

Research on the teaching reform of college music aesthetic education from the perspective of core accomplishment

Ping Xiao^{1,2,a}

¹*Shanxi College of Applied Science and Technology, Taiyuan, China*

²*Philippine Christian University, Manila, Philippine*

^a*x459830189@126.com*

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Abstract: With the progress of The Times and the development of society, the exploration of the teaching reform of music aesthetic education in universities under the perspective of core literacy has become an urgent problem to be solved. In today's society, music aesthetic education plays a pivotal role in cultivating students' all-round development, improving their aesthetic taste and enriching their spiritual world. Therefore, how to reform the teaching of music aesthetic education in colleges and universities in the new era to meet the needs of social development and meet the people's demand for high-quality music aesthetic education has become an important topic for the development of education in China. On the basis of analyzing the current situation of music aesthetic education in colleges and universities under the perspective of core literacy, this paper discusses how to provide new ideas for the teaching of music aesthetic education in colleges and universities.

In recent years, China's higher education has gradually become popular, and the music aesthetic education is playing an increasingly important role in colleges and universities. However, under the traditional education mode, there are still many problems in the teaching of music aesthetic education in colleges and universities, such as ignoring the subject position of students, paying attention to knowledge transmission and neglecting the ability cultivation. Aesthetic education is the combination of aesthetic teaching and aesthetic teaching, through education to promote people know beauty, understanding, appreciate the beauty, creative ability, is the new era of morality, intelligence and physique comprehensive development of socialist builders and successors, in the aspect of "khalid ents" plays a unique and irreplaceable role. Among them, art is the most concentrated and the most typical form of aesthetic education. Aesthetic education can broaden students' vision, deepen students' understanding of the objective world, and promote students' intellectual development. The purpose of aesthetic education is to reveal the scientific and true nature of new ideas and new disciplines through aesthetic emotion, rhetoric, rationality and texture, so as to inspire students with beauty and develop students' intelligence by cultivating students' beautiful pursuit of science and truth. In order to cope with these challenges, it is particularly necessary to reform the music aesthetic education and teaching under the perspective of core literacy. Integrating the core literacy into the teaching of music aesthetic education in colleges and

universities not only helps to solve the current problems, but also helps to cultivate musical talents with comprehensive quality and innovative spirit.

1. The core quality of music aesthetic education

Music aesthetic education takes music as a medium, and through the feeling, understanding and expression of music, it can cultivate students' aesthetic sentiment, creative ability and comprehensive quality. In the music aesthetic education in colleges and universities, it is very important to cultivate the core quality, including music quality, aesthetic quality, creative quality and comprehensive quality, just as shown in Figure 1.

