

Study on the Value of Promoting Cultural Identity in the Teaching of Folk Songs in Ethnic Colleges and Universities

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Abstract

Under the awareness of the Chinese nation's community, the teaching of folk songs in ethnic colleges and universities should be problem-oriented, with the goal of promoting cultural identity through the teaching of folk songs in ethnic colleges and universities, and the basic path of system construction. method to reflect, construct and innovate. From the basic principles and guiding ideology, training objectives, training programs, curriculum systems, teaching models, and student evaluation systems, a specific path for optimizing the talent training environment is proposed; guided by the characteristics of folk songs of various ethnic groups and the learning needs of college students A long-term interactive mechanism for promoting cultural identity in the teaching of folk songs in ethnic colleges and universities.

Keywords

Ethnic colleges and universities; Folk song teaching; Cultural identity.

1. Introduction

Folk song teaching in colleges and universities in ethnic areas can guide students to experience the beauty of the nation in art, and make them feel the profound culture deposited in folk songs, so that students can feel the national emotions while learning the knowledge and skills of music theory, experience the beauty of traditional music, and then Arouse your love for the motherland. In-depth research on the teaching of folk songs in ethnic colleges and universities will give full play to the guiding role of professional teachers in cultural identity under the consciousness of ethnic community, improve the teaching methods and methods of music courses with ethnic characteristics, and enhance the cultural "mutual recognition" of students of different ethnic groups. Combining theory with practice, a new path of scientific development has been explored in the aspect of realizing the teaching of folk songs in ethnic colleges and universities to vigorously promote cultural identity.

2. The Teaching of Folk Songs in Ethnic Colleges and Universities Promotes the Development of Cultural Identity

2.1. Basic Research on the Cultivation of National Spirit By Traditional Folk Music Abroad

Based on traditional folk music, the multicultural education concept of inspiring the public's national pride and cultivating the spirit of national unity through folk music culture has always played an important role in music education abroad, and has even become the backbone of the development of national music education. Foreign research in related aspects includes the selection of training indicators, method determination and effectiveness inspection, etc., and a relatively complete standard and technical route have been formed.

The Hungarian musician Kodaly Zoltan believes that the folk music culture of various ethnic groups embodies the people's ingenuity and observation for many centuries. After thousands of tempering and carving, almost all music that is left to us today is with eternal charm. People who have been cultivated through national music culture will have noble artistic taste, and they will have correct judgment and artistic appreciation for what they hear, and will not be led astray. Historic representatives include Kodaly from Hungary, Anand Shankar from India, and Kabalevsky from Russia, all of whom advocate the important role of national music culture in enhancing national unity consciousness and cultivating patriotism.

2.2. Basic Research on the Cultivation of National Spirit By Traditional Folk Music In My Country

In addition to the imparting of knowledge and skills, school education is also particularly important for students' personality and patriotism education. The excellent traditional education of national unity and progress is also the main content of education in colleges and universities. From 1990 to 2021, the total number of research papers in the fields of national unity and national progress exceeded 50,000, and the trend was increasing every year. Through the analysis of the existing literature, it can be seen that different scholars have actively carried out relevant research based on different evaluation subjects, different levels of education, different professional directions, and different theories and methods, and have made certain research progress. For example, Bao Darkhan proposed in "The Value of Minority Musicology in Mutual Recognition of Community Culture" that "the construction of a community is bound to go through the process of each cultural individual from mutual acceptance, mutual appreciation to mutual recognition." Mutual appreciation and mutual recognition "The consensus is a sign of the formation of a rational cultural body, and the jump from perceptual cognition to rational cognition identification will not happen naturally. This requires orderly education and effective mechanisms to function. Among them, art education has natural advantages, especially The role of music disciplines is significant." Ran Chuntao put forward in "The Path of Cultivating Community Consciousness of the Chinese Nation in Ethnic Colleges and Universities" that "adhere to teaching as the main line to consolidate the ideological foundation for the cultivation of the consciousness of the Chinese nation's community; Students are the main body to enhance the practical synergy of the cultivation of the consciousness of the Chinese nation's community; with the system as the guarantee, we will innovate the education system for the cultivation of the consciousness of the Chinese nation's community."

3. The Significance of Folk Song Teaching in Ethnic Colleges and Universities to Promote Cultural Identity

3.1. The Theoretical Significance of Folk Song Teaching in Ethnic Colleges and Universities to Promote Cultural Identity

In addition to cultivating students in technical and performance aspects such as song singing skills and work styles, folk song teaching in ethnic colleges and universities should incorporate the correct concept of country, history, nation and culture and other deep-level education concepts and the Chinese nation. Community consciousness penetrates into disciplines, majors, teaching materials, etc., to cultivate students' identification with the excellent cultures of different ethnic groups. Through course teaching, we guide students to internalize the knowledge and skills they have learned into good moral character and quality, cultivate students to closely combine their personal future and destiny with the prosperity of the country, and stimulate students' motivation to study for the prosperity of the country and national unity. Realize personal ideals and values in the creation of social value.

