

A Study on Strategies for Improving the Effectiveness of Teaching and Learning in Chinese Rural Music Education from the Perspective of Multiculturalism

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Abstract: *Under the multicultural vision, the research on the teaching efficiency strategy of Chinese rural music education is a topic of great value. Therefore, in order to promote the reform and development of rural music education, a study on the teaching efficiency strategy of Chinese rural music education under the multicultural perspective is proposed. Firstly, the concept of value orientation of multicultural music education is analyzed, and it is proposed that multicultural music education is characterized by instrumentality and ontology. Then the current situation of rural music education in China is analyzed, and it is pointed out that the current rural music education is in the stage of growth in terms of education funding and education equipment, so the demand for education reform is more urgent. Finally, specific strategies are proposed to improve the efficiency of music education, including strengthening the importance of excellent traditional music culture, establishing diversified teaching concepts and strengthening the construction of music teachers in colleges and universities. The aim is to innovate the teaching form of rural music and continuously improve the teaching quality of rural music.*

Keywords: *multiculturalism; rural music; teaching strategies; music curriculum*

1. Introduction

Music is a language that transcends borders, which can communicate between people's hearts and deepen mutual understanding and friendship. In the vast rural areas of China, traditional music culture has a deep historical heritage and a broad mass base, therefore, how to integrate multiculturalism into rural music education and improve the effect of education and teaching is an urgent research topic ^[1]. At present, China's traditional music culture faces many challenges. Especially in rural areas, the development of music education is greatly restricted due to the lack of educational resources and backward educational concepts. The music curriculum in many rural schools still adopts traditional teaching methods, which lacks innovation and interest and fails to stimulate students' enthusiasm and interest in learning. It is of great significance to study the teaching strategies for improving the effectiveness of Chinese rural music education under the perspective of multiculturalism. Firstly, it helps to improve the quality and efficiency of rural music education and cultivate students' musical literacy and aesthetic ability ^[2]. Secondly, it helps to protect and inherit Chinese traditional music culture and promote national cultural self-confidence. Finally, it helps to promote cross-cultural communication and understanding, and enhance the friendship and cooperation between China and other countries. In recent years, scholars at home and abroad have already conducted extensive research on Chinese rural music education. They have put forward many valuable ideas and strategies, such as strengthening teacher training, innovating teaching methods, and integrating local characteristics and culture. However, there are still some shortcomings in these studies, such as the lack of empirical studies and comparative analyses, and the lack of sufficient consideration of the influence of multiculturalism. Therefore, this study aims to further improve the relevant studies and explore effective strategies suitable for rural music education in China. This paper adopts a cross-cultural research method to study the integration of multiculturalism into rural music education in order to better explore effective strategies suitable for Chinese rural music education ^[3].

2. Values of multicultural music education

2.1 Conceptual explanations

The value orientation of multicultural music education refers to the conscious choice made by the education stakeholders, including society, state, and individuals, regarding the values they prioritize in multicultural music education based on their specific needs. These stakeholders strive to actualize the selected values through practical implementation that fosters their own development. Factors such as political, class, economic, cultural, and environmental conditions, as well as the individual's level of understanding and needs, influence the identification and exploration of multicultural music education values ^[4]. The value orientation in multicultural music education entails three dimensions of conscientiousness: autonomy, reflecting the rational acceptance of the value orientation by the subject under conscious circumstances; proactivity, indicating the subject's active initiative in selecting values suitable for their own development; and subjectivity, highlighting the subjective aspect of the chooser compared to the objective nature of value. The value orientation in multicultural music education is constructed upon the practicing subject's comprehensive comprehension of multicultural music education's value and practice, incorporating the social, political, economic, and contextual factors impacting their situation, as well as an anticipation of the value of multicultural music education ^[5]. Therefore, the value orientation of multicultural music education should be grounded in reality and draw insights from historical experiences to guide its educational value realization. It is evident that the value orientation of multicultural music education serves as a form of educational practice. Only when it establishes how to actualize the value of multicultural music education and what kind of value to prioritize can the value of multicultural music education become apparent. This external impetus for realizing its educational value becomes a prerequisite for the realization of multicultural music education's value.

2.2 Instrumental value orientation of multicultural music education

In the multi-cultural music education, instrumental music value orientation is an important aspect. It is mainly reflected in two aspects: The first is the political value orientation of strengthening international exchange and dialogue, promoting world peace and creating a harmonious society; The second is the value orientation of music cultural diversity, that is, to promote the inheritance and development of folk music culture with multi-cultural music education as the carrier.

Firstly, instrumental music, as an important part of music, has a unique function of international communication. Through instrumental music performance, people can cross language and cultural barriers for in-depth communication and dialogue. In the context of globalization, multicultural music education emphasizes the exchange and integration of instrumental music from different countries and ethnic groups, which is helpful to enhance mutual understanding and friendship among people of all countries and promote world peace ^[6].

