

# School Music Education and the Inheritance of National Music Culture

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**Abstract:** As a country with multi-ethnic culture and ancient civilization, the national music culture contains the spiritual and cultural wealth of China as a whole. In school music education, all teachers must have the internal image and content of music. In terms of music, I noticed that the motherland is a river and a mountain, and through my notes I have experienced 5000 years of Chinese civilization and culture. I focus on hard work and struggle, and ultimately work hard for the better construction of my hometown. It is hoped that the combination of the actual educational situation in which the music education in schools plays the role of inheriting the national music culture can bring some help to the teachers in the same profession. Current education is an important direction to further develop national music culture. While discussing the inheritance of music culture and deepening music education in schools, this paper explores the significance of inheritance of national music culture in school music education, and puts forward a series of Implementation Paths of national music culture in the process of inheritance.

## 1. Introduction

In the new era of school music education, the inheritance of traditional Chinese music culture, through this traditional art "language", across the gap between space and time, has formed a strong artistic and cultural model and color. During the construction of the "global village", the Chinese national music with 5000 years of civilization is moving towards internationalization at a solid pace. At the same time, the national music culture is also widely known and loved by all countries. In addition, it will be affected by various degrees. Therefore, as the most important part of music education, all schools shoulder the important task of transmitting national culture and history, and promote the inheritance and development of traditional music and national music[2].

In art, national music is an important part. It is a combination of national culture and art and an important part of Chinese cultural heritage. Especially in the process of technology development and network popularization in recent years, young people in China are not attractive to the national music culture, nor are they exposed to the national music culture. This is the crisis facing the national music cultural heritage. At the same time, it sounded the alarm for the successor of national music. Especially, for the inheritance mode of school music education, it is necessary to reform school music education. Ethnic music culture and school education should be organically combined to allow ethnic music culture to enter schools. Ethnic music culture education ensures the validity of national music cultural heritage. This paper investigates the inheritance of national music culture and the integration of school music education[1].

## 2. Inheritance of Music Culture in School Music Education

As the core component of Chinese traditional culture, the national music culture not only effectively reflects the spirit and ethnic groups within the country, but also promotes the unique artistic charm in a long history and all mankind[4]. The overall process of art development in the history of civilization. Especially in the new era of school music education, through inheriting national music to popularize a series of works reflecting the meaning of national music, and through the music classroom platform to provide students with sufficient time. The listening and thinking of excellent music works in the whole country is to realize a thorough understanding of patriotic music

culture through the rich and feminine temperament accumulated in the process of music education in the country[3].

### 3. Inheritance of School Music Education and National Music Culture

With the rapid development of national economy and the improvement of social quality, the expansion of national policies has been supported, and the national music culture has developed to developing countries. National music culture is an important part of Chinese culture. In the process of educating students'national culture, the importance of national music culture should be reflected. In the process of school education, we should not only emphasize the scientific nature of theoretical knowledge, but also cultivate students'comprehensive quality[5]. What is more important is to cultivate students'national spirit and patriotism. The combination of national music culture and school education is a very complex educational project related to the revival and inheritance of music culture. Therefore, schools can improve the national music culture, and concentrate on learning the national spiritual culture, so that students'centripetal force and the cohesion of national culture can be strengthened.

Table 1 Evolution of Competition System of "Basic Skills Show for Undergraduates Majoring in Music Education in National Colleges and Universities" (1999-2018)

Time	Exhibiting Projects	Fraction
1999-2014	The project is divided into two parts: basic theoretical knowledge and music teaching skills. Among them, the basic theoretical knowledge includes the synthesis of professional basic theory and the basic theory of education; music teaching skills include piano performance, singing and piano accompaniment, self-singing, chorus conductor, Chinese and foreign musical performance.	All players are required to participate in the comprehensive testing of professional basic theory and basic theory of education. Among them, the player's professional basic theory comprehensive score is based on 70% of the basic theoretical knowledge, and the education basic theory comprehensive score is based on 30% of the basic theoretical knowledge. 1. Professional basic theory synthesis (out of 150 points) 2. Comprehensive theoretical basis of education (out of 100 points)
2016	The project is divided into two parts: music teaching skills and "micro-curriculum" display. Among them, music teaching skills include piano performance, singing and piano accompaniment, self-singing sing, chorus conductor, Chinese and foreign musical performances (the above promotes performance, singing Chinese works); micro-classes include video review and excellent players On-site demonstration display.	The chorus conductor, Chinese and foreign musical performances and micro-classes are displayed (one of each of the three contestants in each school, each with 100 points), and the score of the project is recorded in both the individual score and the total score of the school group. "Micro-class" exhibition: Each participating school determines that one-to-student students participate in the video recording of "micro-courses" and submit materials. After the selection by the expert review committee, the micro-class live demonstrations are recommended according to the situation.
2018	The project is divided into three parts: music teaching ability, micro-class presentation and social practice. Music teaching skills include singing and piano accompaniment, self-singing vocals, chorus conductors, Chinese and foreign musical instruments, and dance performances (the above various advocates and encourage the display of Chinese works). The "micro-course" was shown as a video review. Social practice is to observe the music classroom teaching, extracurricular activities and campus culture construction in primary and middle schools.	All participating students are required to participate in music teaching ability, micro-class "display and social practice. In the music teaching ability project, all participating students are required to participate in singing and piano accompaniment and self-singing, chorus conductor, Chinese and foreign musical instruments and The dance show project is attended by a student, and the score is recorded as the individual total score and the school group score. Each item has a perfect score of 100 points.

National music culture education should be combined with modern education technology.

