

THE VALUE OF THE TIMES AND THE PATH OPTIMIZATION OF YOUTH MUSIC LITERACY CULTIVATION—TAKE THE PINGDINGSHAN AREA AS AN EXAMPLE

Sun Yang

Assistant of music education at Pingdingshan University.

Abstract: This paper analyzes the problems of youth music literacy education in the Pingdingshan City area. The paper argues that there are some problems in the current music literacy education system, such as the lack of a clear curriculum, the lack of qualified teachers, and the high cost of learning music. The paper then proposes some suggestions for improving the music literacy education system, such as establishing a clear curriculum, training more qualified teachers, and reducing the cost of learning music.

Keywords: youth music literacy education, Pingdingshan City, music curriculum, music teachers, music cost

Introduction

Under the new curriculum reform, China's youth music education has gradually shifted to quality education, which constantly strengthens the cultivation of students' art appreciation ability and cultivates their correct values by providing them with music aesthetic education.[1] Mastering a musical instrument improves brain processing in areas related to language development and can improve language and reading skills, according to a Stanford University study. The results of a 2014 study from Northwestern University's Auditory Neuroscience Laboratory suggest that supporting positive experiences and meaningful engagement with sound is important for motivating changes in the brain. Einstein once said: "Many of my achievements in science are inspired by music. In scientific thinking, there is always a factor of music. Real science and real music require the same thinking process." Music not only will not harm learning but can help children live out of their potential. The article analyzes the problems of youth music literacy education in the Pingdingshan City area and analyzes the practical problems faced by music training institutions in youth music literacy education and teaching by combining my own longterm research in music education theory and part-time work in training institutions during vacation time and experience in improving teachers' ability in primary and secondary schools, expecting to provide constructive suggestions for the promotion of music literacy education. We hope to provide constructive suggestions for the promotion of music literacy education.

1. The necessity of music literacy education for youth

2.1 The new era has set higher requirements for comprehensive quality and achieved comprehensive development

China's education has always advocated the all-round development of "moral, intellectual, physical, aesthetic and social", and music literacy education is the category of "beauty".[2] Thus, music literacy education is

indispensable for the growth of young people and is a realistic requirement for their overall development. Music literacy education aims to promote the improvement of young people's artistic level and help them learn through the art of music. This is because music is never monolithic but is closely linked to history, culture, and folklore, and these high-quality cultures can be the driving force behind the enhancement of musical literacy. In addition, music literacy education also benefits children's physical development and social skills. Research shows that Children who love music, especially learning musical instruments, can create, store and retrieve memories more effectively because the process of learning a musical instrument is a comprehensive exercise for the brain. Moreover, Playing a musical instrument requires the brain to participate in the whole process, converting the score into the action of playing a musical instrument so as to better promote hand-eye coordination and cooperation.

2.2 The implementation of aesthetic education is a realistic requirement of the times for education

Pursuing beauty is the precursor of human growth, and at the same time, aesthetic education is also a prerequisite for building road confidence and cultural self-confidence. Along with the rapid development of the overall process of our society, both aesthetic education and the value orientation it advocates should keep pace with the times. Aesthetic education is conducive to improving the diversity of thinking. The way humans know things is divided into image thinking and logical thinking. Image thinking is the foundation, without image thinking, there is no logical thinking, so to improve people's thinking ability, especially for the majority of young people, we should pay more attention to education on image thinking. In recent years, China has taken aesthetic education as the foundation of education and has developed a series of programs to elevate aesthetic education to the level of national development strategy.[3] Strengthening aesthetic education can help young people improve their aesthetic ability, distinguish between "beauty" and "ugliness", cultivate their moral character, and correctly understand their selfworth, thus achieving comprehensive human development.

2.3 The actual needs of young people for "load reduction"

The "double reduction" policy has been implemented to reduce the burden of homework on young people and to free students and their parents from the wind of "in-volume". It also means that the focus of our education will shift from the past "test-based education" to "quality education". Since the introduction of the "double reduction" policy, our education system will develop in the direction of "quality education", and under the "double reduction" policy, the participation behavior of the youth group will be more frequent, and they will have the opportunity and time to learn other things. This is where aesthetic education comes in handy. Aesthetic education refers to the education that cultivates students' ability to recognize, love, and create beauty. And music literacy education is one kind of aesthetic education. It is an indispensable part of comprehensive development education. As we all know, beauty is powerful, and education without aesthetic education is not complete. Thousands of years ago, Confucius proposed that "be prospered in poetry, be established in rituals, and be successful in music", emphasizing the role of aesthetic education in cultivating personality. And now, when students are not buried in homework, it is time for them to appreciate the beauty in their lives. Under the "double reduction" policy, young people will have the opportunity and time to learn other things that interest them, which will effectively improve their overall quality.

