

Exploration of Music Teaching Practice in Higher Education Institutes Based on the Cultivation of Aesthetic Literacy

Minmin Ge

College of Preschool Education, Jiangsu Second Normal University, Nanjing, Jiangsu, 210000, China

ABSTRACT

Music possesses strong permeability and influence. It can bring people sensory enjoyment and emotional resonance, and enhance their ability to recognize and perceive beauty. Music teaching is a critical way to systematically cultivate students' aesthetic ability and aesthetic education literacy. Based on this, this article will discuss college music teaching from the perspective of aesthetic education, analyze the current situation of college music teaching and the difficulties in the integration of aesthetic education, as well as summarize and explore the existing deficiencies and problems, to attempt to explore effective ways to implement aesthetic education in college music teaching, and propose optimization and development strategies, with the aim of providing theoretical guidance for the in-depth penetration of aesthetic education in music teaching in higher education institutes at the practical level.

KEYWORDS

Aesthetic education literacy; Music teaching; aesthetic literacy; Emotional resonance

1 Introduction

Aesthetic education is an important component of developing quality-oriented education. From the perspective of aesthetic education, music teaching should effectively integrate the disciplinary beauty and the artistic beauty. While emphasizing imparting professional music knowledge, it should pay attention to students' cultural spirit, artistic perception and humanistic connotation, integrate aesthetic education, and cultivate music talents with aesthetic and artistic accomplishment. However, in current music teaching in colleges and universities, there are still problems such as insufficient supply of high-quality music aesthetic education, failure to meet students' aesthetic needs, inadequate music practice and experience activities, and insufficient exertion of the aesthetic education function of music teaching. Therefore, the exploration of music teaching practice in colleges and universities based on the cultivation of aesthetic education literacy has certain realistic necessity.

2 The Aesthetic Education Value of Music Education in Colleges and Universities

Aesthetic ability is an individual's capacity to perceive, evaluate and appreciate beauty, and is a necessary competence and literacy for an individual. In college music teaching, teachers provide students with a variety of musical art works, which enables students to be exposed to musical works of different styles, types and periods, distinguish elements such as timbre, pitch and rhythm, perceive the charm of music, broaden their musical horizons, and thereby cultivate healthy, positive and good aesthetic tastes, as well as enhance their ability to identify and perceive beauty^[1]. At the same time, students can enhance their understanding of beauty, possess critical thinking and independent thinking abilities, gradually form their own aesthetic standards, and improve their aesthetic capabilities. Meanwhile, they can practice aesthetic concepts through participating in practical activities such as dance choreography and music composition.

Music is an art form that realizes its value of existence through dissemination, and possesses strong permeability and influence. Music performances with different contents and themes can not only provide audiences with sensory enjoyment, but also deeply touch and permeate their hearts, allowing students to appreciate the wartime passion, famous mountains and rivers refined by music art, sigh with regret amid sorrowful and magnificent music, and rejoice along with the graceful and pleasant melody. For example, when appreciating and learning "The Yellow River Cantata", students will naturally develop a sense of mission in their hearts, and foster admiration for the Yellow River and the motherland. This will further inspire students' indomitable and arduous struggle spirit, evoke their emotional resonance, help cultivate their patriotic spirit and heroic feelings, and thus play a role in uniting people's hearts and consolidating collective strength^[2].

The aesthetic education value in music teaching is also reflected in guiding students' values and shaping their sound personality. By learning the stories behind the works and understanding the composers' life experiences, students can deepen their comprehension of the connotations of musical works, form correct value orientations and positive attitudes towards life, and draw strength from music. For instance, Beethoven experiences a turbulent life, so he incorporates his

insights and struggles towards life into his musical creations, making his musical works vivid and powerful. Most of his works center on resisting fate, and possess distinct dramatic and heroic qualities. By appreciating and studying his musical works, students can unconsciously learn his spirit of struggle, gain a strong spiritual support, and thus pursue their dreams more bravely.

3 The Current Situation of Music Teaching in Colleges and Universities and the Predicament of the Integration of Aesthetic Education

At present, there are problems such as unbalanced positioning and unclear aesthetic education goals in college music teaching. In the practical teaching of music courses, there is a bias towards imparting professional knowledge of music theory and training skills, with insufficient attention paid to students' cultural understanding and aesthetic experience. As a result, the aesthetic education goals are marginalized, and its value guidance is inadequate, which is contrary to the requirements of the core literacy of the music discipline.

