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Music Listening for Expanding Learners' Inner Realities: Collaboration Between Teachers and Elementary School Students

Sachiyo Sasaya

*Doctoral Course, The United Graduate School of Education at Tokyo Gakugei
University, JAPAN*

Abstract

This study analyzes the present-day educational value of music listening classes in Japanese primary schools from the perspective of cognitive psychology and philosophy. According to the Survey on Specific Issues conducted by the National Institute for Educational Policy Research, approximately 90.1% of children answered affirmatively when asked whether they listen to music on CDs in their daily lives. However, over 57% of children did not utilize the knowledge and listening skills that gained music study when they were listening to the music at home. (National Institute for Educational Policy Research, 2010, pp.98). Based on these results, the National Institute for Educational Policy Research concluded that teachers must continually enhance their teaching skill. Moreover, it appears that fundamental problems exist in the relationship between music and people as well as in music listening research.

Ogawa (2021) noted that music education should focus on people's "inner reality" through musical experiences; however, recent studies on music listening have frequently emphasized the analytical content related to understanding the components of a piece of music. Although Shimiz (2018) stated that musical works do not require consensus between the performer and the listener when they interpreted of, music listening instruction were often fixed the value of musical works. Even if music listening instruction centers feeling and thoughts, students' action would not take into account the achievements of music instruction because student works (e.g., words and drawing) originated from students' previous experiences. This study establishes the need for student-centered studies on human growth from the perspective of performance psychology as presented by Arimoto et al. (2018) and Engeström's (1987) expand learning theory (1987). Assuming that we are equal intelligence (Ranci re (2011)), the intellectual relationship between teachers and learners needs to change during the learning procedure.

Students' musical creativity could be developed further if teachers enabled students to express their experiences according to their own inner realities. Learning Outcomes is not a fixed; co-creation between teachers and learners is an essential part of listening music in their classroom. Therefore, this study demonstrated the need for a paradigm shift in the current direction of music classrooms in fundamental schools. As a result, student-centered musical education would require a school grading system that could assess the development of students' inner realities.