

Music education and the cultivation of students' creative music creation ability

Yuyang Wu

Sichuan Vocational & Technical College, Suining, 629000, China

Keywords: Music education; music creation ability; creative music

Abstract: Music education plays an important role in contemporary society, not only to impart skills and theories, but also to cultivate students' creative music creation ability. Through in-depth analysis of the relationship between music education and students' creative music creation, this paper discusses the effective ways to cultivate students' creative ability. First of all, the paper emphasizes the importance of stimulating students' creative thinking and expressing their individuality. Traditional music education often pays attention to technical details and ignores students' unique musical voice. Secondly, practical music projects are put forward as an effective way to cultivate students' creative ability. These projects not only enable students to put their theoretical knowledge into practice, but also exercise their creative thinking and problem-solving ability when facing real creative challenges. In addition, the paper emphasizes the importance of diversity and personalized expression. Finally, the systematic training of creative skills is the cornerstone of cultivating students' creative ability. This paper calls on the music education sector to move towards a more flexible and innovative teaching model in cultivating students' creative music creation ability. Through the ways mentioned above, it is expected to cultivate more creative and personalized music creators and inject new vitality and diversity into the music field.

1. Introduction

Music education has always been regarded as an important part of cultivating students' all-round development, which plays an irreplaceable role in shaping students' aesthetic feelings and improving their artistic accomplishment. However, traditional music education often focuses on teaching music theory knowledge and technical skills, while ignoring the cultivation of students' creative music creation ability. The purpose of this paper is to explore how music education can more effectively stimulate students' creative music creation potential and make them show more unique and personalized expressions in the music field [1].

With the development of society and the rise of cultural diversity, music, as a cultural language, is not only a medium to inherit history and tradition, but also an important tool to express individual unique views and emotions. Therefore, cultivating students' creative music creation ability has become an urgent issue in music education [2-3]. The traditional music education model often puts students in the prescribed framework, pays attention to the teaching of technical norms and rules, but ignores the individual creative talent and unique innovative thinking of students.

By deeply studying the psychology and process of music creation, we can better understand the challenges faced by students in music creation and how to promote their creative expression through music education. This paper will explore the ways of adopting creative teaching methods and encouraging students to participate in practical projects in order to cultivate students' creative music creation ability. By introducing interdisciplinary teaching ideas, students are liberated from traditional music education, their innovative thinking is stimulated, and their performance level in the field of music creation is improved. By deeply exploring the potential creativity of individual students, it is expected to provide a more innovative and personalized teaching model for music education and make positive contributions to cultivating creators and leaders in the future music field.

2. Psychology of music creation

Music creation is a complex task deeply influenced by psychological process, involving creative thinking, emotional expression, and problem solving. The psychology of music creation aims to deeply study the cognitive and emotional states experienced by creators in the process of creation and how these states affect the final music works [4].

Music creation is a creative process, which involves the creative thinking of the creator. Creators need to constantly produce new music ideas, structures and forms in their music creation. The exertion of creative thinking lies in the recombination and innovation of traditional music elements and the discovery of new expressions in music language. Psychological research can reveal how the creator uses flexibility, associative thinking and perception of novelty in this process. Music is a powerful emotional expression medium, and music creators usually try to convey emotions through notes, harmony, rhythm and other elements in their creation [5-6]. Psychology of music creation pays attention to the interaction between emotion and creation. The research shows that the individual emotional experience of the creator and the expectation of the possible emotional response of the audience will affect the music choice and creative play in the creation.

Music creators often face various challenges in the creative process, such as creative exhaustion and self-doubt. The psychology of music creation has studied these challenges and tried to find out the countermeasures. For example, the creator may cope with the pressure and dilemma in the creative process by changing the working environment, looking for new sources of inspiration, or adopting cooperative creation. Every music creator is a unique individual, and his individual differences will be reflected in his creation. The psychology of music creation pays attention to the differences between individuals in the process of creation, and discusses how personality traits, experience background and cultural influence shape the creative style and choice of creators [7].

The research on the psychology of music creation provides us with profound insight, which enables us to better understand the psychological state experienced by music creators in the process of creation. By deeply understanding the creative thinking, emotional expression, coping strategies and individual differences of creators, we can provide more personalized and effective support for music education and music industry, and promote the growth and development of music creators in the creative field.

