

Psychological Characteristics of Children's Vocal Learning and Improvement of Vocal Teaching Methods

Bingqiang Liu

Art College of Taishan University, Shandong 271000, China

Abstract: *Studies have shown that learning vocal music can not only cultivate and improve children's singing ability, but also effectively cultivate their aesthetic ability. Compared with adult vocal music learning, children's learning psychology has its particularity, which requires vocal music teachers to choose specific teaching methods. In the teaching process, teachers should mainly use the image teaching method and inspiration teaching method, and explain the singing technology theory in an easy way. Firstly, this paper analyzes the learning psychology of children from the perspectives of brain science and learning style. Based on this, the improvement of vocal music teaching methods for children is studied. The research shows that the methods of explanation, demonstration, picture memory and games can significantly improve the enthusiasm and initiative of children to participate in vocal music teaching activities, thus improving the efficiency and quality of vocal music teaching for children.*

KEYWORDS: *Children; vocal music; Learning psychology; Teaching methods; Teaching innovation*

1. The teaching value of children's vocal music

Vocal music is the human voice singing music form. Children are in the basic stage of individual growth and development, during which the healthy development of physical and psychological aspects is crucial. Specifically, the value of children's vocal music teaching is reflected in the following aspects.

First, to promote children's brain development, promote children's intellectual development. Human brain is divided into left brain and right brain, language is left brain thinking, and music is right brain thinking. Vocal music is a combination of language and music art. When children sing, their left brain and right brain simultaneously activity, along with the extension of singing time, left brain and right brain activity will gradually increase, the number of brain "synapses" will gradually increase. The "synaptic" here is a "neurons" transmitted the information to other "neurons" material. At this time, when children sing, the number of "synapses" in the brain will significantly increase, which makes the speed and frequency of

information transmission between the “neurons” of the brain speed up, thereby promoting brain development and improving learning ability[1].

Second, children’s vocal music teaching promotes children to learn scientific vocalization. Vocal music teaching can make children get into the habit of scientific from childhood, learn throat protection knowledge, improve the quality of children’s voice, to make their voice has more mellow and sweet at an early age. For parents who want their children to be broadcast hosts in the future, vocal music learning is a necessary choice and training, through which can effectively improve the children’s voice expression and tension.

Third, promote the improvement of children’s emotional expression ability. Different songs have different emotions. Teaching children to sing songs of different styles can gradually cultivate and enrich children’s emotions and improve their emotional expression ability. For example, “school song” teaching can cultivate children’s positive and optimistic emotions; and “raising the national flag” teaching can cultivate children excited, enthusiastic feelings, and so on.

Fourth, cultivating and improving children’s self-confidence. For young children, it is very important to establish a good self-confidence. There are a lot of performances and competitions in children’s singing teaching activities. Rich and diverse performances and contests can make children better show themselves. In the performance and competition, children themselves can not only get happiness, but also get the attention and praise of classmates, teachers and parents, which is very helpful to cultivate and improve children’s self-confidence[2].

2. Psychological characteristics of children’s vocal music learning

In vocal music learning activities, children’s psychology has the following remarkable characteristics.

First, the intuitive thinking. Most children can understand the things they directly touch (such as toys, pencils, etc.), but cannot understand the indirect experience (such as singing often to make the mood happy, beating drums to find the right rhythm, etc.), and cannot summarize a certain concept. Young children will gradually understand this indirect experience as their learning ability improves with age[3].

Second, I like to imitate and create simply. The language or behavior of teachers, parents and other students will be imitated by children. It is very easy for them to imitate other people's words or behaviors. In addition, in vocal learning, many children are able to make simple recreations, such as changing the lyrics or melody of the original song.

Third, interest is fickle. Interest is an important motivation for children to learn. However, young children cannot focus on one thing for long, so their interests often change. The same children, he likes to sing today, tomorrow may be fond of dancing.

Fourth, they want to be recognized. For many children, a teacher's praise can make them excited and happy for a long time. Children not only hope to be recognized by teachers, but also by their classmates and parents, which can significantly stimulate their excitement and improve their initiative and enthusiasm to participate in an activity.

Fifth, the dependence of the environment. Children's living and learning places are mainly families and schools, which are limited to their own classrooms and campus areas where they often have activities. These places and areas are a very safe environment for them. If they leave these places and areas, many children tend to feel insecure and face problems such as being afraid to sing, singing out of tune and forgetting words[4].

3. Improvement of vocal music teaching methods for children

Combined with children's vocal music learning psychology and the author's years of singing and teaching experience, the author thinks that children's vocal music teachers can choose the following teaching methods.

First, interpretive teaching. Teachers should have a clear language organization and demonstration ability, to translate the abstract sound principles and methods into children's understandable, easy to hear, easy to remember language, and achieve an organic combination of theory and practice. In the teaching process, the teaching content should not be too much, and the teacher should mainly emphasize one knowledge point. If the children show certain effects in learning the knowledge point, the teacher should give affirmation in time. With the accumulation of learning, children will have a considerable amount of accumulation of various abilities[5].

Second, demonstration teaching method. The teacher will show the children the way they sing, the way they open their mouths, the way they breathe, and so on. The teacher's demonstration action should be simple and clear, in order to let all children see and feel, no knowledge blind spot. In addition it is important to note that the teachers should more demonstrations. Due to their weak memory, young children often forget the contents of the teacher's demonstration during learning, which requires teachers to demonstrate more during learning to strengthen their memory of various singing skills.

Third, the method of picture memory. Teachers can present lyrics and other contents related to songs to children in the form of pictures, and enhance children's understanding of lyrics and related contents of songs through the visual stimulation of pictures. Pictures that can be seen and touched can make children have a good impression on songs and improve their interest in learning. When teaching, teachers can encourage children to sing with pictures in their hands.

Fourth, the game teaching method. Games are very attractive to children. Compared with the traditional teaching method of vocal music, the game method can create a free, relaxed and pleasant teaching environment for children. In this kind of relaxed teaching atmosphere, children are more likely to learn vocal music

knowledge and skills. In addition, the variety of game programs can bring more freshness to young children, which is conducive to maintaining their interest in vocal music teaching activities.

Fifth, incentive teaching method. Incentive is motivation and encouragement. From the perspective of educational psychology, it refers to motivating people's motivation, inducing people's behavior, and making people have an internal motivation to work towards the desired goal. Children expect recognition. In view of this, teachers should give timely praise and encouragement to children's progress in vocal music teaching. In the process of singing, children show rich emotions, accurate lyrics, and physical performances, which can be used as a reason for teachers to encourage performance.

Sixth, competitive teaching method. In addition to the internal singing competition in the class, teachers should also lead children to actively participate in the grade singing competition and the whole school singing competition. For individuals (teams) with singing ability, teachers should also actively lead them to participate in singing competitions in counties (districts), cities, provinces and even the whole country. Taking part in the competition can not only improve children's singing level, but also enhance their competition experience, in the process, they can make many friends with the same interests[6].

In addition to the above teaching methods, children's vocal music teachers should also actively apply modern educational technologies, such as multimedia technology, network technology, AI technology, etc., to improve teaching methods and means. Modern education technology, with its unique technical advantages, can bring scientific and technological flavor to children's vocal music teaching and improve teaching efficiency and quality.

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