

The Influence of Short Video Music on the Development of Middle School Students' Mental Health: Exploring the New Music Classroom from the Perspective of Music Psychology

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Abstract. Short video music has a greater and deeper impact on the daily life of junior high school students. In order to explore the causes of its formation, from the perspective of music psychology and therapy, from the characteristics of short video music and junior high school students' psychological development, this paper analyzes how short video music affects the ears of teenagers. Under the influence of mass media, whether music teachers can make use of these characteristics to better apply them to the classroom. How to use short video music as a "double-edged sword" has become one of the important research topics in music teaching.

Keywords: Short Video Music; Junior High School Music Education; Music Psychology and Therapeutic Psychology; Characteristics of Junior High School Music.

1. Introduction

In short videos, music exists as Background music, and this type of background music is generally referred to as: BGM. Music is used in media works such as movies, TV dramas, animations, video games, and websites as a complement and foil to the environment or emotions. The function of this type of music is to immerse the audience and create an immersive viewing experience.[1] Now entering the era of short video, the role and characteristics of background music have new significance. The following points mainly summarize the characteristics of the video music.

1.1. Melody Homogenization

As the title suggests, homogenization is when the same or similar melodies are repeated over and over again in different videos. For example, the songs "Riding a White Horse," "Day Lilies," and "Listen to Your Mother," which have been popular in short videos, are different from each other in terms of melody, but they are actually the same in terms of harmony, that is, "I-VI-IV-I-V." From the point of view of rhythm, such as "Chasing you - All Things Recovery edition", "Young You Ah", "A smile Lake" and so on, these are basically two eighth note rhythm type. It can be said that the short video music that has exploded has considerable commonality. Therefore, the homogenization of short video music indirectly proves that traffic controls the preferences of the public, and at the same time stifles the creative ability of some music creators.

In addition to the similarity in music structure, the choice of video content editing is also similar. For example, in the food shop video, the background music is usually used "Summer in a small City", "Buttercup" and so on; In the inspirational passion category, most of the use is "Youth", "the brightest star in the night sky" and so on; For everyday life, examples are "Miles of the Planet", "Oops", etc. For travel videos or funny videos, the music choices are basically similar. There is even a special playlist for the public to choose and use. The reasons for using the music are partly because it sounds good or matches the content of the video, partly because using the same music can increase traffic, and in short, these reasons have led to the appearance of homogenization.

So what's the impact on the growth of junior high school students? Since junior high school students are still in the growth stage and their aesthetic ability is not yet fixed, these similar short video music will certainly have an impact on the development of their aesthetic ability. In popular terms, aesthetic



ability refers to people's ability to recognize and evaluate beauty. That is, aesthetic ability refers to people's ability to recognize and evaluate beauty, including aesthetic sensibility, judgment, imagination, creativity and so on. Specifically, aesthetic ability embodies the ability to receive and appreciate beauty, such as the ability to feel, appreciate, evaluate and create beauty.[2] Although there will be a small number of junior high school students have their own musical preferences, most of them are keen on popular music, Popular music is often characterized by melodies that grab the ear. Therefore, with the passage of time, students' ability to appreciate music may stagger and their acceptance of classical music may decrease.

The resulting phenomenon is that the music curriculum is implemented in accordance with the Compulsory Education Art Curriculum Standards (2022 edition) (music discipline), but the teaching effect cannot be achieved. In particular, In particular, it cannot form the core quality, that is, aesthetic perception, artistic expression, creative practice, cultural understanding[3]

1.2. Fragmentation of Short Video Music

The purpose of short video music is usually to improve the look and feel of the video, convey the emotion and theme that the video wants to express, attract more users' attention, and improve the overall completion rate of the video. The biggest feature of short video is "short", so the music here has to be content service, that is, clip music. The music is cut, usually the chorus or prelude of the music. For the owners of songs, some songs will become popular or even turn red because of the popularity of short videos, while some works will be "fragmented" because of short videos, and even some can avoid the copyright issue of music use.

In addition to the editing of the integrity of the music, fragmentation is also reflected in the arbitrary deceleration, acceleration, up-tone, flat tone, splicing, cover singing, AI combination and so on. It has to be said that these diverse uses make the popularity of short videos higher, and also subtly open the popularity and spread of music, but these behaviors have led to the destruction of the integrity of music. This kind of destruction of integrity and disrespect for the creators of music also has an impact on the aesthetic and cognitive development of junior high school students.

