

The Significance and Ways of Constructing the Northwest Traditional Music Curriculum System in Lanzhou Vocational Colleges

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ABSTRACT

Incorporating northwest traditional music culture into the local characteristic curriculum system of Lanzhou vocational colleges can organically integrate vocational education and traditional cultural education, cultivate students' interest in traditional music culture, cultivate music aesthetic accomplishment, and enhance national cultural self-confidence, and while highlighting the local characteristics of vocational colleges, it can effectively participate in the inheritance and development of local knowledge. This paper elaborates on the importance of constructing the northwest traditional music curriculum system in Lanzhou vocational colleges for the inheritance of local music culture and the cultivation of students' music literacy. It also rationally constructs the subject setting of the curriculum system, extracurricular practice and textbook construction, hoping to provide a certain theoretical basis for the further practice of the curriculum system.

Keywords: northwest traditional music, Lanzhou vocational colleges, local characteristic courses

I. INTRODUCTION

No matter education takes "truth, goodness and beauty" as its positioning ruler to educate people, or takes "morals, intelligence, physical fitness, work and aesthetics" as its noble pursuit of educating result, aesthetic education has never been absent in the educational goals and has the tendency of being strengthened. Although vocational education takes the cultivation of students' vocational ability as its main goal, it also follows the general rules of educating people, and it is inseparable from the cultivation of students' aesthetic education. And music has always played a pivotal role in school aesthetic education with its unique artistic laws. In recent years, vocational education has gradually shifted from "employment-oriented" to "literacy-oriented". Employers also have higher requirements for the comprehensive cultural quality of vocational talents. In this case, vocational colleges continue to attach importance to the cultivation of students' music and aesthetic education. Vocational colleges in various places have begun to devote themselves to the development of local characteristic curriculum systems, trying to highlight their characteristics while participating in the inheritance and development of traditional culture. As an important

town in the northwest on the golden section of the Silk Road, Lanzhou's vocational colleges' local characteristic curriculum system should be integrated into the inheritance and dissemination of northwest traditional music culture, and actively explore the means and ways of its multi-dimensional inheritance and innovative development.

II. THE SIGNIFICANCE OF CONSTRUCTING THE NORTHWEST TRADITIONAL MUSIC SUBJECT SYSTEM IN LANZHOU VOCATIONAL COLLEGES

A. Inheriting local music culture and improving students' artistic accomplishment

The traditional music culture of the northwest region combines various art forms such as music, literature, dance, and performance. According to statistics, there are nearly a thousand kinds of folk music in five categories: folk songs, opera, rap, instrumental music, and singing and dancing. Among them, "Hua'er" and "Uygur Muqam Art in Xinjiang, China" have been listed by UNESCO (United Nations Educational, Scientific, and Cultural Organization) as human intangible cultural heritage. Northwest traditional music has its unique cultural vocabulary and aesthetic characteristics. Its formation is inextricably linked with the historical culture, geographical environment, folk tradition and folk customs, collective aesthetics, language characteristics and other factors of

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the various ethnic groups in the northwest. The northwest is not only a regional concept, but also a cultural concept. The traditional music culture of various regions and ethnic groups in the region has formed a unified and diverse cultural pattern through long-term communication, convergence and fusion. For example, the "Hua'er" culture involves the Hui, Han, Tu, Tibet, Dongxiang, Baoan, Salar, Mongolia, and Yugu ethnic groups in the four provinces of Gansu, Qinghai, Ningxia, and Xinjiang. It breaks through the geographical space, cultural boundaries and language barriers between ethnic groups, and forms a distinctive northwestern "Hua'er" culture. Northwest traditional music culture is a typical and epitome of northwest traditional culture, and it also carries the local conditions and customs and unique local knowledge of the northwest region. Integrating the northwest traditional music culture into the local characteristic curriculum system of Lanzhou vocational colleges not only enables students to systematically recognize the style and general picture of the northwest traditional music culture, but also effectively inherits the local knowledge of the northwest region while expanding the knowledge of students.

B. Realizing the organic integration of vocational education and cultural heritage

Up to now, there has not been a systematic plan for the northwest traditional music culture in the music curriculum system of Lanzhou vocational colleges. The students' mastery of the knowledge of northwestern traditional music culture is basically spontaneous, and rarely comes from the school curriculum. This is related to the lack of systematic planning of music courses in Chinese vocational education for a long time. The emphasis on traditional music culture by vocational colleges began with the "Opinions on Implementing the Inheritance and Development Project of Chinese Excellent Traditional Culture" issued by the State Council in 2017. Over the past three years, vocational colleges in various regions have actively explored school inheritance measures for excellent traditional culture. The spontaneous inheritance of traditional culture from the oral teaching that inspires true understanding within of the folk masters and apprentices gradually entered the main position of the school's "mass production". In this way, traditional culture has found a new path of inheritance through school education, and the school has realized the effective link between education and cultural inheritance through traditional culture, and has expanded the extension of the music curriculum. This kind of win-win model can easily be realized in the fields of traditional skills such as handicrafts, because it coincides with the employment orientation of vocational education. In contrast, it is more difficult for traditional music culture to be integrated into the

curriculum system of vocational education because it is not a "practical" skill. Therefore, to effectively incorporate the northwest traditional music culture into the local characteristic courses of Lanzhou vocational colleges, more theoretical exploration and practical attempts are needed.