Ethnic vocal music teaching in ethnic colleges and universities shoulders the dual educational needs of traditional vocal music teaching and ethnic vocal music teaching. On the one hand, its education and training work is manifested in the curriculum setting and teacher teaching for the cultivation of ethnic vocal music performers, so as to improve the education supply structure and promote the education system. Reform and expansion of educational resources, on the other hand, are manifested in the reconciliation of the complexity of ethnic minorities, the development of ethnicity, and the guidance of individuality. Practice has proved that the use of folk songs as the main content of vocal music teaching in colleges and universities is in line with the development of the times and the requirements of building a strong sense of national community among young college students. The understanding of core values, and through the social practice performances and teachings in and outside the school, the core socialist values are vividly reflected in the singing, and the simple and sincere singing conveys the perception of truth, goodness and beauty, so that the spring breeze will turn into rain and moisten things silently. Use singing to cultivate the national community consciousness with the theme of national unity, spread the positive energy of the socialist core values of young college students, carry forward the essence of Chinese excellent traditional culture, truly play the educating function of the vocal music singing course, and implement the teachers' teaching and educating people. responsibility.

3.2. The Practical Significance of Folk Song Teaching in Ethnic Colleges and Universities to Promote Cultural Identity

As the main force of regional ethnic education, ethnic colleges and universities undertake the task of cultivating ethnic talents, and shoulder the important task of comprehensively improving the comprehensive quality of students in ethnic areas and promoting better and faster development of ethnic areas. Build an educational starting place for national harmony. To promote cultural identity in folk song teaching in ethnic colleges and universities, it is necessary to revolve around the infiltration of ethnic community ideology and art teaching activities, and constantly change the concepts of teachers and students, so as to realize the effective connection between ideological identity and art teaching. Combined with the practice and training bases inside and outside the school to carry out relevant performance activities, and hold a folk song competition in the school; you can also set up the "Folk Song Appreciation and Singing" course in the public aesthetic education class of the whole school, to attract more non-major students to participate in the outstanding folk songs of all ethnic groups Through the understanding, learning and inheritance, the national character of ethnic colleges and universities has been fully developed and improved.

The folk song singing major in ethnic colleges and universities, as a performing arts subject, is responsible for the performance learning and training of stage singing. The professional courses emphasize more on the training of voice and singing of songs. In daily teaching, more emphasis is placed on educating professionals and teaching professionals. Learning, in the teaching process, it is easy to cause a situation of focusing on majors and neglecting ideological and political affairs. Students pay too much attention to the technical skills and performance requirements of voice in the learning process, and then ignore the deeper ideological and political elements contained in folk songs, which cannot awaken the minority. Ethnic students' cultural awareness of the community. Ethnic colleges and universities have rich multi-ethnic cultural resources. They should integrate excellent minority cultures into the ideological and political education system, enhance the sense of participation of minority cultures in the education system, and use the stage of the vocal music major to show their characteristics and innovate and create ideological and political classrooms. The form of the stage changes the original boring impression of ideological and political education and makes it easier to understand the sense of community of the Chinese nation.

4. The Process of Promoting Cultural Identity in the Teaching of Folk Songs in Ethnic Colleges and Universities

4.1. Practical Courses Emphasize Cross-cultural Communication and Cross-ethnic Dialogue

In the process of cultivating ethnic vocal music professionals, ethnic colleges and universities should pay attention to the communication practice courses between different ethnic groups and different regions, and set up ethnic music stage performance courses based on the source of students. Through the aesthetic education courses for college students, ethnic music, dance and instrumental music appreciation courses are offered in all colleges of the school, and students of all ethnic groups are gathered in the form of college students' club activities, campus science and technology culture and art festivals, vocal music competitions, and welcome parties, and perform in the form of ethnic songs and dances. Strengthen cultural exchanges among students of all ethnic groups and enhance mutual cultural understanding.

