

Integration Strategy of Vocal Music Teaching and Music Education in Colleges and Universities

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Abstract: At present, college vocal music teaching should pay attention to integrating multi angle and multi-directional content into the classroom, broaden students' vision and improve students' musical literacy and quality. When recognizing different types of music styles, students can constantly enrich their music system. Vocal music teaching in Colleges and universities needs to reflect the elements of traditional culture. Traditional music has many characteristics. This is of great help to students' in-depth study of vocal music. This paper will discuss the current situation of vocal music teaching and the characteristics of traditional culture, and put forward the corresponding teaching improvement strategies to solve the relevant teaching problems.

1. Introduction

To improve the teaching quality of music course, teachers need to start from many aspects. Teachers' music literacy is an important premise to ensure the effective development of the whole classroom. Teachers should pay attention to instilling correct traditional cultural concepts into students in class. On this basis, teachers should adapt to the development of the times, constantly update their knowledge, and guide students to deeply understand the composition purpose of each music in the process of music teaching. Rich teaching links and applicable teaching methods help to improve students' music perception ability.

2. The Integration Value of Traditional Music Culture in Vocal Music Teaching in Colleges and Universities

2.1. Optimizing the quality of vocal music teaching in Colleges and Universities

In the past, due to the limitations of traditional ideas, in the process of vocal music teaching reform, it will be affected by many factors, which makes the penetration effect of traditional music culture in vocal music teaching poor, and students' cultural literacy can not be fully expanded. With the attention paid by the state and schools to traditional music culture, more artistic forms reflecting the essence of national music culture have been applied to vocal music teaching, which has achieved remarkable teaching results and promoted the improvement of vocal music students' cultural cultivation. The relationship between various elements is shown in Figure 1. Therefore, in the actual vocal music classroom in Colleges and universities, reasonably integrating the essence of traditional music culture can further optimize the vocal music teaching content, stimulate students' cultural thirst for knowledge, enhance students' music culture knowledge reserve, urge students to actively explore the charm of traditional music culture, and constantly improve the teaching quality of vocal music courses in Colleges and universities.

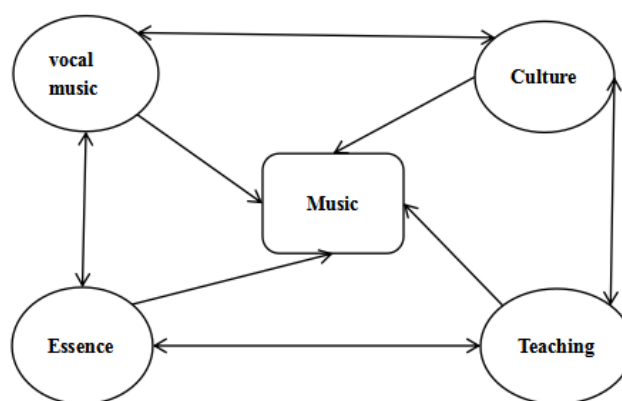


Figure 1 Relationship between various elements of music teaching.

2.2. Carrying forward traditional music culture

The deep integration of traditional music culture and vocal music teaching has further expanded the communication channels of traditional music culture, strengthened the cultivation of traditional music culture inheritance talents through systematic curriculum construction, not only changed the vocal music teaching mode, but also provided a good platform for the development of traditional music culture. In the process of vocal music teaching, through a comprehensive analysis of traditional music culture, teachers let students understand the development status and artistic characteristics of Chinese vocal music art in different stages, as well as representative vocal music works, which not only broadens their horizons, but also expands their thoughts, and can effectively consolidate students' music theoretical foundation, Making them master the comprehensive basic knowledge of vocal music can also enhance students' musical cultural literacy, form a unique musical cultural taste, and cultivate the awareness and responsibility of cultural inheritance. Effectively promote the promotion of Chinese traditional music culture.

