

# An Analysis of the Role of Music Creation in Facilitating Emotional Self-expression and Psychological Growth among College Students

Haochen Shi

Hainan Vocational University of Science and Technology Haikou City, Hainan Province, 570100

**Abstract:** In modern society, the pace of operation is continuously accelerating, and the psychological burden borne by the student population is gradually emerging in an imperceptible manner. Music creation itself possesses the characteristic of non-verbal emotional transmission, and it has relatively unique practical significance in helping college students relieve internal emotions, form a relatively stable self-awareness, and gradually build a more resilient psychological state. By integrating concepts related to mindfulness and AI technology for auxiliary support, this paper meticulously examines the actual impact and feasible paths of music creation in the process of college students' emotional expression and psychological development. The aim is to further release the psychological adjustment value inherent in music creation and provide practical ideas for the healthy development of college students' psychology, and also to establish a more natural connection between music creation and university psychological education.

**Keywords:** Music creation; College students; Emotional expression; Psychological growth; Mindfulness concept

**DOI:**10.12417/3029-2344.25.11.004

## Introduction

The intense academic competition, the multiple considerations in interpersonal interactions, and the uncertainty about future career directions all add up to a heavy burden on contemporary college students. Some negative emotions accumulate over time and are difficult to be effectively released. There is a lack of appropriate channels for expressing inner feelings, and there are also certain deficiencies in the ways and abilities of self-regulation. This has an impact on their physical and mental states to a certain extent and also restricts the completeness of individual growth. Traditional mental health education is mostly conducted in the form of theoretical dissemination and one-on-one counseling, which has certain deviations from the sensibility and willingness to try new expressions of college students. The actual intervention effect often fails to reach the expected level. Music creation is an important form of artistic healing. It not only provides college students with a safe outlet to release their inner emotions but also guides them to gradually sort out their emotions and have a clearer understanding of themselves during the creative process. Therefore, breaking through the various limitations of traditional music creation, deeply exploring the actual effects of music creation on college students' emotional expression and psychological growth, solving the prominent problems in practice, and finding practical solutions are of great practical significance for improving the college students' mental health education system and promoting their harmonious development of body and mind.

## 1.The Role of Music Creation in Facilitating Emotional Self-expression and Psychological Growth among College Students

College students have abundant emotional experiences and a relatively high level of inner sensitivity. Emotions such as anxiety, confusion, and depression often cannot be fully expressed through language. Over time, they may easily fall into a state of self-depletion. Music creation is not overly constrained by fixed frameworks. An impromptu melody, a few scattered lyrics, or a short audio created with simple tools can all serve as a means for college students to express their emotions. Unlike passively accepting the healing effects of music, during the creative process, college students can externalize their subconscious emotions and incorporate their feelings of happiness, sadness, joy, and worry into the melody and lyrics. This active way of expression can effectively alleviate emotional stress, reduce

---

About the author: Shi Haochen (April 10, 1995), Male, Han nationality, Liaocheng City, Shandong Province, Lecturer, Master's Degree, Music Education, Music Therapy.

Funding Project: The Role of Music in Enhancing Cognition among Elderly Nursing Home Residents (Project Number: HKKY2023-18).

the accumulation of negative emotions, and gradually bring about a relatively balanced state within the heart. This is one of the most direct values brought by creation <sup>[1]</sup>. From the perspective of psychological growth, music creation has a significant positive impact on enhancing college students' self-awareness. When creating, college students inevitably have to repeatedly sort out their inner emotional experiences and unconsciously think about what they truly want to express and the appropriate way to do so. This seemingly simple thinking process is also a process of self-examination and self-exploration. Through creation, they can more clearly perceive their true inner needs and gradually understand the patterns of their emotional changes, thereby learning to accept their imperfections and enhancing their sense of self-identity <sup>[2]</sup>. At the same time, music creation is not always achieved in one step. It is inevitable to encounter creative bottlenecks, which require repeated revisions and continuous improvement of the work. This process can gradually cultivate college students' patience and perseverance, enhance their psychological resilience, and enable them to be more proactive and less hesitant when facing various setbacks in life.

