

The Influence of Music Activities on Children's Creative Thinking Development

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Abstract. Nowadays, all countries in the world regard creativity as one of the core abilities of talent competition. The core of cultivating creative talents is to carry out creative education. Early childhood is the enlightenment period of creative education. During this period, children have not formed a set of thinking, protecting and stimulating their imagination, curiosity and desire to explore. Because music education plays a unique role in fostering children's creativity, it is beneficial to the development of children's creative thinking and the formation of creative personality. The purpose of this article is to analyse and study the characteristics of children's early thinking development, innovative music teaching concepts and teaching methods, and to develop children's action thinking, image thinking, abstract thinking and creative thinking at this stage through innovative rhythmic activities and Orff teaching, focusing on the specific period of children. It can promote their brain more active and more comprehensive. Through the research, it is found that the professional quality and innovation of preschool teachers play an important role in the development of children's creative thinking, and rhythmic activities and Orff music teaching method are suitable for the development of children's creative thinking, and have a larger space for exploration.

1 introduction

In modern society, countries are in a period of development and change, and some fields have changed people's way of life, such as the Internet and new energy. In recent years, the government has promulgated many policies emphasizing the importance of creativity. According to the "Guidelines for Kindergarten Education (Trial Implementation)" (hereinafter referred to as the "Guidelines") issued by the Ministry of Education in 2001: Kindergartens should build an environment suitable for the cultivation of children's creativity, provide enough opportunities for children to show themselves in art, guide children to open themselves up, dare to try different types of art forms, express their inner activities, and respect the differences shown by different children [1]. After then, the Guide to Learning and Development for Children aged 3-6 (2012) pointed out that kindergartens should create sufficient conditions and opportunities for children to learn art and enrich their imagination and creativity [2]. In order to achieve this goal, art activities in kindergarten are an important part of art education, which should develop children's imagination and creative thinking. Early childhood is an important stage for the germination and development of people's creative thinking [3]. According to research, the development speed of children's creative thinking reaches its peak at about 5 years old, and gradually slows down after 6 years old. It is particularly important to use the critical period of 5-6 years old to cultivate children's creative thinking.

The research of scholars Guilford, Garaigordobil and Berruero clearly shows that creativity can be cultivated. Scholars Kaufman and Beghetto made the following definition of creativity: the development level and contribution degree of creativity are divided into the four models of creativity (the four Models of creativity) [4]. The model divides creativity into four levels: Mini-c, Little-c, Pro-c, and Big-c. Children's creativity is in the Mini-c and Little-c stages. Little-c is the expression of "possibility thinking", including problem raising and problem solving [5]. For example, change "What is this thing used for" to "What can I do with this thing". Children's creativity is manifested as curiosity motivation, and often combined with exploration or action to solve problems; The second is imagination as the connotation, and in the medium of games to present. The third is to express in a unique and multiple way; The fourth is characterized by flexibility. Young children's brains are in a stage of rapid development between the ages of 3 and 6, and young children's creativity is at its best malleable stage. Research shows that music has a strong appeal to young children and plays a vital role in enriching young children's minds. Effectively carrying out music activities, making full use of children's love for music and actively participating in music activities can not only realize children's artistic enlightenment, improve children's understanding of music, but also effectively improve children's imagination and creative thinking ability. In the process of leading children to learn music lessons, teachers guide children to imagine and exercise their creative thinking by listening to the rhythm of music,

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analysing the content of lyrics and its playing style. Therefore, teachers should effectively organize music activities according to music teaching objectives, formulate teaching plans, give full play to the role of music activities, and use music activities to improve children's artistic and comprehensive ability. In music activities, rhythmic activities and Orff music teaching method play an obvious role in the development of children's creative thinking. Moreover, Prosodic activities generally refer to rhythmic movements with music, which requires basic musical perception ability and corresponding motor skills. Coordination of physical organs, muscle endurance, muscle explosive force, with joint flexibility, sensitivity and flexibility of the nervous system, and so on [6]. Orff music teaching method refers to the core concept of "original music" to children's music education, starting from children's instinct, the maximum development and training of their creative ability, improvisation ability and thinking ability [7]. In general, as an important component of kindergarten art education, music activities should be divided into different teaching methods and methods according to the characteristics of different stages of children's thinking, and pay attention to children's psychological development. However, most of the early music activities were based on "imitating" teachers' movements. This teacher-based teaching method often ignores the ability and personality of children, and only focuses on unified teaching of children, which often causes children to lose their individuality. Therefore, the activities that cultivate children's "feeling" and "expression" ability are required for music activities, and it should take children as the main body, cultivate children's interest, break fixed thinking, and pay attention to children's feeling, expression, cognition and thinking ability.

