

Research on Vocal Music Learning of College Students in Henan Province : Self-efficacy and Cognition

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Abstract: Self-efficacy refers to people's confidence or belief in whether they can use the skills they possess to complete a certain job behavior or achieve the required ability for behavioral goals in a specific field. As a college vocal music teacher in Henan Province in the new era, while imparting vocal skills to college students, exploring more factors that can improve the professional skills of contemporary college students. In practice, found that the role of self-efficacy is multifaceted, and it affects students Behavioral choices, motivational efforts, cognitive processes, and emotional processes. Therefore, strengthening self-efficacy is of great significance for improving academic performance, enhancing learning motivation, and improving learning attitude. This paper explores the motivational issues related to vocal music learning, and discusses the significance of self-efficacy in vocal music learning and suggestions for training. As a teacher, it is necessary to recognize the importance of students' self-efficacy training and adopt various methods and Means to cultivate students' sense of self-efficacy and promote the development of vocal music teaching in colleges and universities.

Keywords: *Self-efficacy , Vocal Music ,College students*

1. Introduction

Self-efficacy refers to people's confidence or belief in their ability to achieve behavioral goals in a specific field [1]. In the research, it was found that the past theories and research focused on the motivational process of people's knowledge acquisition or behavior. As a result, it ignores the processes that govern the interaction between these knowledge and behaviors. It is often the case that although some people are very clear about what they should do, they are not ideal in their behavior. This is because internal self-referencing factors regulate the relationship between knowledge and behavior. Among them, how people judge their abilities and how this

judgment affects their motivations and behaviors are the most critical factors. Once the concept of self-efficacy was put forward, it attracted widespread attention, and many psychologists have conducted research on it. On the basis of summarizing the research results of individuals and others, Bandura made a further systematic discussion on self-efficacy in his book "Social Basis of Thoughts and Behaviors" in 1986, which led to the preliminary formation of the theoretical framework. For the concept of self-efficacy, some scholars have proposed new explanations based on Bandura's concept and their own research, Self-efficacy refers to an individual's exact belief in their own abilities. In order to successfully complete a

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specific task in a certain context, it can mobilize the necessary motivation, cognitive resources and a series of actions [2].

In short, self-efficacy is not a skill, nor a person's true ability, but the degree of self-confidence of the individual's ability to perform a specific task. There is a big gap between possessing skills and being able to integrate these skills to demonstrate competent behavior. Discuss self-efficacy at any time, Both refer to the sense of self-efficacy associated with a specific field. However, some scholars do not agree with this view. They hope to find a general sense of self-efficacy that does not depend on the field. Self-efficacy is actually a person's self-esteem level, and the predictive power of performance is not significant. Therefore, research on self-efficacy must target specific task areas. Only in this way can it improve its predictive effect on work performance and other related indicators [3]. Through practical research, in modern university music learning, students' music learning motivation is relatively low. Researchers and music educators have noticed that the interest and motivation of learning music at school are low, Various studies have been conducted around the world . In the art world, we often use the term " The skilled are bold " when evaluating a certain individual's performance. Among them, " Ecomax " is a sense of self-efficacy. And "bold" is a kind of behavioral motivation. That is the creator or performer analyzes the project to be created or performed, and is fully confident in his own artistic skills, so he will actively choose more challenging projects and ultimately succeed. In contrast, those with low self-efficacy often doubt their own abilities, frequently avoid difficult tasks, are often afraid of failure, as evident when they “dwell on the many things that can go wrong” [4]. The study of self-efficacy provides valuable information for the differences in the formation of self-belief and efficacy among individuals of different cultural backgrounds and races.

Methodology

In this study, researchers attempted to investigate the relationship between self-efficacy and cognition in college students' vocal singing, which required a purposeful description and explanation of the collected data. Therefore, the researchers chose a qualitative method. The

researchers used literature research and classroom observation as the main data.

2. The Significance of Self-efficacy in the Study and Teaching of Vocal Music

2.1 Self-efficacy can enhance students' motivation for vocal learning

A positive sense of self-efficacy can not only stimulate students' learning motivation, but also continuously deepen students' interest in vocal learning, thereby turning the process of passively accepting knowledge into active acceptance. Specifically, in the whole process, a good sense of self-efficacy first stimulates the interest in learning, and then learners take the initiative to find methods and measures to solve problems, and make plans step by step. When the learning task is completed, the initial sense of efficacy is confirmed. Such successful experience will continue to strengthen their motivation to learn and prepare for the next task, thus embarking on a virtuous circle. People with high self-efficacy will try challenging jobs, set higher-level goals, and show strong commitment to goals, thereby improving work performance [5]. when people feel that they have a higher self-efficacy in a certain job, they will work harder; if they think that they are less effective in a certain job, they will not pay So much effort.

