

# *The Shaping Function of Music Teaching from the Perspective of Educational Psychology*

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**Abstract:** With the development of society and the constant impact of multiculturalism, students in higher vocational colleges have also experienced many changes in their understanding of ideology and morality. The current higher vocational education is highly valued by the society, and the higher vocational student group is also in the critical period of the formation of values. The moral education function contained in music education (ME) has an important significance for the formation of students' outlook on life and values. Through the means and ways of ME, the moral education infiltration and shaping of students will be imperceptibly influenced. For the modern society where quality education ability is the most important, it is undoubtedly the best expansion of students' comprehensive strength. Based on this, this paper studies the SF of ME from the perspective of educational psychology (EP). It mainly discusses and analyzes the function of ME and the specific measures to realize the shaping function (SF) of ME from the perspective of EP; Taking higher vocational colleges as the research object, this paper analyzes the function of ME based on EP in shaping students' moral character, which plays an important guiding role in the infiltration of moral education factors in music teaching (MT) in higher vocational colleges.

## 1. Introduction

With the development of modern vocational education, ME has highlighted its own value and function in the development of moral education teaching in colleges and universities, showing its unique advantages. From the perspective of EP, the appreciation course in MT in higher vocational colleges has become an important way to cultivate college students' ideology and morality, and also an important part of music moral education in higher vocational colleges. It not only shapes students' good conduct and constructs correct values, but also makes students feel the fun of ME with vocational characteristics in the atmosphere of music. The value and characteristics of music moral education function are very critical to the overall shaping of students. Therefore, this paper studies the SF of ME from the perspective of EP.

The function of character shaping in ME is not only embodied in modern education, but has a

very profound origin. As early as in ancient times, the educational function of ME was affirmed by Laozi, Zhuangzi, Xunzi and others, and closely linked music moral education with aesthetic education. It endows traditional ME with profound formal beauty and connotation beauty, and uses beautiful music to move, influence and cultivate people. In order to achieve the purpose of cultivating one's moral character [1], cultivating one's sentiment, shaping one's character and correcting one's thinking, it highlights the moral education SF of "education in music" contained in ME. Knyazeva T S discussed the role of general intelligence in shaping music majors and music and educational achievements. From the beginning of last century to modern research, the development of scientific ideas and methods has been continuous. Musical ability depends to a large extent on individual intellectual potential, which explains the relationship between musical ability and academic performance and non musical field ability [2].

This paper is conducted from the perspective of EP. It puts forward its own understanding and practical experience on how to strengthen and innovate moral education, which provides a certain reference value for strengthening and innovating moral education. ME can raise people's perceptual knowledge of things to rational knowledge, enable people to develop harmoniously in both perceptual and rational aspects, and then shape students' character. This is why the key to ME for students. In this paper, how to excavate the moral education function of ME and make full use of various music forms, music emotions and music elements to improve the quality of MT; Change the teaching structure to integrate music, art and culture, so that students can broaden their vision of art and have a more comprehensive cultural accomplishment; The moral education music course in China is a very important art course in the development of higher vocational education, which has a positive impact on students' artistic accomplishment, moral character building, sentiment cultivation, healthy psychology, etc. [3-4].

## 2. The SF of ME from the Perspective of EP

As a discipline with the core of studying people's positive power and quality, EP is widely used in school education and has been selected as the most popular course of Harvard University. EP aims to cultivate positive personality traits and positive emotions, and advocates encouraging the development of creativity, cooperation spirit and interest. Based on the perspective of EP, this paper emphatically analyzes the SF of moral education in ME [5-6].

### 2.1 Overview of ME Function Research

The research on the function of music mainly includes the research from the perspective of anthropology, sociology and individual. First of all, music has aesthetic, cognitive, educational, entertainment and other social functions. As shown in Figure 1, these social functions largely determine the function of ME.

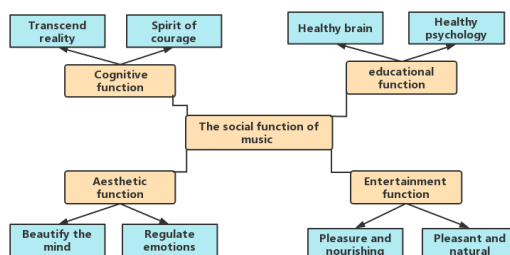


Figure 1: The functional distribution of music from the perspective of sociology

The research on the function of ME focuses on the ontological, disciplinary, moral and

intellectual functions of ME. First of all, the social function of music determines that the main function of ME is mainly reflected in the main effect, synergy effect and cultural effect [7].

