

Research on the Implementation Path of Music Aesthetic Education in Public Art Education in Local Colleges and Universities

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Abstract: With the progress of The Times and the implementation of education reform, the development of college education pays more and more attention to the quality training of students. Public art education, as a main way for local colleges and universities to promote quality education and lead students to all-round development, can be reformed and innovated from three aspects: deepening the reform of public art education, strengthening the construction of music aesthetic education curriculum system, and strengthening the role of music aesthetic education in campus culture construction. The article mainly analyzes the implementation path of music aesthetic education in public art education in local colleges and universities.

Keywords: Local universities; Public art education; Musical aesthetic education

Aesthetic education is one of the important components of quality education project. The implementation of music aesthetic education in local colleges and universities with the help of public art education can not only cultivate students' sentiment and strengthen their quality, but also help them develop their intelligence and realize the goal of all-round development. The infiltration of music aesthetic education in public art education plays a great role in improving students' aesthetic consciousness, aesthetic ability, forming noble aesthetic taste, making correct aesthetic judgment and enriching aesthetic feeling. Therefore, teachers in local colleges and universities need to fully recognize the importance of music aesthetic education, and at the same time choose more effective methods and means to implement music aesthetic education.

1. The significance of public art education in local colleges and universities to carry out music aesthetic education

First of all, music aesthetic education is beneficial to the improvement of students' quality. As a component of public art education in local colleges and universities, it is an important link to carry out aesthetic education in music courses. We should know that music is not only a melody, a song or a dance, but also has a strong artistic connotation and a strong humanistic heritage. To lead students to appreciate and taste a piece of music, in addition to paying attention to its form of expression, it is also necessary to deeply analyze its cultural heritage and artistic characteristics. With the more understanding of music knowledge and connotation, the comprehensive ability and quality of local college students will be strengthened, such as mental health, ideological morality, aesthetic taste and art appreciation ability. Generally speaking, The implementation of music aesthetic education plays a strong role in promoting students' personal sentiment and improving their comprehensive ability.

Secondly, it is conducive to students' all-round development. Through music, people's inner feelings can be directly expressed, and music can also stimulate people's emotions and affect people's psychology. Through music, students can vent their bad emotions, express their personal feelings, and reduce the psychological pressure brought by life and study. The effect of music is intangible and powerful. Developing music aesthetic education in public art education can expand students' imagination space, guide them to exert their imagination and develop their creativity. At the same time, a series of positive, sunny and energetic music works can help students establish correct "three views" and lofty ideals, which is a major factor to promote their comprehensive development. The public art education base in colleges and universities is the main position for college students to receive aesthetic education, so we

must actively play the important role of art education courses in leading students to establish correct aesthetic concepts, cultivate noble moral sentiments, and shape beautiful minds.

2. Existing problems in the implementation of music aesthetic education in public art education in local colleges and universities

First of all, the concept of education is biased. Driven by quality education, local colleges and universities pay more and more attention to public art education and music aesthetic education. However, based on the actual situation of education, a few colleges and universities only pay more attention to professional curriculum teaching because of policy requirements. This kind of colleges and universities one-sided think that “public art is equal to entertainment”, and even a few colleges and universities said that “public art education is optional”, aesthetic education can also start from other aspects, affected by this, in addition to difficult to ensure the quality of public art education, music aesthetic education is unable to carry out smoothly. Secondly, the curriculum arrangement lacks rationality. Due to the biased educational concepts held by some local colleges and universities, there is also an obvious phenomenon of neglect in the arrangement of public art education courses, especially in the design and arrangement of music courses, which usually only require students to master some simple music theory knowledge and sing a few classical music works. However, different music forms and music works have not been combined to lead students to appreciate and taste. If this problem cannot be solved as soon as possible, it will not only affect the display of artistic knowledge charm, but also make it difficult to bring into play the effect of “educating people with aesthetics”.

