

Research on Aesthetic Education in Instrumental Music Teaching^{*}

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Aesthetic education is an important part of instrumental music teaching content. The study of aesthetic education in instrumental music teaching can not only cultivate sentiment and improve artistic accomplishment, but also promote the healthy and all-round development of students. Through the emotional experience, the students can feel the emotion contained in the music, creating and transmitting the beauty in the performance. This paper starts from the importance of aesthetic education in instrumental music teaching, and analyzes the current situation of aesthetic education in instrumental music teaching, and puts forward corresponding implementation strategies, in order to truly realize the value of talent cultivation and art in instrumental music teaching.

Keywords: instrumental music teaching, aesthetic education, implementation strategy, emotional experience

I. Introduction

Instrumental music teaching is regarded as an important means to cultivate students' music quality. In recent years, instrumental music teaching in China has gradually entered the music classroom. "Music curriculum standard" points out that instrumental music teaching plays an important role in stimulating students' interest in learning music and improving students' ability of understanding, expression and creation of music (Lin, 2017, p. 136). Instrumental music teaching is not only to simply impart relevant theoretical knowledge and performance skills, but also to guide students to experience emotions, and to cultivate aesthetic ability, integrating their emotions into performance, improving their artistic accomplishment constantly, and achieving a perfect interpretation of the musical connotation of instrumental music works.

II. The importance of Carrying Out Aesthetic Education in Instrumental Music Teaching

With the development of the times and the continuous improvement of the students' comprehensive quality, the instrumental music teaching has attracted the attention of most schools. In this regard, the school set up instrumental teaching courses, they need to keep pace with the times, and constantly improve the aesthetic ability of students. On the one hand, carrying out aesthetic education in instrumental music teaching will help to

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strengthen further communication between instrumental music teachers and students, on the basis of helping students to improve their performance skills. On the other hand, aesthetic ability is also an important quality that a person should have to feel and understand objective things or phenomena. The ability to present beauty in itself. Through the cultivation of students' aesthetic ability in instrumental music teaching, students' ability of art appreciation and creation is improved, which is helpful to promote students' healthy and all-round development.

III. The Present Situation of Aesthetic Education in Instrumental Music Teaching

3.1 School's Aesthetic Education Consciousness to Students is Weak

Instrumental music teaching includes music theory knowledge, musical instrument theory knowledge, performance skills, aesthetic education and other aspects of teaching content. Nowadays, most instrumental music teachers focus on teaching theoretical knowledge and performance skills. Whether in classroom teaching or in mid-term and final examination evaluation, they still regard whether students can master the theoretical knowledge taught by music and whether they can perform music skillfully as the most important part of instrumental music teaching, but ignoring the most important aesthetic education. Because many schools do not list aesthetic education as the main teaching content, so it is often ignored in instrumental teaching. Students only master some theoretical knowledge and performance skills. In the long run, the bad suggestion to students' skill requirements in the process of learning instrumental music is not conducive to students' good performance of instrumental music, and students cannot really feel the beauty brought by musical instruments. Sense, will not really realize the aesthetic value of music, which leads to students in the performance of music can't accurately express their feelings.

3.2 Neglecting Students' Emotional Experience in Instrumental Music Teaching

The core of aesthetic education is emotional experience, which mainly considers making students obtain more successful experience in learning (Lang, 2015, p. 277). In instrumental music teaching, students can better grasp and appreciate the music only through in-depth experience of the emotion integrated into the music, at the same time, they can more deeply integrate their own emotion when performing the instrumental music, and display the aesthetic value of the music more perfectly. Therefore, it is very important to guide students to have emotional experience in instrumental music teaching. However, in instrumental teaching, instrumental teachers often neglect the emotional experience of students, and often pay more attention to the theoretical knowledge of musical instruments and the mastery of performance skills. Students are required to practice continuously after mastering performance skills, adhering to the principle of "practice makes perfect", practicing mechanically until they can play musical instruments mechanically, and only emphasize "practiced". However, teachers ignore playing music experience, which is not conducive to the cultivation of students' aesthetic education. Teacher does not pay attention to students' emotional expression, so the music played gives people a feeling of "dry".

