

Exploring the Core Values and Cultivation Goals of Music Education in Curriculum Thinking



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Abstract: Music education plays an important role in Curriculum Civics, which can not only cultivate students' music literacy but also promote the development of students' ideological quality and thinking ability. The requirements for music education in Curriculum Civics are no longer just about learning music knowledge and skills, but about cultivating students' comprehensive quality level in music education and promoting their all-round development. The article deeply explores the core value and cultivation goal of music education in curriculum thinking and politics and gives effective strategies to carry out music education in curriculum thinking and politics, to provide work guidance for the majority of educators.

Keywords: Curriculum Civics; music education; core values; cultivation goals

Introduction

Curriculum Civic and Political Science refer to the combination of ideological and political education with various courses to fully implement the education policy and cultivate students' comprehensive quality and ideological morality through curriculum setting and teaching practice. Music education, as an important art education discipline, also plays a unique role in curriculum thinking and politics. Music education can stimulate students' emotions and develop aesthetic skills, as well as guide them to think about issues related to values. Therefore, it is of great theoretical and practical significance to explore the core values and cultivation goals of music education in curriculum thinking and government, and teachers are required to combine the teaching requirements of curriculum thinking and government to clarify the core values and cultivation goals of music education and inject new vitality into music education.

1. The core value of music education in curriculum thinking and government

1.1 Help cultivate students' aesthetic emotion and aesthetic ability

Music as an art form contains rich emotions and feelings. Through contact with musical works, students can further develop their aesthetic emotions, express their emotions and feel the power of art from them. Through the study and appreciation of music in Curriculum Civics, students can enhance their sensitivity to and appreciation of beauty and develop their ability to perceive and understand musical works (Yang, 2023). Music also enables students to experience different musical styles and cultural backgrounds, broadening their aesthetic field and fostering their inclusiveness and respect for diversity. Through music education, students can develop their aesthetic emotions and aesthetic abilities more comprehensively and cultivate good emotional expression and aesthetic awareness, so that they can better understand and appreciate the beauty of art and enhance their own literacy and cultural cultivation.

1.2 Helping to enhance students' cultural identity

Another core value of music education in Curriculum Civics is to help enhance students' sense of cultural identity. Through the study and appreciation of music works, students can deeply

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understand and inherit local culture, draw cultural nutrition from it, and enhance their sense of identity with their cultural traditions. As a cross-cultural language, music education allows students to experience musical styles and expressions from different cultural backgrounds, further expanding their horizons and promoting cultural diversity and integration. Music education can also cultivate respect and tolerance for diverse cultures. Through exposure to musical works from different countries and ethnic groups, students can understand and appreciate the artistic expressions of different cultures and enhance their understanding and respect for other cultures. This cross-cultural experience can also effectively broaden students' thinking horizons and cultivate their adaptability and tolerance in a multicultural environment, thus enhancing their sense of cultural identity and identity (Zhou, 2023).

1.3 Helps cultivate students' creativity and innovative thinking

The process of music composition and performance requires students to think and express creatively, which is a positive contribution to the cultivation of students' creativity and innovative thinking. Music composition is a kind of imaginative and creative activity. In the process of composing music, students need to make innovative ideas and expressions and give full play to their imagination and creativity. Through music composition, students can try different combinations of musical elements, explore new ways of musical expression, and cultivate their creative thinking and expression skills. This thinking and practice in the creative process can stimulate students' creativity and cultivate their spirit of daring to experiment and innovate. This cultivation of creativity and innovative thinking will make students more adaptable to the development needs of the future society and lay a solid foundation for their lifelong development.

