

# On the Practice of Aesthetic Culture in the Teaching of Chinese National Piano Music

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**Abstract:** This paper discusses the application and influence of aesthetic culture in the teaching practice of Chinese national piano music. The article first summarizes the connotation of aesthetic culture and its role in the historical development of Chinese music education, followed by a detailed analysis of the specific practical measures to integrate aesthetic culture into the teaching of national piano music, including the combination of traditional and modern teaching methods, innovative teaching strategies, the use of multimedia and technology to expand teaching resources, and cross-cultural exchanges and cooperation. Through these measures, this paper aims to reveal how to effectively combine traditional Chinese aesthetics with modern teaching concepts to promote students' all-round development in technology, artistic expression and cultural understanding.

**Keywords:** Aesthetic culture; National piano music; Teaching measures

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## Introduction:

In the field of contemporary Chinese music education, the integration of national music elements and modern teaching methods has become an important teaching trend. Especially in the teaching of national piano music, the role of aesthetic culture is particularly critical. Aesthetic culture not only includes the understanding and feeling of beauty, but also covers the understanding of the deep culture and emotion behind the works of art. The purpose of this paper is to explore how to effectively apply aesthetic culture in the teaching of national piano music in order to enrich the teaching content, improve the quality of teaching, and promote the growth of students in multiple dimensions.

## 1. The connotation of aesthetic culture and the development of Chinese music education

### 1.1 The Role and Significance of Aesthetic Culture in Chinese Music Education

Aesthetic culture plays a vital role in Chinese music education. It is not only the foundation of music teaching, but also the soul of music teaching. The connotation of aesthetic culture is mainly reflected in the pursuit and understanding of beauty, which is not only the external beauty of form, but also the inner beauty of emotion and spirit. In Chinese music education, this aesthetic pursuit is deeply rooted in Chinese traditional culture, such as the emphasis on aesthetic concepts such as harmony, balance and introversion.

In teaching practice, this means that teachers should not only teach music skills, but also guide students to feel the emotional and cultural connotation behind music works. For example, by analyzing the historical background and cultural connotation of Chinese folk music works, students can feel the deep aesthetic value of the works while learning skills. In addition, teachers can also help students understand the aesthetic differences in different cultural backgrounds by comparing Chinese and Western music, so as to cultivate a broader aesthetic perspective and deeper cultural understanding.

### 1.2 The Changes of Aesthetic Culture in the Development of Chinese Music Education in

In the development of Chinese music education, the change of aesthetic culture is particularly important. From the emphasis on the inheritance of skills in traditional music education to more emphasis on individual expression and innovative thinking in modern music education, this change marks a profound change in the aesthetic concept of Chinese music education. In this process, the teaching methods of traditional Chinese music are re-examined and innovated, and more modern teaching concepts and methods are introduced.

For example, in recent years, with the increase of international exchanges, the western idea of music education began to have an impact on Chinese music education. This is not only reflected in the teaching content and methods, but more importantly, the integration and collision of aesthetic concepts. Teachers began to encourage students to explore and express personal emotions, but also pay attention to cultivate their ability to appreciate different music styles.

## **2. Practical measures of aesthetic culture in the teaching of Chinese national piano music**

### **2.1 Combining with Tradition and Modernity: Teaching Method with National Elements**

First of all, teachers can choose music works with strong national characteristics as teaching materials, such as using the melody and rhythm of Chinese classical music as the basis of performance practice. On this basis, teachers guide students to learn and understand the cultural and historical background behind these music works, such as interpreting the imagery in ancient Chinese poetry, or introducing the origin and development of folk music, so that students can learn piano skills at the same time. Can feel the cultural heritage of music works.

Secondly, teachers can adopt modern teaching methods and combine traditional music elements with modern music theory. For example, when teaching folk music works, it not only emphasizes traditional performance skills, but also includes modern music expression techniques, such as dynamic changes, emotional expression, etc., so as to improve students' performance level and artistic expression. In addition, teachers can encourage students to create and improvise, allowing students to explore their own styles based on traditional music, thereby promoting students' creativity and independent thinking <sup>[1]</sup>.