3.3 Limitations of Traditional Instrumental Music Teaching Mode

The ultimate goal of aesthetic education is to require students to learn creative aesthetic, which is to have creative aesthetic ability. In the process of learning and playing musical instruments, students need to recreate the music through their own appreciation ability, which must be integrated into their own thoughts and emotions. Such performance is the so-called "soul" performance. Therefore, it is necessary to cultivate students' creative

aesthetic ability in instrumental music teaching, and constantly improve students' appreciation ability of music by stimulating students' thinking potential in class. However, due to the current traditional instrumental teaching mode, the teachers blindly infuse the theoretical knowledge and performance skills of instrumental music in the classroom, and don't deeply understand the artistic value and aesthetic feeling contained in the music. After class, the students are required to practice repeatedly and use "performance skills" to achieve "which can produce skills". However, the music played lacks "soul" and aesthetic feeling. Traditional instrumental music teaching mode has destroyed the students' creative aesthetic ability, and the aesthetic of music is only limited to playing skills, which is not conducive to the cultivation of students' creative aesthetic ability.

3.4 The Aesthetic Quality of Instrumental Music Teachers Needs to be Improved

The main reason for the lack of aesthetic education and emotional experience in instrumental music teaching is that the aesthetic quality of instrumental music teachers needs to be improved. First of all, influenced by the traditional teaching mode, most instrumental teachers have solid basic skills, that is, the mastery of performance skills. When teaching students, they usually have their own unique teaching methods and skills, but they lack the integration of emotion, and cannot correctly guide students to feel, experience and create beauty. Secondly, because the aesthetic quality of instrumental music teachers needs to be improved, so when designing teaching plans and choosing teaching contents, teachers have more heart and less power, and often ignore the cultivation of students' creative aesthetic ability. They only prepare teaching from the aspects of music theory knowledge and "showing off skills", and "strangle" the aesthetic education in teaching in the cradle. In a word, to improve the aesthetic ability of instrumental music teachers is the premise of cultivating students' aesthetic ability.

IV. The Implementation Strategy of Aesthetic Education in Instrumental Music Teaching

4.1 Schools Should Attach Importance to the Aesthetic Education in Instrumental Music Teaching

The ultimate goal of music education is to develop the music mind of music learners and make them possess the "artistic mind" of "both skillful and skillful" (Yang, 2015, p. 138). The development of music aesthetics education will greatly promote the improvement of music literacy of the whole society and even the overall development of the whole national aesthetic consciousness (Liu, 2010, p. 252). The purpose of setting up instrumental music teaching course is to train students to have a comprehensive musical literacy and improve their artistic accomplishment. Therefore, in the teaching of instrumental music in schools, students are not only required to master the skills of performing instrumental music, and understand the knowledge of instrumental music theory, but also pay attention to the cultivation of students' creative aesthetic ability. On the one hand, schools should vigorously promote aesthetic education courses, so that students can integrate their own thoughts and feelings through their emotional experience in the study of instrumental music, and perfectly express the music, from discovering the beauty of the music to creating and integrating the new beauty, so as to add "soul" to the performance of the music; on the other hand, school leaders should change their educational concepts, and then guide the instrumental music teachers to truly Recognize the importance of aesthetic education in mind, and take aesthetic education as the key point of instrumental teaching. No matter in the classroom or in the mid-term and final examinations, instrumental teachers should take the emotional expression of instrumental performance as the key point of training and assessment, not only to be proficient in performing music, but also to have

“feelings” in the music, and at the same time to increase the opportunities for students to practice on stage And constantly improve the aesthetic ability.

