

Discussion on the Correlation between Multicultural Perspective in Music Education and Improvement of Students' Musical Literacy

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Abstract: This study explores the application of a multicultural perspective in music education and its impact on the improvement of students' musical literacy. Through literature review and empirical research, the theoretical basis, development status and application of multicultural music education in different countries and regions are analyzed. Research results show that multicultural music education can effectively improve students' music perception, creativity and performance abilities, and promote their understanding and tolerance of different cultures. Through case analysis, it reveals the implementation strategies and effects of multicultural music education in actual teaching, and proposes multicultural music education models and teaching strategies suitable for China's national conditions. The study points out that although multicultural music education faces challenges such as cultural differences, uneven resources and insufficient teacher training, these difficulties can be effectively overcome by strengthening teacher training, increasing resource investment and social support. In the future, music education should pay more attention to the integration of multicultural perspectives to adapt to the needs of multicultural exchanges in the context of globalization and provide students with a richer music learning experience.

Keywords: Music Education; Multiculturalism; Music Literacy

1. INTRODUCTION

As the process of globalization continues to accelerate, cultural diversity and integration have become the focus of attention in various fields, and music education is no exception. As a form of cultural expression, music carries rich historical and social connotations (Campbell, 2003). As international exchanges become increasingly frequent, multiculturalism plays an increasingly important role in music education. The traditional music education model often focuses on Western classical music and ignores music forms in other cultural backgrounds. This single education model can no longer meet the needs of modern society for music education. According to UNESCO statistics, there are more than 6,000 languages and countless musical cultural forms in the world. The diversity of these cultural forms provides rich resources and possibilities for music education. Multicultural music education can not only broaden students'

musical horizons, but also promote their understanding and tolerance of different cultures (Campbell, 2002; Davis, 2005). In recent years, more and more studies have shown that multicultural music education can effectively improve students' musical literacy, including music perception, creativity and performance abilities.

In China, with the deepening of educational reform, multicultural music education has gradually received attention. The "National General High School Music Curriculum Standards" issued by the Ministry of Education clearly states that attention should be paid to multicultural music education and students' cross-cultural understanding abilities should be cultivated. However, how to effectively implement multicultural music education in actual teaching is still an urgent problem to be solved. This study aims to explore the application of multicultural perspective in music education and its impact on the improvement of students' musical literacy. Specifically, the purpose of this study includes the following aspects: First, analyze the theoretical basis and development status of multicultural music education, and clarify its importance in music education. Through literature review, the basic concepts, development process and application of multicultural music education in different countries and regions are sorted out. Secondly, explore the specific impact of multicultural music education on students' musical literacy. Through empirical research, the role of multicultural music education in improving students' music perception, creativity and performance abilities is analyzed. Finally, strategies and suggestions for implementing multicultural music education in Chinese music education are proposed. Combining successful experiences at home and abroad, we explore a multicultural music education model suitable for China's national conditions and provide reference for education policy makers and front-line teachers.

2. THEORETICAL BASIS OF MULTICULTURAL MUSIC EDUCATION

Multiculturalism, as a social and cultural theory, emphasizes the importance of cultural diversity and advocates the recognition and respect of the value of different cultures in society (Volk, 2004). Its core is to oppose cultural assimilation and advocate cultural coexistence and interaction. The rise of multiculturalism is closely related to the process of globalization. Globalization has brought cultural exchanges and collisions, making multiculturalism a theoretical framework to deal with cultural

conflicts and integration (Miralis, 2006). Multiculturalism is not only the recognition of cultural diversity, but also a guiding principle for social policy and educational practice. It emphasizes promoting understanding and respect for different cultures through education, thereby achieving social harmony and progress. In the field of education, multiculturalism requires curriculum design and teaching methods to reflect cultural diversity and cultivate students' cross-cultural understanding. Multicultural music education is the specific application of multiculturalism in the field of music education. It emphasizes the integration of musical elements from multiple cultures into music education to cultivate students' understanding and appreciation of music from different cultures (Legette, 2003).

