
Based on High School Music Appreciation, Fully Implement the Fundamental Task of Lide Shuren

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Abstract: The music works quoted in the newly revised “Music Appreciation Textbook for Senior High School” are based on the promotion of Chinese traditional music culture and the integration of world classic art works. They introduce the profoundness and profundity of music culture to students from multiple perspectives, and are rich resources for moral education. The majority of music teachers should make full use of the advantage that middle school students generally like music lessons, fully implement the fundamental task of Lide Shuren, base on high school music appreciation class, and skillfully infiltrate Lide Shuren education into music class on the basis of improving students’ artistic accomplishment, aesthetic perception and artistic practice ability, so as to help students’ moral cultivation improve in an all-round way, and fulfill our greatest responsibility and obligation to cultivate and practice socialist core values and train builders and successors of Socialism with Chinese characteristics cause in the new era.

Keywords: High school music appreciation; Teacher guidance; Music perception; Moral cultivation; All-round development

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Author Introduction: Bingyue Liu, born in August, 1975, male. Native place: Fuyang, Anhui Province. Ethnic group: Han nationality. Professional title: senior secondary education. Education background: undergraduate. Research direction: basic education, art education, literature reading, moral education, activity planning, classic reading, etc.

1. Introduction

Education should implement Socialism with Chinese characteristics thought in the new era, adhere to the socialist direction of running a school, fully implement the fundamental task of moral education, strive to cultivate new people of the times who are responsible for national rejuvenation, and cultivate socialist builders and successors with all-round development in morality, intelligence, physique, beauty and labor. In order to fully implement the spirit of the general secretary’s speech and make high school music teaching meet the educational requirements in the new era, the newly revised music curriculum standards for ordinary high schools have also been put forward with the times. The high school music classroom should combine the diversity, comprehensiveness, culture and artistry of the teaching resources of “High School Music Appreciation” with the actual needs and psychological responses of students to the music curriculum, and fully tap the educational function of the high school music appreciation classroom on the basis of implementing the core

literacy requirements of the discipline.

The basic task of “cultivating people by virtue” in education has laid a solid theoretical foundation, and at the same time, it has also made clear for educators the working goal of socialism with Chinese characteristics’s education in the new era. Adhere to the education orientation of moral education first, and guide, influence and inspire people through positive education; adhere to people-oriented, and shape, change and develop people through appropriate education. So as to cultivate the builders and successors of the socialist cause who put morality first and develop morally, intellectually, physically, aesthetically and laboriously in an all-round way. As a member of educators, the majority of music teachers are also shouldering the important task of fully implementing the fundamental task of “cultivating people by virtue” and cultivating qualified talents in socialism with Chinese characteristics.

In order to fully implement the general secretary’s requirements and meet the needs of educational development in the new era, under the unified planning and lead-

ership of the Ministry of Education, senior high school textbooks have been comprehensively revised. Compared with the standard of ordinary high school music curriculum, the moral education effect contained in the newly compiled textbook “High School Music Appreciation” is enormous and remarkable. Through the appreciation of works, students’ feelings of loving the party and patriotism, revolutionary heroic sentiments, national cultural sentiments and musical aesthetic taste can be cultivated, their personal thoughts and feelings can be enriched, their understanding of ideological character can be enhanced, and their happy learning can be promoted to grow healthily. In the actual teaching process, it is not difficult to find that under the influence of beautiful music, students’ ideological understanding has been improved, their spiritual world has been sublimated, and their moral quality has been baptized. Through music appreciation education, under the influence and baptism of music, students’ “three views” and artistic accomplishment have been comprehensively developed.

For high school music teachers, how to base on music appreciation class, use music as a medium and listen to singing as a means to improve students’ artistic accomplishment, artistic appreciation and artistic practice ability, and at the same time carry out moral education for students is an important task that we must accomplish in teaching practice. The revised 2017 edition of “High School Music Appreciation” textbook is based on the new era background, and fully implements the requirements of Lide Shuren’s fundamental task. The cited music works are all excellent works of nationality, times and artistry, which are carefully selected and compiled by editors based on the educational goal, subject characteristics and teaching characteristics of music appreciation course in senior high school, combined with the age characteristics, aesthetic needs and cultural accumulation of senior high school students. It can not only effectively enhance students’ artistic accomplishment, improve students’ aesthetic ability and music skills, but also be a powerful weapon for music teachers to educate people with aesthetic education and fully implement the fundamental task of moral education.

