

# Perceptions of Building Aesthetic and Cultural Characteristics in Vocal Music Teaching in Chinese Universities

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**Abstract:** As an important part of music education, college vocal music teaching not only needs to teach music skills, but also should pay more attention to cultivating students' aesthetic emotion, cultural literacy and comprehensive quality. In today's society, the construction of aesthetic culture has become one of the important tasks of college vocal music teaching. This paper firstly discusses the importance of building aesthetic culture characteristics in college vocal music teaching, then analyses the current problems, and finally puts forward a series of countermeasures, aiming to provide useful thinking and reference for college vocal music education.

**Keywords:** Vocal music teaching, Aesthetic culture, Solution countermeasures.

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## 1. Introduction

Vocal music teaching, as an important part of music education, has always been concerned by the majority of teachers and scholars. In college vocal music teaching, how to build the characteristics of aesthetic culture, so that it can keep pace with the times and meet the aesthetic needs of contemporary students is a hot issue in current educational research.

## 2. Importance of Building Aesthetic Cultural Characteristics in College Vocal Music Teaching

### 2.1. Improve students' aesthetic ability

Guiding students to appreciate different types of musical works, including classical, popular, ethnic and other diverse music, can cultivate students' sensitivity to sound and deep understanding of music. This cultivation not only helps students better understand and express musical works, but also enables them to be more confident and outstanding in their future vocal interpretation and composition. The improvement of aesthetic ability also helps students perceive beauty more keenly in the field of art and life, thus enhancing their comprehensive quality and cultural level. The construction of aesthetic cultural characteristics can also cultivate students' aesthetic interests. By allowing students to participate in cultural activities such as music appreciation, concerts, musicals and other cultural activities, it stimulates students' love and interest in the arts and their experience of different forms of musical performances, which helps students' personal growth and quality of life.

### 2.2. Make vocal music teaching closer to reality

In building vocal music teaching with aesthetic and cultural characteristics, it is emphasised to connect vocal art with real life. This connection can be realised by guiding students to explore practical situations and problems related to music. Students can learn how to apply vocal techniques to sing in a variety of musical styles and situations, from pop music to theatre, from concert performances to studio productions. In

this way, students will be able to better prepare themselves for their future careers by directly applying the skills and knowledge they have learnt to actual musical practice. Building the cultural identity of aesthetic education can also better meet the practical needs of students, which means that aesthetic education programmes can be more closely aligned with students' interests and career goals. By providing diverse music education content and opportunities, schools can better meet the needs of different student groups and thus cultivate more diverse musical talents.

### 2.3. It can improve the effect of vocal music teaching

The construction of vocal music teaching featuring aesthetic culture can significantly improve the teaching effect, which is because aesthetic culture pays attention to cultivating students' musical knowledge, skills and cultural literacy, as well as their aesthetic interest and art appreciation. Through the cultivation of aesthetic culture, students will have a deeper understanding of the meanings behind musical works, and be able to more comprehensively understand the connections and differences between different musical styles and genres. This helps to improve students' music performance skills and music creation abilities, enabling them to better cope with the challenges of future music careers. In addition to the development of vocal skills, building aesthetic and cultural identity provides students with important experiences related to culture and aesthetics. By studying the history, context, and social influences of music, students will gain a deeper understanding of the cultural roots and evolution of music. Students will have the opportunity to explore musical expressions in different cultures, leading to a better appreciation and respect for multiculturalism. This not only enriches students' cultural vision, but also develops their cross-cultural communication skills, which helps them better integrate into the globalised music community.

### **3. Problems in Building Aesthetic and Cultural Characteristics in College Vocal Music Teaching**

#### **3.1. Too much pursuit of skill training**

In the process of pursuing skills training, college vocal music education easily neglects students' understanding and appreciation of music culture. Learning vocal music is not only to be able to sing a good song, but should also cover a deep understanding of music history, music theory and different music cultures. However, the vocal music teaching programmes in some colleges and universities pay too much attention to skills and exercises, resulting in students knowing little about the cultural background of music and being unable to truly appreciate the connotations of music. Aesthetic education is not only about teaching students how to appreciate the beauty of music, but also about cultivating their artistic appreciation and creativity. Due to the over-emphasis on the cultivation of skills, some college and university vocal music programmes have neglected aesthetic education, resulting in students' difficulties in truly feeling and conveying the emotions of music.

#### **3.2. Lack of awareness of the cultural characteristics of aesthetic education**

Some colleges and universities have a relatively weak understanding of the cultural characteristics of aesthetic education and lack a deep understanding of vocal education, believing that vocal music is only a technical discipline and ignoring its profound cultural connotations. As a result, in these colleges and universities, vocal music teaching focuses more on the transmission of skills, and not enough attention is paid to the education of the history, culture and social background of music. Due to the lack of a clear understanding of the cultural characteristics of aesthetic education, some colleges and universities appear to lack direction in the construction of cultural characteristics in vocal music teaching. This means that they may not have clear educational objectives or corresponding teaching plans to promote students' in-depth understanding and appreciation of music culture, and students may miss the opportunity to integrate into the world of music and fail to truly appreciate the beauty of music.

