

The Strategy and Development of Basic Music Education from the Perspective of Aesthetic Education

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Abstract: In order to explore the strategy and development of basic music education in the perspective of aesthetic education, based on the current situation of music teaching in primary schools, the author focuses on the value and countermeasures of teaching from the perspective of aesthetic education. The excellent case report on the reform and innovation of aesthetic education in primary and secondary schools is an important project of the on-site performance activity of the 6th W Province Primary and Secondary School Student Art Festival. We have collected 62 excellent cases from all over the province, from which basic music education plays a leading role in school aesthetic education. Basic music education has also broken through the bottleneck of traditional education from the perspective of aesthetic education, highlighting the cross-border integration model of reform and innovation.

1. Introduction

The so-called aesthetic education, also known as aesthetic sense or aesthetic education, is an important thematic education mode to cultivate students' aesthetic awareness and concepts and improve students' aesthetic ability, it aims to promote students' health, the formation of correct aesthetic concepts, and the development of such qualities as appreciating and creating beauty ^[1]. Primary school students are in the golden age of aesthetic education, at this time, strengthening their aesthetic awareness and improving their aesthetic education ability is an important teaching task for all disciplines, and music teaching in primary schools is no exception. Music is the most popular and popular form of artistic expression in the art field. Music is different from other art forms because of its special composition materials and ideology, but consistent with other art forms, music also has the basic nature of expressing beauty, and the process of listening and appreciating music is the most intuitive aesthetic experience. Music education is an important field of education in aesthetic education, and all its theoretical and practical achievements will ultimately come down to the category of aesthetic education, at the same time, it should also have the nature of aesthetic education and educational objectives. Figure 1 shows the cross-border and integration of basic music education from the perspective of aesthetic education ^[2].

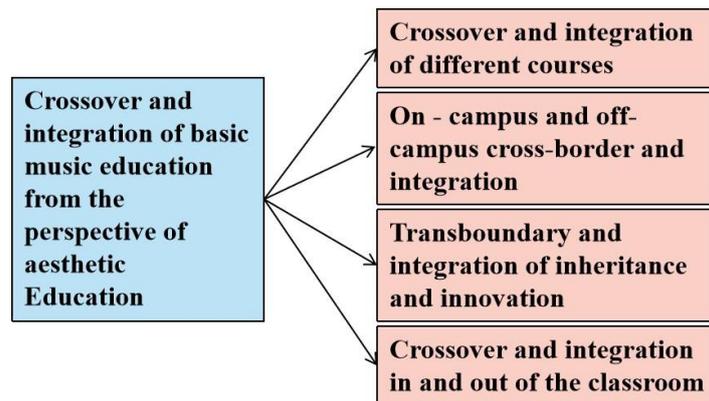


Figure 1: Cross-border and integration of basic music education from the perspective of aesthetic education

2. Cross-border and integration inside and outside the classroom

There are some limitations in the traditional music education mode in the classroom. The dull and abstract explanation of music theory knowledge in the classroom, the old appreciation teaching routine, and the monotonous singing form, which have been unable to break through the bottleneck of music classroom teaching for many years, make students unable to feel the joy of music education. The phenomenon that students "like music but don't like music classes" has been troubling music teachers in Guangzhou "universities, middle schools and primary schools. The school aesthetic education carried out innovative projects such as "construction of student art associations and practical workshops" and "educating people in campus cultural environment", it highlights the cross-border and integration inside and outside the classroom and is the breakthrough to break the bottleneck of traditional classroom teaching ^[3].

Take the case of aesthetic education reform and innovation in A National Primary School as an example. How can she's excellent traditional music culture be spread on campus and accepted by students? The school no longer directly teaches and sings folk songs in the classroom, but instead regards "Xiaoshan Red Scarf Radio" as the main battlefield for the inheritance and education of She ethnic culture in the school. The school opens a weekly She ethnic culture introduction column, introducing excellent She traditional culture and outstanding She ethnic typical deeds, playing programs sung by students themselves, such as She ethnic folk songs and novel songs, and allowing She ethnic songs to enter the campus every day. She ethnic songs are sung by all students, allowing the content of excellent She culture to occupy the audio-visual stage of students and achieve the goal of aesthetic education^[4].