The potential function model of ME is based on the division of three functional types: music art, individual, and social culture. Among them, the "music art" type contains many artistic elements, such as solfeggio, singing, performance and composition; "Individual" type is related to individual cognition, learning and achievement, while music is closely related to individual emotional development; the "social cultural dimension" highlights the inheritance of culture in social situations [8]. The functions of these three dimensions are not separated, but interact with each other. Finally, we point the function core of ME to "self-identity", that is, the ultimate goal of ME is the development of individual self-identity.

The characteristics of music breathing style are mainly embodied in listening situation and abdominal breathing. Among them, the listening situation includes the place to listen to music and the degree of concentration to listen to music. Abdominal breathing is reflected in the respiratory rate and depth [9].

The emotions induced by music are not single dimensional, but integrated and superimposed. Individual preferences in individual characteristics affect the choice of listening situations, while music learning background also affects the respiratory rate in abdominal breathing. Individuals with music major learning background or vocal music learning experience will be more familiar with and master abdominal breathing faster. The mental adjustment function model of ME follows the three-dimensional model of music emotion proposed by zentner et al. The value of this model lies in the addition of the dimension of "people", which emphasizes the process of individual subjective judgment and evaluation in the emotions induced by ME activities [10-11].

## **2.2 Specific Measures to Realize the SF of ME from the Perspective of EP**

As an important part of school education, ME has its unique advantages in improving aesthetic ability and enhancing moral education, and plays an irreplaceable role in other disciplines. However, in the process of implementation, the effect is not very obvious, so we should start from the following aspects to improve the moral education SF of ME.

### **2.2.1 Provide Students with a Good ME Environment**

Teachers and parents should recommend some pop songs with educational significance to students, rather than oppose them to listen to music. By guiding them to choose some healthy and meaningful music, let them learn how to appreciate music and establish their music appreciation view fundamentally [12]. At the same time, social media should play its role as a media, guide people correctly, and increase the publicity of excellent classical music, national music and pop music, so that their choice of music is more diversified.

### **2.2.2 In the Process of Moral Education in ME, We Should Focus on Students**

#### **(1) Grasp students' interest in music**

Music art is a kind of elegant art, which has its own rich connotation and extension. At the same time, it is also an art form with strong comprehensiveness. One of the goals of basic ME is to train students to understand music from a higher level and truly understand the true meaning of music. Due to the large differences in students' age, personality, knowledge structure and other factors, their preference and appreciation of music will inevitably be different. Make use of the students' nature of music to turn music lessons into "interest courses". In practical teaching, students should be the main body, carefully observe students' interests, deeply understand their psychological pursuit, and let students explore the value and connotation of beautiful music.

(2) Give play to the main role of students in the teaching process

In the teaching process, if students' development is to be the center, then teachers must change the leading role in traditional education. Teachers' status must be changed from the center and authority to participants, and sometimes even become a "bystander". Teachers are no longer the leading role but directors. Teachers should study and solve what students learn and how to learn from the perspective of students and music learning

Many problems. In MT activities, teachers should put forward problems to be solved or activities to be carried out, guide and inspire students to purposefully enter and carry out music learning and appreciation activities. As music teachers, they must allow students to have different understandings of the same music part, respect their art subject status, and give certain encouragement. They should not impose their own understanding of music on students to assume music authority. Instead, we should adopt an attitude of respecting differences, looking for advantages and affirming them, and integrate the essence of music art into the moral education process of ME.

### **2.2.3 Adhere to the Goal of Moral Education in the Process of ME**

The rapid development of science and technology has guaranteed the improvement of the quality of ME. In addition, music educators continue to develop new educational theories, which inject new blood into ME. As music educators in the front line of schools, we should seize the great opportunity to make full use of high-tech means to enrich our teaching content and optimize our curriculum construction.

(1) Improving the Purpose of Moral Education in the Curriculum of ME

Curriculum construction and discipline development are the biggest problems in school ME. When we conduct scientific and systematic curriculum construction, we must grasp the pulse of the times and keep up with the pace of the times. According to the characteristics of current students, we should be interested in new things and new technologies, use various modern music means to appreciate the characteristics of music, modify and supplement the previous teaching methods and content, do a good job in our discipline construction, follow the scientific, reasonable and practical principles, form a teaching management system that adds rich practical links to theoretical teaching, and increase the basic concept of curriculum innovation. We should earnestly explore the moral education content in ME, implement it in the process of MT, and strive to realize the aesthetic function, moral education function and entertainment function of ME, so as to further improve the comprehensive quality of our students.

