

# The Exertion of Moral Education Elements and Path Construction in Music Education in Colleges and Universities in the New Era

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## ABSTRACT

As a unique discipline, music has rich connotations and distinct disciplinary characteristics, and also contains rich moral education elements in music education, which can play an important role in the moral education of college students in the new era. Stimulating the role of moral education in college music education and constructing a scientific path to stimulate the vitality of moral education cells in music education can become an important direction and guide for the development of college music education in the new era. This paper focuses on the exploration and stimulation of moral education elements in music education, analyzes the possibility of exerting moral education elements in music education in colleges and universities in the new era, interprets the moral education elements represented by three types of content in music education, analyzes the current situation and problems of music education in colleges and universities, and puts forward scientific and reasonable suggestions for related issues, providing theoretical reference for the improvement of music education ability in the new era.

**Keywords:** Music education, Moral education function, Path construction.

## 1. INTRODUCTION

Moral education has a long history in Chinese music education. In ancient times, when teaching students dance accompanied by music, music educators took music ethics as the first priority. As recorded in "The Rites of Zhou · Chun Guan · Da Si Yue", "Educating the imperial descendants with music ethics". "The Record of Music" records that "beautiful music can make people's pleasure, anger, sorrow, and joy be expressed in a moral manner". All these are about moral education in music. At present, music education plays an important role in basic education, and in higher education, most colleges and universities also strive to play the important role of music education. Music education, as a special discipline, has a natural element of educating people. In the process of receiving music education for college students, their physical and mental health, moral quality, aesthetic ability, expression and communication, and so on, will be subtly affected. In addition, during the development of music education, it can also have an important

impact on various aspects of students' world outlook, outlook on life, and values. Integrating the elements of moral education into music education can use the forms and characteristics of art to conduct a silent educational method. It can also enable students to receive more emotional edification and education in ideological and political aspects. Attaching importance to and stimulating the role of moral education elements in college music education is an important direction for the development and progress of music education in the new era.

## 2. THE POSSIBILITY OF EXERTING MORAL EDUCATION ELEMENTS IN COLLEGE MUSIC EDUCATION IN THE NEW ERA

To study how to stimulate the elements of moral education in music education, it is firstly necessary to recognize the relationship between music education and moral education in colleges and universities, and analyze the logical relationship

and internal correlation between music education and moral education in the development of work.

### ***2.1 The Goals of Music Education and Moral Education Are Consistent***

At the level of educating people, the original intention and purpose of music education and moral education are interlinked. Promoting the comprehensive development of students is the initial goal of all kinds of education. Both the content of music theory education in the process of music education and the education of music scores, vocal music, and other aspects contain endless moral education implications, providing a good content example for the development of students. To a large extent, in the process of receiving music education for students, teachers should not only expand the artistic category with an appreciative attitude and perspective, but also base themselves on the fundamental central task of fostering character and civic virtue, and constantly lead students to achieve comprehensive development.

### ***2.2 The Ways of Music Education and Moral Education Are Consistent***

In the current process of ideological and political education or moral education in colleges and universities, the infiltration type of moral education is mainly advocated and adopted, which has similarities and differences with music education in the development and implementation process. The realization of music education is also the realization of the impact on the internal personality of the receiving object during the process of artistic communication, which silently impacts and influences the world outlook, outlook on life, and values of the educational objects, and thus affects the subsequent selection and development of the educational objects. Consistency in approach is an important prerequisite and guarantee for bringing the elements of moral education into play in music education. Due to the impact of educational methods, educational objects are more likely to accept the educational content of the same educational methods.

### ***2.3 The Content of Music Education and Moral Education Is Consistent***

Music education has a broad sense in terms of content, and can incorporate much ideological education consistent with moral education content

in the process of music education. In the following research, it will also focus on the content and elements of moral education in music education, especially reflected in the patriotism education contained in patriotic songs, the education of socialist core values, the improvement of aesthetic ability, and the strengthening of collectivism awareness. These educational contents, which are important and integral parts of moral education, are also important elements for the implementation of music education.

## **3. MORAL EDUCATION ELEMENTS IN MUSIC EDUCATION**

To play the role and effectiveness of moral education elements in music education, it is necessary to first understand the moral connotation or function of music education. Only by understanding the relevant content and function can the important role of moral education elements be better played.

