

The Path of Practical Exploration of Music Teaching Reform in the Perspective of Public Art

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Abstract: The implementation of music teaching reform in the field of public art is not a simple adjustment of the traditional teaching form, nor is it a simple change in the curriculum, but a new educational concept of the depth of practice, this process not only focuses on the innovation of the teaching content but also emphasizes the integration of the content of the ideology and politics into the music teaching organically through the integration of multidisciplinary cooperation, teachers can guide the students to improve the artistic quality and aesthetic ability during the learning process, the reform not only enriches the connotation of music teaching, but also effectively promotes the development of students' comprehensive quality. Through multidisciplinary integration and cooperation, teachers can guide students in the learning process to improve artistic literacy and aesthetic ability, through the reform not only enriches the connotation of music teaching, but also effectively promotes the development of students' comprehensive quality, the teaching process, teachers should be combined with modern teaching methods, to comprehensively improve the core qualities of students and thinking ability.

Keywords: Public art; Music teaching; Pedagogical reforms

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With the development of society and the diversification of cultural needs, the reform of music teaching has gradually become an inevitable trend, especially in the field of public art, it is more necessary to keep abreast of the times and carry out innovation and exploration of teaching methods, the traditional music teaching focuses on the training of techniques and the teaching of theories, and ignores the close connection between music and society, environment and culture. In the context of public art, music is not only a discipline, but also an important means to participate in social and cultural construction. How to integrate music teaching into the overall framework of public art not only retains the artistry of music, but also strengthens its social and practical nature, which has become a challenge that music educators have to face nowadays. From the perspective of public art, this study explores how to closely integrate music teaching with actual social contexts through teaching reforms to enhance students' artistic creativity and sense of social participation. Through the analysis of different teaching modes and teaching concepts, we will explore a new path of music teaching that suits the current needs of society, not only focusing on diversification and interdisciplinary integration in the curriculum, but also emphasizing teacher-student interactions, social participation and the construction of cultural identity in the process of practice. In this context, the practical exploration of music teaching reform will become one of the important forces to promote the development of public art in the future, and provide a broader vision and possibilities for music education.

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1. The Significance of the Implementation of Music Teaching Reform in the Public Art Perspective

(1) Promoting the enhancement of artistic literacy and the development of aesthetic skills

The implementation of music teaching reform in the context of public art not only helps to improve students' artistic literacy, but also comprehensively enhance their aesthetic ability, music as an art form and visual art, dance, theater and other public art has a close connection, teaching reform can break the boundaries of the disciplines to form a multidisciplinary integration of the teaching model, by guiding students to experience the diversity and richness of the arts in the study of music, develop their understanding and comprehension of works of art, and enhance their ability to appreciate the arts. By guiding students to experience the diversity and richness of art in music learning, they can cultivate their comprehension and perception of art works and enhance their art appreciation ability. The cultivation of such aesthetic ability is not only conducive to the growth of students in the field of music, but also can stimulate their interest in other forms of art to further expand their comprehensive artistic qualities.

(2) Enrichment of cultural life and social interaction in public spaces

Teachers need to realize that the reform of music teaching should not be limited to classroom teaching, but also needs to be extended to the public space and the community, combining music education with urban cultural construction through music performances and festive art activities in public places, which not only enriches the cultural life of the public, but also enhances the interaction and emotional ties between community members. In the process of participating in public art projects, students can apply the music knowledge learned in the classroom to the real world, and also enhance their sense of social responsibility and cultural participation through interaction with the society, which is conducive to the development of students' social practice ability, and encourages them to pay attention to the real life and social problems in the process of learning and express their own opinions and artistic feelings in an artistic way.

(3) Promotion of multicultural exchanges and cultural heritage

The reform of music teaching has the significance of promoting multicultural communication and cultural inheritance. Music education, as an important bridge for cultural exchange, can effectively promote cultural dialogues between different ethnic groups, regions and countries, and through the introduction of a variety of music styles and cultural elements, such as ethnic music and world music, in cross-curricular studies, students can not only feel the diversity of music, but also gain a deeper understanding of the history and values behind different cultures. The teacher should emphasize the importance of local music in music teaching. By focusing on the inheritance and innovation of local music culture in music teaching, teachers can stimulate students' sense of identity and pride in their own culture and make them more mission-oriented and creative in the process of cultural inheritance.