(2) In terms of teaching content, highlight national classics and highlight the times

There are great differences in the implementation degree and education level of ME across the country. If we want to unify music textbooks nationwide, we can only selectively teach the content of the existing textbooks according to the characteristics of students in our own regions and schools, and then add some specific content summarized by ourselves.

### **2.2.4 Moral Education Based on Campus Music Culture**

In addition to the explicit education in the music class, there is also an invisible form of ME in school ME, which is the campus music culture. He spread music culture, discussed music topics and carried out music appreciation through campus radio stations; The main content of our campus music culture is to popularize elegant music, carry forward the excellent tradition of national music, and listen to the beautiful voice of other nations in the world through campus concerts. Its main purpose is to cultivate the ability of music practice and innovation, and improve the quality and thinking of students.

Make full use of the campus music environment to infiltrate moral education. The campus music

environment reflects the music connotation of the school and the basic quality of students, so we should strengthen the construction of the campus music environment. The construction of campus music environment includes the construction of music venues, musical instruments, acoustics, networks and other hardware needed for MT, as well as the construction of software for the institutionalized management of campus music cultural activities and extracurricular music art activities. Music cultural activities and extracurricular music art activities are dynamic campus music culture, and also the main way of ME.

### 3. Research on SF of ME

#### 3.1 Research Methods

This questionnaire survey is mainly conducted for non music majors in vocational colleges. Mainly investigate and analyze the students' feedback on ME (degree of feeling, influence of moral education, richness of content, degree of emphasis).

#### 3.2 Data Collection

In this survey, 1000 students from different majors will be selected to make statistics on the moral education factors in the public music classes of the school. In order to make the research results more authentic and effective, we did a good job in the preliminary preparation, distributed 1000 questionnaires, and actually recovered 1000, with an efficiency of 100%. And the three music teachers had face-to-face exchanges and interviews on the practice of music moral education function.

#### 3.3 Data Processing and Analysis

In this paper, SPSS 22.0 software was used to analyze the results of the questionnaire survey, and t-test was conducted. The t-test formula used in this paper is as follows:

$$t = \frac{\bar{X} - \gamma}{\frac{\delta X}{\sqrt{n}}} \quad (1)$$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1)k_1^2 + (n_2 - 1)k_2^2}{n_1 + n_2 - 2} \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}} \quad (2)$$

Wherein, Formula (1) is a single population test, is the sample average, k is the sample standard deviation, and n is the sample number. Formula (2) is a double population test. Sum is the variance of two samples, and sum is the sample size.

### 4. An Experimental Analysis of the SF of ME from the Perspective of EP

#### 4.1 Investigation on the Penetration of Moral Education in ME in Vocational Colleges

This paper investigates and analyzes the influence that students feel on their own thoughts and morals from the MT content (feeling degree, moral education influence, content richness, and emphasis). The survey results are shown in Table 1 and Figure 2.

Table 1: Proportion of students' feedback on ME

	good	in	difference
Perception	62.9%	21.7%	15.4%
Influence of moral education	62.1%	23.1%	14.8%
Content richness	42.3%	32.1%	25.6%
Importance	54.6%	21.9%	23.5%

