

The Educational Value of Music Education from the Perspective of the Theory of Multi-Intelligence Structure

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Abstract. In the traditional education activities, music education teaching is often ignored, especially many schools and educational institutions can not correctly understand the value of music education in the teaching process. Only taking music education as a means to expand the interest of students and enrich the classroom content of students, there are many defects and deficiencies in the teaching methods and contents of music education in many schools. With the promotion and implementation of quality education, the value of education in music education has been paid more and more attention to, especially the theory of multi-intelligence structure, which makes more and more people pay attention to music education. Based on the theory of multi-intelligence, this paper analyzes and studies the educational value of music education in order to provide reference for the educational value of music education and to promote the development and perfection of music education teaching.

Introduction

According to the actual situation of the implementation of quality education in our country, this paper makes a study of the content and mode of education at the present stage, and finds that there are some wrong understandings on the implementation of quality education. Among them, the educational idea of improper understanding is to equate quality education with moral, intellectual, physical and aesthetic education. But in fact, quality education is not equal to the education of morality, intelligence, body and beauty. The real quality education is to reform the traditional teaching mode, and the main purpose is to further improve the comprehensive ability of students. Quality-oriented education is an educational activity based on improving the learning level and social ability of students, that is an educational idea to promote the all-round development of students. Among them, music education teaching is an important part of quality education, which plays an active role in promoting quality education activities, and it is also an important educational content to promote students to advance towards the goal of all-round development. However, most schools do not pay enough attention to music education and teaching, and to some extent affect the educational value of music education in teaching activities, and in the context of the theory of multi-intelligence structure, this paper analyzes the educational value of music education, and provides a reference for promoting the development of music education teaching [1].

A basic Summary of the Theory of Multi-intelligence Structure

The theory of multi-intelligence is a kind of theory put forward by American educationist and psychologist Gardner at the end of the 20th century. It is a theory about the development of intelligence, whose main viewpoint is that the intelligence of individuals is not a single structure, but a multiple structure. In studying the theory of multi-intelligence, Gardner cited himself as an example, thinking he had eight and a half intelligences. As a result, Gardner believes that each person may have a different half of intelligence, and because the combination of intelligence is different, intelligence plays a different role. At the same time, Gardner believes that later education and training can improve personal intelligence to a higher level. Therefore, Gardner believes that educators should pay attention to the conscious development and cultivation of each person intelligence when carrying out educational activities, and carry out educational activities

accordingly. When developing and cultivating personal intelligence, we should carry out according to the choice of the educatee, ensure that the educatee can give full play to their innate intelligence advantage in the process of training and training, and stimulate their potential intelligence [2].

According to the theory of multi-intelligence, the intelligence of every person includes the following nine aspects: the first is language intelligence, which represents individual language learning ability, language mastery ability and language use ability. The second is logical intelligence, which represents the individual understanding of the relationship between logical structures, judgment and reasoning, and the ability to express logical thinking. The third is visual intelligence, which represents an individual ability to feel shape, color, and space, as well as the ability to express it. The fourth is musical intelligence, which represents an individual ability to feel, remember, discern, and express music. The fifth is exercise intelligence, which represents the ability of individual body coordination and balance. The sixth is interpersonal intelligence, which represents the individual ability to understand and react to the expressions, words and gestures of others. The seventh is introspection, which represents an individual ability to recognize and reflect on himself. The eighth is natural observational intelligence, which represents an individual sensitivity to the natural world and living things. The ninth is existential intelligence, which represents the individual ability to think and state life and death, body and mind.

The Role of Musical Intelligence in the Theory of Multi-intelligence Structure

The theory of multi-intelligence supports the hypothesis that every adult with only one kind of intelligence may make brilliant achievements, but in real life, he still needs to use a variety of intelligent combinations to solve practical problems. For example, the singer not only needs to have the extremely high music feeling, the discrimination and the memory ability, but also needs the corresponding interpersonal communication intelligence, the language intelligence and so on; Politicians need interpersonal intelligence, language intelligence, logic intelligence, and even introspection intelligence; dancers need musical intelligence and interpersonal intelligence in addition to exercise intelligence. Therefore, everyone is a combination of multiple intelligences, not a single individual. So Gardner believes that "just as a field requires more than one intelligence, an intelligence may also appear in many fields" [3], that means that musical intelligence may also be applied in a variety of fields. Based on this theory, the educational value of music education is not only reflected in the development and cultivation of musical intelligence of students, but also in the stimulation of other intelligence. With more and more attention and attention to music education, the educational value of music education will become more and more obvious, which is of great significance to promote the development of music education. In short, in the theory of multi-intelligence, the function of music intelligence is not only limited to the development of personal music feeling, discrimination and memory, but also promotes the development and development of other intelligence.

