

Research on Function of Psychological Factor in Vocal Music Teaching

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Keywords: Psychological factor, Vocal music teaching, Function

Abstract. Vocal music teaching belongs to comprehensive art. It is a discipline with certain theoretical and practical significance. Besides, vocal music teaching is also featured by diversity, abstraction and complexity. To obtain good effect of vocal music teaching, it is not enough to only rely on skill training. In the teaching process, psychological factor has a great effect on vocal music teaching. Therefore, it is necessary to make continuous analysis on psychological factor, so as to solve relevant issues existing in vocal music teaching. At this time, it is necessary to properly train and adjust people's psychological factors, train the ability to adjust psychology in vocal music training, and promote the development of vocal music teaching.

Introduction

It is necessary for vocal music teachers to fully analyze and understand psychological conditions of students and master their psychological personality characteristics in the teaching process. This is of great significance for improving the quality of vocal music teaching. In the process of learning vocal music, students are always involved in many influencing factors, such as learning goal, learning motivation, learning mood, learning interest, teacher's trust & doubt, student's inferiority feeling or confidence. All these factors affect the effect of vocal music teaching to some extent. This paper mainly researches the function of psychological factor in vocal music teaching.

Several frequently seen psychological factors

Influence of mood on signing

Singing is closely correlated with mood. It is a kind of activity on the basis of subjective psychology. Mood will directly or indirectly influence vocal music performance. According to massive research data, cerebral cortex will reasonably control people's singing behavior through auditory sense, visual sense and internal feeling. Singing belongs to a unified activity. It gives feedback and coordinates people's vocal organs through advanced nervous system. While people are singing, it is necessary to sing through excited feeling. At the same time, beautiful and happy feelings can also be used for signing. When a person is singing *The Moon in Mid-autumn* (words of the song: the moon in mid-autumn, light on my hometown and the borderland, quiet night.....), he/ she wants to express a scene that people will miss more their relatives in distant places while rising their heads and looking at the moon at festivals. Although it is a festival for being together, a family cannot stay together. The husband needs to protect the country; while the wife needs to look after other family members. If the singer is a male, he can imagine himself as a soldier protecting his country while singing. The soldier misses his parents, child and wife at home. If the singer is a female, she can imagine herself as a wife missing her husband at mid-autumn day. Feelings in the song can be expressed only by fully integrating in such mood^[1].

Influence of character on signing

Character is main characteristic representation of people's personality psychology. It mainly reflects in stable, regular and essential psychological features of people in daily life. Analyzed from psychology, people's temperament can be reasonably divided into four kinds: depressed temperament, bilious temperament, sanguine temperament and phlegmatic temperament. Under normal circumstances, outgoing persons belong to bilious temperament and sanguine temperament. Introverted persons belong to depressed temperament and phlegmatic temperament. Outgoing

persons attach importance to the outside world. Basically, they are active and optimistic, and like communication and various activities. They seldom have the psychology of stage fright. However, introverted persons lay emphasis on subjectivity. In the process of contacting the outside world, they are always shy and alone, lacking self confidence. In the teaching process, vocal music teachers need to pay attention to these students, provide proper opportunities to contact with the society for them, and avoid the psychology of shyness as much as possible. Most students have the character between the said two kinds of temperament. At the beginning or in the process of performance, they may have stage fright to some extent. In the teaching process, teachers should pay close attention to psychological conditions of their students.

Influence of consciousness on signing

In the research on psychology, Freud reasonably divided personality structure into three levels: consciousness level, subconsciousness level and unconsciousness level. In the process of normal singing, the brain will have two kinds of control pattern: controlled by subconsciousness and controlled by consciousness. The latter is purposive. In the process of aesthetic treatment, it is necessary to reasonably control muscles and sense organs through thought. Generally, reaction is relatively slow. The former is a natural habit. For a long period of time, certain mechanism is gradually formed. It belongs to the second nature. In the process of singing, therefore, people need to consciously apply main actions and reasonably control other operations through subconsciousness. In the process of vocal music performance, it is necessary to make scientific and reasonable analysis on psychological features, make organic integration, and guarantee certain effects.