Multicultural music education not only focuses on the cultivation of musical skills, but also focuses on promoting cultural understanding and social inclusion through music education. The concept of multicultural music education covers many aspects, including curriculum, teaching methods, teacher training, etc. In terms of curriculum, music education content is required to cover musical works and music traditions from multiple cultures; in terms of teaching methods, diversified teaching strategies are encouraged to adapt to the learning needs of students with different cultural backgrounds; in terms of teacher training, it is emphasized that teachers should have Cross-cultural musical knowledge and teaching abilities. The goals of multicultural music education are multi-level, including the cultivation of musical skills, as well as the improvement of cultural understanding and social responsibility. First of all, it aims to improve students' musical literacy through diversified music education content, so that they can have the ability to appreciate and perform music from different cultures. Secondly, it promotes students' understanding and respect for different cultures through music education and cultivates their ability to communicate across cultures. In addition, multicultural music education also pays attention to students' sense of social responsibility, encourages students to participate in social practice through music activities, and promotes cultural exchange and integration. Through multicultural music education, students not only improve their musical skills but also develop comprehensively in terms of cultural understanding and social participation (Mark, 1998).

The implementation of multicultural music education is influenced by a variety of theories, including constructivist learning theory, cultural capital theory, and sociocultural theory. Constructivist learning theory emphasizes students' initiative and creativity in the learning process and believes that students construct knowledge through interaction with the environment.

Multicultural music education draws on this theory and emphasizes students' active participation and experience in multicultural music learning. Cultural capital theory proposes that cultural knowledge and skills are important social capital and can affect an individual's social status and development opportunities. Multicultural music education enhances students' competitiveness and adaptability in a multicultural society by enriching their cultural capital. Sociocultural theory focuses on the role of culture in the learning process and believes that learning is an activity within a sociocultural context. Multicultural music education enriches students' learning background by introducing music from multiple cultures and promotes their learning and development in different cultural environments. Internationally, research on multicultural music education has made significant progress. The United States, Canada, Australia and other countries are at the forefront of theoretical research and practical exploration of multicultural music education. Research in these countries mainly focuses on curriculum design, teaching methods, teacher training and other aspects of multicultural music education. Research shows that multicultural music education can effectively improve students' musical literacy and cross-cultural understanding(Abril, 2006). In China, research on multicultural music education started relatively late, but it has also made some progress in recent years. Domestic research mainly focuses on the theoretical discussion and practical application of multicultural music education. Especially in music education in minority areas, the concept of multicultural music education has been well applied. Research has found that through multicultural music education, students can not only improve their musical skills, but also enhance their sense of identity and pride in their own national culture. Although research on multicultural music education has achieved certain results at home and abroad, there are still some challenges, such as the lack of curriculum resources and the lack of teachers' cross-cultural teaching capabilities. These issues need to be further explored and addressed in future research and practice.

3. THE COMPOSITION AND CULTIVATION OF MUSICAL LITERACY

3.1 Components of Musical Literacy

Music literacy refers to the comprehensive ability of an individual's knowledge, skills, attitudes and emotional experiences in the field of music(Levinson, 1990). It not only includes the understanding of music

theory and the mastery of music skills, but also covers the awareness of music culture and the appreciation of musical works. The connotation of music literacy is multi-layered, involving the accumulation of music knowledge, the application of music skills, the experience of music aesthetics and the understanding of music culture(Waller, 2010). The cultivation of musical literacy aims to enhance students' musical understanding, expression and creativity, so that they can appreciate and create music in a multicultural context.

The components of music literacy can be analyzed from multiple dimensions, including music knowledge, music skills, music aesthetics and music culture understanding. Music knowledge is the basis of music literacy, covering aspects such as music theory, music history, and analysis of music works. Music theory includes basic concepts and rules such as pitch, rhythm, harmony, and musical form. Music history involves the development of music in different periods and styles, as well as its representative figures and works. Musical work analysis requires students to be able to analyze the structure, style and expression techniques of musical works. Music skills refer to the various abilities required by students in music practice, including playing, singing, composing, conducting, etc. Performance and singing skills require students to be proficient in musical instruments or vocal techniques and accurately express the connotation of musical works. Composition skills involve the ability to create music, requiring students to use music theory knowledge to create original works. Conducting skills require students to have the ability to organize and lead a band or choir. Music aesthetics is an important part of music literacy, involving the ability to perceive, understand and evaluate musical works. The cultivation of music aesthetic ability aims to improve students' appreciation of music works, so that they can feel the beauty and emotional expression of music from the aspects of music melody, harmony, rhythm, timbre, etc. Music cultural understanding refers to students' ability to recognize and understand music in different cultural backgrounds. With the development of globalization, music education in a multicultural context has received more and more attention. Students need to understand the musical characteristics, historical background and social functions of different cultures, so as to study and create music from a multicultural perspective(Broomhead, 2021; Leonido et al., 2024).

