

Research on the current situation of Chinese national vocal music education from the perspective of educational psychology

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Abstract: National vocal music is unique in the field of music in our country. Through its beautiful melody, distinctive vocal, clear language and true emotions, it has a beneficial influence on people's hearts and provides listeners with a good hearing experience. Therefore, national vocal music can stimulate listeners' resonance with national music culture. At this stage, educational psychology has been integrated with the teaching of various courses in colleges and universities. Integrating the focus of educational psychology with Chinese national vocal music education can help teachers change their educational concepts from the perspective of psychology. By observing the physical and psychological changes of students, we can give targeted guidance to students, so as to ensure the orderly progress of education, so as to improve students' values and artistic accomplishments. With the continuous reform and advancement of education, in order to bring students a different learning experience, colleges and universities gradually pay attention to the impact of the concepts and theories of educational psychology on students, and actively encourage college educators to use educational psychology knowledge to adjust and optimize teaching design. Based on this, this article will start from the concepts and theoretical characteristics of "educational psychology" and "Chinese national vocal music education", analyze the internal connection between the two, analyze the needs of educational psychology and Chinese national vocal music education, analyzes the current problems of Chinese national vocal music education, and proposes corresponding strategies.

Keywords: education; psychology; China; national vocal music; research

1. Introduction

As an important branch of global music art, Chinese national vocal music has a history of thousands of years in our country. In the long process of development, national vocal music has had an important impact on people's life, study, and labor. With the progress and development of modern society, people's requirements for music art have been gradually diversified. Moreover, the dissemination of Western music and art in China not only has a huge impact on Chinese national vocal music, but also makes the development of national vocal music face more severe challenges. As an important position for cultivating high-quality music talents, the educational quality of national vocal music education in colleges and universities affects the development direction and quality of national vocal music. Therefore, under the impact of multiple cultures and multiple arts, ethnic vocal music educators in colleges and universities should reflect on education issues and adjust teaching strategies and measures in a timely manner. With the help of educational psychology, teachers can improve the curriculum design through the physical and psychological feedback of students, optimize teaching methods, and provide students with a teaching design that meets their academic conditions, thereby improving the level of teaching.

2. Brief description and theoretical features of the concept

2.1 Educational Psychology

2.1.1 Brief description of the concept

Educational psychology is the study of human learning, the effects of educational intervention, teaching psychology, and the social psychology of school organization in an educational context. The research focus of educational psychology is to apply the theories or research results of psychology to

education. Educational psychology can be used to design courses, improve teaching methods, promote learning motivation, and help students solve the difficulties and challenges encountered in the process of growth. From the analysis of the fundamental tasks of educational psychology, it is found that educational psychology not only undertakes pedagogical tasks but also psychological tasks in the education system.

By analyzing the research significance of educational psychology, its existence mainly has the following three meanings: First, educational psychology helps improve the educational ability and level of educators. As the key to affecting students' learning quality, the use of educational psychology can help teachers improve their personal professional quality and theoretical literacy, and improve their ability to solve problems. Second, educational psychology helps improve the teaching quality of courses. With the help of educational psychology, teachers can understand the quality of teaching through the learning situation, performance, and state of students, so as to scientifically adjust teaching methods and methods, and then improve the quality of teaching. Third, educational psychology contributes to educational reform in the context of quality education. Educational reforms under the background of quality education at this stage are all supported by the theory of educational psychology, and dialectical materialism is used to improve the ability of educators to introspect, and to facilitate the completion of the fundamental task of teaching and educating people.

