

Research on Vocal Chorus Experimental Course of Music Education in Normal Colleges from the Perspective of Music Creation

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Abstract: Vocal music course is a compulsory course in music education specialty of normal university, and it is also the main course of music specialty of normal university. As far as the current vocal music teaching is concerned, the setting of vocal music teaching content is relatively single, and the training of practical performance ability is relatively weak. Therefore, the author analyzes the rigor of the vocal music course of music education in higher education and proposes solutions to make the vocal music course better in music teaching activities. Studies have shown that there are still many problems in the music education profession, which affects and restricts the development of the discipline of music education in higher education.

1. Introduction

The traditional vocal music course has a relatively simple teaching content and lacks certain eras [1]. For a long time in the past, the vocal music curriculum was relatively simple. With the development of society, the traditional curriculum planning began to age, and the curriculum content lacked the era, which made the students master the basic theoretical knowledge and the comprehensive ability of the stage [2]. As a music education major in higher normal colleges that trains middle and primary school teachers, it is necessary to emphasize activity courses and practical courses in the vocal music curriculum. The newly promulgated "Full-time Compulsory Education Music Curriculum Standards" embodies advanced educational thoughts and ideas, is full of the atmosphere of the times, emphasizes people-oriented, music-based educational principles, and has made a qualitative change in China's basic music education [3]. Facing the vigorous development of basic music education reform, vocal music education reform in normal universities has been put on the agenda [4]. It can be seen that music teachers have higher requirements in singing, playing and jumping at the stage of basic education. As a basic education worker in the future, whether the students majoring in music education in Institutions of higher learning possess certain vocal music cultural qualities and whether they can take on the important task of improving their music cultural qualities has become a hot topic in the field of music education [5].

As one of the compulsory courses for music education majors in normal universities, vocal music course itself has the characteristics of vocal music performance [6]. There are also the characteristics of normal colleges, which are different from music education specialty in other colleges. It combines the development of education in the times and takes training excellent music education talents as the main goal [7]. In addition, the theoretical basis is relatively weak, and the fundamental purpose of music education in normal universities is to enable students to develop in an all-round way, not only to have a solid theoretical basis for music, but also to have a certain teaching ability. With the gradual deepening of basic education reform and the continuous expansion of the enrollment scale of music education majors in higher education, the vocal music teaching model with the "European Centralism" as the axis can no longer meet the needs of the vocal music teaching of the music education majors in higher normal schools and the needs of the job market. Therefore, the reform of vocal music courses in music education majors in higher education is imperative [8]. Only by cultivating high-quality teachers who meet the new requirements of the basic education reform can we better implement and implement the purpose and intention of the reform [9]. As a major educational institution for cultivating music teachers in primary and middle schools, higher normal colleges should face the changes in music education,

especially vocal music, in the new curriculum reform in primary and secondary schools. However, guided by the "new system" concept, it is necessary to conduct a systematic and holistic study and grasp of this course.

2. Methodology

Emphasis on theory, thick foundation, strengthening the strength of vocal music theory courses, focusing on the theoretical construction of the curriculum [10]. It is understood that ancient Greeks have appeared vocal music such as the songs of Dionysus, Yangko and Yangko. Although they were only a single language and music at the time, it can prove that vocal art is closely related to human labor, life, reproduction and development. Related. Guangxi is known as the "Guihai" and is also the hometown of "Song Sanjie". Many ethnic minorities have formed a rich and colorful folk music culture in the production and life of thousands of years. The folk songs have been integrated into the simple people's life in Guangxi. Beautiful Mountain River. Vocal music teaching plays an important role in the music teaching of higher normal schools. Especially in the implementation of the new curriculum standards for primary and middle school music, this model has gradually separated from the training objectives. However, in recent years, the author found that the current teaching methods and contents of vocal music for music majors in normal universities still follow the vocal music teaching concepts and teaching framework of professional music colleges, which exposes serious shortcomings in the arrangement of class hours. All-round development of morality, intelligence, physique and beauty; all-round development of cultural knowledge, music skills and music knowledge. There are many discussions on the aesthetic value, aesthetic significance, aesthetic function and aesthetic psychological activities of vocal music appreciation. The appreciation of vocal music works is considered under the macro background of culture. There are few theoretical studies on interdisciplinary, holistic, and integration.

