



A Study of the Significance of Multicultural Music Education for the Development of Contemporary History and Culture

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ABSTRACT

In light of the relationship between education and development, it is necessary to analyze the interaction between the two, and in this regard, we propose a study on the significance of multicultural music education for the development of contemporary history and culture. We analyze the embodiment of multicultural music education in the actual education work from the aspects of education concept, teaching content, teaching method, teaching environment and teacher training, and analyze its value in broadening the cultural vision of students and promoting cultural exchange and understanding, and we analyze the significance of multicultural music education on the development of contemporary history and culture in terms of openness, integration, cultural self-confidence and national identity, and so on. It also analyzes the significance of multicultural music education in terms of openness, integration, cultural self-confidence and national identity in contemporary history and culture.

Keywords: Multicultural music education; Contemporary historical and cultural development; Educational philosophy; Cultural vision; Cultural exchange; Openness; Integration; Cultural confidence; National identity.

INTRODUCTION

There is a strong and complex intrinsic relationship between music education and history and culture. Music, as a global language, is able to transcend linguistic and cultural boundaries and connect people closely^[1-2]. This transcendence is not only reflected in the dissemination of music itself, but also in the important role of music education in cultural transmission and development. Analyzed from the perspective of cultural inheritance, music education is an important carrier of cultural inheritance. Each ethnic group and region has its unique music style and tradition, which carries the history, values and life style of the ethnic group and region^[3-4]. Through music education, students can come into contact with musical works from all over the world and learn about the musical characteristics of different cultures and the history and traditions behind them. This learning process not only cultivates students' musical aesthetic ability, but also broadens their horizons and increases their respect and understanding of multiculturalism. From the perspective of history education, music is a witness and recorder of history^[5-6]. Musical works in different historical periods often reflect the social and political environment as well as people's living conditions at that time. In times of peace, the tone of music is usually peaceful and joyful, while in times of chaos, the tone of music may be characterized by sorrow and anger. By guiding students to analyze these musical works, music education enables them to have a deeper understanding of history and to feel the weight and changes of history. From the perspective of moral education, music education also carries the function of moral education^[7-8]. In ancient China, music was regarded as an important part of moral education, and Confucius emphasized that music should not only have beautiful tunes, but should also pay attention to the benevolence and goodwill of the music maker. Through music education, students can cultivate their moral character and improve their personal cultivation^[9-10].

With the development of information technology, the application of multimedia teaching in traditional music and art education is becoming more and more widespread, and its value is also increasingly prominent. On the one hand, multimedia teaching breaks the space and time limitations of traditional music education and makes the teaching methods more flexible and diversified^[11-12]. Teachers can visualize and concretize abstract music knowledge through audio, video, images and other forms of media to enhance students' interest and enthusiasm in learning. On the other hand, multimedia teaching provides rich teaching resources for traditional music and art education. In addition to traditional teaching materials and music scores, teachers can also use the Internet, digital libraries and other resources to obtain more quality music works and teaching materials, enrich the

teaching content and improve the quality of teaching. Besides, multimedia teaching emphasizes students' participation and interaction [13-14]. Teachers can design various artistic activities to guide students to improve their initiative and enthusiasm in learning music in practice. At the same time, multimedia teaching also provides students with more communication opportunities, so that they can deepen their understanding and feelings of music through interaction. At the same time, cultural heritage is a traditional cultural expression with historical inheritance formed in the course of development of each nation [15-16]. Integrating it into the education system is of great significance for the inheritance and protection of intangible cultural heritage. The role of cultural preservation can be maximized through education, especially by integrating ICH into classroom teaching. Schools can set up relevant courses and develop relevant teaching materials to guide students to understand and learn about ICH, so as to enhance their awareness of cultural preservation [17-18]. At the same time, the inheritance of ICH is not simple copying and imitation, but innovation and development on the basis of inheritance. Education provides students with a broad space for innovation.

To summarize, there is a close and intrinsic correlation between music education and history and culture, and for this reason, this paper proposes a study of the significance of multicultural music education for the development of contemporary history and culture.

1 MULTICULTURAL MUSIC EDUCATION EMBODIES

1.1 Teaching philosophy

The core concept of multicultural music education is "to affirm the existence and value of all music in the world and to respect the richness and diversity of all music". This concept emphasizes that in music education, it is important to pay attention not only to the music of the dominant culture, but also to music from different regions, ethnic groups, and social levels, and to cultivate students' respect, understanding, and appreciation of global music cultures [19-20]. At the same time, through multicultural music education, we aim to cultivate students' global vision and cross-cultural communication skills. Music, as an artistic language that transcends borders, languages and nationalities, provides an important communication platform for students to understand and respect the musical expressions of different cultures, thus promoting intercultural communication and understanding [21-22].