2.1.2 Theoretical features of the concept

2.1.2.1 Behaviorist Theory

Behaviorist Theory refers to a school of psychology that uses behaviorist theories and methods to study learning. In educational psychology, Behaviorist Theory is one of the important theoretical concepts. Behaviorist Theory refers to: For individual humans, learning is the process of continuous experimentation, optimization, and updating. In the event of repeated failures, optimizing learning methods and updating learning concepts, thereby reducing errors and improving correct responses. Behaviorist Theory believes that learning is more like a conditioned reflex. Human individuals receive and recognize information from the outside world by mobilizing visual, auditory, and tactile senses, and thus react in the brain. By repeatedly repeating the same process, a fixed memory is formed in the brain so that it can make a conditioned reflex next time when faced with a similar situation. In short, Behaviorist Theory is an educational psychology in which individual humans form responses through continuous memory stimulation. The theory believes that the learning process can be divided into multiple learning sub-steps. Educators guide students to gradually receive systematic learning through continuous feedback and reinforcement until the wrong reaction disappears.

2.1.2.2 Cognitive learning theory

Cognitive learning theory is opposed to Behaviorist Theory, which is derived from Gestalt theories' Cognitive learning theory. Cognitive learning theory believes that a breakthrough in learning is a process of sudden understanding and radical change. Contrary to Behaviorist Theory, Cognitive learning theory believes that individual students will suddenly grasp the content of the knowledge points they have learned and understand the connotation of the knowledge points at a certain point in time. Cognitive learning theory is to judge things based on the subjective initiative of individual human beings. It believes that the process of learning is not to enter a brand-new field, but a process of fragmenting and reorganizing the known learning content. This process mainly relies on the interaction between human intelligence and human and environment. Moreover, Cognitive learning theory believes that learning is a process of continuous psychological suggestion by individual students, which mainly strengthens the inner subjective initiative and learning motivation, and quickly understands it in a certain period of time. In short, Cognitive learning theory subverts Behaviorist Theory, and believes that learning is a systematic process of recognizing and recognizing.

2.1.2.3 Constructivist learning theory

Constructivist learning theory believes that the world exists objectively, but the understanding of things depends on everyone. Due to the difference in the original experience, different people have different understandings of the same thing. Constructivist learning theory believes that the learning process is a process of continuous construction of known learning content by individual humans. In this process, learning is not an immediate success, nor is it unrelated. The theory believes that the increase of knowledge capacity is a process of constantly adding and modifying the amount of knowledge that people have, and finally forming a relatively complete knowledge structure. In this complete knowledge structure, every knowledge point has an inevitable connection. Then, learners accumulate the content of newly recognized knowledge points on top of the original knowledge points through

subjective initiative, just like "accumulation pagoda". In short, Constructivist learning theory believes that knowledge is a process of continuous accumulation and transfer. The surrounding environment transfers knowledge and experience to the human brain and consciousness, and the human brain transmits the cognition back to real problems through reflection, realizing reality and Cognitive interaction. Combined with Constructivist learning theory, educators need to guide individual students to construct a knowledge framework in their minds, and gradually improve the knowledge framework, and play the practical effect of the knowledge framework in education, so as to improve the learning ability and effect.

2.2 Vocal Music Education of the Chinese Nation

2.2.1 Brief description of the concept

"National vocal music" refers to the traditional vocal music of a certain country, region or nation, and is the general term for the vocal of that nation. Chinese national vocal music has been baptized by history and culture in the development of thousands of years. It has been influenced by the integration of traditional national culture and multi-ethnic culture, and has been influenced by the ideological, emotional, and religious beliefs of people in ethnic areas. It has evolved into a modern nation. Music art. Since ancient times, Chinese national vocal music education is rooted in traditional national culture and art, and is one of the manifestations of traditional national culture and art. Nowadays, Chinese national vocal music education is the main channel for teachers to show students vocal singing method, vocal theory, vocal history and vocal experience.

At the beginning of the 20th century, Chinese national vocal music was born. By the 1950s, China's national vocal music education system had begun to take shape, and early national education schools had been established in China. By the 1980s, national vocal music was collectively referred to as "academic singing art". From the concept of Chinese national vocal music, "national vocal music" is a relatively general concept, which includes various singing forms such as drama, folk art, folk songs, native folk music, pop music, and musicals. In modern society, the development time of national vocal music education is still short. Therefore, there are many problems that need to be improved and optimized in terms of educational methods, models and concepts. This affects the inheritance and development of Chinese traditional national culture.

