

# Research on Students' Accomplishment Based on Creative Thinking Music Education

Mengting Liu

College of Music JMU, Xiamen, Fujian 361021, China

**Abstract.** Music education fosters students' musical literacy, and music literacy helps students shape creative musical thinking. The audio-visual psychological process in music aesthetics is closely related to image thinking and association ability, and can help students to enhance the purpose of creative thinking through the cultivation of music aesthetics. Based on the research background, the thesis studies the current situation of college music education, cultivates students' creative thinking, promotes students' physical and mental health growth, enhances students' aesthetic quality of music art, and helps students improve moral quality. The study laid a solid foundation for students to move towards society.

**Keywords:** Creative thinking; Music education; Student accomplishment; Artistic accomplishment; Moral quality.

## 1. Introduction

As a free subject aesthetic activity, music appreciation has a unique and complex process of psychological activities. Since music is the art of sound and the art of hearing, it is the use of organized art materials to form a musical image, to express human emotions, and to reflect the real life of society. It is impossible to paint realistic images and portraits like paintings [1]. Life does not have the ability to use literature and words to describe objective objects like literature and poetry. It is difficult to directly express the object image and the concept of thinking without resorting to other artistic means. This determines that the music has aesthetic features such as non-image and speechlessness. Because of this, in the process of music aesthetics, activities such as imagination, association, image thinking, and creative thinking always occupy an important position, and mobilizing and improving people's ability of audio-visual sensation can make imagination and association more vivid and richer. Let us more effectively achieve the purpose of cultivating and cultivating image thinking through music aesthetics and improving creative thinking ability.

## 2. Related concepts

### 2.1 Overview of creative thinking

Psychologists believe that "creativity is the integration of multiple abilities and good personality traits that are unique, realistic, and socially valuable. It is the most important psychological quality of high-quality problem solving" [2]. It mainly includes psychological factors such as creative consciousness, creative thinking, creative imagination and metacognition. Among them, creative thinking is the core component, and creative imagination is an essential component.

Creative thinking is a thinking activity in which humans seek new achievements and reach new levels of understanding in the process of exploring unknown areas. It is the essence of human thinking activities. Creative thinking is novel, non-repetitive and transcendence. Its basic characteristics are: uniqueness, sensitivity, flexibility, multidimensionality and so on. These characteristics of creative thinking are reflected in music teaching. The creation, performance and appreciation of music is an artistic activity full of creative thinking. The creation of musical works is free, and the music playing and appreciation is also magical. It constantly evokes the enthusiasm and courage of people to transcend themselves, thus eliciting eclectic creative thinking. Therefore, the core of creative thinking always exists in the world of music. Learning music, feeling music and understanding music are important ways to improve human innovative thinking and broaden human creativity. It is an effective means to promote creative nature in human nature.

## 2.2 Student Literacy Overview

The student's literacy is the necessary character and key ability that students gradually adapt to the lifelong development and social development needs of the students in the process of receiving the corresponding semester. It is about students' knowledge, skills, emotions, attitudes, values and so on. The combination of requirements; it points to the process, paying attention to the students' understanding in the process of their cultivation, rather than the result orientation; at the same time, the literacy is both stable and open, and developmental, is a lifelong sustainable development, advancing with the times. The dynamic optimization process is the basic guarantee that individuals can adapt to the future society, promote lifelong learning, and achieve all-round development. Literacy cannot only promote individual development, but also form a well-functioning society. The specific literacy content is shown in Table 1.

Tab. 1 Student literacy

Literacy type	Content
Literacy related to cultural knowledge	Text communication number and teaching
	Culture and art
	Digital literacy and scientific literacy
Self-related literacy	Learning style and cognition
	Self-awareness and self-management
	Less ability to maintain rights, benefits, restrictions and needs
	Ability to act in complex environments
Socially relevant literacy	Global awareness, cross-cultural literacy
	Ability to build good relationships with others
	Teamwork, social participation and responsibility
	Ability to control and resolve conflicts

"Student Literacy" is an interdisciplinary accomplishment that is vertically connected with all stages of education to form the focus of knowledge, skills and attitudes of "National Literacy" at different stages of education, and then level the literacy of the education stage with specific subjects. Integrity, and then design curriculum standards to develop students' "literacy." This step-by-step curriculum reform is based on the current state of education in Taiwan. It not only retains the advantages brought by the previous curriculum reform, but also incorporates the training objectives of "national literacy". Taiwan's Taiwan region adopts the method of "vertical coherence + horizontal integration" in the connection between "literacy" and curriculum, as shown in Figure 1.

