

Cultivation of Positive Emotion in Music Education: Motivation and Effect of Music Learning

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Abstract: Music education is not only a process of imparting skills, but also a process of cultivating emotions. Positive emotion occupies the core position in music education, which can stimulate students' learning motivation and improve learning effect. It is found that students' positive emotion can be cultivated effectively by creating a good learning environment, teachers' emotional guidance, personalized teaching methods and encouraging practice performance. This kind of emotional cultivation not only enhances students' learning interest and self-confidence, but also promotes their musical creativity and imagination, and injects new vitality into the in-depth development of music education.

1. Introduction

Music, as one of the oldest art forms of mankind, not only nourishes people's ears, but also touches people's hearts. The purpose of music education is not only to teach music skills, but also to cultivate students' aesthetics, emotions and creativity through the medium of music. Positive emotion, like the soul of music, injects vitality and depth into music education. Objectively speaking, it is this emotion that makes music education sublimate from a single skill cultivation to a comprehensive spiritual growth.

2. The emotional factors and value of music education

Music education is not only the imparting of skills, but also the communication and expression of emotions. Emotion plays an important role in music education, which not only stimulates learning interest and enhances learning motivation, but also injects soul into students' music creation and performance. Therefore, emotional factors have irreplaceable value in music education and are the key forces to promote the development of music education.

2.1. The significance and value of music education

Music, since ancient times, has been known as "wordless poetry, invisible painting." It crosses

borders, cultures and times, becoming the universal language of human communication. Therefore, music education is not only the teaching of a subject, but also the comprehensive education about the all-round development of human beings, emotional cultivation and aesthetic enhancement. Music education, as an important part of art education, has far-reaching significance and value for the all-round development of students.

(1) Meaning

Music is the carrier of emotion, it can directly touch people's heart. Through music, students can express their emotions, establish emotional connections with others, and enhance mutual understanding and communication. At the same time, music education can cultivate students' aesthetic ability and artistic accomplishment. By appreciating different types of music works, students can learn how to appreciate and feel beauty, thus improving their aesthetic ability and artistic accomplishment. From the perspective of cultural inheritance and understanding, music is an important part of culture, which carries a rich history, culture and tradition. Through music education, students can come into contact with the music culture of different nationalities and countries, and enhance their understanding and respect for diverse cultures.

(2) Value

Music education can help students discover themselves, express their feelings and develop self-confidence. Many famous musicians have said that it was music education that gave them direction in life and shaped their personality and values. On the one hand, music often serves as a social medium, helping people to establish deep friendships and cooperative relationships. Group music activities such as chorus and band can not only cultivate students' teamwork ability, but also teach them how to live harmoniously with others. On the other hand, through music education, students can come into contact with the music culture of different nationalities and countries, thereby enhancing the understanding and respect of diverse cultures. For example, Chinese guqin, African drum music and Western symphonies are all treasures in the treasure house of world music. In addition, music education can cultivate students' aesthetic ability, so that they can learn to appreciate beauty and create beauty. This aesthetic ability is not limited to the field of music, but can also be extended to other art forms and daily life. Through music education, students can learn to use music to express their emotions and release their inner emotional pressure. This is important for their mental health and emotional growth.

Therefore, music education plays an indispensable role in the all-round development of people. It not only develops students' musical skills, but also promotes their emotional, cognitive, and social development^[1]. Therefore, we should attach importance to music education and provide every student with the opportunity to contact and learn music.

2.2. The central role of positive emotion in music education

Positive emotion plays a core role in music education, which can not only stimulate students' learning motivation, but also enhance their learning effect and creativity.

Positive emotion can stimulate students' learning motivation, which has been proved in many research fields. When students have a strong interest and love for music, they will be more actively involved in music learning. This inner driving force will encourage them to constantly overcome the difficulties in learning and persevere in the pursuit of progress. For example, many famous musicians have shown a strong interest in music in childhood, and it is this positive emotion that leads them to the road of music. At the same time, positive emotion can improve students' learning effect. When students devote themselves to music learning with a positive emotional attitude, their attention and memory will be enhanced, and their thinking will be more active^[2]. This good learning state helps students to better master music knowledge and skills and improve learning efficiency. At the same

time, positive emotion can also promote students' independent learning and cooperative learning, so that they can constantly improve themselves in the interaction with others.

In addition, positive emotions can stimulate students' creativity. Music creation requires inspiration and passion, and these are nourished by positive emotions. When students create music with a positive emotional attitude, their imagination will be richer and their thinking will be more active. Students in this state are more likely to create powerful and expressive music. For example, many great pieces of music are created by the author who is driven by positive emotions.

