

# Management of Emotional Teaching Strategies in Social Music Education in Chinese Colleges and Universities

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## Abstract

Emotional teaching in social music education in colleges and universities plays an important role in cultivating students' musical accomplishment and shaping sound personality. However, the current emotional teaching is facing some challenges, including the lagging teaching concept, the lack of teachers, the single teaching model, the lack of evaluation mechanism and so on. In order to optimize affective teaching, it is urgent to renew teaching concept, strengthen teacher training, innovate teaching mode and establish evaluation mechanism. The practical significance of affective teaching lies in improving the quality of education, promoting the all-round development of students, highlighting the function of social service, inheriting and carrying forward the excellent traditional Chinese culture.

**Keywords:** Affective teaching, College social music education, Management literacy, Teaching strategy

## 1. Introduction

With the rapid development of society and the continuous improvement of people's spiritual and cultural needs, music education plays an increasingly prominent role in the higher education system. Especially in the field of social music education in colleges and universities, emotional teaching, as a unique educational model, is gradually receiving extensive attention and attention for its intrinsic meaning and far-reaching value. This paper aims to deeply analyze the core concept of emotion teaching in social music education in colleges and universities and systematically expound its important role and value in teaching practice.

## 2. Connotation and Value of Emotional Teaching in College Social Music Education

Emotional teaching is a kind of teaching mode with emotion as the core, which makes full use of the appeal and expression of music, deeply touches the inner world of students, and makes them have strong emotional resonance under the influence of music, so as to achieve the educational purpose. In the practice of social music education in colleges and universities, emotional teaching is not satisfied with the simple imparting of music skills but pays more attention to the deep communication and integration between music and students' emotions. This teaching mode emphasizes the deep exploration of the emotional connotation contained in music works. Under the careful guidance of teachers, students can deeply experience and understand the emotional expression of music in the process of appreciating and playing music, so as to enrich their emotional world and improve their aesthetic ability.

Emotional teaching is committed to deeply exploring and effectively conveying the emotional connotation of music works, aiming at gradually guiding students to cultivate a unique musical aesthetic taste through the influence of music (Chen & Liu, 2022; Feng, 2020). The cultivation of such aesthetic taste not only helps to enhance students' in-depth understanding and appreciation of music works, but also helps to promote their personality development, thus forming a unique artistic style and aesthetic concept. As a unique art form, music carries rich aesthetic value and profound emotional power. In the field of music education, emotional teaching, with its unique appeal and expression, deeply touches students' inner world and effectively cultivates their noble sentiments. Through music education, students can not only systematically master music knowledge and skills but also learn how to accurately express emotions and deeply understand others under the influence and infection of music, thus shaping a sound and rich personality. Affective teaching emphasizes the emotional experience of students in the process of participation, aiming at stimulating their learning interest and enthusiasm effectively. In the implementation process of emotional teaching, students will no longer play the role of passive receiving knowledge but become an active participant in music learning and performance. Through hands-on practice and in-depth experience, students can deeply feel the unique charm of music. This teaching mode not only helps to improve students' music literacy, but also cultivates their aesthetic ability, emotional expression ability and other comprehensive qualities, laying a solid and stable foundation for their all-round development in the future.

### **3. Difficulties of Emotional Teaching in the Management of Social Music Education in Colleges and Universities**

With the rapid progress of society and the remarkable improvement of people's quality of life, music education plays an increasingly significant role in the national education system. As a helpful aid to school music education, the importance of social music education is self-evident. However, in the practice of social music education management in colleges and universities, emotional teaching, which is very important to cultivate students' musical emotion and improve students' musical accomplishment, faces many challenges and difficulties.

#### **3.1 Teaching Concept Is Lagging Behind, and the Emotional Teaching Is Not Systematic**

At present, the teaching concept of social music education in some colleges and universities is still following the traditional mode, emphasizing skill training and knowledge infusion, but ignoring the key to emotional teaching. This old teaching concept makes the emotional teaching lack systematics in the course design, textbook selection, teaching methods and so on, and it is difficult to give students comprehensive emotional training. Therefore, it is urgent for colleges and universities to renew the teaching concept and put emotion teaching in the core position of music education system, so as to build a complete emotion teaching system.

