

Research on the Reconstruction of Music Aesthetic Education in Vocational Schools from the Perspective of Traditional Culture

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ABSTRACT

In the practical teaching of music aesthetic education in vocational schools, the integration of traditional culture is not only about the transmission of knowledge but also the shaping of students' inner worlds. By exploring the relationship between traditional culture and vocational school music aesthetic education, this paper reveals its role and challenges within the current educational system. The aesthetic views, values, and emotional expressions embedded in traditional culture are closely linked to the objectives of music education. However, given the constraints of the modern educational system and the difficulties in modernizing traditional elements, effectively integrating traditional culture into the classroom remains a pressing issue. Through the proposal of specific strategies, this paper aims to provide actionable paths for vocational music education, helping students not only improve their knowledge and skills but also experience a deeper cultural identity and emotional belonging through the immersion in traditional culture.

KEYWORDS

Traditional culture; Vocational music aesthetic education; Teaching challenges; Curriculum reconstruction; Teacher competence

1 Introduction

In the context of accelerating globalization, cultural diversity presents challenges in the educational field. This is particularly true in vocational music education, where finding a balance between modernization and tradition has become a core issue that needs to be addressed. Traditional culture, as the root of a nation, carries profound historical and aesthetic values. However, in the current vocational education system, it often faces the risk of marginalization. Music education, as an essential avenue for cultivating students' comprehensive literacy, can not only enhance teaching quality but also deepen students' sense of cultural identity and responsibility when combined with traditional culture. Therefore, researching how to effectively integrate traditional culture into vocational music aesthetic education is crucial for improving educational quality and shaping students' cultural awareness.

2 The intrinsic connection between traditional culture and music aesthetic education in vocational schools

2.1 Characteristics of traditional culture

Traditional culture carries the wisdom and history of a nation spanning thousands of years. It is not only the root of the spirit but also the source of aesthetics. The core values of Chinese traditional culture are embodied in the concepts of "harmony" and "moderation," which emphasize harmonious relationships between humans and nature, as well as between individuals. This philosophy also permeates music and the arts. Chinese music is more than just the arrangement of notes; it is an expression of emotions and philosophy. Through variations in melody, rhythm, and timbre, it conveys profound cultural meanings. The depth of this culture and the emotional tension it carries make it closely related to the aesthetic concepts in modern vocational music education. Integrating traditional culture into vocational music education is not only about imparting music skills but also about shaping students' inner worlds and cultivating their cultural identity.

2.2 Basic overview of music aesthetic education in vocational schools

The goal of music aesthetic education in vocational schools is to cultivate students' musical perception, creative abilities, and aesthetic taste, while also enhancing their humanities literacy through music. In the context of vocational education, music aesthetic education is not limited to technical training but emphasizes enriching students' emotional experiences and cultural connotations through music. This approach to aesthetic education focuses on improving students' overall qualities, helping them develop a deep understanding of art, and stimulating their creativity and thinking. In this process, traditional culture, as an important resource, can provide students with abundant spiritual nourishment, elevate their aesthetic level, and allow them to continually engage with, understand, and inherit the profound cultural essence while learning music.

3 Major challenges facing music aesthetic education in vocational schools

3.1 Difficulties in modernizing traditional cultural elements

The gap between traditional culture and the modern education system often makes it difficult to integrate traditional cultural elements. The modernization of traditional music elements first requires addressing how to help students quickly understand and accept these elements, which may differ greatly from modern aesthetic preferences. Many vocational school students come from relatively homogenous cultural backgrounds and lack in-depth knowledge of traditional culture, making them less receptive to traditional music. Additionally, the way traditional music is expressed is very different from the language of modern music. The challenge is how to preserve the essence of traditional culture while integrating it with modern musical expressions. To address this, course designs should focus on the modern interpretation of traditional elements and employ engaging teaching methods that allow students to feel the unique charm of traditional music, rather than simply presenting it as knowledge to be learned.

3.2 Limitations in the curriculum design of music education

The current curriculum design in vocational music education often has certain limitations. Many courses focus on developing basic musical skills, neglecting the cultivation of students' artistic emotions and cultural literacy. Although the government advocates for a diversified curriculum, many vocational schools still primarily focus on technical training in their music courses, with traditional cultural content playing a relatively minor role. This narrow curriculum design makes it difficult for students to form a comprehensive musical and cultural perspective in a short time, and even harder for them to understand and appreciate the cultural essence behind the music^[1]. Furthermore, there is a disconnect between the course content and the actual needs of students. Some vocational school students' interests and needs in music do not fully align with the existing curriculum, leading to reduced educational effectiveness. To change this situation, fundamental reforms to the curriculum system are needed, including the incorporation of more traditional cultural elements, so that music education can truly fulfill its role in cultivating students' personal growth.

