

Research on Problems and Perfecting Strategies of Vocal Music Teaching in Colleges and Universities

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Abstract: Vocal music teaching is an educational practice with vocal music as the main content, and it is also an important skill subject course for college music education. With the adjustment and improvement of the structure of higher education system, college music education has begun to usher in a good development opportunity. In the process, vocal music teaching has also undergone tremendous changes. When we see the vocal music teaching changes, we should also face it. The shortcomings of traditional vocal music teaching. Based on this, the paper starts from the current situation of vocal music teaching in colleges and universities, and based on this, puts forward an innovative strategy for the reference of relevant readers, and strives to make the level of vocal music teaching in colleges and universities in China a new level.

1. Introduction

In recent years, with the increasing demand of the Ministry of Education and the society for the cultivation of music talents in higher vocational colleges, the vocal education of colleges and universities has gradually gained attention and further development. Moreover, in every aspect of concept and material security, as well as in the training of teachers, it has been greatly improved and improved. This pattern has laid a solid foundation for the development of vocal music teaching in colleges and universities.

In order to meet the needs of China's educational development, China has carried out large-scale reform of the syllabus that has been used for decades, and realized the transformation of the syllabus to the new curriculum standard. As an important component of music education in colleges and universities, vocal music teaching plays an important role in the music education system of colleges and universities. Despite the continuous deepening of higher education reform in recent years, college music education has achieved certain development. However, due to the influence of traditional teaching mode, college vocal music teaching still faces many unavoidable problems in the actual teaching work. Great constraints affect the existence of these problems, making vocal music teaching difficult and in a difficult position. In view of this, under the new situation, the relevant vocal music teaching staff of colleges and universities should follow the development trend of the concept of teaching reform in the implementation of vocal music teaching activities, promote the transformation of teaching methods from all aspects of teaching work, and actively promote the innovation of teaching ideas and methods. In order to optimize the teaching process and improve the effectiveness of vocal teaching, students' music skills and comprehensive literacy level will be improved, which will lay a good foundation for students' sustainable development [1].

2. The Current Problems in Vocal Music Teaching in Higher Vocational Colleges

Although the results of vocal music teaching in ordinary higher vocational colleges in China are remarkable, there are still many shortcomings. The problems expressed in the practice of vocal music teaching and classroom teaching are ultimately caused by the vocal teaching itself, which is also an important factor affecting the development of vocal music teaching in ordinary vocational colleges, mainly in the following aspects:

I don't know much about the value of vocal music teaching and its implementation advantages. Vocal music courses in general higher vocational colleges are relatively low in the music art

curriculum. In fact, these courses are one of the students' favorite courses. This is because the vocal music course can help students get spiritual purification, so the vocal music teaching course is easier for students to directly experience the aesthetic experience than other art courses. However, because the leadership departments and teachers of the school did not know enough about the value of vocal music teaching in colleges and universities, they did not attach importance to the arrangement and study of vocal music courses subjectively.

There is a certain randomness in the vocal music teaching in ordinary vocational colleges. After careful analysis, it is not difficult to find that the selection of textbooks, the selection and composition of the vocal music courses are carried out at will, and such content will make students feel that they lack the realistic learning foundation in the course teaching. Moreover, the continuity and logic of the course content are relatively lacking. Many vocal music courses need to rely on the basic theoretical knowledge related to them. However, these related knowledge and content are easily influenced and restricted by the subjective factors of student learning. Students' acceptance of relatively complete and systematic vocal knowledge brings many difficulties and troubles, which is not conducive to the study and popularization of the basic knowledge of system vocal music, and also seriously affects the effective improvement of vocal music teaching quality [2].

Many teaching units should comprehensively consider the student's learning foundation and objective learning conditions, and appropriately arrange the content of the teaching curriculum. In the course study of vocal music in vocational colleges, although most of the teaching content reflects the combination of knowledge and cultural connotation, most of the courses are difficult for students with poor foundation to achieve ideal in a short period of time. Effect. Although such an approach allows students to learn more about basic common sense, in the long run, it is not conducive to cultivating their ability to learn autonomously. Therefore, in the selection of teaching content of vocal music courses, we should gradually advocate the learning of comprehensive courses, comprehensively consider the basic knowledge and related skills, and carry out scientific and effective matching in a timely manner.

Due to the imprisonment of the school's environmental conditions, some teachers engaged in vocal music teaching, their educational concepts and the times are out of touch, the teaching philosophy and teaching methods used are too old. In the process of implementing teaching activities, the influence of the "teacher subject" is still not separated. The student's subject status is neglected. Students can only blindly accept the knowledge granted by the teacher. The overall lack of interaction in the classroom and the lack of close communication between teachers and students. With communication, just blind rap and imitation. In this way, the vocal music course becomes an ordinary cultural theory class, and it is difficult to meet the requirements of cultivating innovative talents. This single teaching mode is separated from the students' learning characteristics and individuality, and it can not only lead to students' emotional resonance. It will even cause students' rebellious psychology to a certain extent, reduce the students' enthusiasm for learning, and cause the level of vocal music teaching to stagnate.

Generally speaking, in order to distinguish it from other music professional colleges, colleges and universities need to combine their own development to create a characteristic music teaching model to attract more students and promote the development of colleges and universities. However, as far as the actual vocal music teaching in colleges and universities in China is concerned, the teaching characteristics are not clear. Too much reference to the teaching mode of professional music colleges, the lack of attention to the topic and demand of vocal music in the society, leading to the choice of teaching content and the development of the times. Derailment can not meet the development needs of vocal music teaching.