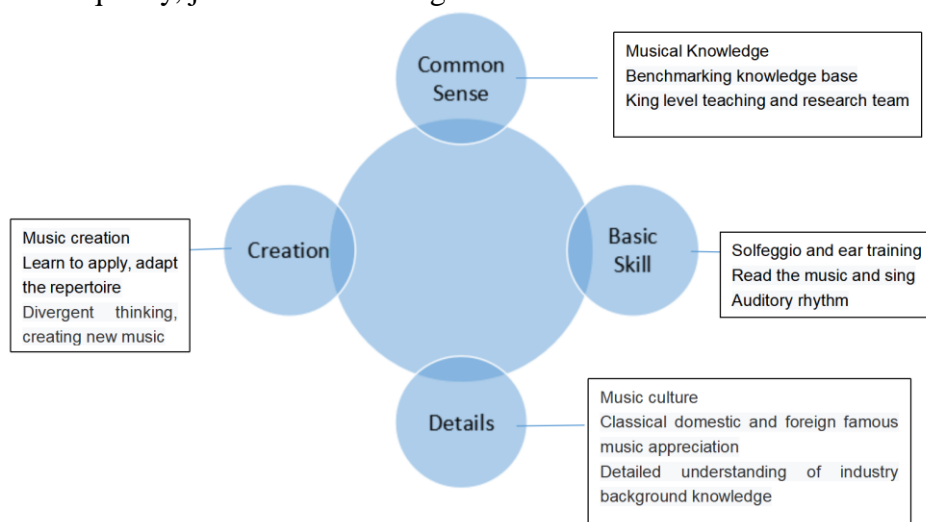


Figure 1 The core quality of music aesthetic education

Firstly, cultivating music accomplishment is the foundation of music aesthetic education. Through learning music knowledge, skills and methods, students can better understand music, express music, and ultimately create music works. Specifically, music literacy includes music theory, music history, solfeggio, harmony, etc. At the same time, understanding the music styles and characteristics of different periods and different regions can help students understand music more comprehensively and improve music literacy. Secondly, aesthetic quality is an important part of music aesthetic education. In music education, teachers should pay attention to the cultivation of students' musical aesthetic ability and help them establish a positive aesthetic view. At the same time, through the appreciation of different types of music works, students can deeply appreciate the beauty of music, so as to continuously improve the aesthetic level of music ^[4]. Through active guidance, teachers enable students to continuously absorb beauty nutrients from music and transform them into their own aesthetic qualities, and finally form their own keen perception and thinking ability of beauty. In addition, creative accomplishment is an important goal of music aesthetic education. In college music teaching, students' creativity can be enhanced through music creation. Students can integrate their own ideas, feelings and personalities into music creation and have a unique understanding and expression of music. At the same time, teachers encourage students to actively participate in music creation activities and provide them with corresponding creative space and conditions. Help them better improve their own creative literacy. Finally, the ultimate goal of college aesthetic education is to improve students' comprehensive quality. Music aesthetic education should not be limited to the field of music, but should be integrated with other disciplines to improve students' comprehensive quality. In music teaching in colleges and universities, teachers can apply interdisciplinary teaching methods to integrate music with other

disciplines, so as to improve students' comprehensive ability to analyze and solve problems, and exercise their ability of organization, coordination and teamwork through active participation in practical activities^[3].

In short, the core qualities of music aesthetic education include music, aesthetic, creative and comprehensive qualities. These core qualities are interrelated and promote each other to jointly promote the development of music aesthetic education. In the practice of music teaching, teachers should pay attention to the cultivation of these core qualities, provide students with rich and diverse music learning experience, and make our music aesthetic education more perfect and prosperous.

2. The teaching status of music aesthetic education in colleges and universities from the perspective of core literacy

Cai Yuanpei was the first person to put forward the term "aesthetic education" in China. He personally taught a course at Peking University. He believed that "the formation of a complete and strong personality does not come from the indoctrination of knowledge, but from the cultivation of feelings. This kind of pottery cultivation lies in the aesthetic education. It is also the purpose of aesthetic education to shape a comprehensive and complete person. "Is the" aesthetic education ". With the development of society, modern people's demand for music aesthetic education is increasing day by day. Colleges and universities are important places to cultivate talents for the society, and strengthening music aesthetic education can make important contributions to the improvement of students' comprehensive quality. From the perspective of core literacy, there are still problems in the music aesthetic education in some universities in China.

2.1 The concept of music aesthetic education in colleges and universities is outdated

First of all, under the influence of traditional educational concepts, the main goal of music aesthetic education in most colleges and universities is still to cultivate professional musical talents, without paying attention to the importance of music aesthetic education for students' all-round development. This concept leads to the gradual marginalization of music aesthetic education in colleges and universities, and students fail to pay attention to music courses. Therefore, colleges and universities must update their educational concepts in time, and truly integrate music aesthetic education into the process of cultivating comprehensive talents in colleges and universities.

2.2 The content of music aesthetic education in colleges and universities is single

Secondly, the content of music aesthetic education courses in most colleges and universities is only basic music knowledge, music history and music appreciation, and is not effectively integrated with other disciplines. This single educational content is difficult to meet the diversified development needs of current students. Colleges and universities must actively broaden the field of music curriculum, strengthen the interdisciplinary integration with other disciplines, so as to improve the quality of music aesthetic education.

2.3 The methods of music aesthetic education in colleges and universities are backward

Moreover, the traditional method of music aesthetic education mainly focuses on teachers 'teaching, while students are responsible for passive acceptance. This cramming teaching method is difficult to stimulate students' interest and enthusiasm in learning music courses. In order to change this situation, colleges and universities should actively optimize the teaching methods, adopt rich and diversified teaching forms and teaching contents, and constantly improve the actual effect of

music aesthetic education^[5]

2.4 Lack of music and aesthetic education resources in colleges and universities

In addition, because music aesthetic education requires colleges and universities to invest a lot of manpower, financial resources and material resources to ensure effective teaching, but some colleges and universities lack of understanding of music aesthetic education and do not invest enough financial resources, which eventually leads to backward music teaching facilities and shortage of teachers. Therefore, the relevant departments and colleges and universities need to increase the investment in music aesthetic education, to create a good learning environment for students. (In compliance with Table 1 as shown).

Table 1 Investigation of teaching facilities in a certain university

project	unit	quantity
SPECIAL USEMUSIC ROOM	Between	6
PIANO	short for Taizhou	8
organ	short for Taizhou	5
electronic organ	short for Taizhou	4

2.5 The evaluation system of music aesthetic education in colleges and universities is not perfect

Finally, the current evaluation system of music aesthetic education is too simple, which only evaluates the students' mastery of music knowledge, and ignores the improvement of their music literacy and music ability, which leads to the low level of music aesthetic education in colleges and universities. Colleges and universities should improve the evaluation system in time, not only pay attention to students' mastery of knowledge, but also pay attention to the improvement of ability and accomplishment.

