

The Development of Chinese Middle School Students' Wind Orchestra from the Perspective of Aesthetic Education

Wang Ruifeng

*College of Teacher Education (Capital Institute of Basic Education Development and Research),
Capital Normal University, Beijing, 100048, China*

Keywords: Aesthetic education perspective; Middle school students; Development of Wind Orchestra

Abstract: At present, aesthetic education has become an important part of high-quality education system in middle schools. Teachers' attention to aesthetic education can help students improve their aesthetic perception and creativity, which will have a good impact on students' growth and development. From the perspective of aesthetic education, the middle school Wind Orchestra needs to get a good development. Through the wind performance, it can show the students' spiritual style and highlight the value of the middle school Wind Orchestra. From the perspective of aesthetic education, this paper explores the development strategy of middle school band.

1. The Significance of Developing Middle School Students' Symphony Orchestra

The band is becoming more and more popular in middle school, attracting more students' interest, and has become a characteristic part of middle school education. On October 15, 2020, the general office of the CPC Central Committee and the general office of the State Council issued the opinions on Comprehensively Strengthening and improving school aesthetic education in the new era. The opinions emphasizes that in the stage of compulsory education, we should focus on stimulating students' artistic interest and innovative consciousness, cultivate students' healthy and upward aesthetic taste and aesthetic style, and help students master one or two artistic specialties. In the middle school stage, organizing students' Orchestra can cultivate students' interests and hobbies, help students master an artistic specialty, and meet the requirements of China's current aesthetic education. At present, the music classroom teaching in China is still dominated by "singing" and "music appreciation", while instrumental music performance, as one of the main forms of music, is a relatively weak link in music education. Student orchestra is a supplement and extension of classroom music teaching. ^[1]It can also feed music classroom teaching to a certain extent. At the same time, the establishment of the orchestra has provided students with opportunities to practice music, added artistic color to the school, and carried forward excellent culture. By learning wind music, middle school students can develop their intelligence and promote the improvement of their academic performance. In the orchestra, middle school students can make more friends and cooperate with new students to perform music, which has a positive effect on the development of

students' physical and mental health.

2. The Development Strategy of Middle School Students' Orchestra from the Perspective of Aesthetic Education

2.1 Integrate Emotional Education and Shape the Beauty Spirit of League Members

It is an educational strategy from the perspective of aesthetic education to encourage middle school students to actively participate in the activities of wind bands in schools. Participating in the orchestra can help students improve their aesthetic ability and have rich aesthetic emotions. Aesthetic emotion can be used to judge whether it meets the current spiritual needs. Aristotle once believed that aesthetic emotion is cultivated by habit and art, and sufficient aesthetic emotion can purify one's soul and obtain aesthetic enjoyment at the spiritual level. Therefore, from the perspective of aesthetic education, middle schools should focus on strengthening emotional education for students in the development of wind bands and performance activities, and create the aesthetic spirit of band members through emotional penetration.^[2] In specific activities, professional teachers of the wind band need to customize systematic teaching methods for students, and patiently pass on professional musical instrument performance to students, because the level of students in middle schools is uneven, and some students are in primary schools. Most students may have never learned any musical instruments. This requires professional teachers to guide and patiently teach students, and urge students to practice for a long time, gradually master the playing skills and feel the beauty of music. In the process of music learning, students gradually accumulate self-confidence, gain a sense of achievement, and improve their interest and love for music. Only when students really like wind music, can they get spiritual satisfaction and play their true feelings through wind music. Through this form of education, students can be guided to actively serve the difficulties in their daily study and life, find the beauty of life, observe a variety of beautiful details, become cheerful and optimistic, have the correct attitude and values towards life, and lay a good foundation for future study and life. In the training of wind band, teachers should pay attention to the combination of teaching skills and aesthetic education, actively integrate into students' internal, and help students solve difficulties. We can also create a wind music learning group, provide a stage for performance, promote exchanges between students, play the role of learning from each other, and hand over the dominant power of training to students, so as to cultivate a good atmosphere of unity, friendliness and mutual learning. Teachers should pay attention to the difficulty and ease in the selection of orchestra tracks, which is in line with the existing level of students. The selection of tracks should take into account both training and practice factors. That is to say, the orchestra's repertoire should be targeted to practice students' weak items in the performance process, such as intonation, special rhythm, etc. in addition, it should also emphasize the integrity of the repertoire, give students the opportunity to practice, and promote students' enthusiasm for practice. Teachers also need to have the concept of humanistic care, patiently persuade students with different personalities, explore the potential of each team member, and create a relaxed and pleasant team atmosphere, so that students can fully experience the good times of their students' time in the wind band, and find beauty and create beauty in hard practice.^[3]

2.2 Coordinated Development of Moral and Aesthetic Education to Promote the Beautiful Behavior of League Members

At the present stage, China's secondary education pays attention to the comprehensive development of morality, intelligence, physique, beauty and labor. Aesthetic education focuses on cultivating students' inner emotions, helping students discover, perceive and pursue beauty through

