teaching. Teachers should pay attention to the use of students' psychological factors, guide students to give full play to their imagination, realize personalized development, and rise to the psychological identity of vocal music expression. At the same time, teachers should timely regulate students' psychological factors, help students form a correct concept of vocal music learning, and lay a solid foundation for engaging in vocal music in the future.

Subjects and methods: Vocal music singing is an advanced psychological activity integrating physiology and psychology. Vocal music teaching is an important cause to cultivate vocal music talents, inherit and carry forward vocal music art. At present, China's social and economic development has made outstanding achievements, the cause of culture and art is in the best development opportunity period, and vocal music teaching has attracted more attention. In the actual teaching, teachers should focus on the analysis of students' psychological factors, and use effective strategies to use and control, so as to cultivate more excellent vocal music talents. This is of great significance to promote the improvement and sustainable development of teachers' and students' individual artistic life and promote the great progress of vocal music art in China.

Results: The cultivation of psychological factors plays a vital role in vocal music teaching. Therefore, teachers should pay attention to the use of students' psychological factors, make students resonate from the depths of their hearts, and really clarify the goal of learning. In fact, the use of psychological factors is also a step-by-step process, from shallow to deep, give full play to students' imagination, promote students' personalized development, and realize students' psychological identification with vocal music expression. Students' vocal singing skills and skills are closely related to their own will. Teachers can act as teachers of students' hearts through real case analysis, psychological counseling and practical experience, so as to lay a solid foundation for students to engage in vocal music in the future.

Conclusions: Vocal music teaching is a teaching process in which teachers use various effective teaching strategies to guide students to improve their use and control of their own vocal music function, so as to more freely use "human voice" to "play" music works. In addition to physiological factors, psychological factors also have a strong influence in vocal music learning. Paying attention to students' psychological factors is a new vocal music teaching concept, which plays an important role in developing students' intelligence, understanding and stimulating enthusiasm, which will greatly improve the effectiveness of vocal music teaching. But because psychological factors are very abstract, they can't be seen or touched. It is indeed difficult to guide students to adjust and control psychological factors in actual teaching, which is very easy to make teachers feel frustrated. It is suggested that in the actual vocal music teaching, teachers should not only explain the theoretical knowledge, skills and skills. We should also fully and deeply analyze students' psychological factors, make targeted, strategic and step-by-step use and control students' psychological factors, and pay attention to cultivating students' good psychological state, so as to effectively improve the quality of vocal music teaching.

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ANALYSIS ON THE INFLUENCE OF MUSIC EDUCATION ON AESTHETIC SENTIMENT AND SUBLIMATION OF PEOPLE'S IDEOLOGICAL REALM

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Background: The emergence of music is not accidental. In the production and life of displaying human wisdom and talent, music has become an indispensable part of people's life. With the development of productive forces and the rapid development of science and technology, music education is gradually on the right track. From the liberalization of folk music to the systematization of folk music, and then to the integrated and professional form of contemporary music education, these are the development process of music education. Music education is not only an art, but also an important part of people's social life. The realization of music socialization is inseparable from the important contribution of music education.

Subjects and methods: As an art form, the fundamental purpose of music education is to further improve and even sublimate people's psychological quality and even ideological realm through the cultivation of aesthetics and sentiment, and promote the all-round development of personality. People's education is comprehensive. As a form of education, music is not enough to explore the educational function only from the aspects of music theory or music skills. Under the diversified educational concept, music education should also explore the fundamental function of implementing music education from the perspective of educational psychology, so as to realize the combination of music education and

psychological education. Exploring the mutual influence and promoting relationship in the actual process of education is the trend of future education. Starting from the essence of music education, this paper focuses on the role of music education in the cultivation of people's psychological quality and the relationship between educational psychology and music education from the perspective of educational psychology, hoping to help the shaping education of music psychology in the future.

Results: This paper holds that the purpose of implementing music education is to realize the comprehensive training and free development of talents through emotional, aesthetic and psychological education. The most direct role of music education is to improve people's aesthetic ability. Secondly, the function of music education is also reflected in the shaping of psychological quality. The fundamental role of music education is to realize people's all-round development. Music education plays a great role in cultivating emotion and promoting interpersonal harmony. In modern teaching, it is the basis of the combination of music education and educational psychology to root in the concept of students, change the single teaching mode, teach students according to their aptitude and stimulate students' initiative and enthusiasm.

Conclusions: Through the above discussion, we have a preliminary understanding of the realization of the psychological shaping function of music education from the perspective of psychology. As a popular art form, music has incomparable advantages in giving play to the function of psychological shaping. Starting from the essence of music education, this paper focuses on exploring the role of music education in the cultivation of people's psychological quality and the relationship between educational psychology and music education from the perspective of educational psychology. Through relevant analysis and discussion, this paper fully demonstrates the role of music education in psychological shaping. Under the diversified educational concept, psychological shaping should fully combine the teaching advantages of other disciplines except psychology, especially music education. The combination of the two should be further studied and innovated to make the psychological shaping of students more effective in the future.

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ANALYSIS ON THE RATIONAL APPLICATION OF PSYCHOLOGICAL TECHNOLOGY TRAINING IN PIANO PERFORMANCE

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Background: In the process of piano teaching, I realize that many problems of students are not only problems in the field of piano skills. When these problems occur, students often blame their clumsy fingers and lose their confidence in learning. In fact, the lack of these abilities is mainly due to the slow psychological response of music. According to psychology, there is a lack of psychological representation process, which is manifested in the perception of timbre, timbre, music memory, thinking, imagination and so on. It is the basis of all music practice. Without the processing of objective sound stimulation and the operation and regulation of teaching theory by mental activities such as imagination, inner hearing, memory and musical thinking, it is difficult to achieve good performance on the piano. Because these problems are difficult to solve in limited classroom teaching, as teachers, it is necessary to think about the potential content of Piano Education - psychological skill training from a macro perspective, change the teaching consciousness of simply paying attention to knowledge and skill training, deeply think about the significance of psychological skill training in piano teaching, and explore some training methods. Based on this idea, the author explores the training methods of psychological skills in piano teaching through the analysis of the concept of psychological representation and psychological mechanism, combined with daily teaching experience and the investigation of students' piano practice habits.

Subjects and methods: From the perspective of the essential law of piano performance, it is a complex skill activity under the control of the mental foundation. It requires the performer not only to have certain action skills, but also to have certain psychological skills. Piano teaching should pay attention to the rational application of psychological technology training in piano performance and completely overcome the previous vulgar ideas. Only by following the scientific performance theory and training