

Analysis of Music Intercultural Communication and Multicultural Music Education from the Perspective of Multiculturalism

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Keywords: Cross-cultural communication, Multiculturalism, Music education

Abstract: With the development of economic globalization and the deepening of cultural integration at home and abroad, the forms and contents of music education in China are rich, and higher requirements are put forward for teachers' teaching methods and skills. Under the multicultural background, Chinese music education needs to innovate and change on the basis of inheritance, not only to keep pace with the times, but also to insist on the localization and popularization of music education. Cross-cultural communication and multicultural music education can not only promote the development of music education, but also improve students' comprehensive quality. With the in-depth implementation of the new curriculum reform, some reform measures have been taken in music education. In teaching, teachers should use diversified teaching methods to meet the needs of society for music talents. By introducing the theory and basic principles of multicultural music education, this paper puts forward the problems that music teachers should pay attention to in future teaching, and provides a new world view of music.

1. Introduction

Today's world is a globalized one. Under the background of globalization, education is increasingly showing the trend of diversified development [1]. The exchange, fusion and collision of various cultures have long been accepted by people in various fields of social life. Music education is conducive to the promotion of students' comprehensive quality and plays an important role in education and Teaching [2]. However, due to the influence of traditional teaching methods, most teachers and students do not pay attention to music education. In the world-oriented music education, people pay more and more attention to the importance of multicultural experience for music education [3]. Facing the world and inheriting excellent traditional music culture is not only an opportunity for students to obtain multicultural experience, but also an important content and mission of music and art colleges. Multiculturalism is cultural integration [4]. As an important part of Chinese music culture, music education needs to be more inclusive and innovative in order to develop in the environment of cultural integration. Because cross-cultural communication includes the art, education, culture and other fields of human life, teachers can use certain teaching methods to enable students to learn and exchange music of different cultures [5]. In order to change the

single music education into multi-cultural music education, in order to meet students' learning needs and stimulate students' interest in learning.

Multicultural music education in cross-cultural communication has gradually become the focus of cultural communication. The implementation of diversified music education can further deepen our understanding of foreign countries, and also make the communication between countries closer. In today's world of frequent cultural exchanges, under the situation of gradual deepening of education reform, especially after the promulgation and implementation of the new music curriculum standards, the music curriculum in normal universities has also been adjusted [6]. However, there are still some defects in the current adjustment, that is, in the aspect of folk music education, people pay more attention to the exchange and promotion of Chinese folk music, but rarely involve the music culture of other nationalities in the world. At present, the field of music education in China has realized the importance of multi-cultural integration, and can also infiltrate a variety of music elements in teaching, so as to comprehensively improve students' music literacy [7]. In the new era, we need to further think about how to train students to form multicultural ideas in specific music education activities, and how to train students' ability to understand different music in the multicultural context [8]. Through the introduction of multicultural music education theory and basic principles, this paper puts forward the problems that music teachers should pay attention to in the future teaching, and provides a new music world outlook.

2. The Connotation of Multicultural Music Education

The connotation of multicultural music education is divided into theme and purpose. Multi-music culture refers to the music equality of all ethnic groups and the coexistence of music culture. Any music culture has its unique charm and its existence value. With the continuous development of economic globalization, music has also achieved cross-cultural communication. Each kind of music represents a kind of culture, and different cultures can form a new musical expression form through contact, and can learn from each other's strengths. To a certain extent, some Chinese music educators are used to judging and explaining non-Western unique music culture with Western music theory and its values, thus weakening the possibility of facing diversified music culture. The theoretical basis of multicultural music education is cultural equality and cultural blending. All ethnic groups need to maintain an attitude of tolerance and mutual understanding, learn from and absorb foreign music culture, and promote their own music level. In multicultural music education, what we need to do is to stabilize our own music culture and learn the world music culture. The concept of multicultural music education plays a positive role in the future development of Chinese music, and it will cultivate more young people who face different cultures, care for the world and inherit traditional excellent culture.

Infiltrating the idea of multicultural education integration and tolerance in music education can change the previous music education concept with music skills as the core, and turn to the comprehensive cultivation of music literacy and comprehensive quality such as individual music attitude and emotion, music art perception, aesthetic ability, professional spirit and moral level, which meets the dual needs of the modern development of music education and the development of music talents. See figure 1 for the composition and structure of music form.

