

Research on the Generation Mechanism of Group Emotional Resonance and Collective Cohesion in Choral Education

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Abstract: The emotional resonance and collective cohesion in choral education are not naturally formed but rather an emotionally constructed process driven by complex psychological mechanisms, interactive structures, and educational logic. This paper focuses on the pathways of emotional synergy and group connection in choral practice, analyzing key obstacles in current teaching, such as a lack of emotional expression, rigid rehearsal structures, weak role awareness, and deviation from evaluation orientation. It proposes strategies including tiered emotional training, restructuring rehearsal processes, strengthening role identification, and optimizing multidimensional evaluation systems to systematically transform choral education from a technology-oriented approach to an emotion-generating one, thereby achieving dual leaps in aesthetic experience and group identity.

Keywords: Choral education; Emotional resonance; Collective cohesion; Affective mechanism

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1. Introduction

As a core psychological phenomenon in choral education, group emotional resonance fundamentally constitutes a deep interactive mechanism rooted in collaborative cognition and emotional synchronization. Its emergence does not rely on the accumulation of individual emotions, but rather stems from a dynamic process where multiple participants engage collectively, mutually perceive, and continuously adjust within musical contexts. In this process, sound serves not only as a technical tool but also transforms into a conduit for emotional energy, gradually blurring emotional boundaries between individuals and quietly fostering collective consciousness. Therefore, to truly grasp the intrinsic logic of emotional resonance in choral education, we must delve into the psychological mechanisms to analyze the multidimensional channels it establishes between collective experience, neural responses, and social identity, thereby providing scientific support and structural insights for educational practice ^[1].

2. The psychological mechanism of promoting group emotional resonance in choral education

In choral education, the generation of group emotional resonance does not stem from simple emotional superposition, but rather operates through a psychological mechanism that integrates collective musical experience with social cognition. At its core, this is a highly structured process of emotional synchronization. Firstly, individuals experience continuous unification of pitch, rhythm, and timbre through the interplay of polyphonic voices. Their neural mirror systems remain activated during repeated synchronous experiences, forming the foundational mechanism for emotional imitation and internal projection. Secondly, the synchronization of breathing rhythms and body movements during choral performance not only triggers physical synchronization effects but also subtly builds emotional bridges between individuals and the group, enhancing the depth and speed of emotional contagion ^[2]. Additionally, non-verbal signals within the group, such as eye contact, facial expressions, and body posture interactions, form a micro-level emotional regulation system. This enables individuals to rapidly perceive and instantly respond to others' emotional states in dynamic social contexts, fostering the formation of collective emotional field awareness. The sustained maintenance of this resonance process also relies on individuals' internalization and identification with group identity, manifesting psychologically as the unity of social legitimacy in emotional expression and intrinsic motivation. Thus, the psychological mechanism of group emotional resonance is not merely a derivative of musical forms, but a concrete manifestation of social emotional structures in aesthetic practice, reflecting the collective mental field's capacity for construction and psychological traction in the realm of art education ^[3].

3. The internal driving force of promoting the generation of collective cohesion in choral education

The formation of collective cohesion in choral education is not the result of external discipline, but rather stems from the co-construction of psychological driving forces and structural mechanisms within the group. In this highly collaborative artistic practice, the clear definition and contextual presentation of collective goals stimulate members' shared expectation structures, reinforcing individual motivational belonging to group objectives. This goal alignment serves as the cognitive foundation for group cohesion. Simultaneously, task dependency and structural division of labor during choral practice enable individuals to develop clear perceptions of their roles within polyphonic organizations, thereby activating responsibility awareness and role identification at the psychological level. This self-positioning mechanism, based on functional alignment, serves as the deep-seated driving force for emotional investment and behavioral coordination among members. Furthermore, in group practice, achievement feedback and emotional incentives manifest through the completion of choral works, performance effectiveness, and audience responses, establishing connections between group honor and accomplishments. This guides members to align individual emotions with collective values. More crucially, through long-term collaborative training, emotional labor and mutual dependence continuously generate internal emotional cycles and psychological inertia within the group. This transforms cohesion from external institutional dependence into emotional contracts based on shared experiences among members. This embedded emotional structure mechanism constitutes the core psychological driving force for the endogenous evolution of collective cohesion ^[4].

