

Inappropriate methods of learning music can cause anxiety among students

Jingyi Wei

Fujian Normal University, China

3066272719@QQ.com

Abstract

This paper explores the impact of inappropriate approaches to music learning on student anxiety and offers solutions. Through factors such as over-practice, forced comparison and lack of self-confidence, students often feel anxious in music learning. In order to help students better cope with this anxiety, this paper proposes the following solutions: make a reasonable study plan, develop a good self-awareness and seek professional support. Through these methods, students can reduce anxiety and re-establish their confidence and love for music.

Keywords

Anxiety, music and psychology.

1. Research overview

1.1. Research background

Under the prevalence of exam-oriented education, the examination outline has become the most important basis for teaching courses. According to the PISA 2018, students in some countries average study 44 hours a week, while mainland Chinese students spend 57 hours a week. According to the PISA 2015, 40.7 percent of students in mainland China study more than 60 hours a week, compared with 21.8 percent in the United States and an average of 13.3 percent in OECD countries. However, the study pressure under the exam-oriented education is not only in all kinds of cultural courses, but also affected the students in many art fields. Music, as an art form, has always been deeply loved by people. Many students choose to learn music, hoping to master this skill and improve their artistic accomplishment. However, in the process of learning music, if the learning method is not appropriate, it will not only affect the learning effect, but also may cause students' anxiety. Therefore, it is necessary for us to explore how inappropriate music learning methods can trigger students' anxiety, and propose some effective learning strategies to help students overcome their anxiety and better enjoy the process of music learning.

1.2. Study purpose and significance

This paper aims to explore the impact of inappropriate music learning methods on students' anxiety, and provide scientific guidance and suggestions for music learners, educators and parents through in-depth analysis of various inappropriate learning strategies and their consequences. First of all, it is necessary to clarify the common inappropriate methods in current music learning, such as overtraining, single teaching mode, ignoring individual differences, so as to analyze in detail how these inappropriate methods lead to students' anxiety, including physical and psychological manifestations. Based on the analysis results, effective methods and strategies for improvement are proposed to help learners adopt more reasonable learning methods to reduce or eliminate anxiety.

In addition to enriching and improving the theoretical system of music pedagogy and psychology, and providing a new perspective and empirical basis for the study of music learning anxiety, it can also deepen the understanding of the role of psychological factors in the process of music learning, and provide theoretical support for the innovation of music education methods. It can not only provide scientific teaching guidance for music teachers, help them to identify and correct inappropriate learning methods in daily teaching, but also help students and their parents to realize the causes of music learning anxiety, and guide them to take positive measures to prevent and relieve anxiety. More importantly, it can promote the all-round development of students, improve the effect and efficiency of music learning, and improve the mental health level of students.

1.3. Research thought

This paper extensively collects the literature on music learning anxiety at home and abroad to understand the research status and development trend in this field. The previous research achievements on music learning anxiety are summarized to provide theoretical support and empirical basis for this study. Clarify the definition and category of inappropriate music learning methods, such as overtraining, single teaching mode, neglect of individual differences, etc. Explain the possible effects of these inappropriate methods on students' anxiety.

2. Theoretical principle

Music learning is a complex and comprehensive discipline, involving many aspects of skills, performance, theory and emotion. Inappropriate music learning methods may lead to student anxiety, which is related to the following several theoretical bases. The first is to simplify the mental model theory: according to the simplified mental model theory, people break new things into smaller, more understandable parts or skills. However, in music learning, some teachers or learners may put too much emphasis on technical training and performance, ignoring the emotion and expression of music. The application of this simplified mental model may lead to anxiety among students because they are not adequately guided and able to develop emotional expression. Second, the self-efficacy theory is a very important part of it. Self-efficacy theory suggests that individuals' beliefs about their own abilities influence their learning behaviors and emotional responses. Students may feel anxious if they believe they lack the ability to succeed in music learning, or if they do not receive appropriate support and guidance. Furthermore, students may feel greater anxiety in a competitive learning environment if they compare their values and abilities to other students. In addition, there are a series of theoretical factors, including learning motivation theory, which have an impact on students' academic interest. For example, learning motivation theory suggests that students' motivation and interest in learning affects their learning outcomes and emotional experience. If students feel that music learning is too utilitarian, only focus on the improvement of technology while ignoring the artistic and emotional expression of music, they may lose their love and motivation for music, and then produce anxiety. Moreover, the cognitive load theory holds that individuals face different forms of cognitive load during learning, including attention, working memory, and long-term memory. If learners are required to master complex techniques or repertoire in a very short period of time and perform perfectly during the performance, they may face problems with cognitive overload, leading to the generation of anxiety.

