



A developmental study of children's emotional comprehension skills on music learning outcomes

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Abstract: Music is an emotional art and emotions play an important role in music learning. This study uses quantitative analysis to analyse the link between children's emotional understanding and music learning in order to improve children's physical and emotional development further.

Keywords: Children aged 3-11; children's emotional comprehension; music learning; methods

1 Introduction

Needless to say, education's importance to children's growth goes without saying. In recent years, the state has paid more attention to the cultivation of artistic accomplishment, so music education has also been paid more attention. Music education can promote the development of students' ability to think in images, improve students' ability of creative thinking, cultivate people's thoughts and sentiments, improve people's aesthetic taste, and establish correct three views. Make students become fully developed socialist talents. At present, the status quo of children's music learning effect is unbalanced development of music education, especially in the aspect of children's music, the quantity and quality of teachers in children's music stage are worrying. Art is not a science, but scientific art is necessary. In music class, music education is carried out apart from music characteristics, with excessive emphasis on activity and playfulness, ignoring the aesthetics of music itself. Childhood is the period of creativity, which is a crucial stage for cultivating aesthetic ability and creative ability. Music education not only cultivates musical ability, but also has a certain impact on its overall development.

2 The impact of children's emotional understanding on music learning outcomes and the factors affecting children's music learning outcomes

2.1 Factors influencing the effectiveness of children's music learning

Each child has a relative range of living spaces and everything in the space has an impact on the child's musical learning^[1]. Subjective motivation in children's music learning has an important influence on the effectiveness of music learning to a certain extent. Interest is the only motivation for children to take the initiative in learning. according to geographical differentiation, children in the North and South form different styles under the influence of local music.

Foreign psychologists such as Hank and Ziehen and the Dutch psychologists Heimants and Wiersma have investigated and analyzed the relationship between genetic factors and psychological development and found that there is a close relationship between genetic qualities and musical proficiency.

2.2 Children's emotional understanding has an impact on the effectiveness of music learning

In Wu Weixi's book "Ritual and National Music", he mentions the idea that "action and knowledge are in harmony". In the learning process of music, it means that when we are hindered in expressing music from the technical level, we may start from the emotional level of music, and therefore emotion has a certain influence on the effect of music. This function of emotion is widely recognized as a competence, i.e. emotional competence. Emotional competence consists of two main aspects: emotional understanding and emotional regulation. Emotional understanding is defined as being a conscious understanding of emotional processing, and emotional understanding is an integral part of emotional competence^[2]. From this we can infer that emotional comprehension ability also has a certain impact on music learning effect.

Denham states that language is the most important social signal and an important aspect of his concept of emotional understanding is the ability to recognize the emotions of others^[3]. Many researchers believe that the face is an important medium for expressing emotions. A great deal of research has been conducted on the extent to which individual emotions have corresponding facial expressions^[4]. Like the face, music often serves an important communicative function in expressing emotions. A review of the extensive literature suggests that the expression of more "basic" emotions can be recognized with relative accuracy from music. Children's skills in decoding emotional expressions from music have also been assessed in research^[5], and the results indicate that children are quite accurate in recognizing emotions in music, with the degree of accuracy increasing with age^[6].

So children understand emotions in terms of facial emotions, language and music. We can use these three points in music teaching to help children better understand the emotions behind the music and to play beautiful and moving pieces that help children to absorb music learning.

3 Research

3.1 Research content

This study used the Emotional Comprehension Test (TEC) developed by Pons et al. as the instrument^[7], after answering the online questionnaire, continued to answer the questionnaire, several common teaching repertoire with different levels of emotional understanding, the difficulty of the songs were divided according to the age characteristics of children, where 3-16 years old, followed by five common teaching repertoire with different levels of emotional understanding in the selection^[8] The children were then given a number of options to choose from for each song, such as "Song of the Yangtze River", "Snowdrop", "Wild Bees Flying" and "Seven Colours of Light" and were asked to choose from a list of options such as: feeling sad, happy, excited, etc. and to answer the reason for their choice.

3.2 Study Subjects

The study was conducted on 50 children aged 3-16 years old, using an online questionnaire.

3.3 Research tools

3.3.1 Emotional Understanding Test

This study used the Emotional Understanding Test (TEC) developed by Pons et al. (2004) as an instrument, which is a composite emotional understanding test for children aged 3 to 11 years. This study used the Emotional Understanding Test (TEC) developed by Pons et al. (2004) as an instrument, which is a composite emotional understanding test for children aged 3 to 11 years. (1) Expression recognition (2) Emotional externalities (3) Wish-based emotion understanding (4) Belief-based emotion understanding (5) Memory-based emotion understanding (6) Emotion regulation understanding (7) Emotion concealment (8) Coexistence of different emotions (9) Understanding of moral emotions. A one-point questionnaire was used and the respondent chose the appropriate answer.

3.3.2 Measurement of music learning outcomes

Comparison of the degree of musical proficiency through music examinations and whether their musical studies have an impact on the study.