Music is too fragmented to form long-term memories. Long-term memory, from a psychological point of view, refers to memories that are stored for more than a minute, and can generally be retained for many years or even a lifetime.[4] Its information is mainly from the short-term memory to repeat the content, but also because of the impression formed once. If people do not pay attention to the cultivation of long-term memory, they will fail to remember some things and lose some important items, which will affect their normal life and study in the long run, and also affect their mental health. Similarly, for junior high school students who are growing rapidly in all aspects, the most direct impact is memory loss, grades decline, and mental health is threatened by the eye.

Music is too fragmented, is not conducive to the formation of musical memory. From a psychological point of view, it is more accurate to call music memory auditory memory. Auditory memory is defined as the process of encoding, storing and extracting auditory stimuli.[5] From the perspective of music, auditory memory is more like the process of people's various responses to musical stimuli, in this process, some people can appreciate the beauty of music, and some people store this "beauty". The relationship between music memory and music aesthetics is complementary. Music aesthetics refers to the experience, perception, communication and exchange of the aesthetic feeling of music art and the cognition of different musical cultural contexts and humanistic connotations.[6]

The average person's memory usually remembers the content that is "easy" to remember, most of which is related to the essence of the object. This can also prove why classical works are more popular and have been around for a longer time. Therefore, the ability of music memory can be positively influenced by music aesthetics. When the musical aesthetic ability is positive, the musical memory ability can also be increased. From a macro point of view, it is even helpful to people's cognition.

However, short video music destroys the integrity of music and hinders the enhancement of music memory. From the perspective of music teaching classroom, the teaching purpose of fragmentation of short video music is completely contrary to the aesthetic principle in the "2023 version of compulsory education music curriculum Standards". Through music education, we can cultivate students' ability to feel, express, appreciate and create beauty, cultivate their sentiments, develop individuality, enrich and develop image thinking, stimulate creative ability and innovative consciousness, and comprehensively improve students' quality.[7]

1.3. Stimulate the Senses

Compared with popular music, short video music is more prominent in its repeated melody, strong drum beat, and even amplified volume, and other distinctive characteristics of the elements are used in short video. When people open a short video, the first senses that are impacted are vision and hearing, and are impacted at the same time. In this process, the brain will unconsciously secrete a steady flow of dopamine, which makes people in a state of excitement and impulse. But this state of excitement and impulse has no practical meaning, and does not have much meaning except to pass people's leisure time. In the end, only a kind of functional satisfaction is harvested. Even such "satisfaction", for teenagers, is a kind of "persecution", and will not be of any help to the growth of teenagers, let alone how to help junior high school students develop aesthetic ability.

1.4. Passive Acceptance

From an objective point of view, most of the short video music is very much in line with the preferences of the public, and even through big data computing can be "matched" to the preferences of users. And in the process, people are actually passively receiving the music. Whether it is the initiative to open the mobile phone client, or people around to brush a video, the opportunity to appear in the ear of these music can be almost omnipresent. People can hear these background music when riding high-speed trains, subways, waiting for buses, and even shopping malls. At such a frequency, repeated melodies can only be forced to accept, even for adults, not to mention teenagers who are in the puberally developing period and are not stable in all aspects of growth. The cognition has not yet been completely shaped, so that the melody is naturally drilled into the minds of students, and they are happy and comfortable and willing to accept it.

Mobile phones have become a social necessity in today's society, and the prevalence of short videos has gradually eroded people's lives, which can be called "spiritual poison" in some aspects. Short videos can "guess" people's preferences through big data computing, so that people are addicted to their own world. Even if there is no short video software installed in the mobile phone, there are many software that take into account the "short video" function. Moreover, the audience of short videos is also extremely wide, from primary school students to retired elderly people, almost every age group has been involved, not to mention the audience of short videos from other perspectives such as education, men and women. In this context, junior high school students will naturally be affected. For junior high school students whose main life content is study, the existence of short videos is like a kind of mental food, which helps students to reduce learning pressure and even has the function of expanding knowledge at some moments. But invisibly, the music in the video will be repeated and forced to invade the students' brains, which will produce a short sound and pleasant mood. So the result is that students do not know that they are being "controlled", but are happy to accept and even love.