2.4 The importance of education system reform

On October 15, 2020, the General Office of the CPC Central Committee and the General Office of the State Council issued the Opinions on Comprehensively Strengthening and Improving School Sports in the New Era and the Opinions on Comprehensively Strengthening and Improving School Aesthetic Education in the New Era, which clearly stated that music, art, calligraphy, dance, drama, and opera should be included in the main content of the school aesthetic arts curriculum.[4] At present, the reform of primary and secondary schools is also gradually put on the agenda. In the new reform plan, cultivating new talents, deepening the educational reform of innovation and entrepreneurship, and comprehensively improving the quality of curriculum construction are all conducive to promoting the scientific selection of talents. Moreover, the new education reform is more scientific and can promote the all-round development of students' morality, intelligence, physique, and beauty, taking students as the center, proceeding from the actual situation of students, letting education really go to students and thinking for students. In addition, arts subjects have been added to the primary and secondary school exams in some regions, all of which reflect the widespread interest in implementing aesthetic education for youth groups in China's education. It can be seen that practicing music literacy education not only echoes the real needs of the reform of the national education system but also helps to relieve academic stress and relaxation in music education, allowing it to jump out of the circle of "internal volume".

3. Problems in the cultivation of music literacy among adolescents

3.1 Theories of youth education are old-fashioned

In current youth music education, many teachers still put the mastery of knowledge and skills in the first place, ignoring youth's interests and developing music aesthetics and expression.

3.2 The process of music education is very utilitarian

With the continuous promotion of quality education reform, "exam-oriented education" is gradually eliminated. There is also a problem of excessive utilitarianism in music education in China.[5] Some schools also treat music education as a subject for entrance examinations, believing that music education can improve students' overall quality and ability and help them find employment in the future. In the context of further education, many parents see "music education" as a "shortcut" to education. This utilitarian approach has resulted in students not performing to their full potential in the exam process. They agree that music education for children is a way to get extra points on the college entrance exams and to get into the desired colleges and universities through art studies. This utilitarian education prevents many students from learning a true appreciation and appreciation of music. Many parents use "exams" and "grades" to show off in their children's music studies. Even in many music training schools, there is a teaching style of studying only exam repertoire, which is not conducive to music literacy education for young people.

3.3 Teachers' own music quality is not further improved

In many primary and secondary schools, teachers of art courses are "marginal teachers" on campus, and art courses are often replaced by the so-called "main courses", resulting in teachers not being able to continuously improve their teaching ability after work, resulting in a lack of innovation in teaching methods. As a result, teachers cannot continuously improve their teaching skills after work, resulting in a lack of innovative teaching methods, single

content, and failure to motivate young people to learn the art.[6] As a result, it is difficult to guarantee the basic quality of teaching, let alone the development of music literacy.

4. Strategies for improving youth music literacy education

4.1 Change music teachers' teaching ideas

The cultivation of young people's music literacy lies in the infiltration of art and culture, so teachers should review the current music curriculum content and add traditional classical culture content, including traditional Chinese folk music culture, ethnic minority characteristics of music culture, and traditional music culture of the world's ethnic groups.[6] Changing the teachers' traditional music education concept enriches the classroom teaching connotation and enhances the integration of music with the current teaching content. This will improve the teachers' ability to teach from the textbook and help students to develop musical qualities and acquire a richer knowledge of music culture. At the same time, teachers should also clarify their important position in music teaching, strengthen the reform and innovation of teaching, and make corresponding reforms according to the actual situation of students so that students can better learn the knowledge of music.

4.2 Change the way of teaching in class

Teachers should pay attention to students' music knowledge and experience in teaching. Therefore, teachers should change the current way of teaching music, pay attention to students' experience in teaching, and urge students to take the initiative to cooperate with teachers in teaching to improve the quality of teaching. For example, experientiality is a prominent feature of modern music learning methods. The learning in music class must first be carried out by listening, experiencing, and feeling the music. How to turn students' invisible and intangible first experience of music into a monitorable state requires teachers to design some simple questions before students listen to it for the first time. When students listen to the music with questions, the purpose of listening will be clear. In the process of listening, students will concentrate, think actively, listen carefully, try to find answers from the music according to their own experiences and feelings, and finally summarize them. This kind of thinking process gives full play to the students' initiative.