2. The cultivation objectives of music education in curriculum thinking and administration

2.1 Cultivating students' aesthetic and humanistic qualities

An important cultivation goal of music education in curriculum thinking and administration is to cultivate students' aesthetic literacy and humanistic literacy, which refers to students' sensitivity to and appreciation of beauty, while humanistic literacy emphasizes students' understanding and perception of humanistic spirit and values. By appreciating different styles and genres of music, students can develop sensitivity to musical beauty, perceive aesthetic elements in musical works, such as melody, harmony, and rhythm, and appreciate the artistry of music through the combination and expression of these elements. In addition, teachers should focus on developing students' humanistic literacy in music education; music, as a form of cultural expression, contains rich cultural connotations and historical background (Gao & Bu, 2022). Through studying music works, students can understand musical styles and expressions in different cultural contexts and broaden their cultural horizons; they can recognize the close connection between music and society and humanistic spirit, understand the impact of music on society and culture, and enhance their respect and understanding of multiculturalism.

2.2 Develop students' cooperation and communication skills

Music is a collective art form, which requires students to work closely with others in an ensemble, chorus, or orchestra performance, to communicate and cooperate, and to create harmonious musical works together, so music education in Curriculum Civics needs to focus on cultivating students' cooperative and communicative skills. In the musical ensemble process, each student plays a different role, each is responsible for a different instrument or voice part, and they need to listen to and understand each other and coordinate to achieve overall musical harmony. This collaborative experience allows students to learn to respect the musical expression and talents of others and to work together in the pursuit of excellence in musical performance. Music promotes communication and exchange among students. Teachers in Curriculum Civics must seize

the opportunities presented by music education and encourage students to work together to discuss the details of performance, rhythm, and expression of musical works, to engage in in-depth communication and discussion, and to develop students' expressive skills and critical thinking in the communication process so that they can accurately express their ideas and understand and respect the views of others, effectively enhancing students' level of cooperative communication.

2.3 Cultivate students' creative thinking

Music composition is a process full of imagination and creativity, o. They need to think of innovative combinations of musical elements, harmonies, and rhythms to create unique musical works. Music education also provides a stage for students to demonstrate their creative thinking and expressive skills in music performance and improvisation, where they can show their creative thinking and personal artistic style (Wang, 2022). They can demonstrate their unique understanding and personal creation of music by reinterpreting and improvising music. This process of musical performance requires students to use their talents within an established musical framework while developing their own creative thinking and expression skills. The process of music composition and performance can be a good way to stimulate students' creative thinking. Teachers must actively change their own teaching philosophy and teaching methods to take music education as an opportunity to enable students to create and develop on their own, to develop their creative thinking, problem-solving skills, and artistic expression through the practice of music composition and performance, to stimulate their creativity and innovative consciousness, and to provide students with The students will be able to develop their creative thinking, problem-solving skills, and artistic expression skills, stimulate their creativity and innovative consciousness, and provide them with rich thinking resources and innovative abilities for their lifelong development.

3. Strategies for developing music education in curriculum thinking and administration

3.1 Create a diversified music learning environment

Teachers in Curriculum Civics can develop music education by creating a diversified music learning environment, which can provide students with rich and diverse music experiences and promote the overall development of their comprehensive literacy and aesthetic ability. Teachers can select musical works from different countries and regions, including classical music, folk music, and popular music so that students can be exposed to and understand the characteristics and expressions of different musical styles. For example, teachers can organize students to enjoy Bach's organ pieces, Beethoven's symphonies, and African drumming, so that students can experience the unique charm of different musical cultures (Ma, 2022). Through a diverse music learning environment, one can develop cross-cultural understanding and inclusiveness and broaden one's musical horizons. Teachers can also use technological devices to create a diverse music-learning environment. With the help of music software, audio devices, and video production tools, students can engage in hands-on activities such as music composition, arranging, and recording. They can use these technological devices to show their musical creativity and expression and create diverse musical works. Through this interactive way of learning, students can explore the infinite possibilities of music and cultivate creative thinking and innovative ability.