### ***3.1 Cultivating National Spirit with Patriotism as the Core***

In music education, songs represented by patriotic songs contain rich patriotic education and cultivation of national spirit. For example, popular patriotic songs such as "Yellow River Cantata", "On the Songhua River", "The March of the Volunteers", can play an important role in gathering strength and tempering spirit in the long-term historical period. These songs express the love for the country and praise of the national spirit, and learning these songs is also of great significance in the social development and economic construction of China in the new era. While appreciating music, it can subtly cultivate students' patriotic thinking in a silent manner, strengthen their national pride and self-confidence, and help them establish lofty ideals and feelings, achieving moral edification and education in an inspiring melody.

### ***3.2 Cultivating and Promoting Students' Moral Level and Aesthetic Appreciation***

With the development of economy, the trend of thought of money worship and hedonism is affecting contemporary young students. Cultivating a correct world outlook, outlook on life, and values among college students is an important challenge faced by moral education at present. How to enable current college students to establish a great feeling

of serving the country and others, and how to enable current college students to adhere to their original aspirations under the influence of money worship and hedonism, are the challenges faced by higher education in the new era. And music education, with its unique teaching methods, continuously promotes students to feel nature, society, and the beauty of music in the melody, and can continuously stimulate college students to enhance their pursuit of truth, goodness, and beauty. Under the influence of healthy art, college students can strengthen their resistance to depressed and decadent ideas, and truly improve their moral level. Moreover, improving the cultivation at artistic level can comprehensively enhance the aesthetic requirements of college students, and truly cultivate students' noble personality and moral sentiment.

### ***3.3 Strengthening Students' Collective Spirit and Team Consciousness***

The production of beautiful music is mostly inseparable from the coordination and integration of various musical instruments, and in the process of conducting music education, the principle of "chemical reaction" through unity and cooperation will be unconsciously transmitted to students. In addition, during the singing process, more complex music singing involves the issue of ensemble, and each band member closely surrounds their favorite and skilled instruments to cooperate with other people's singing or performance. This form can greatly affect college students, making them learn to understand and respect others, and be able to actively think from the perspective of others, thereby continuously adjusting their own state and thinking model. This is very beneficial to the development of moral education. Only when students have more than just themselves in their hearts, but can accommodate others, can moral education work really play a role.

## **4. CURRENT SITUATION OF MUSIC EDUCATION IN THE HIGHER EDUCATION SYSTEM**

After completing theoretical research and in-depth analysis of the current situation of music education in the higher education system, problems in the development process, especially in the role of moral education, have been found, providing reference for the next development of moral education elements in music education.

### ***4.1 Music Education Itself Has a Strong Utilitarianism***

In China's current music education system, music education in secondary schools is still dominated by exam-oriented education, while in music education in higher education, currently, college students only focus on winning awards in various music competitions, participating in music activities, and how to achieve the goal of further education in the future. However, the inherent connotation and spiritual requirements contained in music itself are lowered. This is also related to the existing assessment methods in the current music education system. In many music exams in higher education, students only use the final score given by the school or teacher as the sole criterion for professional courses, while the core competencies required by relevant courses are difficult to demonstrate and assess through scientific and reasonable methods, which also dampens the spiritual motivation of students to conduct in-depth research and understanding in music.

### ***4.2 There Is a Disconnect Between the Theory and Practice of Music Education***

The current music education system in colleges and universities mostly focuses on imparting music theory knowledge to college students, and even more, some teachers only transmit knowledge to students in a scripted manner, without starting from the actual needs of students themselves and the actual needs of society and the market. There is neither the ability to teach students autonomous learning and self-improvement, nor the theoretical knowledge taught can meet the needs of students to perform in society. Some college students majoring in music often have the phenomenon of "engaging in idle theorizing". Some students have not performed on stage during their college years, nor do they have the musical instruments or skills they are good at. This is very detrimental to students' future life growth and development, and also has a negative impact on the development of other moral education work during their school years. In this way, there is a contradiction and disconnection between music education and moral education.

### ***4.3 Uneven Level of Music Educators***

In the process of carrying out higher education work, university teachers, as educators, play a very important role, and are of significance in the

formative education and moral education of students. In the current music education system in colleges and universities, the abilities and levels of music educators are uneven. Excellent music educators can stand at the height of ideological and political education or moral education to carry out music education, summarize and refine relevant experiences and laws in the process of music education, and help students grow and become talents. While some teachers view music education and the realization of the fundamental task of fostering character and civic virtue from a perspective of separation, and they believe that the teaching of music professional knowledge has nothing to do with ideological and political education, completely ignoring the calls of the state and schools for "curriculum ideology and politics" and "ideological and political curriculum" construction, and the knowledge taught only stays at the level of knowledge, which slightly help students form their world outlook, outlook on life, and values.