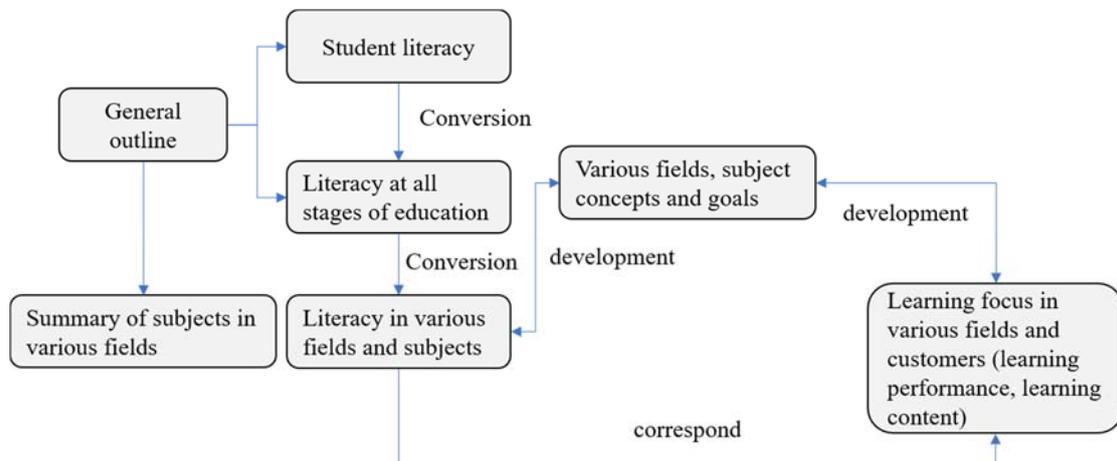


Fig. 1 Vertical coherent + horizontal integration of student literacy

If we want to form the intermediate link from the "student quality" to the subject curriculum with "discipline quality", we need to show the relationship between "discipline quality" and "literacy" in various disciplines. First of all, it should be clear that the respective disciplines have outstanding contributions in the education of the subjects, and then they will be coordinated among the various disciplines, and have a comprehensive and profound coverage of the 6:18 aspects of "literacy", and then determine their respective subject tasks, not just from There is no global awareness of the characteristics of this discipline. In this way, the relationship between "literacy" and "discipline core literacy" can be made, in order to not only highlight the characteristics of the discipline, but also make the various disciplines form a joint force to jointly realize a desire, that is, "Chinese students develop their literacy."