1.2 Teaching content

In terms of teaching content, multicultural music education emphasizes the introduction of musical works from different countries and ethnic groups. These works cover a rich variety of styles, genres and expressions, such as African music, Indian music, Latin American music, Southeast Asian music and so on, so that students can come into contact with more diversified musical cultures. At the same time, in addition to the musical works themselves, multicultural music education also emphasizes the cultural connotation and social significance behind the musical works [23-24]. By understanding the historical background, ethnic characteristics, religious beliefs and ideological concepts reflected in the musical works, students can have a deeper understanding of the close connection between music and culture, and enhance their knowledge and understanding of multiculturalism.

1.3 Teaching methods

Multicultural music education adopts diversified teaching methods, such as case studies, group discussions, role-playing and practical exercises. These teaching methods can stimulate students' interest and enthusiasm in learning, enable them to master music knowledge and skills through participation and experience, and enhance their understanding and appreciation of music and art [25]. At the same time, the use of modern information technology means, such as network platforms, multimedia equipment, virtual reality, etc., can provide students with a richer and more vivid music learning experience. Through audio, video and other multimedia resources to display the musical works and performances of different cultures, students can enhance their sensory experience and deepen their understanding of multiculturalism.

1.4 Teaching environment

With regard to the creation of a multicultural musical atmosphere, universities and schools are striving to create a multicultural musical learning environment. By organizing international music festivals, music workshops, music competitions and other activities, inviting musicians and orchestras from different cultural backgrounds to participate, and showcasing various styles of music, students can feel the charm of multiculturalism in a strong music atmosphere. Secondly, improving hardware facilities and enriching software resources are important conditions for creating a multicultural music learning environment. Schools ensure the quantity, quality, standardization and safety requirements of music classrooms, laboratories, studios and other places, and introduce advanced music equipment and technology, such as electronic pianos, electronic drums, digital audio workstations and so on, in order to meet the needs of different types of music teaching and learning.

1.5 Teacher training

Multicultural music education cannot be implemented without teachers with multicultural literacy. Schools can improve the multicultural literacy and teaching ability of music teachers by strengthening their training. The contents of the training generally include multicultural theory, music education theory, cross-cultural communication skills, etc., so that teachers can better guide students to appreciate and understand different music cultures. On this basis, teachers can actively explore and innovate teaching methods to meet the needs of students from different cultural backgrounds. By designing a variety of teaching activities, such as music appreciation, analysis, performance, etc., students can deeply feel the emotions and cultural connotations conveyed by various music styles, and cultivate their musical literacy and cross-cultural communication skills.

2 VALUE OF MULTICULTURAL MUSIC EDUCATION

From the cultural perspective, the value of multicultural music education is embodied in many aspects, and this paper analyzes it from the aspects of cultural vision, cultural exchange and understanding. The corresponding analysis results are shown in Table 1.

Table 1 Valuing multicultural music education

Value	Reflect
Promote cultural exchange and understanding	Building cultural bridges Music, as an art form that transcends borders and languages, is an important carrier of cultural exchange. Multicultural music education provides students with a bridge for cultural exchange by introducing music works from different cultures, allowing them to experience the charm and characteristics of different cultures through music.
	Enhancing cultural identity and respect By studying music works from different cultures, students can gain a deeper understanding of the connotations and values of these cultures, thereby enhancing their recognition and respect for different cultures. This cross-cultural understanding and respect is one of the essential qualities in modern society. Multicultural music education exposes students to music works and cultural backgrounds from around the world, helping them develop a broader global perspective. This perspective is not limited to the field of music, but can also extend to other fields and aspects, laying a solid foundation for students' future international exchanges and cooperation.
Developing a global perspective and cross-cultural communication skills	The formation of a global perspective By learning music works from different cultures and participating in cross-cultural music activities, students can exercise their cross-cultural communication skills. They will learn how to effectively communicate and interact in different cultural backgrounds, which is of great significance for their future career development and life planning.
	Improvement of cross-cultural communication skills

To summarize, from a cultural perspective, the value of multicultural music education is reflected in the promotion of cultural exchange and understanding, and the cultivation of global vision and intercultural communication skills. These values are not only important to the growth and development of individual students, but also have a profound impact on the cultural prosperity and progress of the whole society.