#### **3.2 Lack of Teachers, Emotional Guidance Ability Needs to Be Improved**

Emotional teaching in social music education in colleges and universities requires teachers to have profound musical accomplishment and rich experience in emotional teaching. However, at present, some teachers have the problem of insufficient professional quality of emotion teaching, and it is difficult to effectively guide students to in-depth emotional experience and expression. At the same time, in view of the uniqueness of social music education institutions, it is difficult to attract and retain high-level music teachers, which leads to significant differences in the quality of emotional teaching. In view of this, colleges and universities must strengthen the construction of teachers, focus on improving teachers' emotional guidance ability, and provide students with better emotional teaching services.

### **3.3 Single Teaching Mode and Insufficient Depth of Emotional Experience**

The traditional mode of social music education in colleges and universities is often limited to a single form of teaching and demonstration, lacking diversified teaching means and interactive teaching methods. The single teaching mode is ineffective in stimulating students' learning interest and enthusiasm, and it is also difficult to meet students' needs for rich emotional experience. Therefore, it is urgent for colleges and universities to innovate the teaching mode and actively introduce diversified teaching methods and interactive teaching methods. Through the introduction of diversified forms of activities such as music games, music creation, and music performances, students can deeply experience the charm of music in the process of active participation, so as to further enhance the depth of their emotional experience. This reform will help to improve the quality and effect of social music education in colleges and universities and better meet the growth needs of students.

### **3.4 Lack of Evaluation Mechanism Makes It Difficult to Measure the Effectiveness of Emotional Teaching**

At present, the evaluation mechanism of social music education in colleges and universities mainly focuses on the students' skill mastery and knowledge accumulation, and the evaluation of the effect of emotional teaching is relatively lacking. This single evaluation model is difficult to fully show students' comprehensive music literacy and emotional growth and cannot effectively monitor and evaluate the quality of emotional teaching. Therefore, it is necessary to build a set of scientific evaluation system, including the effectiveness of emotional teaching into the evaluation category, through the combination of qualitative and quantitative evaluation, systematically and comprehensively assess students' music literacy and emotional development level.

## **4. The Optimization Strategy of Emotion Teaching in The Management of Social Music Education in Colleges and Universities**

With the continuous deepening of educational reform, social music education in colleges and universities plays an increasingly prominent role in cultivating students' comprehensive quality. As a key part of the music education system, the quality and effectiveness of emotion teaching are directly related to the depth of students' music experience and the quality of their emotional growth.

### **4.1 Update the Teaching Concept and Build the Emotional Teaching System**

First of all, colleges and universities must renew the teaching concept and deeply recognize the core position of emotion teaching in music education. Through in-depth analysis of the theoretical connotation and practical methods of emotion teaching, a complete and systematic emotion teaching system is constructed to ensure that emotion cultivation can run through music education. In the course setting, the proportion of emotion teaching should be properly increased, and the training of music skills should be closely combined with the cultivation of emotion, so that students can fully feel and understand the emotional charm of music while mastering professional skills.

### **4.2 Strengthen Teacher Training and Improve Teachers' Guidance Ability**

Teachers play an important role in affective teaching, and their affective guiding ability is very important to affective teaching (Sun & Zhang, 2023; Li & Wang, 2021). Therefore, it is an important part of current music education to strengthen teacher training and enhance teachers' emotional guidance ability. In order to achieve this goal, teacher training, discussion and exchange activities should be organized regularly to deepen teachers' knowledge and understanding of emotion teaching, so that they can better grasp the core concepts and methods of emotion teaching. At the same time, teachers are encouraged to actively explore and practice new methods and new ways of emotional teaching, achieve innovation and breakthrough, and

improve their professional quality and teaching ability. The implementation of this series of measures will significantly improve teachers' emotional guidance ability, so as to promote the in-depth development of emotional teaching and provide students with more high-quality and efficient teaching services.

#### **4.3 Innovate Teaching Models and Deepen Students' Emotional Experience**

##### *4.3.1. Pay Attention to The Teaching of Folk Music and Cultivate National Confidence and Patriotic Feelings*

Folk music is the cultural treasure of the Chinese nation, which contains rich emotional connotation. In emotional teaching, we should attach importance to the teaching of the content of national music and cultivate the students' national self-confidence and patriotic feelings by guiding them to appreciate, learn and sing national music. This can not only enrich the emotional experience of students but also inherit and carry forward the excellent traditional Chinese culture.

