

Analysis of the Importance of Learning Ethnic Music for Secondary Vocational Students

-- Take Nanning Fourth Vocational and Technical School as An Example

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Abstract

Ethnic music can be described as the accumulation of our country's history and culture, as well as the symbol of the nation. With the vigorous promotion of intangible cultural heritage inheritance activities, it has become a topic of widespread concern in the society to integrate it into the learning of music education courses in secondary vocational schools. The author was fortunate to participate in this type of research during my work, and was deeply touched by the importance of learning ethnic music for secondary vocational students. It was found that the students did not have a deep understanding of ethnic music and their enthusiasm for learning was not high. Therefore, this article analyzes from three aspects: the connotation of ethnic music and the importance of teaching, and the situation of ethnic music education in the fourth vocational school. It is hoped that through this article, it will attract extensive attention from all walks of life, so as to promote ethnic music in secondary vocational schools in Guangxi. education development.

Keywords

Ethnic music in secondary vocational schools; Learning environment; Living environment; Importance.

1. Introduction

Since ancient times, my country has been known as the country of ritual and music. The ancients often used Oxfam to teach and educate people. It can be seen that my country attaches great importance to the role of music education. In recent years, with the vigorous promotion of intangible cultural heritage inheritance activities, my country's traditional folk music has received more attention, especially it has been integrated into the learning of music education courses in secondary vocational schools, so that these ethnic music cultures can be effectively implemented. Inheritance has become a topic of widespread concern in society. Regarding how to improve the school's own ethnic music education infrastructure; how to use various teaching methods and resources to gradually form a set of its own ethnic music teaching system; and the importance and development of ethnic music education in secondary vocational schools, etc. Based on previous research, the author will conduct a comprehensive discussion as follows:

2. The Connotation of Folk Music and the Importance of Teaching

2.1. The Connotation of National Music

My country is a multi-ethnic country, and each ethnic group and region has its own unique historical and cultural experience, which makes our culture as a whole present colorful features. The so-called national music, in general, refers to all the music created by a nation in the

development, including various traditional music handed down from ancient creations, such as: folk music, court music, religious music, literati music, etc., and New music created in modern times, etc. In a narrow sense, national music refers to my country's traditional folk music, which can be divided into five categories: folk songs, folk dances, folk instrumental music, opera music and rap music.

2.2. The Importance of Ethnic Music to the Education of Secondary Vocational Schools

For now, learning folk music has been an indispensable part of current school education. For secondary vocational schools, it started late, but it is still important. Its importance is mainly reflected in the following aspects:

①. Conducive to the understanding of national culture

Learning ethnic music can not only make students have a clearer understanding of the development process of our nation, but also help students improve their morality, intelligence, physique and beauty in an all-round way. Ethnic music education can not only improve the aesthetic feeling of secondary vocational students, but also help them establish a correct outlook on life and values. For example, Mr. Liu Tianhua composed the erhu song "Xing Guangming" in 1931. At that time, the country was turbulent, various social conflicts were intensifying, and the people were displaced and lost confidence in life, but Liu Tianhua's "Bright Walk" is a march that inspires everyone to be positive. Among them, the melody is sonorous and powerful, and the continuous strumming with dotted rhythm runs through the whole piece in the horn-like tone, and the constant change of intensity makes the whole piece lively, and an inner and suppressed enthusiasm develops into a more cheerful and confident new musical image. He uses this piece to inspire the Chinese people, and tells the Chinese people that as long as we work hard, our future will be full of hope; another example is the Guqin song "Yang Guan San Die", which is vividly and vividly. It reproduces the sorrowful emotions of Tang Dynasty poet Wang Wei when he parted with his friends. While learning similar folk music, he can also have a profound and comprehensive understanding of the development history and cultural background of the nation through this form. In the process of appreciating this piece of music, the students of the secondary vocational school, through the correct guidance of the teacher, can more easily understand the central idea of the piece of music. In this way, the secondary vocational school students not only receive aesthetic education by learning ethnic music, but also at the same time, the level of ideological and moral education has also been improved.

②. Conducive to the formation of correct values

The stage of learning in secondary vocational schools also happens to be a crucial stage in the formation of young people's values and world outlook. Under the complex cultural background of the fierce collision between Chinese and Western cultures, students' subjective ability to discriminate culture is very shallow, and professional education is needed to deal with it. It guides students' thoughts and concepts to develop towards the values of truth, goodness and beauty, so as to stay away from some vulgar and impetuous misunderstandings in commercial pop music and movie magazines. In this process, ethnic music, as the cultural quintessence of historical precipitation, in which the aesthetic concepts and values are constantly affirmed and recognized by the predecessors, will have a positive and healthy influence on the growth of young people's minds. For example, in the erhu song "Erquan Reflecting the Moon", the author A Bing unified the bitter social life of the year and the ideal of perfection and beauty in the repertoire, making the repertoire as a whole sad but not sad, and appropriately showing the author's broadness of mind-set and unified aesthetic concept, so actively carry out ethnic music education in secondary vocational schools, which can help students to perfect the correct values.

