

Research on the Ideas and Methods of Multi-Level Sight-Singing and Ear Training Aesthetic Education

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Abstract: *Under the background of the continuous improvement of China's modern higher education system, the teaching mode of colleges and universities has been comprehensively innovated, which has greatly improved the quality of education and teaching. In the teaching work of music colleges, in order to improve the teaching effect of sight-singing and ear training, it is necessary to carry out aesthetic education at multiple levels to ensure that students have good aesthetic ability and aesthetic literacy, which plays an important role in promoting students' learning and development. Therefore, in this article, author will conduct an in-depth study and analysis of the ideas and methods of multi-level sight-singing and ear training aesthetic education, and summarize some measures in combination with practical experience, hoping to be helpful to relevant personnel.*

Keywords: *Multi-level; sight-singing and ear training; aesthetic education; working ideas; teaching methods*

1. Introduction

In the teaching of music majors in colleges and universities, sight-singing and ear training are fundamental courses. In order to cultivate students' comprehensive qualities, it is not only necessary to do a good job in basic content teaching but also to pay attention to aesthetic education. Aesthetic education is at the core of professional music education and runs through the entire process of music education. Therefore, it is necessary to adopt scientific aesthetic education methods, fully integrate them with sight-singing and ear training, form a comprehensive aesthetic education framework and structure, and ensure that students' aesthetic literacy and abilities can be improved. This will help students better learn and understand the artistic and aesthetic characteristics of music and promote the comprehensive development of students' music literacy, which is the key to cultivating modern music talents.

2. Analysis of the Basic Aesthetic Elements and Their Functions in Sight-singing and Ear Training Education

2.1. Basic Elements Analysis

Sight-singing and ear training are essential components of music education, and aesthetic appreciation is one of the fundamental aspects of sight-singing and ear training. During the music learning process, students need to experience the aesthetic beauty of music, understand and perceive its inner beauty, and thereby better master sight-singing and ear training skills. The basic elements of aesthetic appreciation include the following aspects:

(1) Aesthetic appreciation is the ability to perceive and understand beauty. In sight-singing and ear training, students need to develop their aesthetic ability by listening, observing, and feeling music. Only when students can truly appreciate the beauty of music can they better apply sight-singing and ear training skills, understand and grasp musical elements such as rhythm, melody, and tone, and achieve a higher level of artistic expression.

(2) Aesthetic appreciation is a comprehensive ability. In sight-singing and ear training, aesthetics not only include the perception and understanding of musical beauty but also consider the comprehensive effects of music with cultural, historical, and social factors. Students need to learn about the social, cultural, and historical background reflected in music while learning sight-singing and ear

training to better understand the connotations and meanings of music and improve their aesthetic abilities.

(3) Aesthetic appreciation is also a subjective experience. Different people may have different aesthetic experiences of the same thing. In the teaching of sight-singing and ear training, students should maintain an open-minded attitude, accept various music styles and expressions, and understand and appreciate different aesthetic perspectives and experiences [1].

(4) Aesthetic appreciation is a positive emotional experience. Music, as an art form, is not only a simple auditory experience but also an emotional resonance. In the teaching of sight-singing and ear training, students need to truly appreciate the emotional connotation of music through the emotional resonance of music, so that they can better understand and use their sight-singing and ear training skills to create more beautiful and moving musical works.

2.2. Analysis of the Importance of Multilevel Aesthetic Education in Sight-singing and Ear Training

Sight-singing and ear training are essential components of music education that help cultivate students' musical literacy. The importance of aesthetic education lies in its ability to develop students' aesthetic and artistic appreciation abilities, helping them better understand, appreciate, and express music. The significance of multilevel aesthetic education mainly includes the following aspects:

(1) Aesthetic education helps cultivate students' aesthetic abilities. Aesthetics is the ability to sense and judge beauty and is an indispensable part of human cultural literacy. In sight-singing and ear training, appreciating and evaluating music can help students develop an aesthetic awareness and an appreciation for beauty in music, improving their ability to perceive and understand music.

(2) Aesthetic education helps develop students' artistic appreciation abilities. Artistic appreciation abilities refer to the capacity to evaluate and interpret art, encompassing knowledge and skills in art history, art theory, art forms, and art styles. In sight-singing and ear training, students need to understand and express various styles of music, requiring them to have a certain level of artistic appreciation abilities. Aesthetic education can enhance students' understanding and appreciation of music, cultivate their artistic appreciation abilities, and better accomplish sight-singing and ear training tasks.

(3) Aesthetic education helps develop students' expressive abilities. Music is a language, and expressing emotions and thoughts through music is the primary goal of sight-singing and ear training teaching. Aesthetic education can help students better understand the emotional expression of music, develop their expressive abilities, and improve their singing performance. At the same time, through proper aesthetic education, students can focus on the emotional expression of music in their performances, making their performances more engaging and impactful [2].

