

THE PROMOTION AND PRACTICE OF DIGITAL MUSIC CULTURE EDUCATION IN YANCHENG

Zhenyuan YU

Academy of Music, Yancheng Teachers University, Jiangsu, China

Correspondence: Zhenyuan YU, Academy of Music, Yancheng Teachers University, Jiangsu, China

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ABSTRACT

The report of the 20th National Congress of the Communist Party of China states the need to accelerate the construction of a high-quality education system, to develop digital education, and to achieve educational equity. In the case of music and cultural education in Yancheng, a coastal city in Southeast China, the current trend is to promote the transformation from traditional music education into digital music education, which is conducive to achieving the educational goal of “fostering virtue through education” by the implementation of aesthetic education, and better inheriting local folk songs and operas such as Fishermen’s Work Songs, Funing Cattle Songs, and Huai Opera. This requires educators to constantly consider the necessity of digital music culture education, to propose innovative measures for digital music culture education, and to summarize educational experience that can be drawn on for reference and promotion nationwide.

Keywords: Music Culture Education In Yancheng City; Digitization; Promotion And Practice.

1. INTRODUCTION

The 20th National Congress of the Communist Party of China has explicitly specified the strategic goal of accelerating the digital transformation of modern education. As far as music culture education is concerned, it shoulders the profound mission of educating students through aesthetic education in the new era to grow and succeed in comprehensive aspects, and the transformation into digital education is imperative. At present, many music schools have begun to build and improve digital music infrastructure, using multimedia teaching methods such as MIDI keyboards, mixing consoles, projectors, etc., to present teaching content to students in a visual, vivid, and lively way. In addition, local music colleges are also exploring the cultural connotations and values of local music at a deeper level, making efforts to perfect local music courses and build a unique music culture system featuring local characteristics.

2. THE NECESSITY OF DIGITAL TRANSFORMATION OF MUSIC CULTURE EDUCATION IN YANCHENG

2.1 Realizing the Fundamental Goal of “Fostering Virtue through Education” by Enhancing Aesthetic Education

The 18th National Congress of the Communist Party of China has pointed out that cultivating morality in talents is the fundamental task of basic and higher education, and requires the cultivation of socialist builders and successors who are well-rounded in moral, intellectual, physical, aesthetic, and labor education. In the field of music culture education, “cultivating virtue through education” puts forward high-standard requirements from a macro perspective for the entire society, including music education management departments, and music education

practitioners. On the one hand, relevant government departments are required to pay more attention to the scientificity, systematicity, and equity in making music education policies, improving music education programs, and promoting music education reform. On the other hand, this fundamental task also requires school administrators, music teachers, and all other music practitioners to demonstrate excellent qualities such as self-discipline, practicality, and entrepreneurial spirit in daily practical activities. From a micro perspective, school music educators need to timely update their teaching concepts, teaching models, and teaching assessment standards in the specific process of music culture teaching, fully utilizing the power of melodies and notes to educate people, and achieving the long-term teaching goals of music aesthetic education.

2.2 Adapting to the Trend of Digitization in Music Education

At present, most schools have managed to offer digital music culture education, which not only suits an urgent need for music education reform to adapt to the market, but also serves as the primary prerequisite for improving the quality of music teachers' teaching. In retrospect, the traditional music culture education model in Yancheng could no longer fully meet the demands of music market as the new digital era approached. For example, in the past, many music colleges adopted the music teaching model of the former Soviet Union. Teachers would rigidly repeat what was written in the textbooks in music theory courses, and students developed weak professional practicality, resulting in music works that were not down-to-earth enough and thus difficult to meet the public's diverse aesthetic demands for high-level music works. Therefore, it is urgent that the educators in charge of Yancheng music culture education should keep up with the trend of the digital age so as to actively transform their teaching mode and meet the growing needs of the aesthetic market. Digital music education requires teachers to master digital teaching methods and instruct students in creating music works of high quality with the assistance of digital music equipment. At the same time, teachers' flexible use of diverse digital teaching methods is also highly required to significantly improve the effectiveness of school music aesthetic education, to enhance the quality of music education and to cultivate qualified music talents.

2.3 Building up a Unique Local Music Culture System in Yancheng

Yancheng local music, created by ancient laboring people and accumulated through history, has formed a unique traditional music highlighted with local characteristics and has been passed down to the present day. Local folk songs such as *Yancheng Fishermen's Songs*, *Funing Cattle Songs*, and *Huai Opera*, showcase the colorful Yancheng culture, demonstrating rich artistic value and the enchanting artistic charm of the local art. In order for traditional culture to shine brightly in the new era, local governments, musicians, universities, and other social entities should attach great importance to the excavation, protection, and development of folk songs and local operas in Yancheng area, and contribute to forging a unique Yancheng music culture system with local characteristics. Undoubtedly, the construction of a music culture system in a city as traditional and vibrant as Yancheng is an extremely complex and systematic project that can only be achieved by time-tested effort. Taking teacher training as an example, on the one hand, it is imperative to cultivate digital music teachers through the efforts of school authorities. On the other hand, it is necessary to leverage resources from an assortment of social sectors to discover professional talents in music theory and composition in Yancheng for the purpose of continuously strengthening the construction of music teaching staff and making up for the shortage of music talents in the new era.

