

## СЕКЦІЯ № 4.

### ТЕОРІЯ І ПРАКТИКА ПРОФЕСІЙНОЇ, ФАХОВОЇ ПЕРЕДВИЩОЇ ТА ВИЩОЇ ОСВІТИ В КОНТЕКСТІ РЕФОРМ І ВИКЛИКІВ

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#### **FACTORS OF INFLUENCE OF CHINESE TRADITIONAL MUSIC ON THE AESTHETIC DEVELOPMENT OF COLLEGE STUDENTS IN CHINA**

The rapid growth of science, technology, and the internet allows us to explore global music cultures without traveling. Each nation's unique music reflects its cultural value. As future leaders, college students must appreciate China's traditional music while learning from other cultures. Music education, especially traditional Chinese music, is essential to their artistic development and cultural understanding.

Many scholars have researched how to shape college students' aesthetic values. Yan Yongmin suggests focusing on developing students' appreciation for truth, goodness, and beauty through humanities and art education. Beyond theory, aesthetic practice in classroom teaching is crucial. Teachers should emphasize practical experience and clear understanding, helping students deeply connect with aesthetic education. In addition, «extracurricular aesthetic education practice activities should be expanded, and colleges and universities should organize more educational social practice activities» [4, p. 54–55].

Zhou Yao argues that curriculum development is the key pathway for college students to develop aesthetic values. To enhance this, colleges must focus on strengthening aesthetic education by improving the curriculum system and increasing the proportion of aesthetic courses. Aesthetic education should include both theoretical learning and practical training, with adequate time allocated to ensure effective teaching. This can be achieved by increasing the

credit ratio of aesthetic courses, providing sufficient class hours, and ensuring all elements of the curriculum are fully addressed (Yao, 2014) [6, p. 28–29].

Guan Lixue believes that it is necessary to build a complete system of aesthetic education in schools, improve the curriculum system of aesthetic education according to the characteristics of students' development, improve teaching methods, combine theory with practice, and create a good educational atmosphere inside and outside schools by means of the communication mechanism of new media, and combine online and offline to promote the construction of campus culture, strengthen family education and create a multi-subject educational environment for home-school clubs (Lixue) [1, p. 58–68].

Li Yakun asserts that aesthetic value education is a part of ideological and political education. To promote proper aesthetic values in both education and school life, schools should provide general courses specifically focused on aesthetic values. For example, we can offer courses on body and etiquette, art appreciation and elective courses, such as vocal music, painting and musical instruments (Yakun, 2018) [5, p. 39–40].

Yan suggests integrating aesthetic values into various courses by highlighting relevant content. For example, discuss social and life beauty in moral education, teach artistic and formal beauty in music appreciation, and explore natural and implicit beauty in literature classes. Additionally, college community activities serve as another key avenue for aesthetic education [6, p.19].

Aesthetic values are a part of it. According to people with different emotional types, we choose new middle-class groups, collect pictures of their life forms, products used and consumption environment, analyze them, and sum up aesthetic values, which are people's comments and opinions on "the beauty of the appearance of objects", mainly referring to the color, shape and material of objects. (Wen Ying, 2009) [2].

Huang Weixing views the development of students' aesthetic values as a long-term process involving ongoing dialogue. This includes communication between students and texts, teachers, peers, themselves, and the broader cultural and life environment. Moving towards effective and infinite dialogue and communication is the mechanism guarantee for aesthetic education to construct aesthetic values. The effective dialogue methods of teachers in aesthetic education class include imparting aesthetic knowledge, training aesthetic skills

and improving prudent thinking. The effective dialogue methods of teachers in aesthetic education class include imparting aesthetic knowledge, training aesthetic skills and improving prudent thinking [3, p. 171–175].

Thus, the aesthetic values of college students have become the subject of research by many scholars. It can definitely be argued that the path to forming aesthetic values in college students through the arts is not easy and long. Therefore, there is no consensus among scholars on the impact of musical art on the development of aesthetic values of college students. From our point of view, all factors are important, because musical art is perceived by each student in a special and different way, but the influence of traditional music on student youth is undoubtedly great.

#### References:

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