



Research on the Current Situation and Improvement Strategies of Aesthetic Education in Music Classrooms in Primary and Secondary Schools in China

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Abstract: The development of society requires higher and higher quality of talents, and the demand for comprehensive literacy talents keeps rising. And using music aesthetic education as a means to continuously improve the music aesthetic quality of a new generation of young people and establish the concept of music aesthetics is an important entry point to improve the quality of all people. The teaching of music in primary and secondary schools should take aesthetic education as the core, and improve the quality of music teaching as the key, and gradually take correct art and music aesthetics as the way to learn, and apply the knowledge learned to life and their own improvement and development, so as to realize the beautiful ideal of harmonious and stable development of human society. This is the need for aesthetic education, and it is an issue that should be at the heart of the current situation. Aesthetic education is a cross-cutting discipline between art and education, and it plays an important role in building an education system for comprehensive training, forming a noble sentiment and a sound personality in students, and promoting the improvement of aesthetic ability in music.

Keywords: school, music education, aesthetics, improvement measures, research and study

Introduction

The globalization, multi-polarity, cultural diversity, and information technology of the world are bringing infinite opportunities as well as many crises and challenges. The issue of education has always been an important issue for all countries in the world, and China also insists on giving priority to education development. Talent is an important driving force for scientific and technological progress and social development, and with the increasingly fierce competition for talent today China has five thousand years of cultural traditions, and as early as the pre-Qin period, it formed the classical form of aesthetic education such as "ritual education" and "music education". Over the thousands of years of history, the development of aesthetic education has experienced periods of prosperity and stagnation, but it has remained uninterrupted. Since China's reform and opening up, the country has been on the right track, and a series of measures have been taken to include aesthetic education in the national education policy, and there has been obvious progress in aesthetic education. Since the 21st century, in order to meet the needs of economic and social development, the continuous improvement and enhancement of our Party's education policy, together with the strong implementation and enforcement of various departments, school aesthetic education has achieved greater development. The purpose of this paper is to identify problems and propose corresponding implementation strategies through a survey related to the implementation status of music aesthetic education in primary and secondary school music classrooms, so that music teaching can give full play to the role of aesthetic education to the maximum extent possible, thus improving and enhancing the music aesthetic quality of primary and secondary school students, promoting the personalized and comprehensive development of their music aesthetics, improving the quality of music teaching, and promoting the reform of quality education.

1. Survey on the current situation of music aesthetic education in primary and secondary school music classrooms

1.1 The background of school education is not optimistic

The Decision of the Ministry of Education on Deepening Education Reform and Comprehensively Promoting Quality Education clearly states that aesthetic education is included in our education policy. Aesthetic education has an extremely important role. On the one hand, it can cultivate sentiment, broaden horizons, and improve musical and aesthetic qualities,

and on the other hand, it plays a vital role in the development of intelligence and the overall development of students' moral, intellectual, physical, and aesthetic qualities. Nowadays, China vigorously promotes quality education, but many schools in China are still practicing traditional "exam-oriented education" and "duck-fill teaching", especially for those rural areas where the economic development level is relatively backward, and teachers' resources and teaching facilities are insufficient. The lack of teachers' resources and teaching facilities, especially for those rural areas with relatively backward economic development, has hindered the development of music aesthetic education. The teaching mode is still stuck in the mode of teachers speaking and students passively listening, learning only cultural knowledge, and painstakingly pursuing the "promotion rate" to cultivate students who often lack creativity and innovation, which is the vital element that China urgently needs at present. In the face of the current educational situation, we should change the school education model as soon as possible, change the weakness of school aesthetic education, and integrate aesthetic education into the whole process of school education. For those rural primary and secondary schools that are relatively economically and culturally backward, we should also make full use of local resources, overcome the shortcomings of exam-oriented education, let students develop comprehensively, and strive to create a space for students to grow up with physical and mental pleasure and healthy development. At present, China is on a new journey to open the second century goal and build a strong socialist modernization country. Aesthetic education is an important part of quality education, and it is important to cultivate builders and successors of the socialist cause with comprehensive development of morality, intellect and physique across the century. Strengthening aesthetic education for primary and secondary school students is an inevitable requirement to adapt to economic globalization and to the needs of China's current economic modernization. Socialist aesthetic education serves to build a socialist spiritual civilization and cultivate beauty in students' hearts and behavior, and it deeply and extensively affects students' emotions, imagination, thoughts, and will. Aesthetic education not only enriches the cultural and spiritual life of schools and provokes students' emotional experiences, but also helps to raise socialist consciousness and inspires students to strive for the realization of communist ideals and the creation of all good things, and to strive for the realization of the Chinese dream of the great rejuvenation of the Chinese nation.