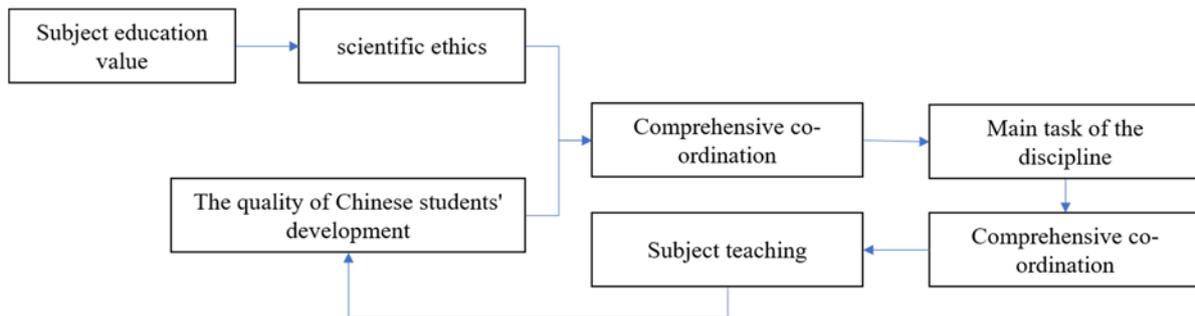


Fig.2 Subject Literacy and Student Development Literacy Need to Be Co-ordinated

### 3. Based on creative thinking, the cultivation of students' music disciplines

#### 3.1 University Music Education Cultivates the Function of Creative Thinking and Literacy Cultivation

From the aspect of creative thinking training: in college music teaching, music can develop people's right brain well. In our education curriculum, we basically focus on the training of abstract brains, and the understanding of the development of the right brain is not very strong. College music teaching has an unshakable responsibility in developing the function of the right brain. In college music teaching, music shoulders a heavy responsibility in promoting the creativity of college students. In the emotional experience of students, the music language provides students with a wider space of imagination than literary language. Because students are in the appreciation of music, they must infiltrate their subjective consciousness into their works. Self-interpretation of the work and creative restoration of the work. College music is an extremely creative art. It is non-semantic, non-simulative, and natural. In the music teaching of teachers, college music teaching has a function that cannot be ignored in the cultivation of college students' thinking and learning ability. In the singing teaching, develop students' imagination and imagination. The lyrics are processed through literary language. It is the material basis that constitutes the artistic image of music. The lyrics are basically clear and vivid, and they all reflect a kind of beauty in the sound, content, rhythm and artistic conception. By allowing students to read these words, the teacher allows the students to carry out their own thinking and imagination activities in their hearts, which promotes the cultivation of students' thinking and imagination. In appreciation, it helps to develop students' imagination and imagination. In the teaching of college music, the appreciation of teaching activities, students through the appreciation of music. Because music is non-semantic, students are not the same in personality, because students have differences in their experiences, and their abilities are different. This has caused students to have different experiences in perceiving music works.

From the perspective of student literacy: college students in the process of physical and psychological growth. College music teaching can promote the development of college students' physical and mental health. Because college music teaching is actually a kind of aesthetic education. College music, it has its own unique melody, has its own unique rhythm, and has its unique emotional rendering power. The low-key melody makes people feel sad and worried. The high music makes

people excited, and the bright music makes people happy. This is the power of music infection. Different music melody, different music content, different music accompaniment has different effects, and then music affects people's emotions with different powers, which makes people have different experiences and exerts a subtle influence on people's body and mind. In this aesthetic education, students' psychology and body have been adjusted by application, which is conducive to the formation of good character, noble taste and unique personality of college students. College music is only indispensable in promoting college students to improve their aesthetic quality. First of all, it is because music is lyrical, which is an important feature in the aesthetic characteristics of music art. For example, in our lives, our emotions are very exciting. If we hear a happy piece of music, our body and mind will be excited and excited. Because music can connect our emotions, it is irritating and infectious to our psychology. Therefore, the emotional stimulation of music is more direct and more intense.

### **3.2 Case Analysis**

The main means adopted by music to reflect reality is not descriptive, nor sentimental, but rather lyrical [3], especially in non-title music works, the use of descriptive and portal means is less, and mainly It is the subjective feeling and emotional experience of the composer in real life. Therefore, the imagination and association activities caused by this type of music show a relatively free and random state. Appreciators are free to develop their own imagination by means of acoustic perception and emotional experience. Of course, due to the vividness and specificity of the music image of the music itself, the appreciator's psychological activities are not limited to the emotional experience, but based on the emotional experience, further develop the free imagination of the music image and artistic conception. It may sometimes be a coherent and vivid image that develops with the development of music. Sometimes it may be the appearance of an instant, fragmentary life scene, and sometimes it may be just the imagination of words or ideas related to certain images. Here, no matter what kind of imagination, association, and mobilization of audio-visual synesthesia, you can make free imagination and association richer and more vivid.

For example, enjoy the first movement of Beethoven's "#c minor piano sonata". The work is untitled, and the author only indicates that this is a fantasy sonata. Listening to the beautiful melody of meditation, tranquility, desolateness, depression, and confession that appears on the background of the continuous triplet chords, it cannot help but create a lot of freedom. The German poet Lylesta listens to this song. At that time, it was associated with the beautiful moonlight on Lake Lucerne in Switzerland. Since then, the legend about "Moonlight" has been circulated everywhere. This song has been titled "Moonlight Sonata" for a long time. It can be seen here that when the poet Lylesta listens to the music, he not only invests in emotion to experience the beauty of music, but also fully mobilizes the visual image memory, allowing himself to develop rich imagination and association [3].

For example, the description of the psychological activities of the great poet Bai Juyi in the long poem "Minhang" in the Tang Dynasty is an example. Here, the great poet Bai Juyi "remembers the torrential rain for a while, associates with the whispers for a while, associates with the slang for a while, and associates with the slang for a while; even if the music temporarily stops, the imagination does not stop, but feels another kind of sadness and hatred. The feeling is better than when there is sound" [5]. In the appreciation activities, because of the ambiguity and uncertainty of the music and art image, people's understanding and feelings of the same music work are different. The imagination of music has greater flexibility and creativity.

