



The Development of Musical Thinking of Students in Elementary School Stages Based on New Educational Concepts and Its Impact on Music Learning

Xuefei Feng^{1,2}

¹Associate Teacher, Jiaying Nanhu Alliance Experimental School,
Jiaying, Zhejiang, 314000 China

²Ph.D. in Music Education, University of Perpetual Help System DALTA,
LAS PIÑAS, Philippines

xuefei2284@sina.com

Abstract. Education is a national project and a livelihood. From the clear requirement of “strive to let everyone have the opportunity to excel in life”, to profoundly pointed out that “we should continue to promote the fruits of educational development to benefit all the people more and more equitably, and to promote social justice with educational fairness”.... Adhering to the people-centered development of education, running a good education to the satisfaction of the people, and cultivating the people's happiness with the power of education are the inherent requirements of the road of socialist education development with Chinese characteristics. Education is one of the most fundamental factors driving national development. Changes in educational concepts and the updating of educational technology are even the most important ways to promote the development of education. In the cultivation of future talents, music is a major factor that cannot be ignored. In the face of the increasingly fierce competition in today's society, taking music education as the starting point, effectively promoting the development of elementary school music education, forming a cross-border innovative talent training system, for the cultivation of future great scientists, literati, artists and top leaders in various fields, and for the promotion of the development of the education cause and the cultural industry, all have extraordinary significance and value. So this paper analyzes and researches primary education based on the new education concept.

Keywords: Educational Philosophy; Musical Thinking; Music Learning; Thinking Development

1 Introduction

Personality in dissertation research refers to the uniqueness, autonomy and creativity that a person exhibits when observing and thinking about problem solving. In elementary school music teaching, let the students love music, love music, to give full play to the initiative of each student, enthusiasm, let the students in a positive and active state

© The Author(s) 2024

F. Zeng et al. (eds.), *Proceedings of the 2024 7th International Conference on Humanities Education and Social Sciences (ICHESS 2024)*, Advances in Social Science, Education and Humanities Research 887,

https://doi.org/10.2991/978-2-38476-323-8_55

of music teaching in a variety of music learning and practical activities, in the process of learning to get personalized experience, personalized cognition, to get personalized understanding. In the process of teaching and learning, the development of students' personality and the development of students in general are organically combined to cultivate people who can adapt to the development of society, have a distinctive personality, and have a sound personality. Improving students' innovative ability is one of the important goals of the current education reform [1]. Innovation needs imagination, and music can open the imagination space, give people unlimited reverie, not only can cultivate people's imagination and creativity, but also enlighten wisdom, release the mind, make people physically and mentally pleasurable, make the brain in a more creative state [2].

2 Reflection on the Research of Informatization of Elementary School Music Education under Humanistic Thinking

2.1 Teacher Information Literacy Enhancement

Teachers' information literacy improvement mainly includes two aspects, the dynamic use of information thinking and the creative development of teaching practice, which are closely related to the subject of teaching, music practice, perceptual activities, professionalism, teaching methods, and innovative practice, and these two aspects have profound significance for the study of elementary school music education under the guidance of humanistic thinking [3].

2.2 Cultivation of Students' Creative Skills

For the cultivation of innovation ability of primary school students is the requirements of social development and progress, but also the core content of quality education, the cultivation of innovation ability of students is also based on humanistic thinking, through information technology to develop students' potential and personality and creative development, innovation is the development of the music of the comprehension of the students in the process of development of the personality of the soul of the soul of the evolution and upgrading, will be more able to experience the beauty and joy of the music learning to bring them. Happiness [4]. The development of students' creative ability includes inquiry-based information learning and cooperative information practice.

2.3 Improvement of Teaching Content

Informatization practice of elementary school music subject is mainly reflected in the teaching of individual songs, how to better combine with informatization education in humanistic thinking [5].

2.4 Integration of Teaching Resources

In-depth study of the management mode of its electronic library, guiding primary school students to consult the relevant music materials for learning, download audio images, text, make full use of good, at any time in the small music classroom display appears, so that the content of the teaching will be more detailed to supplement and illustrate, at any time to cope with elementary school music classroom students responded to the problem, and solve it in a timely manner to achieve the win-win situation of the teachers and students of the information technology teaching atmosphere [6]. The teaching content will be supplemented and explained in more detail, so that we can respond to students' problems in primary school music classroom and solve them in time, realizing a win-win informationized teaching atmosphere for teachers and students [7].

