

Application and Analysis of Heuristic Teaching Method in Vocal Music Teaching in Colleges and Universities

Chonghao Li

Nanyang Institute of Technology, Nanyang, Henan, China

Keywords: Heuristic Teaching Method; Vocal Music Teaching in Colleges and Universities; Application Strategies

Abstract: With the deepening of teaching reform, more and more colleges and universities begin to adopt heuristic teaching method, which not only strengthens the interaction between teachers and students, but also improves the quality of the classroom. Therefore, it is necessary to change the teaching mode. The application of heuristic teaching mode can not only mobilize the enthusiasm of college students to learn vocal music, but also help the improvement of teachers' teaching level. The application of vocal music teaching in colleges and universities is very important. This paper analyzes the current situation of vocal music teaching in colleges and universities, and puts forward the application of heuristic teaching mode in vocal music teaching in colleges and universities, and discusses the specific application methods.

1. Introduction

Vocal music teaching is an important part of college teaching system. With the implementation of the new curriculum reform policy, it puts forward higher requirements for vocal music teaching. However, the traditional teaching method has been used in vocal music teaching in Colleges and universities, which leads to many problems in the process of vocal music teaching in Colleges and universities. Heuristic teaching method refers to teaching by inspiring students' initiative. Enlightenment is a psychological term, which refers to the perception and subtle influence of objects or people in certain environments. The heuristic teaching method in teaching refers to the infective situational teaching mode, which uses objects, music, language and other means to shape the real situation [2]. It is based on stimulating students' enthusiasm and initiative, allowing students to use their brains, positive thinking, and active practice to master knowledge, skills, and development of intelligence, and form a certain point of view, in order to stimulate students' enthusiasm for learning [3]. However, in the actual teaching, the traditional teaching mode can not achieve the expected teaching effect. Through continuous experimentation, the new teaching mode, heuristic teaching, is quickly applied. It can maximize the enthusiasm of students and guide them to learn the rules of understanding of things, so they can complete the learning tasks most effectively.

2. The Significance of Using Heuristic Teaching in Vocal Music Teaching in Colleges and Universities

It is conducive to arousing students' interest in learning. Through investigation, we find that heuristic teaching mode can promote students' interest in learning vocal music knowledge to a certain extent, and at the same time, it can also promote the improvement of students' comprehensive ability. The application of heuristic teaching in vocal music teaching can not only stimulate students' interest in learning, but also activate the classroom teaching atmosphere. By enjoying vocal music, students can feel the beauty of music, thus promoting students to spontaneously accept new knowledge [4]. The application of heuristic teaching method in vocal music teaching in Colleges and universities can activate the dull classroom atmosphere, make students speak actively, think actively, and form effective interaction between teachers and students in the classroom. To cultivate students' ability to discover, analyze and solve problems, so that they are willing to think, good at thinking, and able to think independently. Make students active in the

course of listening to the lesson, focus attention, and avoid any use of the topic. Let students maximize their subjective initiative and creativity. The heuristic method can also greatly enhance students' interest in learning vocal music. This kind of teaching method can make teachers and students interact better, and it is more conducive to students' greater gains [5]. In addition, heuristic teaching can also make the teaching classroom vivid, let students break away from the traditional boring teaching methods, improve students' desire to learn vocal music, and then promote the quality of teaching.

Conducive to the divergent students' creative thinking. Innovation is the primary productive force, and cultivating students' innovative thinking is an important part of college teaching. Music education has created a good platform for students to develop their own abilities, so teachers should stimulate students' potential in daily teaching and cultivate students' divergent thinking ability. Because the content of vocal music teaching is relatively Abstract, using heuristic teaching and using visual language to explain vocal music knowledge, the Abstract teaching content can be transformed into vivid teaching content, and the boring teaching process can be transformed into a vivid teaching process. The heuristic teaching method is not infused with the traditional teaching method. It uses doubts to enlighten the students' thinking. Through enlightenment and guidance, the students can actively think and dispel doubts, so that students have a strong interest in knowledge and thus enhance their interest in learning [6]. Of course, vocal music learning itself is an Abstract or even boring activity, and heuristic teaching can visualize this Abstract knowledge, can turn boring into vivid, let students understand the importance of vocal music learning, so as to achieve better teaching effect. The greatest advantage of heuristic teaching mode is to take students as the main body, actively play the initiative of students themselves, so as to continuously create the best teaching mode, which is conducive to the overall development of students' quality [7]. Compared with traditional teaching methods, heuristic teaching pays more attention to classroom atmosphere, and guides students to think through questions, teacher-student interaction and student interaction, so as to enhance students' logical thinking and innovative ability. It can better realize the teaching purpose of cultivating students' ability and enhancing students' adaptability, so as to realize the application of learning.

