

How to Innovate Vocal Music Education under the Guidance of Psychology

Xiang Cui

School of Music, Southwest University, Chongqing 400700

Abstract: With the development of society, the field of education is changing with each passing day. Especially in the field of vocal music education, psychology, as an important subject, has been widely used, providing new ideas and methods for innovative vocal music education. The research results of psychology show that different students have different personality, cognition, emotion, behavior and other aspects. Therefore, vocal music education needs to adopt different strategies and methods according to the characteristics of different students. Psychology can help us to better understand the needs and characteristics of students, so as to formulate more scientific and effective vocal music education programs. Therefore, the combination of psychological orientation and vocal music education to explore how to better stimulate students' inner potential, improve their performance skills and promote their all-round development has become a new field worthy of study and exploration. From the perspective of psychology, this paper will explore how to use psychological theories and methods to innovate vocal music education and improve the effect and quality of vocal music education.

Keywords: Psychology; Vocal music education; Innovation strategy

In today's society, people's demand for music, performing arts and other fields is growing, and vocal music education as an important part of music education, in this context has received more and more attention. However, the traditional vocal music education model is often simply to impart professional skills and knowledge, lack of in-depth analysis and help for students' internal state. As a result, many students can not get effective guidance and support from the emotional and cognitive perspective when they encounter difficulties in the learning process, thus affecting their artistic expression and development^[1]. Therefore, the innovation of vocal music education under the guidance of psychology has become a topic of great concern. With the continuous development and application of psychology, more and more studies have shown that there is a close relationship between emotion, cognition and behavior.

1. Problems in Vocal Music Education under the Guidance of Psychology

1.1 Ignore the importance of vocal music education

At present, some schools ignore the importance of vocal music education, which restricts the development of vocal music education. Many schools face financial difficulties and have to devote resources to more basic and essential areas, such as mathematics, science, reading and writing. These areas may be considered more important than vocal education and therefore occupy a higher priority in resource allocation. And some schools do not have vocal teachers with sufficient qualifications or experience to provide high-quality vocal education. This means that schools need to make additional investments to hire professional vocal teachers or provide training for existing teachers, which may be difficult to achieve for some schools. Since not all students are interested in or can benefit from vocal music education, schools may choose to use limited resources for courses that are more widely applicable, thus ensuring that more students benefit. The above reasons may lead schools to ignore the importance of vocal music education, but in fact, vocal music education is very important for the development and growth of students. Therefore, schools should provide students with comprehensive education as much as possible, including art and music education.

1.2 Separation of Vocal Culture and Professional Courses

Due to the complexity of historical and artistic background, vocal music culture needs more extensive knowledge reserves and

research materials. However, some schools or educational institutions may have difficulties and limitations in accessing teaching resources. Some vocal music teachers may only focus on narrow teaching objectives such as skills and performance ability, ignoring the important influence of vocal music culture on students' comprehensive quality. At the same time, the teacher's own cognition and understanding of vocal music culture may also be insufficient. With the change of social environment and values, people's demand and attention for music art have also changed. Some people are more inclined to pursue the success and popularity of commercialization, while ignoring the inheritance and promotion of vocal music culture. To sum up, there are many reasons for the separation of vocal music culture and professional courses, which require the joint efforts of educational institutions, teachers and all sectors of society to promote the inheritance and innovation of vocal music culture.

1.3 Students lack the enthusiasm of vocal music learning

Most of the current education systems adopt an examination-based evaluation model, focusing too much on narrow indicators such as subject scores and enrollment rates, resulting in students' lack of interest and enthusiasm for non-subject courses such as art and music. The current social atmosphere is mostly utilitarian, pursuing rapid success and material returns. As a form of learning that requires long-term investment, time and energy, vocal art is difficult to get social recognition and support. Some teachers use traditional teaching methods in the classroom, such as "telling-demonstrating-practicing", which is boring and easy to arouse students' resistance. In short, under the current educational background, students' lack of enthusiasm for vocal music learning is a complex problem, which needs to be improved from the educational system, social environment and other aspects.