2.2.2 Theoretical Features

In the Chinese national vocal music education system, numerous excellent educators combined with rich educational experience and absorbed useful opinions widely, put forward the "Seven-word theory" in national vocal music education.

2.2.2.1 "Voice"—Scientific

"Voice" refers to the scientific singing method and pronunciation in Chinese national vocal music education. In the process of singing, the wrong singing method and pronunciation can neither make a beautiful voice, and damage the pronunciation part of the singer. Therefore, in the "Seven-word theory", "Voice" is one of the important theories. "Voice" mainly requires the singer to make the sound more beautiful, more in line with the music scene, and more scientific through the rational use of breath, resonance, and character. From the perspective of singing method, the singer needs to establish a scientific vocal channel to use the breath, use the fulcrum, adopt abdominal breathing, and combine the correct character to control different breaths for different vocal works, broaden the range in the majestic music environment, and maintain the middle and low levels. The unity of the loud areas. By effectively grasping the characteristics of the voice, exhaling reasonably, and homing correctly, put every word in the work on the fulcrum, so that the biting and uttering are the same, keeping the inhalation state above the fulcrum, and singing in the vocal channel, Keep looping.

2.2.2.2 "Emotion"—Emotional

"Emotion" refers to the feeling that the author wants to express in the national vocal music singing works. "Emotion" serves as a way to convey the emotions of the singer and the lyricist towards the work. Through scientific singing, the emotion of vocal works can be expressed fully, which can promote emotional resonance between the listener and the work. In the process of singing, the unity of emotion and reality is reflected through singing with words, expressing emotions, and moving expressions. A perfect vocal work not only requires the composer's meticulous creation of the song, but also the singer's perfect interpretation of the song, so as to enhance the performance of the vocal work. Therefore, under the guidance of the "Emotion" theory, singers should analyze vocal works of different

nationalities, understand the emotions expressed by vocal works, and understand the works in light of the creative background. Combining scientific singing skills and full of emotions to present works, making works a way for singers and composers to express their emotions.

2.2.2.3 "Character"—Linguistic

"Character" refers to singing language. In the process of singing, national vocal music requires the singer to use himself as a musical instrument, coupled with a unique voice, combined with the unique language and melody of the work, to express the vocal art with national characteristics. Chinese national vocal music is different from bel canto vocal and pop music vocal essentially. National vocal music has higher standards and requirements for utterance, consider words and sentences. Therefore, in national vocal music education, educators need to focus on teaching students to pronounce words and consider words and sentences, requiring students to bite the beginning of the word, lengthen the abdomen, and return to the rhyme at the end of the word, so as to achieve the singing effect. In addition, in the process of speaking, compared with other music, national vocal music requires the singer to exaggeratedly bite the words, relax the mouth, and bite on the mask. By biting the words correctly, adjust the breath and sound so that the sound wraps the breath and comes out.

2.2.2.4 "Smell"-Charm

"Smell" refers to the charm contained in the vocal works themselves. When performing vocal works rich in Chinese national characteristics and culture, the singer needs to understand the style, time background and creative background of the work, grasp the concept of music, and experience the regional characteristics and unique style that the author wants to express. In order to understand the Charm of the work, the singer can go to the creation area of the work for collection, learn about the local folk culture, visit and understand the local intangible cultural heritage, interview the local intangible cultural inheritors, and record the results to deepen the work. The understanding of this lay a good foundation for subsequent singing and expression. Vocal music works require the singer to continuously accumulate emotions, understand the local folk customs, go deep into the frontline areas, and improve their own national cultural accomplishment through continuous learning and accumulation, so as to accurately grasp the style of the work, and then perform wonderful vocal works.