Function of psychological factor in vocal music teaching

Mala Feidiao said that the real soul of vocal music art was psychology. Psychological analysis on vocal music teaching is served as basic guarantee of training of singing techniques. Introduction of psychological factor into vocal music teaching is a teaching method which can improve and enhance actual significance of teaching. Compared with traditional teaching method, this method can present basic connotation of vocal music teaching to some extent, and give full play to advantages among different disciplines. In the process of vocal music theoretical teaching, introduction of psychology can guarantee more scientific and more complete vocal music theories. From the perspective of vocal music theory, it can expand and supplement the content, and give good guidance to practice of vocal music theory. In the teaching process of vocal music, psychology is used for problem settlement. Psychological reaction is used to give reasonable guidance and have an impact on people's physiological actions. It belongs to a new teaching method.

Vocal music is a kind of feeling art. It is pointed in psychology that objective things will influence people's sense organs to some extent, and promote human brain to form relevant attribute reactions. This is so-called feeling: feel different attributes of different things, such as smell and color. Feeling can promote people to feel self changes. Working conditions of inner organs, specific position of body and other relatively complicated and advanced mental phenomena are generally obtained through feeling. In the process of vocal music teaching, therefore, this teaching mode of feeling seeking has already gradually become a frequently used method. It is resulted from long-term accumulation and practice. It is a method obtained from vocal organs that cannot be seen and touched. For instance, throat opening and breath control are frequently used by vocal music teachers in the teaching process. At the same time, the two items are also basic skills that students must master in the learning process. Students are made to fully experience the feeling of expanding abdominal muscle and opening thoracic cavity through the interview room of yawning. Correct breathing pattern can be summarized, followed by vocalization practice, so as to seek for the feeling of properly expanding breath and thus achieve the purpose of breath control. The mode of throat opening and breath control is used to allow students to take vocalization practice, promote the state of stable and open throat all the time, and obtain flowing breath and elastic voice^[2].

Music belongs to a kind of abstract art. It is of certain abstraction in the learning process of vocal music. In the teaching process, it is necessary to utilize different methods to solve relevant issues

existing in vocalization, so as to promote students to master correct approaches. Although the method is abstract, feeling is specific. If students only know the method but fail to realize the method in the learning process of vocal music, it is necessary for teachers to help students to seek for real and specific feeling, so as to learn well the mode of vocalization. In the teaching process of vocal music, students and teachers are in a running pattern of the same goal and two-way activity. This process includes mental activities of teachers' instructing relevant skills as well as mental activities of students' learning relevant skills. At the same time, this process also includes practice of singing method and touching singing. Firstly, a given goal is mutual demand of students and teachers. Secondly, different teachers have different understandings, perceptions and expressions for vocal music. It is contradiction as well as impetus. Vocal music teaching is a kind of aesthetic subject using mental activities to achieve the purpose of mastering singing skills. In other words, it is necessary to continuously intensify students' psychological quality in the process of vocal music teaching. Psychological sentiment belongs to a nonintellectual factor with a very important status. It is the basis for and the core manifestation of communication^[3].

Cultivate singing psychological quality of students in the process of vocal music teaching

In the process of vocal music teaching, teachers induce and enlighten their students to feel internal and external beauty of singing through certain psychological means, and reasonably simplify complicated processes, making the students to realize the fact that singing actually can be seen, felt and imagined. Therefore, it is necessary to pay particular attention to psychological factors and continuously cultivate psychological quality of students in the teaching process. Additionally, it is also necessary to properly use individual instruction mode. In the teaching process, the same skills are instructed. However, different students differ from each other in mental impression, cognition, psychological quality and effect. Therefore, it is necessary to make an adequate analysis on each student's psychological reaction, master their development laws, teach different students according to specific conditions, and make continuous improvement to their enthusiasm, so as to solve these issues to some extent.

