

Study on Vocal Music Teaching and New Music Education in Colleges and Universities

Gao Tianshi

China University of Geosciences, Wuhan, Hubei, China

Keywords: vocal music teaching; Xinle education; practice

Abstract: Since the reform and opening up, the artistry of music discipline and music major in Colleges and universities in China has been paid more and more attention. Therefore, colleges and universities have put forward further requirements for the soft power of College Students' artistic cultivation and personal quality. At present, deepening the reform of vocal music teaching and improving the quality of vocal music teaching is an important topic for the reform and innovation of vocal music education and teaching in Colleges and universities. Combined with the practice and exploration of Xinle music education, this paper makes an in-depth discussion on how to improve the quality of vocal music teaching. Based on the innovation of teaching concept, focusing on the improvement of teaching content and the reform of teaching mode, this paper defines the basic ways and strategies to improve the quality of vocal music teaching.

1. Introduction

In recent years, China's higher education has always shown a trend of vigorous development, and college art education has also entered a new stage of development. Since art bid farewell to Literature and became the 13th independent discipline, art public education has ushered in new development opportunities. As an important part of art education, music education has a long history. Professional vocal music teaching moves from practice to theory, to systematization and specialization. However, from the perspective of the reform of music public elective courses in Colleges and universities, there is still a lot of room for theoretical exploration in vocal music teaching. Generally speaking, vocal music teaching is singing, which is a direct means to realize college students' music and art education. As a marginal subject of music education, it requires students to have extensive artistic knowledge and common sense, and have long-term practical experience. In the study of vocal music theory and singing practice, it can exercise students' vocal music skills and psychological quality, increase cultural and artistic cultivation and life experience, and expand the learning thinking and acceptance ability of students of various majors.

2. Current Situation of Vocal Music Education and Teaching in Colleges and Universities

Music and art education in Colleges and universities in China has a long history, has accumulated mature practical experience and systematic understanding foundation, and has the relevant regulations and plans of the Ministry of education as the guarantee mechanism(*Tan Dingwen,2019*). However, by combing the development process of music and art education in Colleges and universities, we can see that the development of vocal music teaching and discipline construction in Colleges and universities started late and did not keep up with the vigorous development of music and art education in Colleges and universities. Therefore, there are some problems in the promulgation speed and effective implementation of laws, regulations and scientific research policies.

2.1. Vocal music teaching practice

Vocal music teaching is a basic course in independent music and art colleges. After entering ordinary colleges and universities as a public elective course, it presents different development attitudes in universities with different qualifications. Taking the comprehensive colleges and

universities with strong scientific research ability as an example, they have made some achievements in the early promotion of vocal music teaching courses and related teaching theory research, but in the later stage of further development, they encountered various factors stagnant and even retrogressive phenomenon. The development of vocal music teaching in Colleges and universities across the country is unbalanced. There are insufficient understanding and lack of practice in the development of vocal music teaching.

First of all, colleges and universities do not have a good understanding of the potential value of vocal music teaching. They compress the class hours of public elective courses in vocal music teaching and set up some courses with marginalized vocal music content. Students can participate in less practical singing courses. Secondly, the arrangement of vocal music teaching content in Colleges and universities is random, and there is no hierarchical teaching according to students' aptitude according to different majors and different music foundations. The teaching content is poor and lacks continuity and logic, so that students have conflicting ideas. Finally, the teaching materials of vocal music teaching are chaotic, there is no unified syllabus and objectives, or the vocal music courses of professional art colleges or other vocal music courses are adopted, and the curriculum construction needs to be solved urgently.

2.2. Vocal music teaching theory

The practice of vocal music teaching in Colleges and universities is unbalanced, and the lag of teaching theory research is an important reason. First of all, in the development of vocal music teaching courses, ordinary colleges and universities do not set up relevant teaching courses for non music majors, but directly adopt the public elective courses and professional courses of independent music colleges, such as "chorus and vocal music art", "vocal music art practice" and "Chinese and foreign song appreciation and practice". These courses are often excerpted from a part of the music professional education system, Without continuity and logic, it is difficult to be accepted by non music college students. Secondly, vocal music teaching materials in Colleges and universities are scarce, and there are few easy to learn materials. Finally, in terms of teaching theory and scientific research, there is a lack of works, papers, academic reports and other materials on vocal music teaching in Colleges and universities. Only two master's theses are related to research, and the rate of similarity of views is high. There is almost no collection of such articles in the core magazines of music education.

3. Feasibility of Vocal Music Teaching in Colleges and Universities

Vocal music teaching in Colleges and universities in China has always run through the development of music art in Colleges and universities. The long history of music education in Colleges and universities provides a good understanding basis and guarantee mechanism for vocal music teaching. Facing the vocal music teaching in Colleges and universities, students are a special group full of vitality. Their psychology and physiology have been mature. Generally, they have high knowledge reserve and acceptance ability, and can accept professional vocal music teaching. Therefore, it is feasible to carry out high-level vocal music teaching in Colleges and universities, which is in line with the basic law of the development of education itself.

