

Curriculum Reform and Evaluation Standard Exploration of Music Aesthetic Education in Colleges and Universities

Tianming Bai^{1,2,a}

¹*Shanxi Technology and Business College, Taiyuan, Shanxi, China*

²*Philippine Christian University, Manila, Philippine*

^a*btm@163.com*

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Abstract: Under the background of moral education, the setting of music aesthetic education courses in colleges and universities is the key to improve the comprehensive quality of talents. In the new era, it is the main melody of education to adhere to the aesthetic education, follow the characteristics of aesthetic education and the spirit of music, and carry forward the spirit of the Chinese nation. Music in colleges and universities belongs to general education, which covers basic knowledge, music appreciation, music appreciation and other courses. The above courses have theoretical characteristics. Set up the music aesthetic education courses, can pass on the music culture, so that the college students by the aesthetic edification. In the environment of educational reform, what the society needs is the compound talents. Music education in colleges and universities should also actively participate in the curriculum reform and improve the evaluation standards. The following introduces the characteristics and functions of music aesthetic education courses in colleges and universities, discusses the current situation of music aesthetic education courses and evaluation in colleges and universities, focuses on the innovative application of curriculum reform and evaluation mode, and expects to give full play to the value of aesthetic education of music discipline and improve the comprehensive quality of talents.

Under the education reform environment, music aesthetic education course education reform and other professional curriculum reform goals, requires teachers on music general knowledge, seize the subject content nature, aesthetic education, with multidisciplinary concept, the art, mathematics, calligraphy, drama and music courses, cultivate students find beauty, perception of beauty and the ability to create beauty. During the curriculum reform, the choice of evaluation methods and the setting of standards determine the effectiveness of teaching effect evaluation. Therefore, educators in colleges and universities should actively explore the curriculum reform direction of music aesthetic education, apply scientific evaluation methods, give full play to the educational function of music aesthetic education, and improve the comprehensive quality of college students.

1. Features and functions of music aesthetic education courses in colleges and universities

1.1 Course characteristics

The characteristics of the music aesthetic education courses in colleges and universities are as follows: First, it has the characteristics of combining education through music, and the aesthetic education courses can bring aesthetic feelings to college students and make them feel happiness. In the teaching process of music course, the introduction of games and appreciation content can stimulate students' emotional resonance and create a relaxed learning atmosphere. The curriculum reform of music aesthetic education aims to create a relaxed and free learning environment for students, so that they can be influenced under the aesthetic conditions and produce emotional resonance. Second, music aesthetic course has subtle characteristics, and the practice of music aesthetic education can show people's artistic emotion. College students have a unique personality. Through the teaching of music aesthetic courses, they can improve students' aesthetic ability, contribute to their personality development, improve their outlook on life and values, and find their own personality characteristics in the process of learning beauty. Third, music aesthetic course has the characteristics of popularization, music course is one of the important course contents of colleges and universities, through the curriculum reform, enrich the organization of aesthetic activities, cultivate students' noble personality and good moral sentiment, and then improve their aesthetic ability, promote students' comprehensive development of ^[1].

1.2 Course functions

The functions of music aesthetic education courses in colleges and universities are as follows: First, promote students' ability and comprehensive development. The improvement of music and art curriculum system is the key measure to improve the aesthetic ability of college students. Through curriculum reform, improve the curriculum setting, help students improve the music knowledge structure, shape a sound personality and improve the aesthetic ability. Under the influence of music aesthetic education course, we should develop students' personality and improve their ability to create beauty. Second, the curriculum reform of music aesthetic education also has a promoting effect on the improvement of the campus cultural environment. The curriculum of music aesthetic education in colleges and universities promotes the improvement of college students' aesthetic accomplishment. Therefore, it also promotes the richness of campus culture, so that college students have more opportunities to contact beautiful things, study in the relaxed campus culture, and purify their minds. Third, the implementation of music aesthetic education curriculum is one of the important ways to carry forward traditional culture. In the process of curriculum reform, the introduction of traditional culture and the combination of it with music culture are helpful to enhance students' sense of identity for national culture ^[2].