4. The main problems in the group interaction of choral education

4.1. The lack of emotional expression guidance in choral teaching leads to superficial resonance reaction

In contemporary choral pedagogy, emotional expression training is frequently reduced to a secondary aspect of musical processing. Teachers tend to prioritize technical mastery of pitch and rhythm while neglecting systematic cultivation of students' emotional perception and expression capabilities. This technique-driven approach results in a superficial understanding of musical emotions during performances, lacking the depth of internal emotional construction.

Consequently, group resonance remains confined to auditory perception without triggering profound psychological resonance. More critically, the absence of guided emotional expression paradigms hinders students from developing self-awareness of emotional vocabulary and aesthetic discernment. This constrains the connection between individual and collective emotions, reducing the intended emotional field in choral music to a mere accumulation of sound symbols. Such practice diminishes the fundamental value of choral education in emotional construction ^[5].

The rigid and mechanical choreography of choral rehearsals has become a critical bottleneck hindering the dynamic generation of group emotions. In most teaching scenarios, rehearsal processes are fragmented into repetitive technical training units, lacking context-aware, flexible scheduling and emotion-driven mechanisms. This structural rigidity not only prevents students from forming emotional resonance with the musical content during rehearsals but also diminishes the potential for real-time interaction and emotional feedback among group members. Rehearsals are reduced to exam-oriented outputs, with their core logic shifting from musicality to result-driven performance mechanisms, thereby erasing the natural pathways for emotional outpouring and collaborative interaction in choral performances. Within organizational structures lacking dynamic adjustments and emotional openness, students' emotional expressions remain suppressed, unable to gain reinforcement and resonance through interactive channels, resulting in the dissolution of emotional connections within structural arrangements ^[6].

4.2. The students' role ambiguity in the process of cooperation weakens the group synergy

While choral education employs formal vocal part arrangements as its collaborative framework, students often struggle to clearly define their roles in practice, lacking well-defined task boundaries and accountability. The interpartite coordination fails to develop into psychological identity through pedagogical means, resulting in performances that resemble synchronized routines rather than functional collaboration. This absence of role awareness prevents individuals from recognizing their unique contributions within the collective sound structure, weakening group dependency mechanisms and stifling mutual assistance and collaborative dynamics. Moreover, in a responsibility-oriented framework, students 'motivation tends to shift toward passive compliance, undermining the collaborative system that relies on precise division of labor and interactive alignment. Consequently, choral education's potential to foster collective creativity and cohesion is severely constrained ^[7].

4.3. The technical orientation of the teaching evaluation system ignores the guiding function of the emotional goal

The current choral pedagogy evaluation system is dominated by technical metrics, with assessment priorities concentrated on quantifiable standards such as pitch accuracy, rhythm, and tonal uniformity, while emotional expression and group interaction are relegated to peripheral and subordinate roles. This one-dimensional evaluation logic compels both teachers and students to reduce educational objectives to standardized outputs, reducing emotional experiences to instrumental means rather than aesthetic subjects. The lack of attention to non-technical dimensions like emotional engagement, expressive tension, and group resonance directly results in students lacking motivational support and value recognition for emotional investment in choral activities. The technical-centric nature of the evaluation system fundamentally distorts the hierarchical structure of teaching objectives, hindering the reasonable presentation and sustained growth of group cohesion and emotional resonance in pedagogical processes. This ultimately disrupts the mechanism of emotional energy flow and value co-creation between individuals and groups in choral education ^[8].