To sum up, inappropriate music learning methods will make students anxious, which is related to the theoretical basis such as simplified mental model theory, self-efficacy theory, learning motivation theory and cognitive load theory. Understanding these theories can help us to better design and implement music education, reduce students' experience of anxiety, and promote their artistic development and mental health.

3. The investigation process

3.1. Research design

First, the relevant literature was sorted out to understand the existing research situation. Based on the summary of the literature, the questionnaire was designed to understand the students' views and anxiety about music learning methods. A questionnaire was designed including basic information, use of music learning methods, anxiety level, and then distributed to conduct in-depth interviews with students and teachers based on the survey results to obtain their views and experiences. It includes interview questions with students and teachers, such as their views on music learning methods, students' anxiety status, etc. Through the field classroom observation, observe the students' music learning process, and understand their performance and emotional state in the actual learning.

3.2. The study process, study subjects and sample size, research materials

3.2.1. The study process

Questionnaire distribution: to conduct a large sample questionnaire survey of the target group.

Interview: One-on-one interviews with students and teachers respectively.

Classroom observation: select several classes for observation and record students' learning process and emotional state.

Data collation and analysis: to sort out the collected data, and to use statistical analysis methods to explore the relationship between inappropriate music learning methods and students' anxiety.

Results presentation: The research results are presented in the form of words, charts and charts.

3.2.2. Study subjects and sample size

Middle school and college music students and their teachers. To ensure the validity of the study, this study is expected to have at least 200 participants, including at least 50 participants in each group, and at least 10 teachers in each group.

3.2.3. Research materials

Questionnaire, interview outline, classroom observation record form, etc.

4. Statistical analysis based on the survey questionnaire

As we can see from Figure 1, for students, using inappropriate music learning methods often leads to a series of chain reactions, which seriously hinder personal progress and enjoyment on the road of music. First, inefficiency is one of the obvious side effects. Without customized learning strategies tailored to their own characteristics and goals, learners may repeatedly wander on the wrong path, wasting precious time and energy. For example, blindly practicing difficult songs without paying attention to the polishing of basic skills, or ignoring the learning of music theory knowledge, will make the learning process appear less effective and slow progress.

Second, long-term reliance on erroneous learning methods may also lead learners to anxious dilemmas. Faced with the difficult learning bottleneck, coupled with the huge gap between self-expectations and actual results, individuals are prone to frustration and self-doubt. This psychological pressure not only affects the learning effect, but also may cause damage to the physical and mental health, such as insomnia, loss of appetite, etc. In extreme cases, it may even lead to learning phobia, which makes learners become afraid of music and eventually give up learning.

Moreover, incorrect learning methods may also limit the all-round development of learners. Music is a comprehensive art, covering melody, harmony, rhythm, timbre and other aspects. If

learners are only focused on one aspect of exercise and ignore other equally important skills, their musical performance will be greatly limited. At the same time, the lack of systematic learning plan may also make learners miss many valuable resources and opportunities, such as participating in competitions, performances, communication and other activities, which are important ways to improve their musical literacy and broaden their musical horizons.

Therefore, choosing and sticking to the right music learning method is crucial for every music learner. It can not only improve learning efficiency, reduce anxiety, but also promote all-round development, so that learners can move forward more confidently and calmly in the world of music.

