

Research On the Development Path of Music Aesthetic Education in Colleges and Universities in the New Era Under the Background of Ideological and Political Curriculum

Tao Wang*

Music College of Zhaoqing University, Zhaoqing 526061, China

*Corresponding author: Tao Wang, xiaowangtao2003@163.com

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Abstract: With the continuous development of quality education, the trend of thought of “five education simultaneously” has gradually penetrated people’s hearts. College music teachers need to actively explore the development of aesthetic education in music courses, and combine it with ideological and political education, give full play to the educational function, guide students to form a positive aesthetic consciousness, establish a correct aesthetic sense, and carry forward the fine aesthetic morality. This paper mainly analyzes the similarity and compatibility of ideological and political education and music aesthetic education, expounds on the current situation of college music fusion ideological and political education, and puts forward the teaching path of the integration of ideological and political education and music aesthetic education, which is only for the reference of relevant people.

Keywords: Curriculum ideological and political education; University teaching; Music aesthetic education

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1. Introduction

At present, the country has entered a new historical stage, with the continuous development of society, the reform of education also goes deeper, and ideological and political education is paid more attention by educators. Colleges and universities are the front-line positions for conveying and reserving talents for the country. It is very important to establish a positive ideological and political concept for students. The concept of aesthetic education, as an important part of the thought of simultaneous five education, plays a significant role in promoting students’ personal progress and the overall development of society and has gradually attracted people’s attention^[1]. In the new era of advocating the all-round development of students’ comprehensive quality, college music teachers need to infiltrate more ideological and political education content in their teaching, attach importance to aesthetic education, and implement the educational thought of

simultaneous five education, so as to establish excellent aesthetic concepts for students and provide a solid foundation for their all-round progress in the future.

2. Explore the compatibility between ideological and political education and music aesthetic education

2.1. Similar educational goals

The main educational objectives of ideological and political education and college music aesthetic education are respectively to guide students to establish correct political ideas and aesthetic consciousness, under the influence of ideological and political education, students can establish lofty ideals and contribute to social construction work. College music aesthetic education can make students correctly understand the relationship between man and nature, enhance their aesthetic ability, and enable students to develop their morality, intelligence, physical beauty and labor in a comprehensive way. Both of them are important goals of college teaching in the new era, and integrating them into every link of college education has become a new teaching strategy for all college educators ^[2]. In essence, both of them pay attention to the improvement of students' comprehensive quality, as well as the construction of spiritual civilization and the establishment of moral standards. The organic combination of the two can achieve the effect of one plus one greater than two, which can better stimulate the educational function of the two and provide a comprehensive guarantee for the comprehensive development of students.

2.2. The compatibility of educational content

The aesthetic education of music and ideological and political education in colleges and universities also have many common points in teaching content. For example, both involve a large amount of history, literature, philosophy related content, in the theory of the two can be integrated. The aesthetic education of music mainly relies on the form of artistic appreciation, while the teaching of major policies, patriotism and socialist core values involved in ideological and political education needs to rely on excellent teaching cases to enhance students' interest in learning and make teaching results more significant ^[3]. The art appreciation case of music aesthetic education itself can be used as an excellent teaching case of ideological and political education, and the disciplinary characteristics of music aesthetic education itself can attract students' interest and stimulate students' enthusiasm, which can make up for the boring shortcomings of traditional ideological and political education ^[4]. The integration of the two can promote the coordinated development of the two and transform obscure theories into works of art. This can improve students' classroom experience, and enhance students' aesthetic level and cultural self-confidence.

2.3. Adaptation of educational ideas

Music aesthetic education teaching and ideological and political teaching both pay attention to the improvement of students' ideological and cognitive abilities. When students' aesthetics and thoughts reach a certain level, they tend to be keen to externalize their thoughts and express them in literary and artistic creation or club speech activities. Therefore, no matter whether music aesthetic education or ideological and political education, both need to provide students with spiritual enjoyment and a platform to show themselves ^[5]. Colleges and universities can carry out activities such as association activities, music festivals, art exhibitions, speech competitions, campus practice, etc. so that students can fully display and express their ideas on music

aesthetic education and ideological and political education ^[6]. Such activities not only provide the space for students to show themselves and provide opportunities for students to improve their abilities, but also promote the continuous construction and reshaping of campus culture and social values, and contribute to the construction of social civilization and ecological civilization.

