

Research on the Practice Path and Teacher Guidance Strategy of Music Aesthetic Education in Middle School

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Abstract

In recent years, as quality education has deepened, aesthetic education in middle schools has gained increasing attention. Music is a crucial subject in the middle school education system and serves as an important medium for aesthetic education. However, there are still several issues in current middle school music teaching, such as teachers' insufficient understanding of aesthetic education, students' lack of independent aesthetic abilities, and inadequate educational environments and resource allocation. These issues not only affect the effectiveness of middle school music teaching but also hinder the development of students' aesthetic literacy. To address these challenges, this article explores practical approaches to aesthetic education from the perspective of updating educational concepts, including teaching according to individual aptitude, reinforcing the foundation of music theory, and reshaping the core of aesthetic education. It also discusses strategies for teacher guidance, such as tiered teaching to activate diverse aesthetic potentials, strengthening practical training to form a multi-dimensional aesthetic system, and innovative educational concepts. These strategies aim to stimulate middle school students' interest in music learning and comprehensively enhance their aesthetic abilities, thereby laying a solid foundation for the development of their musical literacy and overall well-being.

Keywords

Middle school music; aesthetic education; practice path; teacher guidance strategy

Introduction

In recent years, with the advancement of quality education, secondary schools have increasingly emphasized the cultivation of students' aesthetic abilities. Music is a crucial subject for aesthetic education; however, in daily teaching, it still faces challenges such as teachers' insufficient understanding of aesthetic education and students' lack of aesthetic concepts. Moreover, the middle school stage is a critical period for shaping students' correct values. Aesthetic music education should break free from the constraints of traditional exam-oriented education and focus on stimulating students' interest in aesthetics and fostering their autonomy. Based on this, this article will explore practical approaches such as differentiated instruction and building a foundation in music theory, as well as guiding strategies like situational teaching and interdisciplinary integration, with the aim of constructing a comprehensive system of music aesthetic education to help students improve their aesthetic abilities and overall qualities.

1. Teachers' Cognition of Aesthetic Education Is Insufficient

1.1 Teachers' cognition of aesthetic education is insufficient

In the process of teaching music in middle schools, many teachers treat music classes as skill training sessions, focusing on rhythm training and sheet reading, thereby neglecting the cultural inheritance and emotional cultivation aspects of aesthetic education. This approach often leads to breaking down musical pieces into individual theoretical points, lacking guidance on the overall aesthetic atmosphere of the work, which hinders students from building a comprehensive artistic cognition system (Huang, 2022). Teachers need to improve their ability to implement aesthetic education. Firstly, some teachers lack a systematic understanding of aesthetic education theory, making it difficult for them to grasp the core objectives of music aesthetic education. Secondly, many teachers still rely on traditional lecture-based teaching methods, failing to use situational creation and interactive experiences to stimulate students' aesthetic resonance. For example, when teaching Tchaikovsky's 'Swan Lake' Suite, teachers focus solely on helping students accurately grasp the rhythm of the piece, without delving into the romantic emotions and unique Russian cultural nuances embedded in the work, leading to aesthetic education being marginalized in music teaching. Additionally, teachers overlook the individual differences in students' judgment abilities, and a uniform teaching content fails to meet the diverse aesthetic needs of students, further widening the learning gap among students (Duan, 2022).

1.2 Students' independent aesthetic ability is insufficient

In the realm of music aesthetic education, the weak aesthetic foundation of most students often results in poor educational outcomes. Due to the marginalization of music education, many students have a poor grasp of basic music theory and lack the ability to perceive musical elements such as melody and harmony, hindering their deeper understanding of the aesthetic essence of works. Moreover, students' exposure to music is overly limited, mostly confined to popular music, lacking a systematic understanding of traditional and classical music, which narrows their aesthetic horizons (Zhou, 2021). In terms of independent aesthetic ability, students are often passive recipients, lacking the initiative to explore the aesthetic value of musical works. In music appreciation, they can only appreciate the pleasantness of melodies but struggle to connect with the emotional expression and cultural background of the works. For instance, when appreciating 'The Fate Symphony,' most students can only sense the melody's intensity but fail to deeply understand the work's message of 'struggling against fate' and its profound philosophical implications, making it difficult to integrate musical perception with cultural cognition. Additionally, the lack of opportunities for aesthetic expression in class prevents students from deepening their experiences through communication, which is detrimental to the development of personalized aesthetic judgments (Liu, 2025).

