

# On the Cultivation of Music Aesthetic Ability of Students Majoring in Preschool Education in Higher Vocational Colleges

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**Abstract:** Music is an art that reflects the emotion of human real life. It can stimulate children's interest in learning and make them better accept music knowledge. Music education plays an important role in preschool education. It can not only stimulate children's potential, but also develop children's personality. Students majoring in preschool education in higher vocational colleges will be engaged in the work of preschool teachers in the future, which requires students majoring in preschool education to have a certain comprehensive ability and quality, and music aesthetic ability is one of them. Therefore, the music education of preschool education specialty in higher vocational colleges should expand the existing teaching means, innovate teaching methods, take emotional experience as the cut-off point, carry out the cultivation of aesthetic power in music practice education, and effectively improve the music aesthetic ability and aesthetic quality of preschool education students.

## 1. Introduction

In recent years, due to the massive enrollment expansion of higher vocational colleges, the cultural knowledge, music knowledge and music literacy of higher vocational students have been reduced. In view of this phenomenon, it is imperative to cultivate and improve the music aesthetic ability of preschool education students. In the actual education and teaching, we should pay attention to the cultivation of students' musical literacy. Through the edification of music, higher vocational colleges should cultivate and improve students' musical aesthetic ability, so that they can grow into excellent preschool education staff to meet the needs of social development.

## 2. The Important Role of Music Aesthetic Ability in Quality Education

Music appeared with the emergence of human beings. In primitive times, people's joys and sorrows were expressed through various cries. This is the original form of music. Although simple, but direct, the emotion to be expressed is truly reflected. Music is also the most original art form, so music contains unique emotions and insights, and is a direct reflection of human life. Music aesthetic ability is to feel, appreciate and experience beauty through music. Music aesthetic ability can make people get the purification of soul and the sublimation of emotion in music. Therefore, music aesthetic ability plays a very important role in school education.

As early as the Western Zhou Dynasty more than two thousand years ago, music aesthetics had appeared in China. The "six arts" implemented at that time included music, and people had the ability to appreciate music while enjoying "music" (Figure 1). Today, in the 21st century, China's educational policy of "all-round development of morality, intelligence, physique, beauty and labor" also reflects the important position of music education. Music courses are offered in primary and secondary schools. With the rapid development of society, the national concept of higher education has also changed. Exam oriented education is gradually declining, and the concept of all-round development of talents is becoming popular. In this situation, it is an important task and educational goal for preschool education major in Higher Vocational Colleges to cultivate students into professional talents with music aesthetic ability.



Figure 1 “Six arts” in ancient China

### **3. The Cultivation Strategy of Music Aesthetic Ability of Students Majoring in Preschool Education in Higher Vocational Colleges**

#### **3.1. Deeply Combing the Particularity of Music Aesthetics to Improve Students’ Aesthetic Ability**

At present, most of the music aesthetic education in higher vocational colleges are based on teaching theory, which does not reflect the characteristics of music teaching. This leads many students to like music, but they reject music lessons that only teach theory, which makes it difficult to guarantee the effect of music aesthetic education. Music is composed of sounds, which represent different music cultures in different cultures and express people’s different emotions. Therefore, music has become an art for people to express their inner emotions. Because of this characteristic of sound, music creation and understanding of music also show independent characteristics. When a musician creates music, he uses sound to compose his own experience and experience into music, which is transmitted to the audience through the performance of the performer. In this way, the creation of a musician should meet the aesthetic needs of both the performer and the audience, otherwise it will not resonate. Therefore, music has become the most common art to express emotions, and has been widely recognized by people.

#### **3.2. Using Music Criticism to Add Wings to Music Aesthetic Imagination**

The rational use of artistic criticism will also contribute to the development of music aesthetic education courses in higher vocational colleges. This way of music education through art criticism can form a supplement to music appreciation from the opposite side of music appreciation, so as to finally achieve a wider range of music aesthetic education, which will also help to promote music aesthetic education to become a real “multidisciplinary art education”. In addition, relevant studies also show that the way of music criticism is more targeted and sensitive than music appreciation, which will also help to improve the sensitivity of students’ music aesthetics. In the process of music criticism, students must do a good job of investigation and research in order to master enough data to examine the impact of music works on individuals and society. At the same time, it can promote students’ progress in professional knowledge and music skills, which can only be completed through school aesthetic education, but the reality is that school aesthetic education can not meet this requirement. It must be noted that music criticism also requires students to have good judgment in the face of music. In the process of music criticism, it is inevitable that students will form different perceptions in the face of the same music work under the influence of various factors. Therefore, in music aesthetic education, teachers should create an open atmosphere, encourage different aesthetic feelings, and resolutely avoid absolute correctness and error. Only in this way can schools cultivate students’ judgment and play the role of music aesthetic education.

