

Strategies for Cultivating Students' Appreciation Ability in College Music Teaching

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Abstract: Music, as an important part of college art education, plays an important role in cultivating students' artistic sentiment and emotion. In college music teaching, in order to improve the students' music level, it is necessary for teachers to cultivate students' appreciation ability and arouse students' sympathetic response to the works by appreciating and analyzing various excellent music works, so as to strengthen students' music accomplishment. Therefore, this paper mainly probes into the strategies of cultivating students' appreciation ability in college music teaching, hoping to provide reference for college music teachers.

Keywords: College music; Appreciation; Creativity; Moral literacy

For a long time in the past, influenced by exam oriented education, most universities have focused their main energy on cultural education, striving to improve students' cultural knowledge and literacy, while neglecting art education to a certain extent. As a crucial part of university art education, music education should receive due attention. At the same time, university music teachers should also focus on cultivating students' appreciation ability in daily teaching. This can not only optimize the effectiveness of moral education, but also provide students with creative spirit and cultivate artistic taste. Because of this, university music teachers have innovated traditional teaching models and summarized an effective method for cultivating appreciation abilities.

1. Value Analysis of College Music Appreciation Education

1.1 Being conducive to improving the quality of moral education and helping students learn to distinguish the true, the good and the beautiful

For contemporary college students, with the increasing popularity of science and technology as well as the Internet, the "music" they can come into contact with has long been no longer a pure art. With the development of the wave of star chasing, music has gradually become more and more commercialized, slobbering, stereotyped, and even vulgar. Therefore, in this period, the school should pay more attention to students' music appreciation education. Music is one of the best ways to convey emotion, attitude and emotion. Therefore, the school can cultivate the students' music appreciation ability, provide some emotional value for students, and then help students to relax, release emotions and express their inner feelings. In understanding the inner world of students, better guide, so as to help students learn to identify the good, improve moral quality, help students form noble moral character.

1.2 Helping to strengthen students' intelligence and improve their creative inspiration and ability

Music can bring joy and stimulation to our brain, so cultivating students' music appreciation ability can better stimulate their brain thinking, strengthen their intelligence, and improve their creative inspiration and ability. In fact, music is a special way of memory, especially the ups and downs of tones, which can stimulate students' thinking, help them associate memory, and form a deep impression in the brain. For students, memorizing lyrics is easier to accept than simply memorizing words because the brain's process of memorizing melodies is simpler. Therefore, through music appreciation courses, students can activate their cerebral cortex more frequently, Furthermore, it enhances memory ability, helps students expand their thinking, stimulates imagination, and enhances their creativity and inspiration.

1.3 Helping to cultivate students' taste and aesthetics, and enabling students to have the ability to distinguish right from wrong

The so-called aesthetic ability, in fact, is a kind of critical ability to the outside world. Music appreciation can let students know what is beauty, what is ugly, through this process, students taste, aesthetic ability is also improved, into society can better distinguish right from wrong, know what is right, what is wrong. For example, teachers can compare and teach music from different countries and regions, allowing students to appreciate the differences in music. Music is not simply judged by the lyrics and melodies. The main elements of music include pitch, tone value, tone color, and pitch. Music appreciation education is also absolutely meant to allow students to learn to appreciate the melody itself. Rather, it should allow students to see through the music its essence, such as what the high, low and high melody stands for, what the long and short duration represents, whether the volume, and the variety of timbre represent different regional cultures. This is also a different understanding of regional culture.

2. Principles to Be Followed in Cultivating Students' Appreciation Ability in Music Teaching

2.1 Emotional principle

In order to cultivate the students' ability of appreciating music, teachers should follow the principle of emotion, deeply excavate the emotional connotation of excellent music works, lead students to realize the emotional value of music works, and really realize the charm of different styles of music works, so as to have a strong interest in music learning and realize the high integration of thought, emotion and music aesthetics. In addition, if teachers only pay attention to the experience and training of music emotion, like rootless duckweed, lack of music knowledge support, students will easily misunderstand the emotional works. At the same time, if teachers pay too much attention to the teaching of music knowledge, over time, students will feel boring, the emotional value of music will be lost. Therefore, only the combination of the two can effectively improve students' appreciation ability and promote the rapid growth of students' music level.

2.2 Principle of practicality

In the teaching of college music, besides the guidance and explanation of the teacher, the students should follow the principle of practicality to provide the students with enough practice opportunities. Moreover, teachers should encourage students to create their own music style after learning, so that they can understand other music works and improve their appreciation ability.

