

Innovation in Music Aesthetic Education Within Campus Spaces: Cultivating Aesthetic Habits and Cultural Identity Through Educational Reform

Songlin Zhou¹ Yuanyuan Ma²

¹ Chengdu Technological University, Chengdu, Sichuan, China

² Chengdu High-tech Zone Jin Hui Elementary School, Chengdu, Sichuan, China

¹Corresponding author. Email: songlinzhou0@outlook.com

ABSTRACT

As educational reforms deepen, music aesthetic education is increasingly recognized as vital for cultivating students' artistic literacy, aesthetic habits, and cultural identity. This study explores the implementation of music aesthetic education in two schools — Chengdu High-tech Zone Jin Hui Elementary School and Chengdu Technological University — highlighting its role in fostering comprehensive student development. The research investigates how music clubs, curriculum innovations, and campus culture initiatives contribute to students' aesthetic and cultural growth. Through analyzing these initiatives, the study offers insights into integrating music aesthetic education with broader educational reform, aiming to enhance students' overall quality and cultural literacy.

Keywords: Music aesthetic education, Campus space, Aesthetic habits, Cultural identity, Educational reform.

1. INTRODUCTION

1.1 Research Background

In recent years, as the national emphasis on aesthetic education has deepened, music aesthetic education has gradually become a significant component of educational reform, gaining an increasingly important position in school education. Between 2021 and 2023, the Chinese government issued a series of policy documents aimed at comprehensively advancing aesthetic education and enhancing students' aesthetic education and cultural identity. These policies not only impact students majoring in music but also broadly benefit students across all disciplines, particularly through the implementation of music club activities in regular classes[1].

For example, the "Opinions on Further Strengthening and Improving Aesthetic Education in Schools in the New Era," released in 2021, explicitly mandates that schools at all levels integrate aesthetic education into the entire talent cultivation process. It emphasizes that the

importance of aesthetic education extends beyond art education to the comprehensive enhancement of students' overall quality. Consequently, ordinary students, by participating in school music club activities, are able to engage with music in a non-professional environment, thereby subtly improving their aesthetic abilities.

The "Compulsory Education Quality Evaluation Guide," issued in 2022, positions aesthetic education as a core content of compulsory education quality evaluation, requiring schools to enhance students' aesthetic abilities through diverse artistic activities. In practice, this means that even for non-music majors, schools need to offer a variety of music experiences, such as choirs and traditional music ensembles, which can help them gain artistic exposure within the context of general education and gradually cultivate aesthetic habits[2].

The "National Aesthetic Education Work Three-Year Action Plan (2023-2025)" further proposes that by 2025, the aesthetic education curriculum system should be fully covered nationwide, with an emphasis on improving the professional level of

aesthetic education teachers. This plan particularly emphasizes the promotion and popularization of music and art courses in general education stages, ensuring that all students have the opportunity to receive high-quality aesthetic education [2].

1.2 Research Objectives

This study aims to conduct an empirical analysis to explore how music aesthetic education, through the design of campus spaces and the implementation of club activities, influences the development of students' aesthetic habits and cultural identity. The research selects two representative schools in Sichuan Province — Chengdu High-tech Zone Jin Hui Elementary School and Chengdu Technological University — representing general education and higher education stages, respectively. By analyzing the music club activities in these two schools, this study seeks to reveal the mechanisms by which music aesthetic education functions at different developmental stages, thereby providing theoretical and practical guidance for educational reform.

1.3 Research Significance

The significance of this study lies in its empirical investigation of students at Chengdu High-tech Zone Jin Hui Elementary School and Chengdu Technological University, revealing the specific pathways through which music aesthetic education operates within the context of educational reform. The research findings indicate that through systematically designed music club activities, students experience positive changes in psychological, emotional, behavioral, cognitive, and social dimensions. This not only provides a new perspective for the theoretical study of music aesthetic education but also offers valuable insights into the effective implementation of music aesthetic education in actual teaching practices [3].

Furthermore, the research results have important implications for the formulation and implementation of educational policies. By validating the positive impact of music aesthetic education on students' comprehensive qualities, this study provides empirical support for the continued advancement of relevant national policies, contributing to the balanced development of aesthetic education within general education.

