

## Inheritance Study on the Culture of Traditional Music in Middle and Primary Education: Taking South Korean Music Curriculum as an Example

SHI Jie<sup>[a,\*]</sup>; WANG Jing<sup>[b]</sup>

<sup>[a]</sup>Professor, Shandong Normal University School of International Education, Ji'nan, China.

<sup>[b]</sup>Master student of Shandong Normal University School of International Education, Ji'nan, China.

\*Corresponding author.

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### Abstract

“Music” and “education” are the organic components of culture. South Korea show great solicitude for the succeeding of traditional culture in middle and primary education. During the instant, pluralistic and open globalization period, it gives consideration to the ultimate value pursuit of both the times and its own laws, forming a distinctive music curriculum. This paper clarifies the feasibility and necessity of the succeeding of such sort of culture. On the basis of actively elaborating the concept and curriculum content, this paper does propose a whole string of inheritance trajectory of this kind of culture, which has important reference significance for further coming true the succeeding of traditional culture in students' education.

**Key words:** Middle and primary schools; Music education; Traditional music culture

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For a long time, South Korea attaches great importance to the inheritance of traditional culture in middle and primary education, especially in music curriculum. The series of

curriculum in middle and primary education play a key role in inheriting traditional culture. To put the traditional culture education rooted in the curriculum of middle and primary schools, add a large number of traditional cultural elements into the curriculum, so that it can enhance the implementation of traditional culture education, stimulate students' interest, and boost students to gain knowledge and techniques in different sorts of exercises, and improve their thinking quality, aesthetic taste and value judgment ability.

### 1. ANALYSIS OF TRADITIONAL MUSIC EDUCATION CONCEPT AND CURRICULUM CONTENT IN SOUTH KOREA

South Korean traditional culture is rooted in music curriculum. In the light of systematic elaboration of educational concept and analysis of curriculum content in detail, it is also a kind of return and supplement to education to match the curriculum content with the implementation mode of traditional culture.

#### 1.1 Systematic Elaboration of Educational Concept

It clearly points out that the purpose of South Korean music education is to “dedicate to the wellness of South Korean culture of traditional music” in South Korea's “music education curriculum”. Before focusing on the feeling of the noumenon characteristics of music curriculum education, many believe that we'd better abide by the original rule of “student-centered”, advocate the teaching of “performance, appreciation and life”, and emphasize the comprehensive improvement of students' aesthetic taste, value judgment ability and thinking quality in the learning process. As the basic education in South Korea, “middle and primary school curriculum” are

given three levels of emphasis on the training objectives of middle and primary school talents in the seventh curriculum reform: on individual ability level, it requires to cultivate “all-round development”, “creative” students who can satisfy the wellness of modern and international talent cultivation; on cultural level, it requires to “create new value-added People on the basis of understanding Korean culture” and continue to inherit the tradition and bring forth the new; on family state consciousness level,” it requires to “make contributions to the development of the community based on the awareness of democratic citizens”. From which, it can be seen that the concept of series education in South Korea can hardly do without the help of the profound influence of traditional elements. Hereby, it is not only good to the wellness of teaching, but also advantageous to the condensation of national emotions and the succeeding of traditional culture.

### **1.2 Concrete Analysis of Curriculum**

Generally speaking, it is mainly categorized into three portions in middle and primary schools of South Korean music curriculum system, namely music basic curriculum, extracurricular activities curriculum and social support education of culture and art curriculum. As we all clear that the first two do belong to school education, while the latter comes from the support and supplement of traditional school culture education.

First and foremost, among the process of the basic education curriculum, students can not only understand the origin of music and cultural background knowledge, but also foster their sense of rhythm and their ability of musical instrument performance. The musical instruments played by the students are traditional Korean national instruments, and the songs they sing are traditional nursery rhymes and folk songs, it is a visual feast with their carefully designed animation. To perform and experience under the support of this environment and atmosphere, it not only completes the restoration of traditional culture in form and content, but also sublimates students’ music attitude and values, so as to achieve a better goal in students’ life and become a part of the cultivation of aesthetic ability.

Secondly, the extracurricular activity curriculum is divided into three capital modality: for the first one, it is extracurricular activities; the second is holiday concentrated curriculum; the third is research travel course. The teaching goal of activity class after class is more focused on practice and experience, so that students have more opportunities to practice and perform. The traditional culture runs through the process of activity experience and game experience as the main element, so that students will value traditional cultural factors more while they can be improved the artistic perception and appreciation ability .