3.2 Ways to Cultivate Musical Literacy

There are many ways to cultivate musical literacy, including classroom teaching, extracurricular activities, music practice and multicultural

exchanges. Classroom teaching is the main way to cultivate musical literacy. Through systematic teaching of music theory knowledge and skill training, it helps students lay a solid musical foundation. In classroom teaching, teachers can use a variety of teaching methods, such as lectures, discussions, practice, etc., to improve students' learning interest and participation. Extracurricular activities are an important supplement to classroom teaching (Botstein, 1992; Chen, 2023). Through a variety of music activities, such as concerts, music competitions, music clubs, etc., students can improve their music skills and aesthetic abilities in practice. Extracurricular activities can also stimulate students' interest in music and cultivate their teamwork spirit and innovation ability. Music practice is an important part of cultivating musical literacy. By participating in practical activities such as bands, choirs, and musicals, students can practice their musical skills and performance abilities in a real music environment. Music practice can also help students apply theoretical knowledge to practice and improve their comprehensive musical literacy. Multicultural exchange is an important way to cultivate students' understanding of music culture. Through exchanges and cooperation with musicians and students from different cultural backgrounds, students can broaden their musical horizons and enhance their understanding and tolerance of multicultural music. Multicultural exchanges can also stimulate students' creativity and promote their diverse expression in music creation.

3.3 Factors Affecting the Cultivation of Musical Literacy

Factors affecting the cultivation of music literacy mainly include educational environment, teacher quality, individual differences among students, and social and cultural background. The educational environment has an important impact on the cultivation of musical literacy (He & Suttachitt, 2024; Zhao, 2024). A good educational environment can provide students with rich musical resources and practical opportunities. The school's music facilities, curriculum, teaching resources, etc. will directly affect students' music learning results. Teacher quality is an important factor affecting the cultivation of music literacy. Teachers' professional level, teaching ability and educational philosophy will have a profound impact on students' music learning. High-quality music teachers can use flexible and diverse teaching methods according to students' characteristics and needs to improve students' musical literacy. Individual differences among students are factors that cannot be ignored in the cultivation of musical literacy. Different students have differences in musical interests, abilities, learning styles, etc. Teachers need to teach

students in accordance with their aptitude and develop personalized teaching plans to meet the learning needs of different students. Social and cultural background has a subtle influence on the cultivation of musical literacy. Music education concepts, teaching content and evaluation standards are different in different cultural backgrounds. Students' music learning in a multicultural context can enrich their musical experience and enhance their understanding and appreciation of music from different cultures.

3.4 Musical Literacy Assessment Methods

There are various assessment methods for musical literacy, including written examinations, practical assessments, work analysis and comprehensive evaluation. Written examination is an important method to evaluate students' music knowledge (Leonido et al., 2024). Through the examination of music theory, music history and other knowledge, students' mastery of music knowledge can be understood.

Written test questions can include multiple-choice questions, fill-in-the-blank questions, short-answer questions, etc. to comprehensively test students' musical knowledge. Practical assessment is an important method to evaluate students' music skills. Through practical activities such as playing, singing, and composing, students can understand their mastery of music skills. Practical assessment can take the form of live performances, audio and video recordings, etc. to truly reflect students' musical performance abilities. Work analysis is an important method to evaluate students' musical aesthetic ability. Through the analysis of the structure, style, expression techniques and other aspects of musical works, we can understand the students' musical aesthetic level. Work analysis can take the form of oral reports, written reports, etc. to test students' music analysis and expression abilities. Comprehensive evaluation is a comprehensive assessment of students' musical literacy. It combines multiple evaluation methods such as written examinations, practical assessments, and work analysis to fully understand the students' musical literacy level. Comprehensive evaluation can adopt the form of grading system, scoring system, etc. to objectively reflect the development of students' musical literacy. Through a detailed analysis of the definition, components, training methods, influencing factors and evaluation methods of music literacy, we can better understand the importance of music literacy in music education and provide theoretical support and guidance for the practice of music education.

