

# Research on College Music Teaching and the Inheritance of Ethnic Music Culture

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**Abstract:** *As the pace of globalization accelerates, the exchange of cultures among nations is becoming increasingly frequent, making the effective transmission and promotion of ethnic music culture in higher education a significant issue within the field of music education. Ethnic music, as an integral part of a country's culture, also serves as a crucial pathway to building students' sense of cultural identity. Given the current state of music education in universities, analyzing the primary challenges faced in the inheritance of ethnic music culture, and proposing corresponding strategies for resolution and future development trends, can provide new insights and methods for higher education music programs, thereby facilitating the heritage and development of ethnic music culture.*

**Keywords:** *College Music Teaching; ethnic Music Culture; Inheritance*

## 1. Introduction

In the context of globalization, the importance of maintaining and inheriting ethnic culture has become increasingly prominent, with higher education playing a key role. Music education, as an integral part of college cultural education, carries the mission of transmitting the heritage of ethnic music. Faced with a rapidly changing social and cultural environment, effectively integrating the protection and dissemination of ethnic music culture in college music education, and enabling students to profoundly understand and inherit the essence of ethnic music, has become a focus of educational reform.

## 2. The Importance of College Music Teaching and the Inheritance of Ethnic Music Culture

### 2.1 Strengthening Cultural Identity

In the context of college music teaching, the inheritance of ethnic music culture is not only an educational necessity but also a manifestation of cultural responsibility. Primarily, the study and appreciation of ethnic music deepen students' understanding and identification with their own culture. Engaging with music pieces that exhibit distinct national characteristics allows students to more intuitively experience the unique charm and profound essence of their ethnic culture, thereby fostering a sense of pride and identity towards their own culture at an emotional level. This enhancement of cultural identity plays an irreplaceable role in cultivating students' national self-esteem and confidence, serving as the cultural foundation for building a harmonious society.

### 2.2 Promoting Artistic Innovation

The introduction of ethnic music elements provides a rich source of material and inspiration for the innovative development of musical arts. The diversity and uniqueness of ethnic music can stimulate students' creativity and imagination, encouraging them to engage in artistic innovation in aspects such as musical composition, performance, and theoretical research. This innovation not only pertains to the modern adaptation of ethnic music itself but also includes the integration of ethnic music elements with modern musical elements, thereby promoting the diversification of musical art forms and contributing to the exchange and integration of world music cultures.<sup>[1]</sup>

### 2.3 Expanding International Perspectives

The introduction and comparison of various ethnic music cultures in college music teaching

effectively broaden students' international perspectives. It enables students to recognize the unique value of their own ethnic music and to appreciate the diversity and richness of music cultures from other nations. Through comparative learning, students can adopt a more open and inclusive view of the world, enhancing their ability to engage in international exchanges and develop a global consciousness. This is of significant importance for cultivating music talents with international perspectives and promoting understanding and respect among different cultures.

### **3. Challenges Faced by College Music Teaching in the Inheritance of Ethnic Music Culture**

#### ***3.1 Limited Course Resources***

One of the primary challenges faced by college music teaching in the inheritance of ethnic music culture is the limited availability of course resources. The lack of systematic ethnic music textbooks and comprehensive teaching resources constitutes a major barrier to students' in-depth study of ethnic music culture. Presently, many college music courses are predominantly focused on the theory and practice of Western music, with relatively less exploration of the ethnic and other ethnic music cultures. This situation results in students having limited exposure to a wide variety of ethnic music materials during their study. Moreover, even when ethnic music teaching is provided, the absence of systematic textbooks and a wealth of music resources often leads to a superficial or incomplete transmission of ethnic music knowledge and essence.

#### ***3.2 Insufficient Teaching Staff***

Another significant issue is the shortage of qualified teaching staff. Professional ethnic music teachers are relatively scarce in colleges, and while many music teachers possess a solid foundation in music theory, they often lack specific teaching experience and practical skills in ethnic music. This directly impacts the quality and depth of ethnic music teaching.<sup>[2]</sup> The deficiency of teachers with a profound background in ethnic music and practical experience makes it difficult for students to gain an in-depth and authentic understanding of ethnic music, affecting their interest and enthusiasm for learning about ethnic music culture.

