



A Study on College Music Education Based on Multicultural Perspective

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Abstract. As a special communication language of international culture, music has highlighted many characteristics in the context of multicultural era. Music educators in colleges and universities should recognize the characteristics and trends of multicultural development in a timely manner and take reasonable measures to advanced the improvement and development of music education^[1]. It is of great significance for colleges and universities to integrate multiple music cultures into music education and teaching. This will engage in a positive part in improving the quality of music education and teaching in colleges and universities and in cultivating more and better music talents. The swift advancement of music education and pedagogical approaches globally has illuminated the progression of music education in China. Therefore, music teaching and education in colleges and universities should take the national conditions and cultural environment as the fundamental starting point, take the national culture as the foundation, based on the nation, face the world, integrate the excellent music culture of all countries in the world, apply it to the practice of music teaching in our country, and deliver high-quality music to the society, cultivate the talents of quality and promote the development of society.

Keywords: College Music Education, Multiculture Perspective, Music cultures

1 Introduction

As a special communication language of international culture, music has highlighted many characteristics in the context of multicultural era. Music educators in colleges and universities should recognize the characteristics and trends of multicultural development in a timely manner, and take reasonable measures to upgrade the betterment and development of music education. It is of great significance for colleges and universities to integrate multiple music cultures into music teaching and education^[1]. This will play a positive role in improving the quality of music education and teaching in colleges and universities and in cultivating more and better music talents. It is necessary to deliver high-quality music to the society, cultivate the talents of quality and promote the development of society.

2 The Role and Importance of Multicultural Education

The term "multiculturalism" describes the variations in historical backgrounds, cultural customs, and religious beliefs across different countries. These differences lead to multiculturalism. As ethnic groups change throughout time, their beliefs, customs, and languages become distinctive. These ethnic groups will work together to promote national cohesiveness while integrating their own cultural traits into this unity to effectively overcome fragmentation and attain national unity. The foundation and strength of national unity are found in the development and advancement of diversity [2]. This cultural development reflects the characteristics of multiple nationalities, promoting mutual respect and knowledge exchange among them. Multicultural education serves as the fundamental approach for implementing multicultural education. The comparison of diverse cultures across various nationalities promotes acceptance among educated individuals and enhances cultural awareness. This cultural foundation is highly beneficial for education and employment. It is highly beneficial to learn and work with this cultural background. Multicultural education serves to promote understanding, respect, and collaboration among diverse cultural groups.

2.1 Inspire Cultural Integration and Innovation

Countries exhibit significant disparities in ethnic, linguistic, and religious beliefs, resulting in heterogeneous cultures. In higher education music instruction, effective teaching necessitates an understanding and respect for diverse cultures. Each nation faces a cultural paradox; that is, a cohesive culture can completely exhibit the traits of diverse nations and ethnic groups, hence facilitating the emergence of multiculturalism. The multi-cultural concept simultaneously demonstrates respect and consideration for all nations, significantly enhancing the cultural depth of the country through the amalgamation of diverse national cultures. Multicultural music is founded on the principles of multiculturalism. At present, the exchanges between music education and culture in China are becoming more and more frequent. The integration of multiculturalism is enriching Chinese music culture, leading to a more diverse development model and varied educational methodologies. Under the background of multicultural times, music education in colleges and universities has also been endowed with new meanings. We have gradually realized that the development and magnificence of music culture is the result of learning from other countries in the world because of inheriting the excellent local music culture. The fusion of excellent music cultures of many nationalities in the world.

2.2 Promote Personnel Training

Multicultural education can help the students in personnel training. With the continuous influx of various music cultures, we can only substantially forward the advancement of music education by studying various music cultures and gaining a deep understanding of their musical characteristics and connotations. Therefore, in the era of multiculturalism, music education and teaching should develop in a broader direction.

Understanding multicultural music culture, critically assessing inheritance, and establishing a framework are essential for achieving diversified talent training through international music education^[3]. In the process of education and teaching, music teachers in colleges and universities, according to the connotation and significance of music, integrate resources in different forms or genres of music, so that college students can fully understand the music culture of our country and the excellent culture of various nations in the world. Put what you feel into practice, combine theory with practice, express your emotions correctly through the expression of music, add curriculum ideology and politics, and turn it into the voice of the nation, so that excellent music culture will continue to flourish and shine on the world stage splendor.