2.2.2.5 "Expression"-performance

"Expression" refers to performance, which is generally speaking the body language of the singer. Since Chinese national vocal performance is not only the art of "listening", but also the art of "deduction", in national vocal performances, the singer should pay more attention to bringing a perfect "audiovisual feast" to the audience. Therefore, during the performance of Chinese national vocal works, the singer not only needs scientific pronunciation, correct pronunciation, and unique voice, but also a distinctive performance style. For example, the famous vocal performance artists Li Guyi and Wang Shihui all have different performance styles. In the process of vocal performance, the singer needs to perform properly, and the physical performance needs to be in line with the emotion of the work. In addition, writing the gods in form and possessing the form of gods are both the aesthetic standards and requirements of Chinese national vocal music performances. Therefore, the singer must maintain the unity of hands, eyes, and body shape during the performance, so as to achieve the perfect integration of authenticity, performance and artistry.

2.2.2.6 "Cultivation"-self-cultivation

"Cultivation" refers to artistic accomplishment. Among the numerous national vocal performance artists in my country, every artist has an excellent voice and correct singing skills. In the process of singing, they can use their full emotions to bring a beautiful interpretation to the audience. Therefore, under the guidance of "Cultivation" theory, vocal music educators should pay attention to the teaching of national vocal theory knowledge, national vocal music culture, national vocal music development history, and national vocal galen. In the teaching process, students are encouraged and guided to appreciate literary works, national cultural works, artistic works and literary classics, etc., and to gain a deep understanding of our national vocal music through national cultural works. The artistic and cultural accomplishment of the singer determines the degree of the singer's understanding of the work. Therefore, in order to improve the quality of Chinese national vocal music education, teachers need to focus on guiding students to correctly understand the works and create national vocal works for the second time.

2.2.2.7 "Appearance"-visualization

"Appearance" refers to the image, which includes the costume, makeup and props of the singer,

stage effects, screen special effects, etc. The performance method of Chinese national vocal music is quite different from the singing styles such as Bel Canto and pop music. National vocal music has high standards for performers' height, body shape, posture, and typhoon. On the stage, the singer's standing posture, body shape, words and deeds all have a significant impact on the singing effect. Based on this, performers not only need to control their voice, emotions, and behavior, but also pay attention to their temperament and appearance on the stage.

3. Analysis of the connection between educational psychology and Chinese national vocal music education

People's thoughts will change under different social backgrounds,. According to different social background ,people and events , psychologists also put forward new psychological concepts. At present, the concepts, theories and principles of educational psychology have been used in all teaching during the education reform. Most educators believe that the diversification of education is of great importance, and they pay close attention to the psychology of students , improve the content of subject education considering their psychological characteristics. Therefore, the quality of classroom teaching can be promoted. According to educational psychology, it emphasizes the learning psychology and mentality of students, and the changes of students' mental. Educators uses the psychology knowledge to meet the learning needs of students and help students form right values. Due to quality education, educational psychology mainly focus on the psychological connection between education and students, which can help them to analyze student's psychological phenomena and its essence, and understand the laws of students mastering and knowledge. Therefore, educational psychology is an important part of psychology, which has a great influence on the modern education quality.

Based on Chinese national vocal music education, national vocal music is an important base for our national culture. According to development history of national vocal music, we can know the cultural development of our country. Different national vocal music formed different national cultures, which is valuable in our traditional culture. For a long time , national vocal music originated from local working people, and has been developed by singing artists. As for spreading methods, Chinese national vocal music has been passed on from mouth in ancient times to modern multimedia communication. With time going by, it has become a symbol of our excellent traditional culture.

All in all, the education of each subject is closely linked to educational psychology. The application of educational psychology on subject education can help educators improve teaching methods to cultivate high-quality students. Chinese national vocal music teachers apply educational psychology to transform traditional teaching concepts. The integration of psychological knowledge with national culture can relax students, enhance students' sentiment. At the same time, the integration is helpful for diverse educational psychology development.