1.2 The current status of music aesthetic education survey and research

The research on music aesthetic education focuses on two aspects: first, the basic information about the school and teachers, including teachers' education, teaching experience, teaching format, school environment and facilities, etc., through which we can understand the teachers' daily basic teaching condition and whether the school has a good music aesthetic environment conducive to aesthetic education. The second is a study of teachers' implementation of music aesthetic education in music classes, such as "whether they have received relevant training and study", "whether they pay attention to students' music aesthetic psychology and music aesthetic needs", and "whether they pay attention to students' music aesthetic needs". The survey was conducted in the form of multiple-choice questions, allowing teachers to choose from two different levels, "meets" and "does not meet", according to their own situation. The questions were designed to determine whether the teachers had a good grasp of theories related to music aesthetic education and whether they attached importance to music aesthetic education. It is possible to grasp the current situation of music aesthetic education relatively accurately. For example, from "do you like music class" to "which part of music class you find most beautiful and attractive", we can understand the current primary and secondary school students' perception of music aesthetic education through these hierarchical questions. These questions are used to understand how much elementary and middle school students like music classes and how they acquire aesthetic skills from music, so that they can objectively grasp the real situation of music aesthetic education for elementary and middle school students. Only by understanding students' perceptions of music, music lessons, and beautiful music can we tailor our strategies to better implement music aesthetic education in the primary and secondary school music classroom.

1.3 Basic methods used in the study

For the study of music aesthetic education in primary and secondary school music classroom the main methods implemented are two methods: questionnaire survey method and discussion interview method.

First, The questionnaire method. The purpose of this paper is to study the current situation of music aesthetic education in primary and secondary school music classrooms, and to find out the problems in the implementation of music aesthetic education through the inquiry of relevant information and data, and to propose corresponding solution strategies accordingly, so as to strengthen students' music aesthetic concepts and promote the formation of a sound personality. Teachers play a crucial role in the process of music aesthetic education, and the improvement of students' music aesthetic literacy cannot be achieved without their active guidance, organization and evaluation. Therefore, it is important to understand music teachers' awareness, mastery and application of aesthetic education. The questionnaire survey was adopted to find the deficiencies

in the implementation of music aesthetic education in a school by setting up different levels of music aesthetic education questions, so as to collect information about the teachers' grasp of music aesthetic education theories and skills and the degree of implementation of the development of music aesthetic education in that school.

Second, the discussion interview method. Students' learning situation can also reflect the implementation of music aesthetic education to a large extent, but the overall number of students in a school is too large, and it is difficult to operate. Therefore, when implementing the research method of discussion interview method, 60 students were randomly selected in the playground of the middle school during the large recess to conduct an interview survey and make relevant records in time, and after completing the interviews, the contents of the students' interview records were summarized and analyzed in combination with the questionnaire method. At the same time, music teachers take into account the real situation of students in different grades, taking into account factors such as learning psychology, receptiveness and interest stimulation, and the teaching methods adopted are somewhat different, so before the interviews officially begin, they will first understand the students' grades, and try to balance the students to be more evenly distributed in each grade when they are randomly selected. In this way, while getting closer to the students, we can also get the results of the study are more realistic.

