

# Research on College Music Aesthetic Education from the Perspective of Core Literacy

Han Mei, Zhu Quanwen

School of Music, Henan University, Kaifeng, 475001, China

**Keywords:** Aesthetic education; Core literacy; Music education

**Abstract:** Aesthetic education is the inevitable result of the growth of human civilization and an important aspect of human self-construction. Music education in universities plays a fundamental role in cultivating students' musical artistic quality, is the core course for shaping students' artistic quality, and has unique advantages in cultivating modern and all-round talents. No matter from the perspective of academic theory, specific reform and development, or practical teaching of music education, we must consider the factors of the times, and we can't avoid the aesthetic factors of music education. Aesthetic factors are the core elements of music education, and aesthetic functions are also the core functions of music education. If music education deviates from aesthetics and neglects the growth of aesthetic function, then music education can't get a good development. This paper expounds the problems existing in the aesthetic education of music in universities from the perspective of core literacy, and then puts forward some countermeasures for improving the aesthetic education of music in universities in China, so as to mobilize students' innovative consciousness and creative spirit and cultivate their practical and creative abilities.

## 1. Introduction

Aesthetic education is the inevitable result of the growth of human civilization and an important aspect of human self-construction. The rise and fall of education is related to the future growth of the motherland, and the reform of education is the most important thing. Therefore, the reform of education needs to make steady progress and fully solve the problems existing in the major of music aesthetic education in universities [1]. As a hot topic, core literacy has attracted much attention, and related research around core literacy has been promoted. The practice of college music classroom teaching from the perspective of core literacy cultivation should optimize the music classroom teaching environment and solve the existing problems in music classroom teaching [2]. In the 21st century, music education must reflect the present and the unique aesthetic quality of music education, and firmly grasp the melody of the reform and growth of music education. No matter from the angle of academic theory, specific reform and development, or the practical teaching of music education, we must consider the factors of the times, and we can't avoid the aesthetic factors of music education [3]. The cultivation of music core literacy should keep pace with the times, keep pace with the growth of the times, pay close attention to the teaching situation of college music classes, and cultivate students' music core literacy, so as to provide new ideas for college music classroom teaching practice and cultivate more all-round high-quality talents [4].

In real life, people can express their emotions through music and release their emotions with the help of music. Therefore, music can bring people auditory enjoyment, purify the listener's mind and improve their aesthetic ability. In higher education, aesthetic education plays an important role in cultivating students' healthy aesthetic concept and ability, cultivating noble sentiments, cultivating all-round talents, especially improving people's imagination and creativity [5]. Carrying out music education in college education can develop learners' hidden quality and improve their aesthetic ability, which cannot be replaced by other educational contents [6]. Therefore, music plays an irreplaceable role in aesthetic education in universities. Modern music aesthetic education in universities is an important part of quality education, and its special educational function is irreplaceable by other education [7]. Music education can teach students in accordance with their aptitude according to their different personality characteristics, and exert a subtle influence on

students' establishment of noble moral sentiments and aesthetic tastes [8]. This paper expounds the problems existing in music aesthetic education in universities, and then, aiming at these problems, puts forward the improvement countermeasures of music aesthetic education in universities in China, so as to mobilize students' innovative consciousness and creative spirit and cultivate their practical and creative abilities.

## **2. The significance of music aesthetics education in universities**

The important purpose of carrying out music aesthetic education in universities is to change the present situation of lacking aesthetic thinking in music education in the past, cultivate students' diversified musical abilities, and promote the improvement of students' moral cultivation, so as to build students into excellent talents with all-round healthy development and harmonious progress of body and mind. The important content of music aesthetic education in universities is to improve students' ability of music appreciation and comprehensive quality through imparting music theoretical knowledge and practical skills to students. As early as when creating music works, music creators integrated their emotions and aesthetic thoughts into the works, making the works a fusion of the author's thoughts, emotions and aesthetic concepts [9]. By analyzing and appreciating these works from different angles, students can strengthen their feelings of musical aesthetic elements, which can greatly improve their musical perception and aesthetic ability, fully stimulate their aesthetic feelings, and develop their imagination and creativity.

Besides being concerned in the field of quality education, aesthetics also occupies a pivotal position in the whole education system. Aesthetic education instructors can not only improve students' aesthetic ability and shape their aesthetic values, but also promote the all-round growth of social education. With the growth of science and technology and the progress of society, the process of talent cultivation should also be changed and improved. Therefore, the curriculum reform of music aesthetic education in universities from the perspective of core literacy is not only the development direction of the times, but also the proper attitude and practice of education itself. Art often comes from life, but at the same time it is higher than life, so does music aesthetics. Music aesthetics is inspired by nature and life. To educate students in music aesthetics, we should be good at starting from the perspective of life, guide students to learn and appreciate the diverse music arts in China and the West, perceive different music beauties, and enrich students' feelings and understanding in music aesthetics.