4. Principles of Chinese National Vocal Music Education in terms of Educational Psychology

4.1 Innovation principle

Chinese national vocal music education needs to follow the principle of innovation from the perspective of educational psychology, which means that Chinese national vocal music culture needs to be innovated with the development of the times and cultural background. Therefore, the work value can be increased and the aesthetics of modern people can be reflected.. In the process of inheriting and promoting the Chinese national vocal music culture, we integrate the western bel canto, western popular culture and localized styles to upgrade our current national vocal music and emphasize the new style and characteristics of our national vocal music. Chinese national vocal music education is an important part of Chinese national vocal performance art, so during the process of teaching, we should focus on learning Western culture and the core of Western national vocal singing. Based on our current national vocal music style, we should improve singing methods and pronunciation skills to deal with traditional national vocal music singing skills. For example, the high-pitched singing zone in traditional national vocal music singing has uneven breath and inaccurate pronunciation, which influences the performance effect of the song. Therefore, combination with the voice conversion of Western bel canto can effectively solve the problem and improve the singing effect.

4.2 Diversification principle

Chinese national vocal music education needs to follow the principle of pluralism, from the perspective of educational psychology, which means that students should understand each national culture characteristic and respect the differences between different national cultures. As a multi-ethnic country, during its thousands of years of development, China has different ethnic cultures in different regions due to geographical, natural, social and human factors. So far, the Chinese nation has become a multi-ethnic cultural country with Han culture as the main culture and ethnic minority culture as its characteristics. The principle of diversity is one of the important principles followed by Chinese national vocal music education, and it is also the direction of the future development of national vocal music in our country. Therefore, in the teaching process, we must respect the differences in national vocal music culture, treat each national culture equally, and realize each national culture and Han culture. Perfect fusion.

4.3 Localization Principles

Chinese national vocal music education needs to follow the principle of localization, from the perspective of educational psychology, which means that our national vocal music education should be based on the national vocal music culture, based on the local culture, and the key is on inheritance and development to promote people all over the world to recognize Chinese national vocal music culture. Chinese national vocal music culture, as an important symbol of Chinese national culture, has reflected our colorful music culture content and the wisdom of ancient people in the thousands of years development. Compared with Western countries, our national vocal music education system started later, but it spreads more widely among labor people. However, due to our large population and cultural background, its cultural dissemination and development speed is fast and formed a relatively complete education system so far. However, with the development of modern society, China's is actively accepting Western culture", which has caused some Western cultures to impact the local culture, affecting the quality of national vocal music education. In order to deal with it, our national vocal educators should focus on cultivating students' local culture awareness. This can enhance students' recognition of local culture and lay a foundation for the inheritance and development of local national culture.

5. Analysis of the present situation and problems of Chinese national vocal music education in terms of educational psychology

5.1 Ignoring the importance of Chinese national vocal music education

The music courses in some universities and colleges pay more attention to the foreign vocal music, while ignoring the importance of Chinese national vocal music education. At present, national vocal music education in our country includes the national vocal music culture and the development of national vocal music. This teaching method enables students to form a theoretical framework in their minds, but the characteristics of national vocal music are less taught. According to the quality education, Chinese national vocal music education should not focus on "music", but on "nationality". However, in reality, some teachers rarely explore the "national" culture considering the students' interests, and they believe that western music theory and singing skills match modern music education. In addition, because of the teachers' low quality and low teaching ability, they rarely mention the stories and culture behind the national vocal music during the teaching. The incomplete teaching makes students can't have a good understanding of national vocal music, so they are also more passive in learning, which has a negative influence on the quality of learning and forms a vicious circle.

5.2 Separation of culture and professional courses

In recent years, Chinese national vocal music educators have realized the importance of the music education reform in colleges and universities. However, in the process, national vocal music develops slowly because we start late and reform slowly compared with western countries. Vocal music is one of the important courses in the music education system. teachers' traditional educational concepts and methods can't change in a short time. In addition, during the process of setting national vocal music courses, teachers pay too much attention to the teaching content, such as focusing on the training of students' pronunciation skills and singing skills, but lack of cultural teaching, which leads to the

separation of culture and professional courses and limits students' innovation and creativity. In addition, the lack of culture makes some students have no soul during their performance and can't perform vividly, or performance formalization, etc., unable to use suitable performance skills to express the connotation of vocal works.