2. Analysis of the results of the survey and research on the current situation of music aesthetic education in primary and secondary school music classrooms

2.1 Analysis of students' receptiveness to music education

Students are the main body of learning, and each student is a different individual with different musical aesthetic bases. They have different attitudes towards beauty and different perceptions of beauty, and they will form different musical aesthetics. However, this musical aesthetic cannot be allowed to develop wildly, and human guidance and direction are needed to help students establish correct musical aesthetic values through the right channels. From the results of the study, it can be seen that most students are happy to accept this way of music aesthetic education in the music classroom, and many students can feel the value and meaning of beauty under the music classroom, which plays a role in rendering and inculcating music aesthetic education. However, there are also some problems. Although most students are happy to accept this way of music aesthetic education, there are still many students who do not pay attention to music aesthetic education and have the concept that music aesthetic education is "surgery", attaching too much importance to culture classes compared to music classes, preferring to spend a lot of time on culture classes and ignoring the role of music aesthetics in music classes. The aesthetic role of music in the classroom is neglected. At the same time, research findings show that some students are passive in the music classroom, following the teacher's pace mechanically in the course of the lesson, without any active thinking of their own. And most students have only a vague concept of music aesthetics, and do not have a clear concept in their minds. As the school provides fewer books on this part of music aesthetic art, students read relatively few books on this aspect and do not have a deep understanding of the value of music aesthetic art, all of the above are the starting point and footing point for solving the problem of music aesthetic education for primary and secondary school students in music classroom art.

2.2 Analysis of teachers' behavior in music aesthetic education classroom

According to the research, music teachers mainly take the form of singing lessons in music classroom teaching, interspersed with some music theory knowledge explanation. It is noteworthy that music teachers take up more than half of the music classes. Moreover, nearly one-third of the teachers do not have a special music classroom, and even if they do have a music classroom, the frequency of using it is not high. The school's facilities are not complete, and many books on musical instruments are in short supply, which indicates that the school's teaching concept and teaching format are relatively traditional. The analysis of the implementation of aesthetic education in music teachers' classrooms shows that although all music teachers have basic aesthetic education and musical aesthetics, only a small percentage of them believe that improving musical aesthetics is important for the development of elementary school students and are able to try to implement musical aesthetics education in their actual teaching. More than half of the music teachers still maintain the understanding that "moral education" and "intellectual education" are the first priority and do not realize the importance of implementing music aesthetic education for elementary school students. Most of the teachers who teach music aesthetic education in music classrooms have not studied the relevant works on aesthetic education, nor have they received any training on aesthetic education. Most teachers are still confined to books and traditional singing teaching models, which only rely on one-way indoctrination and mechanical training to enable students to master knowledge and skills, depriving them of the ability to actively feel beauty in the process of music learning.

2.3 Deficiencies in the implementation of music aesthetic education in the music classroom

First, the understanding of aesthetic education is not in place. The Compulsory Education Music Curriculum Standard (2011 Edition) clearly points out that the nature of the music curriculum is mainly reflected in three aspects: humanistic, musical aesthetic and practical, in which the musical aesthetic requires us to play the aesthetic function of the music curriculum, so that students can discover beauty, recognize beauty, love beauty and create beauty, so as to cultivate sentiment, sound personality, cultivate correct musical aesthetic awareness, improve musical aesthetic quality and musical aesthetic ability. Therefore, music aesthetics is the core content of the music curriculum. In fact, in many music teaching, many schools and teachers have the idea that aesthetic education in the music curriculum is an "entertainment course" after learning, and that ordinary talent performance is equivalent to the implementation of music aesthetic education. This perception of aesthetic education is biased, and it neglects the cultivation of students' musical aesthetic literacy and musical aesthetic ability, thus causing the phenomenon that most people still have the impression that music lessons are still about "singing".

Second, the purpose of teaching is not clear enough. In the "Opinions on Comprehensively Strengthening and Improving School Aesthetic Education in the New Era" issued by the State Council, it is required that "in the compulsory education stage, we should focus on stimulating students' artistic interests and creative consciousness, cultivating students' healthy musical aesthetic interest and musical aesthetic style, and helping students master 1-2 artistic specialties." In music aesthetic education in the music classroom, the ultimate goal is inseparable from people, both for the person who teaches and for the purpose of teaching. We do not educate for the sake of education, but to educate people, so that students in the music classroom music aesthetic education to stimulate the love and interest in music, appreciate the unique charm of music, and establish a positive, optimistic, upward-looking spirit and attitude towards life.