2. Psychological Characteristics of Junior High School Students and the Influence of Short Video Music

2.1. Rebellious Stage

Junior high school students are in the rapid development of body and mind, the role of hormones caused their psychological and emotional complex, and people often say that "rebellious period" that

is, reverse psychology is one of the most obvious manifestations. The rebellious stage is a stage that every child will go through, and it is also an important sign of children's growth. Generally speaking, there are three major rebellious periods in the growth of children - the baby rebellious period, the child rebellious period and the youth rebellious period. In these periods, the child's sense of independence and self-awareness, often show some disobedient, love to talk back and other rebellious behavior, so that adults feel annoyed.[8] The main characteristics of adolescent rebellious behavior include: age characteristics (about 14 years old is the peak age of adolescent rebellious behavior), gender characteristics, education characteristics, incentive characteristics, and behavioral characteristics (teenagers are mostly impulsive, do things regardless of the consequences of behavior, and will do very extreme things).

The emergence of reverse psychology is a normal phenomenon, as parents and teachers should conduct reasonable guidance in time to help children grow up healthily. Thus, the emergence of reverse psychology will also bring some influence to music teachers. It mainly focuses on the personalized pursuit of music preferences or music styles. Choice and preference are subjective choices, basically based on personal preferences. Most junior high school students love or are obsessed with pop music. Although short video music fundamentally belongs to the category of pop music, compared with pop music, short video music emphasizes the visual and auditory impact more prominently. Its main purpose is to highlight the content of short videos, which can also be said to earn traffic. However, for students at this stage, their physiological development will be more sensitive to music, and they can even accurately perceive the emotions involved in music, which can exceed the sensitivity of adults to music to some extent.

Therefore, under such musical stimulation, the music taught in the music class is usually considered boring by junior high school students, which will have an impact on teachers' teaching activities.

2.2. Herd Mentality

Conformity psychology refers to the phenomenon that individuals give up their own opinions or go against their own views to keep their remarks and behaviors consistent with the group under the influence or pressure of the group, which is usually called "following the crowd".[9] The main reason for the similar psychological characteristics of junior high school students is the group factor. It can be said that individuals face great pressure of conformity when facing the consistent group. When the group does not agree completely, the number of conformity drops significantly.[10]

For example, some time ago in the primary and secondary school students hit the "Lone Brave" is a typical example. If some students can't sing, or do not understand, they will be considered "behind The Times" and disdain to interact with them, so in order to maintain consistency with the public, most students will choose to catch up with the public. Some students do not understand it at all, but in this environment surrounded by crowds, they also understand it subtly. This is the mass behavior guided by mass media, which not only has an impact on students' ability to think independently, but also is not conducive to the formation of students' correct ability to appreciate music.

2.3. Sensory Needs

As mentioned above, junior high school students are in the rapid stage of physical and mental development, and the instability of hormones will cause many effects. Adolescence is a high incidence period of impulsive behavior, and students' emotions are often affected by hormones, anxiety and irritability, and psychological sensitivity and fragility. In order to seek emotional catharsis, they are more inclined to choose short video music that has a great impact on the senses.

When it comes to sensory impact, in the final analysis, students at this stage have the phenomenon of sensory needs. In popular terms, sensory needs represent people's most direct needs, that is, people can directly feel the needs through the five senses of vision, hearing, touch, smell and taste, rather than other psychological needs generated by other psychological cues. The development of sensory needs is strongest in the adolescent stage, so teachers need to channel sensory needs more.

To sum up, in the face of impulsive students with sensory needs, teachers can not just prohibit students from listening to short video music. Most of the music in the textbook is classical, but such "classics" are old-fashioned and outdated in the eyes of students. Therefore, teachers need to think about how to make good use of music materials in music textbooks, help students relieve their emotions, express sensory stimulation and learning pressure.

3. How to Use Short Video Music to Enter the Classroom

After sorting out the characteristics of short video music and junior high school students' psychology, it can be found that short video music caters to junior high school students' preferences. The homogeneity of melody caters to the conformity psychology of junior high school students, and the strong sensory stimulation greatly strengthens the sensory needs of students. The fragmented music fragments strengthen the impulsiveness of students and limit their independent thinking. Under such a background, how can one or two music lessons a week guide students to positive musical psychological development? Perhaps we can start thinking from the method of music psychology and therapy.

