



Exploring the Problems and Methods of Implementing Aesthetic Education in the Music Curriculum

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Abstract: In the context of the new era of rapid development of information technology, aesthetic education has ushered in new development opportunities and emerged in new and diverse forms, while also facing new challenges. Aesthetic education, as an important part of education, plays an important role in the secondary school education system, but in the process of teaching and implementation, secondary school aesthetic education also reveals many problems. Secondary school education does not pay enough attention to the degree of aesthetic education or even the lack of aesthetic education, resulting in the cognitive differentiation and fault in the growth of students, which not only affects the balanced development of education but also to a certain extent leads to a certain degree of "education gap" and "development barrier". The problem of aesthetic education has been put on the agenda and should be solved without delay. Relevant departments and schools should raise the importance of aesthetic education, actively carry out aesthetic education activities, promote the overall development of students' moral, intellectual, physical, social, and aesthetic development as the goal of development, and strictly implement the national education policy to build a better future for children. This paper will discuss the problems of aesthetic education in the implementation process of secondary education from the relationship between aesthetic education and secondary school music curriculum, and explore its implementation path and solutions, taking a secondary school as a typical case for analysis, targeting the selection of aesthetic education materials, the implementation of aesthetic education curriculum, and conducting interviews and interviews with front-line teachers and students at school, exploring appropriate in the analysis of students' classroom performance and teaching results data. We also discuss the appropriate solutions in the analysis of students' classroom performance and teaching outcome data and further explore the implementation path of aesthetic education in China to realize the new development of secondary school aesthetic education.

Keywords: primary and secondary schools, music curriculum, aesthetic education, artistic literacy

Introduction

In the context of the rapid development of the Internet age, along with the impact of utilitarianism and realistic thinking, the role of aesthetic education is misinterpreted in people's cognitive systems. Music lessons are used for relaxation and fun, and it is widely believed that learning music is used as a bargaining chip to gain extra points in selection exams as an artistic specialty. It is because of this trend toward a utilitarian learning mentality that music learning has gradually become intellectualized and skill-based, and the aesthetic qualities of schools have been degraded and even dulled in the process. The advancement of the Internet has brought students not only a fresh variety of music and a celebrity-following type of entertainment craze but also challenges to traditional music teaching in the new environment. Aesthetic education is an important part of China's education system. The important goal of education is to "cultivate socialist builders and successors who are well-rounded in moral, intellectual, physical, and aesthetic development", which is the demand of President Xi Jinping for educators in the new era. Educators in the new era should uphold high standards and strict requirements, "take aesthetic education in schools as an important carrier of moral education, adhere to the promotion of socialist core values, strengthen the excellent Chinese traditional culture, revolutionary culture, and advanced socialist culture education, lead students to establish a correct view of history, ethnicity, country, and culture, cultivate noble sentiments, shape a beautiful mind, and Enhance cultural confidence."

In response to this problem, which cannot be ignored or avoided, high school music teaching should actively analyze the situation and guide students to form a healthy thinking system of listening to music, evaluating music, and appreciating music. High-quality music classroom takes improving the quality of aesthetic education implementation as the basic followings, dealing with the relationship between classroom elements such as teaching materials, teachers, and students,

continuously deepening data analysis and research based on existing studies, guiding educators to face up to the problems of secondary music aesthetic education, constantly sorting out and enriching the theoretical knowledge of county officials of high school music aesthetic education, revising and improving teaching methods and teaching systems in practice, to cultivate students' music aesthetic ability and humanistic literacy as the direction to put forward teaching implementation suggestions and to put forward substantial suggestions and programs to further promote the perfection and development of aesthetic education functions.

1. Exploration of the relationship between aesthetic education and secondary school music class

1.1 Definition and importance of the concept of aesthetic education

Aesthetic education, that is, "aesthetic education", is an important part of moral, intellectual, physical, aesthetic, and labor education. Generally speaking, aesthetic education improves the humanities of the educated through four aspects: feeling "beauty", recognizing "beauty", appreciating "beauty" and creating "beauty". Aesthetic education improves the humanistic qualities of the educated person in four ways, improves his or her personality, and cultivates a well-rounded person.