2. Based on High School Music Appreciation Class to Cultivate Students’ Feelings of Loving the Party and Patriotism

At present, the curriculum goal of music appreciation course in senior high school is to focus on the core accomplishment of the subject, with the teaching goal

of cultivating students’ aesthetic perception, artistic expression and cultural understanding ability, so that students can really grow into qualified talents with valuable pursuit, sound personality, aesthetic accomplishment and artistic practice ability under the influence of music. According to the goal that morality should be the first priority in cultivating talents with all-round development, the pursuit of value and the cultivation of sound personality should be placed in the first place. In order to achieve this educational requirement, music teachers also face new challenges. They must change their old educational concepts and jump out of the old thinking of cultivating students’ artistic aesthetic ability based on music learning itself in traditional music classes. In the new era and new situation, it is necessary to change the traditional teaching idea that music classroom is simply to teach students to know music, understand music, feel and practice in music, and cultivate students’ sound personality and noble character through the unique charm of music. For students, sound personality and noble character determine their pursuit of “three views”. In the process of establishing his outlook on life, values and career, the establishment of loving the party, the motherland and the nation are the most important things. Therefore, cultivating students’ feelings of loving the party, the motherland and the nation in the music class can’t be like preaching. We should give full play to the characteristics of music, take music as the starting point, base ourselves on listening, focus on thinking and pursue enlightenment, so that students can feel the dignity of the nation, the greatness of the motherland and the glory of the party in the beautiful melody of music. So that they can truly sublimate their spirit, baptize their souls and improve their cognition in music. For example, when enjoying the song “Do not forget your initiative mind”, the teacher’s guidance should be targeted, and students should be asked to appreciate it with questions, so as to guide them to think about why the song should be sung at a wide and medium speed with expressive force of deep feeling. Because deep affection shows the party’s deep affection for the people and the people’s gratitude to the party, medium speed wants to show a narrative expression, showing that the party’s love for the people goes deep into the bone marrow, regardless of life or death.

3. Based on High School Music Appreciation Class to Cultivate Students’ Noble Heroic Sentiments

“A promising nation can’t live without heroes, and a

promising country can't live without pioneers." We must remember all the heroes who have made contributions to the Chinese nation and the people of China, advocating heroes, defending heroes, learning from heroes, caring for heroes, and working hard to achieve the goal of "two hundred years" and realize the Chinese dream of the great rejuvenation of the Chinese nation! Carrying out revolutionary idealism and heroism education in senior high school is an important part of moral education for students and an important support for the formation of students' outlook on life and values. By listening to and understanding specific music, we can look for heroes' shadows from the beating notes, cultivate their noble revolutionary heroism sentiment in the cognitive study of music, and guide students to discover and think from the intangible musical language. Today's happy life is bought by countless revolutionary heroes with their blood. For example, in the appreciation of "A Bloody Battle of the Xiangjiang River", students are guided to deeply feel the expressive force of music with a sense of pictures through intense and sonorous music performance, and students should be guided to think. In the introduction part, the band played a hurried and tense irregular rhythm and discordant sound, as well as the melody motivation with a five-degree dissonant interval and the galloping half-chapter scale motivation, in order to show the tension before the war and the cruelty in the war, and also to be the height of the heroic Red Army soldiers. Then, the music was played with a melody played by a dense triplet, which seemed to show the situation of the Red Army marching forward wave after wave, braving the bullets and rain. In this kind of expressive music, the teachers integrated into it with affectionate and sensational explanations, and brought the students' thoughts into the war-torn Long March period in the music, so that they could really feel the heroic fighting spirit of the Red Army soldiers for victory. Finally, under the influence of music and under the guidance of teachers, let the students talk about the Red Army's enthusiasm for the victory of the revolution, and the revolutionary ideal of the revolutionaries is higher than the sky, so that the heroic image of the Red Army can enter their minds and hearts, and the noble heroic sentiment can be established in the students' hearts. Finally, teachers should inspire students to think about what is supporting the will of Red Army soldiers to fight bloody battles in Xiangjiang River in music. What are more than 50,000 Red Army soldiers doing in Xiangjiang River? Because they are all revolutionary heroes, they are fighting for their ideals and beliefs, and they are willing to sacrifice for their lofty pur-

