

# *Reflections on the Integration of Chinese Traditional Music into Children's Music Education Curriculum*

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**Abstract:** With the continuous development of music education, the educational concept has been innovated, from simple teaching methods to using traditional music for reference to implement music education for children, so as to cultivate children's music skills and understanding of music. When carrying out pre-school education in secondary vocational schools, we need to focus on teaching students with innovative teaching ideas, and require students to integrate music education with traditional music. This paper analyzes the significance of the integration of children's music education reform and traditional music culture, and discusses how to improve children's understanding of traditional music and perceive traditional music culture through effective reform.

## **1. Introduction**

The integration of traditional music in children's music education can effectively improve children's perception of music, stimulate children's understanding of music culture, and improve their self-accomplishment in singing. It is necessary to guide students to attach importance to the teaching concept of cultural literacy in children's music education when conducting preschool education in secondary vocational schools. The use of children's music for innovative education can fully tap children's creative potential, reflecting the value of children's music in creative training.

## **2. The importance of integrating Chinese traditional music into children's music education curriculum**

### **2.1. Stimulate children's interest in music learning**

The reform of children's music education can improve the disadvantages of traditional education concepts, ensure that children can learn music under diversified teaching modes, stimulate children's interest in music learning to a certain extent, and ensure children's participation in music education. Under children's music education reform, teachers can use diversified teaching methods will show the content of music education always children, combined with a variety of material let children understand the content of the music, at the same time teachers can use a variety of ways to attract children's attention, stimulate children's interest in music learning and combining the traditional music let children understand the connotation of the traditional music culture.

## **2.2. Make the teaching content more intuitive and vivid**

Traditional music is the crystallization of ancient human intelligence, which occupies a pivotal position in the history of music, and at the same time can reflect the prosperity of the nation at that time. The introduction of traditional music in children's music teaching can let children experience the ideology of people in various historical stages through traditional music, and make the original single teaching content more vivid. Traditional music is not like popular songs, easy to be accepted, but the use of national to create traditional music and has a special meaning, thus, combined with children's music teaching reform, through innovative teaching mode to improve children's perception of traditional music, experience the special meaning behind the traditional music and traditional music shows the connotation of national hospitality.

## **2.3. Improve children's humanistic quality**

Traditional music contains a large number of humanistic quality materials, integrating traditional Chinese culture such as benevolence, righteousness, propriety, propriety, wisdom and faith, which is an important foundation for the study of traditional Chinese culture.[1] Through the study of Chinese traditional music, children can develop a certain humanistic quality in the learning process, and feel the classical beauty of traditional music. The integration of traditional music in children's music teaching can ensure that children have a deeper understanding of traditional music culture, explore the humanistic quality in traditional music, and let children feel the national culture shown in traditional music in the rhythm of music.

## **3. The main functions of national music teaching in Children's music under the multi-cultural background**

### **3.1. It helps to maintain the uniqueness of ethnic minority music in China**

Folk music is rooted in the traditional Chinese culture, which is an important part of Chinese folk culture, and is an important link for the cultural exchange and communication among different ethnic groups in China. There are many ethnic minorities in China, and each ethnic group has its own ethnic music, and the music style and characteristics are also different, which leads to the more prominent diversity of Chinese ethnic music culture. And the current global economy and internationalization development trend is becoming more and more prominent, folk music cultural activities are more and more frequent, presents many challenges for ethnic music development at the same time, also brought more development opportunities, so to more thorough understanding of Chinese folk music, and distinguish the understanding of the nature of the ethnic music differences and its value conflict, can more effectively maintain the cultural characteristics of Chinese folk music, thus promoting the Chinese folk music in global cultural exchanges and development.