3. Analysis of the Main Problems in Aesthetic Education in Sight-Singing and Ear Training

3.1. Insufficient Attention to Aesthetic Education

In the teaching of music majors in some universities, the sight-singing and ear training courses are treated as a "task" to be completed and ignore the importance of aesthetic education for students. Traditional teaching methods cannot stimulate students' interest in music or cultivate their musical emotions. The purpose of aesthetic education is to cultivate students' feelings and understanding of music, but how to translate this goal into specific course content and teaching methods still poses a challenge. Currently, some teachers simply emphasize "listening to music and appreciating music" in their teaching, but lack specific analysis and guidance. Aesthetic education should not be limited to the field of music but should be integrated with other fields such as philosophy, literature, and fine arts, providing students with a broader perspective and understanding.

3.2. Lack of Innovation in Aesthetic Education Concepts

As a music education discipline, sight-singing and ear training should not only focus on technical training but also pay attention to the cultivation of aesthetic education. However, traditional aesthetic education often only emphasizes students' superficial understanding of the works, neglecting the exploration of their intrinsic value. The shortcomings of this educational concept lead to students' lack of depth in understanding the works, making it difficult for them to truly appreciate the beauty and

connotations of art. In the teaching of some universities, aesthetic education in practice often only focuses on the appreciation and analysis of Western classical music works, ignoring the aesthetic value of other types of music. Modern music, ethnic music, and other music works with different cultural backgrounds and aesthetic characteristics also have significant educational significance in terms of aesthetics and need more attention in teaching. In addition, traditional aesthetic education models often only focus on the teacher's indoctrination, neglecting the cultivation of students' subjectivity. Students should gradually form independent aesthetic concepts and standards through self-learning and thinking, rather than simply accepting the teacher's opinions.

3.3. Lack of Diversity in Aesthetic Education Methods

Firstly, many schools currently adopt a relatively single aesthetic education method in the teaching of sight-singing and ear training, mainly through teacher lectures or playing music to convey aesthetic consciousness. Such teaching methods not only fail to stimulate students' interest but also easily cause students to experience aesthetic fatigue. Secondly, there is a lack of up-to-date aesthetic education methods in the teaching of sight-singing and ear training. In today's society, music forms and styles are constantly changing, but many schools still use old-fashioned teaching methods that cannot meet students' diverse aesthetic needs, leading to students feeling bored with music. Finally, sight-singing and ear training lack progressive aesthetic education methods, which do not take into account the diversity of music styles. Many schools still use outdated teaching methods that cannot meet students' diverse aesthetic needs, resulting in students developing a sense of boredom towards music.

4. Optimization Measures for the Ideas and Methods of Multi-level Sight-singing and Ear Training Aesthetic Education

Based on the analysis above, it is clear that aesthetic education is an essential teaching task in sight-singing and ear training, which can effectively promote the comprehensive development of students. However, there are still some problems in the specific teaching process, resulting in insufficient quality of aesthetic education work. Therefore, it is necessary to strengthen the optimization of aesthetic education ideas and methods. In this regard, this article summarizes several scientifically effective measures based on relevant practical experience:

4.1. Enhancing the Importance of Aesthetic Education

Multi-level sight-singing and ear training aesthetic education is a comprehensive way to improve the musical literacy of music learners. In order to ensure the full implementation of aesthetic education, it is necessary to optimize the ideas of aesthetic education work and comprehensively enhance the importance of aesthetic education. The following specific ideas can be considered: (1) Strengthening the educational management system. Establish a sound education management system in schools and music training institutions, increase the emphasis on and investment in aesthetic education, and provide necessary material support and educational resources for aesthetic education. (2) Enhancing the professional quality of teachers. Teachers should have good musical literacy and solid basic music knowledge, as well as certain aesthetic education theory and practical experience. Therefore, it is necessary to train teachers' professional qualities and enhance students' attention to aesthetic education. (3) Promoting through multiple channels. Publicize and promote the importance of music and aesthetic education through various forms, such as concerts, competitions, exhibitions, etc., to enable students to fully understand and focus on music, and achieve the goals of aesthetic education. (4) Establishing diverse educational methods. Aesthetic education should not be limited to the classroom. It can be carried out through various forms and channels, such as extracurricular activities, clubs, music camps, etc., allowing students to experience the beauty and culture of music in different environments and situations, and enhance their aesthetic abilities and musical literacy.