③. Conducive to cultivating national spirit

The national spirit is the cornerstone to support the development and growth of a nation, and as part of the national culture, our country's national music naturally also plays a role in inheriting the national spirit. Therefore, in-depth development of ethnic music education in secondary vocational schools, so that students can understand the national spirit through the unique form of music education, and inherit the national belief of unity, friendliness, industriousness, bravery, and love of peace, is undoubtedly in improving quality education and cultivating It is a favorable means for the high moral sentiment of secondary vocational students, and it is also a favorable guarantee for the development of the national spirit.

In general, vigorously carrying out ethnic music education in secondary vocational schools can enable students to enhance their love for the music and art of the motherland through the aesthetic experience of my country's excellent musical works, cultivate students' sense of social responsibility, national spirit and patriotism, This deficiency in the quality of national culture can be fundamentally reversed. Music is a cultural phenomenon, and music education has the function of conveying culture. Like other cultures, music culture has an important feature in common, that is, it can only be learned by learning, but not by birth. In this sense, music education is the process of the transmission, preservation and continuation of music characteristics and national traditions. Therefore, the development of music education in secondary vocational schools not only ensures that an important part of music education will not be lost, but also can objectively improve the necessary quality of students.

3. Status Quo of Ethnic Music Education in Fourth Vocational Technical School

3.1. A survey on the Study of Ethnic Music

Nanning No. 4 Vocational and Technical School was formerly known as Nanning No. 2 Normal School. This school mainly focuses on pre-school education. It was founded in 1965 and is a public secondary vocational and technical school under construction in Nanning. The school is located at No. 66 Qingquan Road, Yongning District, Nanning City, covering an area of 159.1 acres. In November 2010, Nanning No. 2 Normal School and Nanning No. 4 Vocational and Technical School merged to run, becoming the Yongning Campus of Nanning No. 4 Vocational School. On September 27, 2018, Nanning Fourth Vocational and Technical School was identified by the Ministry of Education as a "National Secondary Vocational Education Reform and Development Model School". In recent years, it has been rated as a five-star model school for many times and enjoys a certain reputation in Guangxi. The school has advanced teaching equipment, complete facilities, complete multi-functional training rooms for art education, strong teachers in music education, rich accumulation of artistic and cultural education achievements and solid educational and teaching theoretical literacy. The people-oriented spirit has cultivated a large number of talents in the education field. These outstanding graduates are still shining in their respective positions, dedicating their life to the education of our country. During my work in Nanning Fourth Vocational and Technical School, the author was also influenced by the school culture, and found that the students of this school generally love music education, but they do not have a deep understanding and interest in some knowledge related to ethnic music. In order to better understand the current situation and problems of ethnic music education in our school, as well as students' attitudes towards learning ethnic music. I selected several classes in the music class of grade 20 and grade 21 respectively, and did a simple questionnaire survey on them. The following are my survey results, which are summarized as follows:

①. Music appreciation choices and preferences

In school, the most popular form of music that students appreciate and like is modern pop music, and Western classical music is more popular than Chinese folk music. This can reflect that in daily life, students know and love popular music far more than other forms of music.

②. Knowledge of folk music

	Very familiar	Somewhat familiar	Not too familiar
Knowledge of folk music	15%	30%	55%

From this, it can be clearly reflected that students have little contact with ethnic music in their daily study and life, which is not conducive to students' learning and understanding of traditional ethnic music.

③. In terms of musical instrument learning

In the fourth vocational and technical school, due to the popularization of preschool education, the majority of students give priority to learning Western musical instruments, especially the piano. The data clearly shows that the attractiveness of ethnic musical instruments among secondary vocational students is not strong enough. However, in recent years, the school has established many national instrumental music clubs, and successively established studios related to traditional national music. The established clubs include Tianqin Club, Erhu Club, Hulusi Club, Guzheng Club and other folk music clubs. Under the leadership of professional teachers, the number of clubs has increased year by year, and they have participated in various large-scale performances and competitions inside and outside the school, and have achieved considerable results; the establishment of relevant ethnic music professional courses and the compilation of teaching materials are also in progress. It can be seen that the fourth vocational school has begun to pay attention to the education of ethnic music and is promoting it in practice. It is believed that the influence of ethnic music in the school will gradually increase in the future.

