

Cultivation of Students' Emotions, Attitudes and Values in College Music Teaching

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Abstract: Under the background of the new era, the society's requirements for talent training and development are gradually increasing. As a key stage of my country's talent training, colleges and universities should think from the perspective of student training and development in order to improve the quality and effect of talent training. The cultivation of students' emotions, attitudes and values in college music teaching is the teaching goal put forward in the new round of music curriculum teaching reform, which can effectively improve the actual effect of college music teaching. To this end, the article takes the cultivation of students' emotions, attitudes and values in college music teaching as an entry point, and briefly analyzes the connotation and problems existing in the cultivation of students' emotions, attitudes, and values in music teaching. As well as the improvement of the teaching mechanism and other levels, the strategies for cultivating students' emotions, attitudes and values are proposed, hoping to inspire relevant practitioners.

1. Introduction

In order to improve the effectiveness of music teaching in colleges and universities, the students' emotions, attitudes and values are regarded as the breakthrough point of the curriculum reform in the teaching reform of music courses in colleges and universities. It is expected that students' emotions, attitudes and values can be used to guide students to effectively complete related courses. , To fundamentally improve the quality and effect of talent training. However, in music teaching in colleges and universities, affected by various factors, music teaching based on students' emotions, attitudes and values has not been reflected in college music teaching. Therefore, in music teaching in colleges and universities, relevant professional teachers need to pay attention to the study of student emotions, attitudes and values, continuously improve and perfect the current teaching methods and methods, and implement the teaching goals of student emotions, attitudes and values to teaching In the process, complete the effective training of students.

2. The Cultivation Connotation of Students' Emotions, Attitudes and Values in College Music Teaching

The cultivation of students' emotions, attitudes and values in music teaching in colleges and universities can improve the teaching effectiveness of the course to a certain extent and enhance the learning effects of students, so that the cultivation of students' emotions, attitudes and values in music teaching in colleges and universities can play their due role and Value, college music teachers must first clarify the connotation of the implementation of the teaching goal, in order to effectively integrate it into the curriculum teaching to achieve the improvement of the quality and level of college music teaching. First of all, at the level of student emotions, student emotions are an important bridge for students to communicate with music. Teachers can use the cultivation of student emotions to enhance students' perception of music works, thereby stimulating students' interest in learning and completing the personalized training of students [1].

Secondly, at the level of student attitudes, student attitudes mainly refer to students' attitudes towards music, including students' interest and motivation in studying music courses, as well as students' abilities and qualities in exploration, cooperation, truth-seeking, tolerance, etc., which are the enhancement of students' course learning effects. The important foundation of.

Finally, at the level of values, values are the basis for students to evaluate and appreciate music types, works, etc. Only by realizing the cultivation of students' musical values, can students treat all kinds of music in a scientific, fair and reasonable manner in course teaching and future development. The works reflect the role and value of music teaching in colleges and universities.

3. Problems of Students' Emotions, Attitudes and Values in College Music Teaching

In the context of the new era, in order to meet the society's requirements for talent training, college music teaching has gradually paid attention to curriculum reform and innovation, and realized the curriculum teaching with the help of various teaching ideas, teaching methods and teaching techniques. The effect is improved, but in terms of the cultivation of students' emotions, attitudes, and values, there are still shortcomings. This deficiency is mainly manifested in the following levels. First, college music teachers' lack of attention to the implementation of this teaching goal, lack of attention to the implementation of this teaching goal, is a major problem in college music teaching, although the teaching goal is proposed in the new round of curriculum reform in college music teaching, But some college teachers still use the traditional teaching methods to guide students. They did not adjust the curriculum teaching method, teaching mode, and teaching content based on the teaching goal, which could not reflect the role and value of the teaching goal[2].

Second, there is a lack of necessary implementation guarantees in college music teaching. In order to enable the teaching goal to play its due role and value in college music teaching, colleges and universities should start from the two levels of system and mechanism, and adopt scientific methods. Guide college music teachers to implement the teaching goal into the actual teaching process, but analyze the current situation of college music teaching. Some universities have not formulated corresponding teaching systems and teaching mechanisms based on this teaching goal. Can not provide the necessary guarantee for the implementation of the teaching goal.

Thirdly, there is a lack of grasp of the teaching connotation of the teaching goal in college music teaching. Only college music teachers can grasp the implementation connotation of the teaching goal. In order to integrate the teaching goal into the course teaching process scientifically and effectively. However, based on the analysis of the current situation of music teaching in colleges and universities, some teachers are insufficient in the training and guidance of students' emotions, attitudes, and values in the curriculum. It still only uses words or narration to convey the emotional attitudes and values contained in the music work itself to the students, which cannot reflect the role and significance of the curriculum reform.

4. Strategies for Cultivating Students' Emotions, Attitudes and Values in College Music Teaching

4.1 Change Teaching Concepts and Improve the Effectiveness of Course Teaching

Let college music teachers deeply grasp the understanding of the connotation of students' emotions, attitudes, and values, which can help college music teachers optimize the course teaching process and complete the effective cultivation of students' emotions, attitudes and values. To this end, colleges and universities can start from their own guiding role and guide college music teachers to actively learn and communicate, so as to achieve a deep grasp of the connotation of students' emotional attitudes and values. For example, schools can regularly carry out college music teaching experience exchange meetings. Guide the music teachers of our school and the music teachers of other schools to communicate together. Let college teachers deepen their understanding of the connotation of students' emotional attitudes and values in the process of communication. At the same time, this method can also be used to help college music teachers improve their rich teaching methods in implementing the cultivation of students' emotions, attitudes, and values. In addition, colleges and universities can also guide college teachers from the level of music teachers' professional qualities. Integrate college teachers' understanding of the connotation of students'

emotions, attitudes, and values into the college music teacher assessment system, so as to arouse teachers' enthusiasm and initiative in learning, and lay the foundation for the implementation of the teaching goal [3].