3. Limitations of traditional music education

Traditional music education has played an active role in cultivating students' musical skills and theoretical knowledge in the past decades. However, with the changes of society and culture, it is inevitable to examine the limitations of traditional music education. The limitations of traditional music education include those shown in Figure 1:

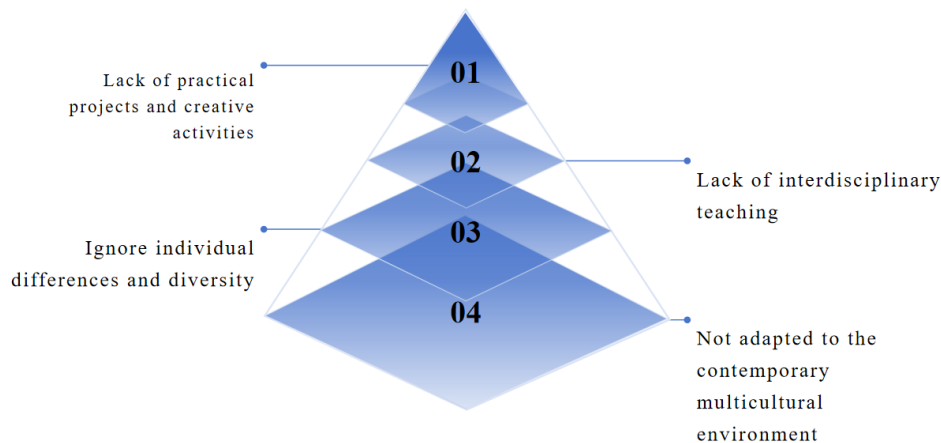


Figure 1: Limitations of traditional music education

Lack of practical projects and creative activities. Traditional music education usually pays too much attention to the instillation of technical norms and music theory knowledge, which puts students in heavy technical training. Although this emphasis is beneficial to the establishment of music foundation, it may lead to students' lack of opportunities for creative thinking and personality expression. Students may pay more attention to how to play according to the rules, but ignore the importance of music creation and expression of personality.

Ignore individual differences and diversity. Traditional music education often adopts a one-size-fits-all teaching method, ignoring the individual differences and diversity of students [8]. Every student has a unique musical interest, background and talent. However, traditional education often fails to fully pay attention to and tap these individual characteristics, which leads some students to feel lost or marginalized when learning music.

Lack of interdisciplinary teaching. Traditional music education is often relatively isolated from other disciplines and lacks interdisciplinary teaching. Music is closely related to literature, science, technology and other fields, but traditional music education fails to integrate these relationships into teaching, which limits students' comprehensive understanding and creative application of music.

Not adapted to the contemporary multicultural environment. Traditional music education is usually based on the classical music system and fails to fully adapt to the contemporary multicultural music environment. Students may lack understanding of diverse musical styles and cultural expressions, which may lead them to feel uncomfortable when facing the challenges of modern music.

Based on the above limitations, the solidification of traditional music education model may hinder students' all-round development and the potential of creative music expression. Therefore, it is necessary to deeply reflect on music education and seek more flexible, personalized and interdisciplinary teaching methods to better meet the needs of modern students and stimulate their musical interest and creativity.

4. Cultivation of students' creative music creation ability

With the continuous development of society and the diversification of culture, the goal of music education is no longer just to impart music theory knowledge and playing skills. More and more attention has been paid to cultivating students' creative music creation ability, so that they can play their unique creativity and expression in the music field.

4.1. Cultivation of creative thinking

Creative thinking refers to the thinking process that can break through the traditional thinking mode and produce novel, unique and creative ideas and viewpoints. In music creation, creative thinking is manifested in non-traditional use of musical elements, innovative conception of music structure and unique choice of expression. The cultivation of students' creative music creation ability is one of the most important tasks in music education [9]. Among them, the cultivation of creative thinking is considered to be the key factor in shaping students' unique musical language and expression style. The theoretical model of integrating creative thinking into the classroom is shown in Figure 2:

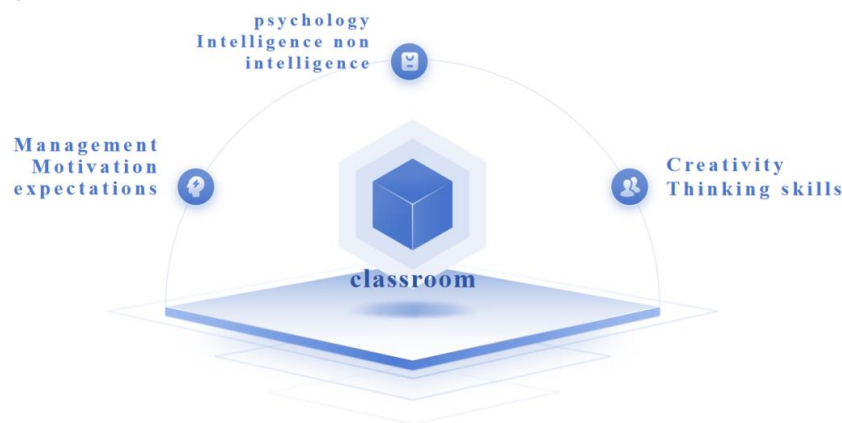


Figure 2: Theoretical model of integrating creative thinking into classroom

The cultivation of creative thinking begins with curiosity about the music world. Educators should stimulate students' infinite desire to explore music by guiding them to explore various musical styles and cultural elements. When students explore unknown fields, they can often cultivate creative thinking that breaks away from the traditional thinking framework. Educators can design open music problems and challenges, and encourage students to come up with innovative solutions when facing different music situations. This problem-solving process can stimulate students' ability to find unconventional answers and cultivate their sensitivity to creative thinking. Students need to be encouraged to express themselves freely in music creation. Provide an open creative environment, so that students can express their musical ideas and feelings freely [10]. This is helpful to cultivate students' personalized cognition of music creation and stimulate their creative courage to break through the tradition. Creative thinking is not limited to the field of music, but also includes an open attitude towards other disciplines and cultures. Educators can guide students to integrate thinking patterns in other fields into music creation and create music works with unique interdisciplinary characteristics.

4.2. Provide practical music projects

The cultivation of students' creative music creation ability is inseparable from practical music projects. By participating in real creative projects, students can not only turn theoretical knowledge into practical experience, but also cultivate creative thinking and temper creative skills in practice. Introducing students into real music creation projects is the key to cultivate creative music creation ability. These projects can include creating music for school activities, community activities or other practical scenes. Through this practice, students can not only experience the challenge of real creation, but also feel the actual impact of their music works on society.

Practical music projects often require students to think about how to use music creation skills to solve problems in actual scenes. This not only trains students' creative thinking, but also cultivates their problem-solving ability in the face of practical challenges. Such projects force students to

think about how to express their musical views in a unique environment. This interaction helps students better understand the relationship between music, society and culture, so as to better create music works that meet the actual needs. Participating in practical music projects usually requires students to cooperate with others and communicate with other creators, performers and even non-music professionals. This experience of teamwork cultivates students' communication skills and cooperation ability in group creation, thus improving their creative level. Students can interact with others, accept professional opinions and audience feedback, so as to have a deeper understanding of their own creation and constantly improve their creative level.

Providing practical music projects plays an irreplaceable role in cultivating students' creative music creation ability. By participating in real projects, students can consolidate their theoretical knowledge in practice, cultivate their creative thinking and problem-solving ability, and constantly improve the actual effect of music works in interaction with actual scenes. Such practical experience not only helps students to better integrate into the music industry, but also lays a solid foundation for their future music creation career.

4.3. Encourage diversity and personalized expression

The cultivation of students' creative music creation ability needs not only to pay attention to the teaching of skills and theories, but also to encourage students to show diversity and personalized expression in music creation. Encouraging diverse expressions can provide students with a broader context for music creation. Music is a pluralistic art field, which contains various styles, schools and cultures. By encouraging diversity, students will have the opportunity to deeply understand and integrate different musical elements, thus enriching their creative language and style. Every student is a unique individual with a unique musical viewpoint and emotional experience. Encouraging personalized expression means giving students space to show their unique musical language. This is helpful to shape students' personality and make their music works more personalized and more representative of their unique artistic style.

Encouraging diversity and personalized expression can stimulate students' innovative thinking. By trying different musical elements, structures and forms, it will be easier for students to jump out of the traditional framework and find unique musical expressions. Such innovative thinking cultivation helps them to constantly expand their boundaries in music creation. In the process of expressing their unique voice, students will face the challenge of music creation with more confidence. This improvement of self-confidence not only has a positive impact on music creation, but also affects students' performance in other fields. The expression of diversity helps to promote cultural exchange and understanding. By encouraging students to integrate different cultural elements, creating musical works can become a cross-cultural bridge. This experience not only broadens students' musical horizons, but also cultivates their intercultural communication ability in a globalized society.

