

Analysis on the Application of Interactive Teaching Method in College Vocal Music Teaching

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Abstract: Vocal music pays attention to both artistry and technicality. In college vocal music teaching, teachers should not only pay attention to training students to master rich vocal music knowledge, improve vocal music skills, but also need to guide students to integrate into their own emotions and experience the artistry. In this process, the interaction between teachers and students is indispensable. Therefore, teachers can use interactive teaching method to carry out vocal music teaching, create a good atmosphere to mobilize students' enthusiasm and initiative to participate in this activity, so that students can absorb vocal music knowledge, convey their own ideas and problems to teachers, so as to realize effective communication of information, build a good relationship between teachers and students, and correct their own problems under the guidance and help of teachers. Therefore, in the future teaching, college vocal music teachers should realize the importance of interactive teaching method, adjust the application of this teaching mode according to the development characteristics of students, and construct an efficient vocal music classroom.

1. Introduction

In the traditional vocal music teaching, students' subject status can't be effectively played, which has been in a passive mechanized learning state. Therefore, it is difficult to stimulate students' interest in learning and guide students to consciously excavate the connotation of knowledge, affecting their learning efficiency. In view of this situation, vocal music teachers can introduce interactive teaching method, which takes students as the center and takes all-round development as the guidance to construct vocal music classroom, fully embodies the students' dominant position, guides students to actively communicate with teachers, improves the problems existing in traditional teaching, changes teachers' teaching ideas, so as to improve the teaching efficiency of vocal music classroom.

2. Application Significance of Interactive Teaching Method in College Vocal Music Teaching

2.1 Conducive to Shortening the Distance between Teachers and Students and Build a New Relationship between Teachers and Students

Interactive teaching method refers to the interaction between teachers and students, students and students for a certain problem, to talk about their own ideas and produce new cognition to solve the problem in this process of communication. The application of this method in college vocal music teaching can carry out communication and discussion around vocal music knowledge, so that students can speak freely, and teachers also respect students' diversified ideas, promote the divergence of students' thinking. In addition, it is conducive to shortening the distance between teachers and students, eliminate students' estrangement to teachers, and build a new type of teacher-student relationship to pave the way for the smooth promotion of teaching plan.

2.2 Conducive to Creating Good Class Atmosphere and Give Full Play to Students' Subjective Initiative

When teachers carry out interactive teaching method, they can set the class with different themes. Students can discuss and analyze the theme, speak freely, making a good atmosphere of communication. Teachers will not criticize every student, so students can freely and boldly communicate, share their own views, and question some of the teachers' ideas and opinions. Under the guidance of teachers, students carry out knowledge exploration activities, give full play to subjective initiative, exchange, cooperate to explore knowledge, realize the knowledge structure, thus effectively improve the teaching efficiency and students' vocal music level.

2.3 Conducive to Improving Teachers' Comprehensive Level and Change Teaching Concept

The interactive teaching method is different from the traditional teaching method, paying more attention to the student's principal position and the individual development of students. Before applying this teaching mode, teachers need to make adequate preparation, search relevant research literature and successful cases on the Internet, realize the importance of the application of interactive teaching mode through learning, gradually change the traditional teaching concept, actively practice in class, respect students' differential development, and use communication and interaction to stimulate students' thinking, cultivate students' ability to think and solve problems independently. By applying this teaching method, the teaching quality and professional quality of teachers are gradually improved.

