



Research on the Practical Value of Emotional Education in High School Music Teaching

Feixiang Gao

Lanting Middle School of Wuzhong City, Wuzhong 751100, Ningxia, China

DOI: 10.32629/asc.v5i6.3255

Abstract: This article explores the application of emotional education in high school music teaching, analyzes the current situation and challenges of emotional education in music classrooms. After comprehensive research on theoretical foundations, current teaching models, practical value of emotional education, and specific implementation strategies, it is proposed that emotional education can be effectively integrated through careful selection of music works, regulation of classroom atmosphere, and optimization of teacher-student interaction. This can not only help to enhance students' music ability of understanding and expression, but also promote mental health, enhance learning interest and overall quality. Research has shown that effective implementation of emotional education has significant practical significance in promoting students' comprehensive development.

Keywords: emotional education; high school; music teaching; music works; classroom atmosphere; teacher-student interaction

1. Introduction

In contemporary education, emotional education is receiving increasing attention, especially in high school music teaching. Emotional education not only helps improve students' music appreciation ability, but also promotes their emotional and personality development. In current music education, there are still shortcomings in the practice of emotional education. The main purpose of this article is to explore the practical value of emotional education in high school music teaching. By analyzing theoretical foundations and practical cases, suggestions for optimizing teaching strategies are proposed.

2. Theoretical foundation of emotional education

Emotional education is an important component of Pedagogy, aimed at promoting students' emotional development and healthy emotional expression abilities through the educational process. Emotional education generally refers to cultivating students' positive emotional experiences, emotional understanding, and regulatory abilities through teaching content and teaching activities, ultimately achieving the educational objectives of comprehensive development. Not only does it focus on traditional cognitive development education, but it also places great emphasis on shaping students' emotions, attitudes, and values. In the education system, emotional education occupies an indispensable position and its main role is reflected in various aspects. Firstly, emotional education is helpful in enhancing students' self-awareness and social emotional skills, which can strengthen their abilities in emotional expression, emotional understanding, and interpersonal communication. The cultivation of emotional and social skills is of great significance for students' personal growth and social adaptability. Secondly, emotional education can promote students' psychological health, reduce the occurrence of emotional problems such as anxiety and depression, and improve their learning motivation and academic performance, which has a profound impact on their overall development. In addition, emotional education helps to shape students' moral concepts and value systems, enabling them to have positive attitudes and behaviors in their personal growth and social life. The formation of moral concepts and value systems is an important behavioral norm for students in their future social life.[1]

3. The current situation of emotional education in high school music teaching

3.1 Integration of current teaching models and emotional education

Currently, most music teaching models still focus on imparting technical skills and music knowledge, with relatively low emphasis on emotional education. Although music itself possesses rich emotional expression functions, the teaching evaluation system is mainly measured by academic performance and skill mastery, so teachers often pay more attention more to students' technical performance in the classroom rather than guiding emotional experiences. This situation leads to limited practical effects of emotional education in actual operation. Further analysis reveals that there are differences in teachers'

knowledge and skills in emotional education, which also affects their implementation effectiveness in the classroom. Many teachers have not received systematic emotional education training in music teaching, making it difficult to effectively integrate emotional education content into actual teaching activities, resulting in insufficient integration of emotional education and music teaching.

3.2 The relationship between students' emotional development needs and music teaching

Music, as an art form with profound emotional expression functions, inherently contains the potential for emotional education in teaching. However, the existing music teaching models often overlook this point. Exploring and expressing emotions is particularly important for students at this stage, as they need effective emotional support to help them understand and manage complex emotional experiences. Music teaching could have provided students with a good platform to express and regulate their emotions, but because the teaching content and methods often focus on technique and theory, the function of emotional education has not been fully utilized. Therefore, the correlation between music teaching and students' emotional development needs has not been effectively reflected in practical operations, resulting in the potential value of emotional education not being fully explored.

3.3 Practical challenges of emotional education in music teaching

Firstly, the limitations in teaching resources and time make it difficult for emotional education to receive sufficient attention. Many schools have relatively little investment in music teaching resources, and teachers often lack sufficient time and resources to design and implement targeted emotional education activities. Secondly, the emotional education literacy of teachers urgently needs to be improved, many music teachers have not received systematic emotional education training in their professional training, which makes it difficult for them to implement emotional education in the classroom. Teachers often lack effective emotional education strategies and methods, which affects the actual effectiveness of teaching. Finally, the evaluation system for the effectiveness of emotional education is not comprehensive enough, resulting in a lack of clear goals and standards for teachers to implement emotional education, making it difficult to systematically evaluate and improve teaching effectiveness.[2]

4. The practical value of emotional education in high school music teaching

4.1 Enhancing students' music ability of understanding and expression

Music is a highly emotional art form, its expression is not limited to technique and skills, emotional communication and experience are even more important. Under the guidance of emotional education, students can deeply understand the emotional connotations contained in music works, and understand more comprehensively about music, which also enhances their own expressive power. Teachers guide students to explore and release emotions in their music works in the classroom, letting them know that music is not just a simple combination of notes, but rather a reflection of emotions. After incorporating their unique resonance into music, students are able to demonstrate more vivid performances and creations.