5. Systematic strategies for improving the depth of emotional resonance and group connection in choral education

5.1. Constructing a hierarchical guided training model for emotional cognition and expression

The deepening of emotional resonance in choral education depends on the dual enhancement of individuals 'emotional

recognition and expression capabilities. This psychological structure requires systematic training models with hierarchical and transferable characteristics. Tiered guided training should strengthen students' cognitive understanding of musical emotional connotations while guiding them to concretize abstract emotional imagery through detailed operations like timbre control, tone transformation, and expression management. Specifically, a spiral training phase can be established, progressing from basic emotional arousal and situational simulation to collective emotional evolution. This ensures students' emotional abilities develop from perceptual experiences to active construction. In this process, teachers transition from being mere transmitters of musical information to becoming emotional regulators and architects of group emotional fields, achieving a qualitative leap from unified sound to coordinated emotions.

5.2. Reconstructing the rehearsal process to enhance the generation of emotion self-organization in interactive situations

Traditional rehearsal models, constrained by linear time logic and mechanical training methods, suppress the dynamism and complexity of emotional generation. To reshape rehearsal processes, we must transcend technical linear structures and adopt a nonlinear organizational model centered on interactive scenarios. In practice, this involves integrating modules like context-based improvisation, emotional theme guidance, and cross-part dialogue. Through multidirectional interactions, we unlock individuals' 'emotional expression potential within the collective, stimulating the choir's self-organizing emotional mechanisms. Within this framework, the group transforms from a mere sound accumulation into a complex system capable of emotional generation and regulation. Its vocal parts establish stable, highly sensitive emotional networks through mutual sensing and feedback mechanisms. The restructured rehearsal process not only reorganizes technical teaching components but also reconstructs the field of emotional generation, ultimately providing deep-seated dynamic support for group resonance ^[9].

5.3. Strengthening role awareness education to enhance the subject participation in the collaborative process

The collaborative efficacy in choral performance relies on individuals' 'precise understanding and proactive construction of their role functions. This psychological mechanism requires systematic role awareness education to catalyze its development. By employing core methods such as vocal part function analysis, task responsibility allocation, and cross-role experience, we can establish a multidimensional role comprehension system. This enables students to not only clarify their positional roles but also perceive their structural significance and emotional responsibilities within the collective sound. The establishment of role awareness serves as a critical pathway for transitioning from functional participation to emotional engagement. It not only enhances individuals' recognition of collective contributions but also elevates their identification with group objectives and willingness to collaborate. Only on this foundation can students achieve a psychological shift from passive execution to active cooperation, thereby generating profound participation and cohesion during collaborative processes.

5.4. Optimizing the structure of teaching evaluation to balance the dual goals of technical standards and emotional experience

The guiding role of teaching evaluation frameworks lies in reshaping the value orientation of pedagogical practices and students' learning motivation mechanisms. The current evaluation system, dominated by single technical indicators, must be replaced by a composite evaluation logic incorporating emotional dimensions. Effective measurement of emotional experiences can be achieved through performance-based assessments, peer feedback, and self-reflection, integrating individual emotional engagement, expressive tension, and resonance capabilities during vocal performance into the evaluation system. Simultaneously, a comprehensive assessment mechanism should be established with tripartite participation involving teacher guidance, student agency, and group interaction, enabling dynamic equilibrium and synergistic development between technical performance and emotional generation. Under this framework, teaching

evaluation no longer serves as an ultimate verdict on outcomes but becomes a generative force that deepens emotional expression and strengthens group relationships, fundamentally driving the transformation of choral education from skill transmission to value-oriented emotional construction.

6. Conclusion

Choral education transcends mere vocal artistry. It is a social construct of emotional connection. The resonance of collective emotions and the formation of group cohesion are deeply rooted in the emotional exchanges, role identification, and value alignment among participants within educational settings. When choral performance evolves from a technical showcase to a spiritual space for emotional flow and communal bonding, its educational essence is fully realized. From individual vocal experiences to collaborative group efforts, choral music serves multiple functions: aesthetic appreciation, emotional communication, and social belonging. Only by integrating systematic mechanisms for emotional development into pedagogical philosophies, practical frameworks, and evaluation systems can we unlock the latent social integration and character-building potential of choral education. This makes it a vital educational model for reconstructing humanistic values and elevating interpersonal relationships.

Disclosure statement

The authors declare no conflict of interest.

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