

Research on Music Education from the Perspective of Psychology

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Abstract: *Music education plays a certain role in promoting one's musical cultivation and spiritual culture. Music psychology is a unique method born in the practice of music education. Therefore, music psychology is of great significance for improving music education. Music psychology and music education complement each other, and they have important value in cultivating music majors' good professional abilities and healthy personalities. The discipline of "music" can play a role that other disciplines cannot in students' "mental health". Good music education not only helps improve students' musical cultivation, but more importantly, it helps students shape a healthy mind.*

Keywords: Music Education, Psychology, Music Psychology.

1. Introduction

Music can purify human souls and cultivate people's sentiments, being a refined art. In China, music teaching has a relatively long history of development. Psychology is a professional skill that educators in education and teaching must possess, and it is an important method for guiding daily teaching. However, there is a prominent problem in music teaching in our country at present. Music teachers generally lack in-depth research on psychology, and both psychology teachers and music teachers have failed to combine the two well, which will to some extent affect the effectiveness of music teaching. The combination of psychology and music teaching gave birth to "music psychology". Therefore, the main purpose of this article is to conduct a more in-depth discussion and research on the application of psychology in music education, hoping to provide better reference opinions for current music teaching work and promote the reform of music teaching.

2. The Basic Content of Music Education Psychology

Psychological knowledge forms the broad theoretical foundation of music education. Music teachers not only need to understand the laws of music, but also need to understand the psychological laws of educational art. Music psychology is a discipline that specifically studies the psychological phenomena in music art and music activities. It explores the psychological aspects of the interaction between humans and music culture. This discipline integrates various methods from musicology, cultural studies, and music education.

Music psychology, as the name suggests, refers to the specific application of psychology in music teaching. It is the combination of psychology and music teaching. Music psychology can play a guiding role of psychology in music teaching, which is beneficial for teachers to grasp the psychological state of students and make timely adjustments to the teaching content, ultimately achieving the goal of optimizing the teaching effect of music.

The application of psychology in music teaching mainly aims to better understand the psychological changes in music

teaching work and summarize and generalize the relevant laws. These psychological changes can be divided into those of the teacher and those of the students, as well as the part where they interact with each other. Music is a refined art, and its purpose is to change people's psychology through music, causing psychological changes in people, and achieving an aesthetic or cultivation state. Therefore, music psychology is the product of the close combination of the two, and the teaching content of music cannot be separated from psychology.

Music is often used in daily life to cultivate one's sentiments and enhance personal character. It is closely related to our lives. However, in current education, music education mostly focuses on basic education and teaches only things necessary for passing exams. But because music accounts for a relatively small proportion in academic performance, students regard it as optional and lose interest in it, thus causing music education to be in a dilemma. Therefore, to ensure the smooth progress of music education, appropriate methods should be adopted. Music psychology is one of them.

Music psychology refers to students' cognition of music and their emotional expression towards music, including their interest in music, aesthetic perception and practical abilities. It constructs students' attitudes towards music from multiple aspects, enabling them to accept music education emotionally, encouraging them to actively learn music, developing their love for music, and cultivating their musical aesthetic abilities, as well as enhancing their musical knowledge and humanistic literacy.

3. The Significance of Psychology in the Application of Music Education

Psychology is closely related to music education theory and practice, and is manifested through common psychological phenomena in music activities. The basic principles of psychology are to understand the characteristics of human psychological formation and development, as well as the most primitive factors of the psychological formation mechanism. These include the basic laws of psychology. In the connection between psychology and music education, there are common psychological principles. These principles transition to the

principles of music education and teaching through the manifestations of music psychology and music education psychology.

The application of psychology in music teaching can effectively improve the current quality of music education in our country. The application of psychology in music teaching provides great assistance for music teachers to better understand the psychological changes of students. Teachers can make reasonable adjustments to the teaching content based on the changes in students' psychology, adapt to these changes, and at the same time, enhance students' interest in music learning, making them treat music learning as a hobby. This will truly change the current situation where the role of psychology in music teaching in our country is insufficient, and accelerate the reform and innovation of our country's music education and teaching models.

