

Exploration on the Ways to Improve Students' Aesthetic Ability in Higher Vocational Music Education

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Abstract: Aesthetic ability is a special ability formed by human beings under the long-term influence of beautiful things. In the music education courses of vocational colleges, students can appreciate excellent music tracks from around the world, improve their ability to analyze music while enjoying the auditory feast, and establish a correct aesthetic view. This paper first emphasizes the importance of cultivating students' aesthetic abilities in vocational music education, then analyzes the problems existing in current vocational music education, and finally proposes corresponding paths to promote the improvement of aesthetic abilities of vocational students.

1. Introduction

With the development of social economy, the material living conditions of the Chinese people are getting better and better, and they are paying more attention to the development of art and culture; The music education in vocational colleges is also more specialized. The aesthetic level of students can greatly affect the teaching effectiveness of music courses. Therefore, how to improve the aesthetic ability of middle school students in music education is a problem that every art educator continuously pays attention to and discusses. At present, the music curriculum system in some vocational colleges is relatively chaotic and the teaching methods are relatively single, which makes it difficult to effectively improve students' aesthetic abilities. It is necessary to pay attention to this issue as soon as possible, take effective measures to improve music education methods, and promote the overall quality development of vocational students.

2. The Importance of Improving Students' Aesthetic Ability in Higher Vocational Music Education

2.1. Helping to Significantly Improve the Effectiveness of Music Teaching

Music aesthetics refers to the ability to appreciate, analyze, and evaluate musical works; The improvement of aesthetic ability can inject new vitality into the music classroom, organically combining rational cognition and emotional thinking, repeatedly tasting the charm of each note in classroom teaching, and using imagination to complete the details of the story while understanding the creative background, thus experiencing the joy and shock brought by excellent music works more vividly. At the same time, it can also help vocational college students better understand and

comprehend the connotation of music, enrich their inner emotions, make them feel the true charm of art, and further improve their comprehensive cultivation [1]. After the students reach a certain level of aesthetic ability, they can more comprehensively grasp the concept and skills of Musical composition, start to try to create music tracks, constantly improve their cultural cultivation in practice, deeply understand the value and significance of music itself, and further improve the effect of music learning.

2.2. Helping Stimulate Students' Interest in Music Learning

Curiosity and appreciation of musical works are the foundation for enhancing students' interest in music learning. Only with a certain level of aesthetic ability can one better understand the emotions contained in music melodies, enhance their understanding and understanding of the entire work, and ultimately stimulate their strong interest in music learning. Music education places great emphasis on students' artistic feelings. In the learning process, students can enhance their perception, analysis and logical thinking ability by thinking about the background of musical composition; at the same time, the music education can fully release their inner pressure, indulge in music enjoyment, and experience the resonance of the spiritual world. As an important art form, music's aesthetic value is an important driving force for guiding students to learn. With the continuous improvement of aesthetic ability, vocational college students can better experience the rich emotions contained in music, comprehend their superb performance skills, and even express their emotions through music, gain confidence and sense of achievement, and further stimulate students' interest in music learning.

2.3. Helping Regulate Students' Mental Health Status

In recent years, China's economy has developed rapidly and its material living standards have become increasingly high. The innovation of the times not only brings various conveniences to the people, but also brings considerable survival pressure. In the increasingly severe employment situation, the competition among the new generation of graduates is becoming increasingly fierce. As vocational students, they may encounter certain educational discrimination and work ability doubts when seeking employment. Therefore, they need to have a healthy and strong psychological state in order to firmly overcome all difficulties. And music courses can precisely regulate students' psychological problems, allowing them to relax physically and mentally, and alleviate the negative emotions of anxiety and irritability among vocational college students. High quality music education can effectively cultivate students' aesthetic abilities, enhance their cultural quality and artistic cultivation. At the same time, music also has the function of soothing emotions, reducing stress, and regulating mood. Through learning music knowledge, students can greatly alleviate the pressure in learning and life, maintain an optimistic psychological state, improve their emotional expression ability, and thus achieve the effect of regulating psychological health [2].

3. The Current Situation and Problems of Cultivating Students' Aesthetic Ability in Vocational Music Education

3.1. Some schools Do Not Attach Enough Importance to the Cultivation of Students' Musical Aesthetic Abilities

At present, music education in many vocational colleges is just a formality, and there is a general lack of understanding of the importance of music aesthetic ability, and insufficient attention is paid to the cultivation of students' aesthetic ability. Due to the main purpose of vocational education

being to cultivate skilled and practical talents, schools pay more attention to the cultivation of students' professional skills, and prioritize the cultivation of cultural and artistic literacy. Some vocational colleges have not even formally incorporated students' music aesthetic education into the curriculum system, resulting in difficulties in fully improving students' aesthetic abilities. In addition, some vocational colleges may find it difficult to provide comprehensive and high-quality music courses due to the lack of professional music teachers and teaching equipment. Therefore, they choose to focus on vocal skill training in music education and neglect the cultivation of students' music aesthetic ability.

