

The Application of Playing Psychology in Oboe Teaching

Li Chun

Conservatory, Shaanxi Normal University, Xi'an, China

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Abstract: Playing Psychology Plays an Important Role in Oboe Teaching. Any Musical Instrument Will Be Affected by the Player's Psychological State When Playing, and So Will the Performance of Oboe Instruments. Only When Students Learn to Adjust Their Psychological State Can They Play to the Best Level in the Process of Playing. Therefore, in Oboe Teaching, Teachers Should Pay Attention to the Use of Performance Psychology to Cultivate Students' Good Psychological Quality, So That Students' Performance Skills and Personal Feelings Can Be Perfectly Combined. This Paper Analyzes the Application of Performance Psychology in Oboe Teaching.

1. Introduction

People's Emotional Changes Have a Great Impact on People's Behavior. with the Continuous Reform of Education and Teaching, Education Pays More Attention to Teaching Methods and Innovations, and Puts Forward Higher Requirements for Oboe Teaching. in the Process of Oboe Teaching, Teachers Should Pay Attention to the Changes of Students' Learning Psychology and Focus on Cultivating Students' Good Psychological Quality of Playing. in This Way, Students Can Face the Changes of the External Environment, Have Good Psychological Quality to Face the Performance Activities, Play Their Own Oboe Performance Level, and Play the Best Movement with the Perfect Combination of Emotion and Acting Skills in the Actual Oboe Performance.

2. Problems in Oboe Teaching

In the daily teaching of oboe, many students are proficient in the repertoire of oboe performance and can smoothly interpret what they need to play. However, in the face of some examinations and large-scale performances, many students will forget to write music, become distracted, and perform poorly. This will cause the player's mood and rhythm to be very tense, and it is difficult to give full play to the best performance level [1]. There are also some students who do not perform very well in their daily performance, but they can display stable or even excellent level in large-scale performances and examinations. Such different situations are all affected by the psychological quality of students. Those students with poor psychological quality will be nervous when facing large-scale performances and examinations, resulting in confusion, abnormal performance, pause or wrong playing in the oboe playing process. However, those students with good psychological quality will not be affected by external emotions. They can grasp their own rhythm in the face of any performance environment and audience, integrate themselves into the performance scene, and perform better.

However, in the current oboe teaching, teachers have not applied performance psychology effectively and cannot help students solve the psychological problems encountered in oboe performance. In the daily teaching of oboe, students have no problem in playing, but once they encounter large-scale examinations and playing, students will be affected by various psychological problems. Therefore, it is necessary to strengthen the performance psychology and apply it effectively in oboe teaching, which can strengthen the students' stable psychological quality, eliminate the influence of the external environment on the students' performance psychology, minimize the changes and emotional fluctuations of students in the actual performance center, and help students stabilize their emotions. Let students be able to play the best oboe effect through daily learning exercises in large-scale examinations and performances [2].

3. The Role of Playing Psychology in Oboe Teaching

3.1 Reduce the Psychological Pressure of Students

In the process of oboe playing, besides the factors of external environment changes, students' own insufficient playing skills and incomplete preparation work will increase students' psychological pressure. Therefore, teachers are required to create a good psychological quality environment for students and reduce the pressure of these factors on students.

3.2 Build Up Strong Self-Confidence

In the oboe performance, a large part of the students' psychological pressure is their lack of confidence in themselves. They think that their performance is not up to the level of examinations or large-scale performances. They are also worried that they will face unexpected situations and make mistakes in the performance process. These are all manifestations of their lack of confidence in themselves. Therefore, the application of performance psychology in oboe teaching can help students establish strong self-confidence and believe that they can perform perfectly [3].

3.3 Enhance Students' Psychological Adaptability

In the oboe teaching and oboe examination performance, you will come into contact with different venues, audiences and judges. If students want to play oboe perfectly in these different venues, they need strong adaptability. The strong adaptability is more to test the strong heart of the students themselves, and only when the students have better adaptability can they be able to play oboe calmly in the face of various problems that may arise suddenly. Playing psychology can help students improve their psychological adaptability.

4. The Application of Playing Psychology in Oboe Teaching

4.1 Good At Guiding and Encouraging Students

The most important way for the effective application of performance psychology in oboe teaching is that teachers should encourage students to help students establish self-confidence, so as to reduce the psychological pressure in oboe performance, so that students can face various changes in the external environment with strong self-confidence, and students can easily cope with large-scale examinations or concerts [4]. Students have their own understanding of rhythm control and emotional rendering of the entire oboe playing repertoire. teachers should combine students' own characteristics according to different situations in the oboe teaching process to help students build confidence. Every student has his own unique bright spots, and teachers should be good at capturing these bright spots. Some students are gifted in playing, some have a solid foundation in playing, and some have strong control over oboe playing. The teacher saw these advantages of the students and praised them in a targeted way. At the same time, the teacher should strengthen the education and improvement of these advantages so that the students can better play their own performance level and face large-scale examinations and performances with strong confidence while ensuring the overall performance effect.

