

蛻變與跨越： 一位音樂資優生之生涯敘說研究

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摘 要

本研究旨在透過敘說分析，瞭解音樂資優生之生命故事，並從生命主題之分析來探究其生涯發展歷程。研究參與者為一位具音樂資優教育學習背景，現職為音樂相關工作者。研究結果發現，音樂資優生的生命故事依其生涯發展，自幼兒至大學時期為「蛻變」的成長發展過程，其生命主題之分析呈現出「在父母的羽翼下受呵護成長的孩子」、「在音樂的世界裡磨練出自己的能力與決心」與「困境迫使自我成長及轉變」之脈絡發展；而研究所時期至目前階段則為不斷「跨越」的過程，其生命主題之分析呈現出「跨出步伐做不一樣的事，開啟全新的學習體驗」及「未來，持續因應挑戰及自我期許」之脈絡發展。依據研究結果與討論，本研究提出結論為「父母是音樂資優生生涯發展重要的領航員」、「個人特質是音樂資優生持續音樂學習的重要關鍵」、「音樂資優教育對音樂資優生的生涯發展帶來正反兩面的影響」，與「音樂資優生在現實環境與自我期望之間取其平衡」，以及提出相關建議做為未來研究之參考。

關鍵詞：音樂資優、資優教育、生命故事、生涯發展、敘說研究

*本篇文章為音樂教育領域，採用 APA 格式。

Transformation and Transcendence: The Personal Narrative of a Musically Gifted Student

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Abstract

This study analyzes the life story of a musically gifted student through his personal narrative and traces the trajectory of his career development based on different stages of life story. The subject of the research is a Taiwanese musician who was identified musically gifted student when he was a child and is currently a professional in music-related field. The author divides the discussion of his narrative account into “transformation,” which covers the years from childhood to university, and “transcendence” which encompasses his graduate study and later career as a professional musician. For “transformation,” the life stages are divided into: 1. Growing under the protective wings of the parents, 2. Developing music abilities and deciding on the career path as a professional musician, and 3. Encountering challenges which helped expand self-growth and transformation. For “transcendence,” the life experiences are divided into two major stages, namely, “stepping out of the comfort zone and venturing into new terrains of learning,” and “embracing challenges continuously and heightening self-expectations in the musical career.” Based upon the analysis and discussion of this personal narrative, this study has the following findings that may serve as a reference for the education of musically gifted students: 1. Parents play pivotal roles in the career development of musically gifted students, 2. Certain personal traits ensure the continuous success in both learning and career development, 3. Musically gifted education can have both positive and negative influence on the development of young students, and 4. Musically gifted students should learn to maintain a balance between reality and self-expectation.

Keywords: musically gifted, gifted education, life story, career development, narrative research

* This article, written on the subject of music education, uses APA format.

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