

How to Cultivate Students' Aesthetic Ability in Music Teaching

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Abstract: Music teaching has a unique function and role in cultivating students' aesthetic ability that other disciplines cannot match. It is a goal of music teaching to enable students to maintain a good learning attitude and relieve their pressure under the exam-oriented education and teaching system. The purpose of music education is to improve students' music literacy and realize their comprehensive, healthy, and harmonious development. This paper focuses on how to cultivate students' aesthetic ability in music teaching and puts forward specific strategies to cultivate students' aesthetic ability in music from three aspects: building a good atmosphere to stimulate students' interest, using music appreciation to enrich students' imagination, and organizing music activities to improve students' creativity.

Keywords: Music teaching; Music aesthetic ability; Teaching path

1. Introduction

In the process of cultivating students' aesthetic ability in music, students should not only have the beauty of imagination, feeling, and creation of music, but also have an interest in beauty, which is interdependent and progressive. Students must feel the beauty of music before they can imagine and create beauty and develop their habit of music into a hobby of music. In the classroom of music teaching, students should be the main body, teachers and students should interact with each other, and students' feelings about music and aesthetic experience should be the focus, to effectively cultivate students' aesthetic ability in music teaching.

2. Build a good atmosphere to stimulate students' interest

2.1 Create a relaxed and happy teaching atmosphere

To stimulate students' interest in music learning, teachers need to create a pleasant classroom atmosphere. In this way, students are willing to participate in classroom learning. In specific teaching, teachers can create situations according to the teaching content to enhance the activity of the classroom. For example, when teaching the song "Kiss My Baby", the teacher can let the students calm down, close their eyes, listen to the song carefully, and feel the mother's love for their children. It is like returning to childhood, and the situation the mother cares about herself comes to mind. After that, the teacher presents the content of the song vividly in front of the students through multimedia equipment. With the beautiful melody, the teacher took the opportunity to introduce the knowledge points of this lesson, so that students can learn relevant knowledge more easily.

2.2 Use flexible and vivid teaching methods

Middle school students are in adolescence, with flexible brains, active thoughts, and rich imaginations. But once they leave the perception of intuitive things, their thinking and actions will also be limited. Because music teaching is mainly conducted in the classroom, 45 minutes is very limited, and some teachers spend most of the time in the classroom to explain the content of the textbook to complete the teaching task, which to some extent limits the students' thinking, leading to the transfer of their thinking. Therefore, music teachers should flexibly use various teaching methods in classroom teaching to provide students with imagination space. When arousing students' interest in music, teachers should also take advantage of students and introduce elements that students like into the classroom. For example, when teaching the song "The Sea, Hometown", the teacher can use the popular music "The Sea" to lead out the theme of this lesson, so that students can imagine the picture while listening to the song, as if they were standing at the seaside,

and have a personal experience. In this way, the music is more beautiful and vivid, and at the same time, it can fully mobilize students' emotions and let students feel the charm of music.

3. Use music appreciation to enrich students' imagination

3.1 Feel music content from melody to picture

In the teaching of music appreciation, for some music works that are difficult to grasp, teachers should strengthen guidance, and let students play with their imagination and imagine their pictures according to music, to reduce the difficulty of music appreciation. In the teaching of music appreciation, students have a better understanding of the artistic conception of music mainly by listening to the music melody. Therefore, in appreciation teaching, teachers can play some musical melodies first, and let students imagine through the melodies so that students can better enter and understand the artistic conception. For example, when appreciating the song "Two Springs Reflect the Moon", the teacher can play the melody of the erhu slowly first, let students imagine, feel the picture and understand the artistic conception through the melody. The author believes that after listening, students will feel the thoughts and feelings of a blind artist who has suffered from human suffering and tasted the sweet and sour of the world, as well as the charm of the traditional Chinese musical instrument erhu.