3.4 Data

Table 1. The relationship between the music learning effect and the accuracy of the questionnaire

What do you think of the mood of the song 'Song of the Yangtze'?

| Availability of music related exam certificates | Praise for enthusiasm (correct) | euphemistic and lingering | Rage Radical |
|---|---------------------------------|---------------------------|--------------|
| Yes | 25 | 1 | 0 |
| No | 19 | 1 | 4 |

What do you think of the mood of the song 'Snowdrop'?

| Availability of music related exam certificates | Lively and joyful | Mournful and sad | Lyrical beautiful (correct) |
|---|-------------------|------------------|-----------------------------|
| Yes | 6 | 2 | 18 |
| No | 7 | 1 | 16 |

What do you think of the mood of the song 'Wild Bees Fly'?

| Availability of music related exam certificates | Intense and intense (correct) | Beautifully cosy | Sadness and desolation |
|---|-------------------------------|------------------|------------------------|
| Yes | 24 | 2 | 7 |
| No | 22 | 3 | 1 |

What do you think of the mood of the song 'Seven Colours of Light'?

| Availability of music related examination certificates | Rage Radical | Sadness and desolation | Lively and joyful (correct) |
|--|--------------|------------------------|-----------------------------|
| Yes | 1 | 2 | 23 |
| No | 1 | 0 | 23 |

Table 2. Results of linear regression analysis (n=50)

| | Non-standardised coefficients | | Standardisation factor | t | p | VIF |
|--|-------------------------------|----------------|------------------------|-------|---------|-------|
| | B | Standard error | Beta | | | |
| Constants | 0.819 | 0.234 | - | 3.501 | 0.000** | - |
| emotional external cause | 0.143 | 0.051 | 0.154 | 2.784 | 0.000** | 1.364 |
| Wish-based emotional understanding | 0.135 | 0.051 | 0.146 | 2.677 | 0.000** | 1.087 |
| relief-based understanding of emotions | 0.326 | 0.073 | 0.277 | 4.467 | 0.000** | 1.127 |
| Understanding of Emotional Regulation | 0.191 | 0.054 | 0.193 | 3.56 | 0.000** | 1.514 |
| Understanding of Emotional Hiding | 0.022 | 0.068 | 0.076 | 3.328 | 0.000** | 1.272 |
| Different emotions coexist | 0.032 | 0.079 | 0.097 | 3.406 | 0.000** | 1.370 |

| | | | | | | |
|---|--------------------|-------|-------|-------|---------|-------|
| moralEmotional Under- standing | 0.101 | 0.086 | 0.331 | 1.174 | 0.000** | 1.295 |
| Memory-Based Emotional Understanding | 0.028 | 0.082 | 0.083 | 2.344 | 0.000** | 1.562 |
| Music learning ability | 0.44 | 0.31 | 0.308 | 2.42 | 0.035** | 1.347 |
| <i>R</i> 2 | | | 0.373 | | | |
| Adjustment <i>R</i> 2 | | | 0.365 | | | |
| F | F=46.6, p=0.000*** | | | | | |

Dependent variable: Total score

* p<0.05 ** p<0.01

In summary, the above nine items are associated with a significant positive impact on the total score.

4 Conclusions and recommendations

4.1 Conclusion

As can be seen from Table 1, a significantly higher level of musical learning ability, with a better understanding of children's emotions and songs than those with weaker musical learning abilities. They also have a good grasp of the style of the songs and can give very detailed reasons for their choice and their own experience of the music. It is therefore concluded that music learning can be useful for children's emotional understanding.

As can be seen from Table 2, based on the ability to understand moral emotions means that negative emotions are triggered by morally reprehensible behaviours such as lying, stealing or other criminal behaviour^[9]. This is a significant difference from musical learning, with 46% of students with strong musical learning skills believing that stealing a biscuit without telling their mothers was a fearful choice of sadness and only 22% were correct. The children's moral-emotional understanding is influenced by their own age, starting at the age of three and developing towards maturity as they get older.

4.2 Recommendations

The benefits of learning music are many and varied, and a joint study by American neurologists, psychologists and physicists has shown that music not only calms the beast, but has many more benefits for humans. Emotional understanding is an important and integral part of emotional competence, especially for children who are still developing and immature.

Helping to improve children's emotional discrimination skills in an interactive musical learning environment

In the music learning interaction, you can design some games, such as I draw, you guess role-play, etc., first from the illustration or tone of voice, etc. to let students understand the definition of emotions, children accordingly have a preliminary understanding of emotions, and further help children to communicate with the outside world.

A study of musical pieces from different periods, allowing children to experience a variety of emotions

Music is a medium for expressing emotions and ideas, and different periods of music express different emotions accordingly, from sadness and depression to joy and passion. Learning about different periods of music and feeling the emotions conveyed by the musicians enriches children's emotional social development and also helps children's understanding of music learning. It is important to note that the selection of musical pieces should be based on the age of the child, as otherwise they may be incomprehensible or even biased.

Watching children's musical skits also encourages children to participate and experience emotions ^[10].

Watching musical sketches for children stimulates children's enjoyment and interest in music, and the positive attitude of the sketches helps children to develop a correct outlook and expression of emotions. Children are encouraged to actively participate in role-playing activities to experience the emotional expressions and inner thoughts of the characters and learn to think differently and put themselves in the shoes of others.

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