#### **3.3. Improving Students’ Appreciation through Music Emotion Analysis**

Music aesthetic education as a kind of emotional education activities. It can not only awaken people’s inherent natural emotions, but also help people establish new emotions and further expand people’s emotional field. This kind of emotional education has two forms, which are embodied in

higher vocational students. First, music helps students broaden the original emotional field. Second, music can sublimate people's emotions. In the process of music appreciation, students will have a new experience and feeling, that is, music broadens the students' inherent emotional field. With the help of music works, musicians convey their life experiences and emotions. When students appreciate these works, their emotions will be sublimated. For example, today's students have never experienced war. When they hear the music describing the war, they will unconsciously put themselves in the scene described by the music. When students without rural life experience hear music works that reflect rural life, they will also come up with the artistic conception of music transmission in their minds. These experiences are difficult for students to obtain in real life, and undoubtedly enrich their emotional feelings. Research shows that human emotion includes cognitive factors in addition to psychological functions, which is the premise and foundation of emotion. In other words, the more musical works students are exposed to, the more they can form a good understanding of music, and the easier it is for students to have a new understanding of music.

Music can sublimate people's emotions. Compared with the general utilitarian evaluation of objective things, people's utilitarianism and subjectivity in music appreciation are relatively weak. When appreciating music, people's inherent natural emotion has slowly disappeared, and the emotion produced at this time is completely free of any utilitarianism and materialism. No matter whether the emotion conveyed in the works is joy or sorrow, the audience will get a higher level of spiritual enjoyment, a beautiful experience, and people's natural emotion has been sublimated and their realm has been improved. They will re-understand and examine the world from a new perspective.

### **3.4. Intersection of Music and Related Fields to Improve Students' Music Communication Ability**

As a sound art form, music is closely related to drama, dance, literature and other art forms. Therefore, music aesthetic education should not be limited to music, but should broaden students' horizons and appreciate other art forms, which is conducive to the cultivation and improvement of aesthetic power. Because music has the characteristics of abstraction, music is also the easiest to combine with other arts. The fusion of music and other art forms began with dance. As a deformation of music, dance turns rhythmic sounds into rhythmic actions that can express people's inner feelings. The dancer realizes his impulsive freedom with the help of actions. For the spectator, he puts himself in the whole dance and feels the specific image from the dancer's actions. In addition, the beauty of dance also reflects the inner feelings of the audience. Although these emotions exist in the heart of the admirer, they are expressed through the actions of the dancer. It is precisely because of the characteristics of dance that dance and music can be well combined. The result of integration is that the harmony between dance and music makes the sound more rhythmic. Dance also has stronger emotional appeal because of music. Music becomes concrete through dance, which increases the realism of music.

In addition, the fusion of poetry and music is also a common art form. The combination of poetry and music is the real fusion. Different from pure music, musical sound not only conveys the meaning to be expressed with the help of pure sound, but also has certain expressive power in its own meaning. As Schopenhauer said, the universal thing can be explained by its object, and the music content can also be combined with the specific meaning of a word. For those who enjoy music, the concreteness of abstract music with words makes up for the blank of their imagination, but not all poetry can be combined with music. The meaning of music transmission can be mysterious, abstruse, but not eloquent. If the meaning of poetry itself is highly abstract, or it expresses mood, it cannot be integrated with music. Poems that are too rational lack the harmony of music, and poems that express the development of mood do not conform to the rhythm of music.

In addition to the above two art forms, the characteristics of drama also determine that it is suitable to be combined with music. The movement track of drama is linear and fast, while the music is circular and slow. If music is to be played properly, the play must end. Therefore, most operas have almost no plot, but only use singing to replace the plot. Even if there is a drama

retained, the format of music is also replaced by the plot.

Through the comparison and analysis of the combination of the above three art forms and music, it can be seen that aesthetics in different fields, like music aesthetics, can directly penetrate people's hearts and cause deep resonance in people's hearts. Like music, dance, poetry and drama have strong emotional appeal and can cultivate people's sentiment. In music aesthetic education, dance, poetry or drama and other more abundant art forms and contents are introduced into classroom teaching, so that various art forms can be combined with each other, give play to their own characteristics and advantages, and finally achieve benign interaction and promotion, and finally achieve the improvement of students' aesthetic power. This multi art integration also promotes the integration of music aesthetics with other disciplines, realizes the innovation of music aesthetic education and other education methods, and improves the teaching efficiency.

#### **4. Conclusion**

To sum up, the improvement of music aesthetics is a systematic project that needs the joint action of multiple factors, the key of which is the innovation of traditional teaching ideas. The current society emphasizes quality education. The main goal of music aesthetic education is not only to impart theoretical knowledge, but also to help students improve their comprehensive ability in practice and meet the requirements of quality education.

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