4.2 Actively Guiding Students to Experience Emotion in Instrumental Music Teaching

From the point of view of the teaching purpose of setting up instrumental music courses in schools, the teaching contents involved are relatively rich, including the cultivation of instrumental theory knowledge, music theory knowledge, performance skills and aesthetic quality. In the teaching of instrumental music, the emotional experience of instrumental music is the basis of aesthetic education. Only by deeply understanding the aesthetic value and artistic value of music, can we integrate our emotions into the works played. Therefore, instrumental music teachers should attach importance to guiding students to experience emotion actively in instrumental music teaching. In the way and method of guidance, firstly, language guidance: instrumental teachers can explain the background of the music, so that students can further understand the emotion of the music itself; secondly, performance guidance: you can infect students with emotional performance through your own demonstration; thirdly, video guidance: you can experience instrumental performance by appreciating the video or audio of master performance; Fourthly, practice guidance: it can let students practice on stage and experience emotion in performance. At the same time, as an instrumental music teacher, we can choose the works according to the style, type and performance characteristics, which is not only conducive to broaden the students' music vision, but also to improve the students' music aesthetic ability.

4.3 Changing the Teaching Mode, Innovating and Optimizing Constantly

Schools set up instrumental teaching courses, students' self needs should be taken as the center. Instrumental teachers should teach students in accordance with their aptitude in curriculum arrangement and teaching mode, and constantly innovate and optimize teaching methods and contents. First of all, the instrumental music teacher should “give” the classroom to the students, changing from “full of teachers” to “students' independent learning”, respecting the students' feelings in the classroom, and establishing a good teacher-student relationship with the students, so that the students love the instrument from the heart, so that they can feel and experience the beauty brought by the instrument; secondly, carrying out diversified teaching methods, instrumental music teachers should give full play to the guiding role in the classroom, and encourage students to step onto the podium, and increase the opportunities of performance and practice, and encourage students to appreciate and encourage each other, so as to effectively improve the teaching quality of instrumental music and enhance the aesthetic ability; thirdly, based on emotional experience, stimulating students' creative enthusiasm. Creation is the sublimation of students on the basis of achieving certain artistic attainments, which is a higher level through the imitation of performance skills and artistic expression, we can make innovations, integrate the new works into our own thoughts and emotions, and then perform perfectly, which will help to improve the students' artistic aesthetic ability.

4.4 Improving the Aesthetic Quality of Instrumental Music Teachers

Instrumental music teacher is one of the main body of instrumental music teaching, which plays an important role in improving the quality of instrumental music teaching and students' aesthetic ability. Therefore, as an instrumental music teacher, we should pay attention to the improvement of our own aesthetic quality. First of all, when carrying out the instrumental music teaching course, the instrumental music teachers should deeply

study and understand the contents of aesthetic education. Before teaching, they should deeply analyze the thoughts and feelings contained in the works, and integrate with their own feelings, so as to transmit the works with real “soul” to the students. Secondly, they should meet the psychological needs of the students when choosing the teaching contents, in addition to choosing classics, besides the works, you can also choose some new modern works. On the one hand, it can enable students to quickly learn and master performance skills, increasing learning interest and internal motivation; on the other hand, it can cultivate students’ musical beauty, and produce sparks of collision with students’ thoughts, and help students improve their aesthetic ability (Fan, 2014, p. 218); thirdly, in the development of instrumental courses, instrumental teachers should be bold in teaching strategies, so that students can be involved in works. Finally, in the process of teaching, instrumental music teachers can innovate teaching methods, using multimedia, Internet and other modern technologies to create the corresponding scene atmosphere, so that students can be in their situation, stimulating their interest in learning, and improving the effect of aesthetic education.

V. Conclusion

The purpose of school music education is not only to cultivate several “masters”, but also to improve the comprehensive quality and ability of the people (Zhang, 2010, p. 92). Therefore, on the basis of the school’s emphasis on aesthetic education, the instrumental music teachers constantly innovate and optimize the teaching mode by improving their personal aesthetic quality, and then actively guide students to experience emotion in the teaching process, so as to promote the development and sublimation of instrumental music art with aesthetic education, so as to truly realize the talent cultivation value and artistic value of instrumental music teaching and promote instrumental music culture further prosperity and development.

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