2. Investigation on the implementation status of music and aesthetic education courses in colleges and universities

This study using the questionnaire survey, teacher interview, student interview, for a college music aesthetic education curriculum, students learning willingness, learning interest, learning methods, music literacy, course evaluation survey, a total of 400 questionnaires, effective questionnaire recycling 386, the following for specific survey content and results:

2.1 Investigation of teachers' teaching methods

The results of the survey of teachers' teaching methods are shown in Table 1:

Table 1: Survey results table of teachers' teaching methods

teaching method	choose	Occupy the proportion
lecture	341 People	80.93%
Discuss	214 People	55.15%
Art practice	250 People	64.43%
artistic appreciation	296 People	76.29%
else	4 People	1.03%

The results of the students' teaching methods are shown in Figure 1:

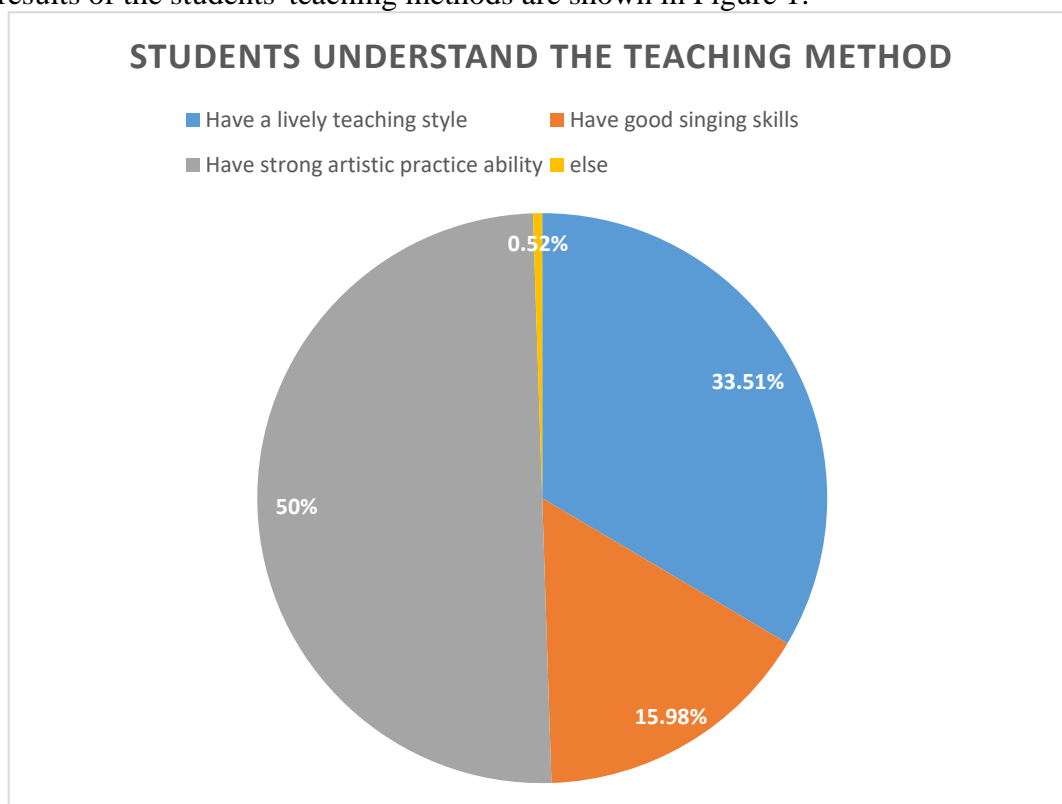


Figure 1: The results of the students' teaching methods

The teaching form of teachers is closely related to the course content. If the course content is rich, the course form will be more diversified. It can be seen from the survey results that most teachers choose the teaching method in the teaching stage of music aesthetic education course, and the theoretical explanation occupies most of the classes, which may lead to the boring feeling in students' learning process. Music belongs to sound art, so it may be difficult for students to deeply perceive the aesthetic feeling conveyed. In this regard, teachers should choose a variety of teaching methods and introduce practical activities, music appreciation, class discussion and other teaching modes into the classroom to help students understand music from multiple angles.