The Value of Music Education based on the Theory of Multi-intelligence Structure

Music Intelligence Belongs to the Intelligence of Everyone. Music education is studied according to the nine intelligences in the theory of multi-intelligence. Music intelligence belongs to one of the nine great intelligences, which means that music intelligence is the intelligence that everyone has, that further shows that music learning is acceptable to everyone, music learning is not a minority activity, but everyone can participate, even disabled people can also carry out music learning. In the nine great intelligence, music intelligence is a more specific and real form of expression. Music intelligence is ubiquitous in social life. Although the differences in individual intelligence lead to great differences in the ability to feel music, distinguish music and memorize music, everyone has music intelligence, which cannot be ignored. Therefore, everyone has the ability to receive music education, if the development and cultivation of personal music intelligence, its music intelligence will be fully played. Music can give people special vitality, different music can give people different emotional experience. For example, rock music can make people passionate, while light music can

calm people and make people relaxed. Music is a unique aesthetic art, which plays a positive role in edifying the sentiment of people and relieving the depression of people. From the point of view of the theory of multi-intelligence, music intelligence plays an important role in personal intelligence and plays an irreplaceable role in the survival and development of human beings. It is necessary for schools and educational institutions to carry out music education and teaching activities. The purpose of music education in the school education system is not only to enable students to learn music and promote the development of the musical intelligence of students, but also to use music to cultivate the sentiment of students and promote the development of other the intelligence of students through music to achieve the goal of promoting the all-round development of students. The development of musical intelligence and the development of other intelligence of students are not independent, they are interdependent. Only by carrying out the teaching activities of music education can the educational value of music education be brought into play, and because music intelligence is the intelligence of everyone, the development of music intelligence is an important basis for stimulating other intelligence of students.

Musical Intelligence can Promote the Development of Individual Multi-Intelligence. In the process of music education teaching, music education can not only stimulate the musical intelligence of students, but also promote the development and development of other intelligence of students. In some studies, it is found that the students who often receive music learning or receive music learning for a long time are better than those who have not received music learning or who have only received short-term music learning, which further proves that musical intelligence can promote the development and development of multiple personal intelligence, especially the development of language intelligence and logic intelligence.

The promotion of musical intelligence to other intelligence is mainly reflected in the following aspects: First, for linguistic intelligence, music itself needs to be expressed in language, and speech acts and language acts are both necessary ways for people to express their emotions. In the process of music teaching, teachers should not only teach music content to students, but also guide students to learn timbre, timbre and music language. When students master music knowledge, they can use music expression rules, learn to express their emotions and psychology with different music, and then improve their language ability. Second, for logical intelligence, the melody of music presents different changes, and these changes of cadence will be associated with emotion, which is the unique expression of music. While appreciating music, students will recognize the laws and connections of different musical melodies, and connect this law with emotion to understand the inherent logical expression relationship between music melodies and emotions, so as to promote the development of logical intelligence of students [4]. Third, for visual intelligence, music has a unique aesthetic, a strong infection of music can allow students to produce synaesthesia, and will listen to the music imagine as a visual picture, thereby stimulating the development of visual intelligence of students. Fourth, as far as sports intelligence is concerned, in the process of music teaching, in order to enhance undefined understanding of musical expressiveness of students, they can play music-related dances for students, or let students perform dances themselves, that can greatly promote the development of student sports intelligence. Fifth, for interpersonal intelligence, the use of music to find friends has existed since ancient times. It is generally easier for people with the same musical preferences to interact, mainly because similar musical preferences actually reflect a certain degree of similarity in personality traits of one. Music has no borders and can be said that music is a universal language, which is not to say that music can be a substitute for language, but that the emotional experience contained in music is universal. In music exchange, people in different countries can gradually close the gap between each other. Therefore, music intelligence plays an important role in the development of interpersonal intelligence. Sixth, in terms of introspection intelligence, individuals have a strong resonance with this music when listening to music, which is actually a process of self-reflection, only to reflect on their own feelings or experiences, in order to resonate in the music environment. Seventh, for nature observation intelligence, a lot of music itself expresses the content related to nature. It is easier to enhance sensitivity of students to natural world by means of music to express natural world and biology.

Eighth, for existential intelligence, classical music is more likely to cause people to think about it, especially when some classic songs themselves contain thoughts on life and death, body and mind, for example, the Symphony of fate [5].

Music Intelligence can Enhance the Emotional Experience and Self-understanding of People. As an aesthetic art, music can bring people a unique emotional experience and enhance their self-understanding, which will also promote the development and development of introspection intelligence, interpersonal intelligence and existential intelligence. Music is an important means to express the self-emotion of people, to realize their life and to reflect themselves. In music playing and singing, people are easy to be influenced by music emotion, according to their own life experience or emotional experience into the music environment, and take a emotional communication with music creator across time and space. In addition, music also has important cultural heritage function, which is mainly because the music itself contains rich cultural value and cultural heritage [6]. In general, music education in schools is more formal, because music education in schools is purposeful and organized. In the process of music teaching, teachers, in addition to teaching relevant music theories to students, students will also be taught the relevant music culture, so that students in the subtle influence of music culture. And in the process of students being influenced by music culture, the emotion, spirit and thought of students will be influenced by the relevant music culture, which will promote the development of other intelligence of students and promote the all-round development of students, which is of great significance to improve the comprehensive quality of students.

Conclusion

In a word, music education can have direct or indirect, explicit or implicit influence on the nine kinds of human intelligence, which is of great significance to us to understand the educational value of music education. In actual music education, music can not only cultivate and develop individual intelligence, but also can effectively improve individual intelligence combination ability by cultivating individual music intelligence, which is of great help to improve the ability of one person to solve practical problems. Therefore, with the gradual improvement and maturity of the concept of quality-oriented education, we should pay special attention to the educational value of music education, improve the shortcomings existing in the current music education teaching process, change our attitude towards music education, and increase the investment in music education and teaching, which plays a positive role in promoting the all-round development of students and improving their comprehensive quality.

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