1.3 Insufficient educational environment and resource allocation

The school's emphasis on music aesthetic education is insufficient, often treating music as a secondary subject. This leads to issues such as a shortage of professional teachers and reduced class hours. Teaching resources are also inadequate: firstly, the equipment, including instruments and sound systems, is outdated and fails to meet the needs of music education; secondly, the content taught by teachers is disconnected from students' real-life experiences and lacks integration with modern music culture, such as the absence of guidance on the appreciation of popular music, which hinders students' ability to enhance their aesthetic awareness through familiar musical forms. The lack of support from family and society makes it difficult to effectively implement aesthetic education. Parents typically focus on their children's academic performance in core subjects and do not emphasize the cultivation of aesthetic qualities through music. The trend towards commercialization and fast-food style music has led to the dominance of commercialized and fast-food style music, which misleads students' aesthetic preferences. Additionally, an evaluation system that emphasizes technical assessments causes teachers to prioritize the training of musical theory and singing skills, which contradicts the core goals of aesthetic education, making it challenging to implement aesthetic education in middle school music teaching.

2. The Practice Path and Teacher Guidance Strategy of Music Aesthetic Education in Middle School

2.1 The concept of education is innovated, and the core of aesthetic education is reshaped

To address the issue of teachers' insufficient understanding of music aesthetic education, the starting point should be

the innovation of educational philosophy. Teachers need to reposition middle school music courses as a key platform for developing students' cultural understanding and aesthetic literacy. For instance, when teaching the high school music appreciation lesson 'The Rich Flavor of Central Plains,' teachers should move beyond the traditional approach of explaining folk songs and incorporate historical stories and folk culture from the Central Plains region into the lessons. For example, by using a segment from the Henan Yu Opera 'Hua Mulan,' teachers can guide students to appreciate the resilience and patriotic spirit of the people of the Central Plains through the charm of the singing style and the depth of the lyrics, thereby promoting a deeper integration of musical aesthetics and cultural heritage. Schools can regularly organize specialized seminars on music aesthetic education, where teachers can study the 'Music Curriculum Standards' and the latest theories in aesthetic education, integrating the concept of 'education through beauty' into their teaching designs. For example, in rich folk instrumental units, an immersive listening environment can be created, guiding students to gradually form a personalized aesthetic cognition system while experiencing the elegance of Jiangnan silk and bamboo music and the straightforwardness of Northern drum music (Chen, 2024).

2.2 Hierarchical teaching activates multiple aesthetic potential

Based on students' differences in music foundation and interests, teachers can implement tiered teaching. For students with a weak foundation in music theory, teachers can encourage them to learn basic musical elements and use game-based activities like melody chain and rhythm imitation to help them grasp concepts such as pitch and rhythm. If students are interested in classical music, teachers can encourage them to explore the history of Western music and organize appreciation sessions for impressionist works like Debussy's 'Clair de Lune,' guiding students to analyze the music's ambiguous atmosphere from aspects such as form structure and harmonic color. If students prefer pop music, teachers can use the 'Music and Era' unit in the textbook to encourage students to compare and analyze classic works with modern pop music techniques. For example, Jay Chou's 'Qinghua Ci' uses traditional pentatonic scales, which can help students discover the aesthetic value of pop music and challenge preconceived notions about aesthetics. Additionally, by establishing a dynamic tiering mechanism and adjusting teaching strategies based on students' learning progress, it ensures that students develop comprehensively while enjoying a positive aesthetic experience (Zhang & Wei, 2023).

2.3 Strengthen practical training and form a multi-dimensional aesthetic system

Through practical training, the deep integration of music theory and aesthetic perception can be promoted. Teachers can use the 'Music Composition' unit in the textbook to design thematic creation tasks for students, such as having them create musical pieces based on the theme of 'The Four Seasons,' using the rhythm and melody they have learned. Through practical training, students can gain a deeper understanding of the expressive power of musical elements. In conjunction with the 'Journey into National Music Culture' module, teachers can guide students to engage in activities that involve experiencing national instruments, such as playing the bamboo flute and erhu, to understand the relationship between the timbre of different instruments and their expression of musical emotions (Ma & Wu, 2023). Additionally, teachers should expand extracurricular practice opportunities, encouraging students to participate in choir rehearsals, where they can experience the spiritual essence and grandeur of the works through actual performances, thereby elevating their cognitive understanding to emotional resonance. Furthermore, various digital teaching tools (such as virtual performance software and music analysis apps) can be utilized to enhance students' aesthetic practice efficiency, forming an aesthetic education system that integrates classroom teaching, extracurricular practice, and digital technology (Pu & Huang, 2022).

3. Conclusion

In summary, in the process of aesthetic education in middle school music, it is essential to integrate the cultural significance of music textbooks and leverage practical approaches and teacher guidance strategies. This involves delving into the resources of middle school music textbooks, conducting diverse educational practices, innovating educational philosophies, and enhancing teaching methods, all aimed at laying a solid foundation for students' aesthetic abilities. Moving forward, it is crucial to further refine educational strategies, clarify the essence of aesthetic education, and make music an important subject for nurturing students' hearts and cultivating their aesthetic literacy, thereby ensuring that middle school students achieve all-around development through their musical aesthetic experiences.

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