



Research on the cultivation of students' piano quality and ability by music mental education

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Abstract. Cultivating students' piano psychological literacy is a long-term process, which requires long-term hard training, cultivates good psychological quality of players, and needs to follow the rules of music mental health education. Students can't purely focus on skill cultivation in piano teaching, and often ignore the development of non-intellectual factors such as aesthetics and emotions. Piano art teaching is an important part of art education. In addition to paying attention to students' piano quality and ability, it is necessary to pay attention to students' mental health quality in time, discover musical piano literacy in time, and improve personal comprehensive musical literacy.

Keywords: piano literacy; mental health; intellectual factors

1 Foreword

Music education psychology is a branch of psychology. It is a science that studies the laws of human musical activities. It takes the interaction behavior of teachers and students in the process of music teaching as the object, and studies various psychological phenomena and their laws of change in teaching scenarios. Music education psychology embodies the intersection of music education and psychology, and reflects the combination of basic disciplines and applied disciplines: on the one hand, it is closely related and crossed with branches of developmental psychology, educational psychology and other psychology, and on the other hand, it is also related to music pedagogy, music aesthetics, music teaching methods, music Teaching theory and so on are closely related and intersected. It is mainly based on the theory of musicology and educational psychology, combined with the teaching practice of music education, and comprehensively summarized the relevant knowledge of these disciplines, thus forming a unique theoretical system. The essence of music is aesthetic. Piano teaching is in music education with aesthetics as the core. Its teaching activities do not only focus on the cultivation of skills. It should take the aesthetic feelings of music as the basic premise, clarify the motivation of piano learning, stimulate a strong interest in piano learning, and also pay attention to the psychological changes and development of the whole teaching process. Promote the development of non-intellectual factors such as aesthetics and emotions.

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2 Psychological Research for Piano Beginners

2.1 Learning motivation

Motivation refers to the behavioral motivation that leads and pushes people to engage in certain activities and directs activities to certain goals, which is the internal motivation of behavior^[1]. Motivation provides a guide for people's behavioral activities, pointing to the ultimate goal, so that people's behavior is oriented. Motivation drives and stimulates people's behavior, and has the role of regulating and controlling. Motivation controls all aspects of people's behavioral activities.

The school syllabus stipulates that the learning of piano playing is the foundation, and mastering the basic playing of the piano is the first condition for music education students to become qualified primary and secondary school music teachers, which has become their external learning motivation for learning piano. In order to complete the four-year course of college, the students of these small musical instruments will also take the initiative to learn piano playing after successfully obtaining graduation certificates and degree certificates, which creates a relatively narrow low-level learning motivation, but it is not excluded that some students really have interests and hobbies in learning piano, and for learning piano playing A desire and a need are generated, and this kind of motivation can be called internal learning motivation. In the process of learning the piano, students of small musical instruments have the desire to overcome a certain technical difficulty, so that their learning is guided by direct close-up motivation^[2]. In the piano teaching syllabus of higher normal colleges and universities, their teaching purposes are generally stipulated as: basic mastering the method of piano playing, playing moderate piano music, and self-acting songs, playing accompaniment, which is the dominant motivation for students of small musical instruments to learn piano playing or accompaniment, and it is also their indirect long-term motivation.

2.2 Needs and interests

The so-called need is "the driving force for the formation and development of all psychological activities as a human being. It is the intrinsic need of the subject of behavior and the desire of the subject of behavior to get something that it lacks in social life. It is both a subjective state and a reflection of objective requirements. Person in the series of pursuing, satisfying and re-pursuing needs, there is a kind of motivation throughout^[3]. And need is the fundamental condition for generating this motivation. At a certain period of life, one or more needs will arise. These needs are not equally important to individuals, but are heavy and light. Some advantages need to have an impact on the motivation of an individual's activities during this period. When these advantages need to reach an urgent level, the motivation will in turn guide all the activities of the individual to achieve the purpose needed.

The so-called interest refers to "a person often tends to recognize and master something, strives to participate in a certain activity, and has a positive emotional tendency, which is one of the important driving forces of activities." Interest arises from

needs, and his needs will be different at different times of life, so the resulting interests are also different at different times.

