

Music Aesthetic Education and Cultivation of Core Values in Primary and Secondary Schools

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Abstract: *With the promotion of quality education reform by the country, music aesthetic education in primary and secondary schools has received more and more attention. As one of the main contents of aesthetic education, music plays an important role in the cultivation of students' taste, the promotion of cultural literacy and the improvement of personality. At the same time, through music education, students are guided to accept and understand core values, so that they can establish correct value orientation and life pursuit in their daily life and future growth. Therefore, strengthening music aesthetic education in primary and secondary schools and paying attention to the cultivation of core values are of great significance for promoting students' all-round development and building a harmonious society.*

Keywords: *Primary and Secondary Schools, Music Aesthetic Education, Cultivation of Core Values*

1. Introduction

Music is an art form that can stimulate people's emotion and thinking ability. With the transformation of educational form and the need of social progress, music aesthetic education in primary and secondary schools has been paid more and more attention. Music aesthetic education in primary and secondary schools is closely related to the cultivation of core values. It can not only improve students' music literacy, but also help students understand and inherit the core values of society.

2. The importance of music aesthetic education in primary and secondary schools

2.1. Cultivating students' art appreciation ability

Music aesthetic education in primary and secondary schools can provide students with extensive and rich music knowledge through simple teaching methods, so that students can understand different types of music styles and categories, including classical music, pop music and music of various cultural styles.[1] In addition, this kind of education also includes the introduction of music theory and artists, which can enhance students' awareness of music history and cultural literacy. Students should be able to skillfully solve trivial matters.

2.2. Cultivating students' creative ability

Music aesthetic education in primary and secondary schools should stimulate students' musical creativity. This process includes balancing gameplay, creative thinking, etc., so that students can use music software to make and record. They can use existing instruments and sound tools to create personalized and original music works.[2] This comprehensive skill can not only help students to exert themselves in other fields, but also cultivate students' ability of hands-on, thinking and critical thinking.

2.3. Cultivating students' emotional expression ability

Music is a very expressive and emotional art form that can awaken children's deep feelings and make them express their feelings. In music aesthetic education in primary and secondary schools, students have effectively promoted the expression and communication of students' emotions by exploring the theme, rhythm, melody and lyrics of songs. In this process, students can share and

understand the feelings and attitudes of others, and at the same time, they can realize the importance of "sense of dependence" and establishing relationships with others.

2.4. It is one of the important ways of core values education

Music aesthetic education in primary and secondary schools is one of the important ways of core values education. [3]For example, this era pays attention to preciseness, technology, social interaction, emotion and other aspects. Educators should constantly adjust the teaching content and methods to maintain its pertinence and practicality to meet the changing social needs.

2.5. Strengthening moral and ethical education of students

While cultivating students' aesthetic ability, music aesthetic education in primary and secondary schools should also strengthen students' moral and ethical education. For example, students are encouraged to convey positive values through music performance and performance, and discuss topics related to the course to stimulate students' thinking and initiative. In addition, teachers can take specific songs and lyrics as examples to guide students to conduct in-depth analysis and discussion of similar scenes in daily life [4].

2.6. Cultivating students' sense of teamwork

Music aesthetic education in primary and secondary schools not only focuses on the improvement of students' individual level, but also focuses on the cultivation of students' teamwork ability. In activities such as chorus, students need to create perfect harmonious effects with their own voices, so as to experience the pleasure of mutual coordination and cooperation. This spirit and ability of teamwork is also very important in daily social and work.

3. The relationship between music aesthetic education and core values

In the field of music education in primary and secondary schools, music aesthetic education and the cultivation of core values are two very important aspects. Music aesthetic education aims to develop students' ability to appreciate music and art, help them understand the relationship between different styles, genres and musicians' backgrounds, and cultivate talents with high music literacy. The cultivation of core values is mainly concerned with the cultivation of students' moral quality. In the process of music education, it focuses on shaping students' cognition and practice of important values such as justice, fairness and integrity[5].

First of all, as a form of culture and art, music inherently contains profound values and humanistic spirit, including the pursuit of beauty, respect for others, and cherish oneself. By learning the art of music, students can understand these values more deeply and gradually realize them in practice. In addition, music, as a common language, can also help students build good interpersonal communication and cooperation skills, which are essential qualities in almost all professions.

Secondly, music aesthetic education is one of the important carriers of cultivating core values. In the process of learning music, students will be exposed to various types of music, such as folk songs, pop songs, classical music, etc. Each type of music represents different cultural connotations and values. By analyzing and comparing these different types of music, students can gradually understand their implicit values, learn from them and provide guidance for their own growth. In addition, in the process of learning music, teachers can also guide students to explore the themes of life, human beings, society and other topics in combination with the situation, guide students to think and think, enhance their moral rationality, and cultivate students' sense of social responsibility of being positive and loving life.

Finally, music education should integrate relevant core values to promote music creation and interpretation. Different from general music appreciation, music interpretation needs to have excellent skills such as piano performance; In addition, during the performance, the above values should be conveyed to the audience so that they can be further educated and inspired. Therefore, music teaching in primary and secondary schools should focus on incorporating relevant values into music, and encourage students to create creative music to meet the special music needs of different senior students. At the same time, when organizing students to participate in music performances, we should pay attention to guiding students to convey correct values, and add a constructive evaluation and reflection mechanism to enhance the quality of music education.