2. The Innovation Path of Vocal Music Education under the Guidance of Psychology

2.1 To Change the Traditional Vocal Music Education Idea

In vocal music education, the integration of psychological orientation can better stimulate students' intrinsic motivation, improve their self-awareness and expression ability, and strengthen their communication with the audience, so as to achieve comprehensive artistic development. Therefore, the innovation of vocal music education under the guidance of psychology is not only in line with the needs of art education in today's society, but also can better meet the internal needs of students, which has important practical significance and far-reaching development prospects. Traditional vocal music education often emphasizes the cultivation of skills and performance ability, while ignoring the students' emotional and psychological needs [2]. Psychology-oriented vocal music education pays more attention to people-oriented, respects the characteristics and differences of each student, and pays attention to their emotional health and self-cognition. In the vocal music education under the guidance of psychology, teachers pay attention to cultivate students' emotional expression and communication ability, so that students can express their feelings through singing, and express their understanding and experience of music and art. Psychology-oriented vocal music education pays more attention to students' self-development and innovative consciousness, encourages students to challenge traditional concepts, dare to try new forms of artistic expression, and promote the innovation and development of vocal music art. In the process of teaching, teachers can regard students as individuals, and take individual differences as the starting point for teaching design, paying attention to the characteristics of students' emotion, cognition and learning style. By creating a positive, free and open classroom atmosphere, students can learn and express in a more relaxed environment, and enhance their self-cognition and emotional expression ability. Teachers need to have certain psychological knowledge and skills, understand the psychological needs and characteristics of students, and be able to better guide students to express and communicate. The new educational concept regards students as individuals and pays attention to their emotional, cognitive and learning styles, so as to better promote students' self-development and exploration. The concept of vocal music education under the guidance of psychology can promote the reform and innovation of education, and lay the foundation for cultivating more creative and adaptable vocal talents.

2.2 Update Vocal Music Teaching Content in Time

With the continuous change and development of society, the art of music is constantly evolving and updating. Timely updating the teaching content can make vocal music education conform to the development of the times and keep pace with the society. Teachers should use the latest cognitive psychology theory, such as attention, memory, thinking and emotion research results, update the vocal music teaching content, improve the scientific and effective teaching. Or the introduction of modern technology and resources, such as audio, video, network, etc., to expand the scope of teaching resources and the use of efficiency. Updating the teaching content can promote the reform and innovation of vocal music education, so as to better cultivate vocal music talents with innovative ability and adaptability, and make contributions to the future music career.

2.3 Encourage students to create independently

Under the guidance of psychology, encouraging students to create vocal music independently can promote their all-round development and mental health in the following ways. Vocal music creation is a form of artistic expression, through their own music to express the inner world, the release of emotion. This is of positive significance for the improvement of students' self-cognition and emotional management ability. In the process of vocal music creation, students need to fully understand and respect their inner world, and also need to pay attention to social values, which is very important for students' personal growth and values shaping. Vocal music creation is not only a personal expression, but also a way of cultural exchange. Students' creative works can convey their own cultural background and ideas, and at the same time can absorb other cultural elements to promote cultural exchange and innovative development. In the actual creation process, students should first make clear what kind of songs or music they want to create, and the emotional goals they want to express, such as love, friendship, growth, etc. In the creative process, students need to analyze and adjust their emotional state to avoid the interference of negative emotions. Stress and anxiety can be relieved through meditation, breathing exercises, relaxation techniques, and more. To sum up, students' vocal music creation based on psychological guidance is an activity with rich connotation and practical significance. It can promote students' personal growth, the cultivation of creative thinking ability, the improvement of music skills and artistic accomplishment, and the development of cultural exchange and innovation development.

Concluding remarks

It is an exciting task to innovate vocal music education under the guidance of psychology. Through understanding students' cognitive and affective processes, and effective teaching strategies, students can be helped to better understand and feel music. At the same time, it can also promote their self-confidence, expression and creativity. This method of combining psychology and art can not only improve students' artistic achievements, but also realize their more comprehensive personal development. Therefore, let us move firmly in this direction and make our own contribution to the innovation and improvement of vocal music education.

References:

- [1] Wang Zhichun. Research on the Current Situation of Chinese National Vocal Music Education from the Perspective of Educational Psychology [J]. *Art Review*, 2022(23):167-171.
- [2] Chen Dan. The Practical Application of Vocal Music Psychology in Vocal Music Education [J]. *Theatre House*, 2022(24):145-147.

About the author:

Xiang Cui , 1990, female, Korean nationality, Yanji City, Jilin Province, School of Music, Southwest University, 400700, lecturer, doctoral candidate, research direction: vocal music performance, vocal music teaching