Third, the teaching method is too single. Music education is an indispensable part of aesthetic education and an important way to carry out aesthetic education in schools, but it should not be the only way. The term "music aesthetics" should always be used throughout the whole process of music teaching, in which teaching methods occupy a rather important position. Therefore, teachers' teaching methods should be diversified to create situations and provoke thinking, reflecting the core of music aesthetics, so that students can better feel the charm of music art. A single teaching method not only tends to make students lose their interest in learning music and become bored and tired of music lessons, but also greatly hinders the cultivation of their musical aesthetic quality and musical aesthetic ability, which plays a negative role in promoting students' overall development.

3. Strategies for implementing music aesthetic education in primary and secondary school music classrooms

3.1 The importance of implementing music aesthetic education

In September 2018, President Xi Jinping's speech at the National Education Conference emphasized that we should comprehensively strengthen and improve aesthetic education in schools, insist on educating people with beauty and culture, and improve students' musical aesthetic and humanistic qualities, requiring us to use to strengthen aesthetic education in schools in the face of the current situation in society and the opportunities and challenges in the new era of Promote the spirit of Chinese aesthetic education, and open up new horizons of aesthetic education in the field of practice. Immediately after, at the 2019 National Education Work Conference, Education Minister Chen Baosheng asked that we should deeply understand the strategic position, guiding ideology, nurturing value and methodological path of school aesthetic education, establish a rigid management system for aesthetic education courses in primary and secondary schools, and conduct aesthetic education courses, "so that every student can enjoy fair and quality aesthetic education". Aesthetic education plays a very important role in the education system. Music aesthetic education under the music classroom can make primary and secondary school students strengthen their musical aesthetic perception ability for music and make the function of school aesthetic education more sound. Aesthetic education is an interdisciplinary subject of art and education, and it plays an important role in building an education system for the comprehensive cultivation of moral, intellectual, physical, and aesthetic development, forming a noble sentiment and a sound personality for secondary school students, and promoting the improvement of musical aesthetic ability. Music aesthetic education in the music classroom is carried out through the form of music, which relatively has beautiful melodies and thought-provoking lyrics, and this is where it differs from other disciplines and where its advantages lie. Through this process, students can be inculcated with aesthetic education in the subtle cultural rendering. It also has a positive effect and influence on the formation of primary and secondary school student" worldview, outlook on life and values. From the national level, it is an inevitable requirement to cultivate builders and successors of socialist modernization who develop morally, intellectually, physically and aesthetically.

3.2 Requirements of implementing music aesthetic education for students

Imagination is an important medium that connects students' emotions and creativity, and is one of the components of musical aesthetic ability. Imagination is the source of creative ability, which can improve students' sensitivity to music perception, thinking and creativity, enabling them to better engage in music learning and stimulating their interest and enthusiasm in learning music. Improvisation is a way of musical innovation and an important way to train students' aesthetic imagination in music. In the process of music aesthetic education in the music classroom, teachers guide students to fully understand the connotation of the work on the basis of encouraging students to make some positive imaginative creations, which can make them further understand the connotation of the work, on the other hand, can make students get the satisfaction of creation and experience the joy of creation. After such a long period of training, under the infection of art music aesthetics, it is conducive to help students gain accumulation of music aesthetic experience and improvement of art appreciation ability, and cultivate them to form a good music aesthetic quality. Students at the primary and secondary school level tend to have abundant imagination, but at the same time their imagination is also wild, and the cultural curriculum is relatively strong in rational thinking, which is not very suitable for the development of imagination. The cultural curriculum, with its relatively strong rational thinking, is not very suitable for the development of imagination. The music aesthetic education in the music classroom provides fertile ground for the development of young people's imagination. In the process of music teaching, teachers guide students to participate in the music classroom through language, singing, movement, instructions, and musical instruments to enhance students' sense of musical experience and improve their sense of musical beauty and musical creativity.

The establishment of musical aesthetic awareness. Most secondary school students have a relatively vague concept of music aesthetic education. Although they actively receive music aesthetic education through music classes, they cannot clearly define what music aesthetic art is. Students should strengthen the importance of art education in their daily learning life, learn about art and music aesthetics through various ways, read relevant books on art and music aesthetics as much as possible, continuously improve their understanding of music art and music aesthetics, and improve their connotation and quality of music aesthetics.