The teaching goal is the starting point and final destination of all teaching activities. However, as far as the actual vocal music teaching in colleges and universities is concerned, the vocal teaching objectives specified by major universities are not clear, and there is no accurate positioning of themselves. In the middle, too much emphasis is placed on the cultivation of students' singing skills, while ignoring the students' emotional and aesthetic teaching in the process. Vocal music that lacks emotional expression is not energetic. In addition, some teachers pay too much attention to the

value of vocal performances in teaching, and blindly strengthen the cultivation of students' vocal performances, which leads to deviations between teaching objectives and students, and the quality of teaching is declining, which seriously affects students' learning effects [3].

3. The Research on the Perfect Strategy of Vocal Music Teaching in Colleges

In the current context, colleges and universities should break away from the traditional vocal teaching concept, establish a new benign teaching concept that conforms to the development of the times, and use new ideas to help students enhance their understanding, thus further mobilizing the enthusiasm of students and enabling students to self-self. Thinking and self-understanding, thus enhancing the level of learning skills. In this process, colleges and universities can focus on “four classes and four light” in vocal music teaching, such as “heavy classroom, light practice”, “replay method, light usage”, “heavy skills, light performance”, “heavy routine, light features”. Phenomenon, the combination of compulsory courses and elective courses, allows students not only to accept knowledge at the level of vocal music, but also to improve students' singing and aesthetic ability. In the course setting of elective courses, students should cultivate students' interest in vocal music learning, and set up courses such as vocal music training and vocal music appreciation to meet the students' interest needs, so that students can stimulate their creative and performance enthusiasm in the process of learning, and train students. Singing skills for vocal music. In addition, the school can also create a campus culture full of humanistic feelings for students, and organize campus activities such as vocal competitions and vocal competitions, so that students can receive vocal music in the campus culture to cultivate their higher artistic standards.

For the vocal music teaching of local colleges and universities, it is difficult to adopt the “one-on-one” classroom teaching mode of teachers and students, just like the famous professional music colleges such as Xinghai Conservatory of Music and Central Conservatory of Music. The main reason is that the training objectives and service orientation of ordinary colleges and universities and these professional music schools are quite different. To this end, colleges and universities should strive to diversify in the use of classroom teaching forms in accordance with their own reality, and to maximize the students' vocal skills. For example, for students in the first and second grades of the university, teachers can take vocal music teaching in the form of “1 to 3” or “1 to 5” “group lessons”; for the third and fourth grade students, they already have With a certain foundation of vocal music, teachers can adopt the “1 to 15” or “1 to 20” “big group class” form, allowing students to conduct targeted training in groups, and the training content can also be integrated into vocal performances (Such as singing, Table singing, etc.).

In terms of intrinsic attributes, vocal music is not only a musical skill course, but also an art activity that conveys emotions. This requires teachers to teach students according to their different situations, so that students can accurately and accurately express the emotions in vocal music based on the basic skills of vocal music.

First of all, teachers should be based on the development of students in the design of teaching activities. The teaching is student-oriented and supplemented by teachers, giving full play to the subjective role of students in classroom teaching activities. Teachers should guide themselves from the side to help students find a suiTable learning method, let students master vocal knowledge and skills in the process of learning, and actively explore independently, enhance their innovative ability and comprehensive ability. In addition, in the process of teaching, teachers should organize the teaching step by step from the shallower to the deeper, from easy to difficult, and let the students gradually master and gradually accept the knowledge from the basic to the deeper level. In addition, since vocal music belongs to a technical subject course, it can not be separated from the auxiliary role of practical training. Teachers must carry out the integration of theory and practice in teaching to achieve the purpose of promoting the coordinated development of students' theory and skills [4].

Due to the students' own conditions and the objective environment, there are certain differences in students' voice conditions, personality and cultural accomplishment. This also leads to differences in their aesthetic ability and performance in vocal music learning. Teachers should know how to respect the differences of students themselves and their individualized development, change

the teaching objectives and require the status quo of unified planning, and design the teaching goals that meet the development level of their level for students with different levels of foundation and ability level in the class. The goal is to point to the “recent development zone” of each student in the class, thus improving teaching effectiveness.

Vocal music is a highly practical subject course. The so-called “learning to use”, vocal and innovative teaching, is intended to improve students' application ability, to help students learn the knowledge they have learned in the classroom and to use it in real life. To the practice of solving practical problems. For the vocal music teaching in colleges and universities, the innovation of the curriculum practice teaching mode is an effective teaching method. Teachers should increase the proportion of practical teaching and do “speak more and practice more”. On the one hand, teachers should highly integrate theory and practice in teaching activities. After teaching theoretical knowledge, they should provide students with the opportunity to practice and organize students to practice, so that students can learn from experience and sum up experience in practice. Get progress and find the “feel” of vocal learning, so you can learn vocal music more actively. At the same time, teachers can actively guide students to divergent thinking, independent creation of vocal music, in order to fully explore the students' inner potential, so that students can reflect their abilities in the creation, and thus improve students' comprehensive quality [5].

4. Conclusion

To sum up, today's higher education reform is advancing. Facing the environment where challenges and opportunities coexist, whether college vocal music teaching can catch up with the trains of the times has become an important topic for teaching workers. In order to adapt to the trend of social development, relevant teaching workers can only achieve the status quo of vocal music teaching, break away from the traditional teaching concept, reform the concept, reform and innovate vocal music teaching, and adopt diversified teaching methods to promote the quality of vocal music teaching in colleges and universities.

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