Although the precise concept of "aesthetic education" was proposed by foreign countries, not much research has been done on aesthetic education since Schiller, and people focus more on art and art education itself. In China, the earliest representative exposition of "beauty" is Confucius' idea of aesthetic education. Confucius mentioned in the *Analects of Confucius* - Liren that "Liren is beauty", and he believed that "virtue" and "beauty" are not separate, but highly unified. Under the influence of Confucianism, achieving a life of benevolence and beauty has been the goal that Chinese society has been striving for thousands of years. The modern concept of aesthetic education in China emerged in the early 20th century, when our society was in transition from a feudal society to modern society, with the academic background of Western learning and the situation of the times of salvation and survival, and the research works on "aesthetic education" can be traced back to Cai Yuanpei's *General Theory of Philosophy* (1901) and Wang Guowei's *On the Purpose of Education* (1906). The purpose of education" (1906). Influenced by Kant's trichotomy of human subject consciousness (knowledge, emotion, and intention) and Schiller's *Aesthetic Education*, they regarded aesthetic education as an independent discipline alongside moral education and intellectual education. In his *Dictionary of Education* (1930), Cai Yuanpei defined "aesthetic education" as "complementary to intellectual education. Cai Yuanpei's view of aesthetic education was not purely aesthetic, but rather inclined toward ethical and moral education. After the founding of the country, aesthetic education has experienced a continuous but difficult and tortuous development, from being a clear status, included in the national comprehensive development of education policy, but later the status of aesthetic education in school education gradually reduced, and the national education policy does not have aesthetic education; aesthetic education in China has a very deep heritage of Confucianism, this unique personality education in the early founding of the country with the twists and turns, but also accompanied by the tradition of national education Today, aesthetic education is an indispensable part of education, and its implementation is already the will of the nation.

1.2 The value of aesthetic education in secondary school music class

Aesthetic education is based on the fundamental standard of moral education and aims to improve students' aesthetic and humanistic qualities, and has an important role in educating people with beauty, beautifying them, and cultivating them with beauty. With the development of the economy and the internet, "star-catching" has become one of the most common phenomena among minors, and it has led to the emergence of a series of subcultural phenomena, and "fan circle culture" has also entered the public eye. Nowadays, the "fan circle culture" is greatly occupying the network resources, and some stars' fan circles are often subject to comparison, flesh search, war of words, and other cyber violence. According to the data, the group of minors is more enthusiastic to follow the stars, this group is in the stage of physical and mental development, the world view, values, outlook on life is not mature, behavior is very easy to be driven by the capital manipulation of the fan economy. This group is at the stage of physical and mental development, their worldview, values, and outlook on life are not yet mature, and their behavior is easily driven by the fan economy manipulated by capital. To rectify the problem of minors being addicted to the Internet, and to increase the governance of "fan circle", "black community", "Zu'an culture" and other undesirable social behaviors and phenomena involving minors on the Internet. It is urgent to investigate and punish cyberbullying and violence such as insulting and abusing, personal attacks, malicious reporting, and illegal activities such as extortion and illegal access to personal privacy.

Aesthetic education is an indispensable part of high school education. Unlike other education (such as intellectual

education and physical education), aesthetic education is a kind of "perceptual education" that relies on the accumulation of students' perceptual experiences. In addition to appreciating the aesthetic characteristics of artworks at the artistic level, developing the logical ability to analyze problems and paying attention to the phenomenon of artistic life from the cultural perspective are also important roles of aesthetic education for personality building. The role of aesthetic education is also important for a personality formation. As a non-compulsory education, it is not only an extension of compulsory education but also a preparatory education for higher education, which tests the quality of compulsory education and determines the starting point of higher education. From the perspective of education practice and social development, students should have basic knowledge, skills, emotions, attitudes, and values after high school, whether they go on to higher education or employment, which means that high school should still mainly cultivate general abilities such as learning ability, creativity, analysis, and imagination, which is the important task of high school education.

