

Research on the Cultivation of Aesthetic Literacy of College Students through Music Education

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ABSTRACT

As an important component of the core literacy system for college students, the cultivation of aesthetic literacy directly affects the realization of the goal of talents' all-round development. Music education has become an important carrier for the implementation of aesthetic education in colleges and universities in the new era with its unique artistic expression form and emotional transmission function. Based on the realistic characteristics of current music education in colleges and universities in terms of curriculum design, teaching practice and faculty allocation, this paper elaborates on the value of music education in shaping students' sensitivity of aesthetic perception, expanding the depth of their aesthetic understanding, and cultivating their practical ability in aesthetic creation, deconstructs the inherent logical connection between the music education and aesthetic literacy development, and proposes targeted strategies of constructing an optimization system through course modularization, innovating implementation paths through immersive teaching, and strengthening the teaching staff through professional training. The research aims to provide support for colleges and universities to enhance the effectiveness of aesthetic literacy cultivation through music education, and to facilitate the in-depth implementation of the educational concept of cultivating people through aesthetics and nurturing people through culture.

KEYWORDS

Music education; College students; Aesthetic literacy

1 Introduction

The "Opinions on Comprehensively Strengthening and Improving School Aesthetic Education in the New Era" issued by the Ministry of Education clearly states that "aesthetic education should be incorporated into the entire process of talent cultivation in schools at all levels and of all types, and embedded across all stages of school education, so as to foster socialist builders and successors with all-rounded development of morality, intelligence, physical fitness, aesthetics, and labor skills". This policy orientation provides a fundamental principle for the aesthetic literacy cultivation in higher education. In the context of colleges and universities striving to cultivate interdisciplinary talents with both professional competence and humanistic heritage, the cultivation of students' aesthetic literacy has become an indispensable and important link in the talent cultivation system. With its cultural genes and emotional tension, music forges a unique bond connecting an individual's spiritual world with the accumulation of human civilization, and its non-verbal expressive nature enables it to transcend cognitive barriers and arrive the deep place of mind. College music education can guide students to complete the cognitive advancement from aesthetic perception to aesthetic appreciation, and from aesthetic experience to aesthetic creation through the multi-dimensional infiltration of melody, harmony and rhythm. A systematic exploration of the value and practical path of university music education in cultivating students' aesthetic literacy is of great significance for improving the university aesthetic education system and promoting the all-round development of students.

2 The Internal Connection between Music Education and College Students' Aesthetic Literacy

There is a natural and inherent connection between music education and the college students' aesthetic literacy cultivation, which stems from the compact unity of the artistic essence of music and the core requirements of aesthetic literacy. The emotional expression characteristic of music, which takes sound symbols as its carrier, essentially echoes the three-dimensional goals of perception, understanding and creation targeted by aesthetic literacy cultivation. Music education promotes the systematic construction of students' aesthetic abilities through concrete aesthetic practices^[1]. In listening practice, students develop a keen ability to capture the subtle differences in melodic contours, harmonic layers, and rhythm changes. In the background interpretation, through the teacher's in-depth analysis of the historical context and cultural connotation of the work, students' aesthetic understanding ability is continuously deepened. Meanwhile, creative and performance practices provide a carrier for the materialization of students' aesthetic concepts, and prompt them to transform their inner aesthetic experiences into perceptible artistic expressions. This multi-dimensional aesthetic training with music as a medium not only meets the demand for practical paths in the cultivation of aesthetic literacy, but also highlights the unique advantages of music education in cultivating aesthetic abilities. It is evident that music

education provides a concrete practical field for the cultivation of aesthetic literacy, and the improvement of aesthetic literacy in turn empowers students to have a deep understanding and creative interpretation of music art. The two promote and complement each other.

3 The Value of Music Education in Cultivating the Aesthetic Literacy of College Students

3.1 Enrich Students' Aesthetic Perception Experience and Consolidate Their Aesthetic Foundation

Music education focuses on the construction of auditory cognition and relies on a multimodal aesthetic practice system to build an aesthetic perception framework that connects the past and the present for college students. From the deconstruction of the polyphonic texture in classical music to the understanding of tonal colors in folk music, and from the capture of rhythmic grooves in modern music to the analysis of integration logic in cross-border music, classroom teaching achieves the refined training of students in pitch recognition, timbre analysis, and rhythm control through the in-depth intervention of multi-level audio texts, and guides students to realize the dual awakening of emotional perception and cultural empathy amid the dynamic tensions, tempo variations, and structural density of musical texts. In choral rehearsals, the collaborative practice of interweaving vocal parts transforms the harmony of chords into perceptible aesthetic experiences. In instrumental performance, the interaction and adaptation between fingertips and musical temperament enable a deep integration of physical expression and musical language. Such concrete aesthetic practices can promote students to instinctively activate their aesthetic perception and enhance their sensitivity through emotional experiences.

