



Multicultural Education in Music Education: Discuss The Importance and Practical Methods of Multicultural Music Education

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ABSTRACT

This article explores the necessity and implementation strategies of integrating multicultural education into music teaching, focusing on the intersection of music education and multiculturalism. The article first explains the basic concepts of multicultural education and the multicultural characteristics in music education, establishing a theoretical framework. It then analyzes the impact of cultural diversity on educational equality and the importance of cultural inclusiveness in music education, elucidating the necessity of a multicultural perspective in music teaching. In the practical section, the article proposes methods for designing multicultural teaching content and teaching strategies in music education, emphasizing the transformation of the teacher's role. Through comparative analysis of domestic and foreign case studies, the challenges and corresponding strategies in practice are revealed. The aim of this article is to promote higher levels of cultural integration in music education in order to promote educational equity and respect for cultural diversity.

Keywords: Multicultural; Education Music; Education Educational; Equity Cultural; Inclusiveness Teaching; Strategies Case Analysis

INTRODUCTION

Multicultural music education in today's music education field is of great significance, it can promote music education diversified development, help students to improve their music ability and comprehensive literacy. With the increasing social competition, music education in colleges and universities needs to pay more attention to the cultivation of students' comprehensive ability, and multicultural music education can help students have more extensive literacy and ability in the field of music.

Multicultural music education also helps to promote national music culture inheritance and development, so that different ethnic music culture in the exchange of mutual integration, common progress and [2]. Through multicultural music education, students can better appreciate the charm of different national cultures, enhance their cognition and understanding of national music, so as to promote the strengthening of national music cultural cohesion and promote the innovation and development of national music.

The current world cultural diversity pattern is accelerating formation, and multicultural music education should conform to this 1 trend, become the 21st century world music education main. As a basic principle of pedagogy, multicultural music education can help music education to better broaden their horizons, accelerate the process of music education reform, and promote the development of music education in the world.

In the current multicultural background, national music education and teaching more need to combine the characteristics of multiculturalism, so that students can fully feel the artistic value of national music, and the use of Western music advanced technology to give China's traditional music modernization meaning. This is not only conducive to students' comprehensive mastery of national music, folk art categories, national musical instruments and

other forms of expression, but also helps to promote the progress of national music culture and realize the inheritance and development of national music culture.

OVERVIEW OF 2. MULTICULTURAL EDUCATION

Definition of 2.1 Multicultural Education

Multicultural education refers to paying attention to students' cognition and understanding of multiple cultures in the process of education, including but not limited to national culture, regional culture, international culture, etc. In music education, the definition of multicultural education is to learn and appreciate the music works of different nationalities and countries in the teaching process, so that students can understand and respect different music cultural backgrounds, and promote cross-cultural communication and understanding. This educational approach aims to develop intercultural awareness and inclusiveness in students so that they can be inspired and grow in different musical cultures.

The definition of multicultural music education also includes the full integration of different ethnic music elements, such as folk songs, ethnic instrumental music, dance music, etc., in teaching content and methods, so that students can deeply feel, understand and express the characteristics and charm of different ethnic music. At the same time, teachers should also play the role of guides, guide students to actively explore and experience multicultural music, and promote them to form a cognition and identity of multiculturalism in music teaching practice [2].

In the definition of multicultural music education, it should also include the cultivation of students' music literacy and comprehensive ability. Through multicultural music education, students can not only acquire the cognition of different music cultures, but also cultivate the music literacy of auditory perception, expression ability, creative ability and so on. In practice, diversified music education also provides students with a broader stage for music development, and stimulates students' strong interest and enthusiasm in music [2].

In short, the definition of multicultural music education should take into account the cognition of different music cultures, the cultivation of students' comprehensive ability and the innovation of teaching contents and methods. Through this way of education, students can better understand and appreciate different music cultures, enhance respect and recognition of multiculturalism, and make music education more extensive and in-depth [2].

