

# Research on the Integration and Practice of Moral Education Elements in High School Music Teaching

Hu Lieyin<sup>1,2</sup>

1. Qingyuan No.1 Experimental School, Guangdong Qingyuan 511500, China

2. University of the Visayas, 6000, Philippines

**Abstract:** The integration of music teaching and moral education demonstrates the educational value of music discipline and is a way to implement the fundamental task of fostering virtue. It helps students establish correct ideological values and achieve healthy growth goals. Therefore, it is necessary to optimize high school music teaching and effectively exert the educational function of music courses to improve the quality of music teaching and enhance students' comprehensive qualities.

**Keywords:** high school music teaching; moral education elements; integration and practice

In the music education curriculum for high school students, embedding moral education components is crucial for the long-term impact of this teaching activity. Music, as an artistic expression full of infectivity, can subtly influence students' inner world. Integrating moral education elements not only helps improve students' aesthetic perception and artistic qualities but also contributes to the formation of their value judgments and moral beliefs.

## 1 The Importance of Integrating Moral Education Elements into High School Music Teaching

In the process of music education at the high school level, incorporating elements of moral education holds significance that cannot be overlooked. Music, as an artistic expression filled with infectivity and expressive force, can deeply touch learners' inner worlds. During this crucial developmental stage in high school, students are undergoing the shaping of their personal values and worldviews. Music courses integrated with moral education enrich their emotional experiences and potentially cultivate moral concepts through music appreciation and participation. The virtues of love, justice, bravery, kindness, and other positive qualities contained in musical works can evoke students' positive emotions and upward spiritual power, thereby enhancing their sense of social responsibility and team collaboration awareness. Furthermore, this process has a positive effect on students' aesthetic and cultural cognition, enabling them to understand the essence of morality while experiencing beauty and thereby cultivating a well-rounded personality. This lays a solid moral foundation for their future growth and helps them become the backbone of society with both artistic accomplishment and excellent moral character.

## 2 Strategies for Integrating Moral Education Elements into High School Music Teaching

### 2.1 Deeply Explore the Moral Education Connotation in Teaching Materials

The in-depth exploration of music education materials at

the , China high school level is an important topic for teachers. This not only involves careful analysis of musical works but also requires insight into the moral education elements contained within. In works such as national anthems that praise the country, guide students to experience patriotic emotions. In chorus works, the inheritance and emphasis on the concept of collectivism are highlighted. By explaining the historical context behind the literary works and the personal histories of their creators, students can deeply comprehend the ethical concepts embodied in the works.

In high school music teaching, it is of great significance to deeply explore the moral education connotation in teaching materials, taking *The Symphony of Fantasy* as an example. This work is not only charming in musical techniques and forms of expression but also contains rich moral education elements. Through detailed analysis and teaching practice, it can guide students to deeply appreciate the emotions and values conveyed by music. In this work, the composer uses a unique musical language to depict a rich emotional world, demonstrating the pursuit of dreams, courage, and perseverance. During the teaching process, teachers can guide students to feel the composer's resilient spirit displayed in the creation and the expression of longing for a better life and unremitting efforts through music, thereby enabling students to understand the importance of striving to realize their ideals. At the same time, the complex emotions and delicate expressions presented in the work can also cultivate students' empathy and emotional perception abilities, making them more understanding and caring about others' feelings. This respect and care for others' emotions is an important part of moral education. Through in-depth research and teaching of *The Symphony of Fantasy*, moral education elements can be effectively integrated into high school music teaching, promoting the cultivation and shaping of students' moral qualities while improving their music appreciation and aesthetic abilities.

### 2.2 Innovating Teaching Methods to Infiltrate Moral Education

In the educational process, diversified methods are employed, such as situational simulation, to construct specific environments related to musical pieces, immersing students in them to feel and shape their moral emotions. Multimedia tools are utilized to display video and image materials containing musical elements,

enhancing students' direct perception. Interactive discussion groups and role-playing exercises are organized, through which students can cultivate excellent moral qualities in the process of mutual communication and collaboration.