4.3 Create a strong learning atmosphere

Teachers need to use the atmosphere wisely to guide students' learning. In this case, teachers should first recognize the role played by the setting of atmosphere for students' music learning in teaching so that they can strengthen the setting of the learning atmosphere and create some contexts to enable students to better and faster integration into the corresponding contexts. And experience the musical contexts and emotional changes of the characters so that students can feel the beauty of music and art, and then trigger them to communicate with each other in the music classroom and develop Musical thinking.[7] It is also important to create an environment where students feel safe to think wildly. Divergent thinking is the basic component of creative thinking and the central link of creative thinking. Therefore, training divergent thinking can cultivate the broadness, flexibility, and originality of students' thinking. Association and imagination generally refer to the imagination and association of related sound images and artistic conceptions evoked by sound perception and emotional experience. That is, it is important for students to have a learning environment that allows them to interact with music to achieve creative thinking.

4.4 Improve the professional competence of music teachers

While paying attention to the development of students, it is also important to pay attention to teachers' progress. Therefore, it is important to develop the professional competence of music teachers and to study innovative teaching methods in the current music classroom to cultivate students' musical literacy and to make the music classroom full and rich to promote changes in the music classroom.[8] Therefore, music teachers must be trained to optimize their teaching methods to help students master and experience art and culture in the music classroom. In addition, music teachers must pay attention to their own study of the music curriculum, strengthen the infiltration of art in the curriculum content, and set up classroom content reasonably so that they can get richer content in all classroom stages. In addition, teachers should also pay more attention to the curriculum and their students, choose teaching contents that meet their age and interests to carry out the curriculum, and guide them to carry out art learning actively.

5. Conclusion

The current boom in education requires teachers to keep up with the times and the characteristics of the times in their teaching. In this process, music literacy education is an urgent necessity. We need to improve the overall quality of our students and seek a more appropriate way and method for learners to develop comprehensive literacy so that it can become a more reasonable basis for promoting the education of learners. The practice has shown that school music literacy education has at least the following four functions. First, music teaching and extracurricular art activities effectively cultivate and improve students' aesthetic taste and aesthetic ability in the artistic aesthetic activities in which students personally participate to purify the mind, shape, and perfect personality. Second, it lets students master the basic knowledge and basic skills of music and understands the history of human art development and excellent works of art so that they have the basic ability of artistic aesthetics. Third, appreciation and performance of musical works can effectively stimulate students' patriotism, make students love the great rivers and mountains of the motherland, cherish the excellent traditional culture of China, and cultivate national self-confidence and pride. Fourth, music literacy education, in its unique way, develops students' potential, displays their individuality, and cultivates their creative spirit and practical ability. To this end, we must pay attention to the reform of music literacy education, teaching basic music skills while emphasizing the cultivation of music culture, feeling the humanistic context of songs, and thus further improving aesthetic ability. We must recognize our role in the classroom, insist on guidance, let them know and feel the art of song, try to promote their all-around comprehensive development, and cultivate more talents to construct the motherland and the progress of society.

References

- Le M. A study of "five rhythms" in elementary school music based on the cultivation of rhythm [J]. *Popular Literature and Arts*. 2022(03).
- Xiao M. Exploring the cultivation of music literacy among contemporary secondary school students [J]. *Popular songs*. 2015(11).
- Zhang Y. Implementation of music literacy courses for preschool education majors in higher vocational education under the background of "1+X" certificate system [J]. *Talent*, 2021, 000(005):173175.
- Chen Yan. Teaching Research on Music Literacy Courses for Preschool Education Majors in Higher Vocational Colleges [J]. *Journal of Hubei Adult Education College*, 2019, 25(5):3.
- He M. Flexible and Diverse Rhythm Training in High School Music Teaching—Talking about How to Improve Students' Music Literacy [J]. *Friends of Humanities*, 2020, 000(022): 335.
- Gu T. How to improve the music literacy of junior high school students [J]. *The Most Comic·School Body Sound Beauty*, 2018(31):1.
- Ren S. How to improve the music literacy of high school students under the background of quality education [J]. *Western Quality Education*, 2019(2): 1.
- Wei D. Exploration and practice of music literacy assessment for primary and middle school students [J]. *Music Time and Space*, 2021, 000(012):179-182.