2.2 Investigation of course content function

The survey results of the functions of music and aesthetic education courses in colleges and universities are shown in Table 2:

Table 2: Survey results of the functions of music and aesthetic Education courses in colleges and universities

function	number of people	Occupy the proportion
Popularize music knowledge	48	12.37%
Improve appreciation	104	26.8%
Learn cutting-edge knowledge	16	4.12%
Teach music skills	82	21.13%
Enrich artistic life	66	17.01%
Promote physical and mental development	12	3.09%
promote traditional culture	60	15.46%

The pie chart of the survey function of music aesthetic education courses in universities is shown in Figure 2:

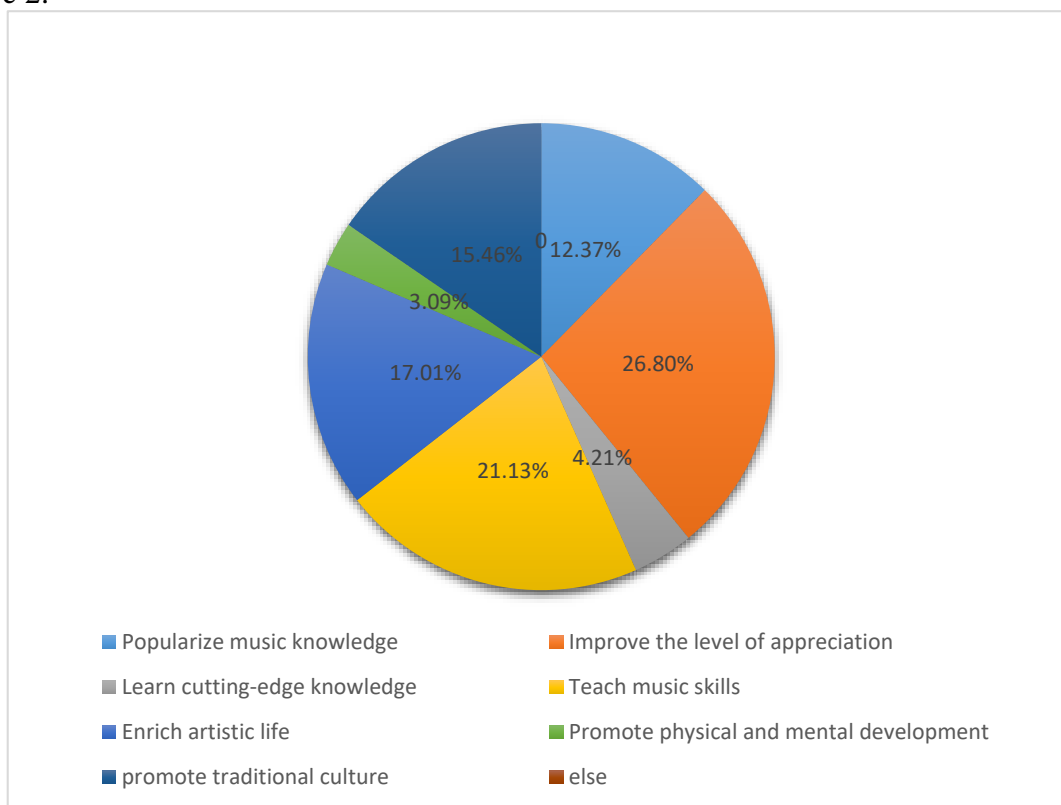


Figure 2: Function of music aesthetic education course in colleges and universities

It can be seen that the music aesthetic education function of colleges and universities has rich functions. From the perspective of students, after learning the aesthetic education courses, they can not only master the music knowledge and skills, but also improve the aesthetic, appreciation and other abilities, but also realize the healthy development of physical and mental health, and enhance the consciousness of college students to carry forward the traditional culture.