2. The Implementation of Music Teaching Reform Strategies under the Perspective of Public Art

(1) Full integration of political thinking

The integration of ideological and political elements in the reform of music teaching is conducive to strengthening the ideological and political education of students, and it can also guide them to realize the social values in music to cultivate their patriotism and sense of responsibility. In music teaching with classic red songs as a case study, teachers can combine the artistry of music with the ideological and political education, giving students a deeper level of ideological cognition and emotional experience. For example, the song "Shandandandan flowers bloom red" is a representative work of Shaanxi folk songs, songs full of passionate praise for the revolutionary struggle, showing the people of northern Shaanxi to the Red Army's incomparable

love and firm belief in the revolution. Teachers in the teaching process, in addition to teaching the musical characteristics and melodic structure of the song, can further guide students to think about the historical background behind the song, to understand the hardships of the revolutionary era and the people's desire for liberation. In this way, students can not only master the music skills, but also feel the great power of the revolutionary spirit and inspire their love for the motherland and respect for history. The song "My Motherland" expresses the love for the motherland through the beautiful melody and sincere emotion, which can be used as an important material for Civics and Political Science teaching in the classroom. Teachers can help students understand the patriotic feelings and cherish the peaceful life conveyed in the lyrics, and organize students to discuss the beautiful mountains and the happy life of the people in the motherland depicted in the song, so as to stimulate their pride in the country and the nation. Through in-depth analysis of the emotion and historical background of the song, students not only learn the expression of music, but also deepen their knowledge and understanding of the national sentiment.

(2) Strengthening multidisciplinary linkages

Teachers implementing music teaching reform under the public art perspective need to strengthen multidisciplinary connections, which not only helps to break through the boundaries between disciplines, but also promotes the deep integration of music education and other disciplines, thus enhancing the comprehensive literacy of students, and by organically combining the subject of music with the content of multiple disciplines such as language, history, geography, and so on, music classroom teaching becomes richer and more diversified, and creates a more three-dimensional Learning experience for students. For example, when students learn "Jasmine Flower" in singing teaching, teachers can combine traditional Chinese culture and historical background to expand teaching, this song as a representative of China's excellent folk songs not only has a melodious melody, but also carries the humanistic feelings and life picture of the Jiangnan region. Teachers can introduce poems and allusions to the jasmine flower in the classroom from a literary point of view to help students understand the noble quality and gentle national temperament symbolized by the jasmine flower in the work from a multicultural perspective. At the same time, through the introduction of geography knowledge, teachers can also guide students to understand the natural environment and customs of the Jiangnan region, so that students can sing and form a more intuitive understanding of the regional culture and natural environment at the same time. This multidisciplinary connection not only allows students to better understand the cultural connotation of the song, but also enhances their sense of identity and love for the traditional national culture. When teaching the Yellow River Cantata, teachers can combine music teaching with history and geography. This grand choral work is not only a classic musical work of the anti-war period, but also a historical scroll reflecting the unyielding struggle of the Chinese nation. Teachers can introduce the background of the war and the importance of the Yellow River Basin in China's history to students through the knowledge of history in the teaching process, so that students can experience the impassioned emotion and noble patriotism in the song in contextualized learning. At the same time, teachers can also let students understand the geographic features, ecological environment and the symbolism of the Yellow River Basin in Chinese culture through the integration of geographic knowledge, so that students can gradually form a holistic perception of China's natural geography and humanistic history in music learning. This multidisciplinary teaching method not only enables students to have a more comprehensive understanding of the work, but also stimulates their creative thinking and promotes the improvement of their overall quality.

3. Conclusion

In summary, the reform of music teaching under the public art perspective is not only an educational innovation, but also a practical exploration path full of challenges and opportunities, which requires teachers

to go beyond the limitations of music itself and place music teaching in a broader educational landscape, so as to promote the organic fusion of music with other disciplines and social responsibility. This process not only enhances students' artistic literacy and aesthetic ability, but also cultivates their sense of social responsibility, cultural identity, and a rich academic career. On this road of exploration, teachers need to constantly innovate teaching strategies, actively adapt to the educational needs of the new era, and closely integrate music education with social development, so as to make it more powerful vitality in the new historical conditions. Only in this way can music teaching play a more far-reaching educational value in the context of the new era, and truly realize the multiple goals of cultural heritage, quality education reform and social progress.

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