3.2 Do a good job of organic integration of music and Civic Science content

Under the curriculum of Civic and Political Science, music education must be integrated with Civic and Political Science-related knowledge, so that students can learn music knowledge and improve their own ideological and moral level at the same time, which can help promote the improvement of students' comprehensive quality and meet the needs of society for talents in the new era. When choosing music works, teachers can choose music works with

ideology and artistry for teaching. These musical works can reflect social reality, convey humanistic concerns, or express emotions and values. For example, teachers can select songs with social significance and guide students to think about social issues and personal responsibilities through their understanding and singing of the lyrics. Teachers can also guide students to analyze the ideas, values, and emotions conveyed in musical works, as well as their relevance to the context of the times, to further deepen their understanding of the content of Civics. Teachers can also organize students to create music on specific themes or social issues and encourage them to express their views and reflections through music. Through such activities, students can not only exercise their creativity and expression skills but also think about and discuss social issues and express their attitudes and positions through music (Zhang, 2021). In addition, teachers can use the situations and stories in the music learning process to guide students to think about the meaning of life, social responsibility and civic ethics, and other thinking content. By analyzing the characters, plot development, and the values conveyed behind the music pieces, students can think about and form their outlook on life and values. Teachers can organize students to discuss and write to deepen their understanding of the thinking and political content and guide them to transform their thinking into practical actions and actively participate in social practice and public welfare activities.

For example, in music teaching, the teacher a song with ideology and artistry as teaching materials called "Messenger of Peace". First, the teacher leads students to listen to the melody and lyrics of the song, which expresses the yearning and call for peace through its gentle and moving melody and heartfelt lyrics. Then, the teacher divided students into several learning groups and encouraged them to analyze the thoughts and emotions contained in the lyrics through group discussions. Through the discussions, students not only thought deeply about the meaning and value of peace but also launched in-depth discussions on social issues and put forward their

own opinions and solutions, realizing the effective integration of music education and thinking and political content.

3.3 Guiding students to participate in music practice activities

Music education cannot be separated from the support of practical activities. By involving students in actual music composing, playing, and performing activities, students can deeply experience the charm of music and help cultivate their musical literacy and thinking ability. Teachers in music teaching should actively guide students to participate in music practice activities and design a variety of rich and diverse music practice activities in class, such as composing and performing music pieces, to stimulate students' interest and love for music and to develop their musical ability and creativity (Xiang, 2021). Music performances, music competitions, choirs, and orchestras can be organized in schools so that students can actively participate in music composition and performance and feel the beauty of music through co-creation with others. Such practical activities not only stimulate students' musical interests but also develop their expressive skills and stage performance experience.

For example, in the classroom teachers can organize cross-cultural concerts and guide students to actively participate in the practice process. In the preparation stage, teachers select music pieces from different countries and regions, including classical music, folk music, and pop music, representing different cultural backgrounds and musical styles. The teacher then organizes students to participate in the preparation of the concert, such as selecting the repertoire, assigning instruments and voice parts, organizing rehearsals and stage setup, etc. Students actively learn and practice the musical pieces according to the assigned instruments and voice parts. At the end of the concert, a communication and sharing session is organized where students can share their experiences and gains in the learning and performance process and talk about the influence of different musical cultures on them. Students are actively involved in the music instruction during this

process, allowing them to gain insight and experience the uniqueness of different musical cultures through actual performance and participation. By learning and performing different musical pieces, students develop an appreciation of diverse musical styles and performance skills, as well as increased respect and understanding of other cultures (Xu, 2021).

Conclusion:

In summary, music as an art form can stimulate students' emotional resonance and aesthetic experience, enrich their inner world, and improve their aesthetic ability and emotional expression; music as a cultural symbol can help students understand and identify with the cultural environment they live in, enhance their cultural confidence, and cultivate their cultural awareness and cultural literacy; music composition and performance require students to have creative Music composition and performance require students to have creative thinking and innovative ability, and music education can cultivate students' problem-solving ability and innovative consciousness. In the actual teaching process, teachers must further play the role of music education in curriculum thinking and government by creating teaching scenarios, integrating thinking and government content, and organizing practical activities to provide strong support for cultivating students with comprehensive quality.

Conflict of Interest

The authors declare that they have no conflicts of interest to this work.

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How to Cite: Chen, S. (2023). Exploring the Core Values and Cultivation Goals of Music Education in Curriculum Thinking. *Contemporary Education and Teaching Research*, 04(08), 411-415. <https://doi.org/10.61360/BoniCETR232014270803>