2.3 Investigation of course evaluation mechanism

After the questionnaire survey, the music course evaluation of colleges and universities, 166 people chose the test paper, accounting for 42.78% of the survey, 78 people wrote papers, accounting for 20.1% of the survey, and 316 people chose the performance practice, accounting for

81.4% of the survey. Curriculum evaluation method is the key means to test the results of aesthetic education. How to evaluate students' learning attitude and strength needs to be considered mainly. Evaluation of teaching results account for 3 / 4 by performance practice. Performance focuses on testing students' music experience. A single experience may make students have aesthetic blind spots, and students will consume more energy from the weak music foundation. In this regard, in the course evaluation stage, different sections can be considered. For example, students are required to watch music works, listen to concerts, read music books, and comprehensively evaluate their learning results through the above methods.

The evaluation form and the survey results are shown in Table 3:

Table 3: Students' evaluation form of the music examination and the survey results

choice	performance	Number of people	Occupy the proportion
1 Points	Very dissatisfied	8	2.06%
2 Points	dissatisfied	24	6.19%
3 Points	commonly	82	21.13%
4 Points	satisfied	150	38.66%
5 Points	Very satisfied	124	31.96%

The proportion of students' evaluation of the music test are shown in Figure 3:

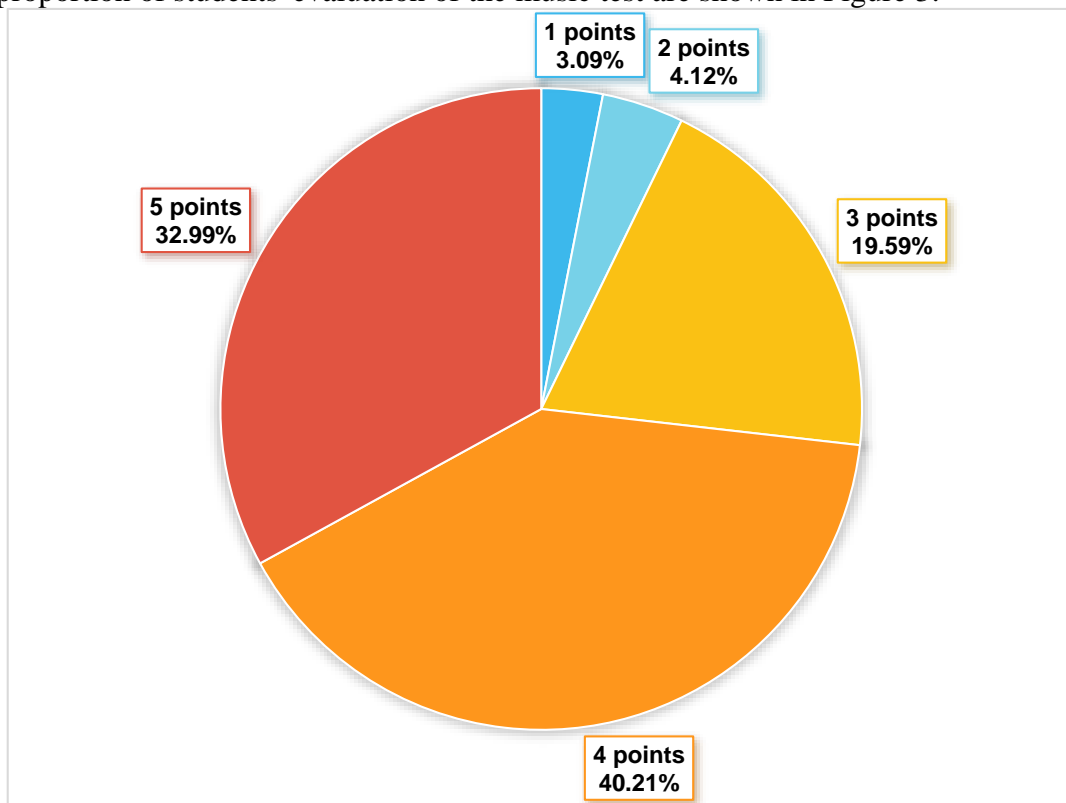


Figure 3: The proportion of students' evaluation of the music test

Examination is an important way to present the results of musical aesthetic education. There is no evaluation way that can show all the students' learning gains. In order to judge the influence of students on students' aesthetic experience, teachers need to choose a variety of methods for comprehensive evaluation in the evaluation.