The combination of psychology and music teaching can effectively utilize the role of psychology. For middle school students in adolescence, the timeliness of psychological guidance will directly affect their psychological development. The model of integrating psychology into music teaching is more conducive to the implementation of psychological activities in middle schools, eliminating students' resistance to the simple and boring teaching of psychology, and having a better effect in integrating psychological education into music teaching; finally, music psychology has a significant effect in addressing the imbalance of teaching staff. Music psychology can achieve a perfect combination of music teaching and psychology, assisting professional psychology teachers in conducting psychological education work, and improving the education and cultivation of students' psychology to a certain extent through music teaching.

Music education is a combination of the two aspects of music and education. As a teaching tool, music provides the basic content of music education. In music education activities, applying psychological methods to correct students' bad habits when they receive music education can actively guide students to establish correct worldviews and values, allowing them to feel the combination of aesthetic art and rational cognition in music education. The infiltration of psychological content in music education provides students with more complete learning conditions and a sense of belonging through a good teaching atmosphere, thereby achieving a good mental health state for students.

By using music to regulate the mind, music can express people's rich emotions and also has an impact on their psychological state. Music has the most direct influence on people's psychology. The impact of music on people is rapid. During the teaching process, if abnormal psychological states of students are discovered, music teachers should adopt music education methods as much as possible to help students let go of their psychological burdens. At the same time, music teachers should promptly adjust their own emotions and attitudes. Based on students' daily behaviors and personalities, they should formulate reasonable teaching plans and adopt methods such as venting and guidance or spiritual purification to let students play the main role in music teaching activities. In this way, through the form of enjoying music, they can create an environment for themselves to regulate emotions

and guide them to independently vent negative emotions.

4. The Combined Application of Music Education and Psychology

This is primarily due to the nature of the discipline of psychology. As is well known, psychology studies the psychology of "people", which requires it to combine with the specific psychological conditions in the specific environment where people interact. Only in this way can the psychological characteristics of people in a certain state be obtained, thereby summarizing the patterns and forming general psychological theories. And people are always in specific environments. When our research object is set as "students" who receive music education, by observing the psychological change characteristics of the students after receiving music education and summarizing them, objective laws can be abstracted. Then, this law is used to guide our subsequent music teaching to achieve the expected results.

Furthermore, the concept of "integration" is deeply rooted in Chinese traditional culture. It can be said that the Chinese society itself also has this subconscious tendency towards "integration", just as the current language education subject carries some "moral education" functions. Similarly, music can also undertake the function of psychological therapy while providing aesthetic education, and this fact has already been confirmed.

Finally, psychology continuously plays a promoting role in the theoretical aspect of music education. At the same time, in the practical process of music education, psychology also has a positive effect. In many music teaching scenarios, teachers create a polyphonic teaching process to enhance students' autonomous learning ability, learning potential, learning methods, and their creative thinking, achieving a significant improvement in these aspects. Moreover, psychology has also achieved considerable success in the research of ethnic music, by analyzing ethnic psychology, it better presents the deeper connotations of musical cultural forms, broadens the research field of music studies, enriches the research content, and broadens the perspective. As a relatively independent discipline, psychology has a promoting and driving effect on music education to a certain extent. Effectively offering music psychology courses can enable music education research to make breakthrough progress. It can be said that music psychology provides valuable suggestions and ideological guidance at both the theoretical and practical levels for music education, promoting the significant development of the music education cause.