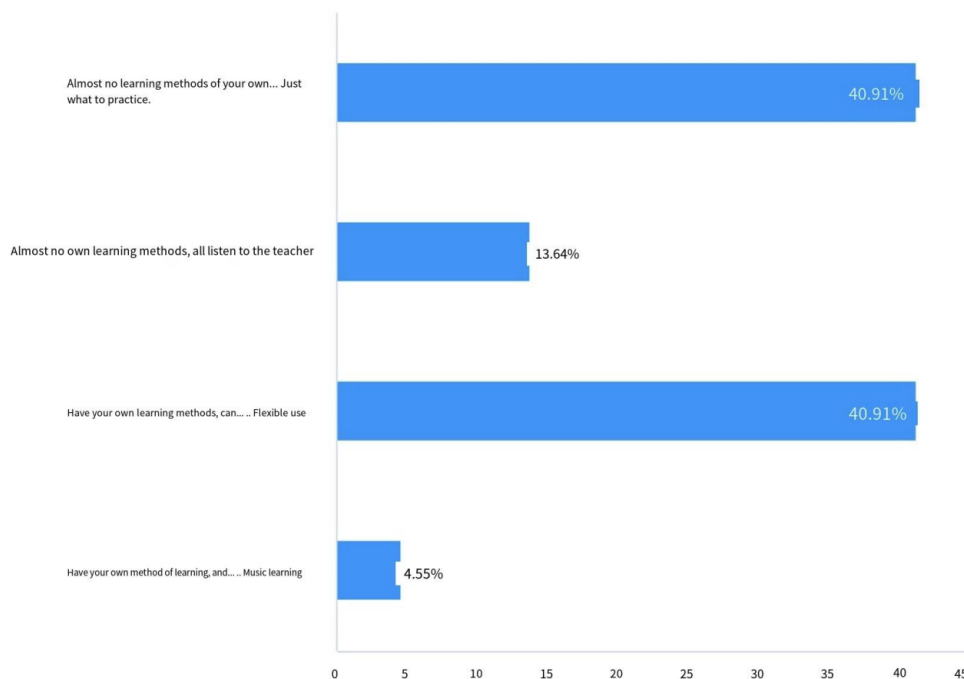


Figure1 Which method of music learning do you use

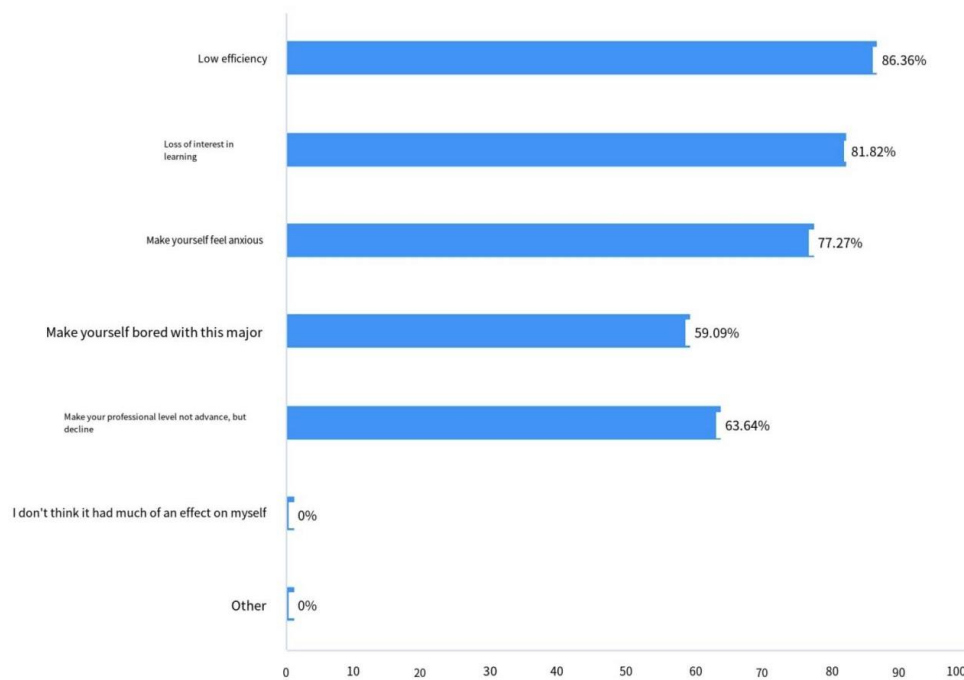


Figure2 How do you think it will affect you if you use a learning method that is not suitable for you