To sum up, music aesthetic education in primary and secondary schools is closely related to the cultivation of core values, which are complementary and mutually reinforcing. By adhering to this relationship and organically integrating it into music education, students can learn more about different cultures, promote communication and cooperation, and shape positive and virtuous talents. Therefore, music education in primary and secondary schools should attach importance to and strengthen the focus on music aesthetic education and the cultivation of core values, so as to provide more comprehensive educational resources and opportunities for students to grow up.

4. Strategic suggestions on music aesthetic education and cultivation of core values in primary and secondary schools

In the field of primary and secondary education, music, as a comprehensive art course, is not only an important way to cultivate students' music skills and aesthetic level, but also bears the responsibility of cultivating students' core values. Therefore, improving students' music literacy and enhancing their understanding of core values have become the issues that must be paid attention to in current music education in primary and secondary schools. Next, based on the current situation and development trend of music education in China, this paper discusses the strategies and suggestions of music aesthetic education and core values cultivation in primary and secondary schools.

4.1. Improving the quality of music teachers

Music teachers are the backbone of music education in primary and secondary schools and an important guarantee for the quality of education and teaching. In view of the current problems of the lack of professional ability and low theoretical level of music teachers in some regions, we should strengthen the construction of teachers' professional ethics and post spirit as soon as possible, guide music teachers to change teaching concepts, and update education methods, in order to improve the professional quality and teaching quality of music teaching, the effectiveness and artistic value of music education in primary and secondary schools.

4.2. Creating music courses and teaching resources

According to the current primary and secondary education environment and the characteristics of students, we should build a music education curriculum system that conforms to the characteristics of the discipline, is highly operable and creative. At the same time, we should pay attention to providing comprehensive and rich music teaching resources, such as music library, music room, audio and video equipment, so that students can have better autonomy and feel the charm of music art. In teaching, we should pay attention to guiding students to establish a correct aesthetic view of music, taste good ways of music appreciation, and enhance their cultural self-confidence to cultivate talents with good music literacy.

4.3. Paying attention to the inheritance and exchanging of music culture

As an important part of Chinese cultural tradition, Chinese national music is called "cultural treasure". We should guide and train students to explore and inherit the Chinese national music culture and inject new vitality into it. We can show the charm of music culture and art by organizing music culture lectures, music competitions, music festivals and other forms, and further promote the active participation of students in the inheritance of Chinese national music culture, so as to promote the innovation and development of Chinese national music culture.

4.4. Improving the practical ability and symbolic ability of music education

In recent years, under the pressure of examination orientation, the decline of musical instrument learning in primary and secondary schools and the imbalance of music curriculum have become increasingly prominent. Therefore, music education in primary and secondary schools needs to focus on the quality cultivation of both practical and symbolic abilities, so that students can truly feel and experience the information conveyed by music.

4.5. Strengthening the integration of music education and core values

Music education in primary and secondary schools is an important way to cultivate teenagers' all-round development and good moral quality, so it is necessary to strengthen the publicity and guidance of core values in the teaching process. Teachers are encouraged to combine specific curriculum contents, pay attention to letting students understand the values contained in music works, and then guide them to practice in practical actions. This can enhance students' ideological and moral quality in music education, and promote the healthy growth and lifelong development of primary and secondary students.

4.6. Building quality evaluation system

The ultimate goal of music education is to provide students with comprehensive and profound music literacy, and cultivate talents with music specialty and good moral quality. Therefore, we should promote the reform of music education curriculum and realize the transformation of comprehensive evaluation. Through diversified assessment methods, such as concert, performance, work display and other forms, students' music literacy and honor are regularly tracked, and attention is paid to the improvement of students' self-evaluation and self-management ability, so that they can truly realize the exploration of personal value.

4.7. Broadening the social channel of music education

Music education in primary and secondary schools is an important part of the campus itself, but in reality, the off-campus environment can become one of the effective channels to enrich the content of music education and improve the quality of music education. For example, we can make reasonable use of professional music extracurricular tutoring institutions, music associations, etc., create professional music education communities, and provide more music education opportunities, to let students who want to receive music education have more choices and opportunities.

4.8. Strengthening international exchange and cooperation

With the deepening of international cultural exchanges, music education in primary and secondary schools also needs to be in line with international standards. Teachers are encouraged to participate in international music education seminars, international music festivals and other activities to understand the latest trends and advanced experience of international music education. At the same time, we should actively carry out international exchanges, strengthen cooperation with overseas music colleges and organizations, and promote Chinese music culture to make music education in primary and secondary schools move towards a broader and open field.

4.9. Paying attention to the trend of music education in the future

With the continuous development of information technology and intelligent technology, music education will be fully promoted in digitalization, networking and intelligence. Music education in primary and secondary schools should pay attention to this trend and actively adapt to it so as to continue to cultivate more innovative and internationally competitive music talents for the country and society in the future.

5. Conclusion

In a word, music aesthetic education in primary and secondary schools is inseparable from the cultivation of core values, which requires support and efforts from clear goal planning, integration of curriculum resources, and improvement of teachers' and students' quality. We should let music education go into the heart of every student, become a positive experience of their life, and accompany them to a broader future. Through various effective strategies and methods, introducing and shaping core values through music as a useful carrier can not only strengthen the guidance of teenagers' thoughts, but also cultivate their music appreciation ability, aesthetic awareness and other qualities. This is not only conducive to the implementation of the national medium and long-term education reform and development plan, but also will encourage more Chinese teenagers to love music and culture more.

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