On the creative teaching in primary school music classroom

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Abstract. Music creative teaching has a positive influence on developing students' consciousness of music creation, students' creative thinking and cultivating innovative practice ability. This paper focuses on the connotation and significance of primary school music creation teaching, analyzes the factors affecting the creation of teaching in primary school classroom, and puts forward suggestions for teaching implementation. It aims to develop students' creative potential and enhance their creativity, hoping to provide a new perspective for relevant research fields and contribute to the cultivation of innovative talents in the new era of the 21st century.

1 Connotation and meaning of creative teaching

1.1 Connotation of creative teaching

Creative teaching refers to the teaching that cultivates students' creativity and develops creativity in the process of imparting knowledge and developing intelligence. Music creation teaching belongs to the category of creative teaching, which is a teaching practice activity that takes cultivating students' creative ability and innovative spirit as the main purpose, and permeates in all fields and links of music teaching.

China Compulsory Education Art Curriculum Standard (2022 edition) clearly stipulates the specific learning content of "creation", which mainly includes three aspects: sound and music exploration, improvisation and music compilation.

1.2 Meaning of creative teaching

Music is a unique and creative subject. Creative teaching in the music classroom is conducive to the development of students' creative thinking, stimulating students' association and imagination ability, and also has a positive impact on cultivating students' observation ability, thinking ability and performance ability.

China's 14th Five-Year Plan and the 2035 Vision Outline have laid out a series of national strategies for strengthening the country. In general, it is necessary to train a large number of top scientific and technological talents and high-quality innovative talents to achieve the goal of strengthening the country. The training of innovative talents should start

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from the children, and attach importance to the cultivation of scientific spirit, innovative ability and critical thinking. Therefore, music creative teaching is the need of cultivating all-round development talents and the need of national construction and development.

2 Factors that affect the creative teaching in the primary school classroom

2.1 School culture construction and the introduction of teaching resources

Campus culture has the creativity and charisma, which can stimulate the subject consciousness of all teachers, students and staff, mobilize their enthusiasm, initiative and creativity, and promote the common development of individuals and the school. Whether the school attaches great importance to the cultivation of students' creative ability, and whether it often organizes activities conducive to stimulating students' creative thinking ability, all determine the development of primary school music creative teaching. In addition, the teaching resources of schools are also important factors affecting the teaching of music creation. If the school does not pay attention to the introduction of advanced teaching equipment and does not introduce the instruments essential for creative teaching, it is difficult for music creative teaching to go on smoothly.

2.2 Old teaching methods of teachers

Relevant investigations and studies show that, many primary school music teachers' teaching awareness of music creation has been greatly improved. Most teachers believe that it is very important to cultivate creativity and improve students' creative thinking for the development of students. However, in the actual music classroom teaching, there are still some teachers who think that music creative teaching is a time-consuming and slow work, resulting in teachers will not invest a lot of energy in creating teaching. In addition, due to the deep-rooted traditional teaching concept, most of the domestic primary school music classroom teaching method is single, still using the traditional teaching method. Music classroom atmosphere is relatively stiff, the old teaching method is not conducive to the development of students' creative thinking.

3 The implementation strategy of creative teaching in Primary school music classroom

3.1 Create a relaxed classroom atmosphere to stimulate students' interest in creation

A relaxed, democratic and equal classroom atmosphere is very important for students' learning, especially in the teaching of music creation. In the process of music teaching, teachers should try to create a relaxed and happy classroom atmosphere for students, enable students to learn through fun and play. For example, when taking students to explore the "voice in life", teachers use the common paper around them, through rubbing, tearing the paper and other different actions to make the paper make a different sound. Then asked: "What other way or action can make the paper produce more different sounds? Please have a try!" Through the intuitive display, make the students realize the diversity of voices. With a strong curiosity, the students were actively thinking and trying, to show and share their learning results, so as to gain satisfaction and a sense of achievement.
3.2 Respect the students as the main body of creation to give full play to the students' subjective initiative