In addition, practice is used to connect music teaching inside and outside the classroom, with a view to applying what is learned and integrating. Take the case of aesthetic education curriculum reform in primary schools affiliated to B Normal School as an example. The primary school affiliated to B Normal School has constructed and implemented the curriculum reform plan of "Danxia Engraving Beauty" according to local conditions. The program mainly includes three parts: "Art Carnival", "Colorful Community" and "Splendid Danxia Garden", which implement aesthetic education activities into education from the aspects of aesthetic activity courses, aesthetic skill mastery and aesthetic intuition training. Among them, "Art Carnival" is a comprehensive aesthetic education activity course for all students. It emphasizes "activity education" and "full participation", through various activities such as "June 1" performance, "class singing, everyone talent", elegant art concert, "intangible cultural heritage" courses, students can release their passion, experience happiness and experience beauty ^[5]. "Colorful small associations" follow the principle of "unified requirements and individualized teaching" in aesthetic education, and set up many art associations such as folk music, chorus, calligraphy, dance, big drum and umbrella, Paper Cuttings, woodcut

New Year pictures, children's paintings, puppet shows, etc, it aims to enable every student to master an aesthetic education skill and gain more confidence. "Splendid Danxia Garden" emphasizes the role of the environment, opens up special projects such as cultural corridors and reading bars, and uses multimedia information resources to improve the construction of class culture, so that students can immerse in the concrete and beautiful environment at all times and everywhere. Through the cross-border and integration inside and outside the classroom, students can effectively receive the edification and cultivation of music education, master artistic skills, cultivate the body and mind, show a good and confident mental outlook in life and study, and form a spiritual quality of focus, enthusiasm, imagination and love.

3. Cross-border and integration of different courses

Music itself is a highly comprehensive discipline, including not only the humanities such as history, culture, language, sociology, but also the natural sciences such as physics, mathematics and physics, for example, Chinese, history, geography, biology, mathematics, sports, etc. are more or less related to music in various courses of primary and secondary school students, this also makes the connection between music teaching and these courses possible. Therefore, some schools in W City have made full use of these connections in the case of aesthetic education reform and innovation to carry out cross-border and integration of different courses.

There are two main forms of cross-border and integration of different courses in the case. One is the cross-border and integration of music basic discipline courses and quality development courses. Take the case of aesthetic education activities in experimental primary schools in C city as an example. City C experimental primary school combines the actual situation of the school and deeply explores the root of campus culture, it has established the school-running concept with "taste education" as the core. In order to create a distinctive and resounding school-running brand, the school has been exploring ways suitable for the common development of teachers and students and the sustainable development of the school, focusing on aesthetic education, through the construction of campus environment, the establishment of orchestras, the development of characteristic cultural courses, and colorful activities to promote the construction of the school's taste culture ^[6].

"A single flower is not spring, the garden is full of flowers and flowers". Each student in each class has learned gourd silk, diabolo, and ceramic art, through these three traditional Chinese cultures, we can form the joint force of a class and a school. As the saying goes, "singing in unison" has become a common practice. Through the teaching of pipe band, cucurbit silk, diabolo, etc., we have successfully integrated the basic course of music with the quality development course, and become a beautiful scenery of the school.

The second is the cross-border and integration of music education courses and other aesthetic education courses. The main implementation way of aesthetic education is art education, and the aesthetic spirit of many kinds of art plays an important role in the implementation of aesthetic education. "Aesthetic education is not a specific course, but a basic educational goal of education, it is a curriculum goal and system with art courses as the main body and various disciplines infiltrating into each other." The integration of various disciplines is inseparable from the coordination of teaching. Taking the campus musical "Ho Ahsun" as an example, the script creation and stage performance of the musical "Ho Ahsun" is a group cooperation activity, it contains the mutual reference and supplement of lines, music, dance beauty, background, clothing, action and other aspects, and is the mutual penetration and integration of literature, poetry, drama, music and art courses. From material selection, thinking, creation, rehearsal to performance, teachers and students need to learn independently and explore in teams, without coordinated development and integration of disciplines, no one can complete it. These courses perfectly integrate music education courses with other aesthetic education courses, different aesthetic education courses learn from each other, complement and promote each other, it creates a complete artistic environment in the campus, fills the whole campus with artistic atmosphere and atmosphere, and is conducive to cultivating

students' quality of all aesthetic education courses, including music ^[7].

