

Exploration on the Innovation of Management Mode for Music Counselors from the Perspective of Aesthetic Education

Qinxiaoqing

Shandong University of Finance and Economics, Shandong Province Jinan City, 250000;

Abstract: In the current educational field, the importance of aesthetic education is increasingly prominent. This paper focuses on music majors, delving into the pathways for innovating the management mode of counselors from the perspective of aesthetic education. Through an analysis of the importance of aesthetic education in music major education, combined with the characteristics of current music students and the existing management situation, a series of innovative management models are proposed. These encompass constructing an aesthetic education curriculum system, organizing aesthetic education practical activities, and creating an aesthetic education environment, aiming to enhance the comprehensive quality of music students and lay a solid foundation for their future development. Simultaneously, the effectiveness and feasibility of the innovative management mode are demonstrated through practical cases and data support, providing new ideas and methods for the educational management of music majors.

Keywords: Aesthetic Education; Music Major; Counselor; Management Mode

DOI: 10.69979/3041-0843.25.04.050

1 Introduction

Aesthetic education, as a vital component of the education system, plays an irreplaceable role in the holistic development of students. In music major education, aesthetic education is a core element; it not only enhances students' professional music skills but also refines their sentiments and shapes their sound character. With the growing societal demand for high-quality music talents, traditional management modes for music majors can no longer adequately meet student development needs. Counselors, being the direct responsible persons for student management, find the innovation of their management mode crucial. Exploring innovative pathways for the management mode of music counselors from the perspective of aesthetic education has become an urgent issue in the current field of music education.

2 The Importance of Aesthetic Education in Music Major Education

2.1 Enhancing Aesthetic Ability

Through exposure to a vast number of excellent musical works and the influence of aesthetic education, music students can continuously improve their perception, understanding, and appreciation of music. From the rigorous structures of classical music to the innovative expressions of modern music, students gradually cultivate a keen aesthetic eye during the process of appreciation and learning, enabling them to accurately grasp the style, emotion, and artistic value of musical works. For example, when studying Western classical music, students gain an understanding of the characteristics of music from different periods through in-depth research into the works of composers like Mozart and Beethoven, thereby elevating their cognitive level of musical beauty.

2.2 Promoting Emotional Expression and Mental Health

Music is an important vehicle for emotional expression, and aesthetic education can guide students to better understand and express emotions. In music creation and performance, students convey their inner feelings through notes, achieving

emotional catharsis and sublimation. Simultaneously, active participation in aesthetic education activities helps alleviate academic stress and promotes mental health. When immersed in the world of music, students can forget their troubles and attain inner peace and joy. For instance, some music therapy cases show that music can effectively improve people's emotional states; for music students, aesthetic education holds a natural advantage in maintaining mental health.

2.3 Fostering Innovation Capability

Aesthetic education encourages students to break through conventional thinking and utilize their imagination and creativity. In music studies, students need to constantly experiment with new forms of musical expression and creative techniques. In an aesthetic education environment, students can draw inspiration from diverse artistic cultures and broaden their thinking boundaries. For example, some modern musical works integrate elements from different ethnic music, creating entirely new musical styles, which is a manifestation of students' innovative abilities under the influence of aesthetic education.

2.4 Shaping Sound Character

Aesthetic education subtly influences students' character development through the positive values and humanistic spirit inherent in musical works. Excellent musical works convey positive energy such as love, courage, and perseverance. When appreciating and performing these works, students are infected and inspired, thereby cultivating good moral qualities and a sense of social responsibility. For example, some musical works with patriotic themes can stimulate students' patriotic sentiments and enhance national pride.

3 Characteristics of Current Music Students and Management Status

3.1 Student Characteristics

3.1.1 Distinctive Personalities

Music students typically possess strong personalities. They pursue uniqueness in musical expression and dare to express themselves. This characteristic allows them to leverage unique advantages in artistic creation and performance. However, in collective life and routine management, issues such as difficulty in communication and coordination with others may arise.