5.3 The school over emphasis on western bel canto

Since the May Fourth Movement in the 20th century, many Chinese students have advocated Western vocal singing models and worshipped Western culture. They believe that Western singing skills are the only criteria for judging the level of vocal music. This concept has continued to this day and has had a negative impact on the Chinese national vocal music education in my country at this stage. In the development of national vocal music, our country started late and developed late. Many students lacked practice and were unable to balance theory and practice. As a result, some students have higher theoretical level, but their singing skills are poor or their singing level is high, and they lack understanding theory etc. In addition, with the advancement of society and the development of the times, some teachers have misunderstood the concept and scope of national vocal music. They think that "bel canto" means "nation", so they pay too much attention to guiding students to conduct bel canto training in the teaching process. Through such a teaching model, people cannot respect the essence of national vocal music education, lack the characteristics of national culture, and rely too much on performance in vocal music, which is extremely detrimental to the development and inheritance of culture.

5.4 Lack of Chinese national vocal music education resources

China's national vocal music education resources are very rich. However, at the present stage, Chinese national vocal educators lack the exploration of national vocal music culture, which leads to a single teaching resource and restricts students' interest in learning Chinese national vocal music. From the analysis of the current Chinese national vocal music education curriculum and educational content in some universities, it is found that some teachers pay too much attention to the theory of students and fail to develop cultural and educational resources, so culture and professional courses are separated from the goal of teaching and educating people in the context of quality education. Workers who are engaged in inheritance of Chinese national vocal music culture can only raise their awareness of national culture and improve the quality of national vocal music education only if they have a deep understanding of the importance of national cultural inheritance. Under economic globalization, my country has gradually entered the "center" of the "global village". Under the attention of the public, some western foreign cultures continue to impact and influence the local culture, and the educational thoughts and educational concepts of some national vocal music educators are also biased. There are many cases of worshipping foreigners and degrading local culture.

5.5 Students lack the initiative to learn Chinese national vocal music

In the current Chinese national vocal music education, most schools adopt a classroom teaching mode. In the classroom, teachers teach national culture, vocal music theory, and singing skills to students. Under the influence of this teaching model, students learn more passively, follow the teacher's teaching, and complete the tasks assigned by the teacher after class. Under this traditional teaching mode, students lack the initiative to learn Chinese national vocal music, which reduces their enthusiasm to actively participate in learning. In addition, some teachers pay too much attention to classroom discipline in the teaching process. They believe that "a student who listens to the teacher is a good student." Faced with some students' innovative ideas, the teacher rejected the students' ideas with his own "one-vote veto". Over time, the students did not dare to try new ideas. From the perspective of music art, music requires singers to have a strong creation and innovation. If the teacher blindly denies the students, the students' innovation will be restricted to a greater extent, thus restricting the development of Chinese national vocal music.

5.6 The overall quality of Chinese national vocal music teachers is not high

Teachers, as the beacon of students' learning career, need to provide guidance in time when students encounter confusion. Chinese national vocal music teachers are the inheritors of culture and the disseminators of education. They should lead by example in the process of national vocal music teaching, and guide students to pay attention to the charm of national vocal music culture through

super-high professional and comprehensive quality. However, because the field of art is fundamentally different from other fields, some Chinese national vocal music educators in colleges and universities need to combine educational psychology to understand the learning psychology of students. The so-called "understand the enemy's situation and their own situation thoroughly, so, the battle will not fail". Teachers can only carry out targeted teaching if they correctly understand the students' ideas. At present, there is still a shortage of high-quality, high-skilled and high-level Chinese national vocal educators in higher education schools in my country, and there are also defects in the training mechanism and training mode of Chinese national vocal educators in higher education schools in China. As a result, the educational thinking and educational methods of some Chinese national vocal music educators are backward.