### **3.2. Contributing to enriching contemporary music creation and development**

National music is the crystallization of ancient human intelligence, which occupies a pivotal position in the history of music and reflects the prosperity of the nation at that time. In the current westernized society, there are few children with minority music, and their understanding of its meaning is not comprehensive. At a certain stage of Chinese sailing, some national songs represented the voice of the times, were loved by the masses, spread among the people, and reflected the ideology of the people at various historical stages. Unlike popular songs, national songs are easy to be accepted by the people, but popular songs created by ethnic groups have special meanings[2]. National songs

usually have a positive cultural meaning, which can express the enthusiasm and hospitality of the nation and its unique customs. Each ethnic minority also has its own songs. Through such differences, they help to bring to the national song producers will, to a certain extent, integrate national songs with popular music, help them inherit and develop their long and short characteristics, and enrich the production process and development of contemporary songs.

### **3.3. It is helpful to the development of children's music education and the development of teenagers' moral education**

For children's music education, the traditional higher education of ethnic minority songs is very important. Most beautiful songs have some special feelings, which can cultivate the sentiments of scholars. China is also very positive about the values expressed by the song culture of ethnic minorities. Children can help them improve their song quality by conducting more education on ethnic minorities' songs and organizing more music appreciation activities. By learning ethnic minority songs, children can not only understand the fine ideological and traditional culture of the Chinese nation, but also help them develop a sense of mission and self-esteem of the Chinese nation, and learn to work hard to defend their own ethnic minority ideological and traditional culture through their own struggle, so as to establish an excellent Chinese character.

## **4. Practical strategies of integrating Chinese traditional music into children's music education curriculum**

### **4.1. Selecting excellent music works to cultivate children's aesthetic ability**

In music education, teachers first need to select music works suitable for children, and cultivate children's aesthetic ability and artistic perception through emotional education. We can use multimedia to play excellent music works, interspersed with the introduction of music works to stimulate children's emotional experience and actively cultivate children's artistic quality. Secondly, teachers need to choose music that is full of appeal and lively rhythm, so that children can feel the different charm of music under different melodies, and stimulate children's interest in music

For example, in the music teaching, we can use "Little White Rabbit", "Platoon Sitting" and "Spring Festival nursery rhymes" to make children feel the cheerful atmosphere in the music. In the specific teaching, teachers introduce dance movements, so that children can integrate the relevant movements in singing, to ensure that children can achieve happy learning under the infection of the music atmosphere. In the introduction of "Spring Festival Nursery rhymes", teachers through the introduction of Chinese traditional festivals, so that children can experience the happy atmosphere of Chinese traditional festivals, and with the help of music to convey good wishes to people, in the continuous guidance of children's artistic literacy training.

### **4.2. Renewing the concept of music teaching**

Under the great historical background of China's multiculturalism, the key to inherit and carry forward the traditional Chinese national music schools is to change the concept of music education, so as to ensure that children fully integrate the national music schools when carrying out college music education, so that children have a different understanding of the traditional national music schools. At the same time, older children are also in the last stage of aesthetic cultivation. Appreciation of traditional folk music in vocal music teaching helps to develop children's discrimination ability and form reasonable emotional guidance. Teachers can also use music theory training to integrate national instruments and music, so that children can directly enjoy national music,

feel the rhythm of the song, and gradually improve their feelings in the edification of the song. Teachers can connect children's emotions with national music, and guide children to enjoy music appropriately.

For example, in the teaching of Dragon Boat Picking, teachers can organize children to play a "double reed" game, and let them cooperate with each other. One child plays the "back face" of the dragon boat and sings the nursery rhyme of Dragon Boat Picking, and the other child acts as the "front face" of the dragon boat, and let the latter voice through the two person cooperation mode, with lip syncopates for the former. In the whole process, children who sing well can play the role of "back face", and those with strong performance ability can play the role of "front face". By letting children do what they are good at, children can stimulate their self-confidence, so that they can boldly play their own advantages, and can also cultivate their sense of cooperation. In the game activities, teachers introduced traditional culture to achieve music education, comprehensively trained children, and constantly improved their artistic quality.