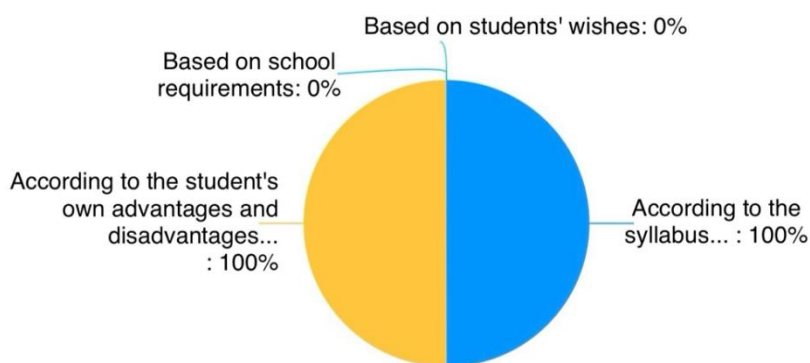


Figure 3 The music teaching method you are learning

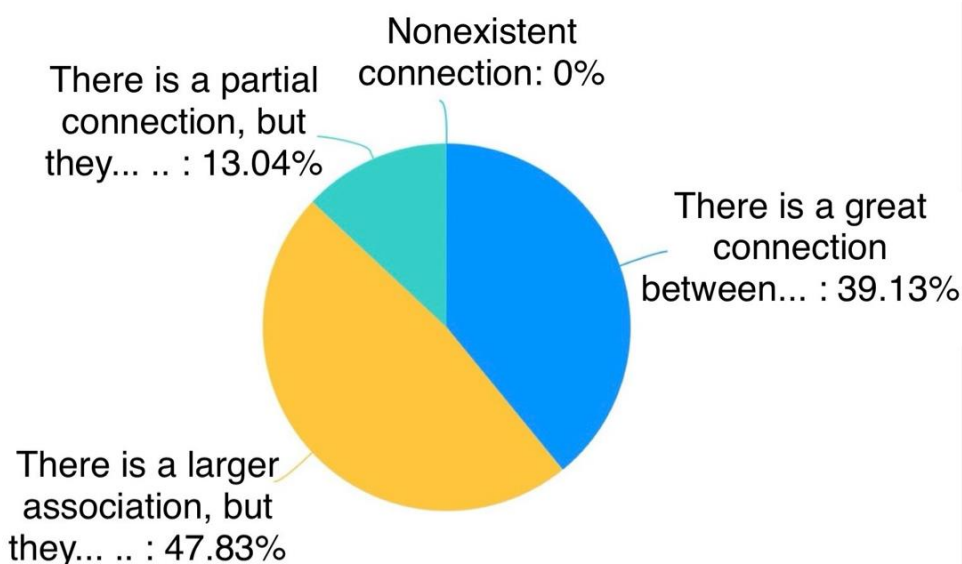


Figure 4 Do you think that many music students or practitioners nowadays feel anxious with the learning side they use?

From Figure 2, it is not difficult to see that most music teachers will teach according to the examination outline and the characteristics of the students themselves, and few teachers will refer to the students' own opinions. The use of incorrect music education methods will undoubtedly sow the seeds of many problems in the minds of students, the most significant of which is to lead to the accumulation of students' anxiety, and then gradually wear away their strong interest in music learning.

First, when students are in a teaching environment that uses rigid, mechanical, or unmatched by students' personality, they are likely to feel confused and even frustrated. This teaching method often ignores the unique talent and learning rhythm of each student, and adopts a one-size-fits-all teaching method, which leads to some students can not keep up with the progress, or feel that the learning content is too boring. In the long run, students are no longer excited and expected when learning music, but are full of pressure and anxiety. This negative emotion is the source of anxiety.

With the continuous accumulation of anxiety, students' learning enthusiasm will gradually fade away. They may have been curious and enthusiastic to explore the world of music, but now they may choose to escape or give up for fear of failure and not being able to meet the high expectations of their teachers or parents. This escape behavior will not only make students

'music learning stagnate, but more importantly, it will gradually erode the pure love of students' heart for music, and make them completely lose their interest in music learning.

What's more, students who lose interest in learning may fall into a vicious circle. Instead of actively investing time and energy to learn music, they passively accept or even resist various learning tasks, which further aggravates their learning difficulties and anxiety. In such a state, it is difficult for students to make significant progress in the field of music, and may even have an inferiority complex, affecting their overall psychological state and self-confidence.