1.3 The relationship between aesthetic education and secondary school music classes

To analyze the value of aesthetic education in high school music classes, we should first clarify whether music classes are aesthetic education. Aesthetic education in a broad sense refers to the education that cultivates students' ability to feel beautiful, express beauty, evaluate beauty and create beauty, and is an integral part of quality education. The school aesthetic education curriculum takes art courses as the main body. Art education includes music, art, dance, film and television, drama, calligraphy, and other forms of art, among which music education is a form of education that uses music as a carrier, acoustics as a means of expression, and aesthetics as the core, and is also the main content and way to implement aesthetic education in schools. For example, what we usually call high school music curriculum belongs to general music education in the basic education stage, which is aesthetic education in a broad sense, and the corresponding aesthetic education in a narrow sense mostly refers to professional music education, that is, the talent training activities to cultivate people who are engaged in music work. In a relatively loose sense, aesthetic education in the broad sense and aesthetic education in the narrow sense are easily confused, but in fact, aesthetic education should be a kind of general education of aesthetic knowledge and ability in terms of purpose, method, means, and way. Aesthetic education in the narrow sense is mostly an education in applied skills and techniques, which cannot be regarded as true aesthetic education, thus music classes under the broad sense of aesthetic education are aesthetic education courses that can improve students' aesthetic and humanistic qualities and have higher aesthetic value. Clarifying the difference between aesthetic education in the broad and narrow sense, and what kind of aesthetic education we need, will facilitate our discussion of the aesthetic value of high school music classes.

Taking the music curriculum standards as an example, the compulsory education music curriculum standards have clear requirements for the "basic knowledge of music" section, while the "music and related culture" section requires students to understand it. It can be seen that the implementation of aesthetic education in music classes at the compulsory level is based on laying the foundation, with "basic music knowledge" as the main learning goal. Aesthetic education in high school music education should build on the foundation of compulsory education, lead students to distinguish beauty from ugliness, improve their ability to perceive, understand, and evaluate music culture, and guide them to pursue a noble humanistic spirit. Music education is not only for the cultivation of skilled talents but also for the service of aesthetic education and the education of people. As Professor Guo Shengjian said, music education at the purely technical level weakens the awareness of aesthetic education and educational sentiment, while music education at the artistic level is more artistic and aesthetic, and music education should be elevated to the level of aesthetic education to cultivate "aesthetic talents".

2. Analysis of a typical example of aesthetic education in secondary schools — a secondary school as an example

2.1 Analysis of the selection of secondary school music textbooks — taking the high school textbook "music appreciation" as an example

The module "Music Appreciation" aims at cultivating students' aesthetic ability and musical cultural literacy, and the study of this module is conducive to ensuring that students acquire the aesthetic appreciation ability that they should have to participate in musical and cultural life. It has a stronger focus and adaptability. Therefore, "Music Appreciation" has become one of the high school music textbooks with a high degree of applicability, a wide range of use, and a high rate of attendance in China's high school music curriculum.

A high school offers the music module "Music Appreciation" in the first year of high school, and the textbook used is the 2019 edition of "Music Appreciation". Therefore, the 2019 edition of Music Appreciation and its predecessor, the 2004 edition of Music Appreciation, should be used as a comparative study for the statistics and analysis of the content selection of

the textbook. In the General High School Music Curriculum Standards (revised in 2017 and 2020) developed by the Chinese Ministry of Education, the objectives of the curriculum are divided into "aesthetic perception", "artistic expression" and "cultural expression" under the fundamental educational standard of "building moral values. The Standards require students to feel the aesthetic and national characteristics of musical works, understand the social functions of musical works and musical phenomena, pay attention to the colorful world music culture from a cultural perspective, and cultivate patriotism and correct world and life views through music lessons. From this perspective, "basic music knowledge" and other parts of the music curriculum at the high school level appear more as teaching tools to "guide students in understanding and evaluating music culture", and the requirements for aesthetic education are higher in high school than in junior high school. The demands of aesthetic education are higher in high school than in middle school. Therefore, in response to the problems of "fan circle culture" and "fast food aestheticization of music" in the last chapter, the aesthetic education in high school music education should, based on compulsory education, lead students to distinguish beauty from ugliness, enhance their ability to perceive, understand, and evaluate music culture, and guide them to pursue noble humanistic culture. In addition, it is more demanding to guide students to pursue the noble humanistic spirit.