The Multicultural Characteristics of 2.2 Music Education

The multicultural characteristics of music education are reflected in the blending of multi-ethnic music culture. Differences in language and cultural background of different ethnic groups lead to different expression techniques and techniques in music works, showing the cultural characteristics of various ethnic groups [2]. In music education, through multicultural teaching methods, students can better feel the music culture of different nationalities, so as to promote the cohesion of national music culture and strengthen [2].

Multicultural music education is also conducive to promoting the progress of national music culture. The diversification of music forms requires constant reform and innovation, and multicultural music education is one of the important ways of such reform and innovation. It helps to blend the music of different nationalities in a short time, and at the same time promotes the progress and development of national music culture.

In multicultural music education, highlighting "music in culture" is the 1 important teaching method. Through the introduction of regional characteristics, language, race, religion, values and other humanistic knowledge, students can form an overall understanding of different regional cultures, so as to better understand the cultural connotation of music works. This teaching method helps students to have a deeper understanding of the music culture of different nationalities and the cultural characteristics behind it.

In addition, multicultural music teaching can also improve students' humanistic quality. Music as the 1 kind of open subject, its inclusiveness and communication make students in the learning process unconsciously improve the cognition and understanding of various cultures. In contrast, learning music works is more vivid and easier to be absorbed than learning words, so multicultural music education has a positive effect on improving students' humanistic quality [7].

The Theoretical Framework of 2.3 Multicultural Education

Multicultural education theoretical framework is an indispensable part of music education, it introduces the concept of cultural diversity, enriches the theoretical framework of music education, and provides students with more diversified learning experience and teaching content. These 1 theoretical frameworks highlight the diversity of culture in music education, and through the introduction of regional characteristics, language, race, religion, values and other humanistic knowledge, students can form an overall understanding of regional culture, thus expanding students' cultural cognition and understanding of music [6].

Multicultural education theoretical framework also emphasizes the music in the cultural value and connotation, through in-depth analysis of the cultural characteristics of the music, so that students more in-depth understanding of different cultural background of music expression and meaning, so as to cultivate students' music multicultural sensitivity

and inclusiveness of [6]. The application of this theoretical framework enables students not only to master the skills and expressions of music, but also to deeply understand and respect the of musical expression and meaning in different cultural contexts [9].

In the multicultural education theory framework, teachers in music education can introduce different geographical and cultural background of music works, with these works to convey cultural characteristics and traditions, so that students in the music learning process to obtain different cultural perception and cognitive^[9]. The application of these 1 theoretical frameworks makes music education no longer limited to a single music form and style, but through the introduction of multiculturalism, it enriches and expands the of the core curriculum of music education^[8].

In short, the multicultural education theoretical framework for music education into new vitality and connotation, enrich the students' learning experience and cognitive level, make music education more close to life, rich and colorful, make students become culturally inclusive and innovative thinking of lifelong music learners^[8].

THE IMPORTANCE of MULTICULTURALISM IN 3. MUSIC EDUCATION

3.1 Cultural Diversity and Educational Equity

The importance of multicultural music education lies in the promotion of cultural diversity and the realization of educational equity. Through multicultural music education, students can better understand the forms and expressions of music in different cultural contexts, thus promoting cross-cultural communication and understanding. This helps to break down cultural barriers and improve students' ability to respect and appreciate different cultures, thus providing important support and guarantee for educational equity^[3].

in music education, multicultural education can also promote the comprehensive development of students' aesthetic emotion and aesthetic ability. By contacting and learning diversified music forms, students can enhance their appreciation and perception of world music, cultivate their understanding and experience of different music styles, and enhance their own music aesthetic emotions and abilities. This has positive significance for promoting the overall development of students and improving the quality of education^[10].

In addition, multicultural music education can also help students better understand and understand the forms and connotations of music in different cultural contexts. Through in-depth analysis of the connotation of different music culture, students can better understand the artistic characteristics and humanistic spirit of different cultures, so as to promote the improvement of cultural cognition level, and provide an important cultural foundation for the realization of educational equity^[6].

It is worth noting that multicultural music education should pay attention to the significance and challenges of music education under the multicultural background, reasonably integrate various music cultural resources, and use multicultural music education to achieve educational equity goals. Educators need in-depth research and practice^[3].

