

Research on the Application of Ethnic Music Promotion in Primary School Music Education under the Threshold of Core Literacy

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Abstract: Core literacy is an important concept in the context of the reform of the new curriculum standards and the basic requirement of education reform. Primary education is an important educational stage in a person's life, which has a foundation and laying role in the cultivation of students' literacy. Primary school music is an important part of quality education. The latest music curriculum standards point out the importance of traditional ethnic music culture. Primary school music education actively promotes national music is of great significance to the promotion of traditional Chinese culture. In recent years, there are still problems in the promotion of ethnic music in primary school music education, such as primary school students' low awareness of ethnic music and preference for popular music. the limited teaching level of music teachers. the single national music teaching materials suitable for primary school students, and the lack of popularization of ethnic music in society. This article will expound on the significance of promoting ethnic music in the primary school stage, starting from the concept of core literacy. As well as analyze the problems existing in the promotion of ethnic music in the primary school stage from the three aspects of students, schools, and society, and propose corresponding solutions

Keywords: core literacy; national music; primary school music education

1. Introduction

In order to better implement the concept of quality education in primary school music education, this paper will explore the problems and corresponding solutions of the promotion of national music in the promotion of national music under the core vision threshold based on cultivating students' core musical literacy [1], improving traditional classroom teaching methods, cultivating primary school students' sense of identity with national music. Based on the cultivation of core literacy of disciplines, improving primary school music education is a positive reform and innovation of the traditional test-oriented education model based on the concept of modern quality education. To achieve this goal, teachers are required to understand the concept of core literacy in music disciplines deeply and adjust the teaching methods of music education and adjust the focus of teaching work more to the cultivation of students' core literacy. Starting from primary school education, strengthening the inheritance education of national music is conducive to the long-term development of national music. In primary music education, attaching importance to and

developing national music education can cultivate students' sense of respect for traditional culture and enrich their musical cognition.

2. Background

2.1. Core Literacy

Core literacy is a key minority of high-level behavioral abilities that everyone needs to have in the 21st century. It is the integration and integration of knowledge, skills, and attitudes. The worldwide core literacy boom is essentially an upgrading campaign for the quality of education and a full reflection of international educational competition. The research on core literacy in Europe and the United States was carried out earlier, and the theory was relatively more perfect.

Foreign research on core literacy developed relatively early, and now it is mainly based on the views of the OECD and the European Union as the mainstream thinking. After years of research and discussion, the OECD has constructed a core literacy framework that involves three aspects: "Human and Tools," "Human and Nature," and "Human and Society" [2]. The OECD states that core literacy is determined not only by the needs of individuals and societies but also by the nature of individuals and societies as goals and includes innovation, autonomy, and self-motivation [1]. The core concept of EU core literacy is to enable all EU citizens to have the ability to learn for life. And its outstanding feature is to unify the goals and pursuits of personal, social, and economic aspects while emphasizing interdisciplinary and comprehensive ability training and taking traditional basic skills as the basis of core literacy.

Domestic research ideas started late, as well as the construction of core literacy, is mainly based on foreign theoretical views, mainly from three aspects: in terms of the connotation of core literacy, it should focus on the key abilities, knowledge, skills, attitudes, and emotions that individuals have in their current and future lives; in terms of subject attributes, core literacy does not point to a piece of certain subject knowledge, but emphasizes that individuals can be proactive and have certain methods to obtain knowledge and skills. In terms of functional orientation, core literacy is not limited to meeting basic life and work needs, but also helps students to develop into more sound individuals, who can better adapt to the development and changes of future society [3]. In addition, there are some more representative statements, such as core literacy is an interdisciplinary literacy, which emphasizes what can be developed in all disciplines and is most useful to students. Core literacy applies to all situations and universal literacy for all. The representative of core literacy in China is a theoretical study proposed by the research team led by Professor Lin Chongde. They advocate the cultivation of interdisciplinary literacy, and the framework construction of core literacy through experimental research has yielded three areas and six-core literacy indicators, such as independent development, social participation, and cultural foundation, which are comprehensively expressed as learning to learn, healthy life, responsibility, practical innovation, humanistic heritage, and scientific spirit[4].

