

## Discussion on Reflection of Educational Value in Public Music Education of Normal Colleges

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### Abstract

The public music is one of important teaching contents in normal colleges. As for non-music-major college students, this is a public required course for them to accept aesthetic education. The public music teaching is knowledge teaching, and also aesthetic education; it not only makes for cultivating students' comprehensive quality, but also reflects efficient educational value. With the music education reform in colleges, the public music teaching courses in normal colleges have higher and higher quality requirement, thus it is required to formulate innovative course education scheme for this course education so as to reflect the educational value of public music education in true sense.

**Key words:** Normal colleges; Public music education; Aesthetic education; Educational value

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### INTRODUCTION

In college quality-oriented education, the function exerted by music can't be ignored. With the reform of Chinese college education and high-quality requirement proposed

for talent cultivation, more and more college students pay more and more attention to music education. Meanwhile, the task of music education is clearer and clearer. As for non-music-major college students, the colleges carry out music education for the purpose of letting college students get certain basic knowledge of music, including recognition of music score, and knowing basic singing skills, which is used as a means for college students' aesthetic education.

## 1. CURRENT SITUATION OF PUBLIC MUSIC EDUCATION IN NORMAL COLLEGES

### 1.1 No Complete Education System Is Formed for Public Music Education in Normal Colleges

In recent years, although the public music education emerges in normal colleges, the education purpose is to enrich the cultural life of campus, thus the systematic reform is implemented in the teaching curriculum. Many normal colleges adopt the form of musical art associations to carry out activities so as to make college students' spare-time cultural life become more colorful; meanwhile, they also correctly guide the education through improving college students' cultural interest. However, as a non-music-major public course, the main education resources of public music education in normal colleges are still in the classroom, and the professional teachers' guidance is required to carry out teaching. However, many colleges start from students' interests and professional selection to set public music education as elective course so that the rich resources and diversified content of music course can't be popularized in normal colleges. According to current curriculum provision of public music education in normal colleges, there are only 30 class hours in each semester, and the progressive teaching mode is adopted, thus colleges students don't form a correct cognition of

public music education. Besides, after the reform of public music education, the content of teaching materials is not adjusted accordingly, which causes the situation that the public music teaching is only limited to musical skills and gives no reflection of music aesthetics value.

### **1.2 The Music Education Resources in Normal Colleges Can't Meet Public Teaching Demand**

In the music education of normal colleges, the proportion of music teachers with professional qualification is more than 60%, and the teachers of other conservatory of music are employed to effectively improve the overall quality of music teachers of normal colleges. However, due to the fact that there exists unreasonable configuration structure of teacher resource, the effect of public music education can't reach the expected requirement. The main problems include as following: Young teachers have insufficient public music teaching experience; partial old music teachers with rich teaching experience have traditional teaching ideas, thus it is hard to motivate students' learning interest in music; the teachers have high educational level but low level of professional title, which causes lack of academic leader and then lack of scientific research ability, thus it is hard to get a deep knowledge of public music education; in this way, although there are diversified forms of public music education in normal colleges, it is hard to exert the effectiveness of education. Besides, the music education has dependency on sound equipment and musical instruments; if those teaching facilities are not complete, the music education courses can be only developed in a form of music appreciation course which also needs multimedia courseware to assist its completion. According to current teaching situation of public music courses in normal colleges, the teachers often borrow the music-major teaching places, and the music materials are compiled by teachers themselves; the lack of teaching resources makes it hard for public music education to exert its educational value.

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## **2. IMPORTANCE OF REFLECTING THE EDUCATIONAL VALUE OF PUBLIC MUSIC EDUCATION IN NORMAL COLLEGES**

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The normal colleges carry out public music education for the purpose of carrying out cultural literacy education, moral education, and aesthetic education for students.

### **2.1 Cultural Literacy Education of Public Music Education in Colleges**

As is known to us, the music appreciation can play a role in development of intellectual. There is an indissoluble bound between science and music. Einstein thinks that the music is the catalyst of scientific creation, which shows that the scientists' thinking ability is enhanced and the

scientists become full of creativity under the motivation of music. The music can make people feel happy and promote people's thinking; while people's brain is under active state due to stimulation of music rhythm, they will establish interaction with music psychologically and physiologically and make themselves fused with music via exerting rich imagination. In public music education of normal colleges, improving students' cultural literacy is an important education goal. Under the function of music education, students' creativity is motivated and then the students actively participate in knowledge exploration. Through exerting imagination space to produce emotional experience, the students can form good spiritual quality under the edification of music and then improve their ability of self-emotional control, as well as their living ability and knowledge ability.