In the cultivation of students' creative music creation ability, it is very important to encourage diversity and personalized expression. Through diversified expression, students can gain wider inspiration in music creation and cultivate innovative thinking; Personalized expression helps to shape students' unique musical language and enhance their self-confidence. This training method is not only beneficial to the individual music development of students, but also injects more colorful creative elements into the whole music field.

4.4. Systematic training of creative skills

The cultivation of students' creative music creation ability not only needs to stimulate creative thinking and express personality, but also needs systematic creative skills training. The systematic training of creative skills will make students transition from theoretical level to practical level, and make them more capable of transforming ideas into musical works.

Systematic creative skills training first includes a deep understanding of musical elements. Students need to master the basic elements such as notes, harmony and rhythm, and their application in music creation. This provides students with a rich musical language, enabling them to express their creativity more effectively. Systematic training of creative skills also includes in-depth mastery of music structure and form. Students need to understand the structure of different types of music, and learn to construct layered music works by reasonably arranging musical elements. This skill is the key to keep logic and consistency in creation. Modern music creation often depends on various digital tools and software. Systematic training of creative skills needs to enable students to skillfully apply these creative tools, so as to more effectively transform their own ideas into actual music works. This includes the application of music production software and digital synthesizer. Through systematic training, students can be exposed to different creative techniques, such as improvisation, sequential creation and cooperative creation. This helps students to use creative skills more flexibly in different situations. Students need to participate in practical creative projects and apply the skills they have learned to practice. This practice can make them better understand the practical application of skills in creation and cultivate their practical experience in creation. By accepting feedback, students can understand their own shortcomings in creative skills and make continuous improvements. Such a mechanism is helpful for students to gradually improve their creative skills.

Systematic training of creative skills is the cornerstone of cultivating students' creative music creation ability. Through in-depth understanding of musical elements, mastery of structure and form, skillful application of creative tools, diversified creative techniques and practical creative projects, students will be able to transform their creativity into musical works more confidently and efficiently. This systematic training not only improves students' technical level in music creation, but also lays a solid foundation for their future creative career in the music field.

5. Conclusions

Music education has a far-reaching and positive impact on cultivating students' creative music creation ability. Music education should strive to break the traditional framework and create a more dynamic and flexible teaching mode to better meet the creative needs of students. By cultivating students' creative music creation ability, we will not only inject new creative power into the music field, but also lay a solid foundation for the all-round development of students. This is a process of continuous exploration and innovation, and it is also an important direction for music education to move towards the future.

References

- [1] Zhao Jianzhen. (2019). *On the teaching of music creation and the cultivation of students' innovative ability*. *Popular Literature and Art, Edition (1)*, 2.
- [2] Liu Xinyue. (2017). *How to cultivate students' creative thinking in music teaching*. *Times Report*, (012), 209.
- [3] Zhong Chuanhui. (2018). *How to cultivate students' creativity in classroom teaching-based on the thinking and practice of college music teaching*. *Chongqing Higher Education Research*, 6(2), 10.
- [4] Xin Yuke. (2019). *Analysis of middle school music education and students' creative ability*. *Knowledge base (16)*, 1.
- [5] Pan Lin. (2020). *On the cultivation of students' creativity in high school music education*. *Computer Paradise (8)*, 1.
- [6] Liao Xialing. (2020). *Happy notes start from "Xing"-a strategic study on developing students' musical creativity through creative activities*. *Tianjin Education (4)*, 2.
- [7] Ye Xiaochen. (2017). *Analysis of the ways to cultivate students' creative thinking in music teaching*. *Intelligence (35)*, 1.
- [8] Mao Jing. (2020). *Cultivation of students' sense of music in higher vocational music and dance teaching*. *Northern Music*, (003), 115-116.
- [9] Tang Leqi. (2019). *The importance of cultivating creative ability in composition teaching in colleges and universities*. *Contemporary music (3)*, 2.
- [10] Sun Jing. (2019). *Music teaching, can not be ignored "creation"*. *Inner Mongolia Education*, 000(003), 63-65.