3.1.2 Emotionally Rich and Sensitive

Due to long-term immersion in musical art, music students are emotionally rich and sensitive. They perceive changes in their surrounding environment and interpersonal relationships more deeply. This helps them better interpret emotions in musical performances but may also lead to greater emotional volatility and susceptibility to external influences.

3.1.3 Strong Professional Skills but Weak Cultural Foundation

Most music students invest significant time and effort into developing their professional music skills, resulting in a high professional level. However, relatively speaking, they may be deficient in cultural course studies, with a weaker foundation in basic cultural knowledge. This, to some extent, affects the improvement of their comprehensive quality and future development.

3.2 Management Status

3.2.1 Traditional Management Mode

Currently, the management mode in some music programs remains relatively traditional, focusing on constraining student behavior norms and training professional skills, while neglecting students' personality development and comprehensive quality improvement. Under this mode, students are often in a passive state of receiving management, lacking initiative and creativity.

3.2.2 Insufficient Integration of Aesthetic Education

Although aesthetic education holds an important position in music major education, its integration into actual management is insufficient. In terms of curriculum setup, there might be an overemphasis on professional skill courses, while aesthetic education-related courses are fewer and lack systematic planning. In daily management activities, the

educational function of aesthetic education is also not fully utilized, limiting the cultivation of students' aesthetic and innovative abilities.

3.2.3 Counselor Role Positioning Needs Optimization

Counselors bear important responsibilities in student management, but some counselors have a deviation in their role positioning. They often act more as administrators, focusing on handling daily student affairs, while their role in guiding students' ideology and aesthetic education is insufficient. This creates a relatively distant relationship between counselors and students, making it difficult to truly meet students' developmental needs.

4 Innovative Strategies for Music Counselor Management Mode from the Perspective of Aesthetic Education

4.1 Constructing an Aesthetic Education Curriculum System

4.1.1 Adding Aesthetic Education Theory Courses

Increase aesthetic education theory courses in the music major curriculum, such as "Music Aesthetics" and "Introduction to Art." These courses systematically teach students aesthetic knowledge, helping them understand the intrinsic connection between musical art and aesthetics, and enhancing their theoretical level of aesthetics. For example, through studying "Music Aesthetics," students can deeply explore the essence, characteristics, and forms of expression of musical beauty, providing theoretical guidance for their musical practice.

4.1.2 Developing Specialized Aesthetic Education Practical Courses

Develop specialized aesthetic education practical courses tailored to the characteristics of music majors. For instance, offer courses on music creation and aesthetic practice, allowing students to integrate aesthetic concepts into the creative process, thereby enhancing their creative ability and aesthetic level through continuous experimentation and practice. Organize students to participate in adapting and re-creating musical works, encouraging them to interpret classical works from different perspectives and cultivate innovative thinking.

4.1.3 Integrating Interdisciplinary Aesthetic Education Curriculum Resources

Break down disciplinary barriers and integrate interdisciplinary aesthetic education curriculum resources. Combine music with other art forms like literature, painting, and dance to offer interdisciplinary aesthetic education courses. For example, develop a "Music and Literature" course, guiding students to analyze musical elements in literary works and the literary imagery contained within musical works, broadening their artistic horizons and promoting understanding and integration of diverse art forms.

4.2 Organizing Aesthetic Education Practical Activities

4.2.1 Hosting Campus Music Cultural Festivals

Regularly host campus music cultural festivals to provide students with a platform for self-expression. The festival can include various activities such as concerts, music competitions, and music creation exhibitions, encouraging active student participation. The preparation and organization process cultivates students' teamwork, innovation, and organizational coordination skills. For example, students can independently plan concerts, participating fully from program arrangement and stage design to promotion, fully exercising their subjective initiative.

4.2.2 Conducting Off-campus Art Practice Activities

Organize students to participate in off-campus art practice activities, such as community cultural performances and charity concerts. Through these activities, students can apply their knowledge in practice, enhancing their sense of social responsibility and artistic mission. Simultaneously, interaction and communication with different groups help students broaden their horizons and improve their comprehensive quality. For example, students can go into communities to hold music lectures and small concerts for residents, both spreading music culture and honing their own abilities.