4. Cross-boundary and integration inside and outside the school

Abundant aesthetic education courses need abundant teachers, in order to ensure the continuous and effective implementation of the courses, adhering to the educational concept of "going out, please come in", many schools have dug in and introduced from inside and outside to build a mixed teaching team from both inside and outside the school. In schools, the school should fully mobilize the enthusiasm of teachers to participate in the development of school-based curriculum, and encourage non art teachers with artistic expertise to participate in the development and implementation of aesthetic education courses. Schools should actively invite senior experts and artists from outside the school to participate in classroom or extracurricular activities. For example, for most students, dialect is a strange and familiar language, the school has chosen to integrate Fuzhou traditional ballads and modern Fuzhou songs in the aesthetic education innovation activity project, and developed the school-based curriculum "Shrimp Taste" in E State - Local Music ", at the same time, Mr. R, the president of the E State Language Song Association, was invited to give a lecture in the way of E State dialect into the classroom, so that students can initially feel the characteristics of E State dialect and the characteristics of Fuzhou songs according to the font, so that students can really get close to their hometown culture ^[8]. The primary school affiliated to B Normal University combines the music education curriculum in the school with the aesthetic education resources outside the school to comprehensively construct the art curriculum system. In order to cultivate students' interests and meet the development of students' special needs and specialties, the primary school affiliated to B Normal University actively cooperates with Fujian Normal University and high-quality institutions outside the school, a variety of art quality expansion courses have been offered for all students. First, the school makes full use of local curriculum resources. The primary school affiliated to B Normal University has grasped its advantages and formed a long-term cooperative relationship with the Academy of Fine Arts of Fujian Normal University, the Conservatory of Music B Junior Normal College for Children and other institutions, laying the foundation for the curriculum with high-quality teachers. At the same time, in order to expand the curriculum resources, we have also increased the investment and cooperation with high-quality institutions outside the school and traditional cultural inheritors in E state and opened 15 kinds of art quality development courses, including hard pen, tea ceremony, bamboo flute, basketball and so on. For example, the first grade enjoyed picture books and knew the Chinese Han ethnic group playing the bamboo flute, the second grade offers creative handmade paper flowers, simple and easy to learn pottery flute; In the third grade, a variety of art quality development courses, such as calligraphy, animation, Chinese zither, gourd silk, have been offered to meet the wide range of interests and hobbies of students of this school age; The fourth grade is the slightly difficult Bau and Yukriri; Chinese painting, calligraphy, flute and other contents were introduced in the fifth and sixth grades ^[9].

It can be seen that out-of-school education and in-school education are both important ways of aesthetic education, it is the inevitable demand for the development of aesthetic education to integrate the two across borders. When developing the cross-border and integration of music education inside and outside the school, the following points should be done well: First, in-school music education should take the initiative, actively and effectively find appropriate out-of-school education resources, and build a reasonable communication platform for in-school and out-of-school music education. This requires that in-school education should do a good job in investigating the needs of in-school students, introduce off-campus music education to the campus in a reasonable form at the appropriate time, so that in-school and off-campus music education can learn from each other and complement each other, and then improve the education mechanism with the help of off-campus resources, and use it to build a platform for integrated display inside and outside the school. Second, we should take mass education activities as the starting point and

practice the combination of in-school and out-of-school education. The so-called mass education activities do not take individuals as individual educational objects, but organize primary and secondary students with the same educational purpose and development needs together, through rich and colorful music courses and activities, we can effectively cultivate students' music literacy.

5. Cross-border and integration of inheritance and innovation

The report of the 18th CPC National Congress clearly states: "Culture is the blood of the nation and the spiritual home of the people", "build an excellent traditional culture inheritance system and carry forward the excellent traditional Chinese culture". Facing the new situation and task, music education, as an indispensable part of aesthetic education, should practically and creatively integrate the excellent traditional Chinese culture into the whole process of school aesthetic education, guide young students to inherit the excellent traditional Chinese culture and art, absorb Chinese wisdom, carry forward Chinese spirit, spread Chinese values, and realize the cross-border and integration of music education inheritance and innovation.

Take the "Special Aesthetic Education Course" of the secondary school attached to B Normal University as an example. On the basis of aesthetic education curriculum, the secondary school attached to B Normal University has put forward the goal of building "unique aesthetic education curriculum", which is the model of quality development curriculum. In terms of curriculum content, the traditional culture with local characteristics of E state is integrated into the aesthetic education curriculum, it not only improves students' understanding and love of local folk art in E state, but also promotes the inheritance and development of traditional culture; In terms of course form, we will create a diversified aesthetic education platform, combine chorus, orchestra, student art associations and various art activities (exhibitions), and set reasonable opening time to ensure the orderly development of various courses. The construction of aesthetic education curriculum has greatly enriched the content of school aesthetic education curriculum. The school-based curriculum with Fuzhou characteristic culture not only allows students to experience and learn excellent regional traditional culture, but also creates authentic local cultural atmosphere in the campus, so that excellent traditional culture and traditional craft have close contact with students at school, it has cultivated a large number of potential traditional cultural admirers, even future inheritors. This is an innovation in the inheritance mechanism of traditional culture^[10].

6. Conclusion

The music education under the national aesthetic education policy and vision is not only about the hardware, such as teachers, equipment, venues and funds, but also about the practice and innovation of the transformation of music education concept. Music education from the perspective of aesthetic education needs to break the traditional music teaching practices, music education should overcome the long-term isolation, actively penetrate into the various courses of the school, and realize the cross-border, integration and integration of music education.

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