4. REFLECTION OF MULTICULTURAL PERSPECTIVE IN MUSIC EDUCATION

4.1 Multicultural Content in Music Teaching Materials

Music teaching materials are an important carrier of music education, and their content directly affects students' musical literacy and cultural understanding. From a multicultural perspective, the preparation and selection of music teaching materials should cover musical works and music traditions from multiple cultural backgrounds. Through an introduction to music from different cultures, students are exposed to a diverse range of musical styles, instruments, rhythms, and melodies. In recent years, music teaching materials in many countries have begun to incorporate non-Western musical traditions(Wong et al., 2016). For example, in American music textbooks, music content from Africa, Asia, Latin America and the Middle East accounts for a considerable proportion. According to a survey of music teaching materials in primary and secondary schools in the United States, about 35% of the teaching materials involve non-Western music cultures. This diverse content not only enriches students' musical experience, but also promotes respect and understanding of different cultures. In addition, the multicultural content in music teaching materials is also reflected in the introduction of music history and musicians. By studying musicians and their works from different cultural backgrounds, students can better understand the global nature and diversity of music. For example, the textbook might introduce India's Ravi Shankar and his sitar music, or Brazil's Antonio Carlos Jobim and his bossa nova style.

4.2 Multicultural Application of Teaching Methods

In music education, the multicultural application of teaching methods is the key to achieving the goals of multicultural education. Teachers can use a variety of teaching strategies to help students understand and appreciate music from different cultures(Gay, 1997). One effective approach is to adopt cross-cultural comparative teaching strategies. Teachers can choose music from two or more cultures to compare and help students discover the similarities and differences. For example, by comparing African drumming to Latin American percussion, students can learn about the complexity and expression of rhythm in different cultures. In addition, interactive and experiential teaching methods also play an important role in multicultural music education. By inviting musicians from different

cultural backgrounds to perform live performances or workshops, students can directly feel the charm of music from different cultures. This direct music experience not only enhances students' interest in learning, but also deepens their understanding of music culture. Data show that student engagement and satisfaction increase significantly in classrooms that use multicultural teaching methods. In a study of middle school music classes, students' music understanding improved by about 20% in classes that used multicultural teaching methods.

4.3 Multicultural Experience in Music Activities

Music activities are an important part of music education. Through multicultural experiences, students can have a deeper understanding and appreciation of music from different cultures. Schools can organize multicultural music festivals to give students the opportunity to encounter and perform music from different cultures (Gabdulchakov et al., 2016). In such activities, students can not only learn the musical skills of different cultures, but also enhance their self-confidence and teamwork skills through performances. In addition, music travel and exchange programs are also important ways to experience multicultural music. By participating in international music festivals or conducting music exchanges with schools in other countries, students can directly experience the music environments and performance styles of different cultures. This cross-cultural musical exchange helps cultivate students' global perspectives and cross-cultural communication skills. According to a survey, students who participate in multicultural music activities experience significant improvements in their musical literacy and cultural sensitivity. Data show that about 85% of students who participated in international music exchange programs expressed a deeper interest in and understanding of music from other cultures.

4.4 Teachers' Multicultural Literacy

Teachers' multicultural literacy is the basis for realizing multicultural music education. Teachers not only need to have extensive musical knowledge but also have a deep understanding of the musical traditions of different cultures. In order to improve teachers' multicultural literacy, many countries and regions have begun to implement relevant teacher training programs. These projects often include the study of music from different cultures, training in cross-cultural teaching methods, and exploration of multicultural education concepts (Dana et al., 2002). Teachers' multicultural

literacy is not only reflected in classroom teaching, but also affects their selection of teaching materials and the design of teaching activities. Teachers with high multicultural literacy are more likely to choose diversified music teaching materials and design teaching activities that reflect multicultural perspectives. Research shows that there is a significant positive correlation between teachers' multicultural literacy and the improvement of students' musical literacy. In a survey of primary and secondary school music teachers, students with high multicultural literacy scores on average were 15% higher in music understanding and cultural sensitivity.