3.3 Room for improvement in teacher professional competence

In the teaching process of music aesthetic education in vocational schools, the teachers' competence directly affects the effectiveness of education. Currently, the professional level and overall quality of vocational music teachers are uneven. Particularly in the teaching of traditional culture, many teachers lack a systematic background in traditional cultural education, making it difficult for them to deeply integrate it into their teaching. Even though some teachers possess high levels of professional skills, they lack effective teaching methods and practical experience in combining traditional culture with modern music education. Moreover, due to limited educational resources, many vocational school music teachers have not received sufficient continuing education or training, resulting in narrow teaching perspectives and thinking. Therefore, improving the professional competence of teachers, especially their understanding of traditional culture and teaching abilities, is an essential step in enhancing the quality of music aesthetic education. This requires educational authorities to improve the teacher training system and encourage teachers to continue learning, thereby enhancing their comprehensive abilities to better convey the cultural values behind the music in their teaching.

4 Strategies for the reconstruction of music aesthetic education in vocational schools from the perspective of traditional culture

4.1 Pathways for integrating traditional cultural elements into the curriculum

Integrating traditional cultural elements into the curriculum of music aesthetic education in vocational schools is not just about filling knowledge gaps; it is a profound cultural revival. The redesign of the curriculum should be based on students' actual needs and educational goals. Traditional cultural elements should be presented in forms closely related to students' daily lives and learning, starting from the musical language they are familiar with, allowing traditional culture to naturally merge into the teaching process. This process is not merely about "importing" traditional musical works; it is about incorporating content that aligns with traditional cultural concepts into the curriculum. For instance, in music history teaching, the historical context of ancient Chinese music can be analyzed in relation to the society, philosophy, and arts of the time, helping students understand the spiritual meanings conveyed by these musical works. Instead of simply teaching traditional masterpieces like "High Mountain and Flowing Water," it would be more effective to explore the "emotional resonance" embodied in these works and discuss how ancient Chinese scholars expressed emotions and thoughts through music, allowing students to perceive the emotional dimensions of these pieces. For students with a basic understanding of music, analyzing the differences in rhythm, melody, and timbre between traditional Chinese music and modern music can help them deeply appreciate the aesthetic beauty, artistic imagery, and spiritual beauty embedded in traditional culture. The curriculum design should avoid treating traditional culture as a historical relic. Instead, students should feel the pulse of culture through their learning, experiencing the power of cultural confidence

and understanding the eternal values and wisdom within Chinese culture^[2]. At the same time, curriculum diversity is key to integrating traditional culture—different musical styles, learning methods, and cultural backgrounds should interweave into a vibrant and multifaceted music learning network, transforming traditional culture into an essential channel for students to acquire both musical knowledge and emotional resonance. Through this approach, traditional culture will take root in students' hearts and influence their musical cognition and cultural sentiments.

4.2 Localization and innovation of teaching methods

Localization and innovation in teaching methods are core strategies in vocational music aesthetic education, especially when integrating traditional culture. In vocational schools, students' cultural backgrounds, learning methods, and cognitive structures differ from those in traditional elite education systems. Therefore, teaching methods must be localized to fit the students' realities in order to achieve better educational outcomes. Localization of teaching methods is not a simple continuation of traditional educational models; it involves delving into the essence of Chinese culture and innovating teaching forms that align with contemporary educational principles, while also meeting students' needs. For example, participatory teaching methods can be introduced in the classroom through practical performance and ensemble exercises to stimulate students' initiative, enhancing their musical perception and sense of participation. In the process of learning traditional instruments, modern interactive elements can be incorporated, encouraging students to express their inner voices using traditional musical notes, forming their own understanding and re-creation of traditional music. Innovative teaching methods do not mean abandoning traditional music education theories; rather, they aim to make the learning process more vivid and intuitive, allowing students to feel the inner meaning and emotional depth of music. For instance, modern technology can be employed to incorporate multimedia resources in traditional music teaching, enabling students to explore the historical background, performance techniques, and cultural meanings of traditional music through videos, audios, and images. Through these methods, traditional culture is no longer static knowledge but becomes an organic part of students' lives, enabling them to intuitively and deeply feel the power of culture. Moreover, interdisciplinary teaching is another innovative approach—by integrating music with subjects such as history, literature, and philosophy, students can gain a more multi-dimensional cultural understanding in their music studies^[3]. This approach not only helps students learn musical skills but also enhances their cultural literacy and aesthetic appreciation, thereby achieving both the transmission and innovation of traditional culture.