Secondly, instrumental music, as an important carrier of music culture, has diversified value orientation. The instrumental music of different countries and ethnic groups has its unique musical style and performance skills, reflecting their respective cultural traditions and national characteristics. Through multicultural music education, students can understand and appreciate the charm of different instrumental music and enhance their awareness and respect for cultural diversity. At the same time, multicultural music education also provides students with a broader space for music learning and development, and promotes the inheritance and development of national music culture.

2.3 Ontological values of multicultural music education

The ontological value orientation of multicultural music education mainly focuses on the value of music and cultural education itself, that is, the human nature value orientation of respecting human personality development. This orientation emphasizes the ontological function of music in education and pays attention to the positive influence of music on the individual development of students.

Firstly, multicultural music education affirms the existence value of all music cultures in the world, and believes that each music type has its unique cultural background and social significance. This idea breaks the traditional concept of Eurocentrism and makes music education more equal, democratic and inclusive. By integrating musical cultures from around the globe into the education system, students can gain a more comprehensive understanding of musical traditions around the world and broaden their

musical horizons [7].

Secondly, multicultural music education aims to help students establish the evaluation criteria of "multiple music sense". This means that students are not limited to the aesthetic perspective of the European musical tradition, but are able to understand and evaluate music from the perspective of multiple musical cultures. This type of education helps to develop students' critical thinking skills and enables them to better analyze and evaluate the characteristics and values of different music cultures.

In addition, multicultural music education also emphasizes the communication and interaction between music and people, society, history and nature. By studying different music cultures, students can better understand the diversity of human society and history, and understand the origin and development background of music. This interdisciplinary music education method can cultivate students' cross-cultural communication ability and make them better integrate into the diversified society [8].

3. Current situation of rural music education

3.1 The promotion effect of China's rural revitalization strategy on the development of rural music education

The rural revitalization strategy in China holds great significance in transitioning agriculture from a focus on production increase to one that prioritizes quality improvement. By creating a new model of rural development that promotes harmonious coexistence between humans and nature, this strategy aims to preserve and advance the rich traditional Chinese culture. Additionally, it strives to establish a modern social governance pattern characterized by collaborative construction, governance, and shared benefits. The ultimate objective is to address the main contradiction facing Chinese society in the new era, achieve the "two centenaries" struggle goals, and fulfill the Chinese dream of national rejuvenation. The implications of this strategy are far-reaching.

Hence, against this social backdrop, country music education has garnered significant attention. In 2018, the CPC Central Committee and The State Council released the Opinions on the Implementation of the Rural Revitalization Strategy, which emphasized prioritizing rural education and cultivating a strong team of rural teachers [9]. Subsequently, in 2020, the Ministry of Education and five other departments issued the Opinions on Strengthening the Construction of the Rural Teacher Team in the New Era. This document aimed to enhance the development of the rural teacher workforce and emphasized the importance of nurturing teachers who possess a deep affection for rural areas, ensuring an adequate number of instructors with high quality and vitality [10]. During the National Education Conference, the president underscored the necessity of "comprehensively strengthening and improving aesthetic education in schools, adhering to cultural cultivation, and enhancing students' aesthetic and humanistic qualities." Moreover, he advocated elevating school music education to the realm of moral education. Consequently, both national and local governments have provided financial and material support for teachers and encouraged graduates from music programs to serve in primary and secondary education within rural areas [11]. These policy measures have served as catalysts for the positive development of country music education.

3.2 The development of Internet Education for rural Music Education

With the rapid advancement of internet technology, its integration in the realm of education has become progressively more pervasive. In the context of country music education, online education presents a novel teaching approach that transcends geographical boundaries, enhances instructional excellence, and facilitates the wider dissemination and advancement of country music education.

Internet education expands the reach of music teaching resources, allowing high-quality resources to be spread across a wider geographical area through online platforms. This enables students in remote rural areas to access top-notch music education, thus increasing the popularity and accessibility of music education. The internet provides a plethora of teaching resources and learning tools for country music education, such as online music courses, instructional videos, and digital music materials. These resources enhance students' learning and comprehension of music knowledge. Additionally, online learning tools like virtual sheet music and music players facilitate autonomous learning and practice. Internet education also facilitates convenient teaching interactions and collaborative learning in country music education. Through online platforms, teachers can engage in real-time interactions with students,

answer questions, and guide their learning process. Students can also participate in collaborative learning by discussing and learning music knowledge together, thereby enhancing their learning outcomes. Moreover, internet education opens up new opportunities for innovation and development in country music education. Online teaching resources and tools can be continuously updated and improved to fuel innovation in the field. Furthermore, internet education promotes international exchange and cooperation within country music education, fostering its global development.