3.2 Deepen Students' Aesthetic Understanding and Enhance Their Aesthetic Level

Music education can guide college students to deeply interpret musical works, deepen their aesthetic understanding and cognition, and thereby enhance the level of their aesthetic literacy. Aesthetic understanding is rational thinking based on comprehensive cognition. In college music classes, teachers impart musical knowledge, and systematically sort out the creation background, author's life and cultural connotations of the works, thus helping students build a complete aesthetic cognition framework. When explaining "High Mountains and Flowing Water", teachers will elaborate on the allusion of Boya and Zhong Ziqi, and enable students to capture the core of the bosom friend culture through melodies. When analyzing excerpts from La Traviata, teachers will interpret how melodic contours and vocal variations shape characters and convey emotional conflicts in combination with the background of the plot. Such multi-dimensional teaching helps students break away from the superficial emotional perception and interpret the value of works from the perspectives of history, culture, and artistic logic. As a result, students' aesthetic understanding ability is continuously deepened and their aesthetic level is also elevated.

3.3 Stimulate Students' Potential for Aesthetic Creation and Achieve Aesthetic Elevation

Music education is an important way to stimulate students' potential for aesthetic creation and can promote the elevation of their aesthetic literacy from accepting aesthetics to creating aesthetics. Aesthetic creation is the process by which students integrate aesthetic experiences and personal thinking and transform them into concrete achievements. Music education can provide systematic support for this process. Colleges and universities can systematically impart practical skills such as music theory application and melody construction through music composition, arrangement and other courses. They also pay attention to guiding students to integrate their life insights into the creative practice^[2]. Students can apply music theory knowledge to create songs and also plan music programs in campus activities, integrating elements of different styles. Platforms such as campus singer competitions and creation contests make students' achievements to be showcased, further igniting their creative enthusiasm. These practices fully unleash students' potential for aesthetic creation and realize a qualitative improvement in their aesthetic literacy.

4 Optimization Strategies for Cultivating Students' Aesthetic Literacy in Music Education in Colleges and Universities

4.1 Build a Diversified and Integrated Music Curriculum System

Constructing a diversified and integrated music curriculum system is an important support for cultivating students' aesthetic literacy in music education in colleges and universities, and it is conducive to achieving a systematic reconstruction of content, form and resources. The course content design should take into account both classic and diverse aspects. On the one hand, it is necessary to thoroughly explore the stylistic characteristics of Western classical

music across different periods, and systematically sort out the regional and ethnic features embodied in traditional Chinese music, thus ensuring that students are deeply rooted in the foundation of music culture. On the other hand, it should actively incorporate the creative logic of modern popular music, the unique rhythms of world ethnic music, as well as practical content from film and television soundtracks, electronic music and other fields^[3]. At the same time, it is essential to pay attention to the cross-integration with other disciplines, and offer courses such as the imagery connection between music and literature, the visual synesthesia between music and art, and the era reflection of music and history. In terms of course formats, the proportion of practical courses should be significantly increased. Choral training should cover polyphonic collaboration, and instrumental performance should balance solo and ensemble performances. Meanwhile, music creation should focus on the entire process from melody conception to arrangement and presentation. In addition, online and offline resources need to be deeply integrated. The online platform should build a high-quality course library and interactive discussion modules. Offline, professional concerts, exhibitions of teachers' and students' works, and lectures by music scholars should be held regularly to form complementary learning scenarios.

4.2 Innovate the Interactive and Experiential Teaching Model

Teachers can leverage multimedia technology to build concrete teaching scenarios. For instance, when explaining classical music, they can display musical manuscripts, live performance footage and composers' biographical information. When analyzing folk music, they can play regional folk documentaries and demonstrate physical instruments, allowing students to directly experience the connection between music and culture. At the same time, the group collaboration mechanism should be implemented, where students are grouped based on their musical foundations and interest directions. Tasks such as analyzing the musical form structure, sorting out the emotional context, and designing simple interpretation plans are assigned around designated works, which helps students improve their aesthetic cognition through the collision of viewpoints. The interaction between teachers and students should run through the entire teaching process, and teachers need to participate in the communication as guides^[4]. For example, in a music appreciation class, teachers can first allocate 15 minutes of independent listening time for students, and ask them to record their immediate feelings in words or symbols. Then teachers can organize in-group exchanges of views, followed by inviting students with different viewpoints to share publicly. Teachers then supplement professional music knowledge based on the shared content and comment on the uniqueness of aesthetic expression. Through such in-depth and layered interaction, the enthusiasm of students is fully mobilized, and their aesthetic experience is continuously deepened in practice.

