

The “ Viewpoint-Structure “ Thinking in Music Aesthetics -- Case Study on Interdisciplinary Aesthetics Teaching of Music in Colleges and Universities

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Abstract: The construction of “new liberal arts” advocated by the state in the new era takes “cross-integration” as the main implementation path. The bottleneck in the teaching of aesthetic education general courses lies in the disconnection between aesthetic courses and professional learning and the insufficient penetration of aesthetic education disciplines. Through the teaching design of “viewpoint-structure” in two specific cases, this paper introduces the teaching technology of “Aesthetic Teaching of Viewpoint-Structure (A-TVS)” to provide certain methods and ideas for interdisciplinary aesthetic teaching.

Keywords: Aesthetic Teaching of Viewpoint-Structure (A-TVS) ; Music; Interdisciplinary aesthetics teaching

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1. Case study background

Under the background of educational reform in the new era, the state advocates the construction of “new liberal arts”. In November 2020, Ministry of Education of the People’s Republic of China issued the Declaration on the Construction of New Liberal Arts, advocating the implementation path of “cross-integration” discipline teaching. Under the guidance of this idea, “Aesthetic Teaching of Viewpoint-Structure” (A-TVS) is used in music aesthetic teaching to explore a new model of interdisciplinary integration of music aesthetic education curriculum.

1.1 Problem Analysis

In the teaching practice, we find that the aesthetic education courses in colleges and universities have the dilemma of “top box-office but not doing well”. The main manifestations and reasons of this deficiency are as follows:

Firstly, aesthetic education courses are “high course selection rate, low attendance rate”. The reasons are as follows: The curriculum of aesthetic education and professional training fail to achieve interdisciplinary integration in teaching content. The teaching mode of aesthetic education is outdated, the content is not closely combined with the major, which causes the gap between the understanding of aesthetic education and professional education, and affects the learning enthusiasm; Secondly, students’ attitude towards aesthetic education courses is “high interest, low participation”. The root of the problem lies in the failure to take aesthetics as a bridge in the teaching process to realize the effective subject expansion of knowledge and thinking vision. The aesthetic education course stays in the “leisure and entertainment area” of college education for a long time, can not get the substantive participation of students, and the teaching effect is not ideal. Thirdly, the impression of aesthetic education courses in the minds of students is “high expectation, low sense of gain”. The reasons lie in the failure of aesthetic education to run through the whole process of professional learning and to form a long-term accumulation effect. Aesthetic education courses are often regarded as “vase” courses. Aesthetic education is a long and pleasant process of educating people, but the curriculum period of aesthetic education in universities is short and concentrated.

With the completion of the aesthetic education course, the teaching effect cannot be fully realized in the long term

1.2 Summary of pain points

It can be seen that the important reason why aesthetic education courses in colleges and universities are “not ideal” is that the aesthetic education courses are out of touch with professional and disciplinary education. The main manifestation is that the teaching content fails to realize the integration of disciplines; The teaching process fails to realize the expansion of aesthetics and thinking into disciplines and specialties; The long-term accumulation effect of teaching is not brought into play in teaching extension. Therefore, under the requirement of the construction of new liberal arts, it has become an important problem to realize the organic integration of aesthetic education teaching with major and subject teaching and to cultivate students’ interdisciplinary aesthetic thinking and vision.

2. Aesthetic Teaching of Viewpoint-Structure (A-TVS)

2.1 A-TVS teaching concept

Aesthetic Teaching of Viewpoint-Structure is also known as A-TVS. The so-called A-TVS, that is, the teaching operation techniques and art behavioral system, refers to the basic concept of a subject as a “clear point” (Viewpoint) or basis point, logical starting point, which is to perspective, radiation and construct the logical relationship between related knowledge. Thus, “the universal connection (structure) of objective things is transferred into the students’ brain to form the corresponding knowledge framework and thinking mode”. “A-TVS” can be divided into “A-TVS design technology” and “A-TVS operation technology”. It combines the systematized and integrated modern scientific knowledge system and aesthetic teaching, establishes the basic teaching norms of humanistic spirit, and make teaching more scientific and humanized.

2.2 A-TVS teaching practice

The teaching case is based on two courses of “The Foundation of Music Aesthetics” and “Music Appreciation”, and adopts the A-TVS in teaching process to promote interdisciplinary aesthetic practice from the following two aspects:

First, the use of A-TVS design technology, condensed typical perspective cases.