4. Suggestions for Improving Ethnic Music Education of Secondary Vocational Students

4.1. Government and Media

First of all, the government should strengthen its support for ethnic music, drive enterprises and other social groups to increase investment in the development of ethnic music, and create a lot of opportunities for the promotion of ethnic music. The government should also establish and improve the market mechanism to protect the copyright of ethnic music and make it protected. Secondly, individuals, enterprises and other social groups should also provide support and assistance to the protection of ethnic music culture, so that the ethnic music culture can be continuously improved and excellent ethnic music can become an indispensable spiritual food in people's lives. Thirdly, we should regularly hold some public welfare performances of folk music in China to enter the life of the masses, so that the public can have a deeper understanding of the folk music culture. At the same time, the influence of mass media is also very important. The media should increase the publicity and promotion of ethnic music culture and strengthen the public's awareness of ethnic music culture. And the national music culture itself should learn to use the market and media to package, to win more influence.

4.2. Schools

To add minority music teaching to school music education, teachers should create a harmonious and interactive learning environment, pay attention to strengthening the interaction between teachers and students, give full play to teachers' teaching guidance in the whole teaching process, and provide an equal and relaxed classroom. The atmosphere takes the

initiative to attract students' participation. In teaching, in addition to using the music textbooks stipulated by the state, teachers can also strengthen the teaching and appreciation of ethnic minority music with local characteristics in Guangxi, and can record collected folk songs and operas for students to watch and imitate in the classroom. . In recent years, the author and my colleagues have also made a lot of attempts in ethnic music education, compiled various ethnic music textbooks, opened a folk music club, and organized students to learn ethnic music from theory to practice. , and achieved some objective results. At the same time, teachers can also use innovative teaching methods and multimedia, so that students can have more opportunities to learn about ethnic music that is not available in daily life, and gradually cultivate students' interest in ethnic music, so as to accept relevant music independently Knowledge, shoulder the mission of inheriting and developing minority music culture in the future.

At the same time, it is necessary to strengthen the integration of Chinese folk music and campus cultural life, and use the influence of network media and film and television dramas to increase the interest of secondary vocational students in learning ethnic and folk music. Carrying out a variety of art performances in secondary vocational schools is not only helpful to carry forward the inheritance and development of folk music, but also an effective means of inheriting and promoting folk music. In these activities, students can show their talents such as singing folk songs, dancing folk dances, and performing folk instrumental music, which can not only exercise students' stage performance but also broaden their horizons, so that secondary vocational students can fully experience these folk music in music courses. The deep heritage and humanistic feelings.

4.3. The Family

On the one hand, in daily life, parents should consciously create an atmosphere for the appreciation of ethnic music, and lead their children to watch live ethnic music performances. At the same time, they should learn to use network media technology to absorb a lot of ethnic music knowledge. On the other hand, parents should not be eager for quick success in learning instrumental music for their children, blindly follow the crowd and blindly learn Western musical instruments, and should encourage and support the study of traditional Chinese instrumental music.

5. Conclusion

To sum up, Xi Jinping once said at a symposium on literature and art held in Beijing: "The realization of the great rejuvenation of the Chinese nation requires the prosperity of Chinese culture... The Chinese nation has a civilization history of more than 5,000 years. Before modern times, China has always been one of the world's great powers. 1. Without the prosperity and prosperity of Chinese culture, there will be no great rejuvenation of the Chinese nation. The rejuvenation of a nation requires both strong material strength and strong spiritual strength. Without the active guidance of advanced culture, without the great enrichment of the people's spiritual world, there is no nation. With the continuous enhancement of spiritual strength, it is impossible for a country or a nation to stand in the forest of nations in the world. Therefore, "promoting national art and cultivating national spirit" is an important driving force for the survival and development of a nation, and it is also an important driving force for a nation to stand in the world. The fundamental source of the forest of nations in the world.

Folk music has distinct life experiences and thoughts and feelings, and reflects the aesthetic concept and artistic taste of the working people. . Nanning No. 4 Vocational and Technical School is located in Guangxi, an ethnic minority area with rich ethnic music resources. It can take advantage of its unique conditions to give full play to the advantages of ethnic minority music resources, such as the March Sange Festival and other colorful and unique arts. Ethnic music culture can be collected and sorted, compiled into textbooks with ethnic characteristics,

explained and inherited, so that students can understand the rich ethnic music art from practice, love ethnic music art, and inherit and develop ethnic music art. Although the development of ethnic music in secondary vocational schools has a long way to go, it is hoped that through this article, it will attract extensive attention from all walks of life, thereby promoting the development of ethnic music education in secondary vocational schools in Guangxi.

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