2.2 The embodiment and perception of aesthetic education in secondary school music teaching

Aesthetic education courses at the high school level can enrich aesthetic experiences, broaden humanistic horizons, and guide students to establish correct aesthetic and cultural views, but the differences in economic and educational levels of each region lead to cultural class performance becoming the main way for students from economically and educationally disadvantaged regions to get into good schools and better achieve class leap. If we look at school education as a process similar to commodity trading, the school as a seller has to compress the class time of aesthetic education courses and increase the class time of cultural courses for the needs of the buyer's market of students. At this point, the reduction of class time for aesthetic education is detrimental to the implementation of the function of aesthetic education, and this leads to some problems.

The aesthetic mechanism of aesthetic education is to emphasize the aesthetic perspective, to interpret and analyze human social and cultural phenomena with diversified and multidisciplinary integrated means, to daily and popularize the complex social and cultural phenomena studied, and to provide new thinking directions beauty perspective, the high school music curriculum needs to integrate the main points of subject knowledge from other disciplines in different fields (such as geography, history, philosophy, literature) to form an organic and connected circuit of knowledge, guiding students to perceive, appreciate, evaluate, and innovate music from multiple directions in the humanities and social sciences and their feelings. From this perspective, the formation of integrated cultural literacy involves a similar psychological structure of cultural cognition among individuals and groups of students. For example, when we hear the melody of "The East is Red", we feel the meaning of liberation, victory, freedom, and unity in our minds. Although the art of music is not semantic, and our understanding of music is influenced by the title of the music, it is fundamentally because we are in the same era, imbued with a similar cultural atmosphere, and therefore have a similar cultural cognitive psychological structure. The aesthetic mechanism of "culture theory aesthetics" needs to be based on the similar cultural cognitive psychological structure of individual students or groups of students, to integrate students' individual life experience and common sense, to focus on the music itself and musical phenomena with an open cultural perspective, to develop cultural understanding and identity of our nation and other countries or nations in the world, to enhance comprehensive The students' growth will be conducive to social stability, people's happiness, and national prosperity.

2.3 Embodiment and problems of implementing aesthetic education in secondary school music classes

The status of subjects has not been raised to the proper level, and the influence of traditional teaching concepts, music and art, and other aesthetic courses still do not get enough attention. In today's exam-oriented education still occupies an important position, the subjects that can directly affect students' performance are still the main subjects and occupy an important position, while the status of courses such as music and art has not improved much. There is a lack of awareness of music classes both within education and in all aspects of society; it does not matter whether music classes exist or not, and there is concern that they take up study time for other subjects. Under the influence of such thinking, music classes are not only low in hours but also many schools do not offer classes or offer fewer classes for various reasons. Nationally, less than 50 percent of classes are offered. The lack of attention from schools directly affects teachers' enthusiasm for teaching, and students think that music class is just a game class, and they do not pay enough attention to the development of music knowledge and musical ability, and the status of the subject still needs to be further improved.

Students' music literacy is poor because of the dilution of basic music theory. Students have a general interest in music,

but due to the lack of a good music atmosphere, only a very few students have participated in social music examinations, and very few have participated in various music activities. Students' understanding of music is relatively simple and superficial, and their interest is generally focused on a single aspect of songs, while they know little about excellent vocal and instrumental works in China and abroad, and the songs they sing mainly come from social media dissemination. On the one hand, this reflects that students accept new things quickly, but many "bad" songs are not suitable for middle school students. For example, songs about love and lost love harm their physical and mental health development.

Poor music fundamentals and teachers' quality make classroom learning ineffective. Students do not have enough knowledge of music basics and basic skills and techniques taught in the music classroom, such as not many students can read music, and some of them can't even distinguish the most basic beats. Students' music foundation is poor, the overall view of music quality is low, and the teaching effect of music classrooms is not obvious. The lack of hardware facilities in some schools directly affects the improvement of music teachers' abilities. Many teachers are still guided by backward teaching theories and use backward teaching methods when using modern teaching media, and all that has changed is the way of instilling knowledge into students.

The teaching equipment is backward as well as the teaching model is backward. Many school classrooms lack the necessary hardware equipment, such as the necessary music classrooms, multimedia teaching equipment, and the necessary musical instruments. These phenomena are still very common at the county level and below. The lack of basic facilities poses a great obstacle and difficulty to music teaching.