3. INNOVATIVE MEASURES FOR DIGITAL MUSIC CULTURE EDUCATION IN YANCHENG

3.1 *Establishing Modern Scientific Education Concepts*

Looking back upon history, we can see that most of China's music education concepts used to borrow music education ideas from foreign countries such as the Soviet Union, the United States, European countries as well as Japan. For instance, from 1949 to 1978, China's music education concepts were deeply influenced by the Soviet Union, and based on that, a standardized, systematic, and rigorous music teaching theory was constructed and has been inherited till this day. Since the reform and opening up, the domestic music education concepts and theories have gradually aligned with international standards, and the vigorous development of local music and its integration into the international music stage have become prominent features of music education in modern China. Looking ahead to the future, it is a practical challenge how to handle the localization and internationalization of Chinese music. If we are to be able to strike a balance between localization and internationalization in actual music education practice, then innovating educational concepts is the primary condition. The modernization process of music education first needs to be channelized by advanced, scientific, and modern educational concepts, fully utilizing the advancement of modern science and technology to improve the level of music culture education, to promote localization and internationalization of music education, and to realize innovation in Chinese music culture education. For the development of local music culture education in Yancheng, timely updates and application of modern scientific educational concepts are essential to keeping up with the times. On the one hand, in view of the unstoppable reality of the internationalization process, music internationalization can be better achieved by active participation in international music academic exchange, studying excellent music cultural concepts from abroad, taking in inspiration from foreign counterparts and innovating our own educational concepts. On the other hand, at the ideological level, it should be recognized that the historic mission of promoting and practising Yancheng local music culture lies in the consistent inheritance of traditional music culture and the thorough implementation of specific practical measures.

3.2 *Adopting Digital Music Teaching Methods*

Digital teaching methods were put into use in the field of music education in China at the end of the last century. It mainly consists of three parts: digital music production, multimedia teaching methods and online remote music education. With the rapid development of mobile Internet, big data, artificial intelligence and other information dissemination technologies, digital music teaching methods have been continuously improved and optimized, which has further won the full recognition of music educators, and has been popularized and promoted nationwide. From a practical perspective, the use of digital music teaching methods plays a crucial role in promoting music curriculum education reform and improving the quality of music works. For example, the use of digital music production can stimulate enthusiasm in both teachers and students for creating music and improve the quality of music creation. Moreover, multimedia teaching methods can help music teachers innovate educational concepts, models, and methods. Last but not least, the use of online remote music education breaks through the limitations of time and space, allowing students to enjoy high-quality online music course resources anytime and anywhere.

Taking music culture education in Yancheng area as an example, the following is an elaboration on the operational process of using digital music teaching methods. Firstly, several colleges in Yancheng have introduced digital music production equipment on a large scale and

offered computer-assisted music production courses to facilitate students' understanding of the concept, composition, and the development history of computer-assisted music. They can further learn how to operate computer music software and peripheral devices such as effectors and amplifiers, and then independently create digital music works, or produce music works in collaboration with teachers and other students. Secondly, music teachers are no longer simply using chalk, piano, and oral instruction, but are increasingly utilizing multimedia teaching methods to effectively integrate various information tools such as texts, images, videos, and audio materials into music education classrooms, enriching teaching forms and improving teaching effectiveness. Thirdly, music schools are investing in the use of online remote music education resources, making use of open music classrooms on online platforms to provide an orderly flow of high-quality educational resources, to stimulate students' enthusiasm for learning music, and to enhance their ability for self-directed learning.

3.3 Developing and Utilizing Local Music Courses

Local music records the living scenes of the working people in the native area, carrying rich and diverse thoughts and emotions such as peacefulness, sadness, and joy, and is closely related to the natural and social environment that the masses rely on for their living. Yancheng music is no exception, represented by local folk songs such as *Funing Cattle Songs*, which vividly depict the scenes of ancient laboring people driving cattle to plow the fields. Through the creation and singing of the cattle songs, emotions towards rural life are expressed, which embodies significance for the academic research on ancient agricultural culture and harmonious coexistence of humans, animals and Nature. In addition, Yancheng music culture also boasts local folk songs and operas such as *Fishermen's Work Songs* and Huai opera, which possess extremely high artistic and cultural value. Based on a thorough understanding of the cultural background, connotation, and value of local music, it is essential to focus on exploring distinctive local music elements and developing local music courses in order to effectively inherit and protect the music culture in Yancheng.

