

Psychological Training And Training In Piano Teaching In University

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Absrtact: This paper will introduce in detail the necessity of cultivating and carrying out psychological training in college piano teaching. Through research and investigation, we have mastered many psychological elements that affect college students' piano playing. In order to strengthen the effect of piano playing, this paper puts forward four training methods to improve students' piano playing psychology.

1. Introduction

Piano teaching is more important in the teaching system of college music, which can not only enhance the music literacy of college students, but also gradually infiltrate quality education into the interior of colleges and universities. Piano teachers should gradually improve their teaching ideas and goals, meet the individual needs of students, use scientific solutions to solve their psychological quality problems, and make them more confident in the process of piano playing. Play more wonderful piano works independently.

2. Necessity of Cultivating and Developing Psychological Training in Piano Teaching in Universities

On the one hand, the university stage belongs to the transition period from school to society. It should not only learn knowledge in school, but also find ways to adapt to society and improve the skills related to work. In the university stage, with the help of proper psychological training, students can improve the method of piano playing, enhance their confidence in this field, better adapt to the piano stage, and promote their growth and progress. On the other hand, the cultivation of psychological training in piano teaching can not only help them master more playing skills, but also effectively exercise their psychological quality. For example, in the process of playing in the face of people, Because of its more successful stage experience and avoid fear, tension affect the stage effect. Optimizing the psychology of college students' piano performance can effectively enhance their expressiveness. After resisting psychological pressure, their play will be more stable, and their own quality will be improved in time, thus strengthening the social competitiveness^[1].

3. Psychological Elements Affecting College Students' Piano Performance

3.1 Tension and anxiety

In the process of practical learning, even if we master the skills and methods of piano playing, some college students will still have a state of tension and anxiety in the actual performance, and then there will often be memory blank or panic in the whole performance, which will affect the overall effect of piano playing. Even some students are difficult to complete their own piano playing. After this situation, some students will form a shadow in their brain because of their anxiety, and then the state of piano playing will linger and form a greater psychological burden. During the period of learning piano playing, teachers should timely control the performance mentality of different students, carry out the training and training in this aspect, and improve their overall expressiveness.

3.2. Weak expression of desire

Some students lack the key expression desire during the piano performance, which affects their performance effect, and the intensity of the expression desire is also related to the psychological condition. When the students do not fully understand or understand the connotation of the music in the process of playing the piano, it is difficult to combine their own performance with the repertoire effectively. At the same time, the weak technical ability of playing will also affect the students' desire to express. In addition, some students are shy or nervous, it is difficult to fully show their desire to play in front of everyone, and it is difficult to play their true performance level to affect their development and progress^[2]。

3.3. Their emotions

Performance experience will have an important impact on the piano performance effect of college students. Some students will suddenly appear anxious, nervous and difficult to calm when playing in the face of the crowd because of their lack of performance experience. This emotion not only makes its normal level difficult to play out, but also does not help the performance effect of the scene. In addition, many elements will occur in the process of piano playing, such as the rhythm and speed of playing tracks, which will have a direct impact on college students' emotions. In daily training, teachers should pay attention to controlling students' psychology and emotions.

3.4. Lack of confidence

Some students will change the performance effect because of lack of self-confidence in piano playing. This phenomenon is a normal psychological state. Maintaining appropriate tension helps to enhance the performance effect, but if their performance level is not solid or excessive tension and panic, It is difficult to pull piano playing back to normal track. In the face of extremely dense crowd, the students who lack self-confidence will be more flustered and even lead to performance accidents, which will have a negative impact on the maintenance and subsequent development of their performance level. At the same time, the lack of large stage performance experience will also affect students' confidence in playing. In daily teaching, students can use a variety of psychological relief means to reduce their own pressure, teachers also need to create a better training atmosphere. And provide more stage performance opportunities, gradually improve their performance confidence.