2. THEORETICAL FOUNDATIONS AND LITERATURE REVIEW

2.1 Music Aesthetic Education and the Formation of Aesthetic Habits

The core of music aesthetic education lies in cultivating students' aesthetic abilities, which is a long-term process that requires perception, experience, and reflection. Even if students lack systematic music training, they can develop good aesthetic habits through appropriate music education. Research shows that through organized music club activities, students can gradually enhance their perception and understanding of music in a relaxed and enjoyable atmosphere.

For instance, at Chengdu High-tech Zone Jin Hui Elementary School, students participating in choir and traditional music ensemble activities gradually learn how to feel the rhythm and melody of music through repeated practice and performance. This process subtly cultivates their interest in music, which further stimulates the development of their aesthetic habits, making them more attentive to the beauty of music in their daily lives.

At Chengdu Technological University, although students primarily study other disciplines, participating in the university's music clubs allows them to find joy in the arts amidst their busy academic lives. Through experiences with cross-cultural music, these students not only enrich their musical knowledge but also deepen their understanding of the arts by comparing and analyzing music forms from different cultural backgrounds, thereby gradually forming more mature aesthetic habits.

2.2 The Mechanism of Cultural Identity Formation

The formation of cultural identity is a complex socialization process involving the internalization of cultural symbols and values. Music, as an art form with strong emotional expression and cultural symbolism, can play a unique role in this process. Studies have found that by participating in music club activities, students can deepen their understanding of their own culture and form a more inclusive cultural attitude through cross-cultural music experiences[4].

For example, at Chengdu High-tech Zone Jin Hui Elementary School, students develop a deep

emotional attachment to Chinese traditional culture by learning and playing traditional Chinese instruments in the traditional music ensemble. This emotional attachment is reflected not only in their love for national music but also in their identification with national identity. Through these activities, their understanding and identification with culture become more profound and lasting.

At Chengdu Technological University, students engaged in the Cross-Cultural Music Research Club can understand and reflect on the musical expressions of different cultures in a multicultural context. This cross-cultural music experience helps them form a more open and inclusive cultural identity in the context of globalization, allowing them to face multicultural environments with greater confidence and ease.

2.3 The Role of Educational Reform and Campus Space

Educational reform emphasizes the comprehensive development of students, especially in the cultivation of aesthetic education and cultural identity. Campus space, as a key field for cultural dissemination and value shaping, can significantly enhance students' artistic experiences and sense of cultural identity through reasonable design and layout. Music activities in campus spaces not only provide opportunities for students to showcase and express themselves but also become important platforms for their social interactions and learning.

In practical teaching, students at Chengdu High-tech Zone Jin Hui Elementary School participate in campus music club activities, such as choirs and traditional music ensembles, where they can experience the charm of music in group activities. Through interaction and cooperation with their peers, they enhance their sense of social responsibility and teamwork spirit. For example, at the elementary level, students learn not only to improve their musical literacy but also how to collaborate with peers to accomplish tasks during rehearsals and performances. This spirit of cooperation further extends to their daily studies and lives, helping them to exhibit stronger coping abilities when facing challenges[5].

At Chengdu Technological University, music club activities in campus spaces provide students with opportunities for exploration and innovation. For instance, the Cross-Cultural Music Research Club utilizes multimedia technology and cross-cultural exchange platforms to enhance students'

global cultural perspectives and cross-cultural adaptation abilities. These activities not only improve students' artistic expression but also subtly shape their cultural identity.

3. RESEARCH DESIGN AND METHODOLOGY

3.1 Research Subjects

This study focuses on two typical schools in Sichuan Province: Chengdu High-tech Zone Jin Hui Elementary School and Chengdu Technological University. The research at Chengdu High-tech Zone Jin Hui Elementary School emphasizes the initial formation of aesthetic habits, while the study at Chengdu Technological University focuses on the deepening of cultural identity. By selecting schools at these two educational stages as research subjects, the study aims to comprehensively reveal the mechanisms by which music aesthetic education influences students at different stages of development.

