

The Problems and Countermeasures of Vocal Music Teaching In Colleges and Universities in China

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Abstract: Vocal music is more and more valued by people with the development of music education. The number of people learning vocal music is also increasing year by year. In the process of reform and improvement of vocal music teaching in colleges and universities, the traditional one-to-one vocal music teaching mode has been broken and developed into a new teaching mode -- vocal music collective class. As a flexible and diversified teaching mode, vocal music collective class not only makes vocal music teaching content diversified, but also further broadens the multi-dimensional space for students to learn vocal music. At present, vocal music collective lessons in colleges and universities are still in the groping stage, so inevitably there are some shortcomings, so we must effectively in accordance with the status quo of vocal music collective lessons in colleges and universities, optimize its development strategy, give play to its advantages, and promote the sound development of vocal music education courses.

1. Introduction

Parents pay more attention to children's quality education with the expansion of social demand and the improvement of people's living standards. Every year the college entrance examination art kind examinee registers for the heat does not reduce, more and more vocal music art student enters the university classroom. This has brought severe challenges to universities, which must have enough teaching resources to meet the increasing number of students. In order to alleviate the contradiction between more students and fewer teachers in colleges and universities, and give full play to the role of existing resources, a new teaching mode of vocal music collective class appeared in colleges and universities. Now vocal music collective class as a flexible and diverse teaching model has been gradually adopted by colleges and universities, and will become one of the main teaching forms of vocal music teaching in colleges and universities for a long time. Since the introduction of vocal music in college vocal music teaching, the teaching effect has been greatly improved. However, due to the short development time of this teaching form, there are still some deficiencies in the specific application process, which requires dialectical treatment, and efforts should be made to improve the level of vocal music collective lessons and vocal music teaching quality.

2. The necessity of Vocal Music Collective Class

Music course is a compulsory course in music education, and it is an important course to cultivate students' music ability and improve their music level in Colleges and universities. In recent years, with the implementation of university enrollment expansion policy, the number of college students has increased year by year, which makes the teaching staff obviously insufficient. The traditional "one-to-one" teaching mode has been unable to meet the development of vocal music in Colleges and universities. Under the background of teaching reform, colleges and universities learn from the advanced experience of foreign vocal music classes and combine it with school conditions, and put forward a new teaching mode of collective vocal music classes. It is of great significance to set up collective vocal music course in Colleges and universities. It is a pioneering work of historic significance in vocal music teaching in Colleges and universities. It makes vocal music teaching in Colleges and universities change to diversity and generality, and

develop to science, standardization and perfection. It is the embodiment of the new educational concept in Vocal music teaching in Colleges and universities. Secondly, the opening of collective vocal music course helps to improve the efficiency of classroom teaching. The famous professor of the Venice Conservatory of Music, Iris Coradetti, once wrote in her article that I am used to lecturing in front of all the students. When I talk to one of the students in the class, the whole class hears something and tries to understand it, so that the same thing can be said several times less... This improves the efficiency of vocal music teaching. At the same time, setting up collective vocal music course in Colleges and universities can help students fully understand themselves, find the gap with other students in the course of class, so as to learn from each other's strengths and weaknesses, and invest in learning pertinently, so as to enhance their vocal performance. In addition, the opening of collective vocal music lessons will help to further save teaching resources, make teaching means more diversified, and improve the teaching effect.

3. The Situation of Colleges's Vocal Music Collective Class

3.1 Outdated Educational Concept

Vocal music teachers in Colleges and universities in China have been deeply influenced by the old educational ideas. In terms of understanding vocal music teaching, they only consider that the goal of vocal music teaching in Colleges and universities is to train students' singing skills from the perspective of "voice-only theory". In teaching evaluation, the only criterion is the sound of students, which neglects and neglects the all-round development of students. Therefore, it can not be called a qualified basic music teacher, which is extremely unfavorable to the promotion and application of collective vocal music courses in Colleges and universities.

3.2 Single Teaching Method

The collective vocal music course offered by colleges and universities in our country is mainly an extended class teaching mode of "small courses" in the form of teaching organization. In this teaching mode, a professional vocal music teacher often instructs everyone to sing collectively, practise collectively or singing individually, and then the teacher sings or comments on it. At present, there are a large number of students in vocal music major classes in Colleges and universities in China. If we do not use appropriate teaching methods in vocal music training classes, it will easily lead to the consequences of "quantity without quality".

3.3 Weak Teaching Pertinence

Vocal music teaching in Colleges and universities mostly focuses on solo singing, while chorus, duet and chorus are seldom selected. At the same time, due to individual differences in basic conditions, learning ability, understanding ability of each student, such as vocal music pronunciation practice, some students have too tight throat, need to train their oral pronunciation; some students belong to the high throat, need to train their closed accent. However, in the collective vocal music class, teachers can not take into account each student, often only according to the learning situation of most students, resulting in unsatisfactory teaching effect.