3 The Necessity of Applying Music Education Psychology to Piano Teaching

Piano teaching is a music education with people as the main body. At present, our piano Teaching materials also begin to pay attention to adapting to the age characteristics of students. Piano textbooks are basically short and easy to understand, and skill practice is carried out in understandable tunes. At the same time, combined with some children's songs and excellent folk songs adaptations, it can basically satisfy emotionally. Student. The need for psychological growth. But can it make. Student. In the process of piano learning, the body and mind are satisfied, and the key to having a strong interest in learning also depends on the teacher's teaching method. Psychological activity is the core and driving force of all music education and teaching activities. In order to fundamentally explore the essence and law of music education, we must draw on the research results of pedagogy and psychology to have an in-depth discussion on the psychology of music education. The progress of society, the development of education puts forward higher requirements for music education, and the development of piano teaching is no exception. Modern piano teaching especially needs the support of pedagogy, psychology and other disciplines.

One. Cutting music practice activities include performance, music appreciation and creation, etc. The basic process is the process of psychological activity. In order to teach piano more effectively, teachers must understand. Student. Psychology. Adopting corresponding suitable teaching methods and methods can well combine music education psychology with piano teaching. In the teaching process, according to each. Student. The different characteristics of teaching according to talent and gradualness are an aspect that cannot be ignored. Every. Student. There are certain differences in hobbies and personality traits. If the children's piano teacher does not fully consider understanding each. Student. Different physiological and psychological characteristics cannot achieve "the right medicine" and take advantage of the situation. Some. Student. Even if there is resistance and refusal to cooperate, the teaching effect will certainly be greatly affected. If teachers are good at flexibly using the knowledge of music education and psychology, they should pay attention to respect their self-esteem in every class, enhance their own affinity, give full affirmation to the students' little progress, skillfully point out their mistakes in playing, and use more game methods. The method of "education in fun" gives students emotional recognition and affirmation.

4 The Value Significance of the Application of Music Education Psychology to the Teaching of Students' Piano Literacy

4.1 Music education psychology is applied to students' piano teaching, which has positive significance for students' mental health

Music can cultivate people's temperament and has the psychological effect of emotional pleasure. This kind of pleasant emotion is very necessary for students' mental health. Music art condenses and displays the deepest emotions of human life, which can make people experience the unspeakable aesthetic pleasure^[4]. In students' piano teaching, students should experience a kind of aesthetic enjoyment. In the current situation that school culture classes are generally biased, piano learning should bring students the happiest enjoyment. In piano teaching, teachers appropriately create situations, participate with students, teach in fun, and make students gain a sense of spiritual pleasure and beauty. This kind of pleasant experience comes from the soul helps students achieve active rest and scientific relaxation in heavy study, which not only improves learning efficiency, but also reduces psychological pressure. It can also effectively eliminate some bad emotions and promote the development of mental health.

4.2 The application of music education psychology to piano teaching is of positive significance for cultivating students' creative thinking.

Student. The purpose of learning music is not only to learn music itself, but more importantly to develop intelligence through learning music. By learning music, you can make. Students develop the ability to memorise, co-ordinate and concentrate, which provides a good qualitative basis for future research and work. Educational psychology considers the development of creative thinking skills to be at the centre of intellectual development. Consciously use music education psychology to inspire in piano teaching. Student. Creative thinking can not only improve. Student. Understanding of music, and at the same time. Student. The development of intelligence is very beneficial. At. Student. In piano teaching, in order to give full play to children's creative thinking and improve their understanding of music and sense of music and rhythm, as a teacher himself, we should also give full play to creative thinking and use some intuitive, vivid and visual means to fully mobilize students' senses and stimulate their creativity. Let students fully feel the music and then fully express the music, and inspire students to learn music with creative thinking methods, which can achieve more with less effort. Teachers should use vivid language to help students analyze the emotions and thoughts contained in the melody, inspire students' creative thinking, enrich students' imagination, and help students build a musical image.

4.3 Can the application of music education psychology to students' piano teaching achieve the "purpose of educating the piano and educating people"?

Teachers should strengthen the study and practice of the theory of music education psychology. The former Soviet Union's views on music education: music education is not about training musicians, but primarily for the purpose of cultivating people.. Piano teaching should not only be limited to the purpose of "educating the piano", but should be for the purpose of "educating people". While developing individual talents such as individual intuition, imagination and expression, it stimulates creative motivation and injects passion into the learning of other disciplines, which is not only helpful in improving the quality of teaching, but also^[5]. It has a promoting effect on physical and mental health. Only if you are interested in piano learning, you can complete the teaching task well. Teachers make full use of the psychology of music education to create a variety of teaching methods in piano teaching. For example, in the same piece of music, different players express different emotions and different understanding of the composer's creative ideas through their own playing.