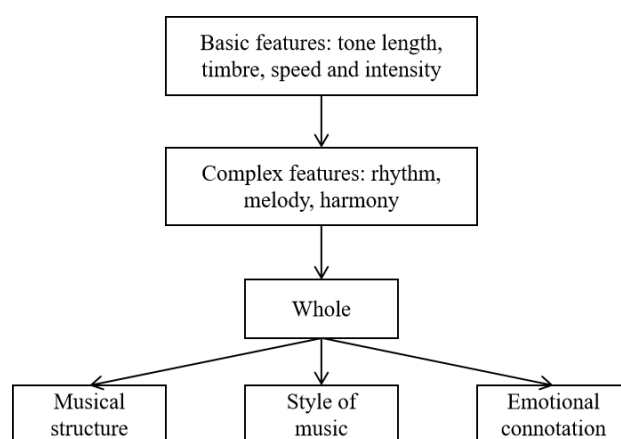


Fig.1 Composition of Music Form

While emphasizing the promotion of national music culture, we should also experience, learn, understand and respect the music culture of other countries and nations in the world with a broad vision. A variety of music cultures need to keep certain boundaries, and learn and blend with each other constantly. Music innovation is produced in the collision and integration of different music. Today, the concept of multiculturalism has not been widely recognized. On the one hand, influenced by some traditional cultures, our views on different cultures in the world are still far from the needs of multiculturalism. On the other hand, we should also emphasize that if multiculturalism is not experienced, it can only be shelved, and experiencing multiculturalism is the concrete step of multiculturalism practice [9]. The purpose of multicultural music education is to enhance students' appreciation and understanding of music from other cultures, so as to respect each other's music culture, expand their musical horizons and identify with different music cultures.

3. The Construction of Multicultural Music Education System

3.1 Building a Diversified Music Education System

Multicultural music teaching theory has been put forward many years ago, and the proposed theory also includes the need to respect and tolerate different types of music around the world, and to set music in a multicultural teaching framework. This is not only an opportunity but also a challenge for music teaching. In actual teaching, teachers should pay attention to using certain ways to deal with the relationship between foreign music and domestic music, and the relationship between Han music and minority music. In a long period of time, traditional classical music occupies a major position in teaching and forms a distinctive music pattern. This pattern has a certain influence on the compilation of music-related teaching materials and the setting of teaching courses. In the process of music education, how to deal with the relationship between national music and pop music, domestic music and foreign music, ethnic music and Han music, technology and culture are all difficult problems we are facing at present. There is no distinction between high and low cultures. However, because China and other countries have different social environments, the cultures formed are also different, and students will have an involuntary rejection of different cultures. At the same time, there is a strong logical relationship and internal connection between music and culture. Music is the carrier of culture, and different music styles, singing styles and musical instruments formed under the influence of culture will permeate music education. The direction of music education reform should be towards the development of national music culture, with the main direction of inheriting national music culture, actively learning foreign excellent music culture and establishing diversified local music education mechanism. In the process of

reforming music teaching, teachers need to accurately grasp the development direction of music, make it gradually move towards the development direction of national culture, actively absorb foreign excellent culture and create a more diversified music teaching system.

3.2 Development of Music Culture Related Resources

The formation of music has certain regional and national characteristics. In order to make students interested in music and willing to learn music, teachers need to guide students to feel the beauty of different music cultures from different angles and levels, so that students can accept music and like music ideologically, and learn and explore actively. From the perspective of multicultural education, it is particularly important to emphasize self-confidence in one's own culture. Therefore, music educators should base themselves on the native land, bring the cultural essence of their own nation into music education, and show the brilliance of national characteristics. Under the background of cultural integration, paying attention to the development of students' personality can help students form distinctive artistic styles and avoid the homogenization effect caused by blind imitation. Therefore, in music education, teachers can encourage students to form bands, freely choose their partners for cooperative performances, and independently determine the form and time of training. Music educators should take cultivating students' all-round development as their duty, change the education mode with music skills as the core, give full play to the functions of music aesthetic education, intellectual education and moral education, and comprehensively improve students' music literacy and comprehensive quality. In actual teaching, teachers need to actively develop various excellent music resources, especially ethnic minority music with rich characteristics, so as to help students master more music resources and improve their comprehensive level of music.

4. Conclusions

With the accelerated globalization of the world in the 21st century, the cultural exchanges between countries are getting closer and closer, and music culture is getting more and more attention. Under the background of globalization, the exchanges between countries are getting closer and deeper. Therefore, diversified strategies should be adopted in the education of music culture in order to continuously improve the level of music culture in China. In order to adapt to the development of the times, music teaching has also undergone a series of teaching methods reform. Modern music education advocates multicultural experience, which not only trains young students to face the world with a broader vision, but also plays an important role in practicing and inheriting traditional music. From the perspective of multicultural education, music education should highlight the local characteristics, break through the cultural shackles, innovate educational concepts and cross discipline boundaries. In music teaching, teachers need to actively adopt diversified teaching strategies to effectively improve students' musical cultural literacy. In addition, teachers should actively integrate international music culture into their teaching, so as to effectively promote the all-round development of Chinese music education.

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