When schools carry out practical music activities, the main purpose is to adopt scientific means to fully develop students' potential in the field of music. Usually, music practical activities should pay attention to the following two aspects: on the one hand, to cultivate students' creative ability; on the other hand, to cultivate students' practical ability. In this way, students can be encouraged to cultivate their sentiments and improve their own musical level when carrying out practical activities. For example, when teaching the Four Little Swans Dance, music teachers should guide students to express the potential meaning of the dance through physical means, which not only attracts students' attention, but also deepens the impression of the dance in students' minds.

2.5 Teaching Activities and Educational Methods

Not only that, when carrying out practical teaching activities, teachers can also use various tools as musical instruments, such as chopsticks, cups, etc., to take this approach to guide the students can make their own hands to make the corresponding musical instruments, prompting all students can join in, bringing more creative inspiration for students, which not only cultivates their co-operation, but also improves the students' creativity, and I believe that with the passage of time, students will have a better understanding of the meaning of the dance music in the minds of students. It is believed that with the passage of time, the students' thinking and innovation can be changed qualitatively, and then the expected teaching goals can be achieved. Based on my own experience, the author suggests that music teachers should pay attention to practical music activities when teaching, and it is best to organise several educational activities on music every week, actively encouraging all students to participate in them, which can create favourable conditions for students to improve their abilities and maximise their potential abilities, on the basis of enhancing students' feelings.

3 Key Features of Personalized Instruction in Elementary Music

3.1 Zeitgeist

At present, the development of world society has entered a diversified and open historical stage. At this particular time in history, China has established its second 100-year plan. In order to realize this second hundred-year goal, the main problem facing us is the overall improvement of national quality, and modern education puts forward the education of “establishing morality and nurturing people”, advocating the development of students' personality and creative thinking [7].

3.2 A Period of High Scientific and Technological Development

With the progress of the world's level of science and technology, information technology and network has been rapidly developed, has been closely related to people's daily life. Information technology and the network has become the elementary school music personalized music teaching resources and its important path and the development of modern network technology also change the traditional way of music teaching. Personalized teaching of elementary school music must make full use of these new technologies and resources to provide services for personalized teaching of elementary school music, use these resources and technologies for communication between teachers, between teachers and students, between teachers and experts, between teachers and parents, and between students, and promote the development of personalized teaching of elementary school music with modern, high-tech teaching resources [8].

3.3 Human Nature

(1) people-oriented

The concept of “human-centered” teaching is to emphasize the overall development of students in music teaching, but also pay attention to the individual differences of students [9]. “In the implementation process of personalized teaching of elementary school music, we emphasize the subjectivity and initiative of students' development, so that every student actively participate in the emotional experience, so that every student becomes the main body of learning in the practice of exploration to gain insights, to a greater extent to meet the needs of the independent development of students, and to promote the music learning to become a lifelong learning of students. The students will be able to learn music as a lifelong learning process.”

(2) Focus on human creativity

Cultivating creativity is one of the goals of teaching all subjects, and music is one of the subjects most capable of cultivating creativity. In the personalized teaching of elementary school music, there is never a single standard answer to music learning. All music teaching itself should not have a uniform teaching mode and a fixed procedure, personalized music teaching is always dynamic and changing. “Although music teaching has some common teaching rules and principles to follow, fundamentally, the

teaching process is full of creativity, and strict and detailed procedures and uniform patterns and standards mean the death of artistic spirit and creativity. The key to open music teaching is the need for learners' own feelings and experiences, and “uniform conclusions” and “standard answers” are contrary to the uniqueness, novelty and diversity of the thinking process of music learning in this core issue. “ [10].

3.4 Developmental

(1) Cognitive development

Personalized teaching of elementary school music can link the learning of music knowledge and skills with the reality of students' lives, through various forms of teaching, so that students understand, experience and master music knowledge and skills, and be able to apply music knowledge and skills to better express music, create music, and promote the development of the cognitive ability of primary school students [11].

(2) Increased learning initiative

Under the guidance of the theory of individualized teaching, students' music learning methods and music practice activities are rich and diverse to meet the music learning needs of students at different levels in the class, teachers should also target individual teaching according to the needs of these different students, to provide assistance to individual students, so that each student can experience the joy of success, music learning to generate strong interest in learning, enhance the motivation to learn music. The motivation to learn. The students' motivation and initiative in learning can be developed as much as possible.

(3) Increased sense of cooperation

In the individualized teaching of elementary school music, students of different grades and ages can get along harmoniously and cooperate with each other. This symbiotic relationship between students and the cooperative relationship of inquiry and group learning not only promotes students' ability to interact with others, but also allows students to participate in music learning and music practice activities in a subtle way, which enhances students' sense of cooperation and cooperation ability.