4.2. Pay Attention to the Excavation and Performance of Excellent Traditional Culture in Folk Song Teaching

Cultural communication between different ethnic groups is an important link and content for cultivating students' awareness of the community of the Chinese nation in ethnic colleges and universities. The teaching characteristics of folk song singing can increase the opportunities for students to research and study the culture of outstanding minority folk songs. Through innovation and entrepreneurship projects for college students, students are encouraged to participate in the sorting, excavation and dissemination of excellent cultures of different ethnic groups, increasing the opportunities for students of different ethnic groups to contact other ethnic cultures and forming cross-cultural exchanges. This has a positive effect on the cultivation of national culture communication awareness, national cultural dialogue, and breaking the narrow regional national consciousness. On this basis, the excellent national culture will interact with the awareness of the Chinese nation's community and the professional learning of folk song singing, and gradually realize the professionalization of the learning of folk song singing, as well as consolidate the awareness of the Chinese nation's community.

5. The Path of Promoting Cultural Identity in the Teaching of Folk Songs in Ethnic Colleges and Universities -- Taking Guangxi Normal University for Nationalities as An Example

5.1. Provide A New Perspective for the Research of Ethnic Vocal Music Teaching in Ethnic Colleges and Universities

Guangxi Normal University for Nationalities is located in Chongzuo City, Guangxi Zhuang Autonomous Region. Chongzuo City is a multi-ethnic settlement with Zhuang as the main body. The population of Zhuang, Han, Yao, Miao, Mulao and other ethnic groups living here is 2.0087 million, and the Zhuang population accounts for about 88.3% of the total population. Guangxi Normal University for Nationalities has been running for 82 years. The school has insisted on taking root in the southern Xinjiang of the motherland, condensing the "cornerstone" spirit of "rooting at the grassroots level and being willing to contribute", and establishing the school motto of "advancing morality and studying, advocating learning and doing well", highlighting the "normality, The characteristics of running a school with nationality and frontier nature have cultivated a large number of outstanding talents for local basic education and economic and social development.

Standing at a higher starting point, starting from the internal relationship between ethnic integration and cultural identity and the cultivation of talents in colleges and universities, analyze

the inherent attributes and consciousness cultivation needs of ethnic integration and cultural identification, and analyze the relationship between ethnic integration and cultural identification and talent cultivation in colleges and universities. From a new perspective, analyze and evaluate the current situation of folk song teaching in ethnic colleges and universities; from a three-dimensional and developmental perspective, scientifically select effective target groups, and comprehensively evaluate the advancement of folk song teaching in ethnic colleges and universities from the perspective of all factors affecting ethnic cultural identity. The effect of cultural identity implementation.

As a college for ethnic minorities, Guangxi Normal University for Ethnic Minorities undertakes the key platform of national ethnic work and ethnic higher education, and shoulders the important task of contributing to the educational cause of national ethnic areas and cultivating talents with specialties. Its education system and training mode, such as explicit education, combine the awareness of ethnic unity, enhance the cultural identity of the Chinese nation, build a harmonious home for all ethnic groups, and cultivate the awareness of ethnic community. development has a positive impact.

5.2. Guide Students to Understand the History of Various Ethnic Groups by Singing Excellent Folk Songs of Various Ethnic Groups

Folk songs originate from the folk and are an important part of human culture. They are songs created collectively by people in long-term production, life and practice, and are artistic works preserved through oral transmission, transformation and processing. Folk songs are a unique cultural carrier from the people and a valuable intangible cultural heritage. It gathers the collective wisdom and emotional experience of the people in different periods, regions and ethnic groups, and expresses people's living conditions and spiritual world. Ethnic music culture carries the unique cultural imprint given to them by history, shows the emotional world of different ethnic groups, different regions and different histories, and expresses the profound humanistic spirit.

Guangxi Normal University for Nationalities attaches great importance to the popularization and inheritance of the excellent cultures of all ethnic groups. The school recruits students from more than ten provinces, municipalities (autonomous regions) across the country. Up to now, there are nearly 20,000 full-time students, including students from Vietnam, Thailand, Cambodia, Laos, South Korea, Cameroon, Somalia, Ghana, Nigeria, Yemen and other countries. More than 400. There are students from 31 ethnic minorities including Zhuang, Yao, Miao, Dong, Yi, Mulao, etc., accounting for more than 53% of the total number of students. In addition to a series of ethnic music major courses offered by the Academy of Arts, through the public aesthetic education courses, "Folk Song Appreciation and Singing", "Zhuang Folk Song Singing", "National Chorus", "Tianqin Playing and Singing", "Bolue" and so on are offered to the whole school. A series of folk song singing and ethnic musical instrument courses allow students from all over the country and ethnic groups to learn and sing outstanding folk songs of various ethnic groups, guide students to understand the history of various ethnic groups, and deeply appreciate the national spirit and patriotism contained in folk songs; A series of cultural activities such as "March 3" singing, folk song competitions, concerts, etc., use singing to spread ethnic unity and enrich the content and educational functions of ethnic education in ethnic colleges and universities. Learning folk songs inherits not only "folk songs", but also the national history, national culture, national aesthetics and national spirit carried by folk songs, the awakening of young college students' national consciousness, the strengthening of national identity, the continuation of national spirit, and even the whole The prosperity and development of a nation has important practical significance.