Specifically, during the process of the development and utilization of local music courses in Yancheng area, special attention should be paid to the following two aspects: Firstly, suitable developing fields should be selected. As is well known, the local famous songs and operas of Yancheng are renowned throughout the country. For example, in 2021, *Funing Cattle Songs* participated in the National Farmers' Culture and Art Exhibition and Performance Program through the work "*Niu Ge Sheng Sheng*" (*Ringings of the Cattle Song*), bringing a wonderful audio-visual feast to the audience. Another case in point is the Huai Opera, which was listed as a national intangible cultural heritage in 2019. Therefore, in the digital music education reform, Yancheng focuses on incorporating traditional music forms such as *Fishermen's Songs*, *Funing Cattle Songs*, and Huai Opera into the music teaching system, and emphasizes teaching students professional music knowledge such as folk song melodies and opera singing styles. Secondly, appropriate utilization methods should be decided on. For example, the Academy of Music in Yancheng Teachers University has established a professional research team to investigate and study local folk songs and operas, fully tapping into the distinctive elements of local music, and by repeatedly demonstrating and modifying the research results, has successfully transformed the research results into local music courses. At the same time, the academy has actively involved traditional cultural inheritors of local music genres like *Huai Opera* and *Funing Cattle Songs* to host music lectures and forums on regular basis for college students.

4. REFLECTION ON THE PRACTICE OF DIGITAL MUSIC CULTURE EDUCATION IN YANCHENG

4.1 *Deep Understanding of the Cultural Value of Yancheng Music*

As a relaxing and joyful form of artistic expression, music is the most direct way to record the ancient laboring people's expression of the bitterness of spring plowing and the joy of celebrating the autumn harvest of grain and food. Over the long history, these fishermen's songs and operas featuring distinct rhythms, melodious tunes, and rich connotations have gradually become a unique regional music culture. For example, *Huai Opera*, originating from the Huai'an and Yancheng regions of Jiangsu Province, naturally possesses grassroots characteristics based on folk tunes. During the long process of development, it has gradually incorporated elegant and melancholic elements, forming a style characterized by a strong local flavor, a balance of hardness and softness, and a shared appreciation between the refined and the popular. Classic plays include *Madam Qin Xianglian*, *Madam Zhao Wuniang*, *The Tunes of Suona*, etc. However, with the advent of the new media era, traditional music culture is facing varying degrees of impact, such as audience loss, succession loss, and market shrinkage. Based on this reality, music educators should deeply explore the inherent artistic value of traditional music such as *Yancheng Fishermen's Songs*, *Funing Cattle Songs*, and *Huai opera*, preserve the unique style characteristics of traditional music, and actively seek the internal logic, ways, and methods for the creative transformation and innovative development of traditional music.

4.2 *Developing a Multi-dimensional Music Curriculum Evaluation Mechanism*

Being a highly specialized and practical subject, music requires teachers to shoulder the responsibility of improving the quality of education in the specific teaching process. In fact, in the past, music teachers themselves served as the main music course evaluator, which indirectly revealed the drawbacks of the traditional music classroom evaluation mechanism. In order to improve the overall level of music education and promote the comprehensive development of music teachers and students, schools in Yancheng should develop a new music curriculum evaluation system from multiple perspectives, including the participation of students, peer teacher, and other entities engaged in music teaching activities, to make the music curriculum evaluation mechanism more objective and comprehensive. As music teacher fellows, peer music teachers have basically similar teaching objects, teaching objectives, and teaching environment. Therefore, improving the evaluation criteria for teacher peers can promote mutual communication and learning. As the recipients of music education, students have the most intuitive perception of the teaching quality in music classrooms. Hence, optimizing indicators for students' evaluation of teaching can promote more comprehensive teaching schemes and higher teaching quality on the part of music teachers.

4.3 *Cultivating Talents Proficient in Local Music across a Wide Range of Fields*

Only by strengthening the construction of the local music teacher team can we promote the development and growth of local music education in Yancheng area. The specific measures taken by local music colleges to broaden and cultivate talents proficient in local music are as follows: Firstly, the education bureau and schools should provide professional knowledge training on local music for the existing music teacher team of the school in order to enhance the cultural literacy of local music and cultivate in music teachers a sense of mission and responsibility to inherit local music culture. Secondly, by introducing talents and openly recruiting outstanding local music

talents from society, colleges can quickly strengthen the local music teaching staff and enhance their teachers' teaching and researching capabilities in the field of local music. Thirdly, agreements can be signed with the leaders of local music culture and art groups as well as inheritors of folk music to invite them to give regular lectures to schools. This will not only guide the teaching of local music culture, but also alleviate the shortage of local music talents in local colleges and universities. By elevating the overall local music teaching staff in local colleges and universities, schools can provide high-quality music education to support students, guide them towards overall growth and success, and ultimately solve the practical problem of insufficient local music talents.

5. CONCLUSION

As one of the most effective ways to implement aesthetic education, music education purifies students' mind and cultivates their temperament in a subtle but impressive way. At present, the rapid development of modern information technology has installed the wings of the digital era into music education. Teachers can use digital music teaching methods to visually, vividly and lively demonstrate teaching content to students, producing better effects in teaching. However, in the development of digital music culture and education in the new era, it is necessary to shoulder the historic responsibility of inheriting and promoting traditional music in the local area, so that the ancient musical symbols and melodious melodies can continue to boom with radiance even after thousands of years.

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