

Cultivation and Application of Singing Thinking in Vocal Music Teaching in Normal Colleges

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Abstract: Vocal music is a performance that the singer combines emotional rendering with singing skills. His artistry is very strong. As an important part of vocal talent training, the contribution of high school vocal music is particularly significant. The cultivation of singing thinking in the teaching of vocal music in higher normal schools is of great benefit to students' singing skills and artistic comprehension skills, and lays a good foundation for their artistic development and vocal teaching. The paper expounds the status quo of vocal music teaching and the characteristics of singing thinking in the high school, and analyzes the use of singing thinking, and puts forward the optimized path of vocal teaching cultivation in vocal music teaching in higher normal schools.

1. Introduction

In the modern era of rapid social and economic development, people's pursuit of art is increasing. Paying attention to the cultivation of singing thinking in the teaching of vocal music in higher normal schools, students form an artistic way of thinking in the aspects of imagination, emotion, creation and aesthetics, and integrate it into singing, which is conducive to the improvement of students' personal qualities, and the vocal music for students after employment. The teaching level is solid foundation, and at the same time, the artistic rendering power and aesthetics of vocal singing are enhanced, and the music technology is further developed.^[1] Higher Normal College is an important base for vocal talent training. In the process of vocal music teaching, teachers optimize and innovate their teaching methods, which makes students change from passive acceptance in traditional teaching to independent learning, and cultivates singing thinking. The use of in-depth exploration will help to comprehensively improve its comprehensive ability and quality.

2. The status quo of vocal teaching

Confucius is a famous thinker and educator in ancient China. He is the founder of the Confucian school. He highly praises the comprehensive development of quality education and points out that "the gentleman does not have a device", meaning that a gentleman should have all kinds of talents and skills, but not like a single use of utensils. . The ancient "rites and music shots" is also an important way and means to comprehensively develop and cultivate people's ability and quality. [2] The "le" refers to ritual music, vocal music teaching as an important part of the music education system, played a positive role in the cultivation of vocal talents. In ancient China, music has experienced many years of development history, but professional vocal music started late in China. By the beginning of the 20th century, the development of Chinese vocal music has gradually improved. In the 40 years after the reform and opening up, China's vocal music Through continuous innovation and reform, the teaching has achieved remarkable results in the international environment, which has greatly improved the music education in China. [3] The vocal music teaching in the high school has trained many vocal professional talents for the country, and the students' professional singing skills and comprehensive qualities have been comprehensively cultivated. However, in the actual teaching process, there are still many defects that affect the teaching quality of vocal music teaching and hinder the cultivation and development of students' abilities. The shortcomings of vocal music teaching are as follows:

First, the concept of vocal music education is not clear in the higher normal colleges. It is

confused with other traditional subjects in teaching methods, and lacks attention to the artistic thinking and ability of vocal music education. There is no reasonable arrangement in the curriculum setting, teacher resource allocation and classroom form. Some people only understand vocal music teaching as the teaching of vocal music singing. Some students only hold the psychological learning vocal music of credits, lacking the awareness of active learning. The spirit of vocal knowledge exploration, its own artistic accomplishment can not be improved. Second, the teaching level of some music teachers needs to be improved. The correct teaching concept has not been established. The teaching mode is lagging behind, ignoring the full integration of theoretical knowledge and practical ability of vocal teaching. In the process of teaching evaluation, the traditional evaluation method of exam-oriented education is often used, and the lack of awareness of students' self-awareness and self-cultivation ability is lacking. Third, many teachers' vocal music teaching is based on professional skills, such as vocal breathing and other aspects of singing skills. The study of theoretical knowledge is mainly based on the relevant knowledge of vocal music. Lack of proper guidance on the emotions and thinking of students when they sing. Guiding students to control the emotions and thinking during the singing can make the students' interpretation more vivid.

