

An Analysis of the Factors Affecting the Psychological Quality of College Students in Piano Study and the Coping Strategies

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Keywords: Piano Learning, Psychological Quality, Influencing Factors, Strategies

Abstract: in Order to Explore the Analysis of the Factors Affecting the Psychological Quality of and the Corresponding Strategies in Piano Teaching in Colleges and Universities, This Study Explores the Causes of Factors Affecting Psychological Quality from the Perspectives of Music Teaching Cognition, Learning Emotion, and Learning Psychology. Moreover, This Study Proposes Corresponding Coping Strategies for the Above Points, So That Students Can Fully Devote Their Energy to Piano Training While Studying.

1. Introduction

Piano is a compulsory course when students are learning about various music majors. When learning to play the piano, students all want to quickly and efficiently master their skills and perform at the best level. However, in actual training, the training level of many students is not satisfactory[1]. The low level of training of students is related to poor psychological quality. Moreover, poor psychological quality of students is not a few cases, but a more common phenomenon. Therefore, it is necessary to obtain a set of methods for teachers to help students improve their psychological quality through research, so that students can coordinate their learning behaviors with their psychological quality and improve their overall learning efficiency.

2. Analysis of the Causes of Bad Psychological Factors in Piano Learning

(1) Lack of awareness of music teaching leads to dependence

Music is an art, and art has three characteristics: The first is the characteristic of plural aesthetic standards. Art does not have a unified aesthetic index. Some people pay attention to the skills display of art works, and some people pay attention to the connotation of art works. Because the aesthetic standards of art are not uniform, students should use their own methods to aesthetics and tap their own potential[2]. The second is to attach importance to personalized creation. Art work is not an assembly line operation. It does not require every work to be perfect, but it requires a personal understanding of each work. The third is to attach importance to the innovation of works. People are asking art creators to have a new understanding of their works and broaden the field of art creation. Many students are unable to understand the characteristics of piano art, so in the performance training, they develop a psychological dependence, rely on the guidance of teachers, rely on the evaluation given by others, and rely on changes in the external environment.

(2) Learning emotions of inferiority, fear and procrastination

When students compare horizontally, what they see in their eyes are the advantages of others' learning and the lack of their own learning. In the process of comparison, students cannot objectively treat themselves and others. At this time, it is easy to produce inferiority complex, psychological obstacles, and psychological quality decline, which further affects piano training. When a student's performance does not form a personal style and cannot find his own performance expertise, no matter how the student compares, he always feels that he hasn't improved or even stepped back[3]. At this time, students will have psychological frustration and a feeling of distress. The lack of self-confidence in students and the predominance of fear are the biggest psychological obstacles for many students in piano learning and performance. The factors that affect students' performance are divided into external reasons and internal reasons. Students' learning talents, hard

work, and learning methods are all internal reasons that affect students' piano performance training. External reasons include the economic situation of the family, the level of teacher guidance, and the use of other learning resources. Some of the internal reasons may not be adjustable, while others may be adjustable.

(3) Negative and passive learning psychology

When students are studying, sometimes they have received the wrong piano education, or they have the wrong understanding of piano training, which makes their learning methods incorrect. When students can't understand the real reason for their slow learning speed and poor learning results, and cannot find a way to improve, they will have a negative and passive learning psychology. At the same time, students will think that they are not suitable for piano learning, and students often have irritability and resistance, which greatly reduces the time and quality of practice. Therefore, when teachers guide students to practice music, on the one hand, they must guide students to combine the theoretical knowledge they have learned to find the correct learning method[4]. On the other hand, teachers should guide students to find out their own inappropriate learning methods based on their learning experience and improve their learning methods by modifying the inappropriate learning methods. Only when students develop correct learning methods can they achieve more results with less effort when training. Otherwise, when students develop wrong learning habits, their learning efficiency will become low, and they will feel frustrated when they learn. This frustration can make students' learning attitudes negative, which will affect their psychological status and form a vicious circle.

