

# The Inheritance and Practice of Intangible Cultural Heritage in Music Education in Local Colleges and Universities

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**Abstract:** As one of the four ancient civilizations, China has nurtured and developed its own unique culture. Especially in the field of folk music, China has cultivated and spread numerous folk arts. Music characters have touched the hearts of modern people and improved the local musical literacy. At the same time of material civilization construction, our country is also striving for the construction of spiritual civilization. Ethnic folk music is an important part of the construction of spiritual civilization. More and more ethnic folk music courses are being offered to cultivate various types of musical talents and promote the inheritance and development of music among various ethnic groups. Folk music is not only the artistic expression form of national culture, but also represents the culture of different ethnic groups, and it is also the concrete expression of the integration and development of ethnic groups.

**Keywords:** Intangible Cultural Heritage; Music Education; Inheritance; Path

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## Introduction

China about intangible record more prominent relative to other countries, China is worthy of the intangible powers, culture should not be a single, national confidence is the result of historical precipitation, intangible cultural heritage is the unique assets of the people, so should deeply analyze the characteristics of traditional culture, promote the progress of the intangible, make the culture will not disappear in the public field of vision, protected and inheritance. Based on China's multi-ethnic cultural characteristics, ethnic and folk music also has its own characteristics. Therefore, it is the core content of college music education. However, in recent years, with the continuous development of The Times, the music education of local colleges and universities in China is not ideal for the inheritance of ethnic folk music, and there are some problems that seriously affect the inheritance of ethnic folk music. Therefore, attention needs to be paid in college education. However, in recent years, the universal education of folk music in schools has not been successful, and many problems have seriously affected the teaching of ethnic folk music.

## 1. Why the intangible cultural heritage should join in the teaching of local colleges and universities

The intangible cultural heritage records the development and change of a country, is the expression of history, and also the historical precipitation of thousands of years. It not only marks the progress of human beings, but also shows the diversity and uniqueness of beauty to the world, and is a unique wealth of China. By 2022, the record of intangible cultural heritage in the top, vast China should enjoy the title, but many small places of intangible cultural heritage is not known to the world, for some need high skilled art, the current people can't spend many years to hone a technology, which leads to many intangible culture after unmanned phenomenon, for intangible power, how to solve the problem of no inheritance need the state and society to work together.

Students are the vigorous force of contemporary society. The students of local colleges and universities are just this fresh blood. They need to guide and pay attention to Chinese intangible cultural heritage, show those little-known culture to everyone, help it to a bigger stage, and solve the dilemma of no successor. This task will be what local colleges and

universities should pay more attention to at present. The combination of intangible cultural heritage and the training of music professionals in local colleges and universities will be conducive to the comprehensive and healthy development of students. At the same time, they are no longer confused about the future employment. A more significant point is that it can cultivate students' comprehensive ability.

## **2. Advantages of intangible cultural heritage in music education in local colleges and universities**

### **2.1 It is conducive to the inheritance of music-type intangible cultural heritage**

China has many ethnic groups, and their own cultures converge into a unique Chinese culture. In the past, the working people were simple and kind, and created the first popular folk music under the difficult living conditions. For example, the familiar Chuanjiang Haozi, the Sun Out Happy Yangyang, and Xiushan folk songs are all traditional folk music in Chongqing and are one of the national intangible cultural heritages. In addition to the catchy chant, a variety of operas are also one of the intangible cultural heritage. Widely circulated in the local area. The intangible cultural heritage of music shows the national spirit, musical consciousness and cultural value of the Chinese nation, and is the main support of the excellent traditional culture of the Chinese nation<sup>[1]</sup>. However, the inheritance of music intangible cultural heritage is mainly through oral transmission. In today's rapid cultural change, the original inheritance mode has gradually disintegrated, hindering the inheritance of tradition. The development of short video can help it spread, but this requires persistent patience, and those difficult to understand folk music are in trouble.