3.4 Less Opportunoties for Teaching Practice

Vocal music is a practical subject. Whether it is vocal music theory learning or vocal music skills training, it needs the guidance of teachers, through specific practical activities to show. Because of the large number of students in collective vocal music class, teachers can only take care of part of the students and have very little time to guide them. In addition, in the process of developing collective vocal music lessons, college teachers generally attach importance to theory rather than practice, which leads to the obvious shortage of students' performance and singing skills.

4. Strengthen the development of vocal music collective course

4.1 Renewal of education ideas

Educational concept is the core guiding principle of developing vocal music collective course in Colleges and universities. Advanced vocal music teaching concept is helpful to the development of vocal music collective course. Therefore, to reform the vocal music teaching in Colleges and universities, the premise is to update the vocal music teaching concept. This requires colleges and universities to grasp the law of educational development, proceed from the actual situation of education, and establish the correct quality barrier. Instead of using the final examination as the evaluation criterion, we use the qualitative and quantitative methods to evaluate students comprehensively and objectively. Secondly, we should establish a scientific concept of talent cultivation. In the process of carrying out the collective vocal music course in Colleges and universities, we should not only strive to improve students' artistic accomplishment, but also lay a good foundation for their future smooth employment, so as to make the vocal music teaching in Colleges and universities more "grounded spirit", into society, into life, into the market. In addition, we should set up the concept of student-based education, guide students to master vocal music knowledge through self-determination, cooperation and exploration, and cultivate students' musical ability.

4.2 Improving Teaching Methods

With the in-depth development of vocal music teaching in Colleges and universities, the traditional teaching mode has been unable to meet the diversified needs of students in the new era. Among them, the fixed and backward teaching methods directly hinder the development of students' potential and personality, which requires breaking the single teaching method and striving to carry out various forms and rich content of teaching activities. At the same time, the vocal music education major in Colleges and universities should respect students' individual differences in teaching methods, follow the principles of teaching students in accordance with their aptitude and flexible innovation. It should not only carefully design the organizational form of classroom teaching, properly arrange each teaching link, but also make comprehensive use of teaching methods and means in the teaching process, and organically combine teaching, demonstration, training and discussion. In addition, teachers should also strive to create opportunities for students to actively provide a good environment and appropriate stage practice opportunities, such as holding performance activities, organizing literary and artistic activities in the countryside, and carrying out vocal music competitions, so that students can improve their vocal skills in these activities.

4.3 Enriching the Teaching Content

Colleges and universities should not confine themselves to traditional teaching content in the process of developing collective vocal music course, but should be close to students' reality, design diversified teaching content for students, cultivate students' interest in vocal music learning, and improve the teaching quality of collective vocal music course. Taking the selection of songs as an example, for freshmen, they are exposed to fewer vocal music works. Some students even begin to sing operas after only one month, which leads to many shortcomings and defects in vocal music singing. Therefore, when choosing vocal music repertoire, teachers should choose those repertoires that are easy to pronounce and rhythmic, such as those in Italian with vowel letters as the main end, so that students can be in a natural and relaxed state of voice while singing, and better understand the repertoire of singing, so as to better serve the improvement of voice practice. At the same time, vocal music teaching in Colleges and universities should focus on training students' basic vocal skills. In order to improve the efficiency of vocal music teaching, we should explain common problems in class and individual problems in class.

4.4 Strengthening Teaching Practice

In the teaching practice of collective vocal music course, teachers and students, students and students can communicate and interact well, complement each other's advantages in communication and discussion, and achieve the goal of common development. At the same time, the collective vocal music class can also introduce the practice form of concerts, which can not only enable students to participate in practice, but also enhance the artistic atmosphere of college vocal music class. In addition, competitive activities can be introduced, such as vocal music competitions, to enhance students' competitive awareness and improve students' learning effect.

4.5 Improving the Quality of Teachers

In the collective vocal music class, teachers play the role of guide and participants. This puts forward higher requirements for teachers. Teachers must have high artistic accomplishment, ideological quality and cultural accomplishment. Therefore, in order to achieve good teaching effect, we must strengthen the construction of teachers and improve teachers' comprehensive quality. On the one hand, we should optimize the professional growth environment of vocal music teachers in Colleges and universities, strive to provide various training opportunities for teachers, and help students establish a scientific outlook on education and talent. On the other hand, efforts should be made to improve the music policy, promote teacher management, optimize the structure of the teaching staff, so that the structure of teachers' academic qualifications, knowledge, professional titles, age, region and so on can be coordinated. At the same time, we should also improve the social status and welfare of teachers, attract more excellent talents, and improve the overall quality of teachers. Vocal music collective course is a flexible and diverse form of teaching organization, which is still in the exploratory stage.

5. Conclusions

There are still many defects in teaching concept, teaching methods, teaching content, teaching practice and so on. This requires teachers to make up for the shortcomings in the process of teaching activities, optimize the development strategy of collective vocal music courses in Colleges and universities, improve the quality of teaching, promote the overall development of students, and provide more excellent music talents for social development.

References

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