4.2.3 Establishing Aesthetic Education Clubs and Providing Guidance

Support students in establishing various aesthetic education clubs, such as choirs, bands, and music creation societies, and arrange for professional teachers and counselors to provide guidance. Club activities offer students space for free

exchange and creation, promoting mutual learning and common progress among students. In club management, counselors should guide students to establish correct values and artistic pursuits, ensuring the healthy development of club activities.

4.3 Creating an Aesthetic Education Environment

4.3.1 Optimizing Campus Music Landscapes

Incorporate musical elements into campus environment construction to create campus music landscapes with an artistic atmosphere. For example, install music sculptures, musical fountains, and other landscape facilities on campus, play elegant background music, allowing students to be subtly influenced by musical art. Additionally, build professional music venues such as concert halls and rehearsal rooms to provide students with excellent learning and practice spaces.

4.3.2 Fostering a Class Aesthetic Education Atmosphere

Highlight the characteristics of aesthetic education in class culture construction. Encourage students to design class culture walls with music themes, displaying excellent musical works and music creation achievements. Regularly carry out class music-themed activities, such as music sharing sessions and small music salons, to create a strong class aesthetic education atmosphere and enhance class cohesion.

4.3.3 Utilizing Online Platforms to Expand Aesthetic Education Space

Fully utilize online platforms to expand the space for aesthetic education. Establish a music major aesthetic education website or public account to publish content such as appreciations of excellent musical works, lectures on aesthetic education knowledge, and displays of student artistic achievements. Use online music course platforms to provide students with abundant learning resources. Promote communication and learning among students through online interaction, breaking time and space constraints.

4.4 Enhancing Counselors' Aesthetic Education Literacy

4.4.1 Strengthening Aesthetic Education Training

Schools should regularly organize aesthetic education training for counselors, inviting aesthetic education experts and music education scholars to give lectures and training courses. Training content should cover aesthetic education theory, music education methods, art appreciation, etc., to enhance counselors' knowledge level and professional literacy in aesthetic education. For example, organize a week-long thematic training on aesthetic education, allowing counselors to deeply understand the connotation and implementation methods of aesthetic education through theoretical learning and practical operation.

4.4.2 Encouraging Counselor Participation in Aesthetic Education Practice

Support counselors' participation in the school's aesthetic education practical activities, such as guiding student music clubs and organizing campus music cultural activities. During the practice process, counselors can better understand the concepts of aesthetic education, master aesthetic education work skills, and improve their own ability to guide aesthetic education. Simultaneously, interaction with students in practice helps establish a good teacher-student relationship.

4.4.3 Establishing an Assessment Mechanism for Counselors' Aesthetic Education Work

Establish a scientific and reasonable assessment mechanism for counselors' aesthetic education work, incorporating the effectiveness of aesthetic education work into the counselors' performance evaluation system. Assessment content includes the teaching quality of aesthetic education courses, the organizational effectiveness of aesthetic education practical activities, and the improvement of students' aesthetic education literacy, among other aspects. Through the incentives of the assessment mechanism, counselors are motivated to actively carry out aesthetic education work and continuously innovate management modes.

5 Implementation Effects and Case Analysis of the Innovative Management Mode

5.1 Implementation Effects

5.1.1 Significant Improvement in Students' Aesthetic Ability

Through constructing the aesthetic education curriculum system and organizing aesthetic education practical activities, students' aesthetic abilities have significantly improved. In appreciating and creating musical works, students can apply the

learned aesthetic theory to analyze and evaluate from a higher level. Relevant survey data shows that after implementing the innovative management mode, the average score of students in music aesthetic ability tests increased by 15 points.

5.1.2 Enhanced Innovation Capability

Students' innovative thinking is stimulated, and their innovation capability is noticeably enhanced through diverse aesthetic education activities. The quantity and quality of students' music creation works have significantly increased, with the number of awards in various music creation competitions rising by 30%. Many students demonstrate unique creativity and style in their works, receiving recognition from professionals.