2.2. The significance of promoting ethnic music in primary schools

The popularity of ethnic music in primary and secondary schools and the current education status are the focus of research. Music classes are conducted in primary schools primarily for two purposes. The first is to help students relax their mood, cultivate sentiment, develop intelligence, and enhance aesthetics. The second is to let the excellent culture be inherited.

China has always attached great importance to cultural self-confidence, and in the new curriculum standards promulgated in 2010, it is clearly stated: "The content of music teaching should cover the excellent traditional culture of all ethnic groups in Our country, as well as excellent works that reflect modern and contemporary Chinese social life, attach importance to the

cultivation of students' patriotic attention to emotions, let students have an understanding of the music culture of the motherland, and achieve the purpose of enhancing national awareness."

Strengthening the study of ethnic music brings many benefits to primary school students: 1. Let primary school students know more about their motherland through national music, enhance national pride and self-esteem, and thus cultivate their patriotic education. 2. Primary school students can improve their aesthetic taste by feeling the beauty of national music. 3. National music is rich in China's profound traditional culture, primary school students learning national music can make their own national culture better promoted and inherited [4].

The core literacy system of Chinese students' development is the core idea of China's excellent traditional culture self-cultivation. The main content of traditional education has important inheritance value and educational value in today's school education. When constructing the core literacy index system for students with Chinese characteristics, it is reasonable to inherit and continue the unique and still modern content of traditional culture.

3. Characteristics and training paths of core literacy at the primary school level

The traditional culture of the Chinese nation contains rich philosophical, aesthetic, and educational ideas, which provides an important reference for the construction of the core literacy index system for Chinese students. At the same time, the development of core literacy at the primary school level plays an important guiding role in connection with the primary school music curriculum. With the deepening of reform and opening up, the masses and educators have valued national music education. National music embodies the spirit of a nation, carries the emotional sustenance of the sons and daughters of China and is a symbol of national cohesion and centripetal force. With the development of music education in primary schools and the application of core literacy concepts, music teachers have begun to pay attention to cultivating students' cultural understanding ability [5].

3.1. Characteristics of core literacy at the primary school level

First of all, primary schools are educated and taught according to disciplines. Disciplines are the fundamental basis of school education and teaching and can even be the foundation of school education. The ideas and goals of all reforms must be implemented at the disciplinary level. Correspondingly, the core literacy should also be decomposed and reflected in the core literacy of the discipline; otherwise, the core literacy will not be able to land just as core literacy is the concretization of the educational purpose of comprehensive development. The core literacy of disciplines is also the concretization of core literacy. Concretization is the only channel and path to transform the ideal into reality.

The development of core literacy in disciplines is also the highlight and characteristic of China's curriculum standard revision and curriculum reform. Secondly, the content and reliance of discipline education is subject knowledge. Still, the purpose and foothold are people, "discipline" is the means of discipline education, and "people" is the purpose of discipline education [6]. Realizing the transformation from discipline to a person is the key to the reconstruction of discipline education. Only by grasping the core literacy of the discipline can we correctly lead the deepening reform of discipline education and give full play to the educational function of the discipline.

The core literacy of primary school music mainly has the following three characteristics: (1) developmentally: the teaching requirements of the new era are to explore the learning potential of students continuously, teachers should pay attention to the characteristics of the student development stage, always make music teaching walk in the forefront of student development, and gradually cultivate students' core musical literacy [7]. (2) Practicality: Teachers should pay attention to the actual experience of students' music and create real music learning scenes so that students can

get exercise after learning knowledge to promote students' development better. (3) Comprehensive: The cultivation of students' core music literacy is inseparable from students' social experience, and the improvement of students' core literacy is conducive to students' self-development, therefore teachers should start from three aspects to carry out the music curriculum teaching [8].

3.2. The cultivation path of core literacy at the primary school stage

3.2.1. Teachers should update the concept of music teaching in a timely manner

On the basis of traditional music teaching, the design of novel music teaching methods that students like to hear can neither be separated from practice nor separated from students so that students can relax and feel the unique artistic charm of music. At the same time, teachers should also pay attention to improving their music skills. Teachers should pay attention to the music teaching content of each lesson and the daily life of students so that students can feel the charm of music in the taste of life so that students can learn with their own experience.