III. CONSTRUCTION OF NORTHWEST TRADITIONAL MUSIC CURRICULUM SYSTEM IN LANZHOU VOCATIONAL COLLEGES

The school is the main front for the inheritance of cultural knowledge. The music curriculum of Lanzhou vocational colleges should shoulder the responsibility and obligation of inheriting and carrying forward the northwest traditional music culture. It must be aware of the significance and importance of northwest traditional music culture entering the music curriculum system of Lanzhou vocational colleges, construct a systematic traditional music culture curriculum system and really do a good job in the organic integration of vocational education and traditional cultural education.

A. Course setting

Constructing public compulsory courses, elective courses and online platform courses for music with traditional northwestern music culture as the main body in Lanzhou vocational colleges is a basic measure to promote the inheritance of excellent traditional culture in vocational colleges. Meanwhile, it is also an important way to guide students to establish correct cultural values. Among them, the public compulsory courses covering all students in school are the core of the curriculum system, and its goal is to popularize the basic knowledge of northwest traditional music culture. And the elective courses and online platform courses are designed to carry out multi-dimensional cultivation and key cultivation for different purposes and different levels of students through flexible and diverse forms.

1) Compulsory courses: The public compulsory courses of northwest traditional music culture mainly include the Northwest Music Culture Conspectus Course, the Northwest Traditional Music Classics Appreciation Course, and the Northwest Classic Folk Song Singing Course. The Northwest Music Culture Conspectus Course aims to popularize basic knowledge. Through the study of the conspectus course, students will have an overall understanding of the historical formation, geographical distribution and inheritance status of northwest traditional music culture, and expand students' knowledge of traditional culture. The Northwest Traditional Music Classics Appreciation Course mainly adopts the audio-visual appreciation and cultural interpretation through traditional music in the northwestern region such as

folk songs, instrumental music, opera, singing and dancing, etc., constructs students' auditory experience of traditional music and acoustic forms in different regions and ethnic groups, cultivates students' interest in traditional music, cultivates music aesthetic accomplishment, and enhances national cultural self-confidence. The Northwest Classic Folk Song Singing Course mainly teaches students to master the melody and lyrics of the classical folk songs in the northwest traditional music, appreciate the differences and connections of different folk song cultures in the northwest, and taste the national cultural heritage carried by Chinese rhymes.

2) *Elective courses*: The northwest traditional music culture elective course is the expansion of its common compulsory courses, and consists of Talent Cultivation Course and Special Lecture Course. The Talent Cultivation Course is mainly for students who have a foundation, talent and intend to develop in a professional direction in the singing of national musical instruments and folk songs. Schools can develop special training programs for such students and set up systematic courses for key training. For instrumental music that lacks teachers, the school can take the form of co-cultivating with art academy in Lanzhou, and its teaching results can be displayed in the school's festival celebrations in the form of stage performances, which not only activates the campus cultural atmosphere, but also exercises the stage practice ability of specialty students. More importantly, after graduation, such students can not only engage in work in their own major, but also in music-related art work. Graduates of secondary vocational colleges can also take the art college entrance examination, which greatly broadens the employment opportunities for students. Regular special lectures can provide students with the opportunity to get in touch with high-level traditional cultural ideas of northwest music and related academic frontiers. Specifically, in addition to regular special lectures by teachers of the school, the school may occasionally invite experts, scholars, folk artists and intangible cultural inheritors in the field of traditional music in Lanzhou colleges and universities to give lectures. The content of the lectures can complement public compulsory courses.

3) *Online platform courses*: Driven by digital media, the school's traditional teaching mode is undergoing unprecedented changes. The extension of the classroom is continuously expanded. Physical teaching activities are gradually being replaced by the para-virtual form of "Internet +", and there is a momentum for further virtualization. In the era of new media supported by network information, the form and

content of cultural communication and sharing tend to be digital, which requires courses related to traditional culture to be integrated into the network platform, otherwise it is difficult to effectively spread in the new media environment. Therefore, it is a general trend to build an online platform course for northwest traditional music culture in Lanzhou vocational colleges. It can effectively use the fragmented time of students, so that students' "flood the screen" behavior is connected with the inheritance and dissemination of traditional music culture.

B. *Extracurricular practice*

1) *Establishing art clubs*: Art clubs can bring together students who love the northwest traditional music culture. Through various club activities, the classroom content can be extended and the campus atmosphere of traditional music culture can be effectively created. Specifically, the related content and forms of northwest traditional music culture can be added to the existing arts club activities such as orchestras, dance groups, and choirs. It is also possible to set up student associations related to northwest traditional music, assign professional teachers to provide regular guidance, and allocate special funds and venues to ensure the normal operation of the associations.