##### *4.3.2. Carry Out Music Practice Activities to Broaden Channels of Emotional Expression*

Music practice is an important career of emotional teaching. Through the organization of concerts, music competitions, music creation and other practical activities, to provide students with a platform to show themselves and express emotions. At the same time, students are encouraged to continue to explore and innovate in practice, expand channels and ways of emotional expression, so that students can experience the charm of music in practice and deepen emotional experience.

##### *4.3.3. Integrate Aesthetic Education Elements to Achieve Interdisciplinary Emotional Penetration*

Aesthetic education is one of the important ways to cultivate students' emotions. In emotional teaching, aesthetic education elements should be integrated, and the interdisciplinary emotional penetration should be realized through the cross-fusion of music, art, literature and other disciplines. This can not only enrich students' emotional experience but also broaden their knowledge horizon and promote their all-round development.

##### *4.3.4. Establish An Evaluation Mechanism to Scientifically Evaluate the Effectiveness of Affective Teaching*

In order to fully evaluate the effectiveness of affective teaching, it is necessary to establish a scientific evaluation mechanism. Through the combination of qualitative and quantitative methods, the students' music literacy and emotional development are comprehensively evaluated. At the same time, the evaluation results of affective teaching are combined with teachers' teaching work to provide teachers with feedback and guidance, and promote the continuous improvement and development of affective teaching.

### **5. Practical Significance of Emotional Teaching in the Management of Social Music Education in Colleges and Universities**

Social music education in colleges and universities plays an important role in cultivating students' music accomplishment, improving their ability of emotional expression and aesthetic ability, and its management quality has a profound impact on education results and students' individual development. As a key link in the social music education system of colleges and universities, emotional teaching has a significant practical value.

#### **5.1 Conducive to Improving the Quality of Social Music Education in Colleges and Universities**

Emotional teaching focuses on students' emotional experience and emotional expression, which can stimulate students' learning interest and enthusiasm, and enhance the attraction and

appeal of music education. Through emotional teaching, students can understand music works more deeply and feel the emotional connotation of music, so as to improve the quality of music education.

### 5.2 Conducive to the All-Round Development of Students

Emotional teaching not only pays attention to the cultivation of students' musical skills but also attaches importance to students' emotional development and personality shaping. Through emotion teaching, students can learn to express and transmit emotions with music and cultivate healthy emotional attitude and emotional ability (Zhao & Yang, 2022). In addition, emotional teaching can also promote the development of students' aesthetic ability, innovative ability and cooperative spirit, and lay a solid foundation for students' all-round development in the future.

### 5.3 Conducive to Demonstrating the Social Service Function of Universities

College social music education is an important part of college social service, and its practical significance of emotional teaching is also reflected in social service. Through emotional teaching, colleges and universities can train more talents with musical literacy and emotional expression ability for the society and make contributions to the development and prosperity of social and cultural undertakings. At the same time, emotional teaching can also promote the contact and interaction between colleges and society and enhance the sense of social responsibility and mission of colleges and universities.

### 5.4. Conducive to the Inheritance and Promotion of Fine Traditional Chinese Culture

Integrating elements such as folk music and classical poetry into emotional teaching helps students better understand and feel the charm of excellent traditional Chinese culture. By learning and inheriting these cultural contents, students can enhance their cultural self-confidence and cultural consciousness and make their own contributions to the inheritance and promotion of excellent traditional Chinese culture (Wu, 2019; Ministry of Education, 2020).

## 6. Conclusion

How to manage emotional teaching program is important since emotional teaching is the core of social music education in colleges and universities, which is of great significance to improving the quality of teaching and learning and promoting the all-round development of students. Facing the current difficulties in emotional teaching, administrators of social music and culture education in colleges and universities should actively adopt the process management of optimization strategies, including updating teaching concepts, strengthening teacher training, innovating teaching models, and establishing evaluation mechanisms. In addition, effective process management of the practical significance of emotional teaching is also reflected in highlighting the social service function, inheriting and carrying forward the excellent traditional Chinese culture. Only by deepening the reform the management of emotion teaching can the educational function of teaching and learning music and fine and applied arts be brought into full play and lay a solid foundation for the all-round development of students.

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