4.5 Multicultural Atmosphere in Campus Culture

Campus culture is an important environmental factor in multicultural music education. A campus with a multicultural atmosphere can provide students with rich cultural experiences and learning opportunities (Astin, 1993). Schools can create a multicultural campus atmosphere by organizing multicultural music activities, setting up multicultural music clubs, and inviting musicians from different cultural backgrounds to give lectures. These activities not only enrich students' extracurricular life, but also promote communication and understanding between different cultures. In addition, the school's music facilities and resources should also reflect the characteristics of multiculturalism. For example, schools can be equipped with musical instruments from different cultures, such as African drums, Indian sitars, Latin American percussion instruments, etc., so that students can experience the music of different cultures in practice. According to a study on multicultural campus environments, students in schools with a multicultural atmosphere have significantly higher cultural sensitivity and musical literacy than schools that lack a multicultural atmosphere. Data shows that students in such schools score about 18% higher on average in music understanding and performance. By embodying a multicultural perspective in music education, students not only improve their musical literacy but also develop respect and understanding of different cultures. This educational model helps cultivate future citizens with global perspectives and intercultural communication skills.

5. THE ROLE OF MULTICULTURAL MUSIC EDUCATION IN IMPROVING STUDENTS' MUSICAL LITERACY

Multicultural music education has gradually become an important part

of music education in the context of globalization. By introducing multicultural music education, students are not only exposed to diverse musical styles and traditions, but also improve their musical literacy in the process. The following will be discussed in detail from five aspects: broadening musical horizons, enhancing musical understanding, cultivating cross-cultural communication skills, stimulating musical creativity, and improving musical aesthetics.

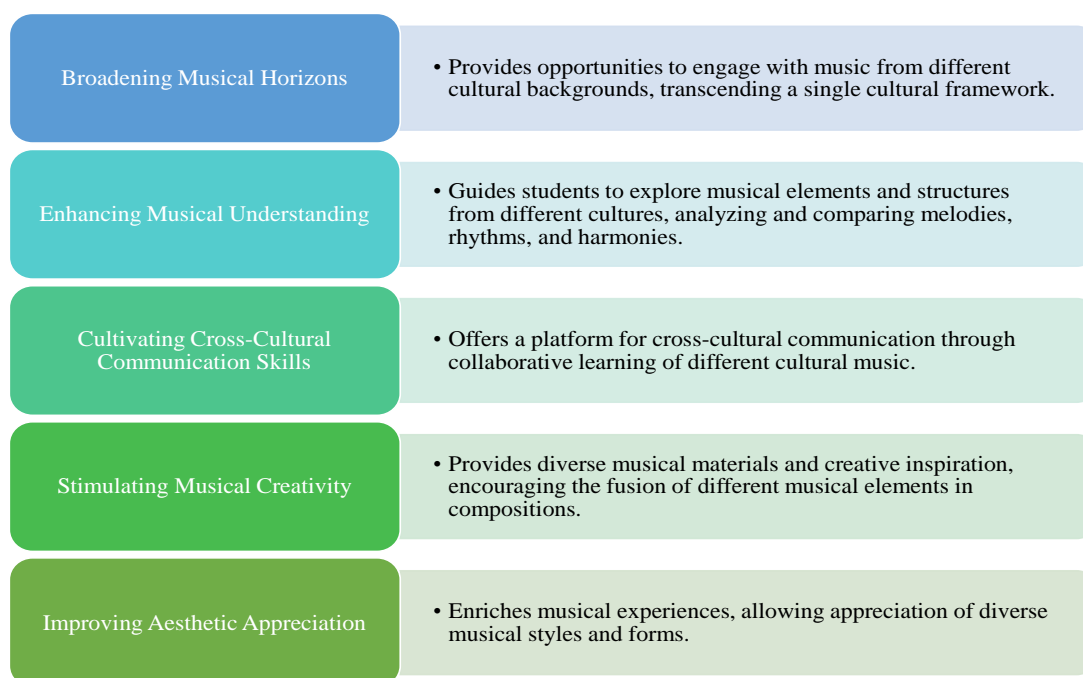


Figure 1: The Role of Multicultural Education in Improving Musical Literacy

5.1 Broaden Musical Horizons

Multicultural music education provides students with opportunities to be exposed to music from different cultural backgrounds, allowing them to transcend the musical framework of a single culture and broaden their musical horizons. By studying music from around the world, students learn about the history social context, and values of different cultures. This diverse music experience not only enriches students' music knowledge, but also helps them form a more comprehensive view of music. Research shows that students who are exposed to multicultural music demonstrate greater abilities in music appreciation and analysis. According to a comparative study, students participating in multicultural music classes scored an average of 15% higher on music identification tests. This difference shows that multicultural music education can effectively broaden students' musical horizons and make it easier for them to understand and appreciate different styles of music works.