Therefore, as teachers and educators, we should deeply realize the importance of the correct use of music education methods. We should adopt flexible and diverse teaching methods according to students 'actual situation and personality characteristics to stimulate students' interest and potential in learning, so that they can feel the charm of music in a relaxed and happy atmosphere, so as to really fall in love with music learning. At the same time, teachers also need to pay attention to the changes of students' psychological state, give them timely encouragement and support, help them overcome the difficulties and challenges in learning, and maintain a positive attitude towards learning.

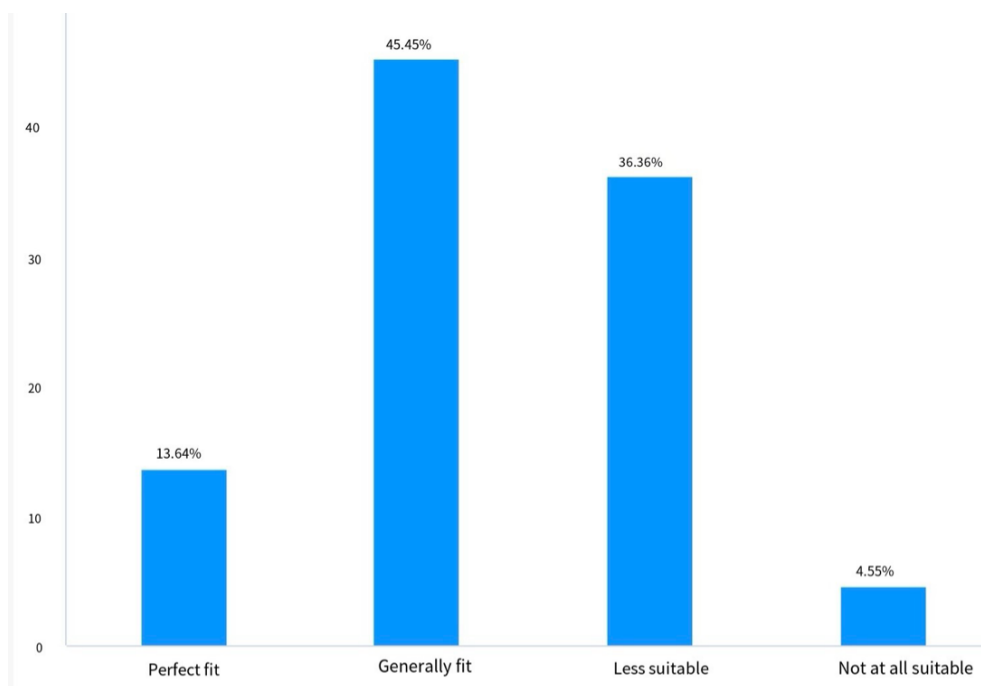


Figure 5 Do you think the learning method you are using now is right for you ?

Based on the results of the above surveys, it is not difficult to conclude that the use of music learning methods suitable for students 'personality or in line with students' preferences is the key to ignite students' deep understanding and lasting love for music. This method can not only break the shackles of traditional teaching and make the learning process more vivid and interesting, but also greatly enhance students' participation and initiative, allowing them to fly freely in the sea of music.

[1]In the current teaching of music education, the classroom teaching efficiency is low, the teaching method is more traditional, and the teaching equipment of the school can not meet the current development trend of education. According to the continuous improvement and reform of the current education and teaching system, the music education major also needs to be reformed constantly in the teaching concept and teaching method. Therefore, the music learning methods suitable for students can fully take into account the individual differences of students. Each student has his or her own unique learning rhythm, interest points and learning style. By understanding and respecting these differences, teachers can tailor learning plans for

students, such as more playing practice and improvisation for students who prefer practice, and for those who prefer theory exploration, introduce more music theory and music history. Such personalized teaching can let students find fun in learning, so as to more devoted explore the mystery of music.