3. Implementation path of music aesthetic education in public art education in local colleges and universities

3.1 Deepen the reform of public art education and teaching in universities

The document “Comprehensively Strengthening and Improving the Key Tasks and Division of Labor of Aesthetic Education in Schools in the New Era” puts forward higher requirements for the reform of aesthetic education teaching, which especially emphasizes the gradual improvement of the teaching mode of “basic artistic knowledge and basic skills + artistic aesthetic experience + artistic special talents”. Improve students’ core qualities such as cultural understanding, aesthetic perception, artistic expression and creative practice, and help students form special artistic talents. To innovate the content, methods and carriers of aesthetic education teaching activities, and promote the organic integration of aesthetic education with ideological and political education, professional teaching of various disciplines, social practice and innovation and entrepreneurship education. Make full use of modern information technology means, explore the construction of network, digital, intelligent, online and offline combination of course teaching model, plan to build a number of high-quality aesthetic education MOOCs, expand the coverage of high-quality courses. In addition, in the context of the reform of public art education, art education is no longer aimed at cultivating artistic ability, and aesthetic education is gradually transforming to the direction of intelligence and standardization, enabling art education with science and technology, which will become a major direction for local colleges and universities to carry out public art education and implement “aesthetic education”. At the same time, it is hoped that through correct and scientific aesthetic education guidance, students can form good artistic accomplishment and quality. Therefore, in order to achieve this goal, schools need to fully explore the function of online teaching and introduce more novel and advanced teaching modes and contents into the process of aesthetic education teaching. For example, when music teaching is carried out in the online teaching mode and aesthetic education is implemented, teachers can try to organize flipped classroom teaching with micro-lessons. After determining the teaching content, teachers should formulate online teaching plans and micro-lesson videos according to the learning situation and course characteristics. As for the production of micro-lesson videos, teachers can mine relevant resources and design teaching videos based on certain teaching difficulties or certain aspects, and then introduce relevant knowledge combined with specific resources and design preview tasks. Before formal teaching, teachers can upload micro-lesson videos to the online platform for a long time. Students need to report their learning facts to the platform after watching the video and completing the preview task. After summarizing students’ learning facts and understanding the depth of knowledge, teachers can make more targeted adjustments to offline teaching programs and methods, which can not only ensure the effectiveness of offline teaching to the maximum extent, but also fully demonstrate the advantages of online and offline integrated teaching. In order to achieve this, curriculum teachers should not only develop a sound online and offline teaching plan, but also do a good job of publicity. On the other hand, it is also necessary to organize teachers to actively participate in various training activities. With the deepening of publicity intensity, teachers and students in the school can also deepen their cognition of the teaching mode combining the above and below lines. Only by truly recognizing the value and significance of the teaching mode from the ideological

perspective can it play its role effectively.