2.3 Meet the Needs of the Generation

The present condition of music education and talent training indicates that a multicultural education and training model better meets the talent development requirements shaped by modern social advancements. It is essential to dismantle the conventional model of singular music education and talent development by adopting an equitable perspective and approach toward diverse cultures. The multicultural music class presents a diverse array of international, national, and rare music genres from an equitable standpoint, facilitating students' inspiration and creativity in music composition while fostering an understanding of multiculturalism. Especially with the development of the Internet, teachers and students have a more diverse and open understanding of information resources, and the types of music we are exposed to in the field of music teaching are also increasing. Presently, in the face of these rich and colorful music, teachers and students should adhere to the principle of openness, understand cultural diversity, and continuously absorb multiple music cultures on this basis, analyze and summarize the charm, features and advantages, realize the diversified collection, storage and learning of music resources, and on this basis form its own unique charm, meet the needs of the development of the times, and be able to coexist with the music style of the times, fully reflecting the role of multiculturalism in music education talents contribution and value in cultivation^[4].

The issue of cultural groups being under-represented and marginalized is linked to the misrepresentation of their cultures in textbooks. Educational content should be more impartial and objective, enabling students to get accurate information about unfamiliar ethnic groups from representatives of those cultures. Certain kids may lack comprehensive familiarity with their cultural group, particularly those who were raised in a singular location yet own diverse ethnic background.

Consequently, school serves as a pivotal environment for children to acquire knowledge about their history and culture. For fellow students, particularly those in the majority, acquiring knowledge about the music, traditions, and belief systems of their peers and the significance of their backgrounds serves as an effective instrument for fostering inclusivity and enhancing intercultural comprehension.

3 Present Situation of Music Teaching in Chinese Colleges

3.1 Lack Attention to Diversified Music Culture

The ongoing evolution of society and the progression of excellent education reform have established elevated standards for all facets of teachers' competencies. The teaching proficiency of educators directly influences their remuneration and title assessment. Consequently, numerous educators increasingly focus on title evaluation, thereby disregarding the development of music teaching skills and lacking knowledge and understanding of music education [5]. Consequently, educators merely transmit musical information to pupils in a mechanical manner, neglecting the exchange of national culture, which renders teaching management unscientific and unreasonable.

Learning from excellent foreign music cultures can effectively promote the development of music. Multi-music culture is by no means a copy of foreign music culture but needs to be combined with the characteristics of local national music culture to integrate and innovate. Since the reform and opening, the rapid influx of diverse music cultures has severely impacted local music culture. Many young people have wildly imitated and sought after this music, enriching their audio-visual experience. To a certain degree, it has been overlooked. Nowadays, music education and teaching in colleges and universities is still largely guided by the concept of exam-oriented education, and the curriculum system is relatively single, which fails to effectively compare and integrate Chinese and Western music cultures. Therefore, integrating diverse music cultures with our country's own is an urgent task for music education and teaching. It is necessary to maintain local characteristics and absorb excellent foreign cultures to take the benefits of the different cultures.

3.2 Solidified Ideas of Music Educators in Colleges

The leading force in personnel training is educators, and the comprehensive quality of teachers directly determines the quality of personnel training. Under the influence of multicultural background, the way of cultivating music talents is gradually changing. Because a large part of music teachers in colleges and universities are older teachers, their thinking is more serious, their teaching is self-contained, and they lack the spirit of innovation and integration, which leads to a great reduction in the quality of education and teaching, which is specifically reflected in the teaching and teaching concepts of music knowledge. There is a general lack of multiple teaching ideas, and the unreasonable design of music teaching courses. The overall lack of richness, hierarchy, and scientificity. The teaching philosophy of music teachers in colleges and universities is significant, and it will have a certain impact on the expansion of multi-music culture.

3.3 Lack of Appropriate Methods in Teaching

The fundamental method of music instruction involves educators conveying musical knowledge to students during lessons. An affirmative and dynamic classroom environment ensures enhanced teaching efficacy and stimulates learning passion. Conse-

quently, educators predominantly emphasize textbook instruction, neglecting the development of self-exploration skills, which results in students experiencing a misunderstanding of the learning process. Music education emphasizes knowledge and fundamental skills training, neglecting students' emotions and practical musical experiences. The reliance on traditional teaching methods has resulted in pupils engaging in rote learning, hindering the cultivation of their passion and potential in music. This form of teaching significantly constrains students' innovative capacities and imagination, so limiting their cognitive processes and hindering the attainment of greater success in musical development. The current material of music textbooks in colleges and universities is inadequate and fails to represent the features of diverse music. Furthermore, the majority of music educators excel in theoretical study and elucidation, thereby limiting students' practical prospects. This teaching style may facilitate an initial comprehension of musical knowledge but fails to cultivate practical skills. Students typically get the opportunity to engage in practical experience solely before to graduation. Therefore, college graduates exhibit a significant deficiency in the integration of theory and practice, leading to ineptitude in their future teaching endeavors.