In order to ensure that music teachers effectively cultivate students' emotions, attitudes and values. Colleges and universities should first allow music teachers to change their teaching concepts. Attach importance to the cultivation of students' emotions, attitudes and values in college music teaching. Then take a series of teaching measures to implement them in the actual teaching process. College music teachers can think from the following perspectives. First, attach importance to the research on the cultivation of students' emotions, attitudes and values. With the help of actual research activities, I discovered the importance of cultivating students' emotional attitudes and values in college music, and continuously improved their own education and teaching qualities in the actual research process. Lay the foundation for effective guidance of students. Second, attach importance to the promotion of students' emotions, attitudes, and values. Let more college music teaching workers recognize the importance of cultivating students' emotions, attitudes, and values, and realize the reform and optimization of curriculum teaching based on the needs of actual work.

Teachers want to realize the effective cultivation of students' music emotions, attitudes and values in the course teaching. It is also necessary to realize that students are the main body of classroom learning. Therefore, teachers also need to fully mobilize the subjective initiative of students' learning, let students actively cooperate with teachers' education and teaching work, and gradually realize the effective cultivation of students' emotions, attitudes, and values [4]. In order to enhance students' awareness of the importance of their own music, emotional attitudes, and value development, college music teachers need to pay attention to their own guiding role in the course of teaching. In addition to the focus of teaching in the course of teaching students' emotional attitudes and values. It can also guide students to actively analyze and appreciate various music works from the levels of emotions, attitudes, and values, effectively enhance the cultivation of students' emotions, attitudes, and values in college music teaching, and enhance the educational value of college music teaching.

4.2 Innovating Teaching Methods

The innovation of teaching methods can provide sufficient support for the realization of teaching goals. Therefore, in order to realize the cultivation of students' emotions, attitudes and values, college music teachers should pay attention to the innovation of curriculum teaching methods. Rely on scientific teaching methods to realize the overall development and individualized training of students. For example, in order to meet the individual learning needs of students in course teaching, teachers can introduce layered teaching methods into the music classroom, and put forward different learning requirements for students according to the actual learning situation of students. For some students with strong music learning ability or higher music literacy, teachers can guide them from the level of emotions, attitudes, and values; for students with average learning ability or higher music literacy, teachers can consider doing this from the perspective of music theory. Guidance, first improve the students' learning foundation, and then cultivate the students' emotions, attitudes and values; for students with poor music learning ability or low music literacy, teachers can guide students from the background of music or the students' intuitive feelings of music. Let students understand music through their own intuitive feelings, so as to realize the effective cultivation of emotions, attitudes and values.

The integration of modern educational technology in college music teaching can provide ideas for the reform and optimization of college music teaching. Teachers can realize the innovation of teaching methods and teaching models based on the integration of modern educational technology. For example, college music teachers can use multimedia equipment to achieve innovation in teaching methods. For example, when teachers guide students to learn national music, teachers can use multimedia technology. Introduce the folk customs of this nation into the teaching process, create a learning situation for students, and let students feel the emotions and attitudes contained in music works in the learning situation. And guide students to scientifically evaluate the music works,

so as to enhance the role and effect of college music teachers in guiding students.

4.3 Improve the Teaching Mechanism

The teaching mechanism can provide the necessary guarantee for the cultivation of students' emotions, attitudes and values in college music teaching. For this reason, college music teachers should attach importance to the improvement of college music teaching management mechanisms, and rely on scientific, complete and effective teaching management mechanisms. Realize the implementation of music teaching in colleges and universities [5]. For example, teachers related to music teaching in colleges and universities can hold teaching seminars on a regular basis. In the seminars, the content, methods and systems of music teaching in colleges and universities were discussed, and unified teaching goals and teaching systems were formulated to guide music teachers in colleges and universities to carry out teaching activities in accordance with the established and perfect teaching goals and teaching systems. So as to realize the improvement of course teaching effect.

The construction of the teaching evaluation mechanism can promote the improvement of the quality of college music teaching. For this reason, in the process of college music teaching, college music teachers should pay attention to the construction of the teaching evaluation mechanism. For this reason, college music teachers can consider including students into the teaching evaluation mechanism, and innovate the indicators of teaching evaluation. Allow students to effectively participate in the process of curriculum construction, and evaluate the construction of music teaching in colleges and universities and the teaching content of music teachers. It provides reference for college music teachers to realize the improvement of music teaching effect and the optimization of teaching process.

5. Conclusion

The cultivation of students' emotions, attitudes, and values is an important teaching goal that is conducive to improving the effectiveness of college music teaching. Music teachers in colleges and universities should give them full attention, and in the actual teaching process, think from different levels of teaching concept change, teaching method innovation, and teaching mechanism perfection. Ensure that the teaching goal can play its due role and value in the actual teaching process.

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