

POS-117

The Current Status, Problems and Strategies for Cultivating Chinese Traditional Music and Cultural Identity in Middle School Students

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Abstract

As an important way to cultivate students' cultural identity, music teaching has an irreplaceable value and role in transmitting excellent traditional music culture. Through a survey of the current situation of cultural identity in Chinese traditional music teaching in middle schools in province J, it was found that middle school students have a low level of identification with Chinese traditional music culture. However, the lack of a native musical cultural identity and the reliance on traditional music teaching in schools as a means of forming a constructive musical cultural identity are the main forms of traditional musical identity. There are urban-rural variations in the traditional music cultural identity of middle school students, as well as correlations between students' traditional music cultural identity and their musical preferences, teachers' teaching methods and willingness to pass on their culture. Based on this, it is proposed that the process of teaching music in junior secondary schools should be enriched with traditional music cultural contexts to stimulate students' cultural commitment to traditional music. By focusing on the experience of the original music culture in music teaching to enhance students' cultural integration, and focusing on the subcultural characteristics of middle school students to guide them to form a cultural belonging to traditional music, students' identification with traditional music culture can be better promoted.