## **4. Teaching practice research**

First of all, the author carefully studied the connotation and basic points of "China's students' core literacy" and repeatedly understood the main points of "Chinese students' core literacy" from the main performance descriptions in the framework. On the basis of understanding its connotation, the author explores the cultivation methods of literacy, especially the training methods of "important topics" that have never been reflected in previous teaching activities. For example, on the topic of "technical application", we think of using video processing software to delete the audio track in the video into a

silent video, and then segment the audio track so that the student can select the appropriate one based on the video content. Track clips are added to the video, allowing students to grow their interest in technology in the process.

#### 4.1 Classroom observation

According to the "Core Task + Important Topic" mode mentioned above, the "Core Task" requires that each section of the subject has a text analysis of the quality training task standards embodied in the curriculum and solicits opinions from experts. Always. After listening to the sound, the author will accumulate the "core tasks" of the music subject, "aesthetic taste", "critical questioning", "dare to explore", "learning and learning", "establishing as, diligently reflecting" "learning humanities" Eight items of "sound personality" and "self-management" require teachers to be reflected in the music teaching activities of each class. Is the distribution of "core tasks" reasonable, and whether the actual teaching environment is allowed in one the cultivation of these eight literacies is reflected in the lesson, and the examination of teaching practice is also needed? The paper designed a questionnaire survey and conducted an investigation after the end of the music course Yao Dance.

#### 4.2 Survey results

The author conducted a follow-up observation of all the class hours of this experiment, and used the "core task observation watch" to record the situation and effect of the author's implementation of the "core task" in the classroom. Observing the actual teaching activities and teaching links as well as the students' response, that is, the L teachers' efforts in some aspects of the "core tasks" during the class or the students' behaviors in the classroom are consistent with the performance of the "core tasks". Record the time when the "core task" was implemented. In the end, the "" Core Tasks Observatory" of this class will be summarized in one class, and the statistics of the implementation of the course will be carried out for all aspects of the "core tasks". The analysis results are as follows.

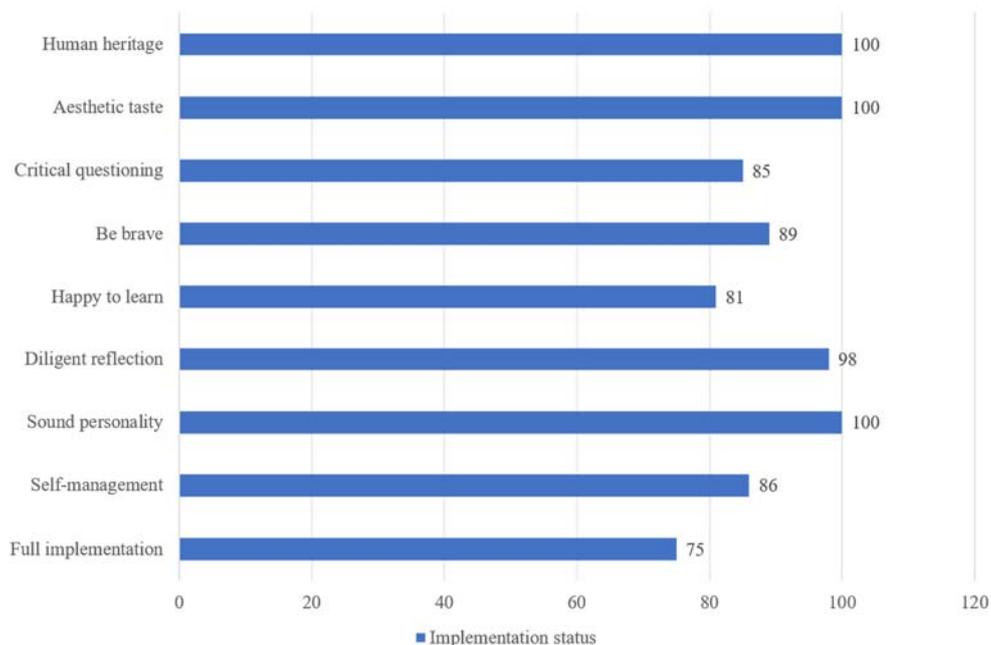


Fig.3 Core task implementation map in music learning

Figure 3 shows the implementation of the "core task". This data reflects the actual implementation of the author in all aspects of the "core task". The "core task" is the requirement for literacy training throughout each class. From the data, it can be seen that in all 96 class hours, 75% of all the aspects of the "core task" are implemented in a single class, which proves that the author is experimenting. The implementation of the "core task" during the course was good, which indirectly reflected that the distribution of "core literacy + important topics" in the music discipline was basically reasonable.