4. Strategies for Improving the Effectiveness of Rural Music Teaching

4.1 Strengthening the importance of excellent traditional music culture

To carry out diversified rural music education effectively, we must base on the excellent Chinese music culture, including the use of traditional Chinese opera rhythm, national instruments and folk songs. First of all, it should be clear that the excellent traditional Chinese music culture is the precious wealth of the Chinese nation and an important part of the Chinese civilization. In rural music education, strengthening the teaching of excellent traditional music culture will not only help to inherit and carry forward Chinese culture, but also help to cultivate students' national pride and patriotic feelings^[12]. By learning opera, national Musical Instruments and folk songs, students can have a deeper understanding of the diversity and uniqueness of Chinese culture, and enhance their sense of identity and pride in local culture^[13]. Secondly, integrating excellent and culturally appropriate folk music education into rural students' teaching activities can enrich students' musical experience and improve their ability to appreciate excellent music cultures around the world. By experiencing the unique charm of traditional Chinese music culture in the classroom, students can develop a broader musical vision and diverse cultural concepts. In addition, teachers should actively guide students to understand and appreciate traditional music culture from the ideological and political level in the process of carrying out specific education and teaching activities. This not only helps to cultivate students' positive energy and patriotic feelings, but also stimulates their interest in learning traditional music culture and forms a high sense of identity.

4.2 Establishing the concept of diversified teaching

Due to the different cultures of different countries, there are certain differences in the musical expressions of different countries, but these unique musical styles or musical expressions are often worth integrating into the music teaching activities of colleges and universities. At present, rural music teachers lack teaching ability in the development of world music culture education and teaching activities, obviously, this is directly related to their previous professional teaching training^[14].

First of all, teachers should realize that the music culture of different countries and nations has its unique value and charm. These unique musical styles or forms of expression, although there are differences, are worth integrating into the music teaching activities in colleges and universities. By introducing multiple musical cultural elements, students can not only enrich their music experience, but also cultivate their multicultural concepts and cross-cultural communication ability.

Secondly, rural music teachers should strengthen the study and mastery of the concept of diversified music culture in professional teaching and training. This includes not only the basic knowledge understanding of the music culture of different countries, but also the cultivation of their teaching ability in carrying out world music culture education activities. By absorbing foreign music culture scientifically and dialectically, teachers can better integrate it into classroom teaching, help students broaden their musical horizons, and deeply understand the musical cultural characteristics of different ethnic groups.

In addition, the establishment of diversified teaching concepts also requires teachers to actively change their ideas in actual teaching, and treat various music cultures with an open and inclusive attitude. This includes the development of music and art practice courses, programming with different ethnic music and cultural characteristics and so on. Through these practical activities, students can feel the charm of different music cultures more intuitively, and enhance their sense of identity and appreciation of diverse music cultures.

To sum up, establishing a diversified teaching concept is one of the important strategies to improve the effectiveness of rural music teaching. By cultivating teachers' multi-cultural teaching ability, actively changing teaching ideas and carrying out various forms of practical activities, we can better

promote the diversified development of rural music education, enrich students' music experience, and cultivate their cross-cultural communication ability and multi-cultural concept.

4.3 Strengthening the rural music teaching force

Teachers play a crucial role in the education and teaching process, particularly in the preservation and development of China's music culture, which has a profound impact on the country's future. Given the multicultural era we live in, it is essential for village music to prioritize the cultivation of teachers who possess the ability to teach multicultural music. This can be achieved through a rigorous selection process for introducing high-quality educators, both from domestic and international backgrounds, who possess strong theoretical knowledge and practical skills in music. By doing so, students' learning enthusiasm can be stimulated, allowing them to take a proactive approach towards education and teaching. Only when we have strong teachers, can we produce excellent students. Furthermore, rural schools should regularly conduct online or offline education and teaching training sessions for their existing teaching staff. Additionally, organizing teacher exchange salons and lectures within and outside the school can provide educators with valuable insights and facilitate mutual learning. By continuously enriching their theoretical knowledge and strengthening communication with other music teachers at various levels, the rural music teachers' team can enhance their education and teaching abilities effectively [15]. Whenever possible, rural education leaders should encourage teachers to actively participate in music teaching practice activities, enabling them to improve their practical skills and foster innovation consciousness. This approach will help establish a distinctive and content-rich music teaching system, benefiting students by enhancing their understanding of diverse music knowledge.

5. Conclusion

Under the perspective of multiculturalism, the study of teaching effectiveness improvement strategies in Chinese rural music education is a topic of great value. Through an in-depth discussion of the current situation and existing problems of rural music education, this study proposes a variety of effective strategies to improve efficiency, including strengthening teacher training, innovating teaching methods, and integrating local characteristics and culture. These strategies can not only improve the quality and efficiency of rural music education, cultivate students' musical literacy and aesthetic ability, but also protect and pass on China's traditional music culture and promote national cultural self-confidence.

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