Specifically, the research subjects at Chengdu High-tech Zone Jin Hui Elementary School are students in grades three to five, totaling 200 participants. This age group is in a critical period of rapid development in perception, making it an ideal stage for cultivating aesthetic habits. Implementing music aesthetic education at this stage can effectively guide students to form positive aesthetic attitudes and an interest in the arts.

At Chengdu Technological University, the research subjects are second-year undergraduate students, with a total of 150 participants. The students at Chengdu Technological University have matured cognitive abilities and critical thinking skills. Their engagement in music aesthetic education is reflected not only in their music appreciation skills but also in the deepening of cultural identity. By studying a subset of second-year students at Chengdu Technological University, the research explores how music aesthetic education, through the design of campus spaces and the arrangement of diverse activities, promotes students' understanding and identification with diverse cultures in the context of globalization. ("Table 1")

Table 1. Basic information of research subjects

School Name	Educational Stage	Grade	Number of Students	Main Research Focus
Chengdu High-tech Zone Jin Hui Elementary School	Elementary School	Grades 3-5	200	Initial Formation of Aesthetic Habits
Chengdu Technological University	Undergraduate	Second Year	150	Deepening of Cultural Identity

3.2 Research Methods

This study adopts a mixed-methods approach that combines both qualitative and quantitative research methods. Firstly, questionnaires are used to collect data on students' participation in and perceptions of various music aesthetic education activities. Secondly, in-depth interviews are conducted to explore changes in students' aesthetic habits and cultural identity following their participation in music aesthetic education activities. Finally, observation is employed to document students' performance during music aesthetic

education activities within the campus space, and data analysis is used to reveal the effectiveness of music aesthetic education across different educational stages [6].

The selection and design of these research methods are intended to ensure the scientific rigor and reliability of the study's findings. Through multi-layered data collection and analysis, this study aims to comprehensively uncover the implementation mechanisms of music aesthetic education within campus spaces and its impact on the formation of students' aesthetic habits and cultural identity. (“Table 2” “Table 3”)

Table 2. Summary of questionnaire survey data

Project	Survey Item	Participation Rate (Jinhui Primary School)	Satisfaction Rate (Jinhui Primary School)	Participation Rate (Chengdu Technological University)	Satisfaction Rate (Chengdu Technological University)
Immersive Experience	Music Cultural Activities	85%	80%	60%	75%
Interdisciplinary Project	Music and Literature Activities	70%	78%	50%	70%
Community Cultural Exploration	Visit to Music Museum	65%	82%	55%	72%

Table 3. Analysis of in-depth interview results

School Name	Interview Topic	Positive Student Feedback	Negative Student Feedback	Impact Analysis
Jinhui Primary School	Music Aesthetic Habits	Interested, actively participating	Wish to have more activity time	Initial formation of aesthetic attitudes
University of Technology	Cultural Identity	Enhanced cultural understanding	Need for more diverse activities	Cultural identity has deepened

3.3 Data Collection and Analysis

Data collection encompassed a variety of music aesthetic education activities involving students,

including immersive experiences, interdisciplinary projects, and community cultural explorations. The designs of activities at Chengdu High-tech Zone Jin Hui Elementary School and Chengdu

Technological University were tailored to the specific characteristics of their respective educational stages. Data analysis, employing tables and statistical methods, revealed differences in the effectiveness of these activities across different educational levels[7].

By comparing student engagement in music aesthetic education activities across educational

stages, this study highlights the similarities and differences in the development of aesthetic habits and cultural identity among students at Chengdu High-tech Zone Jin Hui Elementary School and Chengdu Technological University, providing valuable insights for educational reform. (“Table 4”)

Table 4. Implementation strategies and effectiveness evaluation of music aesthetic education in campus spaces

Implementation Strategy	Specific Measures	Student Participation Rate	Satisfaction	Effect
Music Culture Wall	Campus music culture display	90%	85%	Enhanced aesthetic interest
Campus Broadcast Music	Music played during breaks	80%	82%	Strengthened musical atmosphere
Music Leisure Zone	Design of music leisure spaces	70%	75%	Stimulated exploration desire
Music Club Activities	Diverse music clubs	65%	70%	Enriched extracurricular life
Interdisciplinary Cooperation	Integration of music with other subjects	55%	68%	Enhanced cross-cultural understanding