4 Design of SPOC Flipped Classroom

The concept of SPOC (Small Private Online Course) was first proposed by Professor Armand Fox of the University of California, Berkeley. Professor Fox proposed that the earliest development of SPOC courses used in college students and students in the two categories of learners designed, the number of people within a few hundred people must meet the system set up by the qualifying conditions in order to enter the SPOC course of study, such an online course is not widely used in online courses set up, and is limited to the university campus classroom, but, for primary school music education information technology teaching mode also has a Inspiration and guidance, SPOC course on the basic process for primary school students to learn music also has a humanistic systematic guidance, the process mainly includes two kinds: one is through the teacher in advance to distribute a good video material to the students, the students to do

homework, and then in the classroom practice teaching, the students put forward a solution to the problem of summary, and in the next classroom teaching and reasonable control of their own teaching content, but also in the practice classroom with the students to complete the online classroom. Practice classroom together with students to complete the online course requirements of the task, this way for the completion of the teaching objectives of more timeliness, but also to urge students to seriously learn knowledge, another process is that primary school students can through their own efforts, meet the requirements of the SOPC programme, access to its online courses, access can not be lax, for the assignments and tasks should be completed in a timely manner to a certain amount of time to accumulate, but also need to test scores for certificate distribution. After a certain period of time, they also need to be tested and graded for the distribution of certificates. Such a teaching mode is also in the primary school music education informatisation guidance practice can also be implemented, under the guidance of the concept of humanistic thinking, this teaching mode will gradually be widely used in primary school music education informatisation teaching.

In the primary school music teaching information technology research, for primary school music education information technology means of updating not only multimedia information technology, but also the introduction of other teaching modes, such as the flipped classroom, flipped classroom in English is Flipped Classroom, translated as 'upside down classroom' or 'Flipped Classroom' Flipped Classroom content is mainly student-oriented, reasonable allocation of time after school, in the after-school hours to assist in teaching, in this information technology teaching mode, primary school music classroom information technology research from the after-school hours from the data analysis, primary school outside the classroom for the study of music cognitive range will be more extensive, the use of Flipped classroom teaching mode, the content of student learning will also make timely adjustments, music teachers through the music video teaching software data analysis to develop primary school music teaching objectives and teaching content, in the new course of study more targeted at the students' feedback to solve the problem directly, flipped classroom students can watch all kinds of music videos and related music books, in the classroom to master the music knowledge needed, so as to ask questions in class, so that the students can learn more about music, so that they can learn more about music. In order to raise questions in class, seek the teacher's help in a timely manner, but also online with other students to communicate and explore the development of music education information technology logical thinking, teachers can always pay attention to the student's learning progress, there is sufficient time to expand the integration of new knowledge, while learning after school can also be self-study of music learning, rational planning of music learning time, through the music knowledge learned by their own independence to find problems and solve problems. The students will be able to find out the problems and solve the problems independently.

4.1 Design of Teaching Activities

Emotional Penetration of Music Appreciation. Primary school music teaching information process mainly includes music teaching and singing link, music appreciation link, music practice link.

Music appreciation in this aspect [20], combined with the relevant concepts of humanistic thinking, for primary school music education information technology research has a guiding role in the aspect of music appreciation, teachers for the innovative use of multimedia will be able to play its role, especially some of the melody is not very harmonious tunes, in the learning of primary school students is easy to go to the patience, in the music classroom performance is not very good, which requires that This requires teachers to collect rich music teaching information resources in advance to increase students' interest in learning, and for difficult-to-learn tunes and melodies, through the guidance of multimedia music games to familiarise students with the tunes and melodies and improve their ability to remember the lyrics in repeated practice.

In the appreciation of traditional Chinese folk songs, you can play the pleasant scenery of the region, the main characteristics of the local folklore, the folk song represents the history of the nation's music and culture, clothing characteristics, and then with the rendering of the song more will be the song to express the emotion to show.

To express the emotion of the song is revealed, for example, in the Mongolian long folk song 'pastoral' [2 1] 3 the appreciation of this song, in front of primary school students need to show the vast prairie herds of cattle and sheep and leisurely herdsmen, with the music gently rhythmic, feel the song long lyrical intoxicating tunes, which also needs the guidance of the teacher, the students of the unconscious imitation in order to personally into the beautiful scenery infinite grasslands. The scenery. And on this basis to further guide students to the song creation, stimulate imagination and creativity, the lyrics are filled in such an atmosphere: blue sky, white clouds, white clouds, there are a group of sheep and cows grazing leisurely. Therefore, the students' emotions are induced in such an informative teaching situation.

