

THE IMPACT OF MUSIC EDUCATION ON PRIMARY SCHOOL STUDENTS' EMOTIONAL DEVELOPMENT

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Abstract. Music teaching plays a vital role in cultivating students' emotional sphere. The paper shows how through music education, students can better understand themselves and others, establish healthy interpersonal relationships, learn self-regulating strategies, and also better adapt to the social environment. The objectives of aesthetic education are most effectively implemented in a culturally rich educational environment, which provides a variety of incentives for developing students' perceptions and improving their performance.

Keywords: primary music education, emotional intelligence, creativity, child development.

ВЛИЯНИЕ МУЗЫКАЛЬНОГО ОБРАЗОВАНИЯ НА ЭМОЦИОНАЛЬНОЕ РАЗВИТИЕ УЧАЩИХСЯ НАЧАЛЬНЫХ КЛАССОВ

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Аннотация. Преподавание музыки играет важную роль в развитии эмоциональной сферы учащихся начальных классов. В статье показано, как благодаря музыкальному образованию учащиеся могут научиться лучше понимать собственные эмоции и эмоции других людей, устанавливать здоровые межличностные отношения, осваивать навыки эмоциональной саморегуляции, а также лучше адаптироваться к социальной среде. Наиболее эффективно задачи эстетического образования реализуются в культурно насыщенной образовательной среде, обеспечивающей разнообразные стимулы для развития восприятия учащихся и повышения их успеваемости.

Ключевые слова: начальное музыкальное образование; эмоциональный интеллект; креативность; развитие ребенка.

Music education plays an important role in school education, because music education is not only a course, but also a kind of emotional communication and expression. Moreover, the rich and diverse music experience can also stimulate the students' interest in music, and then cultivate their music literacy and aesthetic competency, as well as enhance the students' empathy and interpersonal coordination ability. This will help to promote the students' all-round personality development.

The effects of music on emotion are enormous. Music has the unique ability to trigger human emotional responses, stimulate people's emotions, reduce anxiety, provide natural resources for self-regulation and self-expression. Music teaching plays a vital role in cultivating students' emotions. This is especially important in primary school. At the stage of primary education, stimulating students' emotional experience through music teaching not only has a profound impact on their emotional development, but also plays an important role in the cultivation of their personality, creativity and social skills [3, p. 2].

It provides them with an implicit emotional edification and education, so that students can notice the beauty, appreciate the beauty, create the beauty, enrich their aesthetic experiences, understand the diversity of the world culture, and broaden their artistic vision. It is music education that gives full play to the important role of aesthetic education in cultivating students' aesthetic appreciation and humanistic quality [2, p. 9].

As we have pointed out in our previous research, "the influence of music education on primary and middle school students is comprehensive, covering physical health, intellectual development and social character formation" [1, p.300]. In this article we will focus on more detailed analysis of aesthetic education effects on primary schoolers' emotional development.

First, music education considerably contributes to academic achievement through creating positive emotional experiences. It creates conditions for cultivating students' emotional regulation skills and self-expression. Positive experiences of music appreciation and music learning can be extrapolated to broader learning contexts and experiences.

C. M. Welsh claims: "The benefits from music programs do not always lead to direct improvement to academic success, but the support music education provides to cognitive and social-emotional development can help children develop the skills they need to succeed" [2, p. 17]. Teachers can teach the elements of music, such as melody, rhythm, harmony, etc., which can help students arouse emotional expression and emotional regulation, improve emotional cognition and cultivate emotional expression skills.

In class, students have the opportunity to experience different emotions such as happiness, sadness and anger, so as to better understand their own emotions and those of others. Different types of music can evoke different emotions of the listeners and help people to better express their emotions. It can affect the secretion of chemicals in the brain, promote pleasure and relaxation, regulate students' emotions, further teaching them to relax, use distress relief strategies, cheer oneself up and reduce stress and anxiety. C. M. Welsh says that "music education positively affects the development of emotion perception, regulation, and other emotional development factors such as self-esteem" [2, p. 17].

According to the 2022 Art Curriculum Standards, "cultivation of musical skills involves the development of emotional intelligence, and has an important impact on the overall growth of students" [3, p. 2]. By appreciating a variety of different music types,

people can improve their emotional cognitive ability, so as to be more sensitive to the emotional changes of themselves and the surrounding environment, and convey their inner feelings by expressing emotions, and improve their emotional expression skills. It can also be used as psychoeducation for students teaching them the names for emotions and ways to express them.

