

Research on the Integration Path of Music Curriculum and Moral Education Curriculum in Undergraduate Colleges

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Abstract: In colleges and universities, music education is a relatively important art education, is the main carrier of undergraduate colleges and universities to carry out quality education. As the main mode of music education, music curriculum contains a wealth of aesthetic, moral, humanistic and other educational functions. Therefore, the comprehensive development of music curriculum in undergraduate education plays a very important role in talent training. The mutual development of music curriculum and moral education curriculum forms the moral education function of music education, which is also the core element for undergraduate colleges to construct and improve the music teaching system and moral education system. The integration of moral education in undergraduate music courses can achieve the purpose of standardizing students' conduct and rectifying students' thoughts. Therefore, it is necessary to properly integrate moral education courses in the development of music courses to improve the comprehensive quality of undergraduate students.

1. Introduction

Along with the continuous development of education cause in our country, the people with the accelerating pace of life, increasing employment pressure, make people's spiritual culture and material culture demand there has been a huge shift, puts forward higher requirements on spiritual culture of university students, this makes music course in colleges and universities students to obtain the main way to spiritual sustenance. With the gradual deepening of music education in colleges and universities, the moral education function of music teaching with appreciation class as the core is also gradually highlighted. As the most popular course for students, music course should be fully combined with moral education course to make its teaching form increasingly perfect and constantly meet students' pursuit of truth, goodness and beauty. The integration of moral education courses into music courses in colleges and universities can, to some extent, effectively make up for the spiritual deficiency of college students and lead them to form correct ideas.

2. Present Situation of Integrating Music Course into Moral Education Course in Colleges and Universities

With the continuous development of society, music courses in colleges and universities have undergone great changes, and the rapid development of modern multimedia technology has also injected vitality into music education. Music education curriculum is the choice of music as the carrier, its inherent moral education, aesthetic education and other functions are also very important. From the present situation of the university music course, music teaching fully displays the aesthetic nature, but does not pay attention to the educational nature. Music education in colleges and universities is becoming more and more secular and utilitarian. Music courses only show internal music elements, without taking into account the characteristics of school music courses and the characteristics of student development, which hinders the moral education function of music education. Music education has a strong aesthetic, in a certain extent to expand the aesthetic ability of students. However, the educational nature of music course is separated from the goal in the teaching process of colleges and universities, and it does not use the carrier of music course to realize the goal of students' ability cultivation. Therefore, music is not simply the expression of

“beauty”, but should take the responsibility to play its own value from the essence, through music curriculum to fully show the moral elements, to help students develop a healthy ideological and moral.

In recent years, the voice of carrying out quality-oriented education reform in colleges and universities is more and more intense. The effect and intensity of music teaching in colleges and universities are different. The teaching effect of music course in colleges and universities is different because of the different emphasis on this course, the different teaching ability of teachers and the different interest of students in this course. The idea of shaping students' personality through music has not been paid attention to and affirmed, and the function of auxiliary morality has not been paid attention to. Many music teachers do not strictly follow the standard requirements of the new curriculum reform to understand the music curriculum, and they deliberately avoid the content related to moral education and intellectual education, and even think that if the music curriculum is combined with the moral education curriculum, it will lead to the loss of the original purity of music. Music as an education, can fully show the “beauty”, for students to present the beauty of art. Students should judge the beauty and ugliness, the good and the evil, develop the correct value concept and form the ability to judge right and wrong, which is to strengthen the mutual integration of music education and moral education. Obviously, the beauty of music, as the synthesis of ideal purpose and moral realm, fully displays the moral education function of music curriculum. Therefore, music courses in colleges and universities should pay attention to the integration of moral education courses, actively explore the influence of students' own development, and ensure that its role is given full play.

3. The Problems Existing in the Process of Permeation of Moral Education in Music Teaching in Undergraduate Colleges

3.1 They Don't Have Advanced Teaching Ideas

In the modern music teaching in colleges and universities, most students say that the types of classes and the amount of class hours are less, leading to many students who like music can not really participate in the music teaching. Many students are not satisfied with the teaching of music courses because the types of music courses carried out in colleges and universities are not innovative. School not for music teaching quantity, content, type, etc. Make that clear, also does not have to lead the function of music in most colleges and universities to carry out the music of course only organized by any music teachers, music teachers often according to their own preferences to prepare the content, not only takes the course of scientific and systemic, And did not fully realize the importance of moral education function to the formation of students' ideology and morality. Music teachers do not realize the significance of the combination of music curriculum and moral education curriculum, and pay too much attention to music itself, but ignore the peripheral function of music curriculum. In addition, many university leaders and administrators of music courses do not have advanced ideas and do not give correct guidance to teachers, leading to music courses in colleges and universities can not give full play to the function of moral education.