### **2.2 It is conducive to enhancing the national cohesion of young students**

Today, music, an intangible cultural heritage, which has been spread for thousands of years in the long river of history and culture, perfectly embodies the ideas, social customs and life attitudes of the Chinese nation, and is an indispensable spiritual and cultural food for the Chinese nation<sup>[2]</sup>. At the same time, it has also become an important force to gather all sectors of society, and become an important source of rejuvenation of national culture and inheritance of national spirit. Young students are the most dynamic and creative force to realize the dream of the great rejuvenation of the Chinese nation. By spreading music as an intangible cultural heritage in local colleges and universities, young students can learn and understand the cultural values, national thoughts and aesthetic ideals embodied in music, and constantly enhance national unity and cultural confidence.

## **3. The realistic contradiction of the music intangible cultural heritage inheritance in the local colleges and universities**

Despite people's increasing interest and financial investment in folk music education in local colleges, it is regrettable that folk music education in local colleges in China is not universal. There are some powerful colleges and universities that integrate this education into the school education. But it is difficult to exert unlimited power only on limited institutions. Pop music is a very popular major in a music school. Only fewer people will choose folk music. Because folk music is not a compulsory course, but an elective course for interested students, usually short-term or long-term, and it is often an extension of related subjects. In addition, there are few folk music teachers in local colleges and universities, lack of quality, or lack of understanding of the teaching methods of folk music, which limits the smooth dissemination of folk music education. All these are the reasons for the stagnation of folk music education and the loss of folk music cultural heritage.

## **4. The inheritance path of intangible cultural heritage in music education in local colleges and universities**

### **4.1 Intangible cultural heritage should be added in the teaching process**

In the teaching design, teachers can add intangible cultural heritage resources in the stages of introduction, consolidation and expansion, and appropriately supplement them. However, teachers should pay attention to the time rhythm

in the teaching design, not ignore the key and difficult points in teaching, reasonably allocate the teaching time required by each link, and timely supplement the teaching of intangible cultural heritage. In terms of the content of intangible cultural heritage, the teaching of intangible cultural heritage in music classes should not be limited to traditional music, but should explore all categories of intangible cultural heritage, including traditional art, drama, traditional skills, folk culture, etc., so as to expand students' vision, so that students can better understand the Chinese traditional culture.

## **4.2 Excavate local culture**

Dig out the local culture around you, improve the students' interest. The local culture around them is the best intangible cultural heritage education resources for students. Many of the projects involved in the resources are closely related to students' daily life. When selecting projects, choosing the intangible cultural heritage resources that are consistent with students' cognition degree and familiar with them can resonate with students and pay attention to the non-genetic culture. Then through understanding, contact, in-depth understanding, so as to understand the connotation of the national traditional culture<sup>[3]</sup>. Integrating local culture into teaching can arouse students' resonance and improve their interest in learning traditional Chinese culture, making students realize that the intangible cultural heritage is not far away from us, but just around us.

## **4.3 Teachers actively participate in the inheritance of the intangible cultural heritage**

The introduction of intangible cultural heritage resources into music education needs to have higher requirements for music teachers. Teachers should take inheriting the traditional Chinese culture as their responsibility, actively participate in the intangible cultural heritage activities, and enhance their identity and sense of belonging. Teachers can enhance their understanding of intangible cultural heritage and the "local culture" around them through the access of materials, field investigation and network resource inquiry, and explore the application of intangible cultural heritage resources in music teaching, so as to enrich the classroom content.

## **5. Sum up**

There is a close relationship between the musical heritage of the institution and its music education system, but with less positive results despite the obvious developmental benefits. The main reason is the "disconnect" between the music heritage and the modern music education system in local colleges and universities. The modern direction of China's higher education is international, recessive, but in practice often ignore Chinese characteristics, imitate the western system, intangible music heritage and national university music education system, on the one hand, solve the problem of the intangible music heritage protection and innovation, on the other hand also optimize the modern university music education system, to fully reflect the bilateral interaction under the national education characteristics, for the innovation of China's modern higher education to provide feasible ideas.

## **References**

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