suit. Students should keep their heroic deeds in mind and never forget them! In the same way, when appreciating "Remembering Comrades", students should first be guided to listen quietly to the melodic expression full of affection, and the emotional expression of weeping, so that students can deeply feel the endless yearning of soldiers for sacrificing their comrades, and then lead to the story behind the music, so that the image of a tall hero who is willing to devote himself to frontier defense for the peace of the motherland and the stability of the people represented by a squad leader can emerge in front of students' eyes, and let them really realize that there are only countless heroes. Affectionate melody, vivid narration, quiet listening and silent thinking. At this moment, students' thoughts fluttered in the air with the music, and flew to the towering, snow-capped Cape Mill Plateau. The heroic soldiers such as a squad leader turned into ice sculptures, and the heroic image of blazing with anger stood still, forever guarding the safety of the motherland. The great and noble revolutionary heroic sentiments of frontier guards who dedicated themselves to the peace of frontier defense and bravely dedicated themselves to defending the country will remain in the hearts of students forever.

4. Based on the High School Music Appreciation Classroom to Cultivate Students' National Cultural Feelings

Russian music master Rimsky Kosakov once said, "Music without nationality does not exist. In fact, it is generally believed that all human music has nationality". This also shows that any musical work actually has its nationality. In order to enable students to accurately grasp this musical characteristic, the basic idea of revising music appreciation textbooks for ordinary high schools in the new edition of Music Curriculum Standards for Ordinary High Schools clearly points out that national culture and traditional music should be promoted. It is also an important content to improve students' moral character in an all-round way that students should be familiar with and love the music culture of the motherland through their perception, understanding and artistic practice of national music, strengthen their confidence in national culture and cultivate their cultural affection for national culture and traditional music. In fact, in the practice of high school music teaching, it has always been one of the important goals of music teaching to comprehensively improve students' traditional cultural accomplishment and enhance their cultural self-confidence based on high school music classroom, with appreciation as the means and music as the starting

point. In order to carry out the task, music teachers must prepare lessons in advance, not only prepare the music itself, appreciate it deeply, and find opportunities from it, but also base on the relationship between disciplines such as literature and art history, deepen the integration of disciplines, and accumulate sufficient knowledge, so as to make full use of many chapters in textbooks to achieve this teaching goal. When appreciating Han Folk Songs, on the one hand, we should let students know about the style, genre classification and artistic value of Han Folk Songs, and also let them know deeply about the development history of Han Folk Songs for thousands of years, so that students can realize that folk songs are an organic part of Chinese traditional culture, and their long-standing development track and profound cultural connotation are rich manifestations of Chinese culture, which have influenced the development of Chinese civilization for the whole five thousand years as cultural symbols and national personalities in the bones of the Chinese nation. Furthermore, by appreciating Minority Folk Songs, students should be guided to understand not only the reasons for the formation and regional characteristics of minority folk songs, but also the reasons for their formation and the characteristics of their development and changes. Through artistic practice, students should be guided to truly feel that both the roughness of northern folk songs and the delicacy of southern minority folk songs are the embodiment of their national personality and an inseparable part of Chinese traditional culture. Similarly, through the study of the chapters of “Drumming” and “Harmony of Silk and Bamboo”, students can understand the richness and variety of traditional folk culture in China. When learning about Peking Opera, students can learn about the influence and status of China opera in the world. While enjoying China Guqin music and ancient songs, let the students know that China’s traditional music has a long history, lofty artistic conception and profundity; wait a minute. In this way, it not only enriches the connotation of music class, enlivens students’ thinking, but also enhances students’ artistic accomplishment and tasting ability. It also enables them to know the national personality of China traditional culture through music, enriches their national cultural connotation, and carries forward the national cultural tradition, thus achieving the teaching purpose of improving students’ humanistic feelings and national cultural accomplishment, and strengthening students’ cultural confidence^[1].