3.2 There is a Lack of Combination between Music Curriculum and Moral Education Curriculum

At present, the music course in most colleges and universities has not formed a good combination with the moral education course, which leads to the failure to give full play to the moral education function. On the one hand, music itself has a strong function of moral education, and teachers do not have a strong teaching ability, lack of a correct understanding of the music curriculum, the lack of sublimation of the teaching content, too much attention to music knowledge and aesthetic. On the other hand, the teacher did not integrate the music course with the moral education course when preparing the lesson, and the arrangement of each lesson was purposeful and targeted. Therefore, before the development of music teaching, it is necessary to make clear the teaching preparation, make clear the moral factors contained in the teaching content, and show the

theme in each teaching link.

3.3 The Penetration of Moral Education in the Classroom is Insufficient

In the music course, there is no denying that music teaching is the key point, but from the essence of music education, its educational function is diversified, and the moral education function is the most prominent feature. From the point of view of music teaching at the present stage, most music classes have an active atmosphere and diversified forms, which greatly expand the aesthetic appreciation of students, but the lack of integration of moral education. Due to the obvious attributes of music education, the lively nature of music often leads to the neglect of other attributes, and its intrinsic aesthetics, moral education and so on can not be fully explored. If teachers do not penetrate the content of moral education well, students' thoughts and emotions are not paid attention to, and at the same time do not have the correct guidance.

3.4 The Integration Method of Moral Education Curriculum in the Teaching Process is Too Simple

Music classroom is rich and colorful, the teacher is the main carrier to fully explore its rich connotation. Therefore, teachers should adopt diversified means to carry out teaching in order to achieve better teaching results. Although the moral education factor in music teaching can not preoccupy the music factor as the main content of classroom teaching, but it is an essential part. In the actual teaching process, teachers mostly use the analysis method to integrate the content of moral education, and students are only passive receivers, lack of initiative and participation. At present, the music course carried out by most colleges and universities is dominated by teachers, and the whole course is mainly explained by teachers, and the method of imparting knowledge to students is relatively rigid. Teachers often carry out music teaching as the commander in chief, and what students learn depends on what teachers teach. Moral education and aesthetic education can only be carried out in a passive state, without reflecting students' subjectivity. Instilling teaching methods and means lead to big loopholes in music teaching, which greatly affects the realization of teaching objectives and moral education functions.

3.5 Moral Education is Not Included in the Music Curriculum

According to the situation of music courses in colleges and universities, the examination mechanism of music courses in most colleges and universities is a mere formality. At the end of each semester, teachers only ask students to write a piece of appreciation or reflection, without assessing the actual effect of teaching, knowing nothing about students' learning results, and knowing nothing about the moral education content of music courses. A sound evaluation mechanism aims to promote and improve the teaching of core measures to fully reflect the actual teaching effect, help to timely find out the problems existing in the teaching process, teachers and to timely adjust their teaching way, also can understand the actual needs of students and teachers, to create a perfect teaching mode. At present, most colleges and universities do not have a sound assessment mechanism. In order to make music courses in colleges and universities have higher value and significance, we must pay attention to the establishment of assessment mechanism, and conduct strict assessment of moral education courses, so as to make music moral education have a higher systematization.

4. Effective Measures of Mutual Penetration of Music Curriculum and Moral Education Curriculum in Colleges and Universities

4.1 Update Teaching Concept

For teachers, the teaching concept is the foundation to guide their teaching activities, and determines the teachers' practical work in each teaching link. Therefore, for music teachers in colleges and universities, the teaching idea determines the effect of moral education. In view of this, in order to strengthen the mutual penetration of music curriculum and moral education curriculum, to produce a positive role in promoting students' thoughts, we must have a new understanding of

music and moral education. Only by breaking through the traditional confinement of music education in thought, affirming the moral education function of music from thought, recognizing the moral education work of music from idea, deepening the integration of music curriculum and moral education curriculum. In the actual teaching process, we can start from three aspects. One is to refer to the advanced concept of other countries' successful integration of music curriculum and moral education curriculum, and conduct in-depth expansion of their own music curriculum; Second, to strengthen their own moral education concept, the advanced moral education into the music course, and throughout the whole teaching process; Third, the leaders of colleges and universities should establish the teaching idea that music curriculum and moral education curriculum permeate each other, and actively guide the teaching workers to make them combine music curriculum and moral education curriculum well.