3. Characteristics of singing thinking in vocal music teaching in higher normal schools

In the higher normal colleges, students enter the higher education stage from the high school stage. Their vocal music learning is no longer the key to vocal singing skills in high school in order to enter the vocal music major. It is more about the development and cultivation of all aspects of competence at this stage. . Singing thinking is the essence of vocal music teaching in high school. In the process of vocal music teaching, we should pay attention to the following aspects:

First of all, teachers need to guide students to fully understand their own personality characteristics, and use personal advantages in vocal singing to learn from each other. Secondly, vocal music teaching is not only limited to the teaching of singing skills, teachers also need to pay attention to the creativity of students' emotional thinking. Students build sing virtual scenes based on their emotional understanding of songs and their own creativity, and then sing the emotions contained in the songs. To make vocal singing not only skillful but also emotional. Finally, in addition to guiding students to fully imagine and express their emotions in singing, students should also strengthen students' thinking about multi-dimensional thinking of theoretical knowledge in vocal music teaching, find answers through various angles, and cultivate students' divergence. And creative thinking ability, giving the vocal art a unique soul. On this basis, the artistic beauty of vocal music is more vividly interpreted by students. Students can appreciate the artistic charm and appeal of vocal music, and their ability to appreciate, analyze and judge their singing is very helpful. Based on the above, it can be concluded that the singing thinking in the teaching of vocal music in higher teachers covers the four characteristics of imagination, creativity, emotion and aesthetics. Students comprehend the emotions expressed by different songs, and combine their own vocal professional singing skills to carry out innovative interpretations, so that vocal art can be further spread. In this process, it is the key for teachers to guide students to correctly comprehend songs. Cultivating their singing thoughts in vocal music teaching can enhance students' professional singing skills and comprehensive quality. At the same time, the ability of vocal music students to sing their thinking is cultivated, their ability to appreciate and appreciate vocal art is enhanced, and the theoretical knowledge of all aspects of vocal music is strengthened. Students can better apply it to vocal singing. It can also play a greater role in the fields of art and aesthetic education after graduation.

4. The use of singing thinking

Suhomlinski said: "The perception and understanding of beauty is the core of aesthetic education, and it is the main point of aesthetics." In the teaching process of vocal music in higher normal schools, it should not only be the teaching of singing skills, teachers guide students to use art. Thoughts to learn vocal music, in the process of singing, through the perception and understanding of vocal art, in-depth analysis of all aspects of the process of singing, after a deeper exploration,

combined with its own characteristics and advantages, attached to the vocal music For an innovative interpretation. The reason why some people have different singing effects is closely related to the vocal singing ability. The cultivation and application of singing thinking in vocal music teaching in higher normal schools, the specific appearance in the following aspects:

4.1 Imaginative thinking

The so-called imagination is the association of people through the perception of the reality of the outside world, and there is no limit. People from the appearance of external things to the imagination of mental thinking, some things that often appear in people's sights, will form a habitual memory of the human brain. Human imagination is largely related to its perception of the outside world. After many disturbances of external information, the image in the human brain will be further developed and changed. The imaginary thinking in the teaching of higher teachers is to construct specific vocal art scenes in the human brain through the lyrics and melody of the songs. The virtual artistic scenes are characterized by originality and creativity. With the establishment of these scenes, the singer can fully feel the vocal emotions and meanings of the creators. The artistic conception constructed by imaginative thinking is enriched with a strong artistic heritage. Students introduce their own emotional understanding of vocal works into vocal skills, which helps to enhance the artistic connotation of vocal works.

4.2 Creative thinking

The creative thinking in the vocal music teaching of the Teachers College is to include innovative creations in the basic characteristics of the vocal music works, and to present the vocal works in a novel way, making them more artistic and appealing. In vocal music teaching, teachers should pay attention to guiding students to fully understand their own advantages and characteristics, and to develop practical exercises related to creative thinking. Teachers combine the actual situation of different students, constantly cultivate students' creative thinking, and encourage students to explore vocal music in depth and stimulate their divergent and innovative thinking skills. In addition, most of the students use imitative methods in the initial stage of learning vocal music. Teachers can dare to ask various questions about the imitated vocal works by correctly guiding students' self-learning consciousness. In response to these problems, combined with their own understanding of the work, try different ways of singing to innovate and make the work more optimized.