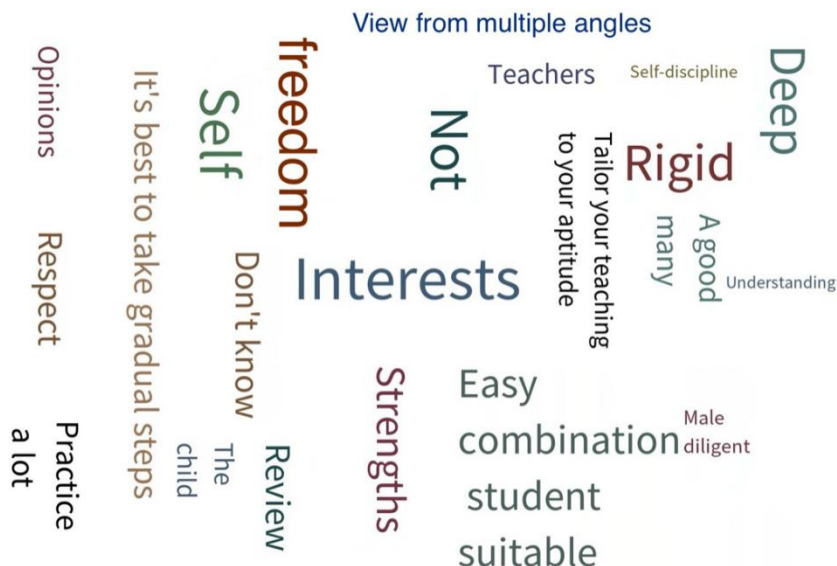


Figure 6 In your opinion, what is the best way for you to learn music?

Not only that, the students' favorite music learning methods can often stimulate their learning motivation. When students have a strong interest in certain learning methods, they will be more willing to invest time and energy in learning and exploration. For example, some students like to study through video tutorials because it is intuitive and easy to understand, while others prefer to read music books and enjoy time conversations with the composer. Choosing the learning style that students like enables them to maintain a high degree of concentration and enthusiasm in the learning process, so as to understand and appreciate the music more deeply. Moreover, the music learning method suitable for students is helpful to cultivate students' independent learning ability. When students have mastered the suitable learning methods, they will be more confident to face the challenges and difficulties in learning. They will actively seek learning resources, make learning plans, monitor learning progress, and actively seek solutions when they encounter problems. This independent learning ability is not only of great benefit to students' music learning, but also can lay a solid foundation for their future study and life.

In addition, many people will ignore the importance of textbooks.[2] Different types of textbooks allow students to experience different styles of work. The art history of piano has a long history. It is not only classical or romantic. The frog at the bottom of the well will not know the wonderful world outside. Therefore, in teaching, the teaching materials should be broad. From Baroque to modern, skillful exercises, twelve tone equal temperament, and various sonatas and music are known. Students should learn a variety of styles. In this way, students can absorb more nutrients and their horizons can be broadened. Teachers' guidance to students is important. Choosing good teaching materials is the focus of modern piano teaching and one of the standards for measuring teaching level. This helps to improve students' skills and master the musical style.

In addition to the above, teachers can use suitable for students or students like the music learning method of teaching is also a very important factor. This can not only improve students' interest in learning, but also promote good interaction and communication between teachers and students, which is that teachers can better understand the needs of students. When

teachers can pay attention to the needs and interests of students and adopt their favorite teaching methods, students will feel the care and respect of teachers and be more willing to share their ideas and feelings with teachers. This positive teacher-student interaction can not only improve the learning effect of students, but also enhance the emotional connection between teachers and students, and create a harmonious and warm learning atmosphere.

Therefore, teaching is an effective way to stimulate students' deep understanding and lasting love for music by using music learning methods suitable for students or students like. It can not only enhance students' interest and motivation in learning, but also cultivate their ability of independent learning and innovation ability, laying a solid foundation for their music road.

5. The impact caused by the resulting

Through the survey of teachers and students in a college of music, the influence can be divided into four parts — Students' excessive emphasis on technology and performance, teachers lack of individualized teaching methods, excessively competitive learning environment among students, and lack of positive feedback and support for students' contact results.