3. Application of Interactive Teaching Method in College Vocal Music Teaching

3.1 Create Interactive Situation with the Help of Multimedia

In college vocal music teaching, creating a good interactive situation for students can stimulate students' subjective initiative, create a learning atmosphere, encourage students to actively participate in the situation, and carry out knowledge exchange and discussion with teachers. In view of this situation, teachers can use multimedia and other information technology, select video and audio for reference according to the teaching content of this lesson, and use multimedia to play for students, guide students to appreciate the work by themselves, or talk about their feelings about the work, so as to create an interactive situation. In the situation, the dynamic video content can attract students' attention, facilitate students to understand the artistic conception in music works and the thoughts and feelings conveyed, so as to stimulate students' imagination and thinking ability, guide students to think actively, and outline appropriate pictures in their minds. For example, when teaching the Northern Shaanxi folk song *Never Meeting since February*, the teacher can first use multimedia to play excellent vocal music works for students, requiring students to close their eyes, listen to the works and feel the rhythm changes in the works, then ask the students to talk about their feelings, as well as the preliminary judgment of the works. In this interactive situation, students' thinking, imagination and so on will not be restricted by the traditional classroom. They can talk freely about the pictures they imagined under the influence of music and analyze the characteristics of the works and the thoughts and feelings conveyed. After the communication between students, the teacher can lead the students to analyze the works and master the characteristics of the works. In this process, teachers can put forward their own understanding and cognition, encourage students to supplement or ask questions. In the process of practice, teachers should fully use the teaching method to communicate with students, make them pay attention to breath, singing method, timbre, articulation and enunciation to help them master appropriate vocal skills and improve their vocal music level.

3.2 Use Questions to Stimulate Students' Thirst for Knowledge

In the process of applying interactive teaching mode, teachers can also introduce question-based teaching method. Using questions to guide can activate the class atmosphere, stimulate students' thirst for knowledge, and lead students to carry out knowledge exploration activities. In this process,

both between teachers and students, students and students can achieve a good interaction, exchange information and ideas, generate new cognition on knowledge, and master their own learning methods through cooperative learning and inquiry learning, so as to realize the framework of vocal music knowledge. For example, when learning the singing method and theoretical knowledge of the song Jasmine, teachers can set questions before the formal teaching, that is, listen to the music and talk about the emotion in Jasmine, so as to guide students to appreciate works with learning tasks. In this process, teachers can share the creation background and development process of the work for students, guide students to carry out exploration activities combined with these extracurricular materials, analyze the thoughts and feelings inherited for many years in Jasmine, as well as the painstaking efforts and emotions put forward by people in many adaptations, so as to master its connection with the times and international relations. At the end of the exploration activity, each group can present its own achievements and submit the answers to the questions. When teachers evaluate the answers of each group, other students can supplement or question, create a good communication atmosphere, summarize in the communication and discussion, which is convenient for students to consolidate theoretical knowledge, excavate the relationship between vocal music knowledge, realize knowledge construction, and master certain vocal singing skills, so as to improve the teaching efficiency and teachers' comprehensive level.

3.3 Lead Students to Carry out Practical Activities and Enhance Interaction between Teachers and Students

In vocal music teaching, teachers can properly carry out some practical activities to stimulate students' interest in learning, get rid of the shackles of the classroom, so that students can freely play, freely show themselves, release their nature, and actively interact with teachers and classmates, and teachers can also imperceptibly complete the guidance and training of students, so as to improve the comprehensive level of students, accumulate more teaching experience and improve the teaching efficiency of interactive teaching. For example, teachers can bring students to some small concerts, nursing homes and other places. Before competition, students are required to choose their own themes, choose appropriate singing works, arrange and rehearse. When carrying out art performance activities for the elderly, teachers can choose songs according to the preferences of the elderly, require students to strengthen contact and provide appropriate guidance. In the early stage of preparation, teachers and students cooperate, make joint efforts, put forward opinions and suggestions for the rehearsal of songs, formulate an efficient plan, and make adequate preparation for practical activities. After the practice, the teacher guides students to submit their feelings and summarize the experience of the practice. The teacher also evaluates the practical activity, sums up the experience, and grasps the actual situation of students, formulates teaching plans according to the existing problems, and adjusts the work to promote the overall development of students.

4. Conclusion

In a word, in college vocal music teaching, teachers should realize the advantages and effects brought by the application of interactive teaching methods. In daily teaching, teachers can make effective teaching plans according to students' development and interest characteristics, implement interactive teaching method, create situations with the help of multimedia, give full play to students' subjective initiative, make students' ideas more active in the situation and promote the effective implementation of interactive teaching methods. They can also use questions to guide, stimulate students' thirst for knowledge and carry out knowledge exploration activities. Moreover, teachers can also regularly introduce some practical activities to lead students into the social environment, get rid of the limitations of traditional classroom, and improve students' ability of knowledge transfer and empathy by the influence of external factors, so as to improve the teaching quality of vocal music class and promote the improvement of students' comprehensive quality.

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