5.7 Lack of Chinese national vocal music theory teaching and research

With the development of social economy, people's aesthetics of music art has changed. In such a social environment, we must emphasize the reform of vocal music education, otherwise it will be difficult to achieve the demand for multicultural integration. In the reform of Chinese national vocal music education, some colleges and universities have changed the vocal music education system, which is reflected in the curriculum setting, textbook compilation, teaching methods, and teaching modes. China's national vocal music education reform has achieved certain results so far, but there are still problems. For example, we lack the research of national vocal music theory. At the current stage, the research of Chinese national vocal music theory starts from the vocal art, performance style, performance form and cultural background. The theoretical research model is too single and lacks integration between disciplines, which has led to the excessive "independence of Chinese national vocal music in the university education system". It is difficult to play the role of the education system throughout the year.

6. Strategies and measures for improving Chinese national vocal music education from the perspective of educational psychology

6.1 Changing traditional educational concepts

Under the impact of multiculturalism, the educational concepts of Chinese national vocal music teachers also have an impact. Some Chinese national vocal music teachers in colleges and universities realize that traditional educational concepts are no longer suitable for the needs of students under modern education. In order to improve their own teaching quality, Chinese national vocal music teachers not only need to continuously learn and improve vocal singing skills and vocal theory knowledge, but also pay attention to learning educational psychology knowledge and conduct "brainstorming" from educational psychology. Teachers need to adjust the teaching methods for students. Therefore, based on the theory of educational psychology, Chinese national vocal music educators should help students establish correct cultural concepts, guide and train students to accept and absorb different cultures, respect the main Chinese national vocal music culture, and create a good vocal culture learning atmosphere, in order to help students improve their appreciation and innovation of national vocal works in a cultural atmosphere.

6.2 Update teaching content in time

To reflect the role of national culture in the vocal music education system, Chinese national vocal music educators must not only lead students to learn classic repertoires, but also update the teaching content in time. When studying a chapter in school-based textbooks, teachers can use multimedia technology and the Internet to search for the corresponding repertoire, broaden students' horizons, and help students achieve deep learning. At present, the Chinese national vocal music education system in my country regards repertoire performance as the learning standard for students, but it is unreasonable in the selection of repertoire and the selection of teaching content. For example, some of the older repertoires only consisted of written textbooks such as scores and no actual singing videos, or video introduction, etc., so the students do not know much about the old folk vocal music repertoire. Facing these repertoires, teachers usually use oral or theoretical teaching methods, which causes students to "listen and forget", which affects the quality of learning. Therefore, teachers can teach students intuitively through film material, documentary material or their own actual performance, thereby increasing students' interest in vocal music courses.

6.3 Improve the education methods of ethnic music

From the perspective of educational psychology, based on educational psychology. The distance between teachers and students is shortened by adjusting their own teaching methods and methods. Teachers understand the students' ideas and adjust ways of communication, establish good communication and contact between yourself and the students. In the work of Chinese national vocal music education, some students lack stage practice experience. When practicing off stage, they performed very well, but sometimes stage fright and singing abnormally on stage. In fact, it is because of the psychological instability of the students. Therefore, in the actual teaching process, with the support of educational psychology, teachers need to improve the way of national music education. For example, teachers actively encourage students to participate in vocal performance competition programs, to help students overcome psychological barriers, exercise students' vocal performance, and improve students' self-confidence in vocal performances.

6.4 Pay attention to the inheritance and development of original national music

In China's national vocal music education system, teachers should cultivate students' patriotism, cultural self-confidence and sense of identity and pride in national culture, which will help to enhance students' initiative in learning national vocal music theory. Because Chinese national vocal music education is relatively free and creative, in carrying out teaching work, teachers inherit and carry forward the original national music and students, lead students to visit local ethnic minority cultural inheritors, and collect ethnic culture and music materials in ethnic minority areas of China. Through various activities, teachers and students can jointly feel the local conditions and customs in ethnic minority areas. Through field visits to feel the local culture, we will also have a deeper understanding of national vocal music. In addition, the school can also hire Chinese national culture musicians to teach or hold cultural education lectures to expand students' national culture learning content and make students feel the charm of diverse national culture.