3.3 Requirements of implementing music aesthetic education for teachers

The overall situation of a school is closely related to its actual management level, school conditions, teaching quality and teaching facilities, among which the most concerned is the quality of teaching, which is the important core of school operation, and the key to improve the quality of education and teaching lies in the teachers, music teachers play a leading and guiding role in the music aesthetic education in the music classroom, so the quality of the music teachers' group is The quality of the music teacher community is of paramount importance. A team of teachers with comprehensive quality and professionalism is a strong guarantee for music aesthetic education, strengthening the improvement and consolidation of teachers' concept of art education music aesthetic education, so that teachers can pay attention to the role of aesthetic education in the process of music teaching, play the function of aesthetic education, improve the concept of aesthetic education and aesthetic education literacy, and effectively guarantee the implementation of aesthetic education.

The current educational environment is still very much in favor of fractions, and many music classes are "vague" under the "guise" of improving students' overall quality, but in fact the teaching content is still unchanging and unilateral mechanical instillation of music knowledge, misplacing the teacher as the "dominant" teacher. In fact, the teaching content is still the same unilateral mechanical instillation of music knowledge, which misplaces the teacher in the position of "dominant" and ignores the students as the main body of the classroom, and this teaching method will largely weaken the students' interest and hobby in music, which will have a negative impact on the cultivation and enhancement of music aesthetic quality and music aesthetic ability. Music teachers should change their concept, find their own position, adhere to the students as the main body, and give full play to the role of "guide". In the teaching process, they should mobilize students' interest in learning music, guide them to actively explore the emotions and connotations of music through sensory or physical activities, and teach them knowledge and skills while paying attention to their spiritual growth. At the same time, music teachers should constantly improve their own professionalism, consciously and actively read books and writings related to aesthetic education, and explore methods and teaching modes that are conducive to students' aesthetic education in art and music through continuous learning and summarizing.

Conclusion

Aesthetic education is to equip students with the ability to recognize, discover, feel and create beauty by means of education, to form their love for beauty and art, and thus to enhance their aesthetic and humanistic musical literacy. Aesthetic

education has an important meaning and role in cultivating students' musical aesthetic quality, sound personality, cultivating sentiment, and actively practicing the core socialist values. Since the 18th Party Congress, the Party Central Committee, with President Xi Jinping at its core, has placed a more important emphasis on aesthetic education in schools, proposing to integrate aesthetic education into the whole process of school education and throughout all school segments of school education. The primary and secondary school stage is an important key period for students' development in all aspects. Paying attention to the implementation of music aesthetic education can enable students to have good music aesthetic consciousness, shape positive music aesthetic concepts and cultivate noble moral sentiments, thus promoting the improvement of music aesthetic literacy and music aesthetic ability.

As one of the important ways to implement music aesthetic education in schools, music education not only enables students to acquire the basic knowledge and skills, but also enables them to feel the humanistic sentiment in music works, and to produce a spiritual fit and resonance, under which the teacher, as a "guide", actively In this way, the teacher, as a "guide", can actively guide the students and encourage them to try to create their own works and improve their creative abilities. Many teachers still have the misconception that aesthetic education and music education are two separate parts, so the results of art and music aesthetic education in the music classroom are often unsatisfactory.

In general, aesthetic education is still a relatively weak link in the whole school education, and therefore a breakthrough for art music aesthetic education. All subjects of music classroom music aesthetic education should make efforts to continuously improve themselves. For example, schools should highlight the status of aesthetic education in music classroom teaching. Music teachers, as leaders of students, must establish the concept of aesthetic education, improve the theoretical level, carry out aesthetic education training, and constantly improve their musical aesthetic qualities in order to better adopt appropriate teaching methods and teaching methods according to the teaching content. They should use the appropriate teaching facilities to guide students to acquire a sense of beauty from beautiful, classical music, form their love for beauty and art, cultivate a healthy and noble aesthetic interest in music, enrich their spiritual life, and cultivate comprehensive talents with comprehensive development of moral, intellectual, physical, and aesthetic skills for China.

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