Cultural Inclusiveness of 3.2 Music Education

Multicultural music education has important cultural inclusiveness in music education. The music works of different ethnic groups are influenced by the language and cultural background of each ethnic group, showing the cultural characteristics of each ethnic group^[2]. Therefore, multicultural music education can promote the exchange and integration of different cultures, enhance students' understanding and tolerance of various cultures, and help cultivate students' international vision and cross-cultural communication ability.

Through multicultural music education, students can get in touch with the music works of different nationalities and understand the cultural connotation behind them, so as to cultivate respect and tolerance for multiculturalism. This helps to break down cultural barriers, promote mutual understanding and exchanges between different cultures, and provide students with a broader thinking space and vision, thereby enhancing their cultural inclusiveness and international competitiveness.

In addition, multicultural music education also helps to carry forward national culture and promote the inheritance and development of national music. The music works of different nationalities embody their respective cultural traditions and spiritual connotations. Inheriting and carrying forward national music through music education can enhance students' sense of identity and pride of national culture^[11].

In short, the cultural inclusiveness of multicultural music education is reflected in the promotion of cultural exchange and integration, the cultivation of students' cultural inclusiveness and international vision, and the promotion of national culture. All these indicate the important role and practical significance of multicultural music education in music education.

3.3 Music Teaching from the Perspective of Multiculturalism

Multicultural perspective of music teaching will help students more comprehensive understanding of the national excellent music culture, so as to promote students' all-round development of^[5]. With the advent of the information age, the information and cultural exchanges between different cultures are becoming more and more profound. Multicultural music education can help students understand and learn the music of other nationalities in time, so that the national music culture can be integrated in the shortest time and enhance its cohesion^[2].

In addition, multicultural music education is also conducive to promoting the progress of national music culture, not only paying attention to the development of national music, but also paying attention to the development of world music. The diversified development of music can make national music become world music, and further enhance its influence and communication power.

In addition, multicultural music education can help college students feel the charm of different ethnic cultures, so that they in the music learning process to feel different ethnic cultures, so as to enhance their multicultural understanding and acceptance ability ^[5].

Finally, multicultural music education can also promote students to participate in multicultural music, improve their diversified music ability and enthusiasm, so that students can face different cultures with a 1 equal attitude, take the essence and discard the dross ^[2].

4. MULTICULTURAL MUSIC EDUCATION PRACTICE

Multicultural Design of 4.1 Teaching Content

Teaching content of multicultural design is an important part of music education, its core is to follow the cultural development of the diversity of characteristics, extensive contact with the regional national music, including traditional music, professional music, pop music and many other fields, to form a complete music concept, to break the mainstream and non-mainstream boundaries, so that students objective and rational to understand the world music ^[6]. In the multicultural design, the teaching content should be divided according to the different cultural regions of the world's national music, and guide students to understand the musical cultural characteristics of each region, as well as the corresponding language, race, religion and values, so as to enhance students' overall understanding of regional culture ^[6].

In addition, multicultural music design should also highlight the "culture of music", through the introduction of the cultural characteristics of music, so that students more in-depth understanding of different areas of music connotation, analysis of music behind the cultural information, strengthen students' world music understanding and appreciation of ^[6]. Teachers can make full use of modern multimedia teaching methods, fully tap the resources of music courses, provide students with rich and diversified music life and learning content, and make students feel the characteristics of music culture in different nationalities and times, so as to expand students' music Vision ^[10].

In addition, in the design of multicultural teaching content, teachers should focus on the common characteristics of music culture, the music culture of different regions linked, so that students understand and compare different national music culture differences, so as to the whole music culture to produce a new understanding, promote students' all-round development of music ^[5]. This design can not only enhance students' understanding of the music of all ethnic groups in the world, but also help students increase their perception and cognitive of culture in the process of music appreciation ^[5].

To sum up, the teaching content of multicultural design is a vital part of music education, through in-depth multicultural design, students can better understand and appreciate the world music, enhance cultural integration of cognition and experience, so as to achieve music education diversified goals ^[9].

