

## Caring Orientation in College Music Education

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**Abstract:** The enlightenment function of music has attracted the attention of many scholars. At present, the caring orientation is the focus of music education. However, how to integrate caring orientation into college music education are an urgent research topic and an important challenge for music education. Based on the analysis of caring orientation, this study analyses the college music education based on caring orientation from three aspects: music education based on caring emotion, music education based on caring relationship, and music education based on caring ethics. Finally, it is proposed that music is a medium to break the language barrier, and different cultures will produce different music, and students from different cultures can share the unique experience of each culture through music education, so as to understand the diversity of other cultures. This is the key to the caring orientation of music.

### 1. Introduction

Music is not only a kind of art, entertainment, but also an expression of affection, more education, soul transformation of social moral function. The book of filial piety says: change the customs and do not be good at music. Confucius believed that music was the highest state of personality cultivation. In ancient China, music played an important role in politics, religion and culture [1]. In the west, as far back as Greek and Roman times, music was considered to have unparalleled power, in addition to helping individuals to find their own harmony and improve their health. Even through the spread of musical notes, it can drive away evil spirits and cure diseases. Music, then, is a God-given power to bring order and balance to our internal dissonance. It follows that both east and west agree on the importance of music for the promotion of human life and soul.

College music education almost all focuses on song teaching, flute playing and music theory learning, emphasizing knowledge and skills, while music appreciation is neglected. Bennett Reimer, an American philosopher of music education, believes that music education should be provided in a broad, deep and more inclusive way, which is emotional education that can touch people rather than just music technology training. In 1984, Nel Noddings proposed the connotation of caring ethics philosophy and moral education with emotion as the primary. She is against all students studying the same standard liberal arts curriculum, while ignoring each student's own potential, traits and interests. This is also the problem that our country education faces at present. She believes that traditional subjects should not be the core of the university curriculum, and that the primary task of schools is to care for students and educate them to be caring [2]. Caring ethics emphasizes the cultivation of emotion, the establishment of relationship and the emphasis on difference. Music can take us to the bottom of our emotions and reflect the inner and outer activities in our life through various styles. Caring ethics and musical activities should be compatible.

However, how to integrate caring orientation into college music education are an urgent research topic and an important challenge for music education.

### 2. Moral Theory of Caring Orientation

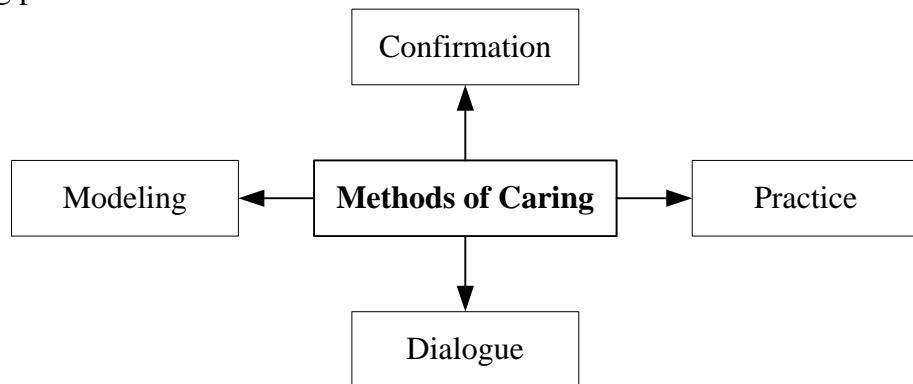
#### 2.1 Connotation of Care

Caring is not only the compassionate attitude one shows towards other lives, but also the serious consideration one takes when doing anything. Care is the deepest desire, care is a moment of compassion, care is all the worry, anxiety and pain in the world, we all live in care, it is the most real existence of life.

Caring is an encounter, the most basic form of communication between you and me. Two people contact each other, one gives care, the other receives care. Both parties must meet certain needs of each other. But whenever one partner has a problem, the caring relationship is destroyed. Caring is not a set of standardized specific behaviour patterns, more than just see if they follow the traditional virtue of dogma, but we are in a relationship in the state of life, if we will care to be a virtue or a personal traits, becomes a come-down virtue ethics thinking, vulnerable to becoming a unilateral caregivers want to show their care of virtue, rather than caregivers response to the needs of caregivers, and caregivers and to be caregivers interaction of caring relationship between each other[3]. The value of caring does not lie in the caregiver himself, but in the two-way communication of caring relationship.

## 2.2 Methods of Caring

Caring ethics emphasizes the importance of emotional factors, it is based on needs and responses, refuses universality, and attaches importance to the impact on interpersonal relationships. In the field of moral education, caring ethics emphasizes motivation and the development of attitudes and skills conducive to maintaining caring relationships, and strengthens the desire for behavior, while moral reasoning process is the second.



**Figure1.** Four methods of caring

Caring methods include:

1) Modeling

Caring ethics puts forward that the primary method of moral education is to set an example and demonstrate the primary teaching. Example teaching is also the teacher's performance in the education profession, but also has the demonstration function to the student one kind of commitment. In the process of moral education, example teaching is the key factor for caring. Teachers do not tell students how to care, but to their own behaviour to show the meaning of care, we create a relationship with students care, let students in the care of the situation, through the subtle learning to cultivate the ability of care [4].