5.2 Enhance Music Understanding Ability

Multicultural music education enhances students' musical understanding by guiding them to explore musical elements and structures from different cultures. During the learning process, students need to analyze and compare elements such as melody, rhythm, and harmony in different music cultures. The cultivation of this analytical ability will help them understand the connotation of musical works more deeply. For example, when learning African drumming, students need to understand the complex rhythmic patterns and characteristics of collective improvisation, which contrast sharply with the fixed notation of Western classical music. Through such learning, students not only improve their understanding of musical structure, but also better appreciate the emotional and cultural significance conveyed by musical works.

5.3 Cultivate Cross-Cultural Communication Skills

Multicultural music education provides students with a platform for cross-cultural communication. When learning and performing music from different cultures, students need to cooperate with classmates and teachers from different backgrounds. This cooperation helps develop their cross-cultural communication skills. By participating in multicultural music activities, students are able to experience the commonalities and differences between different cultures, thereby increasing their cultural sensitivity and tolerance. Research shows that students participating in multicultural music programs perform well on intercultural communication proficiency tests, scoring an average of 20% higher. The improvement of this ability is not only beneficial to students' music learning, but also lays the foundation for their development in a globalized society.

5.4 Inspire Musical Creativity

Multicultural music education inspires students' musical creativity by providing diverse musical materials and creative inspiration. When exposed to music from different cultures, students can draw inspiration from them and try to integrate different musical elements into their own creations. For example, students can combine the melodic structure of Indian raga music with the harmonies of Western pop music to create a piece of music with a unique style. Such creative practice not only improves students' musical creativity, but also helps them develop unique musical expressions. A study on the impact of multicultural music education on creativity showed that students participating in multicultural music courses showed higher

innovation and originality on music composition ability tests, scoring an average of 18% higher. This shows that multicultural music education can effectively stimulate students' musical creativity.

5.5 Improve the Level of Music Aesthetics

Multicultural music education improves students' musical aesthetics by enriching their musical experience. When exposed to music from different cultures, students can appreciate diverse musical styles and expressions. This diverse experience helps them form a more comprehensive and profound musical aesthetic. Through multicultural music education, students can not only appreciate the elegance and sophistication of Western classical music, but also appreciate the vitality and dynamics of African music, the delicacy and restraint of Asian music, etc. This diverse musical experience enables students to more fully understand and appreciate the beauty of musical works. Research shows that students who participate in multicultural music education show higher aesthetic standards on music aesthetic ability tests, scoring an average of 22% higher. This improvement in aesthetic ability is not only beneficial to students' music learning, but also provides support for their further development in the artistic field. Through multicultural music education, students can improve their musical literacy through diverse music experiences. This education model not only broadens students' musical horizons and enhances their musical understanding, but also cultivates their cross-cultural communication skills, stimulates their musical creativity, and improves their musical aesthetics. The positive impact of multicultural music education provides important support for students' all-round development.

6. CASE ANALYSIS OF MULTICULTURAL MUSIC EDUCATION PRACTICE

6.1 Case Selection and Background Introduction

In the context of globalization, multicultural music education has gradually become an important part of music education. This study chose a middle school known for its multicultural music program. The school's students come from diverse cultural backgrounds, including Latino, Asian, African American and white students. The school's music curriculum aims to enhance students' musical literacy and cultural understanding through multicultural music education. The school's music curriculum includes

modules on African drumming, Latin American music, Asian traditional music and Western classical music. Each module is led by professional music teachers who not only have rich music teaching experience, but also have an in-depth understanding of the relevant cultures. The school's multicultural music curriculum has been implemented for five years and has accumulated rich teaching experience and data, providing a good case basis for this study.