3. Curriculum reform and evaluation method of music aesthetic education in colleges and universities

3.1 Using the concept of discipline integration of education

In colleges and universities, the curriculum setting of music aesthetic education should pay attention to the characteristics of subject integration, and integrate moral, intellectual, physical, aesthetic and labor education. Because other disciplines also contain elements of aesthetic education, it is highly feasible to organically integrate them with music education, which is conducive to promote the curriculum reform of music aesthetic education and create a multi-disciplinary collaborative education pattern. At the same time, the music aesthetic education curriculum should also pay attention to the cohesion characteristics, aesthetic education should be the primary school stage, will not students aesthetic education curriculum. The course of music aesthetic education in colleges and universities should be connected with the small, middle and higher learning sections to show the systematic characteristics of music aesthetic education. At the same time, the music curriculum setting of colleges and universities can also consider the regional characteristics. On the basis of the main content setting of the music discipline, the regional and national excellent music culture can be introduced into it, so as to educate people with culture. The music aesthetic education in colleges and universities should be oriented to all students, using the concept of reform and innovation, the curriculum should be people-oriented, aesthetic education and moral education, and shape students' three views through music courses, so that they can establish correct national and cultural concepts. The essence of music aesthetic education teaching is to perfect students' personality, so that college students can accept aesthetic education and grow into talents with sound character. Relying on the course of music aesthetic education, college students can find beauty in life, have the ability to think independently, be more confident in the learning process, and also think positively when encountering problems, so as to become talents needed by the society. The reform of music aesthetic education belongs to a systematic project, which should ensure the parallel of the five education, integrate the contents of other disciplines, absorb the resources of aesthetic education, improve the teaching assessment mechanism of aesthetic education courses, fill the gap of aesthetic education evaluation in colleges and universities, and explore a new mode of music aesthetic education in colleges and universities ^[3].

3.2 Set the objectives of the music aesthetic education course reasonably

The task of music aesthetic education in colleges and universities is to implement the policy of moral education and realize the requirements of socialist values. According to the requirements of the national medium and long-term educational reform plan, higher education is the advanced stage of the education system. In the practice process of music aesthetic education, the curriculum objectives of music aesthetic education at different stages should be clearly defined. Taking the overall policy of music aesthetic education as the moral government, based on this, we should set up the core quality of music aesthetic education in different stages, and focus on cultivating students' values, improve their character, and achieve the purpose of educating people with music. At the same time, the teaching content, teaching material setting, teaching links and other setting also need to be strictly checked. The selection of teaching materials for music aesthetic education should be consistent with the needs of socialist construction, starting from the national conditions, to introduce the western culture and educational experience into it, to show the uniqueness of the aesthetic education concept and the richness of the aesthetic education spirit. The curriculum of music aesthetic education aims to cultivate students' independent personality and aesthetic ability, enhance their self-identity, and make it become the society needs to develop talents ^[4].

3.3 Draw lessons from the ideas of music aesthetic education curriculum in excellent universities

The reform of music aesthetic education in higher education needs to be integrated with the teaching and research work to create a unique teaching and aesthetic system and promote the education reform. The aesthetic education course focuses on music art, integrates with other disciplines, grasps the development opportunity of art discipline education, expands the boundary of the discipline, grasps the commonness and law of the discipline, and ensures the rationality of the curriculum. In the course setting process of music aesthetic education, the course of "Art Experience and Performance" can be offered to enrich the course content.

Curriculum, can draw lessons from excellent experience of university music aesthetic education curriculum, such as: fudan university in the process of curriculum reform, adhere to the student as the center, set the different module core courses, music aesthetic courses have music aesthetic, music, culture, art appreciation, performing arts, drama performance, Chinese opera, etc., rich art theory, art practice education content. In terms of humanistic quality and aesthetic art, Zhejiang University of Finance and Economics chooses music appreciation, dance appreciation, opera appreciation, basic theory of music, drama writing and other courses related to students' musical literacy. Peking University chose music and mathematics courses in the music aesthetic education curriculum, applied the concept of thematic integration, demonstrated the integration of art and science, diluted the boundaries of the liberal arts education process, inspired students' desire for knowledge, and focused on cultivating problem awareness, so that students could apply scientific thinking in music and expand their understanding of the world. The course teaching mainly reflects the connection between vocal music, music and mathematics, analyzes the art of music from a scientific perspective, feels the connection between art and science, and uses the interdisciplinary teaching mode to show students that music can be regarded as perceptual mathematics, and the mathematical rules behind the beauty of music. Classroom teaching, organize students to discuss the relationship between Chinese and Western music and mathematics, so that they can feel the charm of music art ^[5].

