

## Research on Paths of Infiltrating Emotional Education in Music Teaching

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**Abstract:** Music teaching infiltrates emotional education, which conforms to the basic concept of quality education, can effectively cultivate students' musical aesthetic ability, stimulate students' interest in music learning, and comprehensively cultivate students' comprehensive quality. This article is guided by the basic theory and follows the principles of "development of intelligence and cultivation of emotions, integration of artistic enthusiasm and skill and skills, adaptation of emotional and educational means, and appreciation of appreciation and performance creation". The paper also puts forward the path of "strengthening the sensory stimulation of students, constructing a lively teaching situation, guiding students' emotional presentation with problems, strengthening the emotional input and emotional ability of music teachers, and carrying out rich and colorful practical activities". These measures are all to play an important role in the music teaching, and help the music teaching reform.

### 1. Introduction

Music is an indispensable part of daily life, and it is an art that stimulates the body's various emotional reactions and emotional experiences through sound transmission to the human body. Music exists in all aspects of daily life. Because the human body receives the music, it will carry out the process of association, imagination and psychological shaping, which further arouses people's emotional and emotional changes, so music is a vivid emotional art. Music education is divided into two categories: general and narrow. Music education in a broad sense refers to all education that affects people's thoughts and feelings, quality of thinking, and knowledge and skills through music. Narrow music education refers to school music education organized, planned, and purposeful according to certain social requirements. This article studies music education in schools. Music education is divided into general music education and professional music education. Professional music education is a high-level technical application talent for cultivating the basic theory and performance of music performance, basic teaching skills and artistic practice knowledge. Core competencies include: strong vocal, instrumental performance and musical appreciation and discernment. Master the analysis method of music works and have certain music creation ability. Has a strong ability to organize music education and teaching activities, cultural activities and competition work. It is also have a certain music education and research capabilities.

In the process of music communication, stimulate students' hearing, and then generate certain brain stimulation to form a feeling of music. Although the music stimuli are similar for each student, the perception of music and the deeper understanding of the music are more different. The main reason is the brain reaction and interpretation after the stimulation. After the music is delivered, students' understanding and understanding of music needs to combine their emotional experiences and life practices. Due to the lack of students' life experience, lack of ability and cognitive ability, the appreciation and understanding of music is not deep enough. From music transmission to auditory stimulation to brain sensation and cognition, music teachers need to pay attention to the students' music transmission and enlightenment process, and design music teaching according to their physiological characteristics.

The combination of music education and emotional education conforms to the basic concept of quality education. It can effectively cultivate students' musical aesthetic ability, stimulate students'

interest in music learning, and comprehensively cultivate students' comprehensive quality. Emotional education makes positive changes in students' emotions through corresponding teaching activities, and plays a good role in promoting students' psychological development. Emotional education can also enable students to deeply understand the profound connotations of music, establish a good concept of music learning, and cultivate students' emotional perception ability, which has an important impact on student development. In the process of music learning, only the basic music skills or simple music appreciation skills are learned, but the systemic training is rarely obtained for deeper emotional experiences. Combining emotional education with music learning can improve students' ability to perceive life while cultivating students' ability to appreciate music, and let students learn music more deeply.

## **2. Connotation and Characteristics of Emotional Education**

Emotion is the attitude experience that people produce when they meet their own needs. Emotions and emotions are the attitudes of people to the objective things, but the emotions are more inclined to the attitude experience of the individual's basic desires, while the emotions are more inclined to the attitude of the social desires. Emotion is a relatively fixed attitude of man to reality, manifested in various experiences related to human personality, moral experience and so on. For education, emotion refers to the emotions, emotions, and attitudes that educators and learners generate in teaching interactions. Positive emotions bring positive influence and form a positive experience. Negative emotions have a negative impact and gain a negative experience. From the learning link, positive emotions will help students to achieve higher self-efficacy, students' self-confidence, face learning difficulties, good thinking and courage to overcome. More interest in learning can be satisfied from learning. Negative emotions can cause students to fall into self-doubt and self-denial. Students generally lack learning confidence, are prone to disgust, and are not strong in learning. Some students will completely deny themselves because of the negative emotions. Therefore, let students maintain positive emotions and help to achieve better learning results. In teaching, we should try to avoid negative emotions and excessively plaguing students, and help students to treat negative emotions correctly.