5 The Path of Music Mental Education to Cultivate Students' Piano Quality and Ability

5.1 Adjust students' mentality of learning the piano and cultivate students' interest in music

Most piano students have experienced such a stage: they are very interested in the piano at the beginning. After a period of time, the desire to learn the piano decreases, and even some students are disgusted and afraid of playing the piano. The occurrence of this situation has a great relationship with interest. Music is the art of hearing. Before formal study, students have a strong interest in hearing the beautiful sound of the piano, hoping that they can also play the melody they can listen to manually. However, after a period of formal training, they found that the original beautiful music also has boring exercises and tedious skills. Previously, playing the piano well. The idea can't be achieved in a short time, in the music. After the reduction of primitive enthusiasm, it was replaced by inertia and fear of difficulties. In the long run, the heart was occupied by the psychology of disgust, worry and fear, which greatly hindered the road to learning the piano.

At this time, the communication between teachers and parents and the teacher's care for students are particularly important. On the one hand, teachers should help parents broaden their horizons and let them understand that the purpose of students learning the piano is not only to train them to become musicians and performers, but also to cultivate musical quality. Excessive expectations will only bring excessive pressure to students and increase their psychological burden. On the other hand, teachers should strive to adjust students' mentality of learning the piano and carry out in-depth and meticulous work from the psychological level, such as: Understanding the student's personality, hobbies and interests, and then taking the right medicine can

encourage and spur at the same time. In ordinary teaching, we are always stereotyped, and we should pursue a dynamic and pleasant teaching method as much as possible. No matter how lazy and rebellious a student is, he will restrain his bad mood when facing a loving and patient teacher. The piano homework left for students should be technical and musical. Don't blindly emphasize the cultivation of technical ability and ignore the most basic element in music - beauty.

5.2 Enhance students' self-control and mobilize students' potential to learn the piano

If you want to master the art of piano playing, you need to accumulate hard work and the spirit of continuous exploration and progress. This requires students to enhance their self-control in learning and give full play to their subjectivity. The process of learning the piano is long and arduous. Teachers should help students establish a good attitude of positive response, develop persistent learning habits in long-term standardized learning, be strict with themselves, and treat piano learning with firm beliefs.

Each student has a different basic background and ability. Some students have a certain talent in music, while others lack such potential. Some conditions contained in talent, such as hands, ears, music sense, etc., can be better strengthened and improved in long-term systematic training. Teachers should give correct guidance according to the students' situation, such as the training of musical sense. In teaching, teachers can consciously cultivate students' musical imagination, stimulate their musical sense, so that they have pictures, story ideas, and emotions in their minds.....Through simple inspiration, the students' performance is vivid and attractive.

5.3 Cultivate students' methods and habits of learning the piano

Scientific piano learning and piano practice are of great significance to improving the quality of piano teaching. A student who only knows how to practice but doesn't know the method must make relatively slow progress in learning. During the teaching process, teachers should often remind students to learn to grasp the key points and practice effectively when practicing the piano. For example, the difficulties in the music can be slow practice, breakup practice, sentence division practice and other methods: when playing, remember the importance of various marks and musical terms on the score to prompt performance: the important guiding role of music structure, writing rules, tone changes, etc. for proficiency and deepening memory, and how to allocate and utilize in the process of practicing the piano. Each time period, etc., requires students to master a set of scientific methods of learning and practicing the piano under the guidance of the teacher, and be able to deal with piano learning easily and freely, and lay a solid foundation for improving their playing ability.

5.4 Build students' confidence in learning the piano and show their demeanor in the best state

The test of Dunxue's quality is usually to let students perform on stage, such as grading, competitions, etc. Every student will have several times in the process of learning the piano. Unforgettable performance experience. As a teacher, you should actively encourage students to participate in more performance activities and create opportunities for students to perform, so that they can accumulate experience and exercise. Most students will have anxiety, fear, interruption of playing or even a blank brain, and can't play anything due to nervousness and lack of confidence on the first few times on stage. In response to these manifestations of lack of confidence, teachers should focus on encouragement, strengthen communication with students, help students reduce pressure, remove excessive distractions and burdens in students' thoughts, and help them build confidence with the power of language and affirmation of students' abilities. Before going to the stage, students should be arranged to walk on the stage to familiarize themselves with the new playing environment. They can also exchange lessons learned from guiding the stage with other students, turn tension into motivation, and devote themselves to playing with full enthusiasm.

6 Conclusion

In summary, teachers can combine the use of diversified teaching methods to improve the flexibility of students' fingers, carry out music appreciation teaching, guide students to express their views when practicing piano music and other strategies, and cultivate students' musical quality in the process of piano teaching. We will cultivate new talents who are learning, love to learn, are healthy and have innovative thinking, and reserve strength to better adapt to the international community in the future!

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