## **2. Practical Strategies for Leveraging Music Creation to Facilitate College Students' Emotional Self-expression and Psychological Growth**

### **2.1 Strengthen Emotional Guidance, Facilitating Students' Authentic Expression of Their Inner Selves**

The core of music creation ultimately lies in the authenticity of emotional expression. This is also the key to its psychological healing effect. Works lacking genuine emotions basically lose their value as healers. When teachers guide students to participate in music creation, they should abandon the long-standing approach of emphasizing technical training while neglecting emotional perception. The focus should be placed on guiding students emotionally. Students should gradually learn to sort out various emotions in their hearts and be brave enough to express their true selves through creation. Universities can combine the concept of mindfulness - a psychological concept that encourages people to focus on the present and not dwell on the past or future - to carry out mindfulness music creation workshops. Professional psychological teachers and music teachers can be invited to take charge of the guidance work. Before the formal creation, students can engage in a short period of mindfulness meditation, focusing on their current breathing, to feel the real emotional fluctuations in their hearts, sort out their current emotional experiences, and clarify the emotional core they want to focus on in their creation. During this process, teachers can guide students to think, "What is the most profound emotion that has impressed you in the recent period?" "When this emotion arises, what specific feelings do you have in your heart?" In a state of mindfulness, students can capture the most genuine emotional fragments in their hearts and lay a solid foundation for subsequent creation <sup>[3]</sup>. During the creation process, teachers should encourage students to break away from the conventional creative norms. There is no need to overly pursue the beauty and pleasantness of the melody, nor to deliberately polish the lyrics. The focus should be on whether the emotional expression is truly genuine. Simple word expressions, melodic humming without lyrics, and common natural sounds in daily life can all be included in the creation content. As long as it can carry the student's own emotions, such expressions have meaning. At the same time, students should be guided to reflect on their emotions through creation. For example, after the completion of the work creation, students can briefly share their creative ideas and the emotional background behind the work, and sort out their emotional changes before and after the creation. This can further deepen students' self-awareness. For those students who have difficulty expressing their emotions, a one-on-one guidance approach can be adopted. In the process of patient listening and detailed sorting, teachers can assist students in releasing long-accumulated emotions and gradually build the courage to express themselves <sup>[4]</sup>.

### **2.2 Utilizing AI-assisted technologies to lower the creation threshold and expand the participation scope**

The professional foundation required for music creation, to some extent, limits the breadth of participation by college students. The introduction of AI-related tools may provide a solution to this problem. Platforms such as Suno AI and the Creative Edition of Universal Karaoke, for instance, have relatively simple operations and do not require complex professional knowledge to get started. Universities can conduct basic training around these tools, focusing

on practical operation aspects, and teach students how to generate basic melodies using the tools, adjust the rhythm and pitch according to emotional states, and add simple accompaniment forms, etc. During this process, students need to form a clear understanding that AI tools mainly play an auxiliary role in creation and cannot completely replace subjective expression. This positioning can help students reduce their fear of professional techniques and enhance their willingness to actively try. For college students with different music backgrounds, teachers can formulate differentiated creative guidance plans. For those without any professional music background, they can be encouraged to first generate basic melodies using AI tools, then make simple modifications to the generated melodies based on their own emotional experiences, write lyrics that match the emotions, and finally complete their own works. For those with some music background, they can be guided to reasonably utilize AI tools to break through the bottlenecks encountered in the creative process, such as using AI tools to assist in arranging, optimizing the melody, and improving the overall quality of the work <sup>[5]</sup>. In addition, universities can also build an AI music creation exchange platform, allowing students to share their works created with AI assistance on the platform, exchange their creative experiences and tool usage skills, learn from each other, and make progress together. At the same time, students can also be encouraged to use AI tools to record their emotional changes. For example, students can create a short AI-assisted music work every week to record their emotional state for the week. Persisting in this way for a long time can enable students to improve their creative ability while more intuitively experiencing the development trajectory of their psychological aspects. This continuous recording and feedback has a certain positive effect on the improvement of college students' self-awareness.

### **2.3 Build an exchange and display platform to create a rich creative atmosphere**

The enhancement of college students' creative enthusiasm cannot be separated from the nourishment of a rich creative atmosphere. Meanwhile, a well-established communication and feedback channel can, in turn, promote the formation of this atmosphere and gradually strengthen the positive role of music creation in the psychological growth of college students. Universities can utilize existing organizations such as student unions, music clubs, and psychology clubs to regularly hold exchange activities related to college students' music creation, such as sharing sessions of creative experiences, small-scale original music performances, and theme-based creative competitions centered on emotional expression. This provides college students with a space where they can boldly showcase themselves and interact with their peers. A well-implemented feedback mechanism for completed works is also crucial. It is advisable to invite professional music teachers, psychology teachers, and some college students with practical creative experience to jointly evaluate and offer suggestions on the displayed works. During the evaluation, attention should be paid to the authenticity of the students' emotional expression in the works, the novelty of the creative ideas, and whether the energy conveyed by the works is positive. At the same time, timely affirm the efforts made by students in the creation process and help them identify the problems in their works and provide a general direction for improvement. Gradually, this will enhance students' confidence in creation and give them more motivation to continue creating. <sup>[6]</sup> In addition, the university's campus WeChat public accounts, video accounts, and other new media platforms can also be used to promote the original music works of college students and their creation stories. This will enable more students to understand the joy of music creation and inspire more students with potential interest to participate. Moreover, encouraging college students to go outside the campus and participate in some original music activities organized by other universities, and to exchange creative experiences with students from other universities, can broaden their creative thinking and horizons. Thus, the creative atmosphere both within and outside the campus can mutually stimulate and become even more intense <sup>[7]</sup>.