3.2 Strengthen the construction of music aesthetic education curriculum system

Establish the concept of disciplinary integration, strengthen the integration of music aesthetic education with moral education, intellectual education, physical education and labor education, fully tap and use the rich aesthetic education resources contained in various disciplines that reflect the Chinese aesthetic education spirit and national aesthetic characteristics, organically integrate the content of aesthetic education of related disciplines, and promote the deep integration of curriculum teaching, social practice and campus culture construction. It offers public art courses with aesthetic and humanistic qualities as the core, innovative ability as the focus, inheritance and development of excellent traditional Chinese culture and art classic education as the main content, and extracurricular practice activities with aesthetic education as the theme. Focusing on the goals of enjoying fun, enhancing physical fitness, perfecting personality, tempering will and improving students' aesthetic and humanistic qualities, according to students' cognitive level and physical and mental characteristics, we actively develop and implement special music aesthetic education courses, scientifically set up course contents, and ensure that the courses are ideological, educational, scientific and sustainable. The special courses of music aesthetic education include chorus, instrumental music, dance, campus drama, opera and folk music. China is composed of 56 ethnic groups, each of which has its own characteristic music. Therefore, from this perspective, Chinese music is very rich in content and form. As the main component of ethnic music, famous songs can be introduced into special music courses as aesthetic education resources, which can not only add more vitality to classroom teaching. It can also lay a solid foundation for cultivating students' core qualities and carrying out "aesthetic education". For example, a series of folk performing arts such as Nanyin in Fujian Province, Hua Hua in Gansu Province, Da Song of Dong ethnic group in Guizhou Province, Jianchao Ethnic Group in Mongolia and Humai belong to the Intangible cultural Heritage List of China. If teachers can explain this kind of music knowledge in detail in music teaching, it will not only help local college students master more regional music culture and pay attention to ethnic music, but also help them cultivate their feelings. Cultivate students' innovative thinking ability and imagination. In addition, with more understanding of folk music, students can truly appreciate the meaning of "nation is the world". In addition to the rational use of music in the region and ethnic minorities, teachers should also constantly expand music teaching resources. For example, public art education centering on the teaching of students majoring in computer science and network information can be carried out. When organizing music teaching, teachers can encourage students to collect music works related to a certain theme through online channels and computer functions, and then integrate and display these resources. In this way, technology and art can be brought closer and closer. At the same time, it also enables students of all majors to learn and understand the connotation of music from the perspective that they are better at and familiar with. In this way, students can not only fully mobilize their interest in music learning, but also enable them to deeply think about and appreciate music in the process of exploring and integrating music knowledge, which is also a favorable way for them to actively accept the influence of aesthetic education. All in all, local colleges and universities need to make full use of fine aesthetic education courses, strictly implement the rigid requirements of music aesthetic education courses, gradually increase the supply of aesthetic education courses, expand the scope of students' course selection, and form a batch of high-quality, distinctive and popular special aesthetic education courses. The curriculum of aesthetic education will be incorporated into the undergraduate professional personnel training program of the university, the management of the credit system will be implemented, the consciousness of students' cultural subject will be strengthened, and the high-quality talents with lofty aesthetic pursuit and noble personality cultivation will be cultivated.

3.3 Give full play to the role of music aesthetic education in the construction of campus culture

Make full use of campus radio, classrooms, corridors, publicity bars and new media such as Weibo, wechat and campus network to publicize and promote school music aesthetic education activities, carry forward socialist core values, and create an elegant, aesthetic and vibrant campus cultural environment. Create an immersive aesthetic education environment in which teachers and students participate, and guide students to discover, appreciate, recognize and practice beauty. Actively dispatch music teachers to create school songs, scientifically design music broadcast by radio stations, organize and carry out all kinds of music aesthetic education cultural activities such as culture and art festivals, campus singer competitions, dance competitions, etc., create a good environment for aesthetic education, and enable students to improve their artistic accomplishment and aesthetic taste. To enrich the practice activities of music aesthetic education art, first, establish a normal mechanism for all students to participate in music art practice, and vigorously promote practical activities benefiting all students such as chorus, ensemble, group dance, textbook drama, art practice workshops, and experience learning in the campus national folk art study hall. To carry out extensive class, grade, department, school level and other group display and exchange. Let more non-professional college students join the student art practice group, "send art to the

countryside” art team to carry out music performances and exchanges in rural areas, communities, and designated support areas, and carry out art sympathy shows, etc., to effectively fulfill the functions of colleges and universities to serve the society. The second is to strengthen the professional guidance of all kinds of art societies in the school, increase the efforts to excavate, select and train members of art societies, and carry out campus cultural activities with rich content and diverse forms such as opera, dance, drama performance, calligraphy, language, paper cutting, flower arrangement, photography, etc., to cultivate students’ healthy and upward aesthetic taste and aesthetic style.

To sum up, aesthetic education is an effective means to implement quality education in local colleges and universities. In order to give full play to the advantages of music aesthetic education in public art education, teachers should recognize the importance of aesthetic education, combine the characteristics of music curriculum with diversified teaching innovations, and improve teaching modes to ensure that students can actively learn music knowledge and accept the influence of aesthetic education. Guide students to establish correct aesthetic concepts, cultivate noble moral sentiments, shape a beautiful soul, carry forward the Chinese spirit of aesthetic education, educate people with aesthetics, beautify people, cultivate Yuan with beauty, and improve students’ aesthetic and humanistic qualities.

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