#### ***4.4 There Is a Lag in the Teaching Model and Content of Music Education***

Music is by no means immutable in its own right. On the contrary, its content and form keep pace with the times, and it is greatly affected by national and social development and changes, with its content constantly changing. As for students who are the object of music education, the content and focus of their attention are also constantly changing. These factors put forward higher requirements for the model and content of music education. In terms of the current educational model and content of music education, there is still a significant gap between the popular music and the practical needs of the market. Some teachers have not even studied and judged the latest educational and teaching requirements, and the courseware or teaching content used has not been updated or changed for a long time, which has a negative impact on the realization of music education effects.

### **5. SUGGESTIONS AND COUNTERMEASURES FOR STIMULATING THE EFFICIENCY OF MORAL EDUCATION ELEMENTS IN MUSIC EDUCATION**

After in-depth analysis of the problems, aiming at the problems found, combining the unique

characteristics and requirements displayed by music education, and combining the links and ties between music education and moral education, this article scientifically and reasonably proposes suggestions for stimulating the primary effectiveness of moral education in music education.

#### ***5.1 Enriching the Assessment Methods of Music Education and Weakening the Utilitarianism in Music Education***

The core content and method of music education is to enable students to understand and love music based on feeling and listening to music, so that they can use the relevant theories learned in music learning to think about their own life and social life. In essence, it is to let students experience the pure spiritual expression and communication in the process of music education. However, if the utilitarian assessment method that permeates the process of music education is a single assessment method, making students view music learning only as a tool or a skill, then the role of music education is out of the question. Therefore, in the current music education, it is necessary to minimize the utilitarianism in terms of evaluation, awards, and performance exhibitions, so that students can truly enjoy music learning and music education.

#### ***5.2 Increasing the Content of Students' Practical Activities Based on Music Theory Education***

Music education is not purely theoretical education. Wonderful music can't be separated from students' perceptions and experiences of the country, society, and people's livelihood, and everyone's understanding and expression of music are also different. Based on students' full autonomy, teachers should, after teaching students basic knowledge of music theory and enlightening them with the ability to learn independently, as much as possible, make students engage in practical activities, conduct social surveys, and then use musical means and methods to try to experience and express. Only in this way can students enter society more smoothly and achieve significant growth and progress after leaving campus.

### ***5.3 Strengthening the Training of Music Educators and Carrying out Experience Exchanges and Sharing***

On the one hand, as a college music educator, one must have a sense of innovation, be able to keep pace with the times, and keep up with the pace of the current era. First of all, one should be good at accepting new ideas and dare to try new teaching models and methods. Secondly, one should strengthen his or her professional abilities, improve professional knowledge structure, improve scientific research ability, and become a high-quality music teacher.

On the other hand, there is indeed a gap in the ability of music educators. Colleges and universities should organize more communication and training for music educators, spread and promote the relatively good educational and teaching methods or concepts of a certain university or a certain teacher, and discuss and exchange around how to further stimulate the important role of music education in the education process, and how to enable students to understand the true meaning of life in music learning. Only in this way can the level and ability of music educators in various colleges and universities be continuously improved, providing necessary guarantees for the effectiveness of music education.

### ***5.4 Enriching and Innovating Music Teaching Models and Timely Updating Teaching Content***

As a manager and implementer of music education, one should focus on the requirements of society and the market for music, pay attention to the interests and concerns of college students in music, and implement and promote the music education required by society, the market, and students through various teaching models. This requires music teachers to update their teaching content in a timely manner, constantly adjust their teaching ideas and methods, and constantly explore teaching experiences that are more acceptable to students and more needed by the country and society.

## **6. CONCLUSION**

While the emotional art of music vividly reflects people's emotions, its artistic charm can produce a strong artistic appeal and aesthetic experience in the hearts of students, as well as a

powerful and immeasurable behavioral force, which plays an imperceptibly important role in shaping their personality. It not only gives students the enjoyment of beauty and pleasure, but also helps them feel and recognize "the true", "the good" and "the beautiful", and distinguish "the false", "the ugly", and "the evil". It can cultivate students' sentiment, enable them to establish lofty ideals and correct outlook on life, and improve their musical literacy while also improving their moral cultivation. In short, music teachers in colleges and universities should attach importance to the moral function of music education and bring the value of music discipline into play. They should improve their own quality, deeply explore the moral education function of music education, explore innovative teaching models and classroom content, increase colorful extracurricular music practice activities, and give full play to the moral education function of music education in colleges and universities.

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