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## REFERENCE AND INNOVATION OF NATIONAL VOCAL MUSIC TO OPERA ELEMENTS UNDER THE VIEW OF EMOTION EXPRESSION

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**Background:** Both national vocal music and traditional opera are the crystallization of Chinese traditional culture. Emotional expression is the most essential pursuit of vocal music, opera and other musical expression forms. The application of opera elements in the national vocal music work Hometown in Beijing brings more possibilities in the process of emotional expression and expression.

**Subjects and methods:** The application of opera elements in the national vocal music work hometown in Beijing.

**Results:** In the vocal music work hometown in Beijing, the bright and melodious opera singing, the melodic opera rhythm, and the clear and distinct way of articulation make the song rise and fall in a proper degree, the sense of rhythm is stronger, and at the same time, it has the bright characteristics of national vocal music and wild characteristics of traditional opera, making it more artistic charm.

**Conclusions:** In the process of emotional expression and skill application of national vocal music, it is a process to realize double innovation of two artistic elements with the same cultural background, namely, national vocal music and traditional opera.

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## RESEARCH ON THE INFLUENCE OF SOLFEGGIO TRAINING ON STUDENTS' MUSIC AESTHETIC PSYCHOLOGY FROM THE PERSPECTIVE OF AESTHETIC EDUCATION

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**Background:** Aesthetic ability is a kind of ability formed in the long-term process of feeling, identifying and creating beauty. Music is a kind of good aesthetic practice, which enables the audience to feel its connotation, form and philosophy from its structure, theme and style while appreciating it, so as to promote people to take its essence and remove the dross when appreciating music, and finally achieve the purpose of improving their personal aesthetic ability. Appreciating beauty occupies a large proportion in aesthetic activities. All aesthetic activities are based on the intuition of the form of beauty. Sweet music can not only bring students sensory pleasure, but also let students get spiritual pleasure. In the process of enjoying music, their emotions are nurtured by beauty and their hearts are satisfied, so as to achieve the purpose of cultivating sentiment and sublimating personality. Rhythm and melody have the power to penetrate into the soul. If we use the correct educational methods, we can not only purify the soul, but also give full play to the value of life and the charm of human nature. Through the appreciation of music, students' emotional experience can be enriched and enriched, their emotions can be sublimated, their hearts can be purified, and then their personality can develop harmoniously.

Aesthetic education, also known as aesthetic education, is to cultivate students' ability to recognize, experience, feel, appreciate and create beauty, so as to achieve the ideal of beauty, the sentiment of beauty, the character of beauty and the accomplishment of beauty. This is an indispensable aspect of quality education and an important part of the construction of spiritual civilization. Solfeggio is an important part of music curriculum. Its development is characterized by strict logic, foundation and skills. However, its long-term teaching is boring and cannot stimulate students' learning enthusiasm, nor improve their aesthetic awareness and imagination. Infiltrating aesthetic education in solfeggio and ear training teaching can make students feel and enjoy beauty, and then have certain aesthetic ability. Music teaching method is an important means and method of aesthetic education. Compared with ordinary courses, music teaching should pay more attention to the use of flexible teaching methods. Specifically, in solfeggio teaching, teachers should pay attention to cultivating students' active participation and creating an aesthetic teaching atmosphere, and make it a normal in classroom teaching, so as to create good conditions

for each student’s music learning. Secondly, multiple teaching methods should be used to activate the solfeggio class. For example, in the C-level tuning scale, teachers can organize students to play roles, so that students can fully participate in the class.

**Subjects and methods:** 330 students in each grade of a junior middle school were randomly selected as research objects, and they were divided into experimental group and control group, with 165 students in each group. The students in the experimental group received Solfeggio and ear training under the visual threshold of aesthetic education, while the students in the control group received traditional Solfeggio and ear training. The duration of the two groups’ teaching was controlled at 6 months. Before and after the experiment, the students’ music aesthetic ability was evaluated with the developed “instrument music beauty” scale. This scale selected 20 well-known musical instruments at home and abroad, and each track was divided into five grades. The higher the score, the higher the aesthetic degree. The experimental results are shown in Table 1.

**Results:** It can be seen from Table 1 that before the experiment, there was no significant difference between the control group and the experimental group in the perception of instrumental aesthetic feeling, and there was little difference in the scores of the two groups. With the progress of the experiment, under different teaching modes, the aesthetic differences between the two groups of students on the performance of well-known instrumental music at home and abroad have expanded. The scores of the students in the experimental group have improved significantly, which has improved the aesthetic ability of instrumental music performance, and the gap between the scores of the students in the experimental group and the students in the control group has further widened. This shows that aesthetic education can promote students’ understanding of music through Solfeggio and ear training.

**Table 1.** Score of students’ instrumental appreciation ability scale

Group	Before experiment	Two months of experiment	Four months of experiment	After experiment
Experience group	44	56	68	82
Control group	42	49	57	61

**Conclusions:** Solfeggio and ear training play an important role in music teaching. By infiltrating aesthetic education into Solfeggio and ear training teaching, we can not only cultivate students’ artistic literacy, but also promote students’ understanding of music, so as to improve their aesthetic level. At the same time, in music education, teachers should adopt corresponding Solfeggio teaching methods according to the music learning characteristics of students at different levels, so as to cultivate students’ aesthetic awareness and improve their music literacy.

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## RESEARCH ON THE INFLUENCE OF CLOTHING DESIGN ON CONSUMERS’ PSYCHOLOGICAL NEEDS BASED ON COLOR PSYCHOLOGY

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**Background:** Since the 19th century, many scientists have been paying attention to how color affects human behavior. The influence of color on human body has great individual differences, and its influence range is also diverse. Color psychology means that color can affect the waveform of the brain. For example, the brain is alert to red and relaxed to blue. The direct effect of color on psychology is produced by the physical stimulation of color on human physiology. Therefore, an in-depth study of color psychology will help people solve psychological and physical problems from the perspective of color. In the research of color psychology, researchers usually adopt two methods: one is to analyze, summarize and summarize the psychological cognition and emotional changes of the audience in different environments from the perspective of a color; The second is goal oriented, that is, to observe the impact of various colors on the audience according to specific situations or events, so as to determine the best color matching. The current research methods are mainly gradually expanded from the three dimensions of audience age, skin color, gender and cultural background.

Clothing is the representation of people’s psychological activities. It can reflect people’s psychological needs, personality and other psychological characteristics in all historical stages. In today’s world, the