#### **4.3. Using traditional musical instruments to create situations and improving children's aesthetic awareness**

Mobilizing children's interest in learning is always a technique widely used in early childhood education, and it is the same in music education. Through the traditional music course, children's interest in learning can be aroused, and the culture can be combined with traditional Musical Instruments. The use of traditional music forms to achieve the expression of the melody of the song, through the use of traditional music forms to achieve children to create poetry, dance music, can make the music children completely in accordance with their own hobbies, children's interest in creation has been greatly improved. We can increase children's performance ability to let children learn music in the creation. For example, we can introduce representative folk music such as "Long Drum", "Youth Storm" and "Raise Your Cover", so that children can feel the different types of music, experience the style of music, and have a deeper understanding of music. In order to ensure children's fun, music teachers create scenes for us in the practice of music education, use the created scenes to influence children's ideas, let them feel the beauty of traditional instruments when understanding the music, cultivate aesthetic will, and put forward self-judgment on the beauty of music. In the teaching music with a strong sense of rhythm, traditional music methods can be used to make the melody more soft. In the early stage, children can inspire their understanding of Chinese music by introducing the characteristics of Chinese music, so that the expression of the melody can be more comprehensively completed in teaching.

#### **4.4. Realizing personalized music education with the help of nursery rhymes**

As an important way to enlighten children's musical literacy and cultivate their artistic aesthetic awareness, music curriculum plays a major role in children's music education. Appreciation teaching and singing education are the key points of children's music curriculum, and music appreciation teaching is the prerequisite for the effective implementation of the entire music education. In order to promote the development of children's music vision and effectively implement emotional experience, teachers must pay attention to the comprehensive development of children's nursery rhyme appreciation teaching. Teachers must strive to improve their comprehensive quality, enrich the use of music education methods and methods, conduct in-depth research on children's music, and design courses based on children's growth characteristics and music quality, which not only shows the professional characteristics of music education, but also necessary to give full play to its comprehensive characteristics and the overall function of music education to promote the comprehensive improvement of children's music quality.

For example, through the chanting activities of nursery rhymes such as "One Two Three Four Five Year Plan", "Malan Flower", "Zodiac Song", children can experience the rich music style in China, and guide children to sing in daily life. In the singing of nursery rhymes, teachers should properly carry out game activities and explain the music background, so as to trigger children's understanding of music and ensure that children can have a certain understanding of Chinese traditional culture in music learning. From this, children can feel the broad and profound Chinese traditional music culture and enhance their sense of national identity.

#### 4.5. Integrating into percussion music and experiencing traditional music

In the teaching of children's music, rhythm training is needed for children. The integration of traditional music in rhythm training can enable children to experience the unique charm of Chinese traditional music through the sense of rhythm. Therefore, children's music rhythm education can be realized by integrating percussion music into our country. When choosing percussion music, children's age and interests should be met, so that children can actively participate in music rhythm experience. When choosing percussion instruments, we can choose our traditional percussion instruments, which not only educate children about our traditional music, but also make them feel the uniqueness of percussion music.

For example, "drum" can be introduced to teach children percussion music, while "small drum" can be selected for children to experience. In the preliminary education of percussion music, children can feel the simple rhythm by clapping their hands with rhythm. When children have a simple understanding of rhythm, they can feel the role of percussion instruments in the whole music by introducing "small drums". At the same time, children can also learn about the different rhythms and melodies displayed by different percussion instruments, such as "gongs" and "rattles". When introducing percussion instruments, children should also be introduced briefly, so that children can feel the differences between Chinese percussion instruments and foreign percussion instruments such as "drum", and cultivate their patriotism.

### 5. Conclusion

The diversification of traditional music has promoted the vigorous development of Chinese minority literature, as well as the cultural and artistic exchanges between Chinese minorities and other countries and nations in the world. Therefore, when conducting pre-school education in secondary vocational schools, it is necessary to teach students the professional teaching concept, so that students can pay attention to the cultivation of students' music literacy in actual teaching, and realize music education by combining traditional culture.

### References

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