

On the Application and Thinking of Ethnomusicology in the Research of Western Music History

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Abstract: Western music history has a long history, and many experts and scholars have unique insights into its research methods during the long research process, and have not yet found a unified discussion. The content of ethnomusicology is very extensive. By applying it to the study of Western music history, it can not only help students to explore the history of Western music from multiple angles when participating in learning activities, but also inherit the ethnomusicology. In the process, quickly improve learning effectiveness. Therefore, how to use ethnomusicology to ensure the high-efficiency development of western music history research is the main issue discussed in this article.

Keywords: Ethnomusicology; Higher Education; Music History; Research on Western Music History

Due to the long history of Western music, Western music historiography mainly discusses the art history, music style, and cultural history from ancient Greece to the 20th century. Therefore, under the background of the rapid reform of quality education, how to effectively promote Western music. The high-quality development of history classrooms has become a problem that needs to be addressed by music educators. This requires teachers to actively introduce ethnomusicology into the Western music history classroom based on the actual teaching situation by abandoning the view of backward teaching.

1. Obstacles to the teaching of Western music history

Western music history covers a long history. It has a comprehensive generalization of the origin relationship, genre style, artistic characteristics, historical figures, creative techniques and background of Western music. It is one of the compulsory courses for music majors in many universities. Through the participation of Western music history classrooms, students can sort out the development context of Western music culture through the learning of knowledge, and in the process of improving their own historical outlook, analytical ability, artistic emotion, and appreciation ability, they can make themselves better development. However, the reality is that many teachers rely too much on traditional teaching methods when teaching, and rarely enrich the content of classroom teaching in accordance with the development requirements of the new era. This leads to instillation teaching that emphasizes the teacher's dominant position in the classroom and it is difficult to stimulate students' learning autonomy has led to a serious decline in overall teaching effectiveness.

In addition, due to the wide coverage of the knowledge content of Western music history, teachers need to make a very tight teaching schedule in a short class to ensure the smooth completion of the teaching work. Under this circumstance, it is difficult for teachers to explain all the knowledge points to students. They can only focus most of their energy on explaining key knowledge content, and guide students through the development of Western music history and representative works. Even if it is to complete the learning of knowledge. Therefore, in the current background of poor learning autonomy of many students, many students only rely on teachers to learn knowledge, and seldom analyze the cultural differences, national profiles,

and era development of Western music culture after class, leading to the overall. The lack of artistic accomplishment and cultural accumulation seriously hinders the increase of overall learning efficiency, which deserves the attention of teachers.

2. The specific ways of introducing ethnomusicology into Western music history classroom

2.1 Pay attention to the transformation of thinking mode

To effectively introduce ethnomusicology into the Western music history classroom, teachers need to be aware of the importance of guiding students to transform their thinking. Ethnomusicology believes that the observation and interpretation of culture is like an analogy between insiders and outsiders. Because the values and living environment of Chinese students are quite different from those of Western culture, in the process of learning and appreciating Western music works, they often learn knowledge from the perspective of outsiders, and it is often difficult to obtain better learning effectiveness. This requires students to actively change their way of thinking and refuse to study Western music history and culture from a Chinese perspective. This is not only difficult to achieve effective learning results, but also difficult to master the knowledge learned in the process of lack of a good learning perspective. Teachers can usually ask students to read more Western literary works, and try to appreciate and explore music works from the perspective of Western culture. This can not only effectively help students change their thinking mode, but also ensure high-quality improvement of learning efficiency in the process of stimulating learning enthusiasm.

2.2 Pay attention to the characteristics of ethnomusicology

With the continuous change and development of the times, ethnomusicology is also gradually moving towards the direction of cultural anthropology under the background of social changes. Its research field has gradually integrated with the content of anthropology, and it has paid more attention to cultural significance. Therefore, ethnomusicology is closely related to social structure, politics, language, and economy. In the field of music, it is not just a separate part. Therefore, many musicologists will study it as a component of music life, integrate it into specific social scenes, explore the ethnic cultural background and folk custom system presented by ethnomusicology, and further strengthen the connection between music and culture. Therefore, the introduction of ethnomusicology into the Western music history classroom can effectively carry out more in-depth exploration of Western music culture, and while mastering its cultural characteristics, it can guide students to learn more pertinently on knowledge, thereby promoting the overall classroom. The purpose of orderly development of teaching work.

3. Conclusion

In order for students to be able to effectively achieve maximum learning results in short classroom learning activities, teachers need to be able to break through the shackles of backward teaching viewpoints and find specific ways to improve teaching efficiency. Because the relationship between Western music history and ethnomusicology is very close, when teachers carry out classroom teaching activities, they need to pass the content of ethnomusicology according to the artistic level, speculative awareness and learning needs of class students. Introduce it into the western music history classroom. This will not only enable students to complete the learning of classroom knowledge in a more targeted manner with clear learning goals, but also ensure the rapid improvement of the overall learning quality in the process of improving their own knowledge expansion and artistic accomplishment.

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