

Research on the Teaching Course Implementation of the Vocal Performance in Independent Colleges

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Abstract: This paper studies the vocal performance teaching mode of independent colleges in China, combined with the inevitability and value of the reform of vocal performance teaching mode and the expansion of diversified singing skills in independent colleges, and summarizes several feasible teaching measures, including the adoption of points layered teaching methods, using various types of music tracks to perform performance singing exercises, improving the frequency and frequency of vocal music practice, and further improving the evaluation mechanism of performance teaching in independent colleges, in order to provide reference for vocal performance teaching for independent colleges in China.

1. Introduction

Today's society is an era of rapid development of information technology, and the educational work of independent schools is constantly advancing with the times. At this stage, in order to meet the training of high-quality talents, major independent colleges have begun to carry out continuous reforms and innovations, and it has become very important to carry out diversified teaching modes in vocal performance teaching. The new vocal performance teaching work can break the shortcomings of the traditional teaching mode, and introduce advanced teaching content and teaching concepts, thus effectively improving the vocal performance ability of independent college students, and thus completing the independence to a certain extent. Diversified teaching of vocal performances by college students [1].

In recent years, the teaching of vocal performances in independent colleges in China has been continuously developed and innovated. Especially in the current deepening of the new curriculum reform work, both the learner and the syllabus of independent colleges have put forward higher requirements for the content of vocal performance teaching and the teaching level of teachers. Based on this, how to cultivate more high-level and versatile high-quality talents is an important topic for vocal music educators in independent colleges to think about together. Because there are great differences between the vocal performance courses and the theoretical teaching modes of other courses, in the process of reform and innovation for this course, we must start from the perspectives of teaching philosophy, teaching content and evaluation methods. And to create as many opportunities for independent college students to create performance opportunities.

2. Important Issues in the Current Vocal Music Teaching Work in Independent Colleges

In the process of vocal music teaching, the structure of teaching curriculum has a very serious impact on the quality of vocal music teaching. At present, the vocal music teaching in our country mainly uses the old textbooks and teaches the old songs to the students, so that students cannot be The attraction is not to make the vocal teaching work better, nor the knowledge of the vocal performance can be imparted to the students, so that the students' understanding of the theoretical knowledge is not in place, which has certain restrictions on the development of the students, and is also an independent institution. The teaching of vocal performances in the school has brought some troubles.

At present, there is a common phenomenon in the process of vocal performance teaching in independent colleges. That is, independent colleges cannot retain teachers with comprehensive quality, and some teachers with poor comprehensive quality have weak professional skills. They also do not have enough teaching experience and teaching ability. Some teachers simply complete the teaching tasks, but can not effectively cultivate the students' comprehensive ability, which has a serious impact on the quality of vocal teaching.

In the current vocal music teaching, the phenomenon that the teacher's teaching content is out of touch with the actual teaching work often occurs. In the teaching process, the quality of the teaching content will have a serious impact on the students' learning ability. In the process of teaching, some teachers in the process of setting up teaching content often do not start from the actual situation, so that students can not understand the connotation of music music, students lack a certain emotional foundation in the process of performance, which is As a result, students' ability to understand music is declining [2].

At this stage, the single problem of teaching methods in independent colleges has become the key to affecting the quality of vocal performance teaching. In this process, vocal music teachers often simply repeat a single teaching work, allowing students to sing individually, and correct the pronunciation of students in the process of students singing. Each student adopts the same teaching method, and cannot Personalized teaching work is carried out according to the characteristics of students, which makes students have serious difficulties in the study of vocal performances. It also brought certain obstacles to the smooth development of vocal performance teaching.

3. Vocal Music Teaching Vocal Performance Course Setting Requirements

Vocal music teaching is not a short-term process, but through the development of a series of scientific and reasonable programs, through a correct teaching method, to achieve a long-term behavior from day to month, from shallow to deep. In order to become a good vocal performer, you must have basic professional knowledge, stage performance and stage literacy. Therefore, this requires the vocal performance course to be reasonable and effective.

Vocal music is the core of vocal performance. Therefore, teachers should combine the characteristics of vocal learning when formulating the curriculum plan, which is conducive to standardizing the form of class. The stage is an important way for students to test and sing. Students only start with every detail of singing through continuous training. To adjust the performance and singing status of the stage to the best level, the practice of vocal music teaching is strong. Each student should also teach in accordance with his aptitude and need to train different tracks to understand the students' needs for vocal music. When you want to take an exam, you can evaluate it by taking turns to the stage to sing. In the classroom teaching process, the teaching methods of teachers are very important, and different teaching methods should be explained for different students. Explain the singing skills of the vocal method, and then correct the students' vocal errors through the students' voices, so that although each student's questions can be clearly and clearly pointed out, the teaching efficiency is low. It is necessary to have the same training of the vocal learning group to promote students to better understand their problems in vocal learning and to find and solve problems in time [3].

The vocal performance course should be combined with the vocal core curriculum and the basic subject of performance. The vocal performance students must master the basic courses, such as basic music theory, music and works analysis, vocal training and acoustics, and so on. The piano is also the master of vocal music in the learning process. Learning these basic courses will help speed up the progress of vocal music, express the feelings that vocal music wants to express, and promote the combination of basic music and vocal performances.