4.2 Comprehensively Integrate the Content of Music Curriculum and Moral Education Curriculum

The actual teaching of music course in colleges and universities should actively integrate the moral education course, give full play to the function of moral education, and integrate the music and moral education courses comprehensively in the preparation process, so that students can enjoy music and make progress in thought. This requires educators to fully integrate the music appreciation course and explore the moral connotation of music teaching materials. Teachers should correctly grasp the moral factors in music curriculum and adopt effective teaching means to highlight the characteristics of moral education. As is known to all, music courses in colleges and universities are very rich, among which there are more music types for students to choose, such as opera, drama, folk music and so on. The music genres formed in different periods all have representative works, which contain rich moral elements, such as the national pride conveyed by Jiangshan. Therefore, teachers should fully explore the material in the music course, look for the meeting point, and combine the two well, systematically plan, and comprehensively integrate the teaching resources.

4.3 Strengthen the Mutual Penetration of Music Curriculum and Moral Education Curriculum

The music courses in colleges and universities are very rich, and teachers can choose various types of excellent resources as teaching contents to meet students' learning needs for music. Music resources as the carrier of music teaching, the value and significance of opening music courses is not only the dissemination of music art, but also contains a wealth of educational value. If these educational values are to be fully demonstrated, teachers must use all forms of teaching to have a positive impact on their students. Music class has a very rich content, dance, opera, music documentary and so on can be used as the teaching content of music class, through effective screening to carry on a better combination with the moral education curriculum, appropriate integration of moral education factors. For example, in the teaching of the vocal music work "I love you, China", teachers should rely on the learning of the creative background to integrate the moral education teaching. This song was written in the early period of the reform and opening up. In this era, China's door was opened to the world, and the economy and culture achieved rapid development. When learning this song, students would spontaneously integrate patriotic feelings and national feelings into it.

4.4 The Moral Education Method of Rich Music Teaching

For college music course, good teaching methods and means have very important significance. Therefore, colleges and universities should carry out effective reform in the past teaching methods and actively try various methods and means of the penetration of music curriculum and moral education curriculum. In traditional music teaching, teachers master the whole teaching rhythm, and most students do not have a high degree of autonomy. In modern college education, teachers should pay attention to students' subjectivity, participation and interactivity, so as to ensure that music classroom teaching is more abundant. In the music course in colleges and

universities, teachers should encourage students to participate actively, return the classroom to students, provide students with a good platform, so that they can give full play to their talent, become the leading teaching work. For students, they can master music genres from their own point of view. Music teachers can choose some students to actively participate in, to bring them under the class prepares a lesson, instead of coming to class teachers, and take advantage of their form to the moral education curriculum is blended in among them, which not only can stimulate students' involvement, reveal the students' subjectivity, but also can fully display music curriculum and curriculum value and advantage of mutual infiltration of moral education.

4.5 Establish and Improve the Assessment System

For music course, the assessment system is not only the examination of the course after each semester, but also the key means to ensure the smooth progress of teaching work. At present, most colleges and universities do not have sufficient cognition of the assessment of music courses, nor have they established a perfect system. If there is a lack of perfect and rigorous assessment mechanism, it is impossible to analyze the actual effect of music course teaching from an objective point of view, to clarify whether it has achieved the expected teaching objectives, to know whether students like this course, and to judge whether the significance of education has been realized. Therefore, college music teaching needs to establish a perfect assessment system, and at the same time, it needs to take the content of moral education in music teaching as the assessment standard. The teaching effect and moral education effect of music course can be evaluated by various forms such as summary analysis and examination paper. In this way, the integration degree of music course and moral education course can be mastered fundamentally, and the teaching mode can be adjusted in time. It can also promote the synchronous progress of music course and moral education course in colleges and universities, and promote the curriculum construction in colleges and universities to have more abundant significance.

5. Conclusion

In general, the moral education function of music teaching is a special content, and different educators have different understanding and cognition, and the effect achieved in the teaching practice is also different. In today's society where quality education is increasingly attached importance to, the educational goal of colleges and universities is to cultivate comprehensive talents with quality and responsibility for the society. Therefore, music educators in colleges and universities should actively change their educational ideas, actively explore new ways and methods of combining music curriculum with moral education curriculum, and endue music education with a higher mission. In the process of developing music education, we should not only ensure the subjectivity of music, but also pay attention to the moral factors, ensure that its connotation is fully explored and reflected, and play a better role in the student group. Relying on teaching methods and contents and many other ways, this paper timely finds out the problems existing in the teaching process, and puts forward effective measures to solve them, fully displays the moral education function of music courses in colleges and universities, and ensures that music education is more abundant.

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