

On The Cultivation of Music Aesthetic Quality in Music Appreciation of Teenagers

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Abstract. Music is not only about hearing, but more importantly, feeling. However, many young people still lack the ability to appreciate music, and the aesthetic appreciation of music needs to be improved. Scholars at home and abroad have been devoted to the cultivation of youth music aesthetics, and have provided many effective solutions to this problem. This paper mainly discusses the existing problems of teenagers' music aesthetic, and how to solve these problems and how to cultivate teenagers' music aesthetic quality correctly and effectively. Through a variety of music courses and providing a good free atmosphere, students can improve their aesthetic level, develop creativity and expression skills, explore their interests and talents, build self-confidence, and form a positive self-identity. This can open up a broader artistic horizon for young people, develop a respect and appreciation for cultural diversity, and thus become better lifelong music lovers. In general, the cultivation of teenagers' music aesthetics is a complicated and important process. By providing diverse music experiences, encouraging participation in music creation, guiding deep thinking about music works, establishing music appreciation communities, and supporting and participating in family and education, the development of young people's music aesthetics can be effectively promoted. Further research will help to understand the formation process of teenagers' music aesthetics and provide more scientific and effective guidance for teenagers' music education.

Keywords: Teenagers, music, aesthetic ability, aesthetic psychology.

1. Introduction

The youth period is an important stage of individual development, and the cultivation of music aesthetics is particularly important in this stage. However, the formation and cultivation methods of teenagers' music aesthetics are still a research field that attracts much attention.

Music aesthetics is an individual's ability to appreciate and evaluate music, which is not only the perception and understanding of music works, but also the emotional experience and cognitive thinking of music. Teenagers are the key period for the formation of individual music aesthetics, and their aesthetic ideas and tastes of music will have a profound impact on their future music development. However, at present, there are relatively few researches on teenagers' music aesthetics, which need further exploration. This paper begins with the discussion of teenagers' music aesthetic problems, analyzes four reasons for the formation of this problem, and finally gives two suggestions for cultivating teenagers' music aesthetic ability.

The culture methods mentioned in this paper are:

Firstly, Provide diverse music experience: Expose young people to different types of music works, including classical music, pop music, folk music, etc., to broaden their musical horizons. Secondly, Encourage active participation in music creation: through participation in music creation activities, such as choir, band, etc., to cultivate young people's musical expression ability and creativity.

By studying the formation process of teenagers' music aesthetics, we can reveal the law of the development of music aesthetics, provide a basis for the theory of music education, and provide guidance for teenagers' music education to promote the all-round development of their artistic quality. Be able to contribute their own strength to social construction, and be able to apply their good aesthetic ability in social life and daily work. Over time, these students with good musical aesthetic ability will contribute to the harmonious development of the whole society and promote the enhancement of the country's soft power [1].

2. Existing Problems

Music aesthetic ability is an important ability for young people to learn music, and it is the main condition for them to learn and appreciate music independently. Music aesthetics is very important to the development of young people, which is conducive to the cultivation of music literacy, such as music aesthetic taste, music understanding ability, so as to help young people correctly understand music art. However, in contemporary society, young people's ability to appreciate music still needs to be improved. Nowadays, most young people still stay at the basic level of "listening and playing". The young simply appreciate the melody and lyrics of a good song, and even simply like the singer. When asked what is good about the song behind it and how to appreciate it, many teenagers are speechless. In addition, real music education in general schools is rare, most music education only allows students to learn simple music knowledge, such as music, only let them have a simple understanding and appreciation of music, which is far from enough. Even some schools, in order to improve students' academic performance, do not pay attention to music lessons, forcing the already limited music lessons into other cultural courses, music lessons become useless. From the perspective of students, they have a simple but profound understanding of music. Almost everyone has a favorite singer or style of music. From this point of view, they are still full of love and yearning for music. However, because they are limited to the shallow level of age and knowledge structure cognition, their level of music appreciation is still at the primary stage, and they are only interested in some popular music. This is far from the artistic understanding ability of a high-level talent [2]. It is a culture that is different from vision and touch, and it is urgent to cultivate the ability of hearing and enhance the aesthetic appreciation of hearing art.