3. Integration Goal of Vocal Music Teaching and Music Education

3.1. Enhancing cultural confidence

Traditional music culture plays an irreplaceable role in maintaining national emotion and conveying national spirit and national value. Traditional music culture is not only the characteristic of a nation, but also the expression of a nation's thought. Traditional music culture is an extremely important part of Chinese traditional culture. It carries the long cultural history and rich cultural connotation of the Chinese nation, represents the worship of benevolence, righteousness, harmony and faith, and is the spiritual pillar of national development and prosperity. Chinese traditional national music has high appreciation value, affects the national charm and national spirit of the country in international affairs, and embodies the national dignity of the country. Chinese traditional national music culture is an important part of the charm of national culture. People have all kinds of choices in life, from speech and behavior, marriage and funeral, to international exchanges and foreign policy, no one is not affected by its subtle influence(2021,Cai Fengping). Therefore, learning Chinese traditional music culture plays an important role in enhancing the cultural self-confidence of teachers and students.

3.2. Broadening the knowledge level

After thousands of years of development, national traditional music still contains many musical aesthetic thoughts and characteristics. It is not only the concentrated embodiment of many national music aesthetic thoughts, but also the aesthetic crystallization of many music aesthetic thoughts and consciousness. It affects the aesthetic thinking habits of several generations of a nation and a country. It plays an important role in shaping the personality and aesthetic development of students' music aesthetic thoughts. At the same time, Chinese traditional national music not only fully

reflects the spiritual outlook of Chinese people in different times and cultures, but also takes traditional music art as a unique way of cultural expression, recording people's daily life, cultural and historical background at that time under different development and social backgrounds. At the same time, Chinese traditional music has a unique artistic language. It can even be said that each instrument has its specific soul content. Therefore, when hearing the sound of traditional Chinese musical instruments, people will think of some scenes, such as suona, erhu and pipa. This unique "language" has also attracted western music lovers. Chinese traditional musical instruments can make people feel a profound sense of historical change, so as to create a unique Chinese traditional style.

3.3. Enriching the construction of campus culture

The construction of campus cultural spirit is not only an important core content to strengthen the construction of campus cultural team, but also the highest level knowledge to study campus culture. The construction of campus culture system can be divided into three parts: material culture system construction, spiritual culture system construction and institutional culture system construction. Integrating traditional culture and music education into vocal music teaching in Higher Vocational Colleges undoubtedly plays an important role in promoting the construction of music spiritual and cultural system in higher vocational colleges(2021,Lu Zhida). The whole campus culture construction is the concentrated embodiment of the school cultural personality and spiritual style. Campus spirit education culture, also known as school spirit, is reflected in all aspects of the campus. The following figure 2 shows the singing and dancing performance of students majoring in vocal music in the campus performance.



Figure 2 Artistic performance of students majoring in vocal music in Higher Vocational Colleges.

4. Reflections on the Integration of Traditional Music Culture in Vocal Music Teaching in Colleges and Universities

4.1. Optimizing classroom emotional teaching experience

For new songs, the first thing students should do is to query the relevant background information and the author's deeds on the Internet. These preparations are essential. Without the understanding of these knowledge, students will lose the soul of music in song singing. Therefore, truly understanding the creative purpose of music and truly mastering the performance requirements of music is an important basis for interpreting the perfection of music. On the basis of understanding the author's emotional expression, students should continue to strengthen practice and improve their level. Only when students effectively combine their emotions with those of writers can they improve their sense of participation and experience in the whole classroom.

For example, when learning the Song “Cooing and Wooing”, students should first have a certain understanding of the sound and cavity methods used in the whole song. The content of the whole song is very rich. This song can leave a deep impression both in terms of artistic features and emotional expression. Students should really understand the profound connotation of vocal music and further understand the playing tone and unique artistic emotion of “Cooing and Wooing” music. The whole music introduces us the author’s urgent pursuit of love. When meeting a beloved woman, the author’s emotion changes from stability to excitement to infinite missing. Therefore, in the process of singing, students and performers need to reflect the author’s different psychological feelings at each stage, whether from melody or emotion. On the basis of repeatedly listening and learning lyrics, we need to deeply optimize our emotional cognition and further integrate the actual situation, thoughts and emotions.

4.2. Integrating traditional culture into Teaching

At present, colleges and universities should pay attention to teacher training. Only by constantly improving teachers’ level and renewing teachers’ music concept can colleges and universities promote the continuous improvement of the overall teaching quality. Music teachers should be good at using new science and technology in class to help students accept or listen to the contents and songs to be learned in class from a more intuitive point of view. In the process of integrating into traditional culture, teachers can also play a series of long-standing traditional documentaries to students in class to make students deeply understand the basic connotation of music.