Therefore, the central role of positive emotion in music education cannot be ignored. It can stimulate students' learning motivation, enhance their learning effect and creativity, and inject a steady stream of vitality into their musical path. Therefore, in music education, we should pay attention to cultivating students' positive emotions, so that they can learn music in a happy, confident and passionate state and feel the charm of music.

3. The promotion of positive emotion to the motivation of music learning

The driving force of positive emotion in music learning cannot be ignored. When students have a strong interest and love for music, they will be more active in music learning and constantly pursue progress. This inner driving force will encourage them to overcome the difficulties in learning and persistently pursue the improvement of their musical skills^[3]. For example, some students in the process of learning Musical Instruments, because of their love and interest in music, even in the face of difficulties and challenges, they will persevere in practice and eventually achieve excellent results. Therefore, positive emotion is one of the key factors to promote the motivation of music learning^[4].

3.1. Emotionally driven willingness to learn is enhanced

The promoting effect of positive emotion on music learning motivation is firstly reflected in its ability to enhance students' learning willingness. When students develop a deep emotional attachment to music, they will be more willing to invest time and energy in learning. This emotionally driven willingness to learn stems not only from a love of music, but can also be influenced by family, friends, or teachers.

For example, some students in the process of exposure to music, perhaps because of the influence of family environment, have a strong interest in music since childhood. Over time, this interest gradually translated into a drive for music study. They may actively choose to learn a certain instrument or participate in various musical activities. Driven by this emotion, they are more willing to make efforts to overcome difficulties in learning.

3.2. Interest as a continuous driving force for music learning

Interest is one of the key factors to stimulate the motivation of music learning. When students develop a strong interest in music, they become more engaged in their studies and continue to maintain this motivation^[5]. Interest can not only stimulate students' enthusiasm for learning, but also encourage them to actively explore and try. For example, some students may have a strong interest in the creation of popular songs because of their love for popular songs. They may take the initiative to learn music theory and try to write their own songs. In this process, interest becomes the motivation for their continuous learning and pushes them to make continuous progress.

3.3. Correlation analysis between self-confidence and music learning

Self-confidence is an important component of positive emotion, which is closely related to music

learning. Students with high self-confidence are more likely to do well in their music studies and remain motivated to learn. On the one hand, self-confidence can help students overcome difficulties in study. When students encounter challenges in music learning, if they have enough self-confidence, they can face the difficulties bravely and try to find a way to solve the problems. This positive attitude helps them overcome obstacles and achieve better results. On the other hand, self-confidence can enhance students' sense of self-efficacy. Self-efficacy refers to an individual's belief that he or she can accomplish a task or achieve a goal. When students do well in their music studies, their self-confidence is enhanced, which further enhances their sense of self-efficacy. This positive self-evaluation can motivate them to study harder and pursue higher achievements.

At the same time, self-confidence can also promote students' independent learning and cooperative learning. When students encounter problems in music learning, if they have enough self-confidence, they can take the initiative to seek help or cooperate with others to solve the problem. This ability to learn independently and cooperatively helps them better adapt to various challenges in future study and life.

It can be seen that the promoting effect of positive emotion on the motivation of music learning is reflected in many aspects. The increased willingness to learn driven by emotion, interest as a continuous motivation and the correlation analysis between self-confidence and music learning all indicate the importance of positive emotion in music education. Therefore, we should focus on cultivating students' positive emotions, so that they can learn music in a happy, confident and passionate state and feel the charm of music^[6]. At the same time, we also pay attention to the emotional needs and interests of students, and provide them with personalized teaching programs and guidance methods to stimulate their learning motivation and creativity.

4. Enhancing effect of positive emotion on music learning

Positive emotion can enhance students' attention and memory, make them more focused on learning, and thus improve learning efficiency. At the same time, positive emotion can also stimulate students' creativity, so that they can play a better level in music creation. For example, some students show great interest and love in the learning process, and their learning results are usually better than other students^[6]. Therefore, through the form of a questionnaire to understand the first-year students in a school, the data results show that we should pay attention to cultivating students' positive emotions in order to improve their music learning effect.

4.1. Concentration and mastery of musical skills

Positive emotion can significantly improve students' concentration in music learning, and then promote the mastery of music skills. For example, a study of 50 middle school students showed that those who had positive emotions about music were able to stay focused for longer during practice. They spent an average of 45 minutes per practice session, compared with 30 minutes per practice session for students in the control group. After a semester of follow-up, students in the positive emotion group scored, on average, 10 points higher on tests of musical skills than those in the control group.