Fig. 1 is based on Bradley's curriculum reform and compilation process model and the four-step planning model outlined by Seller et al. Starting from the needs and interests of students, this paper constructs the objectives and principles of vocal music curriculum compilation for music education majors in normal universities, as well as the content and structure of vocal music curriculum compilation.

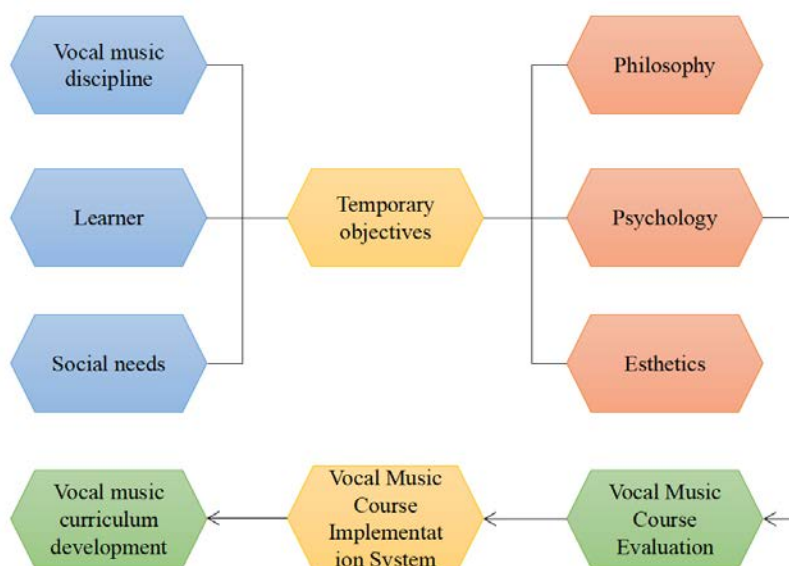


Fig.1. Vocal Music Course Development Model of Music Education Major in Normal Colleges

At present, the training of music teachers in normal universities basically follows the discipline-centered training model of music specialty colleges. Almost uniformly, they are piano, vocal music, harmony, musical form, Chinese and foreign music history, music teaching methods, etc. Appreciation of vocal music works is an important part of basic music education. Appreciation of vocal music works for music education majors in normal universities should carry out the

concept of serving basic education, give full play to the role of music aesthetic education, and effectively improve students' aesthetic ability and vocal music cultural inheritance ability. However, due to the influence of teaching hours, curriculum settings, teachers' quality and knowledge structure on vocal music teaching in normal universities, many college students' knowledge and skills system in vocal music is not perfect. Awareness of education. It is necessary to build on the basis of educational skills and focus on cultivating students' teaching ability. It is also a compulsory course for students majoring in music education in normal universities. It is also a must-have professional quality for qualified primary and secondary school music teachers. The basic education reform not only points out a new direction for the music education of higher normal schools, but also becomes a social background that must be considered in the setting of vocal music courses for music education majors in higher normal schools. Through the understanding of the meaning of vocal art, we can deeply understand the essence and function of vocal art.

The four types of vocal music courses are not just simple juxtapositions, but are based on aesthetic performance and teaching practice. They are based on theory and skills, and are compatible with the vocal course structure of high-level teachers (see Figure 2).