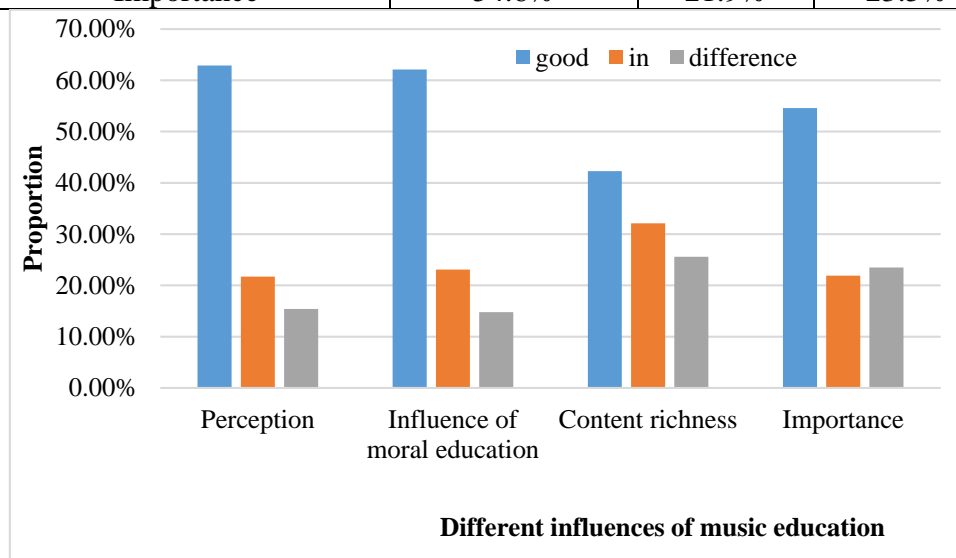


Figure 2: The influence of ME on students' moral education

## 4.2 Data Analysis

From the analysis of students' feelings, it can be seen that most students can understand and absorb the moral education connotation in music classes in vocational colleges. 62.9% of the students said that they benefited a lot from the moral education penetration of the MT platform, and their thoughts were cultivated. 21.7% of the students have insufficient understanding of music moral education. They think the main reason is that the teaching purpose is not obvious. 15.4% of the students believe that the connotation and means of school music moral education should be improved, which does not fully reflect the moral education function of public music courses in higher vocational colleges. It can be seen that the connotation of moral education infiltration in higher vocational colleges with the help of music course needs to be excavated by the teaching organizer, which is more suitable for the actual needs of students.

From the analysis of the degree of emphasis, we can see that the school's emphasis on the moral education function in ME will directly affect the moral education effect of music cultivating people. 54.6% of the students think that the school still pays more attention to the infiltration of moral education in ME, and the school has also created a good environment and a reasonable platform. 21.9% of the students think that the school attaches ordinary importance to music moral education, which is carried out under the organization of teachers themselves, and the school lacks guidance. 23.5% of the students thought that the school did not pay enough attention to the moral education function in ME, which led to the unsatisfactory effect of music moral education teaching. It can be seen that higher vocational colleges need to excavate the multiple ways of music moral education function on the basis of maintaining the early music moral education teaching, so that the moral education function of ME can be better realized.

From the analysis of the richness of ME content, it can be seen that students are very concerned

about the content of music lessons and have different learning needs. 42.3% of the students think that the content of music class can meet their own learning needs, 32.1% of the students think that the content of music class is relatively old and there is still a lot of room for expansion, 25.6% of the students think that the content of music class is insufficient, and the teaching organizer's integration of the content of the course is insufficient, which makes the content of music class separate from the actual learning needs of students. It can be seen that MT workers in vocational colleges should integrate and deepen the content of music courses to make MT content more colorful.

From the analysis of the moral education impact of ME, it can be seen that the development of the music moral education function teaching in schools has had a noticeable impact on the students' thoughts. 62.1% of the students think that the moral education content in music classes has been carried out very well, which has had a profound impact on their thoughts. 23.1% of the students felt that the content of music moral education still needed to be expanded, which had a general impact on themselves. 14.8% of the students think that the effect of music moral education on themselves is not obvious, and the teaching content and strategy need to be adjusted. It can be seen that the main goal of music moral education is to play the role of education and influence. We should deepen the moral education factors through multiple ways in teaching practice and play a positive role in the growth of students. It can be seen that the penetration of moral education in music classes will have a profound impact on students' ideological awareness. We should use music moral education as a way to comprehensively shape students' excellent character and make them show their style in social competition.

## 5. Conclusions

Moral education is the most important content of education in China. From the perspective of EP, ME plays an important role in guiding the shaping of students' conduct. Through its unique way, ME permeates moral education for students and shapes their conduct. This paper focuses on the SF of ME. The reform of MT in higher vocational colleges has a long way to go, and the functions of music moral education are rich and colorful, so we music workers in higher vocational colleges need to make efforts to explore and summarize, build a scientific teaching mode suitable for the teaching characteristics and talent training of higher vocational colleges, so that students' music quality and moral cultivation can be comprehensively improved, and lay a solid competitiveness for their future development. Due to the limited ability, there are many deficiencies in the research of this paper. The SF of ME based on the perspective of EP needs further research and analysis.

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