

Development of School-based Course of Music in Colleges and Universities Based on Inheritance of Regional Culture

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Keywords: School-based course, Regional culture, Music, Inheritance, Colleges and universities, Course construction, Bamboo flute

Abstract. The inheritance of regional culture and the guidance of regional development are responsibilities and obligations to be performed by local colleges and universities as educational institution. The development of school-based course is realized through contemporary regional cultural inheritance in combination with characteristic regional culture based on scientific research and social service. Especially under the overall situation of educational development of new curriculum reform in China, school-based course has become an emphasis in the current local educational development. This paper discusses the development path and system construction of school-based course of music in colleges and universities based on the inheritance of regional college music culture and lists relevant course development and teaching cases to prove its important significance for local music cultural inheritance.

Introduction

School-based program realizes the establishment of teaching direction and concept for certain knowledge for school, in school and based on school, forms a solution system for solving problems and plays a supporting role in students' study. The term "school-based course" derived from education in UK and USA in 1980s which emphasized national and local educational courses established based on school. Contents of such courses have strong cultural directivity and play a leading role in local social and cultural development and are also key contents to be implemented in local education. It realizes socialization and materialization of course education and allows students to gradually get adaptation to future entry into the society in the learning of school-based course and become practical talents meeting social demands.

Analysis on value of school-based course based on regional music culture

Music art culture has regional background features. Only foiled by regional culture can music give full play to its various functions; otherwise, music can only be simple sound without inside information and meaning. Regional cultural property of music also refracts its humanistic property, i.e. it presents feelings in physical state and those in psychological shape. Understandings presented by it belong to culture and functions interpreted by it belong to the society. Therefore, music will never be isolated. It is inevitably connected to the soil where it was born and comes down in one continuous line of culture. Just as music educator Liu Chengxian said in *Humanistic Elaboration of Chinese Music*, "the primary property of any kind of music is that it belongs to specific culture and it is defined based on the culture. If it is separated from the culture defining it, the form and content of such music will be suspended and rootless and it will be a meaningless thing lacking essence." Therefore, music is comprehensive culture with sound property which is rooted in soil, rises in social reform, reflects the progress of social system and foils the belongingness of education. If music and culture are separated in music education, music education will become purely technical learning and the essential meaning of music study will be lost. Therefore, discussions on the value of school-based course of music based on regional music culture refer to discussions on ideological influence of music culture in the region, whether it can meet social demands, needs for the realization of self-value and even more demands of people, whether it can achieve the purpose of training comprehensive humanistic quality of students and whether it can combine with local culture and arouse students'

learning motivation of understanding regional culture and deepen their closeness for music culture so as to realize the effect of inheritance of regional music culture. All this is problems to be solved in the development of school-based course of music based on regional music culture ^[1].

System construction for development of school-based course of music in local colleges and universities

The primary task of system construction for school-based course of music in local colleges and universities is the inheritance of regional music culture. Therefore, this paper discusses the process of system construction for school-based course in four aspects – concept target of school-based course, content organization, teaching form and method and course evaluation.

Course concept and objectives

Basic concept of school-based course

First, China is a country with ancient civilization of long cultural and national history. Therefore, national culture education in each region has great differences. This objective state determines diversified cultural values to be followed in the establishment of school-based course system in local colleges and universities. Such diversified cultural values are completely manifested through regional cultural achievements. Therefore, adequate respect should be shown for national regional culture based on the design concept of school-based course, i.e. inheritance of regional music culture. It is required to design the layout of school-based course of music according to diversification system and strive to design valuable courses that can manifest local features and promote culture. In conclusion, school-based course of music in colleges and universities for the inheritance of regional music culture should mainly conform to the following concepts:

First, establish school-based course that can highlight features of regional music culture and nationality, advocate academic research of school-based course and give consideration to the educational concept of multicultural perspective for students.

Second, pay attention to the comprehensiveness, openness and practicalness of study. As the ultimate objective of school-based course is to improve music accomplishment of college students and inherit regional music culture, attention should be paid to rely on regional music culture for course system construction and conduct collaborative teaching with disciplinary knowledge in other fields in the process of design and implementation so that students can actually participate in and experience the interestingness and practical significance of school-based course study and understand characteristic value of regional music culture.