In the research of teaching content, we dig deep into the universal connection and the cross-boundary commonality of law between music aesthetic knowledge point and subject knowledge point in objective world, that is, “viewpoint”. Combining with music aesthetics to form A typical “viewpoint” teaching case, to explore the rule of its combination in music aesthetics and subject aesthetics, and to realize the interdisciplinary transfer of aesthetics.

Second, find the specific operation path of interdisciplinary aesthetic teaching in the case of typical viewpoints.

A-TVS is going to be integrated into the teaching implementation system of the course. Guide students to extend the music knowledge point to the related knowledge points within the music discipline and other disciplines from the common aesthetic “viewpoint”, forming a “structure” of interdisciplinary knowledge and thinking vision that unfolds layer by layer, and activate students’ aesthetic and innovative ability in wide field of major and discipline.

3. Specific implementation Cases of the A-TVS

3.1 Specific A-TVS teaching and operation methods

The specific approach in teaching is to set up a special interdisciplinary aesthetic heuristic teaching unit, which is divided into two parts: 1. “Viewpoint Condensing” Unit. According to the knowledge or skill point of music aesthetics, this paper probes into its essential rule and refines the “Viewpoint” in the mode of “essence + aesthetic words”. 2. “Cross-border” Aesthetic Enlightenment Unit. Use “Viewpoints” to open interdisciplinary discussion topics.

3.2 Specific A-TVS teaching cases and operations

Case 1: Music and Painting A-TVS Teaching

Viewpoint: “The Core Conservation Beauty”

Case Name: “The Brush of Music -- The Wisdom of Impressionism Music Creation”

Viewpoint Condensing Unit: In the teaching of impressionist music, comparing and understanding how music composers skillfully draws on the techniques in painting, and then innovate and transform various elements of music. Under the theme of “The world of Light and Shadow in Impressionism”, different disciplines use their own methods and approaches to express an aesthetic concept of core conservation.

Viewpoint: all kinds of ever-changing phenomena in nature are only the result of different components of nature rearranging according to certain rules. This is the “The Core Conservation Beauty”.

“Cross-border” Aesthetic Enlightenment Unit: Discuss “The Core Conservation Beauty” embodied in your major from a

disciplinary perspective.

Ecology: Greenhouse gas emissions cause multiple changes in ecosystems

Medicine: Patients with the same coronavirus strain have different symptoms.

Physics: Conservation of energy

Political Science: The material base determines the superstructure

Case 2: Music and Ecology A-TVS Teaching

Viewpoint: “The Unity and Coordination Beauty “

Case Name: Ecosystem in Music Aesthetics -- The Unity of Nature and Man

Viewpoint Condensing Unit: In the course of “Fundamentals of Music Aesthetics”, the movement of music sounds in Music Records communicates nature and man with Qi to achieve the “Unity of Heaven and Man”. Music Records correspond the “Gong Shang horns” of music to the “king, minister, people, things and subjects”, thus music has become a social energy transmission and power maintenance system, reflecting the beauty of unity and coordination within the nature, man and society. Similarly, the ecological environment is a self-contained system with its own biodynamics and energy cycles. Nature, as a complex ecosystem, can maintain long-term harmonious symbiosis, which is the “The Unity and Coordination Beauty”.

“Cross-border” Aesthetic Enlightenment Unit: discusses the “The Unity and Coordination Beauty” embodied in your major from a disciplinary perspective.

Political Science: The “Belt and Road” Community of Human Destiny, national governance

Ecology: ecosystem, environmental system

Medicine: Life support systems

Physics: Solar System, Galaxy

Sociology: Community relations

Economics: Metabolic economics

4. A-TVS case teaching effect

First of all, the “Aesthetic Teaching of Viewpoint-Structure” (A-VTS) in the construction of music aesthetic curriculum makes music aesthetic become a bridge connecting subject aesthetic and life aesthetic, narrowing the distance between music and subject aesthetic.

Second, through the A-TVS teaching model, we inspire divergent aesthetic thinking in class. Their topics are not only limited to subject aesthetics, but also gradually spread to life aesthetics, and gradually let students form aesthetic consciousness and habits.

Third, the limited course hours must affect the teaching effect. It is necessary to combine the aesthetic education in school and life to build an all-weather aesthetic education ecosystem, so as to give full play to the characteristics of aesthetic education.

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