#### ***3.3 Lack of Student Interest***

The lack of student interest further exacerbates the difficulties faced by college music teaching in the inheritance of ethnic music culture. Some students have insufficient knowledge and recognition of ethnic music, lacking a deep understanding of its value and significance. This results in low levels of learning motivation during ethnic music classes. In such cases, despite efforts to teach with limited course resources and teaching staff, student participation and learning outcomes often fail to meet expected goals. Students lacking interest are unlikely to actively explore and deeply learn about ethnic music culture, posing a hidden obstacle to the inheritance and development of ethnic music culture.

### **4. Strategies for College Music Teaching and the Inheritance of ethnic music Culture**

#### ***4.1 Enrich Teaching Resources and Provide Ample Learning Materials***

To effectively inherit and develop ethnic music culture, college music teaching needs to implement practical and effective strategies, among which enriching teaching resources is key. Establishing and enhancing a digital resource library for ethnic music is an important measure to adapt to the trend of digital teaching. By integrating and digitizing various materials of ethnic music, including traditional scores, musical works, performance videos, and related academic papers, a comprehensive and convenient learning platform can be provided for students. Moreover, developing multimedia teaching materials is an effective means to improve teaching outcomes. Utilizing modern information technology to integrate audio, video, animation, and other media elements into teaching content can attract students' interest and help them understand the characteristics and charm of ethnic music more intuitively and deeply. Providing abundant learning materials can meet the diverse learning needs of students and stimulate their enthusiasm for learning, promoting deep exploration and understanding of ethnic music culture. Implementing these strategies can significantly enhance the quality and outcomes of college music teaching, contributing to the inheritance and development of ethnic music culture.

#### ***4.2 Strengthen Faculty Development to Enhance Professional Capabilities and Teaching Levels***

Strengthening faculty development is a crucial part of strategies for college music teaching and the inheritance of ethnic music culture. Taking effective training and recruitment measures is essential to enhance the professional capabilities and teaching levels of the ethnic music teaching faculty. Organizing regular training sessions allows teachers to update and expand their professional knowledge and master the latest teaching methods and techniques, thereby improving teaching effectiveness. Training content should cover multiple aspects such as the historical background, theoretical knowledge, performance techniques, and pedagogy of ethnic music, ensuring teachers possess the comprehensive professional knowledge and skills required for ethnic music teaching. Additionally, recruiting experienced and high-level ethnic music teachers is an effective way to elevate the faculty's level. Hiring artists and scholars who have made outstanding contributions in the field of ethnic music can directly improve teaching quality and levels. These experienced teachers can transform their artistic practices and research achievements into teaching content, offering students a richer and deeper learning experience. Establishing cooperation with enterprises and inviting industry experts to give lectures and short-term training can provide cutting-edge industry information and technical knowledge, as well as inspire teachers' innovative thinking and teaching inspiration. This cross-disciplinary cooperation also offers more opportunities for practice and research for teachers, promoting the bidirectional enhancement of professional skills and teaching methods. Through a series of training and recruitment measures, the professional capabilities and teaching levels of the ethnic music teaching faculty can be effectively enhanced, providing solid support for college music teaching and the inheritance of ethnic music culture.<sup>[3]</sup>

#### ***4.3 Organize Diverse Activities to Enhance Students' Interest and Participation in ethnic music***

Enhancing students' interest and participation in ethnic music is an effective path to achieve cultural inheritance. By organizing various ethnic music concerts and workshops, students can directly contact and experience the unique charm of ethnic music, thus stimulating their enthusiasm for in-depth understanding and learning. Ethnic music concerts provide a platform to showcase the diversity of ethnic music and establish direct communication and exchange channels between students and teachers, as well as between students and ethnic music artists. This interaction can increase students' emotional understanding of ethnic music and deepen their comprehension of the cultural background and artistic value of ethnic music. Workshop activities focus more on practical operations and skill transmission. Inviting experts and artists from the field of ethnic music for personal guidance offers students the opportunity to observe and learn ethnic music performance techniques and craftsmanship up close. This form of teaching activity emphasizes skill transmission and strengthens students' practical experience with ethnic music, helping students find joy in hands-on operations and further enhancing their initiative and enthusiasm for learning ethnic music. Moreover, these activities provide students with a stage to showcase themselves and face challenges. Through participation in performances and competitions, students can test their learning outcomes in practice, gaining a sense of achievement and confidence. This participatory and experiential process is significant for fostering students' long-term interest and passion for ethnic music, injecting new vitality into the inheritance and development of ethnic music culture.