### **4. The Solution to The Problem of Building Aesthetic and Cultural Characteristics in College Vocal Music Teaching**

#### **4.1. Strong Teachers**

Teachers, as the important promoters of vocal music education, their professional level and educational concepts are crucial to the cultivation of students' musical cultural literacy. Colleges and universities can carry out special teacher training courses focusing on the concepts and methods of the cultural characteristics of aesthetic education. These training programmes can cover music history, music culture, art appreciation and music psychology to help teachers better understand the cultural background and aesthetic requirements of music. Through the provision of practical examples and interactive teaching, teachers can better apply such knowledge and concepts to their teaching practice. HEIs can encourage teachers to actively participate

in music and cultural activities and programmes to enhance their music and cultural literacy. Teachers' personal experiences and participation can increase their feelings and understanding of music culture, which can be better communicated to students. This can include activities such as concert tours, concert performances, art exhibitions, and exchanges with musicians and artists. Through these experiences, teachers can better stimulate students' musical interests and develop their musical emotions and aesthetic abilities. Colleges and universities can establish a mentor system for music education to encourage mutual learning and cooperation among teachers. Mentors can share their experiences and educational methods to help new teachers better adapt to the requirements of building aesthetic cultural characteristics. This atmosphere of cooperation and mutual assistance will help the entire teaching staff to continuously improve and promote the overall development of the cultural characteristics of aesthetic education. Colleges and universities can regularly assess teachers' teaching performance and provide targeted feedback and guidance. This helps teachers to continuously improve their educational methods and better achieve the goal of building aesthetic cultural characteristics. Evaluations can include student feedback, peer review and assessments by educational experts to ensure that teachers' educational standards and teaching effectiveness receive adequate attention and improvement. By strengthening the construction of the faculty, training teachers and improving their understanding of aesthetic and cultural characteristics and their teaching ability, colleges and universities can effectively solve the problem of building aesthetic and cultural characteristics in vocal music teaching. This will help cultivate more comprehensive musical talents and lay a solid foundation for the future of music education.

#### **4.2. Strengthen the understanding of aesthetic cultural characteristics in vocal music teaching**

The value and significance of aesthetic culture features in vocal music education cannot be ignored, and teachers need to deeply understand and actively apply them. Aesthetic culture is not only the teaching of vocal skills, but also the cultivation of students' aesthetic interest, artistic cultivation and humanistic qualities. Teachers should deeply understand the connotation and value of aesthetic culture and make clear its important position in vocal music teaching. Vocal music teaching is not only the teaching of skills, but also the transmission of emotions and cultural exchanges. Aesthetic culture can help students better understand and experience music, and improve their artistic appreciation and creative ability. For example, when teaching the song "I Love You, China", teachers should not only teach students the skills and performance of the song, but also guide students to deeply understand the culture and emotion behind the song. Teachers can combine the background and creation history of the song with the history and culture of China to help students better understand the meaning of the song. In addition, teachers can also organise group discussions for students to share their feelings and understanding of the songs, so as to improve students' aesthetic interest and artistic cultivation. The construction of aesthetic cultural characteristics in college vocal music teaching is a long-term and systematic process that requires teachers to constantly explore and practice. Only through continuous learning, research and innovation can the application effect of aesthetic culture in vocal music teaching

be continuously improved. Teachers should actively participate in professional development and educational research, pay attention to the latest development trend of vocal music education at home and abroad, and constantly enrich their educational methods and teaching materials. At the same time, colleges and universities should encourage and support teachers' innovative practices and provide them with opportunities and platforms to explore the characteristics of aesthetic culture in order to promote the continuous progress of vocal education. Strengthening the understanding of aesthetic cultural characteristics in vocal music teaching is an important step in solving the problem of building aesthetic cultural characteristics in vocal music teaching in colleges and universities. Only through teachers' deep understanding and active application, as well as continuous educational practice, can we provide richer and deeper musical cultural experiences for cultivating students with high artistic literacy. This will provide solid support for the application effect of aesthetic culture in vocal music teaching.