On the teacher's side, guiding students to music appreciation is the need for teachers to fully consider the student's subjective position and needs, the use of good information technology music teaching to fully mobilise students to learn music subjective initiative, for primary school children music appreciation should be

Pleasurable Design of Music Mastery. Information technology teaching deeper content, which not only requires teachers and solid information technology theory foundation and skilled practical ability, for example, in the music classroom practice teaching, to make reasonable use of information technology teaching, in teaching songs, to use audio to guide the students emotional emotion, the first listen to the music to feel the music of the basic emotions , and then observe the students' reaction, whether they can perceive the content of the music in the In order to further determine whether to use video-related or PPT-related music teaching content, so that students fully perceive and master the ideas and feelings, and then enter the song of the learning and singing, whether segmented or stanza guide need teachers to make timely judgement of the classroom students' performance, in favour of the smooth progress of primary school music classroom teaching.

Image Development of Music Theory. Primary school music textbooks, although the physical and mental development of primary school students as the main direction,

combined with the needs of primary school students to primary school music education information technology teaching, but there is still a considerable part of the music theory knowledge is not well understood and mastered, although the traditional music teaching methods so that primary school students for the music textbooks appear in the music symbols have a corresponding conditioned reflex, but primary school students only know the symbols of the name, do not really know to understand the symbols of music, but the students are not aware of the symbols of the music. Teachers to the theoretical knowledge through information technology means to achieve abstract knowledge into a concrete image of the process, is in line with the humanistic thinking of primary music education information technology research and development.

5 Conclusions

Conclusion Under the concept of the new curriculum, the implementation of elementary school music teaching requires teachers to constantly update their educational concepts, bring out the students' main position, and establish an educational model centered on the development of students' musical qualities. At the same time, music teachers should also create a perfect and scientific music teaching model for students from the perspective of students, and summarize and reflect on previous teaching experiences to create a real music learning environment for students. Through the effective practice and adjustment of music teachers, students' interest in learning music courses will be greatly improved, thus effectively improving the quality of elementary school music teaching. The most difficult part of personalized music teaching lies in its evaluation method, after the implementation of personalized education for students, the previous assessment method becomes very weak, because students are good at different areas, there is no way to set up a measure of the standard of all students to evaluate the students, and the theory of multiple intelligences provides the direction and theoretical basis for the evaluation method of personalized music teaching.

References

1. Zhu Yujing. Exploration of Music Rhythm Teaching under Tao Xingzhi's Concept of Life Education [J]. *Life Education*, 2024, (08): 84-87.
2. Lin Meishan. Enhancing the Efficiency of Elementary School Music Classroom Based on the Concept of Double Reduction Education [J]. *Parents*, 2024, (22): 152-154.
3. Kobus S, Mueser F U, Lainka E, et al. Music Therapy as a Topic in Medical Education: Course Concept and Student Evaluation of an Elective Course for Medical Students. [J]. *Journal of medical education and curricular development*, 2024, 1123821205241234537-23821205241234537.
4. Marina C. Conceptual and Praxiological Premises of Musical Education Throughout Life in the Educational Area of the Republic of Moldova [J]. *Review of Artistic Education*, 2022, 1(23): 67-72.
5. Chen WJ. Flavor, Quantity, and Ability--Three Three Learning Strategies for Learning and Transmitting Guangfu Music Using the Kodai Educational Philosophy [J]. *Lingnan Music*, 2021, (04): 77-80.

6. Zhou Jun, Zhu Yuxiao. Orff music education[M]. Nanjing University Press: 2020.12.219.
7. Gorbunova B I, Kameris A. Music Computer Education Concept for Teachers: Raising the Problem [J]. Engineering (IJRTE), 2019, 8(2s4):913-918.
8. Wang Hairong. Cultivation of Students' Independent Learning Ability in High School Music Appreciation Classes under the Human-Centered Education Concept[J]. Secondary School Curriculum Counseling (Teacher Communication), 2018, (23):132.
9. Zhang Yannan. The cognition of “learner-oriented” music education concept under post-modern curriculum view[J]. Primary and secondary school music education,2017,(06):3-5.
10. Yin Na. Trial analysis of the transformation of music education concept in colleges and universities under the background of learning society [J]. Modern communication, 2014, (12): 227.
11. Song Wei. Transformation of music education concept in colleges and universities under the background of learning society[J]. Journal of Lianyungang Normal Higher and Specialized School, 2010,2 7(04):63-64.DOI:10.15927/j.cnki.lygzsxb.2010.04.014.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