4. IMPLEMENTATION STRATEGIES FOR MUSIC AESTHETIC EDUCATION IN CAMPUS SPACES

4.1 Creation of Musical Environments in Campus Spaces

4.1.1 Setting Up Music Culture Walls

Music culture walls can be installed in public areas of the campus, such as corridors and exterior walls of classrooms, to display content related to music history, introductions to musicians, information about musical instruments, and classic sheet music. This approach allows students to be exposed to music culture in their daily lives, subtly enhancing their interest in and aesthetic appreciation of music.

4.1.2 Music Broadcasting Through the Campus System

The campus broadcasting system can be utilized to play different styles of music during breaks or other non-instructional times. The music selection can cover a variety of genres, including classical, folk, and popular music, and can be chosen based on seasons, festivals, or special school events. This

helps to deepen students' emotional resonance with music and strengthen their cultural identity[8].

4.1.3 Designing Music Leisure Areas

Music leisure zones, such as music corridors or music squares, can be set up within the campus to provide comfortable environments where students can relax, listen to music, or freely play instruments. These areas can be equipped with simple instruments like pianos and guitars for students to try out, stimulating their desire to explore music.

4.2 Diversified Design of Music Club Activities

4.2.1 Establishing a Variety of Music Clubs

A range of music clubs, such as choirs, traditional music ensembles, and guitar clubs, can be established based on students' interests and needs, catering to different musical learning preferences. These clubs can regularly organize rehearsals, performances, and competitions, providing platforms for students to showcase and improve their skills.

4.2.2 Organizing Interdisciplinary Music Activities

Interdisciplinary cooperation between music and other subjects can be promoted through the design of themed activities such as "Music and Literature" and "Music and Visual Arts." These activities allow students to experience the diversity and cross-cultural attributes of music in a multidisciplinary context, enhancing their understanding and appreciation of music from multiple perspectives.

4.2.3 Hosting Themed Music Festivals

Regular campus music festivals or music weeks can be organized, with themes centered around specific music genres, cultural traditions, or world music. These events can include performances, lectures, and workshops involving the whole school. Such immersive musical experiences enrich students' musical literacy and foster a stronger sense of cultural identity.

4.3 Support and Assurance for Professional Development of Teachers

4.3.1 Continuous Training for Music Teachers

Regular professional development training for music teachers can be provided, covering the latest music education concepts, teaching methods, and technological applications. By continuously improving the professional level of teachers, the high-quality implementation of music aesthetic education in both classroom and extracurricular activities can be ensured.

4.3.2 Building Interdisciplinary Teaching Teams

Music teachers are encouraged to collaborate with teachers from other subjects to form interdisciplinary teaching teams that jointly develop cross-curricular music courses and activities. This collaboration provides students with a richer and more diverse learning experience, promoting the integration of music aesthetic education with other disciplines.

4.3.3 Establishing a Teacher Resource Sharing Platform

A resource-sharing platform for teachers can be established, offering high-quality music teaching resources, course design cases, and teaching reflections. Through this platform, teachers can share experiences, exchange insights, and improve teaching effectiveness, thereby advancing the overall development of music aesthetic education on campus.

4.4 Effective Utilization of Social Resources and Cooperation

4.4.1 Introducing External Musicians and Artists

External musicians and artists can be regularly invited to the school to hold lectures, workshops, and live performances. These activities allow students to experience high-level musical artistry, broaden their horizons, and gain inspiration for their musical studies.

4.4.2 Collaborating with Local Cultural Institutions

Partnerships with local music halls, theaters, and cultural centers can be established to organize student visits to music performances or participation in cultural activities. Through these practical experiences, students can gain a better understanding and appreciation of the beauty of music and strengthen their identification with local culture.

4.4.3 Organizing Social Practice and Community Service Activities

Students can be encouraged to participate in community music activities, such as charity performances and music education outreach. Through these social practices, students not only apply their musical skills in real-world contexts but also enhance their sense of social responsibility, expanding the social impact of music aesthetic education.