2) *Organizing various art activities*: Extracurricular activities such as competitions and performances are the most interesting and acceptable forms of art practice for most school students. However, the campus art activities in music are basically pop music culture, and the proportion of traditional music is very small. To change this situation, in addition to establishing a traditional music curriculum system, it is also necessary to deliberately inject elements of traditional music culture into various campus culture activities. When more and more students demonstrate themselves, prove themselves, achieve good results, and gain self-confidence in various cultural competitions and performances through northwest traditional music, more students will pay attention to traditional music, love traditional culture, and build cultural self-confidence.

C. *Textbook compilation*

Textbooks are the basis and premise of curriculum construction, as well as the standards and basis for curriculum implementation. The traditional music culture in the northwest region covers a large variety and quantity, and it is impossible to reach every aspect of the music course teaching of vocational colleges. Systematic selection or compilation of textbooks must be made according to the total class hours and different

subjects. Northwest traditional music covers folk music, literati music, court music and religious music from multiple ethnic groups in Shaanxi, Gansu, Qinghai, Ningxia, and Xinjiang. However, currently published works related to northwest traditional music are mainly based on academic theoretical research or compilations of single music genre, and they lack systematicness and pertinence. Monographs published in the form of textbooks have been lacking. Therefore, writing a northwest traditional music culture textbook that is both theoretical and practical and meets the actual needs of the music curriculum of Lanzhou vocational colleges is the top priority of the curriculum. The following issues in the specific writing process should be paid attention to.

1) *Giving consideration to the traditionality of content and the modernity of form:* A very important reason why traditional culture cannot be accepted by contemporary youth is that there is a contradiction between its form and the way in which it is accepted by young people today. Therefore, the textbooks of northwest traditional music culture should take care of the acceptance form of contemporary youth under the premise of ensuring the traditional content as much as possible. Whether it is the choice of case content or the grasp of writing style, two basic factors of non-music major and vocational education must be considered. After all, music is a specialized subject. Although for vocational college students, they don't need to involve too professional music knowledge, they can't avoid the introduction of relevant content. Therefore, how to make the music professional knowledge involved in the textbook be understood and accepted by non-professional students in vocational colleges is an important and difficult point.

2) *Both theoretical property and practicalness should be taken into account:* Although the main purpose of opening traditional music courses in vocational colleges is to let students master the general knowledge of traditional music culture, and cultivate students' traditional cultural literacy and music aesthetic ability, music is a very practical art at the same time. Only when students have personal practical experience on the basis of theoretical knowledge can they truly understand the connotation and meaning carried by traditional music culture. In the past, music courses in vocational colleges were mainly based on "appreciation and analysis", and practical links such as singing were weak or even missing. Therefore, letting students learn a certain number of northwest traditional music tunes through singing, experience the acoustic characteristics and aesthetic appeal of music from all parts of the northwest and various ethnic groups, and understand their differences and connections can effectively realize

the meaning and purpose of traditional music culture courses in vocational colleges.

3) *Considering both universality and representativeness:* There are many ethnic minorities who can sing and dance in the provinces, cities and autonomous regions of the northwest region. All ethnic groups have jointly created a splendid northwest traditional music culture, some of which are unique to each ethnic group and some belong to multiple ethnic groups. Therefore, on the one hand, the compilation of textbooks should broadly cover all kinds of music and cultural matters of all ethnic groups in the northwest, so that students can fully understand the diverse composition of traditional music culture in the northwest region to cultivate their concept of respect for multi-culture. On the other hand, the content that can be involved in the course teaching is limited after all, and it is impossible to take into account all the traditional music in the northwest region. Only the most representative forms and contents can be selected.

4) *Paying attention to the construction of digital textbooks:* With the prominent advantages of online courses such as Mooc, online teaching or online and offline mixed courses have become an important trend in future course development. In order to conform to the trend of the times, the construction of the northwest traditional music curriculum of Lanzhou vocational colleges should actively explore the theory and practice of online platform courses. And digital textbooks are the prerequisite and foundation of online courses, so it is particularly urgent to develop digital textbooks simultaneously.

IV. CONCLUSION

In short, integrating northwest traditional music culture into the local characteristic curriculum system of Lanzhou vocational colleges not only enables students to systematically recognize the overall style and cultural connotation of northwest traditional music, but also effectively inherits and disseminates students' traditional cultural literacy and protects the local knowledge of the northwest. At the operational level, it is necessary to effectively incorporate the northwest traditional music culture into the local characteristic curriculum system of Lanzhou vocational colleges. In addition to setting up compulsory courses, elective courses and online platform courses, and building a complete curriculum system, it is more important to compile special teaching materials for the particularity of students in vocational colleges and formulate practical training programs that can stand the test of practice.

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