For example, when learning music “In the Far, Far Away”, teachers should first build corresponding specific scenes for students in class and let students integrate into songs independently. This song shows us the process of youth’s pursuit of romance. In the process of learning this song, teachers should guide students to integrate themselves into this song and experience the happy and lively feeling expressed by the whole music from a deeper perspective. The simple emotion expressed in the whole song has been circulating in China for thousands of years. The girls’ Pink smiling faces and moving eyes praised in the song left the most profound impression on the masses. Teachers can show students many video clips about the perfect love story of the Han nationality in class, and let students deeply understand the traditional romanticism with the help of modern equipment.

4.3. Cultivating music aesthetic and appreciation ability

When learning vocal music, in order to effectively improve their traditional cultural literacy and vocal singing level, students should continuously improve their ability to identify music and art works through the gradual infiltration of traditional music culture. In this way, students’ understanding of vocal music art not only stays at the level of singing skills and music appreciation, but also can fully mobilize their emotions and thoughts and improve their ability to appreciate vocal music works through the inspiration of traditional music culture. Therefore, in order to promote the effective combination of vocal music teaching and traditional music culture, we should adopt a variety of teaching methods in the actual vocal music teaching process to improve students’ musical art perception ability.

For example, in the process of learning the art song “Azoila Imbricata”, if students can’t grasp the creative background, thoughts and emotions of poetry to a certain extent, they can’t fully integrate into the cultural artistic conception created by music works and deeply feel Yue Fei’s strong heroic spirit. Therefore, in order to improve students’ perception ability, teachers can recite the lyrics of this song, and then discuss and analyze the central idea, so as to highlight the thoughts and emotions of the characters in the song, deeply experience the great righteousness of family and country, make students have richer feelings on the original music works during singing, and improve their music aesthetic ability and appreciation ability.

4.4. Innovating the methods and Strategies of vocal music teaching

In order to give full play to the educational value of traditional music culture, teachers should comprehensively innovate and reform vocal music teaching methods in Colleges and universities in

the process of integrating traditional music culture. Make the integration of traditional music culture in vocal music teaching more comprehensive. Comply with the development trend of modern music teaching, reasonably use modern teaching auxiliary means, deepen vocal music teaching, create a new vocal music teaching environment for students, guide students to perform, perform and appreciate vocal music works, and effectively strengthen the integration of traditional music culture and vocal music classroom..

For example, through a variety of modern teaching means such as Micro Class, MOOC and Flipped Classroom, students' enthusiasm for vocal music learning can be effectively mobilized and a vocal music classroom with strong cultural atmosphere can be created(see Table 1 below for specific functions). In order to enhance students' national music pride, teachers can reasonably infiltrate the traditional music culture when carrying out practical vocal music teaching activities, so as to fully fit the traditional music culture with the modern vocal music teaching content, so as to improve students' understanding of the traditional music culture. In addition, teachers can guide students to carry out group cooperative learning. In this process, they can express their views on the embodiment of traditional music culture in vocal music works. In the process of interaction between teachers and students, deepen students' understanding of traditional music culture, deepen students' learning of traditional music culture, and improve students' music culture literacy.

Table 1 Vocal music teaching methods and functions.

Vocal music teaching methods	Functions
Micro Class	According to the new curriculum standards and the requirements of teaching practice, video is the main carrier to record the whole process of wonderful teaching and learning activities carried out by teachers around a certain knowledge point (key, difficult and doubtful points) or teaching link in the process of education and teaching inside and outside the classroom.
MOOC	Large scale online open courses, which are distributed on the Internet by individual organizations with the spirit of sharing and cooperation in order to enhance the dissemination of knowledge.
Flipped Classroom	Students complete knowledge learning at home, and the classroom has become a place for interaction between teachers and students and between students and students, including Q & A and the use of knowledge, so as to achieve better educational results.

5. Conclusion

In short, in view of the importance of emotional teaching, it is suggested that preschool education students always adhere to the concept of “taking children as the main body” in the future teaching process, clarify the significance of emotional teaching classroom construction, run emotional teaching through all links of teaching, and give full play to the advantages of emotional teaching to the greatest extent. At the same time, make overall planning and reasonable deployment for children's piano learning process from many aspects to ensure children's subject status and subjective initiative.

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