2) Dialogue

Dialogue is the most basic element of the model of care. What nodding calls dialogue refers to the open-ended and open-ended process of mutual understanding, sympathy and appreciation? The conversation can be light or serious; it can be logical, it can be imaginative. That is to say, a conversation is always a real inquiry, where people come together to ask for an answer that didn't exist in the first place. Conversations allow us to speak our minds and learn to listen. In addition to being a way to extend caring relationships, dialogue is actually a way for students to experience communion and interaction [5]. Dialogue is to express opinions and experience interaction, which is a process of self-proof and self-expression. Through dialogue, we can also build a good interpersonal relationship with colleagues. Therefore, the dialogue itself is a kind of caring practice,

which makes the caring relationship closer and the learning interaction more frequent. When teachers and students enter into the dialogue, it is not necessarily a teacher-led structured dialogue, but a dialogue to understand students' caring needs and offer sincere acceptance.

### 3) Practice

Practical teaching plays an important role in moral education. In school, students can work in groups to do activities such as cleaning or singing in music classes. In doing community service, students can also be placed in a place consistent with their interests and abilities, providing opportunities for them to practice caring, so that students can learn to care for others through service. Therefore, if we want to train our students to be moral people, we must provide opportunities for them to practice caring and learn to care for others.

### 4) Confirmation

Confirmation is the Confirmation and encouragement of the merits of others' actions. What nodding proposes is that teachers can explore students' readability or praisable merit from the process of mutual interaction, and make students feel that what they have shown is desirable and excellent and morally acceptable. But when a student does something wrong, the teacher must also find out why the student did it in the real moral situation. The validation process helps us focus on the good in the student. By recognizing and accepting a student, we can give him a sense of security and positive strength that reinforces his expectations of his own moral ideals. But not blindly indulge or spoil, but to correct the student's blind spots, so that he knows his mistakes, but also willing to admit and correct their mistakes[6]. Perhaps because of this sentence, can dissolve the hostility and embarrassment between teachers and students, students may think that the teacher tolerate me, care about me, is willing to understand me, and willing to open his mind and dialogue with him. In this way, teachers and students close the distance, but also strengthen the relationship of mutual trust and care.

## 2.3 Music Education Based on Caring Theory

Art education is a kind of order (sequential), integrated (comprehensive), and contains four arts (music, visual arts, dance and drama) education career, art teaching must insist on doing the guidance, the students to learn the art of a variety of cultural and historical heritage, and to realize the Content Standard and Achievement Standard, is bound to between each art as well as to seek the reasonable relationship between art and other subjects. Music education is supposed to serve students who are interested in music or who are musically gifted because they may not be able to get the grades they need in other fields.

## 3. Integrate Caring College Music Education

### 3.1 Music Education Based on Caring Emotions

#### 1) Music connects emotions and opens memories

If the expressiveness of music is the most valuable part of music, the teacher should not concentrate on the details and dilute the expressiveness of music. Teachers should teach students work as integrity, continuously provide the opportunity for students to feel and experience musicians to share in his works, from the music we can capture the musician's subject consciousness, and to explore the works of nature, for students to open the new feeling, and then display creative music.

#### 2) Pay attention to listening and talking to music

Appreciation and listening are important factors in exposure to music. For the average student, listening to music is not only a kind of entertainment or pastime, but also a kind of living habit. Appreciation and listening in music teaching is the most profound mode that accompanies everyone. In English, hear means to receive sound by the ears; Listening is listening intently. There is a difference between listening to music and listening to music. So, how you listen and what you listen to will directly affect the result of listening to music. Only when students from the general listening to music, into the appreciation of music, to have a connection with the music itself, the impact of

music and effect can be shown. Students can learn to listen by singing or playing, and also learn how to write and play [4]. Listening is the core of any music appreciation, but prolonged listening should be avoided in class to avoid limited comprehension and loss of effectiveness.

### 3) Multiple musical intelligence

When our music teaching focuses too much on cognitive and technical abilities and ignores emotional feelings, students will not appreciate the richness of the music presented to them in our culture. However, only the music experience of singing or playing the flute can realize the artistic value of music, which severely limits the students' musical experience and participation, not only restricts the possibility of aesthetic experience, but also limits the creativity in the most narrow range.

## 3.2 Music Education Based on Caring Relationship

### 1) Accept students and show caring relationship

Teachers should hold an open heart, to accept students, care for students, in the way of guidance, dialogue, discussion, sharing, so that students have the opportunity to express, aware of their own feelings, but also listen to, respect the feelings of students. Teachers should show full respect, openness and flexibility in the process of dialogue to be a model of learning for students. Sometimes in the process of dialogue between the two sides, there may be a conflict of values, but through the understanding of context, the students can feel that the teacher is willing to accept the answers of different possibilities, and they can fully accept and respect, so that the students can open their hearts and feel free to express and respond [7]. Only two-way interaction between teachers and students and mutual care can help to implement the development of students in the music curriculum emotional and moral education.