4. The training method of cultivating playing psychology in piano teaching in university

4.1. Increased interest in piano playing

First of all, college piano teachers should actively enhance college students' interest in piano playing, combine practical activities with theoretical knowledge, and observe their emotional and psychological state in the process of training their piano playing^[3]. In order to improve students' attention, we should find appropriate teaching methods, master the whole process of psychological development and find out the shortcomings during actual teaching or performance training. Secondly, when teachers understand each student's psychological deficiency, they should take corresponding psychological counseling according to their different interests, hobbies and personality characteristics. For example, for some students with insufficient self-confidence, they can increase their encouragement, give appropriate praise to their little progress and enhance their self-confidence. Finally, in the piano class, teachers can also use interesting and vivid stories to arouse students' interest in learning, such as the stories of different pianists or the history and development of piano art. Students should compare piano playing with the remaining forms of music and understand the similarities and differences of various forms. After mastering their differences, they can enhance their interest in piano playing. Their participation in piano teaching activities will be more natural and active^[4]。

4.2. Creating a good teaching atmosphere

The relationship between learning atmosphere and learning effect is very close, it is difficult for

college students to maintain the enthusiasm and motivation of piano learning for a long time, so it is very important to create a good piano teaching atmosphere. In training or training piano playing psychological teaching activities to add multiple innovative elements^[5]. In the early stage of piano teaching, teachers need to change their teaching methods at the right time. Piano playing skills and theoretical knowledge should not only come from dictation. This teaching method is difficult to attract students and can not arouse their interest in learning^[6]. The teaching atmosphere is boring. In practical teaching, teachers should strengthen the use of information technology equipment, can use high-definition photography equipment to record the state of students in piano performance, With the help of audio-visual equipment or multimedia technology, the psychological training or training method of playing is displayed in the form of animation, video or picture. The flexible teaching method can effectively improve the initiative and enthusiasm of college students, fully arouse their enthusiasm for learning, effectively stimulate their musical potential, and release the pressure in their daily life through music playing. The good teaching atmosphere has a strong continuity. In this atmosphere, students can not only form excellent playing habits, improve the stability of performance, but also effectively exercise the psychological quality of performance and strengthen the overall level of their own performance^[7].

4.3. Enhanced performance skills

In the process of teaching piano playing, in order to better mobilize the learning initiative of college students, we should master the personality characteristics of each student when carrying out practical activities related to piano playing, and really understand their learning status and learning needs^[8]. Before teaching the piano in the university, the teacher should set the teaching goal, the key content of the piano playing is the playing skill, after completing the teaching of the basic knowledge, and we should add many playing exercises. In college music class, middle school students should be the main body of classroom learning. Students should carry out more independent piano playing exercises. Teachers only need proper guidance and solve the puzzles encountered by students from the whole aspect. In order to ensure its normal performance, we also need to explain some points for attention^[9]. Because the psychological state will have a great influence on the students' piano playing effect, in order to enhance their self-confidence, students should master many kinds of piano playing skills, which will promote the performance effect. In addition, in the spare time, teachers should also urge students to strengthen the practice of piano playing, gradually improve the performance effect, but also more profound understanding of the performance score, improve the ability to use the theoretical knowledge of piano playing. Setting up different forms of piano playing activities can not only make students understand and use multiple kinds of playing methods flexibly, reduce the psychological pressure when playing, but also allow them to accumulate more playing experience, increase their experience in stage performances, and enrich their playing experience. Reduce the frequency of errors on the stage^[10].

4.4. Increased stage experience

The outstanding characteristic of piano teaching is practicality. In the process of training or cultivating playing psychology, teachers should provide students with more opportunities for stage performance, make them have stronger control on the spot, and improve their overall performance ability. Unload heavy psychological burden and reduce the influence of stage factors on performance effect. Specifically, teachers can regularly apply to the school for piano playing competitions, and encourage students to sign up for the competition, find out their own advantages and disadvantages in the competition, and gradually strengthen them. And the whole competition process is also the process of college students playing psychology gradually improve. When college students have more stage performance experience, they can adapt to the stage performance environment more, and their psychological quality has been improved. In daily life, teachers should increase the frequency of communication with students, after mastering the psychological state of each individual, carry out targeted psychological counseling work. With the help of stage performance experience, teachers' psychological education will be more effective, and more ideal

results will be achieved in the actual piano performance.

Conclusion

To sum up, in the process of teaching piano performance, in order to better show the effect of playing, teachers should pay attention to the psychological state of college students and adopt corresponding psychological training for each individual psychological problem. At the same time, we should teach more playing skills, provide professional stage and practical performance experience.

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