2.2 Self-efficacy can help students establish positive vocal thinking

When people encounter difficulties and setbacks, their thinking process may be self-help or self-obstructive. Those who have a higher sense of self-efficacy will generally sketch a plot of successful people in their minds, making them take more proactive actions, and their focus is on how to better solve problems; on the contrary, those who have low People with a sense of self-efficacy are always worried about everything that might go wrong, and they always construct a drama of the loser in their minds, this will inevitably reduce its level of effort[6]. Active voice thinking can help form an objective and clear understanding of the learning task, and then take the initiative to learn and explore. Negative vocal thinking makes students have no specific study, lose half of their confidence, and have problems completing their learning tasks. Therefore, a higher sense of self-efficacy can cultivate students' positive

thinking in vocal music learning, and under the impetus of this positive thinking, they can acquire various vocal skills.

2.3 Self-efficacy can help students establish firm beliefs

Vocal music learning is a long and arduous process. If learners do not have a firm belief in learning, it is difficult to gain anything. A good sense of self-efficacy can encourage learners to never bow their heads in the face of difficulties, never give up in the face of setbacks, never get discouraged, continue to encourage themselves, change various new learning methods, until the final learning task is completed. On the contrary, students with low self-efficacy will lose confidence in themselves after one or two failures. They could have overcome the difficulties completely, but due to lack of firm belief, they even gave up vocal learning. Whether it is the motivation, thinking or learning beliefs of vocal music learning, they are not isolated concepts, but organically run through the entire process of vocal music learning. The same is true for self-efficacy, which sometimes affects multiple factors at the same time. In general, a good sense of self-efficacy can make learners full of confidence in vocal learning, use positive thinking to think and explore, never give up when encountering difficulties and setbacks, always have firm beliefs, and finally learn To achieve success.

3. Recommendations on the cultivation of students' sense of self-efficacy in vocal music teaching in universities

3.1 Continue to help students gain successful experience

The acquisition of successful experience is an important link to improve students' sense of self-efficacy. With success, they feel more self-efficacy. To be specific, we can start from the following aspects. The first is to make students full of confidence. In the past, most people thought that learning vocal music required a certain degree of talent, or that God had to give a good voice. Therefore, when many students encounter setbacks in their studies, they tend to attribute the reason to their lack of talent, leading to a sense of inferiority. In fact, vocal music learning does require some talent, but talent is only a small part of the overall learning process. Vocal music is a scientific art, but also

needs the singer through continuous learning and understanding, repeatedly to practice, in order to gradually grasp the scientific sound principle and singing state. So the teacher should aim at this kind of situation, help the student to have a correct understanding to oneself, appropriate expand its body advantage. For example, some students' voice condition is average, but they study hard. Teachers can encourage this learning spirit. Through this targeted appreciation, they build up confidence, which in turn builds up their sense of self-efficacy. Second, the establishment of "low, small, intelligent, more" teaching mode, to help students continue to gain successful experience."Low" means to appropriately reduce the difficulty of the teaching goal so that students can achieve it with a little effort, rather than setting a very difficult goal at the beginning of the teaching and making students feel intimidated before they reach the goal."Small" means small steps. The teacher guides the students to move forward step by step according to the small goal requirements set one by one, and finally achieve the final big goal, and realize the transformation from quantitative change to qualitative change."More" refers to the diversification of forms, the adoption of diversified teaching modes, the change of the past single mode of teachers and students talking and listening, and the adoption of more methods such as dialogue and cooperation, in order to fully stimulate students' active learning and make them feel diversified and interesting learning. At the same time, a reasonable performance evaluation method should be formed, and the most targeted one should be chosen, which can not only enable students to realize their own achievements, but also enable them to recognize their shortcomings and make adjustments in the future study.

3.2 Guide students to gain favorable alternative experience (demonstration effect)

What has an important influence on the formation of self-efficacy is the alternative experience provided by those social "models" [7]. Vocal music learning has its own particularities. In many cases, it is difficult to make quantitative evaluations for the evaluation of learning effects. For example, sports learning can be quantified. The number of seconds for a 100-meter run is the standard. If the students do it, they have achieved the goal. However, vocal music is an emotional art as well as a performing art.

In many cases, when students think that there is no absolute standard for their own learning ability, they will unconsciously use others as an intermediary. Compare your own learning behavior with others to gain judgment. This is an alternative experience obtained, mainly for teachers, classmates and students themselves.