5. PRACTICAL IMPLEMENTATION AND REFLECTION ON TEACHING REFORM

5.1 Case Analysis of Reform Practices

5.1.1 Case Analysis of Chengdu High-tech Zone Jin Hui Elementary School

Through immersive music experiences and community visits, students' aesthetic habits and cultural identity have been significantly enhanced. Notably, during the Ethnic Music Theme Month and community cultural exhibitions, students demonstrated a stronger sense of cultural identity and enthusiasm for participation. These activities not only fostered students' identification with local culture but also deepened their understanding of diverse cultures.

5.1.2 Case Analysis of Chengdu Technological University

Chengdu Technological University advanced students' innovative abilities and cultural identity in music creation through cross-cultural music collaboration and laboratory projects. In the cross-cultural music lab, students deepened their understanding and appreciation of global music cultures by collaborating with peers from different cultural backgrounds. Meanwhile, the project on music symbols and social identity encouraged students to reflect on the role of music in society, further promoting the development of cultural identity[9].

5.2 Evaluation and Reflection on Teaching Effectiveness

By comparing the outcomes of the reform practices at Chengdu High-tech Zone Jin Hui Elementary School and Chengdu Technological University, the study found that students at different educational stages exhibit varying performances and paths in developing cultural identity through music aesthetic education. Students at the elementary school stage gradually form aesthetic habits through perception and experience, but the depth of their cultural identity still requires further reinforcement. On the other hand, students at the university level show a strong sense of cultural identity in a cross-cultural context, but the internalization of their aesthetic habits demands more complex cultural interactions and

reflective processes. This suggests that the distinct characteristics of different educational stages necessitate differentiated strategies in the implementation of music aesthetic education to fully realize its educational potential[10].

In teaching practice, educators need to design appropriate music aesthetic education activities based on the characteristics of students at different stages. At Chengdu High-tech Zone Jin Hui Elementary School, emotional experiences and sensory stimulation should be emphasized to cultivate students' aesthetic habits and cultural identity. Chengdu Technological University, on the other hand, should focus on cultural reflection and cross-cultural interaction, deepening students' cultural identity through complex music creation and research projects. Additionally, the design of campus spaces should be more flexible and diverse to accommodate different activities, creating richer artistic experiences.

6. CONCLUSION

6.1 Research Summary

This study, through empirical analysis of two representative schools in Sichuan Province, highlights the critical role of music aesthetic education in campus spaces in shaping students' aesthetic habits and cultural identity. The findings indicate that well-designed campus spaces and diversified music aesthetic education activities can effectively enhance students' artistic literacy and cultural identity. This discovery provides important empirical support for educational reform and offers guidance for the future development of music aesthetic education.

6.2 Research Limitations

This study has certain limitations, such as a limited sample size and the focus on only two schools in Sichuan Province, which may limit the generalizability of the results. Future research could expand to include more schools and regions to further verify the universality and validity of the findings.

6.3 Future Research Directions

Future research could explore the cross-cultural adaptability of music aesthetic education in the context of globalization, particularly its role in multicultural education. Additionally, interdisciplinary studies and collaborative research

across different educational stages are important directions for the future development of music aesthetic education. By integrating more diverse cultural backgrounds and educational practices, music aesthetic education can better address the educational needs of the new era and cultivate students with a global perspective and cultural sensitivity.

AUTHORS' CONTRIBUTIONS

First author Songlin Zhou guided the research, outlining the theoretical basis and designing the empirical study at Chengdu Technological University. She used rigorous methods to collect and analyze data. Findings were synthesized and presented in the paper. Second author Yuanyuan Ma contributed to data collection and processing. She also conducted a supplementary empirical study at Chengdu High-tech Zone Jin Hui Elementary School.

ACKNOWLEDGEMENTS

This paper is one of the research results of the 2024 Laboratory Open Fund project of Chengdu Technological University, Laboratory Open Fund project of College of Humanities and Design, titled "Sound and Joy Resonance: Training Project for Improving College Music Literacy under Aesthetic Education in Engineering Colleges", which was supported by Chengdu Technological University.

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