2.3 Principle of hierarchical teaching

Due to the different educational experiences and growing environments of college students, there are bound to be differences in music learning among different students. Therefore, in the process of cultivating students' appreciation ability, college music teachers should start from the actual situation of students, such as music foundation, personality and learning ability. Specifically, the teacher should divide the students into different levels, respectively, the training plan, level by level to enhance the difficulty of the assigned tasks, and the difficulty within a reasonable range, fully build up students' confidence in learning. At the same time, we should encourage students to discuss with each other and provide opportunities for them to exchange ideas and collide with each other. It is worth mentioning that teachers should take a positive view of students, especially those with poor musical background, and protect their self-esteem by flexible teaching methods.

3. Strategies for Cultivating Students' Appreciation Ability in College Music Teaching

3.1 Starting with the students' interests and hobbies, cultivating the students' music appreciation ability

There are many types of modern music. Therefore, teachers must change their teaching methods, stick to the student-oriented teaching idea, and make teaching contents from the students' point of view. Teachers can start from the students' likes and dislikes to cultivate students' music appreciation ability. Rock and rap, for example, have attracted many teenagers because of their unique rhythms and musicians' willingness to speak out, speak out and speak out. But many rappers' lyrics are vulgar, even unethical and law-breaking, resulting in rap music that has been rejected, even discriminated against and attacked^[1]. But as a maverick young people, their own students and teachers there is opposition, if teachers this time blindly belittle the preferences of students, it would be counterproductive. In order to get into the students' content and carry out the teaching better, teachers should dig into the more positive content of this kind of songs, for example, by appreciating the Phoenix legend "Mountains and Rivers", let students understand what is rap. You don't have to burn your hair or dye your hair to say bad words or sing, but real rap can also be expressed in very beautiful words. Really good works can let you feel the emotion in them through words. Through the description of the magnificent rivers and mountains in our country, The Map of Mountains and Rivers expresses the happiness of the people in peace and prosperity and the love of the singers for the motherland. So this rap is the mainstream of rap, is to board the CCTV Spring Festival Gala music works. Teachers should start with students' likes and dislikes, and let students master the ability of

appreciating music under the premise of respecting students' likes and dislikes, so as to guide students to learn to distinguish the true, the good and the beautiful, to purify students' mind, to cultivate students' sentiment, to sublimate students' emotion, and to realize the goal of moral education.

3.2 Strengthen students' appreciation ability from the perspective of music creativity

In the process of teaching, teachers should not only be limited to the subject, but also diverge thinking and innovate teaching methods. Teachers can link students' major courses with music appreciation courses. For example, in the appreciation of Chinese language and literature, if the students simply recite ancient poetry, or classical Chinese, it takes a lot of time. Memorizing long words like "Pipa Line" is time-consuming, but with music and singing along several times, students can quickly memorize them. Teachers can even let students compose ancient poems and classical music by themselves, which can not only help students consolidate their knowledge of major courses, but also arouse their creative enthusiasm and cultivate their musical creativity. Let the students be more interested in music. Teachers can differentiate teaching according to students' ability. For example, students without musical basis can try to adapt songs first, and some students with musical basis can try to compose their own music^[2].

3.3 Compare the differences in music to improve students' appreciation ability

In the process of teaching, teachers should not only guide students to innovate, but also broaden their horizons, constantly innovate teaching content, and deeply tap the emotion and meaning behind music. Music is an important way to convey emotional values, emotions and attitudes^[3]. Therefore, music is definitely not a good word. Music is so simple. Teachers can help students understand what is behind the music by means of comparison. The teacher can choose the music of different areas for comparison, through the comparison of the same and different music, and then discuss with the students why there is such a difference^[4]. For example, why China in music, like Liuyanghe is a typical major, because China is rich in resources, we do music, most of the expression is a big country style, with major, more atmospheric vigorous, let a person feel the charm of China! Japan, on the other hand, has a small land area and a crowded population, so she prefers minor tunes in her music. Through the analysis of music in different areas, students can not only develop the ability of appreciation, but also better perceive the emotion of music and understand the deeper meaning behind music^[5].

4. Conclusion

In a word, in order to effectively cultivate students' appreciation ability, music teachers in universities should first start from their interests and hobbies, stimulate their initiative in music learning, and focus on strengthening their creativity. They should reasonably compare the music differences in different regions and guide students to appreciate the rich music culture in different regions. Only in this way can students' appreciation ability be fully cultivated, laying a solid foundation for their future music learning.

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