From the perspective of core literacy, there are many problems in the teaching situation of music aesthetic education in colleges and universities, and reform and innovation should be carried out from many aspects to improve the quality of music aesthetic education in colleges and universities and make contributions to the cultivation of excellent talents with aesthetic accomplishment, creativity and comprehensive quality.

3. Exploring the teaching reform strategy of music aesthetic education in colleges and universities under the perspective of core literacy

3.1 Strengthen the basic position of music aesthetic education

At the same time, music theory is the basis of music aesthetic education and the key to cultivating students' music literacy and innovation ability. Colleges and universities can strengthen the construction of music theory courses so that students can gradually improve their music aesthetic ability and innovation ability on the basis of systematic learning of music theory knowledge. From the perspective of core literacy, colleges and universities need to strengthen the basic position of music aesthetic education, improve students' aesthetic literacy, create culture and cultural confidence through music aesthetic education, and promote students' all-round development. First of all, colleges and universities should establish a scientific and clear plan of music aesthetic education, clarify the teaching objectives and contents, and strengthen the management and evaluation of music aesthetic education. Secondly, in order to strengthen the basic status of music

aesthetic education, it is necessary to pay attention to practice. Colleges and universities can improve students' music literacy and creative ability through music performances, music creation and music culture festivals. It can also combine music aesthetic education with professional courses to continuously improve students' comprehensive quality. In addition, colleges and universities should pay attention to the popularization of music aesthetic education, to face all students to carry out music aesthetic education, to ensure that all students can enjoy high-quality music aesthetic education, but also need to subsidize students from poor families, to create more conditions and opportunities for them to accept music aesthetic education^[2]. Last, by participating in music activities, students can better experience the charm of music and improve their musical aesthetic ability and creative ability. Colleges and universities need to encourage students to participate in various musical activities, such as chorus, instrumental music performance, musical theater, etc., so that they can get a comprehensive music education in the music activities^[6].

3.2 Improve the teaching system of music aesthetic education

From the perspective of core literacy, improving the teaching system of music aesthetic education in colleges and universities is an important measure to improve students' aesthetic ability and humanistic quality. To this end, the following strategies should be adopted: First, colleges and universities should optimize the curriculum, set up music aesthetic education in line with the characteristics and needs of students of different majors, and ensure that every student can complete the credits of the school's public art course. We should standardize the teaching of public art course and improve the quality of course constantly. Second, colleges and universities should pay attention to education reform, actively explore the construction of network, digital, intelligent music aesthetic education, so as to expand the coverage of courses; It is also possible to set up a national college aesthetic education teaching steering committee and establish a high-end aesthetic education think tank. The third is to strengthen the scientific research of aesthetic education, improve the scientific research level of aesthetic education in colleges and universities, and deeply study the textbook system of aesthetic education in colleges and universities, teaching rules and models, assessment and evaluation standards, and teacher team construction, so as to provide strong support for the reform of music aesthetic education in colleges and universities. The fourth is to deepen educational practice, strengthen the integration of aesthetic education with moral education, intellectual education, physical education and labor education in colleges and universities, and combine it with teaching of various disciplines, social practice, innovation and entrepreneurship education. In addition, qualified colleges and universities should be encouraged to open museums and art galleries to the society in an orderly manner, give full play to the role of professional art colleges and universities and high-level student art associations, and actively carry out voluntary aesthetic education services and social practice activities^[1]. Fifth, we should enrich the teaching content of music history. Music history is an important way to understand music culture, which can help students to better understand the development process and style characteristics of music. In teaching, we should pay attention to introducing the musical styles and representative works in different historical periods, and analyze them combined with the cultural background, so as to improve students' musical cultural literacy. Sixth, we should strengthen the teaching of music performance. Music performance is an important part of music aesthetic education, which can help students to improve their musical performance ability and skills. In teaching, we should pay attention to the cultivation of students' musical feeling and expression, help them master the correct playing posture and skills, and improve the students' musical performance level through various forms of music performance activities^[7].

