

Music Education Reform with Aesthetic as the Core

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Abstract. Music is not only a subject to be studied, but also an art. There is a very close relationship between music education and aesthetic ability of students. In fact, music teaching is the process of cultivating aesthetic ability of students. This paper first analyzes the relationship between aesthetics and music education and the problems existing in the process of music education, and on the basis of this, discusses the personal views and understandings on how to strengthen the teaching reform of music aesthetic education for reference.

Introduction

In the process of music teaching, teachers should base themselves on reality, constantly optimize and improve teaching methods, integrate experience and emotion into teaching practice as far as possible, and improve and cultivate the aesthetic consciousness and ability of students. In practice, it is necessary to re-examine and locate the problems in the teaching of music education at the present stage, strengthen the relationship between each other and the analysis of the problems in teaching, in order to effectively improve the level of music aesthetic teaching.

An Analysis of the Relationship between Aesthetic and Music Teaching Reform

Music is not only a phenomenon of art, but also a manifestation of music culture. In the teaching practice of music education, the purpose of education and teaching is to improve the significance of music teaching and the musical ability of students. With the development of educational and teaching activities, the aesthetic consciousness and ability of students should be strengthened based on musical works. If students are only interested in superficial or internet pop music works and have no interest in music works with rich connotations, it will inevitably affect the efficiency of education and teaching. In the current process of music education and teaching, the role of aesthetics can not be underestimated [1]. Many schools only integrate music phenomena of different styles and characteristics in different periods, and ignore the essence of music education. Music as an artistic form should be complete, and its development is based on excellent domestic culture. In the process of music education and teaching, music is often classified, such as bird call with natural musical characteristics, flowing water and music with human being as its core, in which the latter is mainly to fully express certain inner feelings of human beings and create a musical form.

Taking Wang Qinchuan as an example, it originally came from the work of the same name of the Tang Dynasty poet Li Qi. Although Li Qi was born in the Tang Dynasty, he failed to pass the examination many times during his term of office, so he resigned from his official home in his later years and lived in seclusion [2]. In fact, Wang Qinchuan mainly expresses the disappointments of the author officialdom in his later years, and his feelings of unwillingness when he left Chang'an. The Chang'an drum music based on this poem, Wang Qinchuan, which is popular in Xi'an, Shanxi Province, contains a sense of air and dignity, and the whole music structure is also very palace style. In practice, when we appreciate a piece of music, we should first have a comprehensive understanding and grasp of it, especially the background of its creation, including the age of the author, the social renovation of the time and the life experience of author, etc. Only in this way can the background of creation be combined to deeply understand and cognize the connotation of the works. In fact, there are similarities between musical melody and a language. Melody expression is mainly based on the notes composed by the composer of the music and the feelings

played by the performer to express his inner feelings. In performing the music, I think that the first thing to interpret a piece of music is to put itself in the music. The reason why I have a special love for this piece of work is that I have been away from school for many years and have a deeper attachment to my hometown. Have a deeper feeling about the land where we are born; This is consistent with the experience of composer, so it is possible to grasp the emotion contained in the music more accurately. In fact, the aesthetic of music art is a symbol of musical phenomenon, the lack of subjective aesthetic will lead to the loss of artistic significance of music. Aesthetics is an inherent ideology, mainly refers to the external beautiful things and art forms of good cognition, among which music is an important content of aesthetic objects. In the course of the reform of music education and teaching, the basic function of aesthetics is very remarkable, and the music teaching reform should also be guided by aesthetics. Music can be regarded not only as a culture but also as an art. When appreciating a piece of music, if it is impossible to judge the quality of music by the knowledge of music theory and the technique of playing, it is necessary to appreciate music from the perspective of aesthetics. There are many kinds of music, personal aesthetic views are different, and the types of music are different, so aesthetic and music are inseparable.

An Outline of the Common Problems in the Teaching of Music Education

With the deepening of the reform of education and teaching system, although the overall level of music education and teaching in China has been improved, there are still some problems and deficiencies in the process of music teaching reform, which are summarized as follows: First, the emphasis of music education has not been accurately grasped. For example, in the process of teaching music course in many schools, teachers always focus on the teaching of music basic theory course, and neglect the cultivation and promotion of the aesthetic consciousness and ability of students. For the students, especially the students in the lower grades, if they lack interest, it is very boring to learn music, and it is difficult to mobilize their enthusiasm and initiative effectively. Second, the teaching method of music education is single. As an art subject, music learning and creative process requires students to be fully involved in music, and to feel music and create music with inspiration. However, in practice, a large number of teachers do not understand the students, especially emotional expression and experience of the problem of students is not accurate, it is difficult to reflect the importance of aesthetic education teaching and its connotation. At the same time, it is easy to make the teaching monotonous and boring, lack of creation and innovation for a long time, and the curriculum is lack of standardization and flexibility, which leads to the music education teaching difficult to see the effect, even to reach the deadlock. Third, the teaching failed to fully implement the aesthetic-centered music teaching concept. From the practical point of view, the aesthetic centered music education is beneficial to improve the quality and efficiency of music teaching. However, at this stage, a large number of domestic schools have failed to fully implement and implement aesthetics as the core of music education teaching. For example, some schools still follow the traditional teaching models and methods, and teachers still follow the traditional or habitual teaching theory and operation methods in the teaching process, which is not conducive to the enhancement of musical aesthetic ability of students [3].

Strengthening Effective Strategies for the Teaching of Music Aesthetic Education

Based on the above analysis of the problems existing in the process of music aesthetic teaching and the relationship between music teaching and aesthetics, the author thinks that in the process of music education with aesthetic as the core, the following aspects should be done well.

