them more willing to actively pay attention to and interact with traditional music culture.

4.3. Based on the basics of traditional music culture

There are various types of modern music culture, and some college students enjoy popular songs, while others are fond of music and cultural knowledge from other countries. Good music is recognized by everyone, and it is understandable. As long as the information conveyed does not have a negative impact on ourselves, we do not need to intervene too much in this situation. Each country has its own unique musical and cultural charm, such as world-renowned music figures Mozart and Beethoven, and unique music forms from different regions such as Brazil's samba dance and African tambourine, which are excellent musical and cultural contents of other countries. While experiencing the music culture of other countries, we should not forget our own musical roots and learn to understand the music content related to our own ethnic culture. While respecting students' personal preferences, universities should also guide and encourage them to learn traditional music and culture. Only after truly being exposed to traditional music culture can one discover that its profound cultural heritage can improve one's cultural cultivation level, cultivate sentiment, and elevate one's spiritual consciousness. At the same time, the deeper you understand, the more you can awaken the national spirit and consciousness in your heart. Chinese traditional music culture belongs exclusively to the Chinese ethnic group. As Chinese children, when our thoughts and emotions are linked to traditional music culture, the aroused sense of national belonging makes us more firm in our sense of national unity and love our own motherland.

4.4. Keeping up with the development concept of music culture of the times

College students are a fashionable group closely following the trend of the times, and universities should also update their teaching concepts and methods in public art education activities based on this characteristic of students. In the past, the Chinese market was dominated by foreign fashion brands. Now, people's ideology is more personalized, and their focus is gradually shifting to national culture. For example, China-Chic culture, which has emerged in recent years, is a trend item with Chinese elements. Teachers can put forward topics based on students' understanding of China-Chic culture, from talking about China-Chic culture to slowly introducing it into Chinese traditional music culture, to achieve organic integration of the two, so that college students who follow the fashion trend can also realize that China's traditional excellent culture is the "China-Chic" that is enduring and never declining.

4.5. Innovating traditional music expression forms

Only through "inheritance" can excellent traditional culture not be lost, while innovation makes culture more adaptable to social development, making it long-lasting and maintaining its important position. From various aspects of social life, traditional music culture has been presented to us in various innovative and modern forms of expression. Like the famous folk song 'A Hundred Birds Facing the Phoenix', we express it in the form of modern movies, and through the unfolding of movie stories, we can help more people understand the traditional instrument suona and promote traditional music culture. Traditional music and culture education in universities can also draw inspiration from this method. For example, in teaching activities, teachers assign group assignments, allowing students to search for relevant traditional music theme content, collect and organize it. Students can choose whether to use singing, stage opera, or other innovative forms to showcase traditional music and culture content according to their own ideas. During the process of innovation, students deepen their understanding of traditional music culture, exercise their innovative thinking awareness, and at the same time, use more modern methods to showcase traditional culture and bring it closer to life.

5. Conclusion

Traditional music culture has been continuously accumulated and developed in the long river of history, and it contains extremely rich levels and content. Its role for us is not only reflected in the improvement of artistic quality brought by music, but also because it is national, the values it conveys are even more noble. Ordinary universities should attach importance to the education of traditional music culture in public art education, reasonably set course themes, update concepts, and base themselves on the basics of traditional music culture. They should use rich teaching forms to make students' learning process full of enthusiasm, and achieve the inheritance and continuous development of traditional music culture under the innovation of cultural forms.

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