3. Problems of secondary school aesthetic education and implementation plan

3.1 The emergence of problems in secondary school aesthetic education

Aesthetic education courses at the secondary school level can enrich aesthetic experiences, broaden humanistic horizons, and guide students to establish correct aesthetic and cultural views, but the differences in economic and educational levels of each region lead to cultural class performance becoming the main way for students from economically and educationally disadvantaged regions to get into good schools and better achieve class leap. If we look at school education as a process similar to commodity trading, the school as a seller has to compress the class time of aesthetic education courses and increase the class time of cultural courses for the needs of the buyer's market of students. At this time, the reduction of the class time of the aesthetic education course is unfavorable for the implementation of the function of aesthetic education, which also leads to some problems.

In today's highly developed information technology, Internet pop songs are obviously on the tip of this "information explosion", and major music apps and short video apps push recent popular songs with high popularity to minors. Although the melodies and lyrics of Internet pop songs are trendy and fit the aesthetic psychological characteristics of minors, Internet pop songs have not been baptized by time like traditional music or classical music, and they are often "good and bad" and may not guide students to establish the correct aesthetics. To cater to the preferences of listeners, Internet pop songs are distinctly commercial and entertaining in nature, which is the most obvious difference between pop music and traditional or classical music. Because of these characteristics, the creation of some Internet pop songs does not pay attention to the artistry, thoughtfulness, and musicality of the songs: the melodies and harmonic arrangements of some of the songs are too simple; the lyrics of some love songs are pretentious and sickly; the lyrics of some ancient style songs are stuck in the patchwork of ornate rhetoric or the pursuit of airy pavilions.

In recent years, kind "opera songs" and "opera singing" have become popular on the Internet, which is an important opportunity to improve the national self-confidence and cultural self-confidence of the Chinese people. It is also an important opportunity to enhance the national and cultural confidence of the people. With the increasing number of "opera songs" on the Internet, its problems have gradually emerged: "opera singing" in some "opera songs" has been The "violent application" of "opera singing" in some "opera songs" has caused aesthetic fatigue among listeners due to the misuse of the original "clearing away the clouds and seeing the moon" and "ancient and fragrant" feeling; plus The singers of "opera songs" often come from non-technical backgrounds and are not proficient in the use of opera singing, sometimes even with a big white voice, which does not meet the requirements of opera singing at all. A relatively large part of the fan circle group cannot think independently, analyze idol behavior correctly, and treat idol works correctly. Concerning the "fast-food aestheticization of music", "Weibo/Knowledge V" mostly believes that the level of implementation of music education in China's basic education is not high, and students cannot clearly distinguish between good and bad musical works and entertainment cultural phenomena, and can only passively accept music and entertainment. In the long run, students' aesthetic quality is not guaranteed, and aesthetic education in schools cannot be fully developed because of factors such as "high pressure of culture classes", thus forming a vicious circle in education. The above problems are closely related to the "entertainment industry"

and "pop music", which point to the objective fact that minors are not yet mature in their three views, their aesthetic interests, and their rational thinking ability.

3.2 Research on aesthetic education strategies in secondary schools

Conducting secondary school aesthetic education requires detailed strategic program research. The objectives, contents, and requirements of secondary school aesthetic education should be clarified. Aesthetic education in secondary schools should be aimed at building a "big aesthetic education" pattern in secondary schools. Scientific construction of working mechanism. Under the guidance of aesthetics theory and education theory, improve and perfect the work system of aesthetic education which is coordinated with moral education, intellectual education, and physical education, build the working mechanism of aesthetic education which is "curriculum implementation, scientific research support, cultural leadership, activity promotion, and environment inculcation", implement the whole staff aesthetic education, whole process aesthetic education and comprehensive aesthetic education; strive to realize the The "four combinations". To combine aesthetic education with moral education, with the teaching of various subjects and social practice activities, with the implementation of compulsory education "sports, art 2 + 1 project" standard activities, with the reduction of the burden on students, and gradually form a new situation of the overall promotion of aesthetic education; give full play to the function of aesthetic education. Through the development of aesthetic education, so that secondary school students in the discovery of beauty, appreciation of beauty, expression of beauty, beauty to nourish morality, beauty to enlighten the intellect, beauty to strengthen the body, to establish the idea of beauty, develop the character of beauty, cultivate the sentiment of beauty, form a beautiful personality, improve the state of life and quality of life, to achieve the overall development of people.