2.1. Lack of Auditory Appreciation

Music courses in general education play a vital role in cultivating students' musical aesthetics. Music courses are not only for students to learn to play an instrument or sing, but more importantly to improve their perception of music and expressiveness. One can learn music most effectively only by perceiving it correctly, feeling it deeply and thinking about it. In music lessons, students should concentrate on listening to music at every stage. Whether singing, playing an instrument or listening to music, students should concentrate on the beauty of music. By concentrating on listening to music, students can better understand the connotation and emotional expression of music, thereby improving their musical performance. Music lessons should teach students to listen to music attentively and thoughtfully. This means that students do not just listen to the music, but actively think about the emotions and meanings that the music is meant to convey. They should learn to analyze the structure, melody, harmony and the meaning of the lyrics of the music, so as to better understand the music works. By listening to music thoughtfully, students can develop a more acute sense of music and a deeper understanding of music. Music courses should also focus on improving students' skills. Through musical behaviors such as singing and playing instruments, students can continuously improve their musical skills. The improvement of skills is not only to achieve the accuracy of the performance and the proficiency of the skills, but more importantly, to allow students to better express the emotion to be conveyed by the music. Only when the skills are perfected can students better express their emotions and thoughts through music [3]. The uniqueness of music is reflected in the fact that its expression is first perceived by hearing, and many teenagers today lack the ability to perceive hearing. For example, the ability of aspectual Hearing which means discovering different aspects of music, rather than simply the music made by Musical Instruments. The music brings us different feelings. It is a sensory experience in which sound is expressed differently, similar to white noise and ASMR, which produce a silencing effect through a sound that may be subtle or unusual. For example, Stephen Vitiello, the music snippets he provided 'World Trade Center Recordings Winds After Hurricane Floyd', it recorded the street segment of the World Trade Center before 9/11. When people listen to this segment after 9/11, they will find that the building can be a tool that we can't lock and recycle, which makes people reflect on the changes in life before and after 9/11, which is the significance of the existence of aspectual hearing.

The current situation is that many teenagers think that music and the information conveyed behind music are independent, and the lack of appreciation ability leads them to lose their expectation of music education. Through music perception ability, they can understand the meaning expressed by melody, pitch, rhythm and even silence in songs, and associate them with music easily, which is the true immersion experience of music. Therefore, when young people lack aesthetic perception and taste, they will feel numb to music, because they can't understand the deep meaning of music, which is the lack of aesthetic ability of contemporary young people.

2.2. Imperfect Aesthetic Psychology

There is other reason is that problem of aesthetic psychological structure. The active perception of musical beauty requires the participation of thinking activities. Music is not just a sensory pleasure; it also involves our thinking and intellectual activities. When we listen to music, we are not only moved by the music, but also distinguish and think about the unperceived material in the music. This mental activity is the basis of our positive perception of music. The intellectual basis of a person in the creation and perception of music cannot be ignored. Music creation needs the creator's intelligence and thinking, and music perception also needs the audience's intelligence and thinking. We need to understand the structure, emotion and meaning of music through thinking activities, so as to better perceive and appreciate music works. Only with a certain intellectual foundation can we understand and experience the beauty of music more comprehensively [4]. When listening to music, we are not only moved by the music, but also distinguish material that we do not perceive by thinking about it. This ability to think allows us to understand the music more deeply, to discover the details and connotations. By thinking, we can better analyze the structure and expression of music, thereby improving our musical perception. The development of aesthetic taste and artistic ability always interact with ideological and moral education. The cultivation of music aesthetic taste needs our deep thinking and understanding of music, which is often closely related to our ideological and moral education. By thinking and understanding music, we are able to better perceive the emotions and values in music, thus cultivating a more noble aesthetic taste and artistic ability.

The aesthetic psychological structure of teenagers' music is a complex and multi-dimensional structural system, including aesthetic perception, imagination, emotional understanding and other elements. However, the results show that there are some deficiencies in the aesthetic psychological structure of teenagers at this stage [5]. First of all, the lack of aesthetic perception is an important problem in the aesthetic psychological structure of teenagers' music. Teenagers have a relatively weak perception of music and often have difficulty accurately picking up nuances and expressions in music. This may have something to do with their insufficient understanding of musical language and structure. Secondly, the lack of aesthetic emotion in national music is also a problem in the aesthetic psychological structure of teenagers' music. Under the background of globalization, the influence of pop music and Western music culture is increasing among young people, while the appreciation and understanding of local music and folk music is relatively low. As a result, young people do not have deep understanding and resonance of folk music in aesthetic emotion, and lack of identification and attention to local culture and musical tradition. Finally, the lack of aesthetic understanding is also a major problem in the aesthetic psychological structure of teenagers' music. Young people often do not have a deep understanding of the meaning of music and the artistic value behind it. They may only stay on the surface of the auditory enjoyment, and lack of deep thinking and understanding of the creative intention, artistic style and cultural connotation behind the music works. This lack of aesthetic understanding limits their overall appreciation of musical works and the development of critical thinking. The lack of psychological and moral education makes it impossible to ignore the influence of too little or too much empathy music on many teenagers today.