### **4.3. Establishment of perfect aesthetic culture construction mechanism**

The establishment and implementation of a perfect aesthetic culture construction mechanism will help colleges and universities to better incorporate the characteristics of aesthetic culture, and run it through all levels and aspects of vocal music education. The establishment of a mechanism for the construction of aesthetic culture requires clear planning and leadership. Colleges and universities should set up a special leadership team or committee for the construction of aesthetic culture, which is responsible for making strategic plans, formulating policies, supervising implementation, and regularly evaluating the progress of the construction of aesthetic cultural characteristics. This leadership team should be composed of experienced experts and educators who have a deep understanding of aesthetic culture to ensure that the building process can be targeted and effective. The establishment of the mechanism requires clear financial support. Colleges and universities should ensure sufficient financial resources for the construction of aesthetic culture, including the maintenance and updating of music facilities, the organisation of music and cultural activities, the procurement of teaching materials and aids, and teacher training. Such input is crucial to the cultivation of students with rich musical and cultural literacy and should not be taken lightly. Establishing mechanisms requires clear educational goals and assessment systems. Colleges and universities should have clear long-term and short-term goals for the construction of aesthetic and cultural characteristics so that progress can be assessed and monitored. These goals should cover a number of aspects, including students' musical knowledge, music appreciation, artistic expression, etc. At the same time, an effective assessment system can be established to comprehensively measure the effects of the construction of aesthetic culture through multi-dimensional methods such as student assessment, teacher assessment and expert assessment, so as to provide strong support for continuous improvement.

### **4.4. Strengthen communication and cooperation with other art disciplines**

Colleges and universities should strengthen exchanges and co-operation with other art disciplines in order to promote the cross-fertilisation of aesthetic culture and improve the effectiveness of its application in vocal teaching. This

comprehensive approach can break the boundaries between disciplines, enrich the connotation of music education, and provide students with a more diversified and profound experience of music culture. Strengthening exchanges and cooperation with other art disciplines can promote the exchange of knowledge and collision of ideas between different disciplines. Music, dance, theatre and other art disciplines have their unique cultural backgrounds and aesthetic perspectives. By interacting with teachers and students of these disciplines, vocal education can draw on the experiences and ideas of other art fields to enrich its own educational content. For example, co-operation with dance disciplines can explore the relationship between voice and body movement, thus improving students' musical expression. In interdisciplinary co-operation, students have the opportunity to participate in the performance and creation of various art forms, which broadens their aesthetic horizons. This diversified art experience can stimulate students' creativity, develop their cross-disciplinary thinking skills and make them more well-rounded. Through cooperation with other art disciplines, vocal education can better convey the cultural connotation of music. For example, by combining elements of theatre and literature, the emotional expression of a song and the cultural significance behind the story can be explored in greater depth. This helps students better understand the emotional expression of music and incorporate it into their own performances, improving the artistry and infectiousness of their singing. Interdisciplinary collaboration can also provide richer educational resources and opportunities, including artist talks, interdisciplinary research projects, art exhibitions and so on. These resources can provide students with more learning opportunities and practical experiences, and enhance the building of their musical and cultural identity. This comprehensive approach helps to break down disciplinary boundaries, enrich the connotation of music education, cultivate musicians with more comprehensive qualities, and provide solid support for the application effect of aesthetic culture in vocal music teaching.

### **4.5. Encourage students to participate in the construction of aesthetic culture**

In order to better cultivate students' aesthetic interest and artistic cultivation, teachers need to constantly explore and practice, so that students really become the main body of the construction of aesthetic culture. This means that teachers should encourage students to participate in all aspects of vocal music teaching, so that they can experience and feel the charm of aesthetic culture in practice. Students' participation in the process of song selection, performance choreography and music activity planning in teaching can enhance their sense of participation and responsibility. Through participation, students will have a deeper understanding of the cultural connotation behind the music and improve their artistic appreciation. When teaching the song "My Motherland", teachers can encourage students to gain a deeper understanding of the culture and emotions behind the song. This includes not only the historical background of the song, but also the poetic and emotional expression of the lyrics. Teachers can organise group discussions for students to share their feelings and understanding of the song, so as to enhance students' aesthetic appeal and artistic cultivation. Through interaction with students, teachers can inspire students to think deeply about the meaning of musical works and

stimulate their creativity and expressiveness. Teachers can also encourage students to participate in song-related art creations, such as painting, dance or theatre. Students can express their understanding and emotions of music through these art forms, thus experiencing and feeling the charm of aesthetic culture more deeply. This kind of cross-artistic participation helps students to develop holistically and organically combine different art forms together, improving their comprehensive artistic qualities. Encouraging active communication and co-operation between students and teachers is the key to implementing this response. Teachers should actively listen to students' views and suggestions and provide them with more opportunities for expression and creativity. The interaction and co-operation between teachers and students will provide more innovative ideas and practical experience for the construction of aesthetic culture, and further improve the effect of the application of aesthetic culture in vocal music teaching. By considering students as the main body of the construction of aesthetic culture and providing opportunities for participation, experience and creation, it will help to cultivate students with a high degree of artistic literacy and provide solid support for the application effect of aesthetic culture in vocal music teaching. This process not only enriches the connotation of vocal

education, but also enables students to have a more comprehensive development in the field of art and culture.

## 5. Conclusion

The construction of aesthetic culture characteristics in vocal music teaching in colleges and universities is a long-term and arduous task. Only by clarifying its importance, facing up to the existing problems and adopting effective countermeasures to solve them, can we really achieve the construction of aesthetic culture characteristics in vocal music teaching and make it more colourful and more educational.

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