3.2 Taste music's artistic conception from picture to melody

In music teaching, to improve students' aesthetic ability, teachers should regularly enrich their imagination. In appreciation teaching, teachers can enrich students' imagination and guide students to understand the meaning and artistic conception of music on this basis. In the specific operation, the teacher can play relevant music to the students and match the pictures to help the students imagine. In addition, the teacher can present a variety of pictures in front of the students, and match the corresponding music, so that the students can feel the artistic conception of music in the atmosphere created by the melody and pictures. The author believes that through this way, students' imagination will be greatly improved, and they will have a deeper understanding of the artistic conception of music, which can further improve their aesthetic ability. For example, when appreciating the song "Clouds of Hometown", teachers can use multimedia equipment to display pictures of clouds, local conditions, and customs of the hometown, so that students can understand through these pictures, then explain relevant knowledge on this basis, and let students listen to music. In this way, students have a better understanding of music and its artistic conception and can cultivate their aesthetic ability.

4. Organize music activities to improve students' creativity

4.1 Effective use of music classroom practice

In music teaching, one of the main tasks of teachers is to guide students to feel the charm and charm of music. To this end, music teachers should actively organize classroom practice activities and encourage students to participate in them to achieve the cultivation of students' aesthetic abilities, such as:

4.1.1 Make use of song melody to edit and create

In the music appreciation class, the teacher will play some pieces of songs to the students, and the most effective way to let the students have a better experience and acquisition of the song's emotion and performance content is to use the song melody to create. Just like when appreciating the song "Farewell", the teacher can first explain the song creation method of filling words according to the song in class, and then let students fill words according to the tune of "Farewell" and their own life and imagination in groups. In this way, all students actively participate and create many novel works.

4.1.2 Make use of the rhythm elements in music works

Carl Orff, a German composer and music educator, believed that rhythm was a fundamental element of music and that it was essential for creating a sense of movement and energy in a piece. Teachers can let students utilize musical rhythm in classroom teaching. In short, when appreciating the music "Olympic Horn", the teacher can let the students of each group independently create a rhythm of orchestral music, and let each group play it so that the students can feel the musical beauty of orchestral music in the music rhythm created by themselves.

4.2 Actively expand extracurricular music activities

In addition to classroom practice activities, extracurricular practice activities are more important, which is an extension of the music class. Compared with classroom practice activities, extracurricular music practice activities are flexible and have better effects. The details of extracurricular music practice activities are as follows:

4.2.1 Organize various music groups

In schools, music teachers can organize various music teams, such as drum and horn teams, violin teams, erhu teams, chorus

teams, guitar teams, etc., and encourage students to participate in music groups according to their hobbies. When organizing these groups, teachers should guide, carry out educational activities according to students' learning characteristics and learning ability, recommend many musical works that are consistent with students' characteristics to them, let them actively appreciate this music, and understand the beauty of music in the process of appreciation, and enhance music aesthetic experience, all of which gradually improve students' aesthetic ability.

4.2.2 Actively carry out various music activities

In addition to organizing various music groups, music teachers can carry out various music activities to let students actively participate in them and feel the beauty of music. For example, students may rehearse a series of music programs in activities such as the freshman party and the New Year's literary and artistic performance. Teachers can also hold some competitive competitions, such as campus singer competitions so that students can actively participate in them, feel the music, and get close to music in the competitions. In addition, teachers can also lead students to carry out some chorus activities. In this process, teachers should let go as much as possible, let students organize themselves, and let them gain the aesthetic feeling of music art.

5. Conclusion

Music teachers are the disseminators of beauty. To improve students' music literacy and aesthetic ability and enable students to achieve free and harmonious development in all aspects, music teaching should carry out effective music teaching activities in a targeted, step-by-step and organized way. As music teachers, we have a long way to go in the spread of beauty. We should be student-oriented, constantly explore education and teaching, help students find teaching methods of independent learning, and improve their aesthetic ability. Lead students to step into the palace of music, feel the beauty of music, and understand and create beauty in music appreciation and learning. To promote the comprehensive development of student's abilities and lay a solid foundation for creating a better future for individuals.

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