### 2) Appropriate language and demonstration

In the process of music teaching, teachers should replace scolding with encouragement. If they scold students with severe attitude or improper words, the caring relationship between teachers and students will not continue. Music teachers should spend much more time guiding than explaining in the course activities, and should avoid using imperative tone or narrative indoctrination. In addition, the teacher with the least fan sing to mention the students' mistakes can be, this is not to ignore the students' mistakes, but to develop students' discrimination, acuity or imagination, and encourage the authenticity of students. It may take more time, but it will effectively improve students' aesthetic ability of music [8]. Teachers' teaching by example and speech will affect students' study of music, and the good feeling and experience of being cared for will be combined with music into a force, and will also be a power to arouse the ability of caring.

### 3) Value individual differences

Ability, ethnicity, class, and gender are often responsible for differences in class membership and learning. When conducting music teaching, music teachers should be able to care about each student's learning status and actively invite them to have a conversation, instead of focusing on only a few students. The most common situation in teaching is that some students have learned the piano or other Musical Instruments in the classroom, but there are still a large number of students who may not have been exposed to them. As a result, students with good cultural resources respond quickly to learning because they have been exposed to it, but other students may not respond enthusiastically [9]. At this time, the music teacher should be able to control the progress of the teaching material and take it appropriately.

Move the side that learns slower, let them have the confidence to continue to learn, and adjust the situation in class at any time.

## 3.3 Music Education Based on Caring Ethics

### 1) Multicultural Care

Music will be a medium to break the language barrier. Different cultures will produce different kinds of music. Students from different cultures can share the unique experience of each culture through music education and learn about the diversity of other cultures. In addition to respecting and sharing your own local culture, you can also respect and share the different cultural styles of

other countries. Music has no national boundaries; it does not need the communication of language to listen to, through music can close the distance between each other. Music teacher, in addition to local culture, music, but also for the culture of different ethnic groups, and other countries and understand music, through the teaching method, is widely introduced to students, to reduce students' prejudice against different cultural groups, and take special care and use of teaching methods, to improve the music accomplishments of different cultural background of students.

## 2) Learn to care by participating in musical activities

Practice plays an important role in moral education. The experience brought by participating in activities will change students' views on many things. Schools often set up a number of musical clubs, such as the choir, teachers can encourage potential, interested students to participate in the study [10]. Members of the music club, from different classes, never get along with other classmates, but because of their common interests, they will soon shorten the distance between each other. And the team practice is a kind of good group cooperation; it is a kind of ant soldier's strength. It's easy to make mistakes. Participation in community activities or invited performances is more of a caring practice, in addition to self-affirmation, but also to serve the public. When the performance is completed, the applause rings, the caring relationship between the performer and the viewer is temporarily over. Schools arrange for students to participate in performances and provide opportunities to learn caring practices [11]. However, it is a matter of mentality to pay attention to whether the students are fully engaged or not, because if they only do what they are supposed to do, they may not be guaranteed to grow in the ability to care for others.

## Conclusion

Music is not only music, but also a kind of humanistic care, as well as the emotional exchange and communication. Emotions can occur without themselves, through some appropriate medium, and music is a very good medium. Through multiple music teaching, experience the music aesthetic feeling, can make the students feel the multicultural music presented to them in how rich, the music education's purpose is to improve or strengthen students' sensitivity, allow students to develop a kind of for the subjectivity of music and from music to listen to and to deepen the people to the experience of aesthetic feeling.

The study of diverse music is a complete sharing of art and a study of diverse cultures. There is no need to argue about taste, because the standard of taste is also set by people. Music is a mass activity of social culture. By singing or listening to the music of different ethnic groups, students of all social classes, ethnic groups and ages can be attracted to participate in music activities and value art and culture. Music teachers should let students get used to the auditory and physical response to music, so that students can slowly feel the inner beauty of music even if their musical ability is insufficient. The teaching of music is a lot of fun, the teacher should not lay particular stress on a certain teaching, emphasis on a certain part of the teaching, will make a part of students self-confidence frustrated. In the process of music teaching, teachers should replace scolding with encouragement [8]. If they scold students with severe attitude or improper words, the caring relationship between teachers and students will not continue, and students may reject music. Teachers demonstrate by example to create a caring music learning space.

Music can transcend all geographical and temporal barriers, eliminate cultural and historical barriers, and enable people to communicate with each other. Participating in musical activities is one of the ways people care and communicate with each other. Through individual or group singing activities, cultivate the spirit of teamwork, mutual care behaviour, improve the character of students education; and watch more musical performances, but also can subtly cultivate temperament, the promotion of culture also has its most basic value. Language is the main barrier between different cultures. The language of both sides cannot communicate, it is impossible to achieve mutual understanding, it is impossible to establish a caring relationship. Therefore, breaking through the limitation of language will be the key to establish a caring relationship. Music will be a medium to break the language barrier, and different cultures will produce different music. Students from different cultures can share the unique experience of each culture through music education and learn

about the diversity of other cultures.

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