The theoretical knowledge related to the vocal performance course is also the focus of vocal music learning. For example, vocal linguistics, Chinese and foreign music history, lyrics creation and appreciation, etc. 3, through the study of theoretical knowledge, it is beneficial for students to have a comprehensive system of vocal music. Understanding and understanding, using the correct theoretical knowledge to learn the sound of vocal music, can improve learning efficiency and avoid

blindness in the learning process. In the study of vocal theory knowledge, vocal performance group lessons are also an important form, including vocal lectures, vocal appreciation and optimism.

Vocal performance is a manifestation of stage art. This requires vocal performance students to have stage expression and professional vocal music on the stage under the premise of professional theoretical knowledge and skill. Therefore, when students are learning, they should find suitable singing works, learn to analyze and understand the performance songs, strengthen their own stage ability training, and improve the psychological quality of the stage singing. The performance of the stage can be achieved through stage performances, physical forms, dances, etc. At the same time, vocal performances should also focus on the study of musicals, etiquette, makeup and other courses.

4. Improve the Measures of Vocal Performance Teaching in Independent Colleges

The stratified teaching method is the most commonly used teaching mode in the vocal music classroom of independent colleges. It refers to the application of the latest scientific and technological means, combined with the objective factors such as students' learning ability, vocal music foundation and progressive space. Guidance. As mentioned above, there is a big difference between the students in the vocal performances of independent colleges in China, whether they are vocal music or accepting ability. This kind of teaching method can not only divide students with similar levels into one study group. This allows students of different levels to obtain vocal performance training that meets their own level more accurately, thus achieving greater progress and greatly reducing the difficulty of teaching. In addition, from the perspective of teachers, the stratified teaching mode can fundamentally improve the utilization of vocal teacher resources in independent colleges, and help vocal teachers to understand the level of real vocal performance of students more comprehensively and deeply. The author believes that vocal performance is a highly practical course. By applying layered teaching in the classroom, students can get more practical opportunities and help them learn while consolidating theoretical knowledge and singing performance skills. Accumulate performance experience, which lays a good foundation for employment after graduation [4].

For the teaching of vocal performances in independent colleges, the quantitative change has a very large possibility of causing qualitative changes. In order to enable students to accumulate more practice experience, teachers should quantify the classroom practice songs in the teaching process, so that students can touch as many different styles of track types as possible while accumulating more songs. Difficulties learn to accumulate experience. On the one hand, teachers can choose some of the more familiar and catchy songs of the students to develop the track exercises, and add some gestures, eyes and body parts in the process of explaining the skills. For example, when teaching "Love of the Sun and Moon", "I Love You, China" and "Tosca", teachers should ask students to sing in a sound and vocal manner, and add some unique features in the process of deducting works. Understand and adapt. 4 On the other hand, the teacher can also arrange the teaching plan for the students at the beginning of the semester, including the practice songs of the semester and the number of teachings to be carried out, and adjust the teaching plan according to the feedback of the students and the actual teaching effect. . For freshmen and sophomores, teachers should develop 6 to 8 extracurricular repertoire exercises in the program, and for juniors and seniors who already have relatively solid vocal performance experience, teachers should practice the repertoire. Increase to 8 to 12 first.

In the teaching of vocal performance courses in independent colleges, teachers emphasize the importance of vocal music practice, which helps to further consolidate the foundation of students' vocal performances. From the past teaching experience, vocal music practice mainly includes syllables, pure original sounds, pronouns, and sound names. Teachers must first formulate the teaching objectives of vocal music practice. According to the actual situation of students at different levels, the training plan should be formulated according to different people. At the same time, attention should be paid to the gradual progress of the practice content from shallow to deep. For the freshman, the teacher can choose to start from the simplest third-degree scale. After the students have accumulated a certain amount of track practice experience, they will gradually transition to the

fifth-level and octave practice. For students from sophomore to senior, teachers can try to introduce some more difficult vocal pieces, such as Panovka and Abbott.

In order to greatly improve the teaching efficiency of vocal performance courses in independent colleges, independent institutions should make appropriate adjustments to the teaching evaluation mechanism on the basis of the original, and add some different types of teaching content and teaching objectives of different difficulty. Students' professional ability can be objectively and comprehensively evaluated. In addition, teachers should further optimize the evaluation mechanism, join the dynamic tracking evaluation method, and timely adjust and improve the teaching content based on the students' real learning feedback.

In order to combine classroom learning with actual performance, the school should attach importance to the construction of the student performance platform, link teaching practice, campus practice and social practice, and establish a practical platform for students to practice inside and outside the school. Among them, teaching practice can be carried out through vocal master class, vocal test, practical concert and personal concert. Teachers can effectively guide students' problems in the performance process, promote students' accumulated performance experience and improve students' vocal performance. Campus practice can be carried out through literary evenings, campus singers contests, etc. For students participating in the activity, teachers can provide targeted guidance to improve students' ability to apply knowledge. Students who do not participate in the activity can also make suggestions on the participation of students. To guide and promote mutual learning and progress 8. Social practice can be carried out through commercial performances, cultural activities, etc. Due to the great changes in the nature of the audience, students need to have a deeper understanding of the needs of the audience and improve their ability to apply various works. They need to touch different performance forms and singing methods. Vocal singing and social integration have improved the professionalism of student performance [5].

5. Conclusion

In summary, further reforms and innovations in the teaching mode of vocal performance courses in independent colleges in China can not only greatly enhance students' enthusiasm for vocal performance courses, but also enhance students' understanding of different styles of songs. Greatly improve their musical literacy. It is believed that in the near future, the teaching level of vocal performance courses in independent colleges in China will make great progress, thus cultivating more high-quality compound talents for the vocal music industry in China.

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