4.3 Strengthen the Construction of a High-quality Music Teaching Faculty

The aesthetic cognition depth and professional transmission ability of music teachers directly affect the effectiveness of students' aesthetic literacy cultivation. Colleges and universities need to make efforts in all aspects of talent recruitment, cultivation and retention to build a teaching faculty system that meets the needs of aesthetic education. Firstly, talent introduction should break away from the skill-centric mindset. It is necessary to incorporate aesthetic perception, cultural interpretation ability and teaching design competence into the core assessment, and give priority to recruiting interdisciplinary talents with both stage practice experience and cross-cultural vision, rather than merely focusing on professional grade certificates or competition awards. Secondly, a regular mechanism for teacher training should be established. Specialized training on music aesthetics should be organized regularly every semester, and aesthetic teaching workshops should be held in collaboration with domestic and foreign art colleges, so as to enhance teachers' ability to interpret the aesthetic value of works and guide students to perceive the charm of art in a targeted manner. At the same time, a teaching practice exchange platform should be established to encourage teachers to share cases of aesthetic teaching design and create an atmosphere of mutual assistance and improvement. Thirdly, the incentive mechanism should highlight its guiding role, directly link the assessment results of students' aesthetic literacy and the achievements of aesthetic teaching innovation with professional title evaluation and performance distribution. Additionally, an "Aesthetic Teaching Innovation Award" should be established to provide more development opportunities for young teachers who have achieved remarkable results in aesthetic education. Only when these multi-dimensional measures form a synergy can teachers truly become the guides for students' aesthetic growth and lay a solid foundation for the cultivation of aesthetic literacy.

4.4 Create a Strong Campus Music Culture Atmosphere

Creating a strong campus music culture atmosphere is an important supplement for cultivating students' aesthetic literacy through music education in colleges and universities. It enables students to be subtly influenced by the aesthetics of music anytime and anywhere in their daily study and life, realizing the normalization of aesthetic education. Colleges

and universities can plan a variety of music activities that are both academic and practical, such as campus cultural and art festivals, choral performances, musical instrument competitions, and special lectures on music theory. For example, the “Growing Together · Music and Love Walking Together” aesthetic education performance concert held by the Central Conservatory of Music transforms the educational concept of cultivating people through aesthetics, educating people with aesthetics and nourishing the soul via aesthetics into concrete practice through an immersive presentation, and provides students with a platform for aesthetic expression and experience exchange^[5]. At the same time, colleges and universities should support the development of student-run music organizations such as choirs, orchestras, folk music bands, and pop music study clubs, and encourage students to participate in club practices based on their aesthetic preferences, deepening their understanding of the formal beauty and connotative beauty of music through skill exchanges, performance of works, and artistic discussions, and achieving a progressive improvement in aesthetic literacy. In addition, in public areas such as the lobbies of teaching buildings, libraries, and canteens, colleges and universities can systematically display classic musical works and set up music culture exhibition areas. By sorting out the development of music, presenting the academic journeys of music masters, and interpreting the artistic features of classic works, they can construct an all-round music aesthetic environment, and make every corner of the campus an extended carrier of aesthetic education. Such multi-dimensional and all-encompassing campus music culture construction can reshape students’ perception methods and value judgments through continuous aesthetic stimulation, transform their aesthetic cognition into stable aesthetic concepts, and elevate their aesthetic experiences into conscious aesthetic behaviors, thus achieving the deep empowerment of college music education for students’ all-round development.

5 Conclusion

Music education is an important part of aesthetic education in colleges and universities. It can not only awaken students’ aesthetic perception ability, but also provide multi-dimensional support for the formation of students’ complete aesthetic literacy through the deepening of emotional experience, the construction of cultural cognition and the cultivation of creative ability, thus promoting the all-round development of students. Colleges and universities should base themselves on the essence of aesthetic education, break the single teaching framework through the interdisciplinary integration of curriculum systems, innovate the traditional teaching logic with interactive and immersive teaching models, consolidate the foundation of education by enhancing the professional capabilities of the teaching faculty, and expand the field of aesthetic education by systematically creating campus music culture. In this way, music education can continuously release its educational effectiveness in the transformation of higher education in the new era, and inject lasting impetus into the cultivation of interdisciplinary talents with both noble aesthetic sentiments and profound humanistic heritage.

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