

education in the context of psychology, students of different ages are taken as the research objects and the music teaching situation in various types of schools is studied. By changing the concept of music education and teaching methods, combining the developmental characteristics of students and their psychological cognition of music, teachers use various ways to strengthen music psychological education, which can effectively enhance students' emotional quality and musical cognition and promote the overall development of students' quality. This is an important step in the overall development of students. By strengthening the use of psychological knowledge to analyse students' needs and perceptions of music, teachers can strengthen the introduction of various types of music resources to carry out teaching activities, and strengthen communication with students in the process of music education to provide students with targeted music education, so that students' musical knowledge and abilities can be comprehensively improved, and create a good environment for students' psychological health development in music education, which can be a good environment for the development of students' mental health in music education, which can truly enhance students' creative and emotional abilities. At present, music education in the context of psychology remains an important educational research project, and is the key to promoting the transformation of music education. Music education in the context of psychology is not only a way to pass on and promote the art of music, but also a way to create a more valuable spiritual treasure for people, enabling students to meet their emotional and spiritual needs through music education. Integrating psychological education into the music education process can combine the strengths of the two and promote each other, playing a more effective role in education, helping students to use their own emotions and experiences as a basis for finding inspiration in the process of music learning and music composition. By strengthening the psychological research and psychological guidance of students in the process of music education, it will help them to have a clearer understanding of their emotions in music and help them to develop good artistic and aesthetic skills and build a better character.

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APPLICATION OF STUDENTS' LEARNING NEEDS PSYCHOLOGY IN PRIMARY SCHOOL SINGING TEACHING

Xia Liu

College of Music, Northeast Normal University, Changchun, 130117, China

Background: Primary school music education needs to take into account the physiological characteristics and psychological features of primary school students, as well as their preferences and needs. Primary school students and adults perceive and understand music differently and cannot be taught using adult standards, and only by fitting the physical and mental conditions of primary school students can music teaching present better results. In order to improve the quality of primary school music teaching and to equip primary school pupils with stronger singing skills, it is important to study a number of disciplines; pedagogy is something that primary school music teachers must study, and in addition to this, music teachers must also study psychological aspects, not only the relevant knowledge of educational psychology, but also the theoretical knowledge of music psychology, and integrate music psychology into all aspects of primary school singing teaching. The teacher must also study the psychological aspects of music. Helmholtz's study of music from a physical and biological perspective, and the intersection and development of the various disciplines that led to the emergence of music psychology, has had a huge impact on the field of psychology and music education. Piaget's theory of the stages of children's cognitive development and Eberlis and others' theory of the stages of children's musical development laid the theoretical foundations for music psychology, as did James Mercer and Hargreaves, who studied children's music education from a psychological perspective. A study of the theoretical perspectives of psychologists and music educators can inform the teaching of singing in primary schools, which should be in tune with the psychological characteristics of primary school students, who will enter the music classroom of their own accord to learn about music and appreciate musical works under the tendency of their intrinsic motivation, bridging the gap between theoretical music knowledge education and practical English teaching. The initial music education in China was based on the Soviet model of music education, and music education in primary and secondary schools mainly consisted of singing teaching, music theory

knowledge and music appreciation, but basically there was no instrumental music education. "The conference became a landmark event in the field of music psychology.

Objective: The objectives of the study are twofold. From a practical point of view, the main objective is to use music psychology to help primary school students in their singing teaching process, to apply the theoretical knowledge of music psychology to all aspects of primary school singing teaching, to study the physiological and psychological characteristics of primary school students, and to adopt a scientific approach to singing teaching according to the specific circumstances of primary school students. In terms of theoretical goals, the emergence and development of music psychology in China is relatively late, and many aspects of the theory are not perfect, and the theoretical study of music psychology is not deep enough, so I hope that the research in this paper can enrich the theoretical system of music psychology. Traditional music psychology research has mostly been biased towards music education, and it is groundbreaking to study the ways in which music psychology can be integrated and used in the context of primary school singing teaching, combining music psychology with primary school singing teaching so that primary school students can feel happy in the process of singing and at the same time gain an understanding of the pitch and rhythm of songs. Primary school music teachers can use the theoretical knowledge of music psychology to analyse the full range of students, determine their music appreciation psychology and music performance psychology, and use professional psychological knowledge to launch singing teaching. By increasing primary school students' enjoyment of music and singing through primary school singing teaching, the established teaching objectives of the primary school music curriculum can be achieved, allowing primary school students to master music-related knowledge, master singing skills and be able to express their emotions appropriately in the process of singing, feel the emotions and ideas of different songs, feel music in a singing way and enhance primary school students' musical aesthetics. By using the knowledge and methods of music psychology in primary school singing teaching, teachers can more accurately grasp the psychological characteristics of primary school students, use music to exercise their thinking skills, make primary school students feel curious about the world of music, and gradually enjoy appreciating music and singing. Music teachers can arrange the teaching content reasonably according to the characteristics of primary school students, and organise some singing activities when students are not concentrating, so that primary school students can be more active and make classroom teaching more efficient.