Accurately Grasping the Restriction and Development of Music Aesthetic Education. Through the analysis of aesthetic law, we can know that in the process of aesthetic education in music education for students, we should correctly analyze the characteristics of students, analyze the individual differences of students, and help them to learn deeply in the process of music aesthetic teaching. In the course of teaching music aesthetic course, teachers should find out the motive of music appreciation in time, and choose aesthetic breakthrough point according to

characteristics of students. The aesthetic process in the teaching practice of music course is influenced by many factors, so teachers should break through the limitation of music teaching, especially the aesthetic limitation of students. When students study music courses, teachers should analyze their ideological trends and guide them to study music from the angle of view they like, and only in this way can they appreciate music works consciously and improve their aesthetic consciousness and ability. At the same time, aesthetic appreciation should be integrated into the teaching practice of music course, such as using interesting games, collective activities and so on to break the restriction in the process of music classroom teaching. If necessary, we can use modern technical means to carry on the music esthetic education to the students, and use multimedia means to assist teaching.

Making Clear the Goal and Train of Thought of Music Aesthetic Education. First, the goal of music aesthetic education. In the practice of music teaching, in order to effectively improve aesthetic consciousness and humanistic accomplishment of students, we should further improve and perfect the music teaching mode so as to be able to fully play its unique role. In this process, we should establish the teaching management mode of campus, classroom and extracurricular trinity, actively guide students and carry on art education to them, guide students to set up aesthetic idea, cultivate their moral sentiment, and on this basis cultivate musical feelings of students. Second, the basic teaching ideas [4]. According to the teaching practice of music education, the characteristics of students and teaching contents, the school should actively construct the system of music aesthetic education and strengthen the construction of music aesthetic education system. In the teaching practice, we constantly explore new teaching methods and methods, improve the pertinence of teaching, and tap aesthetic potential for music of students. At the same time, we should adopt a diversified evaluation model to strengthen the education and training of comprehensive musical literacy of students. Schools should pay close attention to the application of superior resources and enrich the teaching contents of regional and national music education, and on this basis, actively promote the reform of music aesthetic education.

Reforming and Innovating the Teaching Methods of Music Education. In the teaching practice of traditional music education, the teaching methods and methods adopted are relatively simple, such as teachers imparting music knowledge theory and operation skills, and lack of content education teaching in music aesthetics. Under the background of the new era, the domestic music education and teaching should keep pace with the times and keep up with the development of the times and the requirements of the educational reform. Based on this, teachers should base themselves on reality, actively innovate and optimize the way of music aesthetic education, and adopt innovative measures and methods to promote the overall development of music aesthetic teaching. For example, in music teaching classes, students are actively engaged in work appreciation activities, and students are encouraged to make bold analysis of their works, without restricting the direction of appreciation, so as to give students a relatively large amount of freedom. So as to cultivate and improve the musical aesthetic consciousness and ability of students. In music aesthetic teaching, teachers should take into account the validity of music subject and the musical standard and accomplishment of students, and avoid applying the relatively difficult materials to the teaching practice so as to realize the aim of teaching students according to their aptitude. In fact, in the teaching system of music education in China, the reform and innovation of teaching mode has always been an important historical proposition. First, the aesthetic desire of students. For each person, there is a great difference in the demand for music aesthetic appeal. At the present stage, the teaching system of music education mainly takes the teaching material as the main way to draw up the progress, which greatly kills the aesthetic desire of students for non-interested music. Second, aiming at the ideological tendency of the works of students. In practice, according to the music curriculum content and students characteristics and tendencies, to formulate and enrich the music teaching content, this is whether the individual to music aesthetic development of the premise; At the same time, according to the personal characteristics of students, the effect of musical tendency is deeply analyzed and studied, which is helpful to improve the aesthetic effect of music of students. For the students, their music aesthetic material is very scarce, so it is necessary to guide the students

to grasp the concept of music aesthetics accurately, and on this basis to expand the effective shaping of music aesthetic resources. In order to draw closer the relationship between music and aesthetics, and to innovate and improve the teaching path of music aesthetic education, we should observe the aesthetic consciousness of music of students in various ways of music education [5].

Improving the Music Literacy of Teachers and Improving the Atmosphere of Aesthetic Teaching Environment. Teachers are in the leading position in the process of music teaching. In order to promote the quality and efficiency of aesthetic teaching, teachers should first improve their musical literacy. Music education is restrictive, on the basis of fully considering aesthetic consciousness, ability and demand of students, we should strengthen education and teaching according to the teaching goal, otherwise it will lead to the difficulty of carrying out the music classroom teaching smoothly. Under the new situation, how to choose the teaching method reasonably and how to guide the students correctly are focused on the teachers. At the same time, it is necessary to improve the atmosphere of music aesthetic education environment. In terms of aesthetic consciousness and ability of students, it is necessary to have a higher aesthetic object as the basis [6]. But these contents just lack the freshness, the student presents the esthetic fatigue situation, and will also affect their music interest finally. In the process of music aesthetic teaching, teachers should create a good music learning environment for students, so that they can be influenced by excellent works and have a subtle aesthetic teaching effect. For example, in the process of creating the educational environment, we can lead the students to leave the classroom and enter the nature, and carry on the music education in the quiet and harmonious natural atmosphere, which can improve the aesthetic consciousness and ability of students through the rendering of the surrounding environment.

Conclusion

In a word, aesthetic education should be strengthened in music curriculum, which is also the embodiment of aesthetic education in our country. Under the background of the new curriculum reform, the music teaching should be innovated and improved, no longer stuck to the traditional teaching idea and mode, and gradually turn to the aesthetic education level, and combine the music teaching with the aesthetic education, so as to promote the aesthetic education in schools, and combine aesthetic education with music education to improve the comprehensive musical literacy of students.

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