Goal setting of school-based course

In terms of school-based course setting, local colleges and universities should fully manifest geographic advantages and advantages of national cultural resources, exert the efficiency of teaching research of college culture with such advantages and positively integrate data for investigation and screening so as to create new approach and way for school-running characteristics.

Moreover, it is required to positively train students' aesthetic judgment and deposits of music culture in school-based course and allow them to treat contents involved in the inheritance of regional music culture from the perspective of historical development, feel the beauty of traditional music from the perspective of diversification, combine traditional regional music culture and modern popular music culture for creation and performance and view the integration of such music culture with dialectical point of view, which is good for stimulating and deepening students' feeling for regional music cultural art.

Content organization based on course system construction

Content organization of school-based course must be specific and its content is the best basis of course implementation operability. While teaching students to respect the concept and value of inheritance of regional music culture, teachers should also teach students in accordance with their aptitude based on their degree of awareness of music culture and development level within their own competence scope, guarantee the implementation of organization and arrangement of teaching contents without separation from the scope of students' practical demands in course, connect the

practical situation and course content arrangement and manifest the principle and purpose of school in cultural education. For example, teachers can select original national and folk music culture theory and practical study with local representativeness or national and folk music integrating contemporary innovative popular music to drive the learning interest of students and exert flexible and open features of school-based course development and design. However, it is required to avoid starting from teacher-based thought in the process of course content arrangement, discuss with students, establish teaching contents of school-based course with democratic thinking and avoid deviating from actual objectives and concept of school-based course.

Analysis on teaching form and method of school-based course

The stereotyped single and non-interactive teaching mode in the tradition should be broken as it is difficult to undertake the current teaching requirements and concept. Therefore, it is required to add more practical elements, make course teaching active and variable and break through modeled imprisonment. In addition, teachers should increase activity space and opportunities of communication with students, create student-oriented and teacher-aided classroom environment with interaction and communication and realize nursery-like teaching mode, including special lecture and debate involving teacher-student discussion and interaction, free school-based course mode involving social practical activities and outdoor activity and game school-based course design involving competition mechanism.

Analysis on school-based course evaluation

Evaluation contents of school-based course of music in colleges and universities should be diversified and multi-perspective so as to achieve the purpose of analyzing and solving problems and improving students' ability and reflect the value of evaluation. Therefore, this paper focuses on discussing evaluation method in system construction for school-based course of music in colleges and universities.

Formative evaluation

The main thought of formative teaching evaluation is comprehensive evaluation of students' learning state and academic condition before and during teaching. Such evaluation method can be integrated into students' development process so as to fully understand various difficulties that might be met by students and encourage and guide them to get rid of dilemma by making corresponding efforts. This can well promote students' sustainable development in school-based course education. The evaluation also promotes the formation of students' correct learning attitude and spirit of scientific exploration. Moreover, formative evaluation is progressive, which pays great attention to students' value change and minor change of emotional experience in the learning process. All this is manifested in their presentation of knowledge and skills and selection of learning methods. Teachers should carefully observe such details, adjust teaching content and rhythm according to students' emotional trend and guarantee objective accuracy of formative evaluation.

Qualitative and quantitative evaluation

Qualitative and quantitative evaluation exceeds the limit of evaluation of students' internal capacities in standard test and pays attention to students' aesthetic judgment and abilities of appreciation and creation which cannot be evaluated in test. Such essential evaluation well makes up for deficiencies of quantitative evaluation for students in test. Meanwhile, comprehensive qualitative and quantitative evaluation can reflect the reality of quality-oriented education under the background of new curriculum reform. The integration of qualitative and quantitative aspects reflect various problems of students in the learning process and the evaluation result obtained is more real and effective ^[2].