Motivate students' enthusiasm

Tolstoy said that the key factor of successful teaching was motivation of students' enthusiasm and interest instead of control. In the process of vocal music teaching, teachers need to control emotions of students, so as to motivate students' emotions and potential. Teachers' expression, action, language and demonstration will give expression to certain emotions, thus influencing the students. Therefore, it is necessary to reasonably control their emotions, set a good example, activate students' interest with teachers' charm, and make continuous optimization and improvement to the mood of vocal music teaching^[4].

Cultivate good singing psychological quality

In regular singing practice, it is necessary to have correct thought and practice with concentrated attention. Such attention is mainly cultivated through long-term habit. In regular practice, it is necessary to have a happy, confident and calm mood. It is not recommended to be scared by singing skills. Instead, we need to continuously analyze and research technical methods, believe in ourselves, and avoid nervous psychology. At the same time, calmness is also of great importance. We should also continuously express our emotions, embody our wishes and moods, try our best to avoid nervous psychology caused by technical pressure, and cultivate good singing psychology.

Motivate emotions by making a comparison of beautiful things

Vocal music work is of certain appreciation value. Under normal cases, beautiful things can drive people's emotions, and motivate students' enthusiasm. Vocal music teachers should appreciate music, give demonstration, and present some beautiful things for the students, so as to motivate and deploy students' enthusiasm and aesthetic taste, and let them cultivate the habit of self-learning. Moreover, vocal music teachers should also give full expression to students' learning subjectivity, and positively

and purposively organize students to learn and attend classes. To make some students not good at communication to give good performance, sing and listen to others, and raise different questions, it is necessary for vocal music teachers to provide proper opportunities for them to perform on the stage, so as to train their will and minimize psychological influence. Natural and reasonable regulation and control of psychological factors cannot be cultivated through an activity. Instead, it is necessary to pay close attention to this aspect in daily life and accumulate relevant experiences for a long period of time.

Cultivate based on students' noise characteristics and respective competence

In the process of vocal music teaching, teachers need to select proper songs according to characteristics of different students. It is not recommended to choose difficult and improper songs. While choosing songs for practice, teachers need to properly reserve some space to guarantee that students can master the songs, allow students to be confident of good performance, maintain a good mood and emotion balance, and eliminate nervous psychology to the maximum extent.

Add stage practice experiences

In the process of cultivating students' singing confidence, the most critical factor is to being confident. A singer's confidence is much more important than professional conditions. Firstly, art of singing is a kind of artistic form facing social audiences. To cultivate students' ability to regulate and control their psychology, it is necessary to make continuous improvement to their stage practice experiences. Students should frequently participate in some small and medium-sized concerts, performances and other activities, mainly including chorus, speech, stage play and poetry recitation, so as to experience the feeling of stage and make continuous improvement to self competence. Secondly, it is necessary to be well prepared before formal singing. For each rehearsal before formal performance, students need to carefully practice, get familiar with the performance environment (such as lighting, stage and acoustics), and try the best to avoid any psychological influence caused by inadaptation and unfamiliarity. Before singing, students need to be confident in the performance. Thirdly, students need to input all interests and experiences into the performance, regard all audiences as friends instead of inspectors, feel each emotion in the performance process, and give expression to artistic state through signing. At this moment, the singer can naturally relax and let the performance always within a controlled range. In the process of performance, singers need to express emotions in the work, so as to control psychological factors to some extent and improve the effect of performance^[5].

Conclusion

To sum up, psychological factor is of great importance in the process of vocal music teaching. In the process of singing, good psychological factor can bring forth certain happiness to the students. If without certain psychological quality, students may be involved in some disappointment and distress. In the teaching process, therefore, vocal music teachers need to pay close attention to cultivation of students' psychological quality, and guarantee that students have positive and healthy learning enthusiasm, so as to obtain good learning effect.

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