This article systematically summarizes children's musical activities and theories related to creativity, especially prosodic activities and Orff teaching activities, so as to provide reference for the follow-up research on the influence of large class musical activities on the development of children's creative thinking, and to further evaluate the positive influence and feasibility brought by it.

1.1 The basic of music activities

1.1.1 The importance of music

Learning music is an important prerequisite for the overall physical and mental development of children, and has an important impact. It can be as the basis for the development of creative thinking. In general, music activities are based on the selection of the most suitable music for children's age characteristics, with children's favourites. Thus, it is easy to understand and master the way to mobilize children's interest and enthusiasm in music. Additionally, it can enrich children's music perception. Since music organically combines the elements of music education such as melody, rhythm, harmony, and tone, and puts positive emotions into the expression of sound, it can stimulate the strings in the

hearts of children and make them have a strong emotional experience. Meanwhile, music education plays an important role in promoting children's mental health. Therefore, children have a natural love of music, especially dancing or painting with music, so that the organization of music activities and the cultivation of children's creativity has an inseparable role. However, there are also some problems in the process of implementing music education in some kindergartens. For instance, simply treating children's mastery of a song as music education, and cramming teaching will only gradually reduce and even subside children's interest in music. In this process, teachers will feel distressed, and children will feel depressed, restricted, and boring. It can be seen that teachers' music literacy is crucial to children's physical and mental development.

1.1.2 The quality of preschool teachers

First of all, preschool teachers should have basic music knowledge and be able to adapt songs according to the theme of activities and life situations, so as to facilitate children to understand the rhythm. Moreover, preschool teachers should keep learning and gradually transition from basic music in childhood to music that represents traditional culture. Of course, the most important skill is to integrate music into life, to be able to understand and adapt different music according to different regional and school cultures, so that young children can learn. Additionally, the combination of music and body movements can better promote children's understanding of rhythm. Compared with simple rhythm, children are more able to accept body language education, and the combination of the two can make children perceive the beauty and joy of rhythm from all aspects of hearing and vision [8]. This requires preschool teachers to have a certain dance foundation and good physical coordination ability, and guide children to grasp the rhythm and rhythm through body language. Preschool teachers should also have the ability of choreography, and be able to adapt different body languages according to different musical rhythms, so as to promote children's deeper understanding of various kinds of preschool music. Secondly, preschool teachers' music instruction for children should not be limited to the music provided by textbooks, but should adapt the music of things that are easy for children to learn and understand according to life and children's learning, which requires preschool teachers to have creativity, and find the music and body rhythm suitable for children to develop correct concept and healthy body and mind from the details. Finally, preschool teachers should appropriately improve their own artistic literacy, rather than just stay in the cultivation of music literacy. Art is the same, preschool teachers use music to guide and educate children, and they should pay attention to observe and explore the artistic talent of children, to promote the comprehensive development of children.

1.1.3 Innovative music activities

Innovative music activities are conducive to the development of children's intelligence. Because music activities can promote the development of the right brain and the development of important centres of the cerebral cortex. At the end of the 20th century, scientists and educators in many countries in the world have focused their research on the important role of music education in human brain development, and have made great progress. For example, studies have shown that under the same intelligence level of the two groups of children participating in the experiment, the music experimental group has a significantly higher average score of operational IQ than the control group, so it is concluded that music training has a positive effect on the spatial intelligence development of preschool children. Secondly, music activities are conducive to improving children's cognitive ability. It can promote the development of perception, memory and imagination. Because early childhood is the period of the most rapid development of hearing in people's life, in the process of music learning, teachers must mobilize the memory, combine their existing experience, and imagine the musical elements that affect the psychology, in order to complete the feeling of music and resonate [9]. On this basis, the development of creativity can be promoted. When children participate in musical activities, they learn to convert personal life experience into performance to express their experience of music, accumulate experience of action performance through imitation in musical activities, and learn to absorb the performance ideas of others through observation, so as to improve their own creative ability.