3. Present situation of ideological and political education in college aesthetic education courses

3.1. The teacher education concept needs to be improved

In traditional college music education, there are no clear requirements for ideological and political education, and teachers only carry out teaching activities on the professional music knowledge involved in the course in the music class. With the development and progress of society, people have gradually realized the ideological heritage contained in music. In addition to the artistic function of bringing people sensory enjoyment, music also has the function of transmitting ideas. Therefore, to meet the higher requirements of society for music, the ideological content and cultural connotation of music education have gradually become rich and profound, and the requirements of music aesthetic education curriculum for teachers' ability are also getting higher and higher ^[7]. However, at present, although music teachers in many colleges and universities have superb skills in the field of music and are proficient in theoretical knowledge in the field of music, they lack ideological and political awareness and related educational concepts, lack knowledge reserve of ideological and political education, and fail to integrate musical aesthetic education and ideological and political education into the teaching of music theory in the course of teaching and fail to deliver accurate information of ideological and political education to students ^[8]. It cannot bring students excellent music aesthetic education edification. Under such circumstances, teachers should start from themselves, improve their ideological and political level, perfect their education and teaching concepts, optimize their teaching mode, and bring students a good classroom experience.

3.2. The teaching design needs to be improved

Judging from the current teaching situation of music courses in colleges and universities, although most music teachers have put ideological and political education on the agenda, there are still problems that ideological and political education fails to integrate effectively with music aesthetic education, and the integration process is deliberate and abrupt. In classroom teaching, many music teachers simply ignore ideological and political education without really implementing it in teaching. The insertion of ideological and political ideas in this way not only disrupts the rhythm of the original music class and deteriorates its fluency, but also affects students' classroom experience. The quality of music aesthetic education and ideological and political education is not guaranteed, and student's interest in learning is discouraged. In more serious cases, students will develop psychological resistance, which directly affects the achievement of teaching goals ^[9]. Therefore, in the process of teaching design, college music teachers should fully consider the flexible application of ideological and political content, smoothly embed ideological and political ideas into the teaching of music aesthetic education, and incorporate the two scientific and reasonable integration, to ensure the quality of teaching and improve students' interest in learning.

4. The development path of music aesthetic education in colleges and universities in the new era under the background of curriculum ideology and politics

4.1. Strengthening the construction of teachers

With the continuous development and advancement of ideological and political ideas, the aesthetic education of music in colleges and universities has been endowed with new connotations and requirements. Teachers need to fully integrate knowledge, consciousness and ability education into their teaching work. Therefore, for the training of teachers, it is necessary to take ideological and political theory knowledge as the basis of all, take ideological and political consciousness as the foundation of education, and take the cultivation of ideological and political teaching ability as the ultimate goal ^[10]. First of all, the training of ideological and political knowledge, colleges and universities can develop systematic training for teachers, regularly invite experts to teach music teachers ideological and political knowledge, and carry out regular assessments, in order to enhance the sense of urgency and effectiveness of teachers' learning. College music teachers need to take the initiative to enhance the consciousness of learning, establish the concept of continuous learning, and actively integrate the concept of ideological and political ideas into the teaching work.

Secondly, to improve the consciousness of ideological and political education, colleges and universities can incorporate the ability of ideological and political education into the evaluation system of music teachers, linking it with performance rewards and punishments, and stimulating teachers to attach importance to the integration of ideological and political content in the curriculum ^[11]. This measure can effectively enhance teachers' sense of responsibility for ideological and political education, encourage them to naturally integrate ideological and political content in teaching, adjust teaching strategies, and make music aesthetic education classrooms an effective carrier of ideological and political education.

Finally, in order to improve the ability of ideological and political education, colleges and universities can carry out exchange activities among teachers, promote the cooperation between ideological and political teachers and music teachers, and quickly improve the design and implementation ability of the ideological and political curriculum of music aesthetic education teachers through professional training, teaching seminars and other forms ^[12]. Such interdisciplinary exchanges can not only enrich the connotation of music aesthetic education curriculum, but also help teachers solve the problems of the integration of ideological and political education and music encountered in actual teaching, and jointly promote the deep integration of ideological and political education and music aesthetic education in colleges and universities.

4.2. Using information technology to integrate music aesthetic education with ideological and political education

Music appreciation is the core link of music aesthetic education in colleges and universities, and it is also an important way for students to participate in cultural activities. It has a profound impact on the development of students' ideas, moral qualities and values, and plays a vital role in the improvement of students' comprehensive literacy. With the rapid development of science and technology, the channels for students to obtain information are becoming more and more diversified. The Internet provides students with an unprecedented amount of information. However, due to the uneven quality of information on the Internet, universities and society are required to work together to create a green cyberspace for students, enhance their ability of information screening and critical thinking, and ensure that they can draw positive energy from the torrent of information ^[13]. Therefore, music aesthetic education teachers can actively use Internet resources to screen useful ideological and political information into their teaching, which can not only protect students

from the influence of the noisy network environment but also realize the effective penetration of ideological and political education. In the music appreciation class, teachers can use multimedia technology to integrate images, words, melodic and visual images to stimulate students' sensory experience. While improving students' music appreciation ability, teachers can imperceptibly convey ideological and political concepts, guide students to establish positive musical aesthetic education concepts and promote the harmonious coexistence between aesthetic education and ideological and political education.