Music is the carrier of culture. In essence, there is no distinction between good and bad music, especially now, with the development of economic globalization, music has made great contributions to the exchanges and cooperation between countries in the world. At current intersection, music education in Chinese colleges and universities is deficient in diverse musical characteristics. Whether it is curriculum setting, teaching design, or teachers' teaching methods, generally speaking, they have failed to meet the needs of the developing times. For example, in terms of textbook compilation, there is a lack of classic music or folk songs from all countries and nations in the world; in terms of curriculum and teaching content, the solfeggio course lacks world-renowned music, which makes it difficult to meet the needs of students for learning and singing.

4 Guidance for College Music Instruction from a Multicultural Perspective

4.1 Develop the Emphasis on Multiculturalism

The effective development of diversified music education must first be based on excellent music culture, which includes different aspects such as the use of opera tunes and the use of national musical instruments and folk song ^[6]. In addition, music educators in colleges and universities integrate exceptional national music culture that is suitable for college students into their educational and teaching activities, allowing students to experience the distinctive charm of traditional Chinese music culture in the classroom and appreciate the rich musical heritage of various countries around the world. During specific educational and teaching activities, teachers should positively guide students on ideological and political levels, helping them generate positive energy and patriotic feelings. This approach fosters a strong interest in learning traditional Chinese music culture and cultivates a profound sense of identity. Furthermore,

the music curriculum of colleges and universities ought to include a higher amount of content that is associated with traditional culture. After that, the compatibility of multiple music cultures can be effectively realized through comparison with Western culture.

4.2 Establish a Diversified Teaching Concept

As a result of the diverse cultures that exist in different nations, there are also certain variances in the forms of music expression that are utilized in various countries. However, educational institutions should incorporate these distinctive music styles, or forms of musical expression, into their music teaching activities. College and university music instructors currently lack the abilities needed to lead world music culture-related educational activities. This deficit clearly results from the professional training they have received. Therefore, music teachers in colleges and universities should change their teaching concepts in a timely manner from their own ideological level, treat and spread the concept of multi-music culture with an equal, open and inclusive friendly attitude, absorb foreign music culture scientifically and dialectically, and change the concept of music education and teaching in a timely manner. Develop music art practice courses, arrange programs with individual national music culture characteristics, enrich students' experience of multi-music culture, enable them to understand its connotation, and improve their comprehensive understanding of multi-cultural music education.

4.3 Improving the Quality of College Music Teachers

Teachers are an important factor in education and teaching. Teachers' teaching ability and professional quality are closely related to the inheritance and development of Chinese music culture, and affect the future of national music culture. Therefore, under the background of the multicultural era, colleges and universities should strengthen the construction of the teaching staff in the development process, and cultivate the teaching staff with multi-cultural music teaching ability. For example, in terms of the introduction of teachers, it is necessary to strictly select and introduce high-quality and highly educated talents at home and abroad to ensure that they have both professional music theory knowledge and excellent practical ability, and can stimulate students' learning enthusiasm in education and teaching. Subjective initiative, only with strong teachers can the students cultivated be excellent. Colleges and universities should regularly conduct online or offline education and teaching training for their original teacher teams, actively organize teacher exchange salons and lectures both inside and outside the school, and even implement study abroad programs for young scholars, both domestically and internationally, so that teachers can continue to gain valuable insights. This will effectively enhance the educational and teaching capabilities of music teachers in colleges and universities, enable them to master rich and cutting-edge music theory knowledge, and strengthen communication and exchanges among teachers at all levels within the music field. When time permits, colleges and universities should require teachers to take part in music teaching per-

form activities as much as possible, effectively improve teachers' practical ability and innovation awareness, give full play to teachers' initiative, and then promote the formation of a unique and rich music teaching system to help students better to learn a wide range of music knowledge.

5 Conclusion

In a nutshell diverse musical genres have developed across distinct cultural contexts globally. Diversity encompasses profound implications and a vast, evolving musical system. By acknowledging and valuing the cultural and musical distinctions in collegiate music education, we can assimilate insights, expand our understanding of diverse musical expressions, and enrich our global awareness. Music education in higher education institutions constitutes a thorough and high-quality educational experience. In the comprehensive quality education of colleges and universities, multi-music culture has played an irreplaceable role, with the characteristics of the times and nationalities. Teachers' teaching of multi-cultural music in practical teaching can broaden students' vision and enrich their spiritual world, so that students can understand the music culture of individual countries and nations through learning multi-cultural art in the rich and colorful music world, and understand their cultural and artistic significance. The students can also learn about the history, culture, economy, technological level, customs and other aspects of different countries. Therefore, students can quickly improve their comprehensive quality by learning multiple music cultures. Multiple music cultures, as an important content and link of music quality education, play an important role in broadening students' horizons and improving students' comprehensive quality.

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