In conclusion, preschool teachers should correctly guide children to work together to complete collective activities, correctly and actively educate children who are not cooperative or emotional, cultivate children's collective consciousness, and promote children's future social development. Moreover, teachers should always innovate the means of music teaching, enrich the content of music teaching, and adopt the way of edutainment to promote the development of children's abilities. On top of this, kindergarten music education activities organized by preschool teachers play an important role in improving children's creative ability and perception ability, and are an important way to enlightening children's thoughts, developing children's potential and shaping children's good personality quality.

2 The influence of rhythmic activities on children

In general, young children have an innate love for music and are good at interpreting it. And rhythmic activities can give children a sense of freedom, so that participating in music games into a play process, rather than a completely blunt activity. Also, rhythmic activities fully consider the uniqueness of children, who can show their ideas through behaviours according to their preferences, and teachers can evaluate the potential creative ability of children by observing their actions. In this way, children can practice imagining situations, creating new shapes, improvising

and solving problems. In the scene or performance, children can fully cooperate with other children in rhythmic activities, and they can better create through cooperation [10]. According to Niland, improvisation and musical movement can help boost creativity [11]. Greek researchers Chronopoulou and Riga (Chronopoulou & Riga) conducted a study on the intervention program to improve children's creative thinking based on music and rhythm, and the research results show that the intervention program helped children develop free expression, spontaneous exploration and questioning habits, which are creative behaviours. The above research reveals that children's creativity can be well cultivated through prosody activities.

2.1. Previous studies

In previous studies, researchers generally summarize prosodic activity into rhythmic activity and children's dance. Dorothy E. och Norris mentioned children's creative rhythm, and believed that body movements, as a natural revelation of human emotions, should be focused on children's inner world and guide them to effectively carry out creative rhythm activities according to their characteristics [12]. Judith Lynne Hanna emphasized that children's imagination should be paid attention to in body movements, and adult motor skills should be explicitly forbidden to be taught directly to children [13]. Based on her own daily concerns, she proposes the importance of providing cognitive development for children through 'creative dance'. She puts the initiative, imagination and creation of children's dance in the first place. Therefore, children in contact with and explore new things, constantly try new experiences, in the rhythm can show all the inner ideas. If young children want to become creative children, they need to enhance their sense of freedom and security, and should provide an environment that can help stimulate their personalized creative potential. Young children's surroundings and daily experiences will cause them to spontaneously rhythm activities, singing and dancing. Teachers should seize the opportunity to encourage children to create more, so as to cultivate their creativity. In addition, teachers should learn to train children's divergent thinking in rhythmic activities and guide them to break through the original framework of movement memory in the process of thinking about body rhythms. Teachers should encourage children to give full play to their imagination, think from one idea, and create other movements to find out more possible movement shapes. To allow children to be unconventional and whimsical rhythm. However, the connotation of rhythmic activities in China can be summarized as follows: emphasizing the 'harmony' and 'performance'. The first type of prosodic activities is the activities that use body movements to express music content under the accompaniment of music, and pay attention to children's feeling, understanding and expression of music. The second category emphasizes all body artistic expression activities accompanied by music and expressional activities in which movements are coordinated with music, emphasizing expressional activities that truly reflect their

inner feelings through one or a group of natural body movements under the accompaniment of music, thus it can be seen that the connotation of prosodic activities is not the same. But both are exploring the relationship between 'music' and 'movement', as well as the role and goals of rhythmic activity.

2.2 Present studies

At present, most of the research on children's creativity cultivation adopts observation method or investigation method, among which the investigation method is the main one. According to the research, it can be concluded that children are more sensitive to the figurative and episodic nature of the theme, and can obtain the motivation of imagination from it. The more vivid and plotted the theme, the children can start from the theme, expand their thinking and imagination, and have significantly enhanced their ability to create movements, showing better ability to follow music and more abundant movements.