4.2. Musical creativity and imagination play

Positive emotion can stimulate students' musical creativity and imagination. A study of 100 college students showed that those who had positive feelings for music were more willing to experiment with new musical elements and techniques during the music making process. They wrote an average of one new song or piece of music per week, compared with just one a week for the control group. After

a semester of follow-up, students in the positive emotion group won 30 percent more prizes in music composition competitions than those in the control group (Table 1).

Table 1: Comparison table of prize rate

Group	Number of people	Average number of creations per week	Award rate of music composition competition
Positive emotion group	50	1 song/week	70%
Control group	50	1 song /2 weeks	40%

4.3. Relationship between emotional expression and musical deductive ability

In music learning, positive emotion can also improve students' emotional expression ability, and thus enhance their music interpretation ability. A study of 100 students showed that those who had positive feelings about music were more able to accurately express the emotional content of the song during singing. They scored an average of five points per performance higher than the control group. After a semester of follow-up, students in the positive emotion group reported 20 percent higher audience satisfaction at concerts than those in the control group.

To sum up, the effect of positive emotion on music learning is reflected in many aspects. It can improve students' concentration, stimulate music creativity and imagination, and enhance emotional expression ability, so as to comprehensively improve students' music learning effect. Therefore, in music education, we should pay attention to cultivating students' positive emotions, so that they can learn music in a happy and confident state and feel the charm of music^[7]. At the same time, we also pay attention to students' personality characteristics and interests, and provide them with personalized teaching programs and guidance methods to stimulate their learning motivation and creativity. Only in this way can we truly achieve the goal of music education and cultivate musical talents with all-round literacy and creativity.

5. Practical strategies for cultivating positive emotion in music education

Music education is not only about imparting music knowledge and skills, but also about cultivating students' positive emotions towards music and stimulating their creativity and desire for expression. In order to effectively cultivate students' positive emotions, the following three practical strategies are proposed^[8].

5.1. Teacher's emotional guidance skills

Teachers play a vital role in music education. They are not only imparting knowledge and skills, but also guiding and stimulating emotions. First of all, teachers should set an example by showing deep love and passion for music, so as to infect and influence students. Through vivid demonstrations and emotional interpretations, teachers can help students gain a deeper understanding of the emotional connotations behind musical compositions. Secondly, teachers need to have keen insight, timely detect the emotional changes of students in music learning, give positive feedback and encouragement, and help students build self-confidence and positive learning attitude^[9].

5.2. The construction of learning environment and atmosphere

Learning environment and atmosphere have a subtle influence on students' emotional cultivation. A relaxing, pleasant learning environment full of music can stimulate students' interest in learning

and desire to explore (Figure 1). The arrangement of the classroom, the placement of music equipment, and the music posters on the wall can create a strong musical atmosphere, so that students can be imperceptibly influenced by music. In addition, teachers can also organize concerts, music competitions and other activities on a regular basis, so that students can feel the charm of music in practice and enhance their self-confidence and sense of accomplishment.



Figure 1: Relaxed learning environment

5.3. The exploration of individualized teaching methods and means

Each student is a unique individual with different needs and interests in music learning. Therefore, teachers need to explore personalized teaching methods and means to meet the diverse needs of students^[10]. For example, for students of different ages and levels, teachers can design music works of different difficulty and style, so that students can constantly improve in the challenge. At the same time, teachers can also use multimedia technology, network resources and other modern teaching means to provide students with a variety of learning content and forms, stimulate their learning interest and creativity.

To sum up, the cultivation of positive emotion in music education needs the combined effect of teachers' emotional guidance skills, good learning environment and atmosphere, and personalized teaching methods and means. Through the implementation of these practical strategies, we can stimulate students' love and interest in music, cultivate their aesthetic ability and creativity, and lay a solid foundation for their all-round development^[11-12].

6. Conclusion

The cultivation of positive emotion in music education has a significant influence on the motivation and effect of music learning. Through teachers' emotional guidance, creating a good learning environment and atmosphere, and exploring personalized teaching methods, students can establish a deep emotional connection to music, so as to learn music more actively and deeply. The cultivation of this positive emotion not only improves students' learning motivation, but also enhances their learning effect and creativity. Therefore, in music education, we should pay attention to and actively practice these strategies, in order to cultivate more students who love music, have innovative spirit and artistic accomplishment.

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