Case design of school-based course of music in colleges and universities based on local music culture-bamboo flute

Bamboo flute music art roots in traditional folk entertainment life of peasants during work in China. Therefore, bamboo flute music art teaching in the traditional sense is inclined to the educational pattern of oral teaching. Currently, school-based course has been introduced to local colleges and universities. For example, wholly western teaching method and multimedia teaching

mode with science as core foundation are quite popular, which can combine with training modes of various styles to enrich teaching contents, improve internal essential connotations of bamboo flute music art and make teaching process more abundant and colorful. This paper implements program design for school-based course of bamboo flute music in local colleges and universities under principles of diversification, flexibility and multi-dimensional nature.

Program design in initial stage

First, teachers should allow students to first understand bamboo flute, including shape, structure, appearance and type etc. and teach them the posture, mouth shape and hand shape for playing bamboo flute and its all musical scales in the initial stage of school-based course. In terms of affective teaching objectives, it is required to allow students to have a sense of achievement in the initial learning of playing bamboo flute and experience its tone and guide students to imitate the tone of bamboo flute with theoretical and practical illustration of teachers.

Second, teachers should implement corresponding poem and prose cultural education around bamboo flute for students and help them understand relevant musical instruments such as qiangdi, yudi and xiao. Then, it is required to implement skill training for bamboo flute, teach students to play simple songs of bamboo flute such as *Play Lusheng and Dance* and *Beautiful Myths*, and complete the study of basic technologies of bamboo flute in the atmosphere of understanding cultural color of bamboo flute so that students will not feel bored in the initial learning stage. Moreover, teachers can present famous song playing fragments of traditional bamboo flute to students through PPT and film presentation, train students' ability of music appreciation and master the rhythm of playing bamboo flute. This is of great help for their practical operation.

Program design in middle stage

In the middle stage of school-based course of bamboo flute, students have mastered the style and rhythm of playing bamboo flute. Therefore, it is required to integrate some modern elements into traditional bamboo flute, train their awareness of bamboo flute music creation and improve their curiosity. For example, teachers can teach students to play some popular modern songs with different styles and understand the breath and hand-mouth cooperation skills to be mastered in the playing of modern popular music with bamboo flute. Teachers should also put questions and guide students to understand differences between popular music played with bamboo flute and traditional music in performance skill, emotional experience and application. The addition of popular music teaching in the middle stage of school-based course of bamboo flute aims at training the interest of contemporary students in bamboo flute and simulating their creativity. Only in this way can bamboo flute music culture be inherited.

Program design in advanced stage

Advanced stage mainly involves the combination of music skill teaching and theoretical teaching of historical inheritance. In this stage, students have possessed certain bamboo flute performance skills. At this time, it is required to deeply explore the history and connotation of bamboo flute music culture, start from the promotion of sense of responsibility for local music culture, establish ideology of students in learning bamboo flute music culture based on school-based course concept and allow students to present bamboo flute performance to their friends, relatives and even folk artists. Therefore, teachers should guide students to go out of the classroom and touch music culture about bamboo flute in the society, create opportunities for performance and contest and make the learning of bamboo flute music more diversified and professional in the learning process of this stage. In the long-term process of studying school-based course of bamboo flute music, students form a deep consciousness of bamboo flute and deeper love, thus achieving the purpose of inheriting bamboo flute music art^[3].

Conclusion

Local folk music culture has long history, profound art deposits and unique music form. For the inheritance, it is necessary to implement school-based course and analyze and protect the development space of local traditional music elements in the current society from subjective perspective. More importantly, it is required to train music art aesthetic perspective of the young

generation, meet their aesthetic demands, constantly innovate music culture with the flexibility, epochal character and development of school-based course and expand and promote its cultural and spiritual connotations so that local music culture can achieve sustainable development and inheritance in healthy and positive state. This is the practical significance of the implementation of school-based course.

Acknowledgments

This paper is major theoretical and realistic issue research project in the circle of social science in Shaanxi Province, named “Study on Community Music Education and Residents’ Quality Improvement in Shaanxi”, No. 2014Z107; as well as the 12th Five-Year Plan project of educational science in Shaanxi, named “Study on Music Course Development Based on Inheritance of Regional Culture”, No.SGH12259.

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