Through the syllabus of a university music college, it is not difficult for us to find that the syllabus requires students to learn very much content every semester. The content stipulated in the outline is not only the number of songs, but also the difficulty, which makes teachers and students pay too much attention to the training of musical skills and performance, while ignoring the emotion and expression of music. Students are required to master complex technical requirements in a short time in pursuit of perfect performance, which brings pressure and uneasiness to students. They began to see music as a task and no longer enjoy it. Moreover, each student's music learning needs and ability level are different. However, in the rigid educational environment, the teachers mostly adopt the unified teaching methods, which do not take into account the individual differences of the students. This practice makes students feel helpless and anxious. They may encounter difficulties in some ways but fail to receive proper support and guidance, which causes them to feel frustrated and anxious. In addition, in some music learning environments, the sense of competition is too strong, and students are often forced to compare and compete with other students. Ranking scores in schools and music competitions became the only criterion for judging students' abilities. This environment is easy to cause students to feel uneasy and inferiority, increasing their anxiety level. Students feel stressed that they will not be able to reach the level of others and even lose their love for music. In the process of music learning, the learning atmosphere is also one of the most important factors. When students give feedback to teachers and parents, the positive feedback and support from teachers and parents are crucial to the cultivation of students' progress and self-confidence. However, students may feel frustrated and anxious if they do not receive recognition and encouragement from teachers or parents, or if they only accept criticism without constructive instruction.

In conclusion, the above are several inappropriate music learning methods, including excessive emphasis on technology and performance, lack of individualized teaching methods, an over-competitive learning environment, and lack of positive feedback and support. Understanding the impact of these inappropriate approaches can help us to better design and implement music education, create a positive learning environment, and reduce students' anxiety experiences.

6. Solutions

First, students can balance the practice time and the rest time by making a reasonable study plan. A reasonable study plan can help students to better plan their study tasks and avoid physical and mental fatigue caused by excessive practice. Secondly, students need to realize that everyone has their own learning rhythm and development trajectory. They should be clear

about their strengths and weaknesses, and believe in their potential. By fostering positive self-awareness, students can reduce their comparison and judgment of others, thus reducing anxiety. In addition, when facing the anxiety in music learning, students can seek the support of professional teachers or psychological counselors. These professionals can provide guidance and advice to help students understand and cope with anxiety and re-build confidence and love for music. In the learning process, in addition to paying attention to students play their main role, also can not ignore the dominant position of teachers. One of the most important ideas is teaching tact.[3] The so-called teaching wit refers to the teacher's ability to deal with the teaching accidents in classroom teaching, that is, the ability to strain. Teaching tact is essentially a teaching skill to deal with the contradiction between teaching and learning. With the development of curriculum today, new curriculum objectives, new classroom structure all need flexible teaching tact.

7. Summary

In conclusion, inappropriate music learning methods may bring anxiety to students. However, by making a reasonable study plan, developing good self-awareness and seeking professional support, students can better cope with the anxiety in music learning and regain their confidence and love for music.[4] Education is not a utilitarian thing, but a process of helping students to explore their self-growth. It is not that the students do not understand or appreciate the classics, the important thing is how to lead him into the door of art.

References

- [1] Hexin Liu. (2023). Research on the Pedagogical Reform of Music Teaching Methods Courses in College and University Music Education. *Education Review, United States*, 7(9), 1330-1333
- [2] Zhenyu Hu.(2018).Research on the Present Situation of Piano Education in Colleges and Universities..(eds.)Proceedings of 2018 5th International Conference on Education, Management, Arts,Economics and Social Science(ICEMAESS 2018)(pp.822-827).Atlantis Press.
- [3] Yin Songxia. (2013).“ The Influence and Role of "Effective Teaching Methods" on Music Education (Master's Thesis, Nanjing Academy of the Arts).https://kns.cnki.net/kcms2/article/abstract?v=3IEynGI71r_QSLl2jWwK37Ut7VRf-Yz1yTewJ4YvZhfdkW8_cyzetSvqHZKb7BcaWsY_cpYS0W_7_gc4VjU_XXv1_6j3F0bfiCngXbLlplTDDckeypEB1TVZiD0y4EA-ZwQKWvWPq_5I717j0_=&uniplatform=NZKPT&language=CHS
- [4]"Theoretical Basis and Teaching Principles of Educational Psychology of Creative Music Pedagogy", School of Education Science, Chongqing Normal University, Hong Xianli; Shenzhen Songgang Orff Music Studio, Chen Weijing