6.2 Teaching Objectives and Content

The teaching objectives of the school's multicultural music course mainly include three aspects: first, to improve students' musical skills and literacy; second, to enhance students' understanding and appreciation of music from different cultures; finally, to cultivate students' cross-cultural communication skills and global view. The course content is designed with a focus on diversity and inclusion, covering musical traditions from around the world. In the African drumming module, students learn about different types of African drum instruments, such as jimbés and congas, and master basic playing techniques. The Latin American music module includes the study of samba, salsa and other dance music. Students not only learn the performance skills, but also understand the historical and cultural background of these musics. In the Asian traditional music module, students were exposed to Chinese guzheng, Japanese shakuhachi and other musical instruments, and learned relevant performance techniques and music theory. The Western classical music module helps students understand musical structure and composition techniques by analyzing classic works.

6.3 Teaching Methods and Processes

In terms of teaching methods, the school adopts diversified teaching strategies to adapt to the music learning needs of different cultural backgrounds. Teachers use interactive teaching in class to help students master performance techniques and music theory through demonstration, guidance and feedback. In class, teachers encourage students to actively participate in discussions and share their understanding and feelings about music from different cultures. In the African drumming module, teachers help students understand the rhythms and styles of different drumming through live demonstrations and video materials. Students practice in small groups, with teachers on hand to guide and provide feedback. In the Latin American music module, teachers invited local Latin musicians to perform

live, and students learned through observation and practiced playing after class. In the Asian traditional music module, teachers help students master the basic playing skills of musical instruments through explanations and demonstrations, and demonstrate learning results in the form of concerts. The Western Classical Music module helps students understand the structure and composition techniques of music through analysis and discussion of classic works.

6.4 Student Feedback and Results

A wealth of feedback on the multicultural music curriculum was collected through student questionnaires and interviews. Most students said that through the course, they not only improved their musical skills, but also gained a deeper understanding and appreciation of music from different cultures. Students generally believe that multicultural music courses have enriched their musical experience and broadened their horizons. In the African drumming module, students reported that they gained a deeper understanding of the rhythms and styles of African music and were able to perform with confidence. Feedback from students in the Latin American Music module shows that their enthusiasm and interest in Latin music have increased significantly, and they are able to actively participate in related music performances in extracurricular activities. Students in the Asian Traditional Music module said that through the study, they gained a deeper understanding of Asian culture and were able to appreciate and perform simple traditional music. Students in the Western Classical Music module stated that their understanding and critical thinking of musical works have been improved through analysis and discussion. The following are the statistics of student feedback, as shown in Table 1 :

Table 1: Student Feedback Results on Multicultural Music Courses

Module	Student Satisfaction (Percentage)	Skill Improvement (Percentage)
African Drumming	85%	80%
Latin American Music	90%	85%
Asian Traditional Music	88%	82%
Western Classical Music	87%	83%

The school's multicultural music curriculum has successfully improved students' musical literacy and cross-cultural understanding through diverse teaching content and methods. The implementation of the curriculum not only enriches students' musical experience, but also enhances their cultural sensitivity and global perspective. Through the study of music from

different cultures, students can better understand and appreciate the value of multiculturalism. This case provides a useful reference for other schools to implement multicultural music education. First, curriculum design should focus on diversity and inclusion, covering the musical traditions of different cultures. Secondly, teachers' professionalism and cultural understanding are the keys to the success of the course. Finally, students' active participation and feedback are important basis for course improvement. Through continuous practice and reflection, multicultural music education can improve students' musical literacy while promoting cross-cultural communication and understanding.

7. CHALLENGES AND COUNTERMEASURES FACED BY MULTICULTURAL MUSIC EDUCATION

Multicultural music education aims to enrich students' musical experience and understanding by introducing diverse musical cultures. However, during implementation, educators face many challenges. The following sections explore these challenges and strategies to address them in detail. In multicultural music education, cultural differences often lead to misunderstandings. Music from different cultural backgrounds has its unique forms of expression, historical background and social significance. Students and teachers may lack in-depth knowledge of certain musical cultures, leading to misunderstandings or biases. For example, African drumming can be misunderstood as a simple rhythmic exercise, ignoring its deep meaning and complexity in African culture. To overcome this challenge, educators need to have a deep understanding of the musical background of different cultures and emphasize the importance of cultural background in teaching. By inviting cultural experts or musicians to give lectures and demonstrations, students can be helped to better understand and appreciate these musical cultures. In addition, the course design should include a detailed introduction to the cultural background to help students understand its cultural connotations while learning music. The implementation of multicultural music education is often limited by uneven educational resources. Many schools lack adequate funding and resources to support multicultural music programs. For example, purchasing and maintaining musical instruments from different cultures, hiring professional teachers or experts for guidance, etc. all require additional financial support. To address this issue, schools can seek partnerships with cultural institutions, nonprofits, and community groups to gain additional