### **2.2 Innovative Teaching Strategies: Interactive and Experiential Learning**

In the practice of aesthetic culture in the teaching of Chinese national piano music, innovative teaching strategies are particularly critical, especially the application of interactive and experiential learning. This teaching method not only enhances students' sense of participation and interest, but also promotes a deeper level of learning and understanding.

First, interactive learning encourages students to actively participate in class discussions and share their understanding and feelings about musical compositions. In this process, the teacher can set a series of discussion topics, such as the emotional expression of the work, the choice of playing skills, and how the national elements in the work affect its overall style. Such discussions not only help students gain a deeper understanding of music, but also promote the development of critical and creative thinking.

Secondly, experiential learning methods can be achieved through actual performance, creation and improvisation. For example, teachers can encourage students to try to translate their own understanding of a national story or poem into musical expression. In this process, students not only learn how to translate emotions and ideas into musical language, but also develop their artistic expression. In addition, by organizing simulated concerts or open classes, students can experience stage performances in practice, which is extremely beneficial to improve their performance skills and stage performance.

### **2.3 Use of multimedia and technology: expanding teaching resources**

First of all, multimedia tools such as video, audio, animation, etc. can be used to show the historical background, cultural connotation and performance skills of national music. For example, by showing performance videos of ethnic music in different regions, students can intuitively feel the diversity of various music styles and performance forms. These audio-visual materials not only increase the interest of teaching, but also help students better understand the background and characteristics of music works.

Secondly, digital music software and applications can be used to assist students in their learning of music theory and composition. By using these tools, students can more easily explore music creation and arrangement, and even music production and recording. This practice not only improves students' technical skills, but also stimulates students' creativity and independent learning ability. In addition, the Internet and online education platforms provide a wealth of resources and learning opportunities. Teachers can use online courses, lectures, forums and other resources to expose students to a wider range of music knowledge and different teaching perspectives. Students can also use these platforms to exchange experiences with other music lovers and participate in online seminars or music projects, thereby expanding their music horizons on a global scale.

Finally, teaching with multimedia and technology can also provide a personalized learning experience. For example, teachers can provide customized teaching content and exercises according to the learning progress and interests of each student. This approach not only makes teaching more efficient, but also meets the individual needs of different students <sup>[2]</sup>.

### **2.4 Cross-cultural Communication and Cooperation: Expanding Students' Horizons**

First of all, teachers can organize international music seminars and workshops, inviting foreign musicians and educators to teach

music theory and performance skills in different countries. Through these activities, students are not only able to learn about music styles and performance forms in different countries, but also experience first-hand music teaching methods in other cultures. This direct cultural exchange provides a valuable learning opportunity for students to develop a more comprehensive and international perspective on music [3]. Secondly, driven by the combination of aesthetic culture and cross-culture, teachers can create and perform music works together with peers from different cultural backgrounds based on joint concerts, cultural festivals and other activities. Through this cooperation, students can improve their understanding of other musical cultures and improve their performance and teamwork skills in practice. Finally, teachers can encourage students to study musical works in different cultures to understand the cultural meaning and artistic value behind them.

## **Conclusion:**

To sum up, integrating aesthetic culture into Chinese national piano music teaching requires teachers to deeply understand Chinese traditional aesthetic culture and modern music teaching concepts, and also need to creatively integrate these elements into teaching practice. Through the implementation of the above measures, we can effectively improve the quality of teaching, stimulate students' interest in learning, and promote their all-round development in technology mastery, artistic expression and cultural understanding. In the future, with the continuous evolution of education mode and social culture, the role and influence of aesthetic culture in the teaching of national piano music will continue to deepen, which will have a long-term impact on the field of music education.

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