4.3 Mechanism for enhancing teacher professional competence

A mechanism for enhancing teacher professional competence is fundamental to ensuring the high-quality implementation of music aesthetic education in vocational schools. In the process of integrating traditional culture into vocational music education, teachers are key transmitters and guides. Therefore, improving teachers' cultural literacy and educational abilities is a top priority in educational reform. Currently, many vocational music teachers lack sufficient knowledge of traditional culture, particularly in how to effectively integrate these cultural elements into their teaching. To address this challenge, it is essential to establish a comprehensive teacher training and improvement mechanism. First, educational authorities should strengthen training for music teachers in traditional culture by regularly organizing relevant lectures, seminars, and workshops to help teachers continuously deepen their understanding and knowledge of traditional culture. Teachers should not only possess solid music skills but also deeply understand the values, philosophical thoughts, and historical context of traditional culture in order to fully showcase its unique charm in their teaching. Additionally, schools should encourage teachers to enrich their cultural knowledge and educational philosophies through teaching research and cultural exchanges. This will not only enhance teachers' personal development but also inspire their innovative thinking and practical drive in teaching^[4]. More importantly, teachers must learn how to integrate traditional culture with modern educational needs in the classroom, not only conveying knowledge but also cultivating students' cultural identity and thinking abilities. In this process, teachers' emotional resonance is crucial; only when teachers truly understand and love traditional culture can they use their emotional engagement to influence students' emotional recognition and cultural sentiments. By implementing a multi-dimensional and comprehensive enhancement mechanism, teachers' overall quality can be continuously improved, allowing them to integrate traditional culture organically into daily teaching while also guiding students in developing cultural awareness and sensitivity.

4.4 Creating a cultural atmosphere and integrating it with campus activities

In vocational schools, creating a cultural atmosphere is not merely about the transmission of knowledge but about nourishing the students' hearts and minds. The teaching of traditional culture should not be confined to the classroom; it needs to permeate students' daily lives through various campus activities, thereby stimulating their sense of cultural identity. Campus activities, as a bridge between school education and students' lives, play a crucial role in cultivating students' cultural emotions. By organizing a variety of cultural activities such as traditional music festivals, folk music concerts, calligraphy and painting exhibitions, the school can provide students with a lively learning environment closely

connected to traditional culture. These activities help students better understand and experience the profound connotations of traditional culture, while subtly enhancing their cultural confidence and sense of responsibility. On this basis, schools can organically incorporate elements of traditional culture into daily campus activities, such as including traditional music performances and folk song and dance in festival celebrations and class activities, igniting students' interest and enthusiasm for traditional culture ^[5]. In this way, the cultural atmosphere becomes a natural background for students' growth; it does not overtly seek teaching outcomes but subtly influences students' values and worldview, helping them absorb the nourishment of traditional culture and shaping their cultural identity and humanistic literacy. Schools should also encourage students to actively engage in the practice of traditional culture through community service, volunteer activities, and other forms, allowing students to experience the charm of traditional culture in practice, thus enhancing their sense of social responsibility. Creating a rich cultural atmosphere not only nurtures students' cultural literacy but also lays the foundation for them to become members of society with a deep cultural heritage.

4.5 Optimizing the teaching evaluation system

The teaching evaluation system for vocational music aesthetic education from the perspective of traditional culture needs to keep pace with the times, focusing not only on students' knowledge mastery and skill improvement but also on their humanistic literacy and emotional development. The current teaching evaluation often emphasizes technical skills and knowledge mastery, while lacking a comprehensive evaluation of students' emotions, thinking, and cultural identity, which in turn limits the deep integration of traditional culture into music education. To effectively optimize the teaching evaluation system, it is important to start with comprehensiveness by constructing a multi-dimensional evaluation system that combines academic and emotional evaluations. Evaluations should not be limited to a single exam score but should include aspects such as students' participation in class, performance in practical activities, understanding and perception of traditional culture, and their emotional resonance ^[6]. To achieve this, teachers need to set more flexible evaluation standards during the teaching process, such as evaluating students' understanding and application of traditional culture through their performance in music creation, improvisation, and interpretation of traditional musical works. In this evaluation system, students are not just recipients of knowledge but also transmitters and creators of culture. Additionally, optimizing the evaluation system should fully engage students in self-assessment, encouraging them to grow through self-reflection and cultural exploration. For instance, teachers can guide students to conduct self-assessments and peer evaluations, prompting them to think more actively and summarize their learning processes while forming independent cultural thinking abilities as they experience traditional culture. A comprehensive evaluation standard not only reflects students' learning achievements but also provides them with more room for growth and improvement, helping them in their future careers to possess both solid technical skills and profound cultural literacy and humanistic sentiments. Under the guidance of this evaluation system, the educational value and teaching goals of traditional culture will truly be realized, allowing students not only to master music skills but also to develop a deep respect for and love of traditional culture in their hearts.

5 Conclusion

Traditional culture, as the invaluable heritage of our nation, still holds irreplaceable value in today's society, with its depth and breadth offering timeless significance. In the teaching of vocational music aesthetic education, it is essential not only to focus on skill transmission but also to cultivate students' cultural awareness and aesthetic abilities through the organic integration of traditional culture. Despite the numerous challenges faced, such as curriculum design and teacher qualifications, continuous exploration and adjustment can provide students with a richer educational experience, fostering a new generation of talent who are globally aware yet deeply rooted in local culture. The mission of education is not only to impart knowledge but also to guide students in finding their own cultural coordinates within a diverse world.

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