4.2 Promoting students' psychological health and emotional development

Adolescent students face many psychological and emotional challenges, such as academic pressure and peer relationship issues. Through emotional education in music teaching, students can find ways to release their emotions through music activities. The creation and performance of music provide a safe environment for students to express their emotions and stress, helping them alleviate negative emotions such as anxiety and depression. In addition, emotional education can help students establish positive emotional cognition and regulation mechanisms, so that they can effectively manage their emotional reactions when facing difficulties in life.[3]

4.3 Enhancing students' interest and engagement in music learning

Emotional education in music teaching makes classroom activities more vivid and interesting, and can also stimulate students' interest in music. With the support of emotional education, students can experience more emotional pleasure through music, and this positive emotional experience enhances their initiative and participation in music learning. In the classroom, through emotionally rich music activities, students can not only enjoy the learning pleasure, but also find more meaning and satisfaction in their studies. This emotion-driven learning approach encourages students to invest more time and energy, thereby improving their effectiveness of music learning.

4.4 Promoting the improvement of students' comprehensive quality

Music education itself is very helpful in cultivating students' various abilities, and the integration of emotional education further enhances the development of this ability. In music activities, students can not only improve their musical expres-

sion, but also develop their communication skills and cooperation spirit through teamwork and emotional communication. Emotional education can help students understand themselves, manage emotions, and grow through interaction with others in music learning. This comprehensive emotional education not only improves students' performance ability in the field of music, but also has a positive impact on their social skills, self-management ability, and overall literacy development.[4]

5. Specific implementation strategies of emotional education in music teaching

5.1 Combination of music composition selection and emotional experience

The selection of music works should fully consider the age characteristics and emotional development needs of students. High school students who are in their adolescence have both rich and complex emotions, as well as a high demand for emotions expressed through music. Teachers can select music works with distinct emotional styles and resonance, such as Beethoven's *Mondscheinsonate*, which is an ideal choice. It is profound and poetic, especially suitable for guiding students to explore the melancholic and introspective thoughts in music. In the teaching process, it is necessary to listen to each part of the work, deeply analyze the emotional changes contained in it, and share the emotional experience during the listening process. Teachers should take the background explanation of the *Mondscheinsonate* as the most important task in the teaching implementation steps, in order to inspire students to understand Beethoven's emotional state and creative motivation when creating the work. Next is playing audio to guide students to listen attentively. After listening, students are organized to make a discussion on how to interpret music emotions and how their inner experiences are touched. To further deepen students' emotional experience, teachers can assign writing tasks. Based on personal feelings about the *Mondscheinsonate*, students are required to write an analysis article about their emotional feelings. The selection of music works must consider the diversity of emotional education. For example, interpreting music works of different styles and periods facilitates students' exposure to various forms of emotional expression. The rigorous structure and strong emotional contrast in Bach's *Tocatta and Fugue in D minor* are highly relevant in exploring the solemnity and passion of music. Teachers usually adopt segmented listening and appreciation to guide students to feel the emotional characteristics of different parts during teaching, secondly holding discussions or group activities to study the relationship between music structure and emotional expression together.

5.2 Emotional regulation of music activities and classroom atmosphere

Designing music activities requires special attention to guiding emotional experiences. Training in techniques and skills is naturally important, but emotional expression and experience should be given priority. Activities such as "emotional music creation" can provide students with a space to immerse themselves in specific emotional themes to create music works. During the operation, teachers have the responsibility to encourage students to explore the ways in which different emotions (such as "happiness," "sadness," or "anger") are expressed in music. Students who engage in group composition will select an emotional theme from each group and then create corresponding music clips. Through the touring guidance of teachers, the selected emotions can be better expressed in music by students themselves. In addition, a good classroom atmosphere is crucial for the implementation of emotional education. A positive and comfortable classroom environment can enhance interaction and emotional expression among students. A fine tuning in the classroom environment during music appreciation or discussion activities can enhance the emotional atmosphere. This operation is manifested in adjusting classroom lighting, improving sound effects, and arranging seats, with the goal of creating a relaxed and comfortable learning environment. In music appreciation class, choosing soft background music and reducing classroom lighting can help students focus more on experiencing the emotions of the work. On the other hand, dividing students in groups is beneficial for them to discuss the emotions in the works and can promote interactive communication among students.[5]