From the perspective of aesthetic education, music teaching in colleges and universities should provide students with diverse and rich appreciation works and materials. However, the current music teaching content in colleges and universities still mainly relies on textbooks, the construction of digital resource libraries is slow, the exploration of local music resources is insufficient, the supply of high-quality music aesthetic education is inadequate, and the teaching content and its presentation methods are relatively monotonous, thus failing to meet students' aesthetic needs.

Situational experience and practical teaching are important ways to give full play to the aesthetic education function of music teaching in higher education institutes. However, at present, there are relatively few music practice and experience activities in colleges and universities, with limited stages provided for students to create and perform music. Therefore, students find it difficult to transform theoretical cognition into tangible aesthetic experience, and the aesthetic education function of music teaching is not fully exerted and needs to be strengthened.

4 Paths and strategies of Music Teaching in Colleges and Universities Based on the Cultivation of Aesthetic Literacy

4.1 Build Practical and Innovative Platforms to Create a Favorable Aesthetic Education Environment

From the perspective of aesthetic education, colleges and universities should actively build practical and innovative platforms, create an aesthetic education environment, promote the effective connection between theory and practice, and provide students with platforms and opportunities to appreciate and experience closely and personally, thus enabling them to obtain a better aesthetic experience. Specifically, first, they can invite outstanding music groups and individuals from home and abroad to perform on campus, bringing students high-level music performances and allowing them to fully immerse themselves in the charm of music through splendid and extraordinary shows. Meanwhile, they can invite renowned musicians, experts and scholars in the field of music to give special lectures to introduce the history of music development, and the connotation and characteristics of Chinese folk music to students, thus enhancing students' musical literacy and appreciation ability^[3].

Secondly, during the campus cultural festival and art festival, students should be encouraged to actively sign up and participate, adapt and create original musicals, stage plays and other works, and take part in chorus and ensemble performances. Through the personal participation and practical experience, students can continuously improve their musical literacy. At the same time, Organize a series of activities called "Red Music Campus Tour" should be organized to encourage students to collaborate across disciplines. In this process, music majors will complete the creation and performance of musical pieces, while non-music majors will act as "red story narrators". As a result, it will form an aesthetic education ecosystem that integrates all disciplines and involves all members, and thereby build a brand project for campus culture construction and aesthetic education.

Thirdly, colleges and universities should also actively organize activities such as instrumental music competitions and singing contests. For instance, in instrumental music competitions, students can choose to perform solo on instruments such as the pipa, violin, piano, and guzheng. They can also creatively combine traditional Chinese instruments with Western musical instruments to create wonderful musical sparks, provide other students with exquisite musical experiences and further stimulate their interest in music and enthusiasm for performance, thus truly integrating aesthetic education into the daily life of college students. In the competition activities, students' performance works can be published on the campus network, where other teachers and students can participate in the voting to select the best works. The bands and individuals with outstanding works will be commended and rewarded to further mobilize the enthusiasm of other students to participate.

4.2 Integrate Music Aesthetic Education Resources to Improve the Music Curriculum System

Music appreciation holds an indispensable and significant position in college music teaching and is an effective way to cultivate and enhance students' aesthetic ability^[4]. Therefore, music teachers in colleges and universities should build course development and compilation teams to reshape the music curriculum system, and construct a "regional+classic+interdisciplinary" curriculum matrix. For the classic module, classic musical works with strong cultural and aesthetic value from both China and abroad should be carefully selected, such as the classical music works of Chopin, Bach and Beethoven, as well as the national music works of Liu Tianhua and Hua Yanjun. The artistic conception expression of national music and the harmonic aesthetics of classical music should be integrated into the module, enabling students to be exposed to excellent musical works and further enhancing their aesthetic level. For the regional characteristic module, it should deeply explore local intangible cultural heritage music culture, such as Hani ethnic music and dance culture, folk songs, Yu Opera, and Jin Opera, to form school-based characteristic courses. This will further activate the educational potential of local music resources, infuse local cultural genes into the aesthetic education system, and enable students to perceive the power of cultural roots under the influence of local music, thereby achieving the multi-dimensional goals of aesthetic cultivation, cultural inheritance and emotional identification. For the interdisciplinary integration module, it requires teachers to actively explore the intrinsic connections between music and multiple disciplines such as fine arts, literature, and science and technology when building music and aesthetic education classrooms, identify the common points of course integration, and combine the explanation of music rhythm with poetry cadence, and integrate the expression of musical artistic conception with the presentation of artistic conception in Chinese painting, to achieve the organic integration of aesthetic education resources and the dynamic optimization of the curriculum system. It can further stimulate students' multi-dimensional aesthetic perception and creativity, achieve the goal of enlightening wisdom through beauty, and promote the all-round development of students.