## **3. Present situation of music classroom teaching in universities**

### **3.1. Insufficient attention**

The beauty of music can bring people a strong appeal, and when people are in music, they unconsciously accept the influence of the beauty of music. How much attention is paid to general music courses in universities directly affects the teaching effect of music class. The allocation of teaching resources is the key to ensure the orderly growth of music teaching, and it is also the prerequisite for practical courses. Music is closely related to the social life of human beings. Since the emergence of human society, music has been accompanied by the process of people conquering nature and transforming society, and has been integrated into people's productive labor and social life. The necessary guarantee of teaching resources is conducive to the innovation and growth of teaching. Universities should provide music classrooms, music multimedia equipment, all kinds of playing instruments, etc. to ensure the orderly growth of teaching resources and achieve the goal of music teaching [10]. As a branch of art education, music education has a strong aesthetic value, which has a strong implementation effect on cultivating students' musical aesthetics, musical expression ability and musical cultural accomplishment, and is of great significance to the cultivation of students' core accomplishment. As a branch of art education, music education has a strong aesthetic value, which has a strong implementation effect on cultivating students' musical aesthetics, musical expression ability and musical cultural accomplishment, and is of great

significance to the cultivation of students' core accomplishment. At present, students don't pay enough attention to the content of music education, and their classroom teaching of music stays at a shallow level, lacking comprehensive and systematic cognition.

### 3.2. Single teaching method

Music aesthetic education is not only an important way to implement aesthetic education, but also an important part of aesthetic education. Aesthetic education guides people by applying aesthetic theory and the law of beauty. Its purpose is to improve people's aesthetic psychological structure, shape perfect personality, and finally form a keen aesthetic perception, appreciation of beauty and creativity. Music form and content are two important expressive factors of music art, both of which are indispensable. Only form without connotation will make music education lose its aesthetic value, and only connotation without form can't effectively support the growth of music art. In the traditional music classroom, teaching is mainly based on lecture method, and the space of interactive practice teaching is affected. Teachers and students have a clear primary and secondary position in the music class, and the frequency of interaction is not high. Practical ability of music is the key ability of core literacy, and it is also the key ability that students should have. Through the investigation of the present situation of music classroom teaching in universities, it is found that the teaching methods are mainly based on theory, and the attention to practical courses is obviously insufficient.

In order to ensure the quality of music education, universities should correctly understand the comprehensive functions of music, especially to reveal the aesthetic education function of music art. In music learning, many students are only confined to the practical level of singing or playing musical works, rarely finding the beauty of music by themselves, and unable to think deeply about and understand the connotation of musical works, which leads to a great discount of students' musical aesthetic experience and affects the establishment of students' aesthetic consciousness and taste.

## 4. Practical strategies of music aesthetics education in universities from the perspective of core quality

### 4.1. Strengthen the construction of teaching materials and curriculum system

From the perspective of the current situation of the implementation of music aesthetics education in universities, many universities have obvious defects in the construction of teaching materials. At the same time, the curriculum system is not perfect enough to ensure the orderly growth of music aesthetics teaching from the aspect of teaching content. Apart from arousing students' interest in learning and arousing students' great attention, it also brings great obstacles to the growth of students' aesthetic quality. In order to enhance students' research on music aesthetics and encourage them to discover the aesthetic value and connotation of music, it is necessary to start with the construction of teaching materials and curriculum system, so that the content of music aesthetics can really be close to the specific needs of college students, conform to the characteristics of our students, and help solve the problems existing in specific teaching, so as to realize the flexible use of teaching materials and the comprehensive construction of curriculum system (see Figure 1).

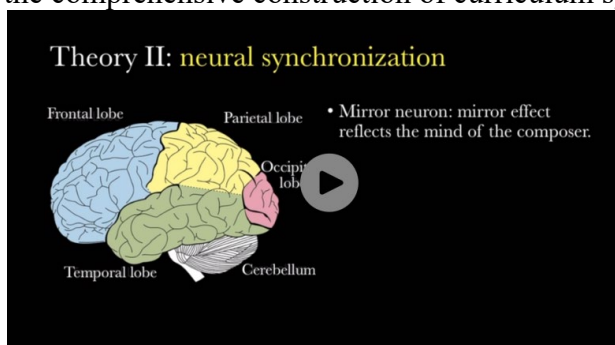


Figure 1 Video textbook of music aesthetic education

The implementation of education reform requires not only the implementation of educators, but also the full cooperation of students. This process requires students to have a certain interest in this course, and interest is the biggest driving force. Only under the trend of interest can we better drive the success of educational reform. Therefore, the smooth progress of educational reform requires the cooperation of educators and students, so that the curriculum reform of music aesthetic education specialty in universities can be carried out smoothly, and the significance of the reform of music aesthetic education specialty in universities can be brought into full play. In order to ensure the smooth growth of appreciation teaching and make students feel the differentiated musical beauty of different music works, teachers can carry out comparative appreciation teaching, that is, let students appreciate the works of different writers or different works of the same writer, so that they can recognize the differentiated aesthetic connotations of different music works in comparative appreciation, broaden students' horizons and eliminate obstacles in the growth of students' aesthetic ability.