### **5. Future Development Trends in College Music Teaching and the Inheritance of Ethnic music Culture**

In future development trends, expanding international exchange emerges as a pivotal approach in college music teaching and the inheritance of ethnic music culture. By establishing a more open platform for international exchange, it's possible to promote the global dissemination of ethnic music and strengthen the exchange and learning of music cultures worldwide. Such exchange transcends the sharing of musical works, encompassing the sharing of music education methodologies, interpretations of cultural backgrounds, and experiences in artistic creation. Participation in interethnic music festivals, seminars, and other activities provides students and teachers with opportunities to showcase the charm of ethnic music and learn from advanced inter ethnic music education concepts. This cross-cultural learning and exchange experience is crucial for nurturing music talents with a global perspective, broadening students' artistic horizons, and sparking their creativity and innovative thinking, thereby injecting new vitality into the inheritance and development of ethnic music culture. Moreover, the future development of college music teaching and the inheritance of ethnic music culture should

continue to explore technology integration and deepen cross-disciplinary cooperation to propel ethnic music culture towards a new future.

### ***5.1 Exploring Technology Integration***

In the future development trends of college music teaching and ethnic music culture inheritance, the exploration of technology integration proves particularly crucial. With the continuous development of digital technology and new media platforms, the application of cutting-edge technologies such as Virtual Reality (VR) and Augmented Reality (AR) offers new perspectives and methods for ethnic music teaching. This integration of technology can innovate traditional teaching and dissemination methods and significantly enhance students' learning experiences and interactivity.

Using VR technology, an immersive ethnic music learning environment can be constructed, allowing students to experience ethnic music performances and cultural backgrounds as if they were on-site. For example, students can enter a simulated ethnic music concert scene through VR glasses, closely observe the performers' techniques and expressions, and feel the atmosphere and cultural connotations of the scene. This immersive experience plays an important role in enhancing students' understanding of and interest in ethnic music culture.

The application of AR technology can closely integrate digital information with the real world, providing students with a more interactive learning mode. Through AR technology, as students watch performances of ethnic musical instruments, real-time information such as the names, history, and playing techniques of the instruments can be displayed on the screen, even allowing students to interact with this information by touching the screen, thereby deepening their learning experience. Furthermore, AR technology can also be used for simulated instrument playing, allowing students to practice playing virtual instruments, which can lower teaching costs and provide more diverse learning resources.<sup>[4]</sup>

The combination of digital technology and new media platforms breaks through the limitations of time and space in the teaching and dissemination of ethnic music. Teachers and students can engage in more flexible and extensive communication and sharing through online courses, social media platforms, and other means. This mode facilitates anytime, anywhere learning for students and opens new channels for the dissemination of ethnic music culture. Additionally, with the help of big data analysis, teachers can more accurately grasp students' learning situations and interests, allowing for personalized teaching designs, thereby improving teaching effectiveness.

In summary, the exploration of technology integration will become one of the significant trends in the future development of college music teaching and the inheritance of ethnic music culture. By utilizing technologies such as VR and AR to innovate teaching methods, students' learning experiences can be enriched, their interactivity enhanced, and ethnic music culture effectively promoted, facilitating its inheritance and development.

### ***5.2 Deepening Cross-disciplinary Cooperation***

In the future development trends of college music teaching and the inheritance of ethnic music culture, deepening cross-disciplinary cooperation becomes an important development direction. Strengthening the integration and crossover with other disciplines and cultural fields can drive the innovation of ethnic music culture and expand students' artistic vision and creativity. This cross-disciplinary cooperation extends beyond the combination of music with dance, visual arts, literature, and other artistic forms to involve fields such as technology, sociology, anthropology, and more, bringing new vitality to ethnic music teaching and cultural inheritance.

The combination of music and dance is a classic form of cross-disciplinary cooperation. Through the interaction between music and body language, it provides a richer and more intuitive way to express ethnic culture. For example, interpreting ethnic music through folk dance can enhance the expressiveness of music and allow students to understand the connotations and charms of ethnic culture more profoundly. This cross-art form learning and creation process can inspire students' creativity and exploratory spirit, encouraging them to try and practice more in artistic innovation.

The integration of music and visual arts opens a new path for ethnic music teaching and cultural inheritance. By combining music with painting, sculpture, and visual arts, unique audio-visual art works are created, adding dimensions to the expression of art works and providing students with a more diverse and three-dimensional artistic experience. This multi-sensory artistic experience can promote students' deep understanding and appreciation of ethnic music culture, inspiring their

imagination and innovative consciousness in artistic creation.

