

Course Setting and Folk Music Inheritance of Music Major in Colleges and Universities

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ABSTRACT. *Music majors in Colleges and universities play an irreplaceable role in cultivating excellent music talents and promoting the development of China's music industry. In the process of deepening the implementation of University reform, the education reform of music specialty in Colleges and universities is also in full swing, which brings new opportunities for students to develop, and also puts forward high requirements for teachers to optimize and adjust music specialty courses. The rationality and validity of music curriculum directly affect the education effect of music specialty and the training effect of music talents. Therefore, in order to carry out the reform of music education, we need to start with optimizing the professional curriculum, and pay attention to keeping pace with the times in the curriculum arrangement. It should not only insist on innovation, but also pay attention to the inheritance of folk music and art. We should combine inheritance with innovation, improve the establishment of music majors in Colleges and universities, and enhance the effectiveness of music education reform in Colleges and universities.*

KEYWORDS: *college and university; Music major; Curriculum arrangement; Inheritance of Folk Music*

1. Introduction

The setting of music specialty in Colleges and universities effectively meets the training needs of music talents. In order to promote the effective development of music majors and improve the quality of personnel training, it is necessary to properly arrange and rationally optimize music courses. In line with the requirements of higher education reform, the curriculum of traditional music specialty has actively broken through the existing problems. In the course of curriculum construction of music specialty in colleges and universities, it is very important to pay more attention to folk music and the inheritance and development

of folk music. This can not only cultivate students' national consciousness and spirit, but also strengthen students' perception and mastery of national folk art, so that our folk music and art can still be revitalized in the contemporary era[1].

2. Current Situation of Course Setting for Music Major in Colleges and Universities

Through a comprehensive survey and summary of the current curriculum arrangement of music major in Colleges and universities, we find that there are some defects in the curriculum structure and content of music major. Although many colleges and universities have set up the contents of folk music and art in the course of building the curriculum system of music specialty, they still stop at the simple understanding and preliminary introduction in the course teaching, and can not let students have in-depth contact and practice. The superficial curriculum design leads to the lack of comprehensive curriculum design for music majors, and does not highlight the Chinese characteristics. Instead, it blindly imitates the professional curriculum system of the Western Conservatory of Music. Therefore, students only pay attention to the learning of western theory and practical skills, which has brought some resistance to the inheritance and progress of folk music. The current situation of music curriculum in Colleges and universities is mainly reflected in the following aspects. First, the professional curriculum is relatively single, lacking the characteristics and national content of folk music. In the process of setting up music courses in Colleges and universities, the main choice is to imitate the methods of western music education, which leads to the selection of relatively old content, ignoring the integration of Chinese and Western music disciplines, and failing to provide soil for the inheritance and development of folk music. Moreover, the content of western music curriculum is more involved while the proportion of folk music content setting is low in the course arrangement. At the same time, the teaching is not deep enough. Secondly, the content of basic professional courses is relatively narrow, and they are not closely related to each other. Due to the narrow and inextricable characteristics of basic professional courses, there is a lack of rational arrangement in the opening structure of music courses. It can neither meet the needs of social development nor students' learning needs, nor achieve the training objectives of professionals because it's out of line with theory and practice.

Thirdly, the division between courses is too detailed and independent, which leads to the problem of knowledge fragmentation and makes it impossible for students to integrate in learning. For example, ignoring the infiltration and blending of folk music and western music in curriculum design makes students' knowledge narrower and their overall adaptability lower, which can not meet the comprehensive requirements of the society for music talents.

3. The Importance of Folk Music Inheritance in the Course Setting of Music Major in Colleges and Universities

China is a country with a long history of cultural development. National folk music is also a cultural wealth left over in the long history, playing an important cultural value, and such value can not be ignored nor replaced. In today's world diversification and cultural cross-border innovation environment, the development situation of our national folk music heritage has quietly undergone tremendous changes[2]. On the one hand, it promotes cultural exchange and interaction, and encourages the inheritance and innovation of folk music. On the other hand, it highly esteems international trend music and neglects the inheritance and maintenance of the uniqueness of national folk music. Such practices will make folk music lose its soul, let alone meet the requirements of music development and music talent training in the process of development. Colleges and universities are effective carriers of folk music inheritance and development. They should actively take on the important responsibility of inheriting and protecting folk music. Integrating folk music into the curriculum of music majors in Colleges and universities and paying attention to the inheritance of folk music has become a crucial measure. Such a method can not only expand and enrich the professional knowledge and practical material of music in Colleges and universities, promote the perfection of music education framework and professional education system, but also improve the integration of education, maintain the nationality and diversity of folk music, so that national music neither conforms to the old nor loses its characteristics. The obvious advantages of colleges and universities in inheriting folk music are reflected in the following aspects. Firstly, cultural and ecological advantages. Colleges and universities are the bases for professional talents training and are the places where the elite gather together. Among the survival and development of colleges and

universities and the cultural ecological environment, the unique and charming folk music culture also exerts a subtle influence on the education and teaching of colleges and universities. It can be said that colleges and universities have unique cultural and ecological advantages in the inheritance of folk music. They can more easily and conveniently tap the characteristics of folk music resources and make it an indispensable part of music professional courses. Second, the advantages of discipline and specialty. Music majors in Colleges and universities have strong professional and comprehensive characteristics. The development process of music specialty is not only reflected in the construction of music disciplines, but also in the close integration with multi-disciplines to expand the development system of music, making the advantages of music specialty continue to expand. In the process of inheriting folk music, colleges and universities can promote the inheritance and development of folk music by virtue of its unique advantages, professional characteristics and subject background. Third, material advantages. The inheritance and development of cultural heritage need perfect material conditions as the fundamental guarantee. The inheritance and development of folk music also need material advantages to support the development of music education. Colleges and universities have a relatively complete set of facilities and equipment, as well as practice training venues, diversified materials and abundant teaching funds.