5. The Path of Strengthening the Relationship Between Music Education and Psychology

5.1 Revise the Concept of Music Education and Attach Importance to Psychological Cognition

The innovation of integrating music education with psychology is not only a modernization requirement of the social science education concept, but also a specific task for analyzing the combination of music education and psychology. To enhance the innovation of integrating music

education with psychology, efforts should be made from both theoretical and practical aspects. Relevant theoretical researchers should conduct targeted research by combining the development key points of the integration of music education and psychology in the new era. They should eliminate the aspects in traditional music education that lack psychological education and guidance, and then apply new concepts to complete the practical research and innovation of the integration of music education and psychology. At the same time, as the front-line personnel in the teaching of integrating music education and psychology, teachers should focus on innovating teaching methods and change the current demonstration mode into a mode of personally guiding students to practice the integration of music education and psychology.

Revise the teachers' concepts regarding the integration of music education and psychology. The image and behavior of teachers directly influence students' psychological and thinking awareness. In response to the negative emotions currently displayed by music teachers regarding the integration of music education and psychology, further training and guidance for teachers should be strengthened to help them better understand the potential of this integration in enhancing students' performance abilities and ideological awareness for a healthy development. Subsequently, positive ideas should be instilled in daily teaching to enable students to have a genuine desire based on their inner feelings when understanding and learning about music education and psychology, which is of great significance for cultivating the idea of the integration of music education and psychology.

5.2 Define the Scope of Psychology and Strengthen Music Education in a Targeted Manner

In music education, the relationship between musical talent and musical creation should also be reflected. Musical talent partly depends on innate talent, and is also related to musical emotions, musical memory, self-confidence, and musical intelligence. All of these can be improved through subsequent psychological training. Thus, this also demonstrates the close connection between music psychology and music education. A person's development from a music student to a composer or musician cannot be separated from the accumulation of music knowledge and the improvement of psychological qualities. Western psychologists have focused on exploring the characteristics of psychological activities during the process of musical creation, including the relationship between emotions and reason, the influence of a composer's personality, temperament, mental state, and lifestyle on creation, etc. And all of these are closely related to music psychology education.

At the same time, psychological content can be further applied in extracurricular music education, with psychological theories guiding the implementation of extracurricular music education activities. Through interesting teaching methods and appropriately integrating game elements, the fun and novelty of extracurricular music education can be enhanced. This can not only increase students' enthusiasm for participating in extracurricular music education activities, but also create conditions for teacher-student interaction, which is conducive to teachers accurately grasping the students'

learning situation in extracurricular music education activities, laying the foundation for the optimization and adjustment of subsequent teaching methods.

5.3 Strengthen the practice of Music Education and Focus on the Cultivation of Mental Health.

Music education also places great emphasis on the practical process. In music education, practice is of great significance for music. The essence of music is abstract, and the audience's perception of music is based on their auditory organs. Music is adept at using the combination of melody and rhythm to provide an imaginative space for the audience. For example, in music appreciation courses, whether it is vocal music, instrumental music, dance, or opera, in terms of artistic expressiveness, it is necessary to achieve the manifestation of its artistic expressiveness through careful consideration of aspects such as character props, costume, expression control, and action performance. To enhance the specific understanding and comprehension of music, one should reflect on the changes in the rhythm and melody of the music to demonstrate the changes in the expressiveness of the music. Students need to feel and analyze the rhythm and the emotional ups and downs of the creator through the changes in music to prepare for further improvement of their musical cultivation.

6. Conclusion

Modern education should aim to cultivate versatile talents. Therefore, it is necessary for education to abandon the traditional "singleistic" and "one-sided" approach and move towards a diversified and organic composite educational model. The music discipline cannot merely consist of the simple "listening", "singing" and "appreciation" as it did before; instead, it needs to flexibly incorporate new disciplinary elements and enhance the carrying capacity of the discipline. The combination of music education and psychology is necessary and feasible. This is an effective attempt and exploration. Perhaps in the near future, it will become another development direction of music education.

The application of psychology in music teaching can meet the current practical needs of music education. It can effectively improve the current quality of music teaching and also provide excellent guidance for students' psychological growth. It is a very good improvement and elevation of music teaching work. In actual music teaching, we should pay more attention to the application of psychology, pay more attention to the psychological changes of students, create a better music learning atmosphere for students, and better improve the quality of music teaching.

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