5.3 Strategies for teacher-student interaction and emotional support

The establishment of a trust relationship is extremely crucial for teachers and students. To support students' emotional demand, it is necessary to rely on positive interaction. Encouragement language is needed in the classroom, and every student's emotional performance is worth paying attention to, and positive feedback should also be given to them. It's like arranging group performances during music performance classes. Before the performance, through one-on-one communication, teachers can understand students' expectations and concerns about the performance. During the rehearsal, the students received positive and constructive feedback from the teacher, which encouraged them to boldly express their emotions in the formal performance. Organizing emotional sharing activities has become an effective way to enhance emotional connections between teachers and students. The arrangement of activities such as "emotional communication meetings" helps students share their feelings about a certain music piece in class. Teachers choose an expressive musical piece, such as Chopin's *Nocturne*, and play it in class, next guide students to discuss and share their emotional experiences after listening to this music. In

the discussion session, it is important to gain insight into students' opinions and provide corresponding emotional feedback. Providing personalized emotional support based on the different emotional needs of each student is also the responsibility of teachers. For example, emotional distress during the process of learning music may cause some students to face exam pressure or family issues, in this case, an "emotional support group" can be established to provide convenient facilities for students who are struggling. By regularly conducting activities such as emotional counseling and music therapy, those students are able to release stress and adjust their emotional state.

5.4 Emotional orientation of evaluation and feedback

Emotional experience and expression ability play an important role in evaluating students' music learning process. The evaluation criteria include mastery of techniques and skills, as well as consideration of how students express emotions. To evaluate students' music performance, teachers need to design evaluation indicators that include emotional involvement, expressiveness, and music understanding. The evaluation of students' performance by teachers can be based on the observation of their emotional expression during the performance process. In piano performance evaluation, teachers need to carefully pay attention to students' performance skills, and then combine volume, speed, and rhythm changes to explore the emotional atmosphere contained therein. By observing students' facial expressions, body language, and performance styles, teachers have grasped their understanding and expression of music emotions. Encouragement and constructive feedback dominate the emotional direction of feedback, which can stimulate students' emotional expression and make their learning great progress. For students who engage in music creation or performance, the primary task of teachers is to convey positive feedback and praise their efforts in emotional expression. When teaching, teachers can adopt one-on-one communication or group discussions activities to explain the emotions displayed by students in their performance or creation, and provide targeted and constructive suggestions. After completing the music composition evaluation, students' works often receive praise from teachers, such as "outstanding emotional expression, successful communication of 'happiness'." Such praise show a high recognition of the characteristics of bright melodies and cheerful rhythms. For students, positive and specific feedback is a clear guide to the strengths and weaknesses of emotional expression, as well as a booster to enhance self-confidence and learning motivation.[6]

6. Conclusion

This article deeply explores the application and practical effects of emotional education in high school music teaching, revealing the important impact of emotional education on students' music understanding, emotional expression, and psychological health. By analyzing the challenges and opportunities in current practice, practical and feasible strategies are proposed to effectively integrate emotional education with music teaching. Future research can focus on the combination of emotional education and music teaching, explore more innovative methods, and continuously improve the effectiveness of teaching and the comprehensive quality of students, promoting the sustainable development and deepening of emotional education in music teaching.

References

- [1] Tang Jie. Research on the Practical Value of Emotional Education in High School Music Teaching [J]. *New Curriculum*. 2022; (4): 72-73.
- [2] Ran Shang. An Analysis of the Penetration of Emotional Education in High School Music Teaching [J]. *Literature and Science Navigation: Educational Research and Practice*. 2019; (6): 1.
- [3] Sun Chen. Analysis of Emotional Education Strategies in High School Music Teaching [J]. *Gaokao*. 2022; (13): 174-176.
- [4] Li Longqing. Research on the Implementation of Emotional Education in High School Music Teaching [J]. *Education (Abstract Edition)*. 2024; (7): 00018.
- [5] Zou Qiao. Analysis of Emotional Education in High School Music Teaching [J]. *Information Construction*. 2016; 06 (373): 210.
- [6] Wang Le. Analysis of Emotional Education Strategies in High School Music Teaching [C]//*Compilation of Results from the 2019 Teaching Research and Teaching Writing Innovation Forum (Part 1)*. 2019.