In addition, based on students' learning needs and the current situation of music literacy cultivation, music teachers in colleges and universities should search for and obtain digital materials from new media platforms such as Bilibili and MOOCs. They should also classify and integrate resources including musicians' performance videos, sheet music, as well as excellent teaching videos and teaching courseware by teachers to establish a digital resource library, thus ensuring that students can conduct independent preview and consolidated learning anytime and anywhere according to their own interests and needs, and promoting students' autonomous learning and individualized development.

4.3 Adopt Diverse Teaching Methods to Enhance the Effectiveness of Aesthetic Education

The rapid development of new media technology and digital intelligence technology has provided more possibilities for the integrated teaching of music and aesthetic education in colleges and universities. Teachers should introduce new technologies into the music aesthetic education practice to enhance students' music learning experience. For example, when explaining the opera "The Marriage of Figaro", teachers can use surround sound equipment and high-definition projectors to create a comprehensive and immersive musical context, enabling students to enjoy the beauty through the participation of multiple senses such as vision and hearing^[5]. Relying on virtual reality technology, students wearing VR headsets can feel as if they are physically present at an opera house, thus experiencing the power of music in realistic scenarios and special effects. Based on big data and artificial intelligence technologies, teachers can analyze students' preferences for music learning and their musical foundations to generate precise digital profiles. On this basis, teachers can recommend targeted music learning materials to students to promote their personalized development.

Teachers should adopt the methods of role-playing and emotional experience, and select excerpts and classic scenes from operas, dramas, and other works to organize students for performance. First, they can lead the students to analyze and learn the connotation, background, as well as the characters' personalities and characteristics of the work. Then, the students should try to read the score and practice. After that, the teachers can provide guidance on the students' pitch, voice balance, pitch accuracy and rhythm. Finally, performance forms such as dance and body movements can be creatively integrated, enabling students to understand the core of artistic work through active participation and personal experience, deeply experience the plot and dramatic conflicts of the story, understand and learn how composers convey emotions and feelings through musical elements, and further enhance their musical art appreciation and aesthetic competence.

Due to the comprehensive impact of multiple factors such as life experiences, personality traits and individual aesthetic standards, different students often exhibit significant individual differences in their cognition and understanding of the same musical work, and they may present unique interpretations of the work's style, connotation and structure, which can further enrich the depth and diversity of music appreciation. Therefore, it is necessary to encourage students to engage in in-depth discussions and interactive learning. Music teachers in colleges and universities can regularly organize music appreciation sessions for students to provide a platform for interaction and communication, and create a harmonious atmosphere. Students can share the music works they are interested in with

their peers and teachers, and express their insights and feelings about the works, which transform them from passive listeners to active participants. At the same time, this method also provides reference for other students to be exposed to different music styles and appreciate music art from multiple perspectives, and helps to enhance the aesthetic competence of all students and achieve the effect of aesthetic education.

Teacher should organize music games such as Orff group dance, eurhythmics, cup percussion, and bouncy ball to enable students to experience the joy of music in a relaxed and entertaining atmosphere, and help to cultivate their aesthetic expressiveness and receptivity. For example, in the cup percussion, teachers first guide students to complete simple percussion actions such as clapping hands and snapping fingers. Then, in combination with the melody of the song, students control their body movements and use the cup props to tap out rhythmic sounds to accompany the song, completing a full set of cup percussion. On this basis, the difficulty level is raised: students conduct secondary and re-creation to form a two-part harmony. As a result, in the joyful and engaging games, students' aesthetic education literacy is enhanced.

5 Conclusion

In conclusion, music education in colleges and universities not only undertakes the tasks of imparting professional music knowledge and skills to students and cultivating music professionals, but also bears the missions of shaping students' aesthetic sentiments, enhancing their comprehensive qualities and aesthetic education literacy. In this regard, music teachers in colleges and universities should actively explore the integration path of aesthetic education and music teaching. Firstly, they can build practical and innovative platforms to create a favorable aesthetic education environment, and implement[aesthetic education infiltration. Secondly, they can integrate music aesthetic education resources to improve the music curriculum system, and enhance students' aesthetic education literacy through music appreciation. Thirdly, they can adopt diverse teaching methods to innovate teaching models, and enhance the effectiveness of aesthetic education. These method can assist in cultivating high-quality and highly capable talents, and promote the reform of music education in colleges and universities.

About the Author

Minmin Ge, Laboratory Technician, Research Fields: Student Development and Education, Adolescent Psychological Research, and Adolescent Aesthetic Education.

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