3.2. The Homogenization of Music Teaching Content is Relatively Severe, and the Aesthetic Perspective is Relatively Single

At present, the homogenization of music education curriculum content in some vocational colleges is relatively severe, and the aesthetic perspective is relatively single, making it difficult to meet students' music learning needs. This is due to the fact that vocational music textbooks have not been updated for many years, and there are very few categories available for selection. At the same time, these textbooks generally focus on explaining music theoretical knowledge and basic skills, with less exploration of aesthetic abilities, resulting in a singular perspective on music aesthetics for vocational students. Each student's perception of music is different, and there are also differences in basic abilities. It requires music teachers to develop targeted teaching plans based on the actual situation of the students. However, in many current music teaching courses in vocational colleges, teachers mostly continue to outdated teaching content and models, without timely adjustments and updates, resulting in unsatisfactory teaching results. Students are stuck in a fixed form of music learning for a long time, unable to engage in diversified artistic thinking development, which can also affect their enthusiasm for learning and make it difficult to achieve the expected teaching objectives.

3.3. The Music Curriculum System Needs to Be Improved, and Teaching Methods Have Not Been Updated for a Long Time

Most music courses in vocational colleges adopt a large class teaching mode, with a large number of students and relatively complex professional structures. Some teachers, influenced by traditional teaching thinking, usually follow the old music teaching system intact, neglecting the cultivation of students' artistic thinking and aesthetic abilities in the teaching process, and paying more attention to the improvement of students' assessment results. This teaching model not only fails to stimulate students' learning enthusiasm, but also fails to allow them to immerse their emotions and imagination in music appreciation and form spiritual resonance with music. In addition, with the development of network technology, teaching methods are constantly being updated. However, in some music classrooms of vocational colleges, teachers still use backward teaching methods of one-way knowledge infusion, and there is very little interaction and communication between teachers and students, making it difficult to meet the personalized needs of vocational students in the new era. The classroom atmosphere is dull and dry, making it difficult to stimulate students' interest in learning.

4. The Improvement Path of Students' Aesthetic Ability in Higher Vocational Music Education

4.1. To Focus on Cultivating Aesthetic Abilities and Increasing the Importance of Music Education

Vocational colleges should transform traditional teaching concepts, strengthen the importance of music education, and adhere to the cultivation of aesthetic ability as the core to improve students' cultural quality and artistic cultivation. In the music classroom, teachers should guide students to appreciate music melodies and encourage them to boldly express their own feelings, in order to improve students' music sensitivity and subtly improve their music appreciation level and artistic aesthetic ability [3]. At the same time, we will strengthen the construction of the teaching staff, pay attention to the selection and training of music teachers, improve the teaching ability and professional literacy of the teaching team, adhere to the student-centered and teacher led teaching mode, adjust the corresponding teaching plan according to the actual situation of students, let students shift from passive acceptance to active learning, and stimulate their desire to express themselves. In addition, schools can also strengthen the promotion and promotion of music education through various forms of practical activities such as campus music festivals and singing competitions, and continuously cultivate students' understanding and aesthetic level of music.

4.2. To Enrich Classroom Teaching Content and Create Interesting Music Education Scenarios

Higher vocational colleges should vigorously enrich the music classroom teaching content, select classic music works with strong cultural heritage for students to listen to and enjoy, and also refer to the preferences of student groups, connect music with the content they are interested in, create a relaxed and pleasant learning environment for students, take targeted measures to improve students' aesthetic level and appreciation ability, and further enhance their artistic accomplishment cultivation. Teachers can cleverly use multimedia teaching tools to create highly interesting teaching situations, create a vibrant classroom atmosphere, and provide students with a shocking audio-visual experience, allowing them to fully experience multi-level music content and stimulate their enthusiasm for music learning. For example, when learning the classic erhu piece *The Moon Over a Fountain*, a music teacher can first play a video introducing the author's life experience, allowing students to understand the social background and the creative process of the work at that time. Then, the music can be played, allowing students to use their own imagination along with the melody, and understand the author's painful emotions and life insights in a sobbing tone, achieving a high degree of emotional resonance.

4.3. To Construct a Specialized Curriculum System and Explore Innovative Teaching Methods

In vocational music education, it is necessary to construct a new specialized curriculum system, with the cultivation of artistic aesthetic ability as the core goal, increase the proportion of training in aesthetic awareness, and enhance vocational students' artistic thinking and analysis ability, in order to significantly improve students' aesthetic ability. Music teachers should constantly improve their professional level, create a variety of teaching methods, choose the corresponding curriculum forms according to the differences of different students, actively communicate with students in the classroom, establish equal and harmonious teacher-student relations, pay close attention to the learning dynamics of each student, and timely answer the questions raised by students, so as to

provide high-quality teaching services for vocational students. In addition, teachers can also organize class students to rehearse classic musicals, encourage students to participate in the process of adaptation and interpretation, boldly innovate in details, and promote vocational college students to better master music knowledge in practice, improve artistic cultivation and aesthetic level. [4]

5. Conclusion

In summary, major vocational colleges must attach great importance to music education, closely follow the development of educational concepts in the new era, improve their own teaching systems, continuously enrich music course content, create diversified teaching methods, and use emerging technologies to create intelligent music classrooms. Only in this way can vocational students' aesthetic abilities be effectively improved and more versatile talents be cultivated for society.

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