It is helpful for students to master music theory knowledge better. Many of the theoretical knowledge of vocal music teaching is obscure and difficult to understand. If teachers only explain it simply, students can not understand it deeply and it is more difficult to remember it. Firstly, the teacher sums up the special points raised by some students. Secondly, let another part of the students put forward new ideas and compare with the former, thus triggering controversy. For most of the students, there are those who dare not question and express their opinions on their own initiative. Using heuristic teaching method, teachers and students are like a pair of friends, inspiring and influencing each other. Teachers stimulate students' interest in learning through discussion, dialogue and other classroom forms. Using a heuristic teaching model, starting with simple knowledge, step by step guide students, step by step, students can quickly accept, understanding memory is much better than rote learning. The integration of role-playing and dance teaching in teaching can enhance the interaction between teachers and students, and the students' experience of music is more intuitive and profound. In the heuristic teaching mode, teachers will change the teaching process in the past, and scientifically allocate each time period, thus promoting the improvement of students' learning efficiency and the improvement of teaching efficiency. Heuristic teaching enables students to easily master the theoretical knowledge of vocal teaching. When explaining the theoretical knowledge, teachers should pay attention to using the correct way to find a suitable guiding direction and help students understand the difficulties.

3. Problems in Vocal Music Teaching in Colleges and Universities at the Present Stage

Students are not interested in learning vocal music. Through the investigation, we find that in the process of traditional vocal music teaching, teachers tend to have deviations in the choice of teaching content, and the relevant teaching content is totally not suitable for the needs of college students at this stage, which leads to the decline of students' interest in learning, and thus leads to

the inefficiency of teaching. Vocal music teaching is a special course in college music teaching. Vocal music teaching not only requires students to master relevant theoretical knowledge, but also requires students to have a distinctive singing level. Faced with many shortcomings in the traditional vocal classroom teaching, the new era incorporates the heuristic teaching method into the vocal music classroom teaching in colleges and universities, not only for students to better learn vocal knowledge, but also for the modern advanced scientific vocal concept. In addition, we also found a phenomenon in the teaching of vocal music in colleges and universities. It also stays in the "cramming" teaching, which affects the enthusiasm of students' learning to a certain extent, which leads to the decline of college students' interest in vocal music learning.

Faced with many shortcomings in the traditional vocal classroom teaching, the new era incorporates the heuristic teaching method into the vocal music classroom teaching in colleges and universities, not only for students to better learn vocal knowledge, but also for the modern advanced scientific vocal concept. In addition, we also found a phenomenon in the teaching of vocal music in colleges and universities. It also stays in the "cramming" teaching, which affects the enthusiasm of students' learning to a certain extent, which leads to the decline of college students' interest in vocal music learning. If we cling to such a teaching method, then, despite the rapid development of society, its teachers and students can not adapt to the trend of the times. Through the study, we found that most of the students have no vocal music foundation, therefore, the teacher teaches the relevant knowledge of footwork understanding. Teachers have taught to deal with the work can sing well, for another new work will be helpless. The method of pronunciation can not be extended to the works that have not been dealt with by teachers. Such classroom teaching efficiency is very low. In addition, some students only study vocal music in theory, they can not apply relevant vocal music knowledge to practice.

4. Application Strategy of Heuristic Teaching Method in Vocal Music Teaching in Colleges and Universities

4.1 Enlightenment of singing breath

In the process of vocal music teaching in Colleges and universities, teachers can set up relevant situational teaching environment according to the relevant things familiar to students. In the process of vocal music teaching, teachers should create artistic conception for students as much as possible. If the theme of the teaching song is the songs of mountains and rivers, they should guide students to feel the connotation of the song in the beautiful artistic conception of mountains and rivers. When students are in a relaxed and happy environment, their mood will be relaxed, and they can quickly enter the learning state. Teachers need to guide students to adjust their breathing and bring students into formal classroom learning by inhaling and exhaling. Fully mobilize their enthusiasm for learning and subjective initiative, so that students consciously absorb knowledge, so as to cultivate students' ability to analyze problems and solve problems. When the teacher explains the principle of singing and vocalization, he can make a structure and dynamic picture of the vocal organ, so that students can more intuitively understand the specific process and working principle of singing and vocalization, thus making it easier to master the scientific vocal method. higher. Through this particular situational environment, students can perceive the whole process of sound transmission, so that students can feel the truest voice in the true sense. In this particular environment, teachers can also speak to students according to their needs. Carry out the corresponding training. In breath training, Abstract theoretical knowledge and skills are not conducive to students' learning and understanding. It is easier for students to understand what they have learned by introducing corresponding artistic conception through heuristic teaching.