3 THE SIGNIFICANCE OF MULTICULTURAL MUSIC EDUCATION FOR THE DEVELOPMENT OF CONTEMPORARY HISTORY AND CULTURE

3.1 Promoting the openness of contemporary history and culture to development

Multicultural music education promotes the process of cultural openness by encouraging the understanding and appreciation of the musical arts of different peoples and regions across cultural and national boundaries. Such an open approach to education not only broadens the horizons of contemporary history and culture, but also promotes the exchange and integration of cultures across the globe and the development of cultural diversity. For example, in international music festivals and competitions, students have the opportunity to perform with musicians from all over the world, and jointly interpret multicultural musical works. Figure 1 shows the activities of the Youth Music Festival, which invites young musicians from different countries to participate.



Fig. 1 Musical exchanges around the world

In the manner illustrated in figure 1, mutual understanding and friendship are promoted through the common language of music.

3.2 Promoting the integration of contemporary history and culture

Multicultural music education promotes the process of cultural integration. By encouraging the fusion and innovation of musical elements from different cultures, new works with unique styles are created. This cross-cultural fusion not only enriches the forms of musical expression, but also promotes exchanges and complementarities between different cultures. For example, the Chinese musician Tan Dun has created a series of world-renowned works by incorporating elements of Western classical music and traditional Chinese music into his compositions. Among them, *Water Music*, shown in Figure 2, skillfully combines Chinese water culture with Western symphonic forms.



Fig. 2 "Water Music" water culture and western symphony fusion In the manner shown in Figure 2, the fusion of Chinese and Western cultures is demonstrated through the symphony of the sound of water and musical instruments.

3.3 Promoting cultural self-confidence

Multicultural music education helps to enhance cultural self-confidence. By learning and passing on the music and culture of one's own people, one can gain a deeper understanding of one's own cultural traditions and historical roots, thereby strengthening one's sense of identity and pride in one's own culture. This cultural self-confidence is an important spiritual pillar for maintaining national unity and stability. For example, in school music education, by introducing local folk music as teaching content, students can feel the charm of local culture in learning and singing. Figure 1 In schools in Guizhou, students learn and sing local Dong songs.



Fig. 3 Singing of the great song of the Dong nationality

In the way shown in Figure 3, through this activity, they not only learned musical skills, but also enhanced their sense of identity and pride in Dong culture.

3.4 Promoting national identity

Multicultural music education promotes the strengthening of national identity. By encouraging an understanding of and respect for the cultural differences of different nationalities, and by studying and passing on the musical culture of their own nationalities in greater depth, it fosters a stronger sense of national belonging and identity in contemporary historical cultures. This national identity is an important foundation for maintaining social stability and promoting national unity. Figure 1 shows that in Inner Mongolian schools, music education focuses on the inheritance and development of Mongolian music, with students learning traditional forms of music such as the Mongolian long tune and the horse-head fiddle, and presenting them in cultural activities organized by the school.



Fig. 4 Mongolian musical and literary activities

In the way shown in Figure 4, through these activities, students not only acquired musical skills, but also strengthened their sense of identity and belonging to Mongolian culture.

4 CONCLUSION

This paper proposes a study on the significance of multicultural music education for the development of contemporary history and culture, taking into full consideration the attributes and characteristics of multicultural music education that emphasize respect for and understanding of different cultural backgrounds, and analyzing the value of multicultural music education in the preservation and transmission of cultural heritage around the world. At the same time, multicultural music education encourages students to absorb the musical elements of different cultures with an open mind, and through integration and innovation, create musical works with unique styles. This kind of cross-cultural music creation not only enriches the form of musical expression, but also promotes the exchange and integration between cultures. In the context of globalization, this kind of cultural exchange and innovation can help build a more harmonious and tolerant world cultural pattern and inject new vitality into the development of contemporary history and culture. In addition, music education has a unique function of aesthetic education, which can cultivate people's sentiment and improve their aesthetic quality. Multicultural music education helps to cultivate students' cross-cultural communication ability and international vision by guiding them to come into contact with and appreciate music works of different cultures. This kind of education helps to improve the overall cultural quality and spiritual outlook of the people, and lays a solid humanistic foundation for the development of contemporary history and culture.

To summarize, the development of multicultural music education has a number of guiding values for contemporary historical and cultural development, including promoting the protection and inheritance of cultural diversity, promoting cultural innovation and exchanges, upgrading the cultural quality and spiritual outlook of nationals, enhancing cultural confidence and national identity, and guiding the reform of music education and teaching, and so on. These values not only help to promote the development and prosperity of music and art, but also help to build a more harmonious and inclusive world cultural pattern.

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