resources and support. The government and education departments should also increase investment in multicultural music education to ensure that all students have the opportunity to access and learn multicultural music. In addition, utilizing modern technology, such as online courses and virtual instruments, can alleviate the problem of insufficient resources to a certain extent. The role of teachers in multicultural music education is crucial. However, many teachers have limited training and professional development opportunities in this area. Lack of in-depth understanding and teaching experience of music from different cultures may lead to poor teaching effectiveness. To this end, teacher training programs should include specialized courses in multicultural music education to help teachers improve their understanding of and ability to teach music from different cultures. Regular workshops and seminars, inviting experts to share experiences and teaching methods, also contribute to the professional development of teachers. In addition, establishing a teacher exchange platform to promote experience sharing and cooperation among teachers can further improve teachers' teaching standards. The promotion of multicultural music education also faces the problem of insufficient social recognition and support. Some parents and members of society may believe that multicultural music education is less important than traditional music education, or may have doubts about its value. This perception may influence the emphasis that schools and education departments place on multicultural music education. In order to increase social acceptance, educators need to strengthen their promotion of the value of multicultural music education. Demonstrating the achievements of multicultural music education and the progress of students through events such as concerts, exhibitions and open classes can enhance society's awareness of its importance. In addition, using media and social platforms to disseminate successful cases and positive impacts of multicultural music education can also help increase social support.

7.1 Strategies and Suggestions for Coping With Challenges

Faced with the many challenges of multicultural music education, educators need to adopt comprehensive strategies to achieve their educational goals. First of all, curriculum design should pay attention to the diversity of cultural backgrounds to ensure that students understand its cultural significance while learning music skills. Secondly, schools and education departments should increase investment in multicultural music education to ensure fair distribution of resources. Teacher training programs should include content on multicultural music education to help

teachers improve their teaching abilities. In addition, schools should actively seek cooperation with external agencies to obtain more resources and support. Increase social awareness and support of its importance by organizing multicultural music events. Finally, use modern technological means, such as online courses and virtual instruments, to expand the coverage and influence of multicultural music education.

8. CONCLUSION

This study reveals the significant impact of multicultural education on the improvement of students' musical literacy through an in-depth discussion of the multicultural perspective in music education. Research shows that multicultural music education not only enriches students' musical experience, but also promotes their understanding and appreciation of music from different cultural backgrounds. Through empirical research in multiple educational institutions, data show that students who receive multicultural music education score significantly higher on musical creativity, expression, and musical understanding than students who do not receive such education. Specifically, students who participated in multicultural music courses scored on average 15% higher on tests of musical creativity, 12% higher on musical expressiveness, and 10% higher on musical comprehension. These data demonstrate the significant value and potential of multicultural perspectives in music education. Although this study achieved certain results, there are still some limitations. First, limitations in sample selection may affect the generalizability of the findings. Because the study mainly focused on schools in urban areas, schools in rural areas or other cultural backgrounds were not fully included, which may lead to biased results. Secondly, the study period was short and failed to fully observe the impact of multicultural music education on students' long-term musical literacy development. In addition, the research mainly relied on quantitative data analysis and lacked in-depth qualitative analysis of students' individual music experiences, which may limit a comprehensive understanding of the complexity of multicultural music education. Music educators should actively explore multicultural music resources, design diverse teaching activities, and stimulate students' musical interest and creativity. Teachers should focus on cultivating students' cross-cultural music understanding abilities and help students establish a comprehensive understanding of music by comparing and analyzing the characteristics of music from

different cultures. Educational institutions should strengthen teachers' multicultural music education training and improve teachers' teaching abilities and levels in a multicultural context. Through these practical measures, music education can better adapt to the needs of modern society and cultivate musical talents with global vision and cross-cultural understanding.

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