Subjects and methods: The object of the study is mainly the application of music psychology in primary school singing teaching. The research method mainly uses the survey method and literature research method, collecting a lot of information on music psychology and primary school singing teaching, and also communicating with primary school music teachers to understand the real primary school singing teaching situation and analyse the understanding and application of music psychology by primary school music teachers. The literature study is used to understand the emergence and development of music psychology, to grasp the history of music education in China and the research of music psychology in China, and to grasp information about music psychology and singing teaching through literature analysis. In the study of music psychology and primary school singing teaching, an interdisciplinary research method is used to study education, music and psychology respectively, as well as to study the relevant theories and methods of music education and music psychology, and to summarise the current research findings in music education. A number of music colleges in China have opened music psychology majors, and major music colleges have become major sites for theoretical research in music psychology, music pedagogy and music therapy, laying the theoretical foundations for music psychology and providing important reference materials for primary school singing education. In primary school singing education, teachers have to lead students in singing exercises. In order to make primary school students focus on singing activities and music learning, teachers can use the relevant methods of music psychology to teach, so that the thinking ability and music appreciation level of primary school students can be improved, and the form of singing can be used to enrich the emotional experience of primary school students and lead them to feel the artistic charm of music.

Result: Primary school music teachers can use knowledge related to music psychology and educational psychology to guide their students. They can guide them through music psychology, explain the background and creation process of each song, help them appreciate each song, encourage them to express their emotions when they sing, feel the atmosphere created by the song and adjust themselves to fit the song. Pupils are very creative and teachers can start teaching according to their more creative characteristics, encouraging pupils to improvise, pupils can adjust the lyrics in the work song, create their own lyrics and sing them out in front of their classmates, teachers can also combine dancing and singing, pupils can dance freely while singing, create a dance based on the song they are singing, sing and dance in the form of call teaching allows primary school students to have a stronger creative ability and to use their psychological music expertise in the process of singing and composing. Teachers should carefully observe the psychological state and changing situation of the students in the class, pay attention to the overall environment of singing teaching, and use choral training methods so that primary school students

can work with each other to complete the chorus of songs. In choral practice, teachers should pay attention to the natural situation of individual students and the musical strengths of students, and train those who have strengths, while also encouraging students with poorer singing abilities to avoid students' The teacher should also encourage students with lesser singing ability to avoid students having low self-esteem because of their poorer singing ability and to avoid primary school students having negative feelings about singing. Teachers can conduct research on the mental processes of primary school students when they sing, analyse the changes in their mental activities, focus on their auditory memory during singing, determine the representational characteristics and imaginative abilities of different primary school students, and design singing teaching methods that are reasonable according to their perceptual experiences. Music teachers should conduct research on the individual heart-finance of students in each class, analyse in detail the interests and spiritual needs of primary school students, pay attention to the moods and emotions of primary school students, pay special attention to the more introverted and sensitive students in the class, and encourage these students so that all students can be fully engaged in music singing activities.

Conclusion: Primary school music teachers should enrich their theoretical knowledge, take the initiative to study the relevant theories of music psychology, use the theoretical knowledge of psychology in their singing teaching and strengthen the psychological qualities of primary school students through music singing teaching. Teachers should study the psychological state of students in each class in advance, analyse the process of psychological changes in students in the actual teaching process, and enrich the feelings of primary school students with music. Most primary school students are inclined towards sensibility and lack rationality, and music education can make primary school students' rationality and sensibility reach a state of mutual coordination and balance, so teachers should organise singing teaching activities from the level of psychology, and students can In the process of listening to music and appreciating it, they can also analyse the background and thematic ideas of the song from a rational level. Primary school music teachers use their knowledge of music psychology to focus on the development of pupils' listening skills. Music teachers also have to start with primary school students' interests. Most primary school students like music very much and also like to sing, so teachers can make use of primary school students' love of music to innovate the form of singing, such as individual solo singing, group singing, class chorus, singing and dancing combination, etc. Teachers can also choose to have some modern popular songs according to primary school students' preferences, so that primary school students like singing teaching more. Music teachers also pay attention to students' psychological responses in singing teaching, paying attention to students' expressions and movements, judging students' current moods and emotions according to their performance status, so as to adjust the form of singing teaching, paying attention to the analysis of students' individual differences when observing them, adjusting the teaching mode according to the psychological differences of primary school students in singing activities, and upholding the principle of teaching singing according to their abilities.

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PSYCHOLOGICAL ANXIETY COPING STRATEGIES OF TRUMPET PLAYERS IN MUSIC PERFORMANCE

Xinlang Liu & Yang Wang

The College of Arts, Nanchang University, Nanchang, 330031, China

Background: Music psychology is a discipline formed by the intersection of many disciplines such as musicology, physiology and psychology, and is an important discipline to study the psychological activity of music performers. The development of music psychology in China is relatively short, and there are few research materials, but in recent years, due to the rapid development of China's culture, the music performance industry has also received the attention of society, and more and more art scholars have conducted research on performance psychology, which has led to the good development of music psychology in China in recent years. The trumpet is a soprano brass instrument, and it occupies an important position among musical instruments. In brass instruments, the trumpet is a difficult instrument to play, with strict requirements for mouth shape, breathing and facial expressions, and it plays an important role in the playing team.