The combination of music and literature provides a broader space for thinking about the inheritance and development of ethnic music culture. By exploring the connection between music and poetry, novels, drama, and other literary works, the intrinsic link between ethnic music and literature can be unearthed, discovering more forms and means to express ethnic culture. This cross-disciplinary cooperation enriches the content and form of music teaching and provides students with opportunities to understand and feel ethnic culture from multiple angles and dimensions. Through such learning and exploration, students can more comprehensively grasp the essence of ethnic music culture, enhancing their cultural confidence and creative inspiration.<sup>[5]</sup>

In summary, deepening cross-disciplinary cooperation will bring new development opportunities to college music teaching and the inheritance of ethnic music culture. By integrating ethnic music with dance, visual arts, literature, and other artistic forms, as well as a broader range of disciplines and fields, the innovative development of ethnic music culture can be promoted, providing students with a richer learning experience and creative space. This future development trend of cross-disciplinary cooperation will encourage students to delve deeper into artistic creation and cultural inheritance, contributing new strength to the inheritance and development of ethnic music culture.

### ***5.3 Linking physical and mental health***

In contemporary society, with the acceleration of life's pace and the intensification of competition, people are generally facing significant stress and psychological burdens. These not only affect individuals' mental and physical health but have also become crucial issues for societal development. Universities, as pivotal educational institutions, bear the responsibility of fostering students' holistic development. Against this backdrop, integrating music education with the promotion of mental and physical health, especially in the teaching of ethnic music culture, can not only enrich the connotation of music education but also provide students with effective means for self-regulation and health enhancement.

Ethnic music, as a cultural heritage, contains a wealth of emotional expression and the power of soulful communication. It is not only a crucial part of ethnic culture but also an important carrier for individual emotional experience and social emotional exchange. Research has shown that music has a significant impact on people's psychological and physiological states and can serve as an effective means for stress relief and emotional regulation. Therefore, strengthening the exploration and application of the relationship between ethnic music and mental and physical health in university music teaching will be a crucial direction for future development.

Universities can offer specialized courses in music psychology to explore the relationship between music and mental and physical health, particularly the impact of different ethnic music styles on emotional regulation and psychological well-being. Through these courses, students can not only learn the basic theories and research methods of music psychology but also gain a deep understanding of the emotional expression characteristics and mental health benefits of ethnic music. These courses should emphasize the integration of theory and practice, encouraging students to participate in music production, performance, and appreciation activities to personally experience the impact of music on their mental and physical states, thus cultivating their ability to use music for self-emotional regulation and mental health promotion.

Furthermore, universities can organize a wide variety of music healing workshops and activities, especially those focusing on ethnic music. In these activities, students can learn how to use ethnic music for relaxation, stress relief, and mood enhancement, as well as discover the unique charm and profound cultural depth of ethnic music through practice. These workshops and activities should invite music healing experts, ethnic musicians, and mental health professionals to participate, providing students with scientifically effective and culturally rich music healing experiences through interdisciplinary cooperation.

Universities should also encourage students to participate in music and community health services, applying the concepts and methods of music healing to community health promotion and psychological assistance. By participating in community music activities, music healing projects for the elderly, and music education and therapy for children, students can not only apply the knowledge and skills they have learned to practice but also enhance their sense of social responsibility and service awareness. This combination of music education and social service practice can not only promote the dissemination and application of ethnic music culture but also enhance the social value and impact of

music education.

In summary, future university music teaching and the inheritance of ethnic music culture will place greater emphasis on the connection between music and mental and physical health. By offering music psychology courses, organizing music healing workshops, and participating in community health services, not only can the content of music education be enriched, but students can also be provided with effective means for self-regulation and health promotion, fostering their comprehensive development. This student-centered teaching philosophy and method will carve new development pathways for music education and the inheritance of ethnic music culture, contributing positively to building a harmonious and healthy society.

## 6. Conclusion

In summary, college music education plays an irreplaceable role in the inheritance of ethnic music culture. By implementing strategies such as enriching teaching resources, strengthening faculty development, and enhancing student interest, the current challenges can be effectively addressed. Furthermore, these strategies can deepen students' understanding and identification with ethnic music culture, and stimulate their learning enthusiasm and creative abilities. Looking forward, college music education should continue to explore more diversified teaching methods and inheritance strategies, contributing to the dissemination and development of ethnic music culture, while also providing a solid cultural foundation and artistic support for students' comprehensive development.

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