5.3. Innovative Ideological and Political Classroom Teaching for Folk Song Singing Majors

The inheritance and development of ethnic music is inseparable from collective education; expanding the audience and influence of ethnic music culture is inseparable from team education. Teams use various forms such as performances and competitions to make music scores or recordings a solid form of cultural movement. Get up, come alive, pass it on in a living form and show it to the public. Guangxi Normal University for Nationalities has established a series of "official" folk music teams in various forms based on folk song singing, such as native folk song singing troupe, national chorus, Tianqin playing and singing troupe, and single-stringed piano playing and singing troupe. Faculty, the titles of teachers are mainly professors and associate professors. Each team has a fixed rehearsal hall, and the piano, audio and other hardware in the rehearsal hall are fully equipped, which provides complete conditions for the smooth development of ethnic music in the professional teaching process. Various ethnic music teams have frequently won awards in various national and provincial competitions such as the China-ASEAN "Red Bronze Drum" art education achievement exhibition, college students' art exhibition, and mass grass-roots cultural performances. The advantages and efficacy of inheritance-based team education.

Guangxi Normal University for Nationalities is located in the southwest of Guangxi, where the population of the Zhuang nationality is the largest. The school combines the high-quality teaching resources of frontier national normal colleges and universities with the rich local ethnic culture, and incorporates ethnic music team training into the curriculum teaching system. Make "learning" and "practice" organically unified. In the training, these ethnic music teams not only process and adapt the excellent folk songs of various ethnic groups and integrate them into students' learning and professional teaching, but also focus on absorbing the cultural elements of local Zhuang folk songs, and pay attention to the diversity of styles of professional training content and ethnic groups. Personalization can not only use the unified music major curriculum plan of the whole region and even the whole country, but also combine the unique regional, ethnic, school, student and teacher resources of the college itself to realize the development and utilization of the school-based ethnic music characteristic curriculum.

Through the study of this course, the following educational goals can be achieved:

1. Stimulate students' self-confidence and pride in the study of my country's classic national songs, national operas and excellent traditional music culture;
2. Cultivate students to transform the connotation of singing works into their own inherent virtue and literacy, use singing to spread the positive energy of socialist core values, and play the educative function of vocal music singing courses;
3. Guide students to understand the historical background of outstanding folk songs of various ethnic groups, and deeply appreciate the national spirit and patriotism contained in them;
4. Guide students to understand the history of the nation, understand the spirit of outstanding Communists, not forget the martyrs, and shape the students' outlook on life and values in the practice of singing;
5. Continuously strengthen the educative function of vocal music courses to carry forward and inherit the excellent traditional culture of the Chinese nation;
6. Innovate and inherit the excellent Guangxi folk music and opera culture, integrate the excellent traditional culture into the ideological and political position of the curriculum, and enhance the students' national self-confidence.

Because it is rooted in people's life and work, singing is the most popular and influential form of expression in the cultural life of ordinary people, it is an important spiritual demand of people, and it is a way to comprehensively reflect the cultural forms of various ethnic groups. Vocal music students can sing excellent folk songs in a form that is well received and loved by the audience,

so that the audience can improve their sense of identity and pride in the excellent culture of various ethnic groups in a pleasant and relaxed atmosphere. This series of measures has truly cemented the consciousness of the Chinese nation's community from the perspective of the professional teaching of folk songs in ethnic colleges and universities and the inheritance of national culture.

6. Conclusion

Folk songs are the treasures of national culture and an important part of national culture. To explore the cultural and social value of folk songs, starting from the national music culture, guide students to recognize, respect, appreciate and tolerate the cultures of various nationalities around them in the teaching of music majors in national colleges and universities. , which reflects the important connotation of cultivating college students' awareness of the community of the Chinese nation in ethnic colleges and universities, seeking scientific development based on ethnic areas, and relying on ethnic college education, which is of great significance to today's college music education and even Chinese college education. As a key platform for undertaking national work and higher education for ethnic minorities, ethnic colleges and universities shoulder the responsibility of contributing to the education cause in ethnic minority areas of the country, cultivating talents with specialized skills, setting up the education system of ethnic colleges and universities and methods and methods of training models, etc., can inspire students Cognition of ethnic unity, and the development and progress of ethnic areas are inseparable from the cultivation and education of the sense of community of the Chinese nation. Only by continuously strengthening the identification of Chinese culture among various ethnic groups can we build the true cultural and spiritual home of all ethnic groups in China.

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