Music conveys the power of emotion through melody and lyrics, which can help people to express their inner feelings and emotions more deeply. At the same time, listening to music can also help people regulate their emotions, making people better deal with stress and cope with difficulties in life. So, as we see, music is not only a way of entertainment, but also an effective way to express and regulate emotions. Analyzing Kim and Kim's research on the effects of instrument performance on emotional intelligence, anxiety, and aggression, C. M. Welsh claims that teachers' interventions "did not affect the participant's total level of emotional intelligence, aggression, or anxiety but did increase their ability to perceive emotion in others" [2, p. 11].

For example, in the interpretation of the long history of the Asian traditional music, the class could play Indonesia's beautiful scenery video clips. While listening to the song let the students fully understand the beauty of Indonesia. Beautiful island scenery brings students to the images of infinite vitality, inspires them to love nature and enjoy life. After the first music appreciation stage, it is recommended to imagine the real-life images behind the music. It can be done by dividing the students into two groups and singing the songs against the background of the video. Thus the "star rope" theme sung by the accompanying singing group creates the rhythm of the paddle up and down, which makes the learning of music knowledge not only melt kids' hearts, but also strengthens the students' sense of cooperation. In the result of this activity students can easily understand and the music and connect it to the people's activities and emotions.

Secondly, in primary school music teaching, in addition to improving emotional expression and emotional intelligence, it is more important to cultivate students' imagination and cognitive ability through music. This process has an unnegligible impact on the overall growth of students.

In the process of learning music can improve the students' creative expression. In order to enrich the experience of music teaching in primary schools, teachers can design colorful music activities and games to stimulate students' creativity and imagination. For example, students can express their feelings of music through painting, writing, dancing, etc. Teachers need to guide students to create music works or arrange dance performances, and use students to participate in the music creation and production process. Through these methods, students can not only feel the charm of music, but also cultivate their artistic accomplishment and creativity, prompting them to create new music works or express their emotions and ideas, so as to lay a solid foundation for their future music and aesthetic development.

Creative thinking and imagination are very important not only for overall development, but also for specific skills and knowledge cultivation. For example, when students are learning chorus songs such as the Chinese Zodiac Song, teachers need to pay attention to the possibility that students may have doubts about the order of the Chinese zodiac signs, which makes them unable to participate in the chorus smoothly. In order to solve this problem, teachers can help students to better understand the content of the songs by effectively using the imagination space. For example, when singing the corresponding zodiac, the teacher can simulate the morphological characteristics of the zodiac with both hands, and let the students pass the hearing.

Music education is not only about teaching music knowledge and skills, but more importantly, about accompanying students in their creative expression through the language of music, stimulating their creativity and imagination. In music education, students are not only receivers, but also creators. They can express their feelings and ideas through music, and show their unique personality.

Visual and tactile stimulation helps to enrich social-cultural context of aesthetic education, deepens the understanding of the zodiac signs, cultivates student's creative consciousness and thinking, and helps them to flexibly use their imagination and creative thinking in other fields. Thus, the students' listening and music perception ability is trained, at the same time they can better appreciate, understand and analyze the music works, improving their cognitive ability and expanding their cultural awareness.

Finally, in the music class, students can gain strength and inspiration for positive social interaction experiences. For example, Beethoven's *Symphony of Destiny* can be considered as an example of the courage to fight setbacks. The teacher can offer students to discuss what they do when they encounter difficulties. This experience can give us strength, enhance confidence and psychological resilience. Bach's *average Piano Collection* shows Bach's rich and deep understanding of music. Playing these complex works requires a focus and meticulous understanding of music, so children can learn patience, concentration and logical thinking. Chopin's *Waltz* can be considered as an example of romantic composers' works full of affection and passion, so it can represent music as a source of inspiration and emotional expression.

So, it can be concluded that through music education, students can better understand themselves and others, establish healthy interpersonal relationships, learn self-regulating strategies and also better adapt to the social environment. Emotional maturity is closely connected with culturally rich learning environment that provides diverse stimuli for the child's perceptions and academic achievement. Therefore, teaching music we should pay attention to the identification, cultivation and regulation of students' emotions contributing to their comprehensive development as personalities and citizens.

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