### **2.4 Improve the support system to ensure the implementation and effectiveness of the strategies**

If music creation is to truly become an effective way for college students to release their inner emotions and promote a steady improvement in their psychological state, relying solely on individual exploration and attempts by the students is often insufficient to achieve a long-term effect. Stable and detailed external supporting conditions play

an irreplaceable role. The collaborative efforts of various forces, including universities, families, and society, can provide more comprehensive support for college students' music creation activities [8]. Universities can integrate music creation-related content into the daily teaching of mental health education, add corresponding elective courses, and provide qualified instructors with professional qualities. They should continuously guide students in terms of creative ideas and skill application, and promptly and gently respond to the emotional fluctuations and psychological questions that arise during the creative process. The investment in music creation resources should also be appropriately increased to fill the gaps in facilities, equipment, and tools, plan and build small-scale music creation spaces, and equip with simple-to-operate creative equipment and basic AI-assisted devices to create a relatively relaxed and conducive environment for students to carry out creative activities. The supporting power brought by families should not be ignored. Parents need to adjust their existing understanding, respect and accept the students' interest tendencies in music creation, and not focus solely on academic performance. Instead, they should pay more attention to their children's inner emotional needs and psychological changes. Daily support can encourage students to carry out creative attempts during their spare time [9]. When students encounter a state of creative blockage or difficulty in progress, or experience emotional confusion during the creative process, parents should listen patiently to their expressions, provide stable mental support and positive encouragement, and help them rebuild confidence to continue creating. After students perceive the security and support provided by the family, the psychological adjustment effect of music creation is more likely to be fully displayed. At the social level, relevant management departments and professional institutions can increase their attention to the development trend of college students' original music, create more display channels, organize college students' original music competitions, special exhibitions, etc., and provide multiple paths for self-expression and value realization for college students [10]. In addition, relevant industry enterprises can be guided to develop more user-friendly AI music creation tools, appropriately reduce the entry difficulty of music creation, so that students with relatively weak music foundation can also smoothly participate in the practical process of music creation.

## Summary

Music creation possesses unique emotional carrying value. It not only provides a channel for college students to relieve their emotions but also helps them deepen their self-awareness, gradually enhance their psychological resilience and regulation abilities. Teachers should strengthen emotional guidance, utilize AI technology to lower the creation threshold, build an exchange and display platform, improve the support system, and create a better creative environment. This will encourage more college students to participate in music creation, allowing them to express themselves, heal themselves, and grow themselves during the creative process, thereby contributing to the healthy development of their physical and mental health.

## References:

- [1] Wang Yihan. Emotional Trajectory and Poetic Music Synthesis: The Creative Context and Musical Narrative of Robert Schumann's "The Poet's Love" [J]. *Tomorrow's Fashion*, 2025, (20): 128-130.
- [2] Ni Yongdong. Analysis of Emotional Expression and Language Art in the Creation of Pop Song Lyrics [J]. *New Legend*, 2025, (15): 54-56.
- [3] Chen Lijun. Research on the Impact of Harmonic Color in Music Creation on Emotional Expression [J]. *Masterpieces and Famous Works*, 2025, (11): 49-51.
- [4] Yang Qifeng. Research on Emotional Expression in Music Creation [J]. *Flower*, 2025, (09): 111-113.
- [5] Rong Juanren. A Brief Analysis of the Application and Impact of Tonality in Music Creation [J]. *Art Evaluation*, 2024, (01): 93-98.
- [6] Mi Wanlin. Virtual Music Partners: Multiple Paths of Music Education in the Digital Age [J]. *Yellow River*

Voice,2025,(22):129-132.

[7] Zhang Yinan.Research on Emotional Expression in Chinese Art Songs from the Perspective of Vocal Art[J].Chinese Ethnic Culture Review,2025,(21):128-130.

[8] Zhou Cencen.Exploring the Innovative Path of Music Course Ideological and Political Education with Digital Empowerment in Colleges and Universities[J].Journal of Central South University(Humanities and Social Sciences Edition),2025,45(10):171-180+188.

[9] Feng Shanshan,Qin Yuan,Su Mengxi.Value Investigation and Practice Path of New Quality Productivity Empowering High-Quality Development of Music Culture Industry[J].Journal of Changchun Normal University,2025,44(10):180-183.

[10] Liu Xinting,Zhang Qian.Application of Orff Music Teaching Method in College Music Teaching[J].Drama Home,2025,(29):171-173.