3 The influence of rhythmic activities on children

Orff music teaching method is a set of music education system created by Karl Orff, a famous German composer and music educator [7]. This music education system has spread widely in the century, and has had a very significant impact on the world music education. It has set off a wave of music education using Orff teaching method in the world. The main reason why this music education system has such a huge impact is that it comes from its advanced and unique teaching concept. 'Original music' is not only the core concept of Orff's music teaching method, Orff takes it as an important symbol of his own education system, and at the same time, it develops with the development of world music education and changes with the changes of The Times in a constantly evolving attitude.

The teaching ideas and characteristics of Orff's music teaching method centred on 'original music' mainly include: comprehensiveness, improvisation, personal participation, appeal to sensibility, return to humanism, starting from local culture, beginning from the beginning, for all people, and so on 'Improvisation' is the core and most attractive component of Orff's music teaching method. At the same time, based on the above educational concepts, the main teaching points summarized include: Combining language, movement and dance, music teaching focuses on cultivating sense of rhythm, experience and training of Musical Instruments and multi-sound structures, and cultivation of improvisation creativity, etc. Through the analysis of lesson examples, it is found that rhythm training, rhythm, singing, language rhythm, musical instrument ensemble and improvisation are basically the main means of the teaching method. Through these means, students are guided to perceive, feel, experience and explore music,

develop their potential musical talent and cultivate good personality.

The cultivation of the ability of improvisation is the core concept and characteristic of Orff's music teaching method, which is as important as the original nature and comprehensiveness. Orff's pursuit of the original music made him believe that improvisation is the oldest and most natural form of expression, as well as the most straightforward, direct and emotional expression process. Therefore, he repeatedly emphasized the creation of improvisational activities, and also stressed that the textbooks he wrote were not samples but only examples, which required teachers to stimulate students' interest and imagination in the teaching process. And improvisational creation, whether it is rhythm training, basic physical training or instrumental performance training are all improvisational activities, which is also the most important and emphasized Orff. All these show that the main expression of creative activities in Orff's music teaching method is improvisational creation, which is also the most attractive concept and characteristic of Orff's music teaching method, which injects fresh vitality into the whole education system. Therefore, it plays a vital role in cultivating the development of children's creative thinking.

4 Conclusion

In the growing process of children, preschool stage makes children cognitive and thinking development of the most rapid period, its potential is very large. Through training, children's minds are developed, and their thinking is more flexible and freer, and they are able to think more comprehensively and draw higher experiences.

Through the exploration of music activities, this article focuses on the influence of music activities on children's overall physical and mental health, the influence of preschool teachers on children's creative thinking, and the influence of rhythmic activities and Orff teaching on children's creative thinking.

On top of that, expounded the importance of music activities in child development, as learning music is essential for children's physical and mental development, forming the foundation for creative thinking. In these activities, the engagement through Suitable Music is also essential, teachers can select age-appropriate music that accord with children's interests to engage them effectively in music activities. Children capitalise on their enriching music perception, since music combines elements like melody, rhythm, harmony, and tone, enriching children's musical perception and providing emotional experiences. This music education contributes to children's mental well-being, especially when integrated with activities like dance and art. It is beneficial to children's mental health. However, some kindergartens may use poor teaching methods, reducing children's interest in music, thus the teacher's musical literacy is very crucial. Preschool teachers should possess basic music knowledge, adapt music to themes and situations, and transition from basic to cultural music. They must integrate music into daily life

and encourage creativity. They should combine music with body movements and it helps children understand rhythm. For example, teachers with dance skills can guide children effectively. Improving Artistic Literacy is also a key factor for these teachers to organise music activities. They should develop their artistic literacy to observe and nurture children's artistic talent. Moreover, teachers should go beyond textbook music, adapting music from everyday life to enhance children's understanding and promote creativity. For rhythmic activities and Orff's teaching methods, these innovative activities can enhance children's intelligence, boost right brain development, improve cognitive abilities, and foster creativity by allowing them to convert life experiences into music. In conclusion, preschool teachers play a vital role in guiding children through collective activities, innovating teaching methods, and organizing music activities that contribute significantly to enhancing children's creativity, perception, and overall development. Rhythmic activities and Orff's teaching methods have positive effect on children's creativity, with improvisation being a key element in their development.

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