3.1. Carefully Select Short Video Music That can be Used as a Music Class

In the process of classroom teaching, the introduction link can be said to be the step that every teacher needs to pay attention to most. Introduction not only stimulates students' learning interest and thirst for knowledge, helps students establish their interest in new knowledge and desire to explore, attracts students' attention, and stabilizes students' emotions, paving the way for the smooth progress of classroom teaching. Therefore, classroom introduction is an indispensable part of classroom teaching, and a good introduction can lay a successful foundation for the whole classroom teaching activities. Then in this link, music teachers can boldly choose short video music, so that students can enter the class better and faster. However, it should be noted that the choice of music must be closely related to the core content of music teaching, to be highly compatible with the content of music class, and not to import for the sake of "import".

In addition, short video music can also be used appropriately in the teaching of appreciation courses. Music works are often related to music mood and music psychology. Music emotion is more inclined to the emotion induced by music, which is the concentrated expression of music value. This kind of stimulation is different from daily emotional stimulation, and music often induces individual pleasure experience. Music psychology mainly reflects music works and more stimulates people's psychological activities in the process of listening to music.

Therefore, the teacher can choose a work that the students like, let them think in the process of appreciation, think about their feelings, their emotional ups and downs, their feelings in the process of listening, their feelings after listening, and so on. After obtaining rational cognition, students should be allowed to appreciate the music works in the textbook, not to deny them preconceived, but to appreciate them with the rational understanding they have obtained before. For this reason, teachers can also learn to make short videos, the same content, but change the background music to the music in the music textbook to play, so that students can quickly accept and objectively look at the music in the textbook.

In this process, the music listening method of music psychology and therapy is actually applied. The purpose of this method is more to look at themselves correctly, pay attention to their own feelings, and help students find their true self and let themselves dominate themselves, rather than letting the mass media dominate themselves.

3.2. Adapt Short Video Music

Although the homogeneity of short video music is high, it should also be viewed in two, the short video content has a high click-through rate, and it has to be said that it will choose music and intercept

music is also a bonus for its success. Basically, some music is really good work, and if it is good work, of course it can be used in the classroom.

The methods of music psychology and therapy include receptive music therapy, recreative music therapy and improvisational music therapy.[11] As mentioned above, students in adolescence are psychologically sensitive and restless, and need to relieve learning pressure or life pressure, so the method of lyrics creation can be combined with traditional music appreciation lessons. The way of lyrics creation is to choose a song, after being familiar with the original lyrics and melody, the lyrics are adapted. When adapting, pay attention to set the corresponding theme, such as: friendship, happy things, happiness, etc., and adapt the lyrics to fit the theme. After the lyrics are adapted, we can sing. When combined into the classroom, the teacher chooses the songs that the students love and the melody is suitable in advance, and after simple singing, the lyrics are rewritten in groups. According to the chosen theme, rewrite it, and finally let the students sing their own changed songs.

The main body of the classroom is still the student, and the purpose of teaching is not to learn a certain song, not to be result-oriented, but to be process-oriented. It is the ultimate goal of music classroom teaching to let students feel their own feelings and establish an understanding of the beauty of music imperceptibly.

3.3. Combine Short Video Music with Textbook Music

As we all know, musical ability is mostly through performance. No matter how lively and interesting the music class is, it ultimately needs to be done by the students themselves. Now there are many activities about music, so it is possible to design activities boldly, so that music textbooks and short video music can be combined, for example, in the form of musical performances. This is perfectly in line with the curriculum design ideas in "Compulsory Education Music Curriculum Standards", that is, to design rich music practice activities and guide students to take the initiative to participate. Strive to design lively teaching forms to stimulate students' interest in learning, enhance students' love for music, and guide students to actively participate in various music practice activities.

The creation of the musical can also be completed by the students, and the choice of music can be handed over to the students. The teacher only needs to emphasize the choice of theme and the choice of short video music. The creation and rehearsal of the play need the strength of a team, but also need students to apply in all aspects, break students' stereotype of the classroom, break students' inherent impression of school activities, in this process, it can help students establish independent thinking, strengthen hands-on ability, and promote positive music perception.

4. Conclusion

The impact of short video music on music classroom teaching is objective, or it may continue for a long time. Even so, as a music teacher should not worry too much, analysis, understanding the causes can be the right medicine. Learn to use music short video music, the traditional music class becomes more integrated into the life of students, and will become more interesting. In this way, the negative impact of short video music on music class can be alleviated, so as to help students establish a good aesthetic view of music. This is a beautiful vision that all music teachers can achieve after a long time of practice and exploration.

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