National culture can maintain the atmosphere of the times and be accepted by students, so as to further guarantee the vitality of national music culture. The national music culture is only an artistic expression that covers the essence of Chinese culture. In addition, because it covers the essence of Chinese art for many years, the sense of the times is very important. As shown in Table 1[6].

### **3.1. Emphasis on its original infrastructure**

Today, with the development and progress of global economic integration, China and other countries have laid many new cultural foundations while conflicting and integrating cultures[7]. Both developing countries in the Middle East and developed countries in Europe and the United States want to establish a new cultural model through the inheritance and innovation of traditional culture and lay an important foundation for the construction of Chinese culture. Guarantee the forest of national culture. However, in the actual process of education, most schools do not have a complete textbook system, nor do they have scientific and national cultural normative goals. With the passage of time, some students and music teachers can not understand the national culture. The development of the times and the importance of improving personal quality.

### **3.2. Music education in schools is an important carrier of the inheritance of national music culture.**

As a carrier of diversified music communication, folk music culture includes a variety of platforms. School is an important base for the dissemination and penetration of music culture. Through scientific and effective guidance, every student can understand and understand the cultural connotation of national music, and at the same time, they can give full play to their media role in the process of learning and dissemination. And innovation. The role of bridge makes every student feel the necessity of inheriting national music in the process of learning music. Only in this way can we continue to provide strength for China's cultural heritage.

### **3.3 Combination of Ethnic Music Culture and School Music Education**

In today's advocacy of quality education, school education, from the perspective of improving students'comprehensive ability, inherits the national music culture as the basis of understanding the music culture, emphasizes the importance of the national music culture, and broadens the ideological level. The inheritance of national music and modern music culture is the inheritance of school music education and national music culture. At the same time, it realizes the exchange of national cultural heritage and connotation, deepens understanding, integrates national art and world art, and integrates national culture and world culture in an all-round way. The big stage of school music education. Educational awareness has been raised[8].

## **4. Strategic Research on the Inheritance of Ethnic Music Culture in School Music Education**

### **4.1. Focus on Establishment**

On the one hand, the inheritance of national music culture in school music education must correct the correct concept of national music and realize the actual effect of national music education by digging deeply into the connotation of traditional Chinese national culture and modern culture. The dull notes of Hull's music education are more powerful and energetic. Relevant education departments should formulate relevant cultural strategies to decompose the dissemination of national music culture through the target cultural objectives. Therefore, an effective education system has been formed and music education practitioners are guided to inherit the national music culture.

### **4.2. Emphasis on the System Construction of School Music Education**

In the process of perfecting and establishing the music education system of our country's schools, schools and music teachers should not only establish the established music education goals based on the complete music theory system, but also design and rectify the system. For some traditional music cultural channels, the characteristics of national music are fully integrated with China's national conditions, get rid of the influence and dependence of European and American technology theory,

and have a subtle impact on local culture. Infiltration and innovation form for the majority of students in the process of music learning has established a more solid, more basic foundation.

### **4.3. Optimizing the Guidance of Ethnic Music Textbooks**

Firstly, in the process of inheriting national music culture in school music education, it is necessary to improve the essence of national music education content and adjust the structure of teaching curriculum. Traditional music knowledge, traditional music theory, traditional rap music use methods and other methods, in the overall guidance content optimization, in order to achieve the actual situation of students and cognitive level and combination, in practical work, several local TV plays for the unity of education, in order to achieve the goal of educational experience. Secondly, in the process of choosing educational content, we must emphasize the high unity of nationality, regionality and spirit in the era of national music. Through long-term development and school education and research, some local music resources and national dances will be held. Ethnic musical instruments, local opera checking and equivalence, were excavated, assigned to specific strong school basic scientific research experts, unified textbooks and engaged in compilation work, in order to strengthen the school music education and national music essential unification of the necessary conditions to ensure students' deliberation.

### **4.4. Strengthening the Establishment of Music Education System in University for Nationalities**

How to link the inheritance of national music with school education? The complete system of school music education system works of cultural heritage are carried out in an orderly manner. The music education system of the College for Nationalities, which needs the advice and guidance of the school leaders, needs more music education in schools. Participated in and constructed the inheritance system of traditional national music culture[9].

Finally, under the modern instruction, the inheritance of national music is emphasized. With the continuous development of digital information network media, school music education must emphasize the comprehensive application of multimedia and network technology, and expand boring activities of national music culture education. The original knowledge, intuitive interactive posture, film and television clip, sound, animation and picture plural posture insertion, lay a firm foundation for a better country to reduce music culture, study, improve students' understanding of music culture of caring for the country.

At the same time, in today's global cultural development, school music education also needs to proceed from the perspective of sound ecological culture, inherit ecological culture, and integrate traditional civilization with modern civilization. In terms of communication, the essence of imported culture is rooted in China's inherent cultural soil and promotes the real innovation and inheritance of China's national culture. That is the most widely recognized, using school music education to achieve the unification and development of national music.

## **5. Conclusion**

As an eternal culture, national music culture not only opens the bridge of world history, but also provides a platform for perceiving culture and communicating culture. In this process, China's soft power support varies. Music practitioners, music educators and music learners work together. School music education is closely related to traditional music culture. Schools should not only be responsible for the inheritance of national music culture, but also guide students to understand and understand the relevant national music culture in the process of music guidance. After realizing the inheritance of national culture.

Reforming the school music education system, creating new ways of education, improving teaching materials, strengthening teacher training, linking the inheritance of Chinese national culture with school music education, the result is as follows: The analysis of this paper is expected to bring some help to the inheritance of our national music culture. It promotes the combination of music education and national culture, promotes the development of Chinese national music culture, and

provides useful reference for students'own musical elements.

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