4.2. Analysis of Innovative Ideas in Aesthetic Education Philosophy

For multi-level sight-singing and aural aesthetic education, it is essential to strengthen the innovation of aesthetic education concepts, and guide teaching work through innovative ideas. In the innovation of aesthetic education concepts, focusing on the diversity of music styles is the first step. In today's music market, various styles of music emerge endlessly, each with its unique aesthetic characteristics. Therefore, during multi-level sight-singing and aural aesthetic education, it is necessary

to fully respect and pay attention to the differences between different music styles so that students can discover beauty in music. Music is an expression of emotion, and emotion is the core of aesthetics. Therefore, in multi-level sight-singing and aural aesthetic education, it is necessary to emphasize the emotional expression of music, and let students deeply understand the emotions expressed by music, so as to better appreciate the beauty of music. At the same time, in sight-singing and aural aesthetic education, it is essential to pay attention to the introduction of the cultural background of music. Each type of music has its unique cultural background, which is also an important part of music. Therefore, in multi-level sight-singing and aural aesthetic education, it is necessary to pay attention to the introduction of the cultural background of music, and let students understand the cultural environment in which the music is located, further deepening students' understanding and appreciation of music. In addition, music composition is an essential aesthetic experience and an important part of music education. In multi-level sight-singing and aural aesthetic education, students should be encouraged to create music, allowing them to better understand the structure and evolution of music, and further improve their musical literacy and aesthetic level [3].

4.3. Enhancing the Diversification of Aesthetic Education Methods

From a multi-level perspective, various teaching methods are needed in sight-singing and aural teaching for aesthetic education. The following methods can be mainly adopted: (1) Introducing diversified teaching materials and resources. Teachers can introduce music works of different styles and genres, and art works of different regions and cultural backgrounds in aesthetic education, so that students can understand different aesthetic values and aesthetic concepts, and improve their aesthetic abilities. (2) Applying various teaching strategies and methods. Teachers can help students experience and analyze artistic aesthetics in different scenarios through various teaching strategies and methods, such as interactive teaching, group discussions, and role-playing, thus improving students' aesthetic abilities and appreciation levels. (3) Utilizing modern technological means. Modern technological means provide new possibilities for multi-level sight-singing and aural aesthetic education. Teachers can use multimedia teaching, virtual reality technology, online resources, etc., to expand students' aesthetic experiences and cognition, allowing students to grow in a more diverse and diverse aesthetic world [4]. (4) Encouraging students to actively participate in artistic practices. In addition to imparting theoretical knowledge, teachers also need to encourage students to actively participate in various artistic practice activities, such as concerts, art exhibitions, and drama performances. Through personal experience, students can better understand the process and value of artistic creation and improve their aesthetic abilities and appreciation levels. (5) Establishing a diversified evaluation system. Teachers should establish a diversified evaluation system, not only focusing on students' knowledge mastery and skill application but also paying attention to their aesthetic interests and creativity. Through comprehensive evaluation of students, teachers can better understand students' aesthetic development and timely adjust teaching strategies and methods to improve teaching effectiveness.

4.4. Strengthening the Construction of Aesthetic Education Practice Activities

To better strengthen aesthetic education in sight-singing and aural training, improvements need to be made in the construction of practice activities. By practicing, students can strengthen their aesthetic awareness and enhance their aesthetic abilities in sight-singing and an aural training. Therefore, various forms of practice activities should be set up for students of different levels and interests, such as singing, playing, composing, and appreciating, so as to enrich students' musical experiences and improve their musical literacy and aesthetic abilities. It is necessary to increase the frequency of practice activities appropriately, which can not only improve students' participation and enthusiasm but also enable students to continuously summarize and improve their musical literacy and aesthetic abilities in practice. In sight-singing and aural training, students can be organized to participate in concerts, artistic performances, and other activities to enhance their social responsibility and musical literacy, ensuring that students can feel the importance of music to society and people in practice. Moreover, the practice environment needs to be improved, and the effectiveness of practice activities needs to be enhanced. For example, sound, lighting, and video equipment should be added in concert halls, rehearsal rooms, and other places so that students can immerse themselves in music and improve the effectiveness of aesthetic education [5]. By carrying out a variety of sight-singing and aural practice teaching activities, students can feel the value of aesthetics in practice, which plays an essential role in their sight-singing and aural learning.

5. Conclusion

In summary, this article briefly explains the connotation and educational significance of sight-singing and aural aesthetics and analyzes the existing problems in current aesthetic teaching. Finally, several scientific and effective aesthetic education ideas and methods for optimization measures are proposed and summarized, hoping to provide a certain reference and help for college music teaching. This ideas and methods will continuously improve the quality of aesthetic education work, ensure that students have good aesthetic abilities, promote the improvement of music talent training quality, and promote the reform and development of college music teaching.

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