Punctum (Breaking through of complacency studium) that informs a more personal response. It reveals and uncovers a new meaning and understanding to a song that we thought we knew.)of hearing art, it is a very subjective and private personal background in hearing art.Young people's psychology is not yet sound, and at this time, ,and if they are exposed to something similar to stimulation,like

punctum , it may lead to changes in young people's music psychology.' Genevieve Dingle, an associate professor of clinical psychology at the University of Queensland in Australia, told the *Lancet Psychiatry* that many young music fans, who discovered metal in their teens, exhibit rebellious, defiant traits and are very emotionally intense. Dingle noted that young people are more likely to fall into emotional states of sadness and anger as a result of listening to music. They see music as a way to understand negative emotions and try to understand those emotions and the feelings associated with them.

Dingle also noted that teens immerse themselves in different emotional states as a way to practice and learn to regulate those emotions. They are trying to process these dramatic emotional states and work through them [6]. The example given is that due to the imperfection of teenagers' psychological structure, as well as the lack of mental integrity and personality perfection, they are too extreme in the expression of heavy metal music, so that their aesthetic appreciation of music begins to be blurred, blindly inclined to its "pathological ", and leads to the neglect of an understanding and advocacy of sound movement. Perhaps because of social and family personal psychological problems, teenagers lose their subjective, positive and meaningful responses to such music.

2.3. Inadequate Educational Curricula

At present, many schools do not pay attention to music education curriculum, the curriculum is single. In the traditional model of music education, teachers usually adopt the same teaching process: first, play music works, so that students can hear the sound and melody of music; Next, the teacher will explain the structure and content of the music work to help students understand the form and expression of the work; Finally, the teachers asked the students to make evaluations to test their understanding and appreciation of the musical works.

However, some teachers may omit the part of student evaluation directly, thinking that students' appreciation ability can be comprehensively evaluated from the perspective of appreciation. They believe that by explaining the structure and content of musical works, students are already able to understand and appreciate the music, so the evaluation process is unnecessary. We have to recognize that physical experience is a very important part of music appreciation. Music is more than just the enjoyment of hearing; it can also trigger emotional resonance and physical resonance. Through physical perception and experience, students can have a deeper understanding of the emotional expression and artistic significance of musical works [7]. This is a major factor in the lack of young people's aesthetic ability. The classroom provides few opportunities, not all students can express their suggestions on music, and the boring teaching mode leads to their inability to deeply understand music and improve music aesthetic. What's more, because of such mechanized teaching methods, students lose interest in music appreciation, students and even teachers think that the ability of music aesthetics is irrelevant, and there will be a phenomenon of teachers of other subjects "borrowing lessons" and "robbing lessons", and there will be fewer music lessons and fewer opportunities for music appreciation.

2.4. Lack of Knowledge about Music

In addition, some young people do not understand the music knowledge, including music theory knowledge, music form structure, music background information is not familiar with or do not understand, will affect the stagnation of music aesthetic. It is as if without understanding the characteristics of the songs of this period, people cannot form a knowledge framework similar to a cultural palace, commonly known as *habitus* (Your *habitus* that are nurtured by your upbringing, leading you to make conscious or unconscious decisions). Aesthetic ability is people's perception and understanding of beauty, which is gradually cultivated through the learning and accumulation of basic knowledge. Young people are often confused by their lack of basic knowledge about aesthetics. For example, in music, if they do not understand the basic concepts of music, music theory and the characteristics of different musical styles, it is difficult for them to understand and appreciate some deeper musical works. The basic knowledge of music is essential for the appreciation of musical

works. If a person does not know much about the basic concepts of music, instrumental skills, music theory, etc., then it is difficult for them to capture the intention and expression of the author from the musical work. They may only be able to use simple words such as "great" to describe the work and fail to analyze and understand the connotation of the music in depth [7]. Therefore, it is very important for students to learn the basics of music.

3. Methods of Cultivating Teenagers' Music Aesthetics

3.1. Enrich the Aesthetic Form of Music

Yu and Leung point out that music lessons play an important role in aesthetic education and have an important impact on the development of students' identities. In Chinese music education, professional music courses not only help to cultivate students' musical literacy, but also help to cultivate students' critical thinking and awareness of their own identity [8]. Music appreciation course is an important part of music aesthetics and an effective way, some teenagers first contact music appreciation is the school music course, even can be said to be their enlightenment, music course is essential.

In the classroom, teachers can classify music appreciation works, such as by musical style, theme or historical period, so that students can enjoy music from different perspectives. Such classification can not only help students better understand the diversity of music, but also cultivate their aesthetic ability and musical appreciation.