4.2 Multicultural Music Teaching Strategy

Multicultural music teaching strategies include the selection of multicultural music teaching materials and the design of multicultural music activities. In the selection of teaching materials, teachers should comprehensively consider the music works of different cultural backgrounds, as well as the music elements reflecting different races, nationalities and regions, so as to show the diversity of global music culture in many aspects. At the same time, teachers can also introduce the works of representative multicultural musicians and music groups, so that students can contact and feel the diversity and richness of music creation under different cultural backgrounds.

In the design of multicultural music activities, teachers can organize students to carry out multicultural music performances, competitions, exhibitions and other activities, so that students can feel and experience the charm of music from different cultural backgrounds by participating in activities. At the same time, students can be organized to participate in different cultural music activities, such as ethnic concerts, world music festivals, etc., to strengthen students' understanding and appreciation of multicultural music.

Teachers can also conduct multicultural music education lectures, discussions and other forms to guide students to understand the history, characteristics, and performance forms of music from different cultural backgrounds, expand students' musical horizons, and improve their awareness of multicultural music. At the same time, teachers can also use multimedia technology to show students the video, audio and other materials of music from different cultural backgrounds, so that students can feel the beauty of multicultural music through audio-visual methods.

To sum up, the multicultural music teaching strategy covers two aspects of teaching material selection and activity design. Through various forms and means, it helps students to fully and deeply understand and experience multicultural music, so as to improve their musical aesthetic ability and cultural tolerance.

The Role of 4.3 Teachers in Multicultural Music Education

Teachers play an important role in multicultural music education. They are not only the teachers of knowledge, but also the guides of cultural inheritance and exchange. In the process of music education, teachers need to deeply understand the characteristics and styles of different ethnic music, guide students to feel and understand the cultural differences of music behind the multiculturalism, so as to stimulate students' music creativity and the inheritance of national culture. At the same time, teachers should pay attention to the diversification of teaching methods and adopt

targeted teaching methods, such as explanation, demonstration, demonstration, etc., so that students can have a comprehensive and in-depth understanding of the characteristics of music culture between various nationalities and regions.

In addition, teachers should also pay attention to cultivate students' sensitivity and understanding of music culture, so as to better express and inherit the connotation of different ethnic music. Multicultural music education requires teachers to have the ability of cross-cultural communication, which can help students to establish a multicultural concept with respect, tolerance and understanding as the core, so that students can feel the charm of national culture in music learning and promote the exchange and integration between music cultures.

In the multicultural music education, teachers also need to guide students to have a deep understanding of the music works in ethnic minority areas, explore the musical instruments and playing methods used by different regions and nationalities, so as to enable students to have a more comprehensive and in-depth understanding of China's music forms and enrich students' knowledge and vision of music culture. Therefore, the role of teachers in multicultural music education is not only to impart music knowledge, but also to lead students into the world of different national music, feel and inherit the diversity and richness of music culture.

Finally, teachers also need to play the role of guide and motivator in multicultural music education, help students feel the national culture behind music works in music learning, cultivate students' love for music and respect for national culture, so as to realize the inheritance and development of national music culture in music learning. The role of teachers is not only to impart knowledge, but also to stimulate students' participation and creativity, and to promote the in-depth and effective implementation of multicultural music education.

5. CASE ANALYSIS and DISCUSSION

5.1 Cases of Multicultural Music Education at Home and Abroad

On the multicultural music education case, research shows that in the middle school music curriculum to strengthen the world's national music to explain, can broaden students' horizons, to achieve students' all-round development of music [5].

For multicultural music education practice, the use of network technology for communication and learning has become a new teaching model, for education and teaching has brought a new development direction [5].

In colleges and universities in the implementation of multicultural music education practice, teachers need to highlight the "culture of music", in-depth analysis of the music of the cultural connotation, so that students on the regional culture to form an overall understanding, so as to enhance students' music culture understanding and cherish [6].