4. Effective Strategy of Folk Music Inheritance in the Course Setting of Music Major in Colleges and Universities

4.1 Effectively Setting up Folk Music Courses to Protect Cultural Heritage

In setting up music courses, colleges and universities should not neglect the indispensable element of folk music. Instead, they should establish a special system of folk music courses, and integrate the characteristic culture and art with the art education in Colleges and universities so as to play an active role in inheriting and protecting our cultural resources and heritage. At the same time, we should promote the innovation of music majors in Colleges and universities and improve the music curriculum system. It is very difficult to set up folk music course. At the same time, it needs support from many aspects. Specifically, the following work should be done well[4]. Firstly, offering the optional course of Chinese humanities, history and

culture will play a necessary supporting role for students to study and inherit music culture, so that students can be well nurtured in the process of analyzing the historical origin, ecological characteristics, national attributes, music aesthetics and other characteristics of music culture. While enriching the accumulation of students' cultural knowledge, it can also help students study folk music in depth, prepare well and lay a solid foundation for students to push music learning to a deeper level and grasp the essence of music. Secondly, actively promoting the construction of folk music textbooks. The compilation of folk music textbooks can support basic materials in the teaching of music specialty, and also promote the professionalism and systematicness of folk music education, so that music majors can really improve their understanding of folk music and actively participate in the course learning. In the process of compiling textbooks, it is necessary to collect and sort out the audio and written materials of folk music extensively, do a good job in teaching and scientific research, and improve the integrity of the textbook system. Thirdly, we should attach importance to the curriculum design and construction of folk music appreciation, so that students can understand folk music from different senses, and harvest good emotional experience and aesthetic experience.

4.2 Reforming the Teaching Method of Folk Music and Improving the Teaching Quality

After introducing folk music into the music curriculum of colleges and universities, we can not continue to use the teaching method of inculcating in the past in order to avoid affecting students' enthusiasm for learning and the absorption and practice of folk music and art. In the process of adjusting teaching mode, teachers need to take strengthening teaching interaction as a crucial content, creatively apply diversified music education strategies, and enhance students' enthusiasm for folk music curriculum learning and creation. Firstly, teachers should pay attention to the improvement of students' interest in music learning and play an active role in enhancing students' motivation in music learning. So teachers can choose multimedia teaching strategies. In this way, it not only gives full play to the advantages of modern educational media, broadcasts classical folk music videos and audio materials to students, but also makes students have a strong interest in folk music. Secondly, teachers should make good use of task-driven teaching method,

give full play to the main role of students, and encourage students to go deep into the independent exploration and learning of folk music content. Teachers can carefully set up the learning tasks of folk music courses for students, and allow students to explore independently and cooperate with each other in order to establish students' principal position to enhance students' autonomous learning ability. Finally, teachers need to make good use of the strategy of teaching evaluation to stimulate students' continuous learning and learning through the objective evaluation of students. At the same time, they need to use this method to obtain abundant teaching feedback information, which provides an important basis for the curriculum adjustment of music specialty and the inheritance and infiltration of folk music.

4.3 Strengthen the Integration of Theory and Practice to Promote the Inheritance of Music

Theory and practice are two inseparable parts. By integrating theory and practice, it can enhance students' ability to apply what they have learned. At the same time, it can also help to inherit folk music and improve the integrity of music curriculum in colleges and universities. In the past, the teaching was not reasonable in terms of theory and practice arrangement. The theory teaching was usually regarded as the main content, which overemphasized the value of theory teaching and neglected the role of practice education. Therefore, colleges and universities need to strengthen the integration of theory and practice, rationally arrange the proportion of theory and practice teaching, and provide a platform for students to practice, so that students can digest theory and application theory in practice. Colleges and universities can actively organize professional skills competitions or performance innovation activities on folk music. Schools can actively encourage students to take the initiative to absorb folk music elements to create works in order to improve students' innovative quality. For example, students can combine folk music style to create music works with personal perception, and perform them or use modern music production technology to adapt local folk music works which can combine innovation with inheritance. Colleges and universities can create opportunities for teachers to lead students to collect folk music, so that they can contact a large number of inheritors of folk music in the process of collecting folk music, and learn practical skills and methods from them. In this process, it is easy to arouse their

national consciousness and inheritance consciousness by strengthening the understanding of the contents of multi-ethnic music. The influence of folk music can be further expanded[5].

5. Conclusion

With the implementation of the reform of art education in colleges and universities, great changes have taken place in the concept and practice of art education in colleges and universities. It is very important to integrate folk music into the curriculum of music specialty in colleges and universities and encourage students to inherit folk music. In this way, not only can the cultural and educational resources of the nation and the region be effectively exploited and utilized, but also the students can be well educated in art and culture, and the content of music education can be expanded. Extending the value of music education, and the integrity of music curriculum system and the comprehensiveness of education function can be improved. Colleges and universities should actively analyze the important value of folk music inheritance, and integrate folk music curriculum and music professional curriculum arrangement based on reality, so as to build a perfect music professional curriculum and education system.

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