3. Coping Strategies for Bad Psychological Factors in Piano Learning

(1) Guide students to correctly locate learning goals

Many students are affected by external environmental factors, so they do not understand what is "likes" something. This article uses Student F as an example. Student F thinks he likes to learn piano and is willing to take the initiative to learn difficult piano scores. However, Student F's behavior is not the same. When student F learns piano, he will blindly pursue difficult music scores. However, due to technical reasons, he cannot play them completely. At this moment, he felt great pressure and was very worried that the performance of the class would disappoint the teacher[5]. This means that he values external environmental factors more than internal factors of the piano. Student F did not respect his inner feelings: When he chose a score, did he really like it? Why like? What emotional touch does it give? When he was practicing the piano, could he feel the joy from his heart? Can this sense of joy outweigh the disturbance caused by the external environment? Is he willing to actively learn about piano theory in order to learn piano music, and regard the learning process as an interesting process?

Teachers should guide students to learn to understand music from different angles, understand the connotation of music in depth, and be able to fully identify the skills of music performance. After students have a deep understanding of the art of piano playing, they can form a unique set of music evaluation methods, and they are not easily disturbed by external evaluations. After students have their own understanding of music, the construction of students' psychological quality can be achieved initially.

(2) Guide students to build confidence in music performance

First of all, if students start the training process blindly during training, they will inevitably have a psychological gap in the end. In order to prevent students from feeling a psychological gap, teachers should guide students to make detailed learning plans when teaching. Teachers should guide students to understand their piano foundation, learning direction, training tasks at each stage, and assessment methods. When students evaluate their learning results at regular intervals and find that their training will get the corresponding gains, they will have a motivation to learn.

Secondly, students should not blindly perform piano training. If students do complex training without a good foundation, they will feel frustrated in learning. If students have not carried out the next phase of training after completing one phase of training, the learning progress will slow down.

When the student's learning efficiency is not high, the student may have a frustrated mentality, and then the student has an adverse psychological impact. Teachers should guide students to learn to plan their learning progress so that students understand how to make faster progress and how to measure their progress. Finally, the teacher needs to guide the students to adjust the learning plan, so that the students can find the controllable part of the training factors as much as possible and control the learning progress by strengthening the students' initiative. When students find that they can control the learning process instead of being guided by the environment and following the current, they can take a positive view of piano learning[6].

(3) Guide students to find psychological adjustment strategies

In the process of training, teachers should train students to focus on training. Only when students concentrate on the practice will they avoid thinking about things that are not related to the practice, thereby reducing the interference of bad psychological factors. Teachers can use concentration, slow practice, repetition, and brain to develop students' attention. Attention is an important factor affecting the quality of a person's accomplishing one thing. In terms of piano training, if students have a strong learning focus, they will forget to invest in learning while they are training and will not be disturbed by external factors. On the contrary, the external environment can cause great interference to students. Due to various reasons, some students did not develop good training habits, resulting in insufficient concentration during training. Teachers need to help students develop learning concentration in teaching, so that students do not want to have nothing to do with training and are not affected by external environment.

Students must have good psychological qualities and be able to control themselves to ensure the stable delivery of music. Teachers should be aware that when a student is engaged in piano training and he is already engaged in playing, the student will naturally be in a sensual state. However, before that, students may experience a non-perceptual, irrational psychological imbalance. Teachers should guide students to use rationality to overcome bad psychological factors, so that they can smoothly engage in emotions and enter the emotional state when conducting piano training. Teachers need to guide students to overcome them rationally. When teachers guide students to practice the piano, they must carry out frustration training for students. Teachers must let students know that there will be setbacks in learning. If students can hone themselves in frustration, they will get learning results. Conversely, evasion training will never achieve learning results.

4. Summary

Under the premise of students' piano water balance, it is psychological quality that affects their training level. Teachers should improve students' psychological quality from two aspects. On the one hand, teachers need to cultivate students' concentration, so that when students are training, they are fully devoted to piano training. On the other hand, teachers should strengthen students' learning autonomy and overcome the external environment's interference to students. When students can make a firm decision to study and reduce the influence of external interference on themselves, they can avoid the interference of bad psychological emotions on piano training.

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