We should put beauty education in the teaching of various disciplines. Subjects are intertwined, are the complete embodiment of school education. Subject teaching is the central part of the school's work, but also the most basic work. Aesthetic education in the teaching of various subjects is a high embodiment of the teaching principle of teaching and education. We should give full play to the role of the main channel of teaching each subject, from different subjects, different perspectives, multi-faceted, multi-level, effective implementation of aesthetic education. Therefore, our school's teaching model of infiltrating aesthetic education into the teaching of all subjects and transforming the teaching of each subject into the direction of aesthetic qualities is an important means of cultivating the goals of quality education, and formulating a detailed teaching design for each teacher to write a subject teaching infiltration of aesthetic education every month. Training is conducted in various ways to strengthen and improve the aesthetic qualities of teachers. First of all, theoretical training on aesthetic education characteristics is conducted. Increase the training of teachers, strengthen the training of backbone teachers, strengthen the role of backbone teachers, encourage the majority of teachers to retrain art, improve aesthetic education, enhance the responsibility of aesthetic education, and lay a solid foundation for the whole staff aesthetic education. An in-depth clarification of what is aesthetic education, what is included in aesthetic education, and how to reflect aesthetic education in teaching. All teachers should know the meaning of aesthetic education, and strive to create a wonderful classroom with their beautiful image and beautiful language, and to infect and enchant students with the strict beauty, structural beauty, and profound beauty of knowledge, to achieve confidence in aesthetic education, and to put it into practice well. Secondly, based on the school-based, teacher quality training is conducted. Teachers are encouraged to continuously discover beauty materials, accumulate beauty resources and create beauty in their daily teaching to create a good aesthetic sensibility and accumulate aesthetic experience for students.

3.3 Exploration of the implementation plan of secondary school aesthetic education

In the "Suggestions for Local and School Implementation of the Curriculum", it is stated in the Standards that modules should be considered first, and that teaching arrangements should be made according to the educational reality in China and the teaching reality in local schools and that the content of related teaching modules can be appropriately integrated. In the case of a secondary school, three contradictions need to be taken into account when exploring teaching strategies for implementing aesthetic education in music classes: "the contradiction between the number of required hours and the actual hours", "the contradiction between the high curriculum requirements and the poor foundation of students", and "the contradiction between the content of the teaching materials and the interest of students". "the contradiction between the content of the textbook and students' interests".

(1) Thematic teaching and integration of contents

The "thematic teaching model" is a teaching model that systematically integrates teaching contents under the guidance of constructivist knowledge concept, and is problem-oriented and directed to students' core literacy. It is a necessary choice to integrate the teaching contents for less practical time. The classroom contents should not only be broad but also important, and the teaching contents should be designed from the actual life and learning needs of the students, so that the contents

are more diversified and it is easy to form a classroom atmosphere with "problem situations", and the level of students' thinking is deeper. For example, in the teaching of opera music appreciation, we can bring traditional opera, modern opera, opera songs, and opera-style pop music into the classroom, and explain the easy-to-understand music knowledge in opera music, which is not limited to a certain genre or an excerpt, but also allows students to appreciate the beauty of opera music and experience the characteristics of opera singing, and adding modern elements will also let students feel the dynamic development process of opera music. development process and further focus on opera music from a cultural perspective.

(2) Music is rooted in China, "popular" drives "traditional"

The 2019 edition of the Music Appreciation textbook contains 55 Chinese pieces, accounting for about 65%, and the repertoire selection is more targeted and reinforces the national characteristics of Chinese pieces. In addition, the results of the "Questionnaire on 'Students' Acceptance of Aesthetic Education'" show that the vast majority of students prefer popular music works first, especially Chinese works in this edition. This indicates that students are more likely to be interested in Chinese works in the study of Music Appreciation. Pop music is the most interesting to students, and its popular and simple characteristics are also suitable as a "brick in the door" for students to learn traditional music. As long as appropriate pop music is chosen and used appropriately in classroom teaching, it can effectively reduce students' sense of disconnection from traditional music, and they can feel the beauty of music art through pop music. The dynamic process of change in the social process.