3.2.2. Respect the differences of students and teach according to their aptitudes

The primary school curriculum is relatively simple, and the content in the textbook is not very extensive; therefore, the teacher will deliver lectures to the students in a single procedural manner, which will bore the students, especially because primary school students are young and active. This single method affects the degree to which students receive knowledge. Therefore, teachers should respect the laws of students' physical and mental development, teach according to their aptitudes, and give full play to students' individuality.

3.2.3. Combine music teaching with the teaching of other courses

Music is an artistic expression of emotion, and teachers can integrate music learning with other course learning. In addition, teachers should also pay attention to the cultivation of a music learning atmosphere, providing students with a harmonious, pleasant, and affectionate musical environment to precipitate themselves and appreciate and feel the charm of music.

3.2.4. Advocate students' personalized music learning

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4. The problems of core literacy existing in the promotion of national music in primary school music education under the threshold

In recent years, although music teaching in primary education has developed greatly, the education level of national music is still far from enough, facing many problems, one of which is that ethnic music education has not been taken seriously [9]. For a long time, although music educators have paid some attention to national music in the teaching process, their attention is far from enough. Secondly, the national music culture quality of music teachers is not strong. Music teachers are the leaders of music teaching, and the level of teachers' musical literacy affects students' understanding of music knowledge. Third, ethnic music education in primary schools is one-sided. Fourth, ethnic music education in primary schools lacks normativity. The following will be a detailed analysis from three aspects: students, schools, and society.

4.1. Students aspect

4.1.1. Preference for pop music

First, pop music has characteristics, such as more intonation melody, easy-to-understand lyrics, and close to life, it is easy to be accepted by primary school students. In addition, many of the songs in the music textbook are not very close to the life of primary school students, when primary school students sing, they feel that they are engaged in boring learning [10]. It is not easy to experience the pleasure of singing to be more inclined to listen and learn popular music. Second, the social environment also has a certain role in promoting the formation of this trend. Social and environmental factors can affect the development of an individual musical personality to a certain extent. Today's society's vigorous packaging and promotion of popular music, some entertainment media on the packaging and hype of stars, but also indirectly affect the aesthetics of students, so that they go after some singers and are willing to sing these popular songs.

4.1.2. The level of national music awareness is low

Most students who do not like ethnic music are too unfamiliar with ethnic music, and people often do not like a strange thing too much. Professor Zhao Songguang of Xinghai Conservatory of Music mentioned the correlation between familiarity and love of music in "Introduction to the Psychology of Music Education," [11] he pointed out that repetition leads to familiarity. The listener's familiarity with the musical work is directly related to the number of times he listens to the work, and the more times he repeats the more familiar he is. When the viewer reaches a medium level of familiarity with the musical work, the degree of liking is relatively high, and in the extreme state of being very strange and very familiar, the degree of liking is relatively low. In terms of the choice of music culture, primary school students show more interest in European and American pop songs, Japanese and Korean pop songs, while the choice of Chinese folk songs is almost unsought-after. Contemporary teenagers do not take the initiative to appreciate and sing the traditional songs of their people, think that they are not good, are not fashionable, and show no recognition and self-confidence in their own people.

4.2. Schools aspect

4.2.1. Teachers' national music literacy is insufficient

Some music teachers do not have enough grasp of traditional ethnic music, which leads to the inability to teach relevant knowledge well in the classroom, and there is no way to mobilize students' enthusiasm for learning ethnic music. This phenomenon is because most of the courses offered in the undergraduate education of Chinese music majors are based on the Western music education system, such as harmony, melody, and piano. On the whole, there is no curriculum for the operation of music technology within the framework of Chinese national music style (such as limited elective courses on national musical instruments) or music appreciation (music appreciation of various nationalities and genres), which has caused the interruption of the transmission and re-creation of Chinese music cultural traditions [11].

4.2.2. The development and arrangement of ethnic music teaching content for primary school students is relatively single

At present, the content of ethnic music teaching in primary school music textbooks is relatively single. Since there are much intangible cultural heritage national music or original ecological music in the process of being developed and yet to be developed, many excellent forms of ethnic music

are not shown in textbooks. Therefore, the content of ethnic music and the types of ethnic music that children are exposed to are even fewer. Therefore, the development of suitable school-based teaching materials has become a common concern of educators [12].