### **2.2 Moral Education of Public Music Education in Colleges**

Confucius thinks that the music is a kind of ideological education established on the basis of artistic form; through cultivating people's taste, the music influences people and then standardizes people's moral behavior to realize the purpose of cultivating moral character. As for educational value of music, in *The Analects of Confucius* Taibo, Confucius proposes the educational significance of "music", one of "six arts" in ancient China, that is, "people's culture starts from learning poems, and then it is established via learning etiquette, and then it is completed in learning music", in which the music is regarded as the end of study, that is, the music is the highest realm of personality cultivation. In Lao Tz's musical thoughts, he also proposes cultivation function of music. Furthermore, Chuang Tzu proposes "the biggest happiness is not happiness" and "the inaction can actually make me feel happy" from the perspective of philosophy, which makes the music exert its educational value and makes people obtain the happiness of life. While the college students accept public music education theory, it is able to exert the artistic charm of music via appreciating musical works, thus unconsciously influencing and motivating students' patriotic feeling and team spirit. Under the influence of music art, the students can be immersed into aesthetic feeling of music, cultivate their taste, relax their psychology, and obtain positive power; in this way, a good moral value is formed.

### **2.3 Aesthetic Education of Public Music Education in Colleges**

Confucius thinks that the Confucian rituals and music thought are specifically reflected from "music of bell and drum"; it also reflects main features of music aesthetics and positions the aesthetic standard as "neutralization". Confucius also thinks that the music can purify people's soul, which is the key of improving the aesthetic level. It says that "the music is a thing can purify people", and the

function is to make people's psychology produce benign reaction via cultivation of artistic form. It can be seen that the music education is the main means of aesthetic education, and it also exerts its value of beautifying the soul. The public music education in normal colleges is to apply the music to realize the combination of aesthetics and education; while the students accept this education, they can appreciate the beauty of music and improve the ability to create beauty through feeling the beauty of music. In the process of appreciating and creating music, the students can obtain the edification of beauty of music, which can guide students to form positive life attitude and learning attitude and realize students' integrated development.

### 3. EFFECTIVE MEASURES FOR REFLECTING EDUCATIONAL VALUE OF PUBLIC MUSIC EDUCATION IN NORMAL COLLEGES

#### 3.1 To Carry Out Public Music Education From Perspective of Cultural Inheritance

Through continuous perfection of later generations on Confucian music theory, its aesthetic thought has played a fundamental role in modern music education. Lao Tz also emphasizes that "the biggest and most beautiful sound is the sound of no-sound" in his Taoist ideas, and also proposes the music inspiration that "silence means more than words in the current situation". The Confucian and Taoist musical thoughts form systematic music education system in Chinese traditional culture. Through application of those thoughts into public music education of colleges, it is able to carry out reformatory education for students and make students get some enlightenments under the edification of music rhythm. Chinese music education is of long standing and the important function it exerts is cultivation. Most of the students who graduate from normal colleges will engage in teaching profession which requires high humanistic quality and aesthetic interest. In the process of carrying out public music education, it is required to promote harmonious development of students' cultural psychology structure via improving students' music quality.

#### 3.2 To Establish New Concept of Public Music Education

The public music education of normal colleges aims at carrying out emotional education and aesthetic education for college students so as to improve college students' comprehensive quality. However, in teaching practice, it is required to start from perspective of current teacher talent demand to break through traditional music teaching mode, and establish new music teaching concept so as to meet students' demand to maximum degree and make music education synchronous with the era. In new period, there will be different standard used to measure teachers' quality; while the music teachers teach music knowledge, they shall exert the education function to improve students' aesthetic ability, enrich students' emotion, and exert the education purpose that music education is practicable to students' career.

### CONCLUSION

In conclusion, the public music education of colleges aims at improving students' integrated quality and cognitive competence so that it is able to realize mental health education and moral education while the students accept music resources. From perspective of school teaching, the public music education of normal colleges aims at cultivating students' musical appreciation ability so as to enrich students' emotion, cultivate students' sentiment, and establish correct value orientation after they accept this kind of knowledge-based aesthetic education.

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