For example, in terms of students' own psychological quality, teachers should increase students' practice and pay attention to affirming and praising students in the practice process so that students can have confidence in themselves. The teacher should train the students repeatedly for the aspects of students' insufficient playing skills, so that the students can be skilled in oboe playing skills and can achieve flexible application. Teachers should play the role of guide in daily oboe practice, guiding students to integrate their full emotions into the performance and play through oboe. Before the oboe examination and the large-scale performance, it is necessary to point out one by one according to each student's different performance problems. This can improve students' accuracy in playing and reduce students' psychological pressure. Students can practice more for areas with slight deficiencies, and finally achieve a good performance effect of diligence to compensate for poor performance and practice to produce skillful performance [5].

4.2 Systematic Psychological Guidance

At present, playing psychology needs systematic psychological counseling in oboe teaching. Systematic psychological counseling can help students improve their psychological quality, comprehensively improve their good psychological state and coping ability when playing on the spot, and help students achieve better development. In the actual oboe teaching, the students' grasp of the inner state can enhance their psychological quality when playing oboe on the spot, reduce their psychological fluctuation during oboe playing, and prevent students from tense and forgetting their scores. What the teacher wants to do is to let the students face their inner feelings, face up to their inner feelings, and stabilize their inner feelings so that they have enough confidence to face the performance. In daily study, teachers should discover the problems of students in time, correct the problems of students, and let students lay a solid foundation for future performances. Students can have strong strength to face various examinations and performances.

In a good psychological state, students can give full play to their oboe playing ability and bring audience audio-visual enjoyment with their full emotional contagion audience. This requires teachers of oboe teaching to carry out systematic psychological counseling and learning training, regularly master the situation of students, and carry out psychological counseling with students to effectively help students reduce psychological pressure [6].

4.3 Training Psychological Resilience

The most important thing in performance psychology is the training of psychological adaptability. Because students will encounter many accidents in oboe teaching, teachers should strengthen the training of students' psychological adaptability so that students can adjust their mentality under different accidents. In daily training, in order to enable students to make good response to unexpected situations, students' response ability can be enhanced and their control over scenes can be strengthened through scene simulation of unexpected situations in daily teaching. For example, it can simulate various situations such as the interruption of the audience during the performance, the interruption of the performance due to the ringing of the cell phone and the sound problems during the performance. Through many times of training, students can ignore the interference of the outside world on themselves and devote themselves to playing in different emergencies.

Different students show different psychological states when they face different situations of playing. Because of the different psychological qualities of students, some students will be very excited when facing formal performance venues, but others will feel very nervous. These two performances will more or less affect the performance of students' oboe [7]. After the daily oboe practice, the teacher should evaluate the students' performance in time and then adopt targeted methods to adjust the students' state so that the students can stabilize their emotions. For students who are extremely excited, the teacher should tell them that the overall unity and preciseness of oboe performance make students pay attention to oboe performance and reduce hyperactive psychology. For those students who are nervous, we should help them build up self-confidence, let the students understand that there is no problem with their oboe playing ability, help the students to calmly deal with the situation at the oboe playing site, and help the students to play better in the formal performance.

4.4 Understand the Pressure of Students, Suit the Remedy to the Case

Only when teachers understand the actual situation of students can they understand whether the real psychological pressure students face in playing is the problem of students themselves or the problem of the external environment. So as to better suit the remedy to the case and help students to solve these problems with playing psychology. The focus of education and teaching is on the students themselves. Only when teachers have a detailed understanding of the students can they carry out effective education. Therefore, teachers should contact students through multiple channels, understand students, master students' family situation, economic situation, family education and ideological trends, as well as personal personality and hobbies. In this way, we will have a deeper

understanding of the students' thoughts and oboe learning, and we can grasp the students' psychological state as a whole and help them solve their psychological pressure [8].

5. Conclusion

Summing up the full text, as people attach more and more importance to art in modern society, oboe, as a western musical instrument, is loved and pursued by more and more people. The quality of playing psychology will directly affect the display level of oboe music. The application of performance psychology in the actual oboe teaching is very important, which can effectively guarantee the overall oboe performance effect of the students and enable the students to give full play to their performance ability in the best condition. Teachers play a very important role in the application of performance psychology, requiring teachers to systematically study performance psychology. After studying, teachers should effectively apply psychological knowledge to the actual situation of oboe teaching. In the daily oboe teaching, students should be trained to have strong psychological ability, reduce their psychological burden, make their inner world stronger and stronger, and be able to perform oboe music perfectly in all kinds of performances.

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