Emotional education is based on constructivism and humanism. In the process of teaching, teachers create a harmonious and harmonious teaching environment that is conducive to student learning, properly handle the relationship between emotion and cognition in the teaching process, and give full play to emotional factors. Actively, through emotional communication to enhance students' positive emotional experience, cultivate and develop students' rich emotions, stimulate students' curiosity and exploration spirit, and promote students to form independent and sound personality and personality characteristics. Emotional education is not only a model concept, but also a teaching strategy and method. In the process of teaching, teachers must pay attention to the emotional factors such as students' attitudes, emotions and beliefs, improve and enhance self-efficacy, strengthen learning confidence and stimulate interest in learning. Emotional education is a kind of teaching method that emphasizes the active emotional mobilization and cultivation of both teachers and students. It is also the way to establish and maintain the relationship between teachers and students. The use of emotional appeal can achieve better teaching results.

Emotional education has the following characteristics: emotional education is interactive. It not only mobilizes students' positive emotions, but also requires teachers to show more positive emotions in teaching activities. Classroom is the main position of emotional education, but it does not mean that classrooms are the only place for emotional education. In addition to paying attention to emotional teaching in the classroom, it is also necessary to pay attention to emotional education outside the classroom. Emotional education is not only a teaching thinking and method, but also an important path to shape and maintain a good teacher-student relationship; emotional education has functionality and value. Emotional education can improve the quality of teaching and meet the needs of quality education. At the same time, emotional education can also improve the mutual emotional identity of teachers and students and create a better teacher-student relationship.

### **3. Necessity of Infiltrating Emotional Education in Music Teaching**

The greatest charm of music is the integration and expression of emotions. Infiltrating emotional education in music teaching has a direct and effective impact on students' correct outlook on life, values and worldview. Emotional education is not simply emotional resonance, but also a carrier for cultivating students' ability to innovate, helping students to tap their expertise and find multiple feelings of emotion in music. The promotion and use of emotional education in music teaching will better reflect the people-oriented principle, not only enable students to acquire music knowledge, but also improve their overall quality. The necessity is reflected in the following aspects:

The first is an important focus of quality education. The core of quality education is "student-oriented", which highlights students' individuality and personality development. The application of emotional education in teaching can achieve student-centered, focus on students' personality development and ability, and also help students improve their analytical and problem-solving skills, improve students' enthusiasm for learning music, and strengthen emotional communication among students, and better integration of teacher-student relationship.

The second is an effective means of improving learning ability. Information technology continues to develop. Only by establishing the concept of lifelong learning, constantly updating the teaching model, reforming educational thoughts, and helping students adjust the process of emotional understanding can adapt to the era of rapid development. In music teaching, we actively infiltrate emotional factors, guide students to feel the joy of learning and harvesting, enhance the confidence and interest in learning music, reduce the teaching pressure of teachers, and thus achieve the purpose of improving learning ability.

The third is an important power for knowledge acquisition. Soviet educator Suhomlinski said: "Emotion is a fertile soil, and the seeds of knowledge sprout sprouts on this soil." Through emotional education, self-confidence is improved, learning methods are more scientific, and mentality is healthier, laying an important foundation for acquiring knowledge. At the same time, the aesthetics embodied in emotional education provide a powerful impetus for students to acquire knowledge. Especially for music teaching, emotional education makes the aesthetics of music education to the fullest.

The fourth is an effective way to improve the ability of music appreciation. Judging a musical work and understanding the emotions in the work are important criteria. In the process of enjoying music works, you can feel the emotional changes of the creators. Listening to a song seems to be listening to a story, and it must be an excellent musical work. Infiltrate emotional education in music teaching and improve students' musical appreciation ability. By understanding the feelings in music, I can appreciate the charm of music and form a higher aesthetic taste.

### **4. Principles of Infiltrating Emotional Education in Music Teaching**

The teaching principle reflects people's understanding of the essential characteristics and internal regularity of teaching activities, and is the guiding principle and code of conduct for guiding the teaching work effectively. The correct and flexible use of teaching principles in teaching activities plays an important role in improving teaching quality and teaching efficiency. As an aesthetic education, music teaching has different teaching principles from other disciplines. Infiltration of emotional education in music teaching should follow the following principles: First, the development of intelligence and the cultivation of emotions. The deeper the cognition, the stronger the emotional will activity, and the positive emotions can promote understanding. Therefore, the development of intelligence and the cultivation of emotions, mutual promotion, mutual influence, neglect of any one, are all abnormal education. Second, art fusion and skill skills are combined. Cultivating students' emotions, knowledge and skills are the carriers of music. Artisticity is the grasp of the emotional connotation of music. Musical knowledge is not separated from artistic expression, and it is grasped from the artistic point of view, so that the two can be organically integrated. Third, the purpose of education is compatible with the means of education. Emotional education in music teaching is neither an external nor an intrinsic purpose, but a perfect integration