#### **4.2. Improve the teaching method of music aesthetics**

The reform of education should first be carried out on a pilot basis in some places. The effects, advantages and disadvantages of the reform should be summarized in constant attempts, and a road beneficial to the country and the people should be explored in practice to promote the growth of music aesthetic education curriculum reform. In the teaching of music aesthetics, it is the key point of education and teaching to guide students to discover the beauty of music, excavate the aesthetic function of music, and promote students to grasp the aesthetic core of music. At the same time, it also puts forward higher requirements for teachers' teaching design. If the teachers can not improve the traditional teaching strategies, the students' understanding of music beauty will be greatly reduced and the teaching quality will be reduced. Figure 2 shows the music education seminar.



Figure 2 Music Education Seminar

Different types of talent training need to be divided in detail, corresponding training mechanisms should be established for different types of talents, and special training plans and training assessment mechanisms should be formulated. According to the students' career planning direction and the development direction of the social market, a talent training mechanism that meets the needs of social development should be formulated. Teachers can introduce common improvisation methods and aesthetic practice strategies to students, and then teachers can organize improvisation activities, and let students make a comparative analysis of their respective works, so as to develop students' musical practice ability in appraisal and competition and improve their aesthetic quality in practice. University leaders should first establish correct ideas, give full understanding and support in music aesthetics education, and define the responsibilities of both schools and teachers, so as to ensure the comprehensive quality of music aesthetics teaching under the coordination arrangement of schools and teachers' professional participation.

#### **5. Conclusions**

With the all-round advancement of education and teaching reform, according to the requirements

of quality education concept of students' all-round development, universities must change the concept of music aesthetic education, take music aesthetic education as the breakthrough point, and earnestly implement the fundamental task of moral education. Although the teaching content of music aesthetic education in universities will be restricted by many factors, its implementation must take the core literacy as the center and cultivate students' comprehensive quality as the ultimate goal. The aesthetic factor of music education has always been the fundamental problem of modern music education. Music is the aesthetic analysis, and its orientation in educational practice has received due attention, which not only affects the discipline construction, but also greatly influences the function of music education. The reform of education should solve the existing problems, and with the purpose of promoting its sound development, grasp the development trend of the market in time, and change the development trend of education to adapt to the direction of social development. In this way, the quality of music aesthetic education in universities can be effectively improved, and the aesthetic ability and level of college students can be improved, thus promoting their future development.

### **Acknowledgements**

Henan's Important Project of Teachers' Educational Curriculum Reform: Research on Musical Curriculum Reform in Normal Colleges Based on Aesthetic Educational Training Objectives in Primary and Secondary Schools (Project Number: 2021-JSJYZD-006) Research Achievements

### **References**

- [1] Liu Junyan. Exploring the evaluation of compulsory education examination based on core literacy [J]. *Global Education Outlook*, 2022, 51(5):11.
- [2] Zheng Yun, Weng Jianxin, yangweihua. Reconstruction of teachers' core literacy under the background of educational informatization [J]. *Continuing Education Research*, 2022(11):5.
- [3] Chen Runping. Music aesthetic teaching based on core literacy [J]. *Educational Theory and Practice*, 2018, 38(20):2.
- [4] Wang Yuqi. Problems and countermeasures of folk music entering middle school music classroom [J]. *Teaching and Management*, 2020(12):3.
- [5] Liu Dalin. Interpretation of textbooks based on the cultivation of students' core literacy [J]. *Educational Theory and Practice*, 2021(26):47-50.
- [6] Zhou Yujing. Cultivating the core quality of music in the classroom [J]. *China Journal of Education*, 2021(11):1.
- [7] Ou Yunbo. The curriculum evaluation reform that highlights the cultivation of students' core literacy [J]. *Teaching and Management*, 2021(9):4.
- [8] Yin Shaochun, Meng Meng. Mutual imitation and gradual integration of school aesthetic education and social aesthetic education [J]. *Art*, 2021(2):5.
- [9] Gao Jie. Teaching reform and thinking of music education major in universities in the new era [J]. *People's Music*, 2020(10):3.
- [10] Han Zhongling. The concept, dilemma and trend of China's philosophy of music education [J]. *Music Research*, 2020(5):103-110.