Multicultural music education to promote national music and cultural progress has played a positive role, so that national music and culture in the shortest possible time to blend, to achieve college students on national culture feelings and understanding, to promote national music and cultural cohesion to strengthen [2].

5.2 Case Studies: Methods and Findings

in music education, multicultural education is becoming more and more important. In a study, it was found that multicultural music education helps to enhance the inheritance of national music culture, improve cultural cohesion, promote social and economic development and social and political stability [2]. Through in-depth understanding and comparison of the music culture of different nationalities, students can broaden their horizons, enhance their understanding of world music culture, and realize the of comprehensive development of music [5].

in practice, multicultural music education is also manifested by the emphasis on music in culture. Through the introduction of regional characteristics, language, race, religion, values and other humanistic knowledge, students can form an overall understanding of regional culture, and make an in-depth analysis of the cultural connotation of the music they have learned, so as to enhance their understanding of multiculturalism [6].

In addition, the teaching practice of music appreciation from the perspective of multiculturalism has also been paid attention. It is suggested that we should pay more attention to music appreciation class, improve our professional and teaching level, try interdisciplinary teaching, and try to use live performance instead of audio playback, so as to promote the effective introduction of music appreciation class and practice [12].

In addition to its performance in teaching practice, multicultural music education has also had a positive impact on students' learning and life. Studies have found that music, as a 1 form of cross-cultural communication, helps to improve students' academic performance, promote students' emotional and physical health, and improve students' attention and academic performance [9].

To sum up, multicultural music education is of great significance in music education. It plays an important role in emphasizing music in culture, strengthening music appreciation teaching practice and promoting students' academic performance and quality of life.

Challenges and Countermeasures of 5.3 Multicultural Music Education

One of the challenges in multicultural music education is the lack of intercultural literacy among teachers, which leads to limited understanding and expression of multicultural music culture in teaching. Therefore, it is necessary to strengthen the cross-cultural training of teachers to improve their understanding of different music cultures and their of inclusive [HYPERLINK \l "Ref3" \[3\]](#).

In addition, multicultural music education in the implementation process is also facing the problem of lack of curriculum resources, the lack of rich and diverse cross-cultural music teaching materials and teaching resources. To solve these 1 challenges, we need to establish a sound music culture resource library, actively collect, organize and develop music teaching resources that meet the requirements of multicultural education, and provide teachers with relevant training and support ^[2].

In addition, multicultural music education is also faced with the challenges of students with different backgrounds and different degrees of acceptance. Therefore, it is necessary for teachers to skillfully design multicultural music teaching courses, reasonably arrange teaching contents and methods, and fully consider students' cultural background and acceptance ability, so as to ensure that every student can benefit from multicultural music education and promote their understanding and appreciation of different music cultures ^[8].

When solving the challenges of multicultural music education, also need to pay attention to communication and cooperation with parents and society, and strengthen the promotion and popularization of multicultural music culture. By carrying out music cultural activities and holding multicultural music exhibitions, students, parents and the public can enhance their awareness and understanding of multicultural music culture, so as to provide a better social atmosphere and conditions for the implementation of multicultural music education ^[2].

6. CONCLUSION

According to the above discussion, it can be concluded that multicultural music education plays an important role in the inheritance of national music culture, which can enhance cultural cohesion, improve students' music ability and comprehensive quality, and promote the dissemination and development of national music culture ^[2]. Through the teaching of multiple music culture, students can feel the national culture behind the music works more deeply, stimulate their music creativity, and enrich the of music forms in our country ^[2]. The practice of multicultural music education requires teachers to effectively excavate students' music learning ability, so that students can master the differences of music culture between various nationalities and regions, so that national culture can be effectively inherited ^[2]. Through the teaching of multiple music culture, music education in colleges and universities can return to the "essence of aesthetic education", avoid the defects of paying too much attention to the cultivation of music skills, and promote the all-round development of music education ^[8]. Therefore, multicultural music education not only plays an important role in the inheritance of national music culture, but also plays a vital role in the overall development of students and the prosperity of social culture. ^[1].

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