

# How does Music Aesthetic Education Shape the Social Responsibility of College Students

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**Abstract:** Under the background of contemporary society, the cultivation of college students' sense of social responsibility is an important subject of education. As a comprehensive form of education, music aesthetic education can improve students' artistic accomplishment and emotional experience, so as to enhance their sense of social responsibility. This paper discusses its role and practical significance in shaping college students' sense of social responsibility. It is found that it can effectively promote college students' attention to social problems and enhance their sense of responsibility through emotional resonance, cultural identity and social participation. It also analyzes how to cultivate college students' sense of social responsibility through music education, which provides a new perspective and method for higher education.

**Keywords:** music aesthetic education, college students, social responsibility, emotional resonance, cultural identity

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## Introduction

Under the background of contemporary society, the cultivation of college students' sense of social responsibility has become an important topic of education. Music aesthetic education, as a comprehensive education form, can not only improve students' artistic quality, but also shape their sense of social responsibility by means of emotional resonance, cultural identity and social participation. This paper is to explore its role and practical significance in shaping the sense of social responsibility of college students, and to analyze how to promote the attention of college students to social problems and the improvement of their sense of responsibility through music education, so as to provide a new perspective and new methods for higher education.

### 1. The theoretical basis of music aesthetic education and social responsibility

#### 1.1 The concept and connotation of music aesthetic education

Music aesthetic education is an educational method to cultivate students' aesthetic ability, artistic accomplishment and comprehensive quality through music education activities, and to promote students' all-round development. Different from other disciplines, it not only pays attention to the cultivation of music skills and performance ability, but also emphasizes the enhancement of students' emotional experience and aesthetic quality through music activities. The core is to analyze, appreciate and practice music works, and guide students to understand the emotional expression and artistic value of music, so as to form correct aesthetic concepts and interests in aesthetic experience. In the implementation of music aesthetic education, schools usually carry out through a variety of ways, such as setting up music courses, organizing community activities, and carrying out music-related theoretical and practical research. In terms of curriculum setting, music courses not only teach music skills, but also enable students to experience the beauty and emotional expression of music through the appreciation and analysis of music works. This aesthetic experience is important for students to form correct values and

worldviews. Community activities provide a practical platform for students to participate in campus music associations, art troupes and other activities, so that students can feel and express the emotion and beauty of music in practical actions, and cultivate team spirit and social responsibility.

## **1.2 The definition and significance of social responsibility**

Social responsibility is a kind of advanced moral emotion, which refers to the individual's consciousness and behavior motivation for social responsibility based on the comprehensive cognition of society and their own interests. Individuals with this sense of responsibility usually take social construction and development as their own responsibility, closely integrate their own development with social beauty, and contribute to society with positive behavior. It is not only the embodiment of personal morality, but also an important basis for the harmonious development of society<sup>[1]</sup>. It has a great impetus to people's behavior and can guide people to make decisions and behaviors in line with social ethics and moral standards in life and work. In today's society, the cultivation of social responsibility is extremely important, which is not only related to personal moral literacy and social behavior, but also to the harmony and sustainable development of the whole society. Its lack may lead to a series of social problems, such as short-sightedness in the economic field, low-quality works in the cultural field, and moral decline in the ideological and moral field.

## **2. The mechanism of music aesthetic education on the shaping of college students' social responsibility**

### **2.1 Music aesthetic education promotes emotional resonance and empathy**

Emotional resonance refers to the psychological response of people listening to music to echo the emotions in music works by relying on the melody, rhythm and harmony of music. This kind of reaction is not only the experience of music, but also a kind of emotional communication that can cross time and space.<sup>[2]</sup> By feeling and understanding the emotions in music, students can experience various social situations and human emotions, so as to cultivate empathy. Because music works often reflect the creator's emotional state and social background, emotions such as anger, sadness, and joy can be conveyed to the listener through music. In practical teaching, music aesthetic education courses will carefully select music works with profound emotional connotations. For example, in a lesson on the War of Resistance Against Japanese Aggression songs, teachers choose *Yellow River Chorus* as teaching material. First, tell students the historical background and creative motivation of this work, so that students can understand that this is created during the crisis of the Chinese nation, in order to inspire the national people's morale and stimulate the mood of the war of resistance. Then play the classic fragment of the music *Ode to the Yellow River*, guide students to listen to the deep and powerful melody and magnificent harmony, to feel the anger and solemnity expressed by the work, and after playing. The teacher also further analyzed the music structure and emotional expression of the works, and explained how to show the difficult situation and strong and unyielding spirit of the Chinese people during the The War of Resistance against Japanese Aggression through the rhythm change and timbre processing of music.