From all aspects, the "perfect personality", "aesthetic taste", "human accumulation", the implementation rate in the experimental course reached 100%, which also reflects the "discipline advantage", and other implementation rates are also higher than 80 %, indicating that under the "core task" requirements, the author has carefully carried out the design of the teaching link in the actual teaching activities, paying attention to the adjustment of the methods and methods, indicating that the "core task" is to help the teacher to implement the development of students.

## **5. Suggestions on the Cultivation of Students' Quality in Music Education Based on Creative Thinking**

### **5.1 Democratic and harmonious teaching atmosphere**

Art cannot tolerate preaching, and aesthetics cannot rely on indoctrination. Teachers and students exchange aesthetic information with music aesthetic media, and teaching and learning is an equal relationship. Due to the particularity of the music teaching method (multiple individual courses), the close relationship between teachers and students is far better than the teacher-student relationship of other courses. Teachers' words, deeds, and actions directly affect the effectiveness of teaching and students' emotions. Therefore, a good teacher-student relationship is the basis for the smooth development of teaching [6]. As adult students, they have independent personalities and ideas, and teachers should love and respect them. The teaching process should be based on students, and more heuristic teaching should be used to fully mobilize their subjective initiative, which is not easily denied. The new education reform requires that education should be people-oriented and call for the main spirit of students. Teachers should learn to apply psychological knowledge, grasp the psychological changes of students while learning, and respect the personality and interests of students. Students should not only learn the lessons of failure, but also the joy of success. In dealing with the mistakes that occur, teachers should point out like friends, instead of harsh criticism, treat achievements, and affirm in time, let students learn in a relaxed, harmonious and democratic classroom environment, and establish mutual understanding and mutual trust between teachers and students. Inspire students' interest, change passive learning to active learning, and maximize the quality of classroom teaching.

### **5.2 Encourage divergent thinking and focus on convergent thinking**

Creative thinking mainly includes two components: divergent thinking and convergent thinking. Among them, divergent thinking is also called diffuse thinking. It refers to thinking activities and thinking methods that think about the same problem from different directions, different angles and different levels to find multiple ways or means to solve problems. It is not bound by the knowledge of the past, is not limited by its own experience, does not start from the framework of the rules, but thinks and explores the problem from different or even beyond the conventional perspective. Convergence thinking, also called seeking the same thinking, is based on the target needs and the logical thinking characterized by concentrated thinking. Convergence thinking is to explore how to choose among the best solutions in all divergent solutions. The best solution is to explore the innovation needs of the target based on your knowledge, information and experience. Plan or conclusion. It has the characteristics of concentration, similarity and relative independence. Both divergent thinking and convergent thinking are complementary. Music creative thinking teaching should fully encourage divergent thinking and focus on convergent thinking.

## **6. Conclusion**

The formation and development of student literacy is a long process, people will eventually leave the school, but getting literacy through studying at school will be with them for the rest of their lives. Therefore, while promoting the cultivation of creative thinking, the music discipline should leave a deep imprint for students to develop their lifelong development, and promote their formation of good and beautiful conduct that reflects the core values of socialism; the individual needs to do things in

the future society. Dedicating the basic skills of the people. We have an advantage in this regard because music is everywhere. For this reason, as an educational researcher and front-line teacher, we should pay more attention to the broader educational value of the music discipline to help students achieve comprehensive and balanced development of literacy.

## References

- [1]. Malkoç, T. The variants that effecting creative thinking skills of music teachers. *Anthropologist*, Vol. 3 (2015) No.21, p. 474-481.
- [2]. Deschryver, MD, & Yadav, A. Creative and computational thinking in the context of new literacies: working with teachers to scaffold complex technology-mediated approaches to teaching and learning. *Journal of Information Technology for Teacher Education*, Vol. 3 (2015) No.23, p. 411-431.
- [3]. Lavranos, C., Kostagiolas, P. A., Martzoukou, K., & Papadatos, J. Music information behaviour as motivator for musical creativity. *Journal of Documentation*, Vol. 5 (2015) No.71, p. 1070-1093.
- [4]. Anonymous. Cultivation of students' creative thinking in vocal music teaching. *Music Creation*, Vol. 12 (2018) No.328, p. 153-154.
- [5]. Zhang Lishan, & Liu Jian. Analysis of compulsory education art course documents——based on core literacy perspective. *Basic Education*, Vol. 1 (2018) No.15, p. 74-81.
- [6]. Anonymous. The relationship between creative cognitive style, creative personality and creative thinking. *Psychological and behavioral research*, Vol. 1 (2018) No.16, p. 51-57.