4. Practice of Comprehensive Content of Vocal music Teaching in Colleges and Universities

4.1. Strengthening the concept of subject

Vocal music education and teaching must take students as the main body, and carry out targeted, flexible and diverse vocal music education and teaching activities according to students' existing endowment, quality, ability and development law. In terms of training objectives, we should pay attention to aesthetic education, run aesthetic education through the whole process of vocal music education and teaching, help students understand, discover and create beauty in the edification of beauty, and constantly construct and enrich their own aesthetic spiritual structure. At the same time, we should pay attention to cultivating students' innovative spirit and ability, through continuous

reform and construction of new national vocal music teaching mode, educate students with more scientific national vocal music teaching content and form, influence students with positive and optimistic emotional attitude and personality charm, and promote students' continuous progress and development. In the specific teaching practice, the improvement of the teaching quality of vocal music education depends on giving full play to the leading role of teachers and the main role of students. Teachers should constantly enhance the sense of cooperation, build the classroom into a place for the ideological and emotional exchange between teachers and students, build the stage into a platform for the cooperation and exchange between teachers and students and common progress and development, and strive to create democracy, harmony Innovative and enthusiastic national vocal music teaching atmosphere to realize the harmonious unity of students' all-round development and personality development.

4.2. Establishing correct concepts

The teaching of vocal music public elective course should first correct the students' professional concept of singing, and establish the professional concept of singing through theoretical study and professional training. Theoretically, schools should popularize the real vocal principle of singing, teach the basic principle of resonant cavity, such as chest resonance and oral resonance, and the different vocal characteristics of the three singing methods. In practice, we should gradually speak from easy to difficult and from shallow to deep from breathing training, occurrence training, auditory thinking training, visual thinking training and singing form. We should try to avoid using too many professional terms, but we should save time and give students more opportunities to practice and practice audition in person. The students of vocal music public elective courses basically have not received professional basic music training. Teachers should pay attention to changing teaching thinking, skillfully use image thinking to explain breathing methods, such as using pacifiers, straws and other vivid props, create a vivid training atmosphere, and encourage students to open their hearts and practice boldly. In the occurrence training, the layered teaching method can be adopted. According to students' different musical feelings and sounds, students can practice in groups, and for groups with different mastery levels, as long as they complete the goals, they can formulate different learning goals and carry out integrated training. As shown in Figure 1 below, teachers train students to practice singing methods:



Figure 1 Teachers train students to practice singing.

4.3. Strengthening curriculum construction

Vocal music education and teaching is comprehensive and practical. Students' understanding and application of music language and style, learning and mastering singing skills, and training and improvement of both sound and emotion can be achieved either by learning one or two professional courses or only by theoretical learning(*Song Xiaoli,2020*). Theoretical learning must be combined

with practical training, Combine professional learning with artistic cultivation and improve in comprehensive practice and specific practice. Therefore, a series of reforms should be carried out on the curriculum and teaching materials around comprehensiveness and practicality.

On the one hand, it is necessary to add new courses, such as multimedia and musicology, multi voice vocal music performance, chorus, piano accompaniment and other courses, in order to improve and expand students' basic theories and basic skills. It is necessary to appropriately delete the courses whose teaching contents are repetitive and of little significance with other courses. At the same time, it is also necessary to combine interrelated and successive courses, such as work analysis Harmony is combined into harmony and musical form analysis, and rhythm and musical acoustics are combined into the basis of musical instrument acoustics and rhythm, which effectively avoids repeated teaching of course content. This effective optimization of compulsory courses not only enhances the practicability of vocal music teaching, but also improves the teaching effect. As shown in Figure 2 below, the teacher performs accompaniment for the students participating in the singing competition:



Figure 2 Piano accompaniment singing scene.

On the other hand, focus on increasing the proportion of elective courses. Most of the additional elective courses focus on the improvement of students' comprehensive quality, forming a modular structure of two elective courses: Art and cultural and Social Sciences, and clarifying the academic scores that should be obtained in different module courses, so as to complement and support students' learning of compulsory courses and elective courses. This has played an extremely important role in improving students' comprehensive quality and professional skills.

5. Conclusion

To sum up, vocal music education and teaching in Colleges and universities shoulder the important task of cultivating music talents with innovative spirit, practical ability and certain education, teaching and research ability. How to deepen the reform of vocal music teaching and improve the quality of vocal music teaching is an important topic for the reform and innovation of vocal music education and teaching in Colleges and universities. Although the school running concept, development scale, training objects and objectives of normal universities are different, and the focus and methods of vocal music education and teaching reform are also different, from the perspective of the regularity and professionalism of vocal music education and teaching, the reform and innovation of vocal music education and teaching in Colleges and Universities also have certain rules, which is an important enlightenment from practical teaching.

References

[1] Tan Dingwen. *Exploration and Practice of Vocal music Teaching and Music Education in Colleges and Universities*[J]. *Grand View of art*, 2019, 20(07): 28-29.

[2] Song Xiaoli.*Research on the Theory and Practice of Vocal Music Teaching in Colleges and Universities -- Comment on the Research on Vocal Music Teaching and Music Education in Colleges and Universities*[J].Chinese Journal of education,2020(09):140.