### **2.2 Music aesthetic education enhances students' cultural identity and values**

In music education, students can come into contact with music works of different nationalities, countries and times with rich cultural background and historical connotation<sup>[3]</sup>. With the help of music aesthetic education courses, they can know the social background, historical events and cultural traditions behind all kinds of works, so as to deepen their understanding and understanding of different cultures, form their own cultural identity, and respect and tolerate other cultures. Moreover, in music aesthetic education, teachers should not only teach students music skills, but also guide students to think about the social values reflected in them by appreciating and analyzing music works. For example, in the teaching of Chinese traditional music, teachers can make students realize the spirit of Chinese traditional culture such as benevolence, righteousness, propriety, wisdom and faith in Confucianism by explaining and playing Chinese classical music. At the same time, by comparing Chinese and foreign music works, students' cross-cultural understanding ability can

be cultivated to help them establish a multicultural vision and an open mind.

In actual teaching, teachers can strengthen students' cultural identity and values by introducing specific music works and activities. Like a traditional Chinese music course, the teacher chose the ancient qin song *High Mountains and Flowing Water* as the teaching content. Firstly, it introduces the historical background and cultural significance of Guqin as a traditional Chinese musical instrument, explains the creative background of this music and the bosom friend culture behind it, and then plays the music recording, so that students can close their eyes and listen to the melody and rhythm changes. After listening to guide students to discuss the emotions and artistic conception conveyed, help students understand the performance of the natural scenery of mountains and rivers and the Boya period of friendship. Then the students were grouped, and each group selected a traditional Chinese musical instrument to try to create a short melody to express their feelings about natural scenery or interpersonal relationships. In the process of creation and sharing, students deepen their understanding of Chinese traditional culture and enhance their cultural identity. Finally, organize classroom discussions to encourage students to share their understanding of Chinese traditional culture and values in the learning process, and further consolidate students' cultural identity and values.

### **2.3 Music aesthetic education cultivates students' sense of teamwork and social participation**

In collective music performances such as chorus and ensemble, students should not only master their own playing skills, but also accurately grasp the rhythm and emotional expression of other members through observation and listening, so as to form a harmonious and unified overall effect. This kind of interactive cooperation can enhance team awareness and cooperation ability, and cultivate the spirit of mutual support and common progress in the team. Moreover, participating in collective music activities such as campus music associations, bands, choirs, etc., can enable students to gain rich social experience and communicative ability, and have a positive effect on the socialization process. In these activities, students should not only communicate with classmates and teachers, but also face the audience and judges outside, which helps to cultivate social participation consciousness and sense of responsibility. In practical teaching, students' sense of teamwork and social participation can be cultivated by organizing choir activities. For example, in the music aesthetic education course of a university, teachers decide to set up a campus choir. First, it is promoted throughout the school to attract students of different grades and majors. After the choir is established, the teacher classifies the voices of each member, and conducts guidance and training according to the characteristics of each voice and the level of students' singing. When rehearsing, the teacher emphasizes the importance of teamwork. Each voice member should not only sing his own part, but also learn to listen to other voices to ensure the harmony and beauty of the whole chorus, in order to achieve the goal. The teacher designed a series of cooperative exercises. For example, in rehearsals, each voice takes turns to sing the main melody, and other voices provide harmony support. Through such exercises, students gradually understand that each person's performance directly affects the overall singing effect, thus paying more attention to cooperation with other members. At the same time, the choir also actively participates in various activities on campus and in the community, such as campus cultural performances and community public welfare performances. In these activities, the choir members not only show their musical talents, but also spread positive spirit and positive energy through music, which has been widely recognized and praised.

### **3. Conclusion**

Music aesthetic education plays an important role in the cultivation of college students' sense of social responsibility. By means of emotional resonance, cultural identity and teamwork, it effectively promotes students' attention to social problems and their sense of responsibility. Music education not only improves students' artistic accomplishment, but also enhances their empathy and cultural identity by virtue of the emotional experience of music and the analysis of social background. From the analysis of actual cases, it can be found that music aesthetic education has unique advantages and practical value in cultivating students' sense of social responsibility. In the future educational practice, the implementation of music aesthetic education should be further strengthened to promote the all-round development of students and cultivate more excellent talents with social responsibility for the society.

## **Conflicts of interest**

The author declares no conflicts of interest regarding the publication of this paper.

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