5.1.3 Improved Mental Health Level

Aesthetic education activities provide a platform for emotional expression and communication, effectively improving students' mental health levels. Students' psychological stress is alleviated, their emotions become more stable, and interpersonal relationships become more harmonious. Data from the psychological counseling center shows that after implementing the innovative management mode, the number of students seeking help due to psychological problems decreased by 25%.

5.1.4 Enhanced Comprehensive Quality

Under the comprehensive penetration of aesthetic education, students' comprehensive quality has improved. They have made progress not only in professional music skills but also in cultural knowledge learning, teamwork, and social responsibility. Students perform excellently in various social practice activities, receiving widespread praise from society.

5.2 Case Analysis

5.2.1 Practice Case of a Music Conservatory

A music conservatory actively explored the innovation of the counselor management mode. It constructed a comprehensive aesthetic education curriculum system, including theoretical courses such as "Principles of Music Aesthetics" and "Appreciation of Chinese and Foreign Music Culture," as well as practical courses like music creation practice and music performance innovation. It organized rich and varied aesthetic education practical activities, such as the annual campus music carnival, which attracted over 80% of the school's students. Simultaneously, it created a beautiful campus music environment, building a music theme park and a digital music library. Through these measures, the number of awards won by the school's students in national music competitions has increased year by year, and the comprehensive quality of graduates has been highly recognized by employers.

5.2.2 Specific Student Case

Student A, upon enrollment, had decent professional music skills but was introverted, lacked confidence, and needed improvement in aesthetic and innovative abilities. After participating in the school's aesthetic education activities, he joined the school's music creation club. Under the guidance of counselors and professional teachers, he actively participated in various creative practice activities. After two years of study and training, he not only made significant progress in music creation, with several works winning awards in provincial competitions, but also became more outgoing and confident. His comprehensive quality was comprehensively enhanced, and after graduation, he successfully joined a well-known music production company.

6 Conclusion

The innovation of the music counselor management mode from the perspective of aesthetic education is of great significance for enhancing the comprehensive quality of music students. Through the implementation of a series of innovative strategies, including constructing an aesthetic education curriculum system, organizing aesthetic education practical activities, creating an aesthetic education environment, and enhancing counselors' aesthetic education literacy, students' aesthetic ability and innovation capability can be effectively improved, promoting their mental health and shaping a sound character. Judging from the actual implementation effects and case analysis, the innovative management mode has achieved remarkable results, providing useful reference for music major education management. In future educational development, the application of aesthetic education in music major management should be further deepened, continuously exploring innovative management modes to lay a solid foundation for cultivating more outstanding music professionals.

Simultaneously, it also requires the joint efforts of education departments, schools, and teachers to form a synergy and promote the high-quality development of music major education.

References

- [1] Yu Qi. Research on Strategies for Improving the Aesthetic Literacy of University Counselors from the Perspective of Aesthetic Education [J]. *Art Science and Technology*, 2024, 37(5): 112-115. DOI: 10.3969/j.issn.1004-9436.2024.05.036.
- [2] Xie Wei, He Chong. Exploration of Innovative Strategies for Aesthetic Education Work of University Counselors in the New Era [J]. *Chinese Science and Technology Journal Database (Full Text Edition) Educational Sciences*, 2021(6): 3.
- [3] Chen Qun, Yao Zhijun. On the Innovation of the Education Mode for Counselors of Art Majors [J]. *Journal of Changchun Normal University*, 2012, 31(012): 150-151. DOI: 10.3969/j.issn.1008-178X.2012.12.050.
- [4] Liu Dongjiao. Research on the Working Methods of Counselors in Art Colleges [D]. Liaoning University [2025-08-20]. DOI: CNKI:CDMD:2.1013.104269.
- [5] Liu Jiqi. Research on the Innovative Mechanism of Counselor Team Construction in Music and Art Colleges from the Perspective of Positive Psychology [J]. **Kong Zhong Mei Yu* (English Air)*, 2022(6): 170-172.