4.3. Take students as the main body and innovate the teaching concept

"Student-oriented, teacher-oriented" has become a widely respected modern teaching concept. Compared with the traditional teaching mode, this concept significantly improves students' subjective initiative, promotes students to participate in learning activities more actively, and effectively breaks the teacher's "spoon-feeding" teaching mode. In today's increasingly prominent demand for diversified talents, colleges and universities need to pay more attention to the improvement of students' comprehensive quality, integrate ideological and political education into music aesthetic education, and organize music appreciation activities with students as the main body, such as "Red Song Friendly Competition," which can effectively promote the comprehensive development of students^[14]. Such activities build a platform for students to show their talents, and with the help of red songs, the channels of patriotic education have been expanded. In the "Red Song Friendly Competition," students can perform red classic songs with passion. For example, when singing the song "Ten Sending Red Army," the teacher can lead the students to deeply study the background of the song's creation so that the students can understand that it is based on the artistic crystallization of the Air Government Art Troupe's experience in Jiangxi Province in the 1960s^[15]. An in-depth understanding of the song can make the students feel more full when singing and deeply realize the relationship between the army and the people. Under the influence of the strong patriotism of the song, the students' aesthetic quality is improved, and naturally have strong patriotic feelings, and the music aesthetic education and ideological and political education are perfectly integrated.

4.4. Optimize the teaching of music appreciation courses

In order to solve the problem of the rigid and deliberate integration of music aesthetic education and ideological and political education in colleges and universities, and to enhance the degree of integration of the two, colleges and universities can carry out in-depth reforms on the teaching materials, teaching syllabuses and teaching methods of music courses, so that the courses of music aesthetic education in colleges and universities can be further optimized under the influence of ideological and political concepts.

First of all, colleges and universities need to improve the teaching materials of music aesthetic education course and integrate the ideological and political ideas into them. Course materials are the basis of teaching. In the course reform process, it is important to retain the professional theoretical knowledge in the old textbooks, integrate ideological and political views into the teaching objectives, highlight the teaching ideological and political objectives of music appreciation, and clarify the specific ideological and political effects. In addition, the current political content can also be integrated into the case of music appreciation, so that the integration of ideological and political education and music aesthetic education can be closer.

Secondly, teachers can not complete the teaching without the guidance of the syllabus, and the integration of music aesthetic education and ideology and politics cannot be separated from the support of the syllabus. In the teaching reform of music aesthetic education courses college teachers and teaching and research personnel

need to refer to the current political content to improve the syllabus, such as the teaching concept of college, college ideological and political conferences, the advantages of music curriculum, the characteristics of music aesthetic education, music theory knowledge and other aspects of the organic combination, to form a new syllabus. Colleges and universities can take the new teaching syllabus as the basis, integrate ideological and political education with it, and clarify the basic tasks of teaching: spreading Marxism, cultivating socialist core values, guiding students to recognize the social development situation, clarifying their mission, so that students can establish positive beliefs, have a healthy and stable mentality, and improve their practical ability.

Finally, teachers need to improve their teaching methods, actively explore and explore the entry point of ideological and political education in music aesthetic education, so that ideological and political education can be better embedded in music aesthetic education. The key to the integration of ideological and political education into music aesthetic education is that teachers need to extract the core of ideological and political education from professional knowledge, which is a high display of teachers' professional quality and ideological and political education ability. Teachers should skillfully integrate teaching content with ideological and political ideas so that the ideological and political ideas contained in textbooks can be naturally integrated into the classroom. At the same time, teachers should use teaching language that is closer to students' expression habits, narrow the distance between teachers and students, accurately grasp students' mentality, flexibly adjust teaching strategies, and stimulate students' interest in music appreciation courses. The use of new teaching methods can effectively improve the quality of teaching, highly permeate ideological and political education, and realize the dual cultivation of knowledge and values.

5. Conclusion

With the development and progress of the era, the simultaneous development of five education and quality education have become the main guiding concepts of education and teaching, and ideological and political education has been increasingly valued by educators, and has made important contributions to personnel training in the country. There are many similarities between the teaching of aesthetic education for music and ideological and political education. The integration of ideological and political education in the teaching process of aesthetic education for music can significantly improve the students' aesthetic level, promote the construction of students' spiritual civilization, provide effective help for the establishment of students' correct values and outlook on life, and make students become highly qualified, capable, musical and aesthetic comprehensive talents.

Disclosure statement

The author declares no conflict of interest.

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