various campus activities from inside to outside, and guiding students to develop in the direction of truth, goodness and beauty. Moral education is an external form of education, which guides students to understand socialist ideas and moral norms. Through theoretical education in the classroom, it helps students understand various social principles, improve moral consciousness, strengthen self-discipline, develop good behavior style, and improve moral quality. Moral education should run through all daily education and teaching. Moral education and aesthetic education are not contradictory. Middle school education should make moral education and aesthetic education go hand in hand, and jointly guide the healthy development of students. ^[4]The same is true in the band activities. Teachers should help students form a correct attitude towards life and have the ability to distinguish right from wrong from the perspective of moral education. We should also, from the perspective of aesthetic education, perceive the beauty of society, constantly enrich our inner world, become stronger, and be fearless of the difficulties in life. In the development of wind bands, teachers should set an example for students, guide them to train hard and keep moving towards their goals. They should not give up halfway because of temporary setbacks and difficulties. Teachers also need to pay attention to the cultivation of students' etiquette, so that students have good etiquette habits. By regularly organizing students to watch the performance of the orchestra and playing relevant performance videos, students can experience the beauty of art and improve the height of art. Music art is the carrier for students to understand, master and inherit China's excellent culture, so teachers also need to spend some time on the selection of the orchestra's rehearsal repertoire, and choose more excellent Chinese Red repertoire and excellent Chinese national repertoire to promote China's excellent music culture. Such as the suite of Ode to the red flag and the Red Detachment of women composed by LV Qiming. Enable students to love music through band activities, enhance cultural self-confidence, develop patriotism, and acquire character and ability conducive to lifelong development.

2.3 Strengthen the Construction of Teaching Staff and Normalize Aesthetic Education

The development of the orchestra is a long-term goal, especially from the perspective of aesthetic education, which requires teachers' patient guidance to help students gradually develop a beautiful attitude, understand the art form and discover the beauty of life through the orchestra performance. Therefore, in the development process of the orchestra, the role of teachers is huge. Primary and secondary schools need to introduce teachers, strengthen the construction of teachers' team, and take aesthetic education as the normal educational goal. If the teachers' ability of the school is limited, it can also hire retired teachers or social professionals or volunteers with relevant qualifications to provide services. Because the teaching of orchestra is different from the classroom music teaching, the teaching of orchestra pays more attention to the professionalism and professional ability of teachers. The school can hire the performers of local professional art groups to teach in the school to improve the overall teaching level of orchestra. At the same time, social resources can also be used at the spring equinox to give full play to the role of children's palace, youth activity center and other off campus living places. The organization and management of the orchestra need to grasp the connotation of aesthetic education, develop the form of aesthetic education, and penetrate the form of aesthetic education into all links around the performance of the orchestra. Teachers need to pay attention to the development of each league member, actively pay attention to the training status of students, and improve the basic quality of all members. Teachers' speech, behavior and attitude towards things will imperceptibly affect primary and secondary school students. Therefore, teachers also need to improve their teaching level in the teaching process, provide students with example goals, constantly enrich their knowledge, improve their personal charm, and become the guide of primary and secondary school students in the orchestra

and even in their future life.

An excellent orchestral teacher is a golden key to enabling students to gradually move towards vertical thinking and achieve innovative abilities. By using appropriate metaphors, reasonable demonstrations, and targeted teaching methods, we adhere to summarizing experience in practice and flexibly apply every bit of "sensory data" in orchestral teaching. While mastering the cutting-edge development trends of orchestral music, continuously correcting and improving one's teaching concepts and methods, and daring to deny certain teaching viewpoints, continuously tapping into students' potential abilities, using scientific theoretical foundations to teach students according to their aptitude, and deeply exploring and improving orchestral teaching methods are prerequisites for cultivating and improving students' innovative abilities in secondary schools.

2.4 Optimize Management System and Improve Management Efficiency

There are many people in a complete Orchestra, so an effective management system is very important for the development of the orchestra. First of all, we should determine the fixed training time every week and establish a complete attendance system to ensure that every league member can receive high-quality training. At the same time, a collective assessment should also be organized at the end of each semester to test the learning harvest of the league members. The school should provide a fixed rehearsal classroom and instrument storage room for the orchestra to ensure the normal rehearsal and teaching of the orchestra and the safety of the orchestra's property. At the same time, it should also have music racks, seats, music scores, costumes and other necessary items for Orchestra activities. The above things should be the responsibility of the music teacher of the school, so as to manage orderly and help the student he yuetuan to the maximum extent. Only with material and institutional guarantees can we ensure that students maintain the highest attention and energy to complete the training and learning content.

3. Conclusion

To sum up, aesthetic education has become an extremely important part of the current high school education system. From the perspective of aesthetic education, the development of middle school band is of great significance. [5]The performance and training of the orchestra can help middle school students cultivate cultural connotation, enrich the opportunities for performance practice, and shape good character and have a correct attitude towards life through the collaborative education of moral and aesthetic education. Schools should also strengthen teachers, pay attention to aesthetic education, and inject vitality and vigor into the development of wind bands.

References

- [1] Li Zhiqiang. *Research on the construction and development of wind bands in quality education in primary and secondary schools [J]. Popular literature and art, 2022 (18) 117-119*
- [2] Huang Jiayu. *Research on Optimization Strategy of middle school orchestra construction [D]. Minnan Normal University, 2022*
- [3] Lin Shuaichun, Zheng Xin, Michael, et al. *Prevalence of glaucoma and visual field changes in professional wind versus non wind instrument players in the Philadelphia Orchestra[J]. Investigative ophthalmology & visual science, 2017, 58(8).*
- [4] Ahlberg Jari, Wiegers Jetske W. , Selms Maurits K. A. , et al. *Oro-facial pain experience among symphony orchestra musicians in Finland is associated with reported stress, sleep bruxism and disrupted sleep—Independent of the instrument group[J]. Journal of oral rehabilitation, 2019, 46(9):807-812. DOI: 10. 1111/joor. 12818.*
- [5] David B. Knight. *Geographies of the Orchestra [J]. Geo Journal, 2006, 65(1/2):33-53.*