The first is the teacher. The teacher is undoubtedly one of the important links, especially for the vocal music teaching, most of the one-to-one teaching mode, students and teachers often have close contact. Many students look up to their teacher as their role model. Therefore, teachers should start from me and use their own practical actions to make students feel the expected effect from their singing ability and musical literacy, and turn it into the improvement of self-efficacy. The higher the level of the teacher, the more students can obtain the imitation and affirmation, they will consciously take the teacher as the goal, so as to promote their own progress. At the same time, teachers should pay attention to the influence of their cognitive attitude on students while improving their personal professional ability. This attitude is mainly aimed at vocal music, on the one hand, teachers should constantly improve their professional level, on the other hand, I should put my love and persistent attitude towards vocal music students, and let them believe that as long as they work hard, they will be able to achieve the same learning achievements as teachers. The second is to use the success of classmates to improve the sense of self-efficacy. Especially between students of similar level, they are hiding a powerful force in their hearts, want to surpass each other, this sense of competition is human nature. As a teacher, we should skillfully transform students' competitive consciousness into practical action, form a kind of incentive effect, and improve their sense of self-efficacy. For example, teachers can collect some representative figures and deeds in vocal music learning and singing. They are not even as good as students at this stage of learning, but they succeed in the end. Many students will ask themselves after learning these examples, I and his basic level, he can, why can't I? Therefore, firm their own determination to form a high sense of self-efficacy., such as the level of teachers can be close to the students into groups, team teaching, the teaching model of students to observe others' performance provides the opportunity to make them aware of the

advantages of others, and the foundation of the students is similar, the same teacher, through their own efforts, so, self-efficacy can be raised again. Finally, improve students' sense of self-efficacy. Vocal music learning is a long process, this process is composed of various stages, students' learning level will deepen along with this process, and constantly forward to a new level. The improvement of students' self-efficacy refers to the fact that students review their past learning experience, compare it with the former and the latter, and see their progress, and then have more confidence in the latter. As a teacher, there are many ways to help you track your learning. For example, I recorded a video for my students every once in a while, recording the content and status of learning at that time. After a period of study, or when students encounter setbacks and setbacks, the teacher can take out the video and make a comparative analysis with them, so that they can realize that although they encounter some difficulties in their study now, they have made great progress compared with the past. We can also count students' test scores and record students' various music practices in detail, which can serve as important materials to encourage students to form a sense of self-efficacy in the future.

3.3 Clever use of idol and famous teacher effects

Many students who study vocal music have their idols in their mind, and these idols are all successful people in the vocal music industry who have legendary experiences and finally realize their dreams through their own efforts. The power of these role models is infinite, and the imitation of these role models is also an important means for students to express their sense of self-efficacy. Many students regard Caruso as their idol. Caruso was thin and small when he was young. When he first came into contact with vocal music, the teacher said his voice was unbearable and refused to accept him as a student. However, Caruso did not give up, but through their own efforts and efforts, finally achieved great success. The film "The Great Caruso" tells the story of Caruso's legendary experiences and great achievements, and has inspired generations of vocal singers. It is said that after seeing this film, Carreras embarked on a career in vocal music. At any time, in any country, a singer who has made it by his own efforts is very talented. Teachers should actively understand the students in the

heart of the idol is who, if the students do not have an idol, you can according to their own actual situation, recommend a few singers, understand their vocal music learning path, especially when learning difficult, the power of the example to give them new strength, to regain confidence. At the same time, most of the students are very admire to some teacher, the teacher wants to the complex of "masters" of students to pay sufficient respect, take the initiative to help the students to collect some words or video data of teacher lectures, not only to satisfy the students learning desire, but also can avoid the student in a teacher, only a study concept, is constrained. After watching, the teacher should pay attention to the frank communication with the students, and guide the students to say their true thoughts. At the same time, I will compare my teaching with those of famous teachers and make targeted adjustments to better improve my teaching level[8].

Conclusion

In summary, vocal music learning is a systematic project. This kind of systematic performance is that vocal music learning requires long-term repeated training to gain something. The accumulation of various singing experiences and the improvement of artistic quality are also completed in this long-term process. Therefore, it is very important to attach importance to the cultivation of students' sense of self-efficacy from the beginning of learning. Teachers are only temporary teachers for students. In teaching, students should form a good sense of self-efficacy, so that even after leaving the teacher, they can make clear judgments on new singing tasks, actively adjust themselves, and make up for their weaknesses. Performing tasks well is also a quality that a vocal singer and learner should possess.

Therefore, this study attempts to analyze the self-efficacy and cognition of college students in Henan Province in vocal singing, and obtains a strong relationship between them. High self-efficacy and correct cognition have a promoting effect on vocal singing, and vice versa. This study will also further explore the relationship between self-efficacy and performance anxiety.

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