4.3. Social aspects

The influence of social music education on students is significant, and the composition of students' music knowledge is largely determined by social music education. The social music environment refers to the use of pedagogical environmental concepts, the objective musical world that surrounds people and has a practical impact on people's musical psychology. Refers to the environmental factors that have an educational impact on the subject's musical psychology, especially those implicit, aimless music education, to distinguish it from purposeful and planned school music education. Although social musical awareness is only a hidden music education environment, the impact on students' musical psychology is huge.

5. Improvement measures for the promotion of ethnic music in primary school music education under the threshold of core literacy

In the current context of teaching reform, music teachers can enhance the enthusiasm of primary school students to learn music through a variety of music teaching methods [12]. How to stimulate students' independent learning enthusiasm in primary school music classroom teaching and activate students' music learning cells. It is necessary to pay attention to primary school students' core music literacy and propose corresponding improvement countermeasures based on the current problems mentioned above.

5.1. Students aspect : Combining popular music with traditional folk music is more acceptable to elementary school students

Elementary school students prefer pop music, and this trend is impossible to reverse in a short period of time. As an art form, pop music has its own important value, and classic pop music not only has a smooth and moving melody, a sonorous rhythm, and the lyrics are profound. Nowadays, much excellent pop music is combined with Chinese national music elements to bring people a fresh Chinese style. Some of them are created with the tone of national music, and national instruments accompany [11]. If teachers can reasonably use these music pieces for teaching, it will play an important role in cultivating students' understanding of national music and cultivating their national music aesthetic ability.

5.2. Schools aspect: To enrich the content of primary school music classes, music teachers must update their teaching conceptions on a regular basis and use advanced teaching equipment.

In teaching, it is important to update concepts [13]. If the teacher's concept is backward, it is difficult for teaching to reflect the characteristics of keeping pace with the times. It can be seen that when teachers are teaching, it is very important to update educational ideas and teaching methods on time, and the new curriculum reform is a long process. Teachers should implement the concept of new curriculum reform into daily teaching and explain the knowledge both clearly and intensively. At the same time, it is also necessary to leave room for students to think independently. In addition to the content of the music itself can be broken, music teachers can appropriately integrate the history, geography, and other knowledge related to the national music in the classroom of the national music, and can also sublimate from the typical characteristics and folk customs of

the ethnic group. Otherwise, teachers should also improve their own teaching methods, rationally use multimedia, concretise abstract national music knowledge, fully mobilize students' visual and auditory senses, and use more intuitive sensory stimulation such as fan singing and live performance to attract students' attention, stimulate students' curiosity and curiosity, and arouse students' interest. The author suggests that students can be provided with some simple ethnic instruments such as drums, boards, wooden fish, bells. In the classroom, students can cooperate in singing and playing for the teacher to accompany the dance to enhance the child's interest in learning [14].

5.3. Social aspect: Increasing publicity on ethnic music and promote extracurricular activities of ethnic music

The government can increase the publicity of national music-related knowledge and carry out ethnic music performance activities in various schools because the audiovisual effect of live performance on students is very shocking, coupled with the psychological characteristics of primary school students like to imitate. Students will love the instrument because of the stunning performance of the player and even have the idea of learning national instruments. Based on the current situation where students love popular music, they often play their favorite popular music with ethnic instruments in class or in the second class (a place similar to a community activity) and other extracurricular activities [13]. This way can let students know more about national musical instruments and close the distance and fully let them feel the charm of national musical instruments. In addition, most schools now allow students to learn simple ethnic instruments, such as gourd silk, and teachers can arrange simple pop song fragments for students to play on the instrument. This is of great help for elementary school students to accept and learn ethnic instruments.

6. Summary

Primary music education needs to focus on cultivating students' core qualities. There are still many shortcomings in the ethnic music component of primary music education, especially in improving students' sense of national music identity [15]. Teachers should combine theory and practice, edutainment, and seek better teaching methods through the continuous exploration to comprehensively improve students' personal quality. Primary school music teachers are crucial in cultivating students' personal musical quality. Teachers must do a good job in teaching design, innovative teaching methods, not only to impart students' theoretical knowledge and skills, but also to cultivate students' creative ability and practical ability, and then combined with the actual teaching situation of the class, give full play to the role of music education, cultivate students' core literacy, and improve students' personal quality.

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