At the same time, teachers can also collect and evaluate different works of famous artists through the Internet and media, such as music reviews, professional music magazines, etc. Such resources can help students understand the musical styles of different artists, their creative backgrounds, and the meaning and impact of their work. By learning this information, students can gain a deeper understanding of musical compositions and appreciate and evaluate music from a more objective perspective. In the classroom, teachers can encourage students to actively participate in discussions and speeches to share their understanding and feelings about musical works. Through communication and interaction with classmates, students can draw inspiration from different perspectives and interpretations, and learn to describe music with richer vocabulary and expressions. Such activities can not only improve students' verbal skills, but also broaden their vocabulary in music appreciation, enabling them to express their feelings and evaluations more accurately and vividly [7]. Through the above methods, students can not only gain a more comprehensive understanding of the content and sources of musical works, but also develop independent and critical thinking about music. They will be able to appreciate the musical work more deeply and get more pleasure and inspiration from it. At the same time, such music appreciation education can also open a broader artistic horizon for students, cultivate their respect and appreciation for cultural diversity, and thus become more qualified lifelong music lovers. The aesthetic awareness of music and the ability of music appreciation of young people are strengthened, so that the music appreciation class is diversified, rather than a single teaching theory, listening to music to complete the teaching task, such as holding class concerts, concerts, playing music videos that students are interested in, such as: opera films with story-related music videos. It can even design music appreciation activities according to young people of different ages and use diversified forms to infiltrate music aesthetics into all aspects, such as rehearsing song and dance dramas, so that young people can enjoy music in entertainment.

3.2. Create An Atmosphere of Creative Interest

Disciplined innovation is achieved through repeated routines and improvisational interactions. Online activities provide a solid foundation for improvisation and flexibility. In improvisational forms, fixed structures provide a stable foundation for creativity and spontaneity [9]. Creativity drives the development of young people's imagination. Training creative thinking and imagination ability can improve young people's aesthetic ability, feel the appeal of music works from multiple angles, and

give play to imagination. People should respect the subjective perception of young people and focus on cultivating their ability to discover beauty, perceive beauty, imagine beauty and create beauty.

In order to truly progress and improve, teenagers need to accept other different music with an open and inclusive attitude while emphasizing individuality, and extract beneficial ingredients from it, and then integrate various factors to meet their own preferences for music creation [10]. That is, while paying attention to the personalized education of young people, leading young people to grasp the beauty of music, guiding young people to actively create a free and broad creative atmosphere, and encouraging young people to create works of different forms, styles and emotions.

4. Summary

To sum up, many young people still have insufficient or inappropriate aesthetic appreciation of music, on the one hand, because they only stay in the "listening" and "playing" level is still very common phenomenon, on the other hand, there is a great possibility that the school music education is not in place to lead to the lack of young people's music aesthetic.

The reason for this phenomenon is based on teenagers themselves. They lack the ability of hearing appreciation. Most teenagers simply listen instead of listening, failing to jump out of the musical notes themselves and associate them with a larger artistic space, namely aspectual hearing, while their perception of music is absent. In addition, the psychological imperfection of music aesthetics leads to the inability of some teenagers to empathize with music, because their values have not been fully established, so that the emotion, perception and understanding of music aesthetics are not comprehensive. Moreover, based on school education, many music classes have the phenomenon of single class mode, boring class atmosphere and monotonous teaching methods, which makes teenagers easily lose their interest in music aesthetics. What is more, schools or teenagers themselves do not have access to basic music theoretical knowledge, so they cannot form habitus to substitute music understanding, which is also an important factor in teenagers' aesthetic failure.

To this end, some suggestions can be given to cultivate young people's music aesthetics: Enrich the forms of music aesthetics, such as holding concerts, in-depth understanding of music works according to the evaluation of famous artists, etc. Also, provide creative atmosphere, increase creative interest, respect teenagers' subjective ideas, and encourage teenagers to think correctly and even create music fragments.

It is an important task of aesthetic education to cultivate teenagers' musical aesthetic ability under the social trend. Cultivating teenagers' musical aesthetic ability can not only improve their interest in music learning, but also correctly understand music works and music emotions, and encourage them to exert their musical expression. However, this paper only discusses four possible reasons for the lack of teenagers' aesthetic ability and lists two training suggestions that can be referred to. Importantly, if it is necessary to discuss the importance of teenagers' musical aesthetic appreciation at a deeper level or a more effective training method, the training method can also be deeply analyzed according to the actual situation (such as from different ages).

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