4.3 Emotional thinking

Emotional thinking is the emotional influence of external objective things on people, which leads to negative and positive emotional states. In vocal music teaching, students' emotional experience in vocal music works to form their emotional thinking, and incorporates silent emotional thinking into the singing process, which helps students to perform more stereoscopic interpretation of the emotions embodied in vocal works, while students In the process of using emotional thinking, master the depth of emotional interpretation, but exaggerated, sing the emotions contained in vocal works. For example, when developing a vocal teaching work in a high school, the teacher guides the students' vocal skills, and the students need to practice the vocalization repeatedly to master the vocal skills. However, many students generally reflect that the process of repeatedly practicing vocal techniques is extremely boring and lacks interest. However, as an important part of vocal music, students have to strengthen their practice. Because students' self-consciousness in learning vocal skills is not strong enough, their teaching effects are affected. Negative Effects. Therefore, teachers should change the monotonous vocal to the rich and emotionally expressive tracks when guiding vocal techniques. When the teacher performs a demonstration of the song, he should pay attention to the emotions and guide the students to try to practice, and actively interact with the students to exchange the emotional experience of the songs and the techniques and methods used in the singing. Students become interested in vocal exercises, and in turn can practice more independently, which can enhance students' singing skills, and also contribute to the formation of students' artistic appreciation.

4.4 Aesthetic thinking

Vocal music is a unique art discipline. When singing a vocal music, it contains beautiful lyrics, melody, and singing, which is what the viewer feels physically and mentally. In the development of vocal music for many years, it is inseparable from the aesthetic habits of the public. The aesthetic thinking in the vocal teaching of vocal music teaching in higher normal schools can enhance students' ability in judging and appreciating vocal singing skills, and thus better interpret vocal works. At the same time, as a vocal music major in the Higher Normal College, it is also very helpful for the vocal teaching ability of music education after graduation. When teaching vocal music teaching, teachers can use the popular vocal music to guide students to discuss, put forward the aesthetic viewpoint of the vocal singing and in-depth discussion on their singing skills and methods. Aesthetics is not just a superficial form, so that vocal music students Develop the habit of aesthetic thinking, pay attention to the aesthetic thinking in vocal teaching singing thinking.

5. Optimized path of vocal teaching cultivation in vocal music teaching in higher normal schools

5.1 Strengthening the heuristic teaching of vocal music teaching

Since ancient times, "teachers, preaching, teaching, and confusing." The teaching of vocal music in higher normal schools is not only to teach students vocal theory knowledge and vocal skills, but also to cultivate students' comprehensive quality and artistic accomplishment. The cultivation and application of vocal teaching singing thinking should focus on strengthening its heuristic teaching. Through the optimization and innovation of the teaching mode, the teacher combines the students' vocal music learning and the actual situation of their thinking ability to create a virtual vocal situation for the students.^[4] From specific daily life behaviors, physical demonstrations, and the use of multimedia technology to produce images, so that students can feel the various emotional expressions of vocal works in these environments, teachers then through heuristic teaching, guide students to fully use their imagination to integrate them into In vocal music learning, vocal music teaching becomes more interesting, which greatly attracts students' interest in learning and promotes the overall development of students.

5.2 Pay attention to the cultivation of students' vocal appreciation ability

In vocal music works, there are various emotion colors. Students' emotional experience in vocal music works requires their own vocal appreciation ability. Students need to experience the emotional color contained in the vocal music works, combined with their own good track style and vocal skills to interpret the emotional experience of vocal works. However, if students' ability is limited, it is difficult to understand the emotional color of vocal works, and it is impossible to talk about innovation and interpretation.^[5] Therefore, teachers should pay attention to the cultivation of students' appreciation ability when developing vocal music teaching activities, so that students can have a deeper understanding of the artistic emotions and artistic beauty of vocal music works, and combine their experience of emotional expression with their own advantages. The vocal works are further innovated.

5.3 Pay attention to the accumulation of emotional materials in vocal music teaching

When learning vocal skills, the teacher only relies on verbal description to explain theoretical knowledge. Obviously, it is impossible for students to understand it. When the teacher guides his practice, it is difficult to master the vocal essentials and cannot achieve effective teaching effects. The reason is that students' emotional material is scarce.^[6] The cultivation of singing thinking in vocal music teaching of teachers in higher normal schools requires emotional material as a premise, paying attention to the accumulation of emotional material in vocal music teaching, and can promote students' emotional experience on vocal music works, making their performance more expressive and appealing. The accumulation of emotional material in vocal music teaching can be a realistic life experience or a feeling brought by other things. Students can feel the emotional

experience of vocal music works in order to better master vocal skills and promote the formation of artistic accomplishment.

6. Conclusion

The cultivation and application of vocal teaching in vocal music teaching in high school aims to comprehensively improve students' vocal skills and comprehensive quality. Teachers use modern talent training mode to develop vocal music teaching, which promotes the professional skills and artistic progress of higher normal students. The vocal professionals provide a strong guarantee.

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