Taking the content of Nursery Rhymes in teaching materials as an example, innovating teaching methods to infiltrate moral education holds significant importance and feasibility. Nursery rhymes typically feature concise and lively melodies, catchy lyrics, and characteristics filled with childlike innocence and purity. Through innovative teaching methods, such as creating situational teaching, students can immerse themselves in the pure world depicted by the nursery rhymes, feeling the beautiful emotions and positive spirits within. Multimedia technology is used to display vivid images and interesting stories related to the nursery rhymes, stimulating students' interest and emotional resonance. Group cooperative learning can also be organized, allowing students to jointly explore the moral education connotations in the nursery rhymes, cultivating teamwork spirit and communication skills. During the teaching process, students are guided to independently create and adapt nursery rhymes, exerting their creativity and imagination while integrating moral concepts into them, enabling students to deepen their understanding and identification with moral education through creation. Such innovative teaching methods can make students more actively participate in the learning of nursery rhymes, better comprehend the moral education elements within, and achieve an organic integration of music education and moral education.

### 2.3 Conducting Rich Musical Practice Activities

A variety of musical activities, including chorus competitions and music evenings, are held. Participating in chorus, a collective activity, helps cultivate students' spirit of cooperation and consciousness of abiding by rules. During the preparation process of music evenings, students need to learn to take responsibility and help each other. By participating in musical performances and related activities, students can perceive and practice moral norms in practice.

Taking the Drinking Song in high school music textbooks as an example, conducting rich musical practice activities holds significant importance. Students can be organized for chorus rehearsals, allowing them to deeply feel the joy, unity, and blessings

conveyed in the song during collective singing, cultivating teamwork spirit. Music appreciation sessions are held to guide students to listen attentively to the song, analyze its melody, rhythm, lyrics, and other elements, thereby understanding the praise for a better life and positive attitude contained within, enhancing their music appreciation ability and aesthetic level. Music creation activities can also be carried out, encouraging students to adapt or create new musical works based on the style and theme of the Drinking Song, stimulating their creativity and innovative thinking. At the same time, music and cultural exchange activities are organized, allowing students to share their understanding of the cultural background and social significance represented by the Drinking Song, promoting cultural inheritance and exchange, and enhancing cultural confidence and national pride. Through these diverse musical practice activities, students not only improve their musical literacy in music learning but also deeply comprehend the connotation of moral education, achieving comprehensive development.

For the classic symphonies included in educational materials, we arrange for students to visit professional music performance venues to personally experience the live atmosphere of concerts. Such immersive musical experiences not only help improve students' music appreciation ability but also enable them to appreciate the power and charm of music in a serious artistic environment, cultivating respect and love for elegant art, thereby enhancing personal aesthetic pleasure and moral quality.

## 3 Conclusion

Musical compositions often contain a wealth of emotional and intellectual content. High school music teachers must deeply explore and analyze the emotional and intellectual elements within these compositions, fully presenting them to students. This will help students appreciate and understand music on a deeper level, allowing them to be influenced at the ideological level, enlightening their minds and willpower, and improving their moral character and cultural literacy. Ultimately, this leads to significant achievements in moral education. Therefore, it is essential to uncover the moral education elements embedded in high school music teaching so that students can gain more benefits from their music studies during this period.

## References

- [1] Wang Bin. Cultivating People through Music, Cultivating Virtue through Truth: Exploring and Infiltrating Moral Education Elements in High School Music Teaching [J]. *Gansu Education*, 2020, (16): 86.
- [2] Shi Guixia. Research on the Current Situation and Countermeasures of High School Music Teaching under the New Curriculum Reform [J]. *Learning Weekly*, 2024, (21): 161-163.
- [3] Wei Lai. Educating People through Music, Influencing People through Joy: Practicing Moral Education in High School Music Teaching [J]. *Young Pianists*, 2023, (17): 54-56.