6.5 Encourage students to create national vocal music

In the process of Chinese national vocal music education, teachers should encourage students to create national vocal music. In the process of creation, we use national culture as the basis and combine our own understanding of national culture to create national vocal music that reflects history and connotation. The modern and innovative creative mode not only meets the aesthetic needs of modern people, but also sings widely. With the help of online media, Chinese national vocal music works have been widely disseminated, and Chinese national vocal music culture has also been inherited and carried forward by universities. It should be noted that in the process of creating national vocal music, in order to reflect the diversity of national vocal works, creators can combine Western cultural music and use traditional singing and sentence patterns to develop a diverse Chinese national vocal music culture.

6.6 Research on the singing style of national vocal music by educators

In the process of Chinese national vocal music education practice, the characteristics of national culture, as an important support for Chinese national vocal music, is also a strong foundation for the development of Chinese national vocal music. Therefore, in the process of teaching practice, Chinese national vocal music educators in Colleges and universities need to pay attention to strengthening the research on the singing style of national vocal music, according to different national regional characteristics. Analyze the singing style of national vocal music according to the cultural characteristics. Different ethnic groups have different singing styles of vocal music. Take Tibet as an example. Because of the high altitude and open terrain, the local Tibetan people have a wide vocal range, free rhythm, high and low melody, high and loud voice. It combines the modes of Khampa Tibetan songs, enhances the national color and charm of Tibetan songs, and paves the way for the singing and performance of Tibetan songs; taking Mongolia as an example, Mongolia has vast grasslands, due to the blue sky and white clouds. Influenced by the natural environment, Mongolian national music has a wide range of music, and the music is vast and unrestrained, showing the boldness of the Mongolian people. In addition, the singing of Mongolian music uses real and fake voices, and due to the higher pitch, the pitch becomes high-pitched, loud, and variable. In the process of national vocal music singing, facing different styles and nationalities, the singing, singing, and words are all different. The national vocal music art of our country integrates music and culture. In the teaching and research field, we should pay attention to the study of the national vocal singing style.

6.7 Enrich the introduction to Chinese national vocal music teaching

Chinese national vocal music is an important branch in many music systems in the world. The development of Chinese national vocal music from the perspective of educational psychology needs to pay attention to the integration with the development of world music, so as to ensure the enrichment and perfection of the outline of Chinese national vocal music teaching. Since Chinese national vocal music is an important carrier for inheriting and carrying forward Chinese culture, in the research process of thousands of years, scholars have little research on the introduction to Chinese national vocal music teaching, which restricts the quality of Chinese college students' learning and understanding of Chinese national vocal music. Therefore, enriching the outline of Chinese national vocal music teaching lays a solid theoretical foundation for innovating Chinese national vocal music teaching activities. In the process of Chinese national vocal music teaching practice, college music educators need to follow the scientific, systematic and comprehensive teaching principles. Therefore, in the combining of teaching introduction, we need to pay attention to the excavation of music aesthetics and music philosophy, and reasonably use aesthetic thinking and philosophical thinking to promote the development of Chinese national vocal music education.

For Chinese national vocal music teachers, the continuous development of western music has brought a great impact on Chinese national vocal music education. Therefore, in order to ensure the break of the development of China's national vocal music, and to absorb the essence of western music culture under the prerequisite of respecting the students' cognition and the development of national vocal music, China's vocal music educators should pay attention to the teaching method of "taking the essence and removing the dross". In the process of teaching practice, we should constantly reflect on educational ideas and teaching methods, and promote the development of Chinese national vocal music education with diversified teaching means.

7. Conclusion

China has multiple ethnic cultures, and different ethnic cultures are also different, all of which are reflected in its national vocal music style. In order to better inherit and develop Chinese national culture and show it to people all over the world, Chinese national vocal music education should develop with the development of the times. We need to understand the importance of educational psychology in optimizing this education. Based on the theory of educational psychology, educators should change their educational concepts in the process of national vocal music education. Educators should update teaching content in time, improve teaching methods, inherit and carry forward the original ecological national music, encourage students to create national vocal music, study the singing style of national vocal music, and promote the development of national vocal music in our country.

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