3.3 Improve the teaching quality of music and aesthetic education

Teachers can stimulate students' enthusiasm for learning and help students master music knowledge, skills and methods through explanation, demonstration, discussion and practice. At the same time, make full use of modern educational technology means, such as multimedia teaching, network teaching, etc. On the one hand, colleges and universities should actively promote the innovation of music aesthetic education method, the traditional teaching method is too single, difficult to meet the demand of modern students diversified learning, therefore, teachers need to learn modern education concept, adopt diversified teaching methods, make the music aesthetic education teaching classroom more rich, to fully stimulate students 'interest in learning, cultivate students' independent thinking and innovation ability, provide students with high quality music aesthetic education courses. On the other hand, colleges and universities also need to strengthen the construction of teaching team, and improve their teaching quality through high-quality music aesthetic education teaching team. Schools can strengthen the training of music teaching, constantly improve their ability of professional skills and teaching ability, encourage teachers to carry out teaching research, constantly improve teaching methods, and improve the quality of education and teaching. In addition, a group of artists with rich experience in music practice should also be introduced to provide more professional guidance for students. Finally, to strengthen the linkage with the society and the family, and to form an educational joint force. The school should communicate closely with all walks of life and families to provide students with rich resources and environment for music and aesthetic education. For example, invite famous musicians to hold concerts, lectures and other activities, so that students can feel the charm of music from zero distance; work closely with their families to guide students to participate in music activities and cultivate their interest in music.

3.4 Pay attention to the cultivation of musical skills

Under the perspective of core literacy, the teaching reform of music aesthetic education in colleges and universities needs to pay attention to the cultivation of music skills. Music skills are the key for students to master the basic knowledge and basic skills of music, and also the basis of cultivating students' musical aesthetic ability and music creation ability. In the process of paying attention to the cultivation of musical skills, we need to follow the principle of teaching students in accordance with their aptitude, pay attention to students 'personality differences, and improve students' musical skills.

First of all, strengthen the basic music curriculum setting. In the curriculum, we should pay attention to the status of music theory, music history, solfeggio and harmony, so as to lay a solid music foundation for students. In addition, we should also pay attention to students 'musical practice ability, and set up chorus and ensemble group courses to cultivate students' teamwork spirit and sense of collective honor^[8]. Secondly, to improve the music teaching methods. Traditional teaching methods often focus on teachers and ignore the subject status of students. Therefore, teacher A variety of teaching methods should be adopted, such as heuristic teaching, situational teaching, interactive teaching, etc., to stimulate students 'interest in learning and cultivate students' musical thinking ability and innovation ability. In addition, strengthen the musical skills training. In addition to classroom teaching, we should also make full use of extracurricular time, organize students to participate in music clubs, music competitions and other activities, to provide them with more opportunities for music skills training. At the same time, students are encouraged to study independently and cultivate their musical skills^[9]. In short, under the perspective of core literacy, paying attention to the cultivation of music skills is an important strategy for the teaching reform of music aesthetic education in colleges and universities. Only by fully cultivating students' musical

technical ability and ability, improving their musical aesthetic ability and musical creation ability, can they become high-quality musical talents with comprehensive quality.

3.5 Reform the evaluation methods of music aesthetic education

With the continuous development of social economy and the deepening of people's understanding of music aesthetic education, the evaluation method of music aesthetic education in colleges and universities must be reformed. From the perspective of core accomplishment, the evaluation method of college music aesthetic education should pay more attention to students' music accomplishment and comprehensive ability, and pay attention to the essence and value of music education. In the traditional mode, college music aesthetic education often pays more attention to students' musical skills and professional knowledge, but neglects the improvement of students' musical accomplishment and comprehensive ability. Therefore, it is necessary to change the evaluation method from the traditional, single skill evaluation to the diversified comprehensive evaluation. Specifically, it can include music performance, music creation, music theory, music history and music appreciation, etc. At the same time, more attention should be paid to the evaluation of students' comprehensive qualities, such as teamwork ability, innovation ability and communication ability. In addition, each student has his or her unique musical characteristics and interests. Therefore, teachers should ensure that the evaluation criteria pay more attention to the personalized and different characteristics of students, formulate according to the different situations of students, and pay attention to the cultivation of students' musical literacy and comprehensive ability. At the same time, the evaluation standards should also be operable and comparable in order to carry out a fair and objective evaluation of different students. The traditional evaluation method of music aesthetic education is often too rigid and can not adapt to the individual needs of students. Therefore, the evaluation method should be more flexible and pay attention to students' independent learning and innovation ability. Evaluation methods such as project-based learning and inquiry-based learning can be adopted to encourage students to actively participate in music activities and improve students' music literacy and comprehensive ability^[10]. Finally, the feedback of evaluation results is one of the important links of evaluation, and it is also an important means to improve students' music literacy and comprehensive ability. Therefore, the evaluation results should be timely feedback to students, so that students can adjust their learning strategies in time. At the same time, the evaluation results should also be operable and comparable in order to carry out a fair and objective evaluation of different students.

5. Conclusion

In short, the teaching reform of music aesthetic education in colleges and universities under the perspective of core literacy is a subject of great significance. Under the background of the new era, it is necessary to carry out in-depth reform of music aesthetic education and teaching in colleges and universities from the perspective of cultivating students' core qualities, so as to contribute to the training of socialist builders and successors with comprehensive quality and innovation ability.

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