4.2 Application of heuristic teaching method in the training of pronunciation

In the process of vocal music teaching in Colleges and universities, besides dialectal songs, the practice of singing and voicing is a very important link, and it has a great practice with students' mastery of Putonghua. For example, when the theme of a song is lingering love, it is necessary to

reflect this lingering feeling in the singing process, not only from the voice, but also from the performance, so that the voice and the body can be organically combined, so that the audience as if in a real situation, experience the feelings that the song wants to express. Therefore, in college vocal music teaching, the first problem to be solved is to articulate clearly. In the process of pronunciation, the pronunciation of Chinese characters at the beginning and end is very important. It is a bridge between connecting words and characters. Teachers should consciously ask questions to students, discuss key issues with students, and establish aesthetic standards. Although students will encounter many difficulties, they will not lose confidence. Teachers should use their enthusiasm to turn the burning love into a moving emotion, and should enrich their teaching mode as much as possible. Only in this way can students learn vocal music better. The application of heuristic teaching method lies in the transformation and connection between words and words. It guides students to feel the change between words and words by inspiring pronunciation. By dealing with the connection between words and words, the words and words are guaranteed as much as possible. Harmony and unity between sounds. At the same time, it is necessary to keep the tip of the tongue in a relaxed state and correctly handle the position of the pronunciation. For different words, the transformation and connection between different sounds can be highlighted under the uniformity of the sound points, so that the song has a richer and more intuitive performance.

4.3 Singing performance inspiration

The main purpose of song singing is to interpret and express the emotions and thoughts that the songs are to express. How to let students master and control emotional expression in the process of singing in vocal music teaching is an important question for teachers to think about. In terms of singing performances, the characteristics of heuristic teaching are mainly reflected in the classroom atmosphere. Heuristic teaching can create a more relaxed and harmonious teaching atmosphere, so that students will adjust their mentality during the vocal training, and then express the emotions of the song. When students sing certain songs, they are limited by their own experience, knowledge scope and experience. They cannot understand the creative background of the works and the creators' thoughts and feelings. Teachers should fully consider the differences between students when teaching. Students can adjust their mentality and quickly enter the singing state. The effect of conveying emotions through music is more obvious. In this process, teachers should constantly encourage students, enhance their confidence, and let students express themselves bravely. In this way, they will take the initiative to seek solutions to the problem. This kind of questioning teaching method mainly carries out the change of teaching roles, so that students really become the main body of learning, and teachers become supporting roles. In addition, in order to better carry out the study of related songs, we should also analyze the creator's life stories and creative background, so as to promote the expression of songs' emotions.

5. Conclusion

Through the deep research on the application of heuristic teaching in vocal music teaching in Colleges and universities, we can find that heuristic teaching is of great significance in vocal music teaching in Colleges and universities at this stage. Compared with the traditional cramming teaching method in vocal music teaching in Colleges and universities, heuristic teaching method can more effectively stimulate students' subjective initiative in vocal music teaching, and has obvious advantages in training students' skills in mastering voice, breath and pronunciation. The application of heuristic teaching mode in vocal music teaching has obvious advantages, mainly in stimulating students' active learning ability and cultivating students' creative thinking. It can effectively improve students' vocal music practical skills, and also greatly improve the emotional analysis of music works. Although vocal music teaching is based on students' breath, pitch, and pitch, it is also necessary to properly link basic phonology, melody, and vocal knowledge in vocal music teaching. Through self-analysis in the heuristic teaching method, students will have a deeper understanding of musical emotions, and their ability to express will certainly improve, which is conducive to the development of music teaching in colleges and universities. Therefore, this paper combines the

actual situation of vocal music teaching in colleges and universities to propose the above strategies, hoping to continuously improve its teaching level.

References

- [1] Carpenter S K Mickes L Rahman S, et al. The effect of instructor fluency on students' perceptions of instructors, confidence in learning, and actual learning.[J]. *Journal of Experimental Psychology Applied*, 2016, 22(2):161.
- [2] Bannan N . Music, Play and Darwin's Children: Pedagogical Reflections of and on the Ontogeny/Phylogeny Relationship.[J]. *International Journal of Music Education*, 2014, 32(1):98-118.
- [3] Tsay, Chia-Jung. The vision heuristic: Judging music ensembles by sight alone[J]. *Organizational Behavior and Human Decision Processes*, 2014, 124(1):24-33.
- [4] D'Angelo C A Giuffrida C Abramo G . A heuristic approach to author name disambiguation in bibliometrics databases for large-scale research assessments[J]. *Journal of the Association for Information Science & Technology*, 2014, 62(2):257-269.
- [5] Yeh, Yi-Lien. An investigation of Taiwanese piano teachers' reflection on teaching challenges and pupils' learning difficulties[J]. *Music Education Research*, 2016:1-12.
- [6] Xu, Peng. The Music Teacher: The Professionalization Of Singing And The Development Of Erotic Vocal Style During Late Ming China[J]. *Harvard Journal of Asiatic Studies*, 2015, 75.
- [7] Hunter E J Bottalico P Graetzer S, et al. Teachers and Teaching: Speech Production Accommodations Due to Changes in the Acoustic Environment.[J]. *Energy Procedia*, 2015, 78:3102-3107.