Finally, the social support education activities of culture and art. It is mainly reflected in the innovative

construction project activities proposed by the culture and art foundation -- the curriculum integration and creative experience program combined with traditional culture. The project design includes the design of game content, chat and quiz among different sorts of people; and the external form of musical instrument performance and the way of expression can embody the the abstract music knowledge and stimulate students’ interest in learning through clever design. The project aims to actively help students carry out experience centered traditional culture and art activities, including various forms of traditional culture curriculum activity design and educational text supporting materials. In the process of acquisition, students’ understanding and perception of South Korean traditional culture are constantly enhanced.

## **2. THE INHERITANCE TRAJECTORY OF CUILURE OF TRADITIONAL MUSIC IN MIDDLE AND PRIMARY EDUCATION**

### **2.1 Steady the Belief in Succeeding Culture of Traditional Music**

“Those who belong to the national is the world’s”. Scholars all over the world are committed to exploring and studying how to better succeed this kind of culture under the backdrop of globalization. UNESCO has applied a plenty of measures to provide support and assurance for the protection of intangible cultural heritage. Today, it is needed for us to foster the consciousness of culture of traditional music, foster the belief of succeeding this sort of culture, respect the related concepts of music culture in various countries and nations, establish the aesthetic view of music culture, take the protection policy as the implementation guarantee, break the old education mode of music as technology, and push the wellness of this kind of culture in school.

### **2.2 Produce the New Transmission Method**

South Korea’s culture of traditional music is widely spread through thousands of channels. It not only presents the culture of traditional music with the help of curriculum construction, but also carries out education inheritance and influence based on other network media and physical collections. So, it is better for us to combine the characteristics of these kind of cultures from different countries and nationalities, jump out of the comfortable circle with curriculum construction as the communication mode, and set noumenon culture as the original point, and do the following methods: to show cultural elements through cultural exhibition hall; to attract fans who are keen on culture of traditional music through music rehearsal programs to promote the promotion and dissemination of music culture; to realize the integration of culture of traditional music and modern music through

musicals, so that this culture is able to retain the inherent background in the two-way integration, and can be inherited and innovated. Through integrating all kinds of ways and means which is conducive to show the culture of traditional music form, and absorbing the creative elements of multiple themes, the culture of traditional music can be ubiquitous and exist in the middle and primary education in a variety of forms.

### 2.3 Enhance the Cultivation of Teachers

In the process of learning culture of traditional music, teachers are undoubtedly a key element, whose special quality and ability will have a decisive impact on the whole teaching exhibition. Quite a lot teachers have huge reserve on their professional theoretical knowledge, but there is still a large space for improvement of culture of traditional music literacy and other series of literacy and skills. This is also the key point to strengthen and improve the construction of teacher training. First of all, employee traditional music folk artists into the campus. As the most direct inheritor, there is no doubt about that the artists of folk music are key teachers in school today. By inviting them into the campus, for one thing, they can carry out a series of lectures and performance activities in various forms and styles on their own, for another thing, they can also provide opportunities for teachers in the school to talk with and learn from, so as to improve their special quality and skills in a short time. Secondly, through the way of school cooperation, the experts of this field are invited to conduct special cultivating for teachers at school, the cultivating items include the theoretical knowledge as well as the practical techniques. Moreover, it can carry out project study, art practice and other activities to conduct more intensive study on this part. At last, the encouragement of taking the initiative to self-study is proposed for teachers. Teachers should be conscious of what they should do and what they be encouraged to do and the importance of emulating this sort of skills for individual development, and apply some new and disciplinary teaching modes and methods in teaching, so that teachers' teaching quality will comprehensively improved and their results of teaching and learning will be definitely great.

As one of the indispensable inheritance parts in the education of this period for students, culture of traditional music acts an important part in advancing the comprehensive development of students. Apart from these advantages, this kind of culture with the characteristic education concept and artistic style provides a reference path for the realization of its music culture inheritance in the education of this period for students. The education of this period undertakes the mission and task of strengthening this kind of education, adding the chance of art practice, improving students' thinking quality and aesthetic ability, and cultivating emotions to promote the promotion of values. Its inheritance research is still in the initial stage, but to some extent, its cultural consciousness of characteristic and connotation of humanistic will certainly enable it to be inherited and developed in a long run.

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