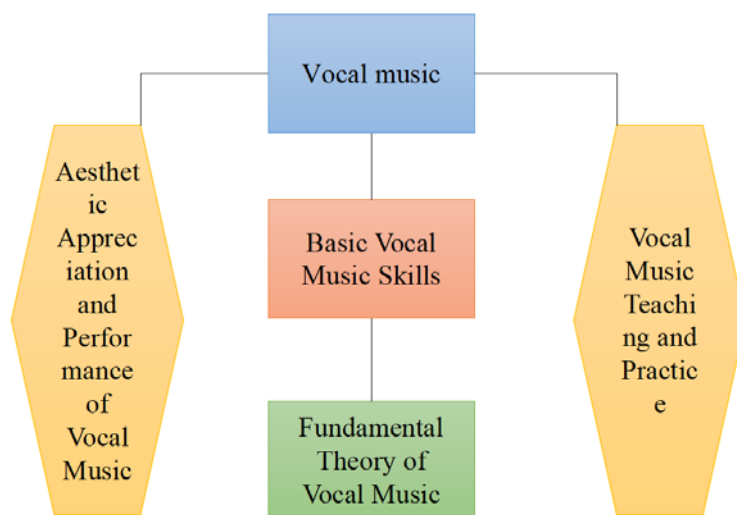


Fig.2. Diagram of vocal lessons

3. Result Analysis and Discussion

Vocal music is an art with a high technical content. For all music majors in colleges and universities, the most important purpose of teaching is to cultivate the artistic feeling of vocal music, and then stimulate students' passion for learning music art. In addition to the melody and rhythm, music also has a certain connotation. Therefore, the students who sing the songs must have a solid basic skill in the rhythm and melody of the song, and also know how to deal with the meaning of the works. of. The March Three Songs Festival of the Zhuang Nationality, the "Singing Hart Festival" of the Jing nationality, the traditional river lantern festival, and the annual Nanning International Folk Song Festival in Guangxi have made Guangxi a singer, and the song culture has become the local music culture and world of Guangxi. Business cards for multi-music cultural exchanges. Since the eighth basic education curriculum reform in 2001, music curriculum has been regarded as an important field of Humanities and an important way to implement aesthetic education, and it has become a compulsory course in the compulsory education stage. On the one hand, this teaching mode is divorced from the training objectives of normal universities, on the other hand, it is also divorced from the requirements of music teachers in primary and secondary schools in the new curriculum standards implemented by the Ministry of Education. This also reflects that the vocal music aesthetic education in normal universities is not strong enough to serve the basic education, and the concept is not clear enough. The research on how to improve the vocal music cultural inheritance ability of normal university students through the appreciation of vocal

music works needs to be broadened and deepened.

According to the future employment position, learning situation and cognitive law of music education students, teaching activities are carried out in the form of integration of theory and practice. After the completion of each major skill theory teaching plate, practical training is carried out for this plate. The main survey results are shown in Table 1.

Table 1 Schedule of Class Hours

Teaching module	Content of courses	Lecture hours	Training hours
Module 1	The Artistic Form of Lyrics	3	8
Module two	The Artistic Style of Lyrics	5	
Module three	The Writing of Musical Theme of Songs	2	4
Module four	The Development of Musical Themes in Lyrics	2	
Total		12	12

This kind of teaching method and consciousness leads to the general low ability of chorus chorus for Chinese teenagers. Song Analysis and Creation is a compulsory course for music education majors in normal universities. It is also a necessary knowledge and skill reserve for music teachers in primary and secondary schools in the future. Through the study of this course, students can master the structure and creative techniques of monophonic songs, and have a broad understanding of the style of excellent songs at home and abroad. The traditional teaching mode of vocal music makes students lack of knowledge structure, and also makes most students basically in the situation of "can't sing or teach", "can't sing or teach", which has a serious impact on students' vocal music teaching and employment. In recent years, basic education reform has achieved gratifying results in China's primary and secondary schools. With the reform of basic music education, in 2011 the Ministry of Education revised and improved the music curriculum standards. This direct application model is obviously too simple and idealized, which has caused students to behave with professional skills and light teaching concepts. After going to work, they show a situation in which they do not love teaching and do not know how to teach. This paper studies the shortcomings of the vocal music course of the music education major in higher normal schools, and constructs a comprehensive vocal course system and rigorous vocal music courses to cultivate excellent music education talents for China.

4. Conclusions

Vocal music is one of the most important courses. It has certain educational value both in the past and in the future. The construction of the vocal music curriculum system will be related to the quality of vocal music teaching to a large extent. Although the Dalton education program has its own shortcomings, its teaching organization and design conforms to the laws of students' physical and mental development, maximally cultivate students' personality and social development, and let students learn to be the masters of their own learning and learn to weave their own lives. However, we know that the study of the curriculum is a long-term process that must be continuously explored in teaching to be gradually improved. In aesthetic education, from basic music lessons to high school appreciation classes to public art classes in colleges and universities, vocal works appreciation is introduced into classroom teaching as an important part of aesthetic education. Only when music educators in normal universities really define the purpose of music education and teaching, and achieve this goal as high as possible in music writing, teaching, singing and performance, can they accomplish the arduous task of duet and realize the teaching significance of duet. At present, how to embody and deepen this concept from the concept, value orientation and in the music classroom of general art education and vocal music teaching of professional music education is a arduous task. Therefore, music education specialty in normal universities should pay attention to the construction and implementation of its curriculum system, which is the key to ensure that music teaching can go back to ancient times.

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