of the two. The goal of education and the means of education are integrated into one, and the emotional education in music teaching is fully completed. The fourth is the combination of feeling appreciation and performance creation. The process of cultivating music aesthetics is an educational process that guides students to feel and appreciate the beauty of music, as well as to express and create musical beauty. The emotional experience begins with feeling the music and makes the emotions rise in the creation. Fifth, guide the unity of training and self-awareness. The teacher tastes the rich emotional factors in the music education content, and guides the cultivation to promote the students' positive self-perception. The students' multi-autonomous feelings can promote the formation and development of the students' positive emotions.

## **5. Paths of Infiltrating Emotional Education in Music Teaching**

The function of education is to promote the all-round development of people. Knowledge teaching and emotional teaching are two basic aspects of education. The perfect combination of the two is of great significance to the improvement of teaching quality. Paying attention to emotions can improve the quality and effect of music teaching. Positive emotional teaching can eliminate students' psychological barriers and increase students' motivation and confidence in learning. Following the principle of infiltrating emotional education in music teaching, the path of infiltration of emotional education in music teaching proposed in this paper is as follows:

First, strengthen the sensory stimulation of students. Appreciate the creator's emotions in music, and resonate with it, and need the sensory stimulation generated by music. Only by feeling the stimulation of music in the senses can the brain reflect and understand. In order to create a more powerful musical stimulation, the frequency of music listening should be enhanced while enhancing the effect of visual communication. Teachers use the multimedia environment to show students documentary and dance related to music content, combine hearing and vision to form a stronger audiovisual stimulus.

Second, build a lively teaching situation. Emotional presentation is closely related to the environment in which it is located, motivating students to better express good emotions, and must construct a good teaching situation. Teachers need to seriously study the syllabus, dig deep into the content of the textbooks, design the situation that meets the needs of students, be close to the student life, and effectively stimulate the students' emotions. Emotion shows the influence of love to the music environment. Students' thinking and personal actions are related to the music environment in which they are located. Classroom teaching needs to pay attention to the creation of the music environment.

Third, use the questions to guide students' emotional presentation. In the process of learning, you will be exposed to various musical works, and different types of music works will convey different feelings. Infiltration of emotional education in music teaching, cannot stay at the surface of theoretical knowledge, should explain the connotation of the work in detail, and guide students to explore the hidden emotions, enhance the musical taste and appreciation ability. Teachers can try to use the setting problem to stimulate the students' emotional expression, attract students' attention with the help of questions, and encourage students to think positively.

Fourth, strengthen the emotional input and emotional ability of music teachers. Musicians must strengthen their emotional input and achieve emotional expression in teaching. Before the beginning of the music teaching activities, the author fully understands the creative background, creative environment and creative mood of the works, and feels the inner feelings of the author. In this way, students can understand the meaning of music and realize emotional resonance in teaching. Music teachers must also improve their musical and emotional qualities from their own perspectives and guide students to improve their musical quality and artistic aesthetic ability.

Fifth, carry out a variety of practical activities. Through practical activities, students' emotional extension is promoted, and the significance of infiltrating emotional education in music teaching is realized. In response to the characteristics of learning and living, we actively organize practical activities, feel the power of music emotions, and firmly believe in music. Such as, organizing singing competitions, dance competitions and song innovation conferences, etc., broaden students'

horizons, feel the charm of music in practical activities, improve the ability of music innovation, express their own emotions, and promote the healthy development of students.

## 6. Conclusion

Emotional education is the core of music teaching. Music education infiltrates emotional education, which must attract the attention of schools and take effective safeguard measures. Teachers should adopt a variety of teaching methods to help students understand the emotions in music, conduct emotional education in the subtle, rational use of teaching resources, effectively infiltrate emotional education in music through various methods, improve students' musical appreciation ability, and cultivate emotions, promote students to form a sound personality, enrich students' feelings, and improve students' emotional intelligence. Infiltration of emotional education in music teaching is of great significance, and teachers need to continuously strive to improve students' artistic quality and teaching efficiency.

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