5. Based on the High School Music Appreciation Classroom to Cultivate Students’ Music Aesthetic Taste

The level of artistic accomplishment directly affects the formation of teenagers’ aesthetic concept. In order to strengthen the cultivation of teenagers’ aesthetic cognitive ability, we should cultivate their aesthetic taste through music education, and purposefully influence teenagers’ aesthetic development direction. Therefore, it is of great practical significance to know the basic characteristics of contemporary teenagers’ aesthetic development and strengthen their aesthetic interest education. The first aspect of the core quality of high school music appreciation course proposed in the new edition of “Music Curriculum Standards for Ordinary High Schools” is aesthetic perception, which is to cultivate students’ ability to experience, feel, understand and grasp music art. The purpose of “Music Appreciation for Senior High School” is to highlight the aesthetic education function of music curriculum, and to realize the curriculum goal of aesthetic education in an all-round way. It can not only improve students’ character, moral character and conduct through the perception, feeling and feeling of beauty. No matter which aspect of aesthetic perception, artistic expression and cultural understanding is stipulated by the core literacy of the subject, it is actually to help students better appreciate music and enhance their ability to understand and feel music. In the teaching course, the teaching methods adopted by teachers are listening, singing, rhythm, discussion, narration and recitation, etc. The purpose of this is to make the abstract music art concrete, so as to enhance students’ interest in learning, improve their appreciation ability and help them understand music works. For example, when enjoying the chorus “Rainbow After Rain”, on the basis of appreciation, we should first understand the concrete lyrics, and then guide students to appreciate the characteristics of the abstract and intangible musical melody and the expressive force of music on the basis of understanding the meaning of lyrics. In this way, the process of understanding from concrete to abstract can help students feel and grasp music accurately. Finally, the unique melody rhythm formed by the characteristics of music rhythm is analyzed, so that students can truly understand the meaning of music. The biggest highlight of this song is the constant repetition of the fixed melody of piano accompaniment formed from the beginning to the end with the sixteenth note, coupled with the change

of intensity, which vividly shows the sound effect of the determined camel team marching along with the crisp camel bell sound. In the silence of the desert night under the moonlight, the sound effect of camel bell bursts from far to near, from near to far vividly shows that the camel team is confident and indifferent, and is determined to rush to the established goal. The performance of music is so intuitive, so vivid, and in the sound of music, the musical image of camel bells tinkling seems to have emerged in students' minds. On this basis, let's guide the students to think about why music expresses their thoughts and feelings through the sound of camel bells in the desert night. It is because our reform and opening-up cause is just like the camel in the desert night, one step at a time, steadily and steadily, insisting that the green hills will not relax. The crisp camel bell, which shakes in the night wind, reflects a confidence in victory, and a spirit of never stopping like a camel. While appreciating Debussy's "The Sea", teachers should also create artistic conception in advance, base on the color expression of musical melody, and guide students who have never seen the sea in inland areas to give full play to their imagination, and boldly imagine what the colorful sea is like in their impression. Then, by combining the analysis of beautiful melody with the invisible note development sound, teachers can feel the change of the sea from the changes of notes and musical elements, and then expand students' imaginative thinking and cultivate them to find beauty in music. This means of improving aesthetic ability can also be applied to the appreciation of traditional music culture. For example, when appreciating "High Mountain and Running Water", first of all, on the basis of knowing Guqin culture, we should know the style and characteristics of China's ancient music. Then, through listening, students can feel the profoundness of Guqin art, feel the unique personality of Chinese culture, and enhance their appreciation of China represented by Guqin^[2].