3.4 Improve the curriculum setting path of music and aesthetic education

3.4.1. Theory and practice go hand in hand

The curriculum setting of music aesthetic education in colleges and universities should integrate theory and practice based on the requirements of curriculum standards, use systematic design methods, consider the growth needs of students, ensure the integrity and balance of curriculum design, make rational use of teaching resources, and give full play to the value of aesthetic education. In the setting of curriculum structure, practical courses can be selected, project teaching can be adopted, and modern means can be appropriately used to assist theory and practical teaching to improve teaching efficiency.

3.4.2. Universal aesthetic education to students

The challenge of the curriculum reform of music aesthetic education in colleges and universities is to distinguish music types and require students to have a general understanding of various types of music, and to improve their aesthetic ability and aesthetic taste under the premise of understanding music. Music course teaching should take aesthetics as the center. The goal of curriculum reform is to use the content of music subject, strengthen students' aesthetic consciousness, enrich their emotional cognition, and let the music beauty and music literacy

complement each other and educate people together. With the continuous improvement of college students' music literacy, their personal aesthetic consciousness is also constantly improved. Only with typical music courses containing the basic qualities of human civilization can they contribute to the formation of students' subject personality. Teachers can use discussion, contrast and guide in various ways to promote students' understanding of the diversity and differences of music culture, broaden students' learning vision, so that they can respect the diversity of music. In the process of aesthetic education, the problem should have a certain depth and interest, stimulate students' interest, make them actively participate in the discussion, in the discussion process ^[6].

3.5 Optimize the evaluation of music aesthetic courses

The development of music aesthetic education evaluation work can improve the evaluation mechanism, use rich art activities, and assist the evaluation work. Art courses and art practices in colleges and universities should be included in the university talent training and development plan, and the credit system should be adopted to assist teaching management. The integration of art courses and aesthetics requires students to master basic music knowledge and skills, enhance their understanding of music culture, and judge the development of their ability in the field of art, according to their ability of artistic expression and creative practice. The school can organize practical activities related to music art, build a platform for students to participate in art performance, enrich the presentation mode of music art, evaluate according to students' performance in practical activities, and judge the teaching effect of aesthetic education in curriculum reform.

Music belongs to a practical subject, and the focus of teaching evaluation is to judge students' music understanding ability, mainly including the ability to achieve goals in the field of music practice and the degree of achieving goals in the field of music emotion. The above ability determines the ability of college students' music appreciation ability, which belongs to the common method of teaching evaluation of music subject. During the period of music aesthetic education and educational reform, students are encouraged to express their artistic practice ability in various ways, and teachers evaluate the completion of students' tasks. For example, holding concerts, MV shooting, composition and choreography and other activities, set up music games, let students feel the charm of music itself. In the teaching evaluation stage, games are used to adjust the atmosphere and create a relaxed display environment for students. At the same time, students can also show themselves to evaluate the growth of their own ability, change the simple test evaluation method in the past, help students evaluate themselves, and introduce others' evaluation to stimulate students' learning motivation and improve their learning initiative. The evaluation index is selected from students' cognition, emotion and other fields, and through the evaluation, students can clearly understand themselves, showing the educational effect of music aesthetic education curriculum reform ^[7].

4. Conclusion

Based on the comprehensive analysis, the curriculum reform of music aesthetic education should be based on students, deeply explore the characteristics of music curriculum, adopt the concept of discipline integration from the perspective of comprehensive development of students' ability, set up music aesthetic education courses, ensure the scientific and rational setting of curriculum objectives, and draw on excellent university curriculum development concepts, theories and practices to improve the implementation process of music aesthetic education curriculum, optimize curriculum evaluation methods, and provide support for the reform of music aesthetic education in colleges and universities.

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