(3) To "feel beauty" and "express beauty" as the basis, and "evaluate beauty" and "create beauty" as the extension

Aesthetic education is an education to develop students' ability to feel beautiful, express beauty, evaluate beauty and create beauty, all four of which need to be implemented in a certain order. Only when students can feel beauty in music, are willing to express beauty, and can express beauty will they be able to evaluate beauty and create beauty afterward. If the students' music foundation level is weak, the implementation of aesthetic education must be based on the foundation of feeling and expressing beauty. Only when students truly feel the beauty of music and internalize it as their own emotional experience can they make more aesthetic evaluation and creation of the beauty of music. To a certain extent, this determines the degree of internalization of aesthetic education for the students themselves. If the students' basic level of music is weak, the implementation of aesthetic education must be preceded by a good foundation of feeling and expressing beauty. Only when students truly feel the beauty of music and internalize it into their own emotional experience can they evaluate and create the beauty of music with more aesthetic value.

In the implementation of aesthetic education, we should not only set the difficulty of the curriculum at a low level and teach some easy-to-understand music theory but also use aesthetic education as a carrier of the fundamental idea of establishing moral education, discovering the spirit of national aesthetic education and aesthetic qualities in the music curriculum, using various disciplines and general knowledge to enrich the artistic, social and literary beauty in music classes. The students will also be able to use their knowledge of various disciplines and general studies to enrich the artistic, social, and literary beauty of the music curriculum and to use practical music activities as an important means of deepening their understanding of music. This not only highlights the learning level of the high school curriculum but is also a reflection of the fundamental educational nature of high school music classes.

The implementation of aesthetic education in secondary school music classes has enhanced the musical literacy and cognitive ability of secondary school students and has produced generations of aesthetic talents for our country. The enhancement of musical aesthetic ability requires educators to focus on guiding students to properly appreciate music, which is what needs to be imparted to students in high school music classes. Music ontology means the various musical elements in the composition of a musical work. Aesthetic musicianship refers to the ability to use tempo, rhythm, intensity, key, tune, harmony, body, and other musical elements to evaluate musical ontology. High school music classes train students to evaluate music ontology, to explore the connotation of music, to produce aesthetic pleasure and musical beauty, to guide students to develop positive and healthy music aesthetic habits, to accept and inherit traditional excellent music culture, to appreciate music objectively and correctly, and not to blindly favor music. At the same time, they continue to improve their overall cultural literacy. As a general music education at the basic education level, the implementation of aesthetic education in high school music classes is based on the principle of "establishing moral education", leading students to establish correct cultural concepts, enhance cultural confidence, and improve comprehensive cultural literacy. Music cannot be separated from culture, and the process of cultivating comprehensive cultural literacy needs to be carried out under the aesthetic mechanism of "cultural aesthetics". "Cultural aesthetics" is an aesthetics centered on cultural issues.

Conclusion

In secondary school music classes, it is important to guide students to acquire the ability to evaluate music, but we

need to pay more attention to the value of music classes in aesthetic education and music classes in nurturing people, so that students can acquire the ability to identify and solve problems in music evaluation, form good aesthetic habits in the beauty of music, have a heart that can distinguish beauty from ugliness, and gain spiritual enlightenment and freedom, which are the most valuable values of music aesthetic education for students. These are the most valuable values of music education for students. There are still some high schools in China that do not offer music classes in full because of the pressure of cultural classes. Adequate classroom time is an important driving force in allowing aesthetic education to take root in high school music classes, and it will be a future trend to increase the amount of music classroom time according to the actual school situation. In addition, I believe that rich music practice activities can make the beauty of music deeply rooted in students' hearts, and through learning and appreciating music, students can experience and participate in music activities, become the subject of feeling the beauty of music and understand and apply what they have learned. Music practice activities are not only teaching singing, rhythm, and sight-singing but also allowing students to discuss and communicate about music and musical phenomena in social life. The discussion and communication not only allow students to apply what they have learned but also are fundamental elements that start from the students' side. More importantly, when a new generation of young people's contending voices for music keep surfacing, the classroom and social life form a good interaction, our music life is colorful, it allows students to benefit from music life for life, which is also the embodiment of the value of music aesthetic education.

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