6. Based on the High School Music Appreciation Classroom to Cultivate Students' Personal Rich Emotions

Hegel, a famous German philosopher, has a famous saying: "Music works can penetrate into people's hearts and integrate with themes, and music is the most emotional art." In terms of expressing emotion, music is incomparable to any other art form. It can express emotion directly through the changes of basic elements of music, the artistic conception created by the regular development of musical notes, and the expression of emotion in describing

situations and telling things through musical language. As we all know, students in senior high school have three important personality characteristics: First, this stage is an important period for students to form their outlook on life, values and career; Second, the students at this stage are the critical moment of their adolescence; Third, students at this stage generally like music and are greatly influenced by it. Therefore, we should reasonably grasp these three characteristics and make music play an irreplaceable role in cultivating students' emotions through scientific teaching ideas and pragmatic teaching methods. Because of the influence and infection of music, students can subjectively release their emotions with the changes of music, and the emotions expressed by music objectively enrich students' inner world. In teaching, we should dare to jump out of the traditional teaching ideas, make full use of students' love for music classes, base ourselves on listening and singing, and focus on interests and doubts. While improving students' musical literacy, aesthetic ability and artistic ability, we should make students enrich their emotions in music, correct their attitude towards life, improve their cognitive ability and enrich their personal emotional connotation, thus providing invisible power for their happy study, healthy life and correct progress. For example, when appreciating My People, My Country, on the basis of listening, let students think, why is the relationship between the individual and the motherland like waves and the sea? Why does the author compare himself and his country to a child and a mother? Then, through students' exchanges and answers, the problem will be solved: because without a strong motherland, there would be no ourselves, and without a great country, there would be no home for us. At the same time, let students discuss deeply how to show the emotion of the song perfectly when singing this song. Thinking of my mother's love for herself and her learning and growing up in the embrace of the motherland, this kind of happiness, satisfaction and happiness can't be expressed in words, but can only be expressed through singing. Finally, through the emotional chorus of all the students, the students can release their feelings in singing, so that their understanding of music and emotions can be sublimated. Similarly, when appreciating "The Songs My Mother Taught Me", students should also think, why does the work adopt andante and gentle musical terms? What do you think of from the soothing, soft, mournful and nostalgic musical expression? Recalling the happy time I had with my mother, I was so satisfied and enjoyed, and I found the old time again in the melody of the song. Then, combining with

the music score, let the students analyze it. Why does the author develop the music melody in a descending way? In this way, in the sound of music, students don't just listen, but listen to middle school, and feel in learning. Not only do you know the creative techniques of the relevant music at that time, but also you can improve your music cognition and appreciation ability. Besides, you can let your thoughts fly with the simple melody, as if your mother's loving face and clear figure appeared in front of you again. Under this situation, students will never forget the hardships that her loving mother paid for her own growth and the deep affection of her mother and son. While enjoying "Yangguan Triassic", music will also arouse the students' great resonance. It is a tradition of Chinese classical culture to bow to the willow and raise a glass to say goodbye. How can this emotion be expressed through musical language? The moving parting between friends is full of sadness, indignation and affection. When this kind of music plays, will the students' thoughts and feelings resonate with the music? How will their personal feelings change in the development of this tearful melody? Whether we can get enlightenment from music or not, we must attach importance to friendship and cherish the good times when we are together^[3].

In conclusion, music is magical, because it is not only the most sensational language, but also the most abstract art. Music is also popular. It develops through invisible melody, showing tangible thoughts and feelings, from which everyone can get their own taste and feelings. At the same time, it is also the most emotional influence. It can not only bring students the feeling of entertainment,

but also make them relax under the pressure of study. It can also enhance students' artistic accomplishment and broaden their horizons and ideas. Most importantly, it can guide people to a correct life path. We must fully tap the unique educational effect of music, based on enhancing students' aesthetic perception, artistic expression and cultural understanding, so that students can enjoy the beauty of music, gain happiness and happiness in music, and improve their artistic taste and humanistic quality. At the same time, we must fully grasp the unique moral education effect of music, take music as a step, and carry out targeted moral education, ideological education and cultivation education for students. We will truly implement the fundamental requirements of Lide Shuren in an all-round way, and do our utmost to train generation after generation of useful talents who support the Communist Party of China (CPC)'s leadership and China's socialist system and are determined to fight for the cause of Socialism with Chinese characteristics all their lives.

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