Teachers are the organizers and implementers of educational activities, and they are the instructors and leaders of learners' learning, the students are the main body of classroom teaching. In music teaching, teachers should change "teaching" into "guidance", fully respect and trust students, and try not to interfere with students' creative process as much as possible, so that students truly become the master of learning. For example, in the teaching section of "lyrics creation", students are invited to create simple lyrics in groups, tell a simple story, and emphasize that the lyrics should rhyme. Teachers don't have to interfere too much to the group that discuss smoothly; and for the group that didn't go well, teachers should simply inspire and guide, such as let the students recall the little things in daily life or impressive campus life, guide students to learn to observe and think..While recording the good life around, exercise thinking ability and cultivate good living habits and learning habits.

3.3 Attach importance to the cultivation of music knowledge and skills to lay the foundation of music creation

Having a certain basic music knowledge and skills is a necessary prerequisite for music creation. Without basic musical ability, music creation is difficult to continue. Although music creative teaching in primary school is a simple compilation of music, it does not mean that students adapt it freely without logic, the results of the display must conform to the most basic law of music. This requires students to master the basic music knowledge, such as rhythm, melody, speed and other basic elements of music, as well as the ability to read music, sing and play small classroom instruments. In the choice of musical instruments, different instruments can be selected according to students' age and musical ability. For example, students in the low school can choose more simple percussion instruments, such as triangle iron, wooden fish, sand hammer and so on. Students in the middle and high school can add simple instruments such as clarinet and melodica.

3.4 Protect students' interest in creation to cultivate different thinking

Creative teaching emphasizes paying attention to students' creative process and creative experience. Teachers should pay more attention to students' learning process, do not hesitate to encourage and praise students, cultivate their self-confidence, and motivate them to progress. Respect students' personality, guide students to think from multiple aspects, directions and levels, dare to boldly raise questions and challenges, break through the habitual thinking pattern, enhance the divergence and agility of thinking. For example, through divergent questions, "What else can be done to express the grandeur of the music?”. Some students start from the rhythm, some students start from the musical instruments, their answers are different, the images and emotions that the students feel are also very different. It is the ambiguity and polysemy of the musical image itself that leaves more imagination space for students, which is conducive to cultivating students' thinking of seeking differences, understanding the diversity of things, expanding their musical horizons.

3.5 Flexibly use teaching methods to improve students' creative enthusiasm

There are often differences between the actual teaching and the teachers' preset teaching, teachers should flexibly regulate teaching methods according to students' age, personality,
musical ability and other situations in the classroom, so that the classroom is always kept on the normal track. The in-depth reform needs to change the single and rigid teaching mode in the traditional classroom, and it should absorb the essence of various teaching modes, be scientifically compatible, optimize the combination, and teach intelligently. For example, use pictorial graphics to show students the characteristics of melody and feel the emotions of music; use modern information technology to visualize abstract music theory into intuitive pictures and sounds, making it easier for students to understand; organize students to work together and create independently according to a certain theme; integrate the concepts of project learning, thematic learning or interdisciplinary learning to stimulate students 'divergent thinking and promote students' comprehensive literacy.

3.6 Strengthen practical activities to cultivate creative practice ability

The theory of "learning from doing" proposed by American educator John Dewey emphasizes that students should not simply "learn from listening", but suggest that students should cultivate their interest in "doing". Music is a practical discipline, and music practice is an indispensable way to cultivate students' innovative ability. Teachers should guide students to carry out small creation, small production, small exploration, and then mobilize students' enthusiasm, cultivate students' innovative ability, develop intelligence, and promote the development of students' comprehensive ability. For example, students stimulate the diversity of their thinking by participating in instrumental performance and learning, promote the coordinated development of eye, mouth, hand and foot organs; in the creation and presentation of learning tasks, using a wide variety of sound materials and musical instruments, make simple rhythm and melody; according to a certain theme, choosing the appropriate form of presentation, cooperate with their peers to create and perform simple music stories and short musicals, etc.

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