

Training on Musical Literacy of Students in Vocal Teaching in Universities

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Abstract: Music literacy is an important attainment for students to learn vocal music. It not only requires students to have solid voice ability, but also requires certain appreciation and aesthetic ability. Music art needs to be based on good music literacy. Based on the connotation of students' music literacy, this paper follows the teaching problems of vocal music teaching in colleges and universities, follows the teaching principle of music literacy training, and combines vocal music teaching methods to put forward the measures of cultivating students' music literacy in college vocal music teaching: strengthening the humanistic spirit in vocal music teaching cultivate and accurately grasp the aesthetic perception of music, give full play to the positive role of music practice, explore the cultivation path of college students' music literacy in the new media era, and improve the overall level of vocal teacher team.

1. Introduction

Music is an art that reflects the emotions of human life. In the art types, music is abstract, and music can be divided into oriental music and western music from historical development. Music can improve people's aesthetic ability, purify people's minds, and establish lofty ideals. As an important form and carrier of human culture, music contains rich cultural and historical connotations. With its unique artistic charm, it is accompanied by the development of human history and meets people's spiritual and cultural needs. Music works can be divided into three categories: vocal music, instrumental music and drama music. Vocal music is a kind of music, and vocal music is music with language sung by human voice. Vocal music is based on the human voice, with the mouth, tongue and nose acting on the breath, making a pleasant, continuous and rhythmic sound. Vocal music includes bel canto, folk style singing and popular singing. Vocal music teaching combines artistic language with scientific singing to create a vivid and pleasing auditory image, which expresses the highly condensed lyrics and emotional melody tones, so as to express thoughts and emotions and perform second degree in the art of music performance.

Music literacy is an important attainment for students to learn vocal music. It not only requires students to have solid voice ability, but also requires certain appreciation and aesthetic ability. Music art needs to be based on good music literacy. Throughout the world, famous musicians both at home and abroad have excellent character. In recent years, a large number of singing selection shows has emerged without much difference in singing techniques, and which impress the outstanding emotional can get good grades. Therefore, the cultivation of music culture should be strengthened. Without a certain musical literacy, it is difficult to achieve a certain level of music and art, and the improvement of music literacy is based on cultural accomplishment. Therefore, in the teaching of vocal music in colleges and universities, it is necessary to cultivate students' musical literacy, and enhance the students' perception of musical works while strengthening basic cultural education. College students' minds are mature, they have their own ideas and opinions on things, and their plasticity is relatively strong. If you can give correct guidance, and through the explanation of excellent vocal works, stimulate the enthusiasm of vocal music learning, cultivate noble character, and appreciate the music, they will go further and further on the music art. Cultivating music literacy can effectively enhance students' temperament image. Soothing music

can degrade stress. Live music can adjust the boring atmosphere, avoid students' extreme psychology, cultivate good psychological quality, and promote coordinated development of body and mind.

2. Connotation on Musical Literacy of Students

The music literacy of students has rich connotations, mainly reflected in the following aspects:

(1) Music appreciation ability. Music is a sound art that reflects real life and expresses thoughts and emotions. Appreciating music is a psychological process of recognizing and feeling the emotional connotation of musical works. It is an aesthetic activity that cultivates sentiment, enlightens wisdom and cherishes sentiment. From the psychological factors of music appreciation, it is the acceptance process, not for performance or for the purpose of obtaining a specific result, but for the listener to combine his own subjective experience, to enrich his own memories, imagination and association through inner hearing. The emotional experience gained from the appreciation of music is also the act of re-creating music works through musical hearing ability.

(2) Musical performance ability. Vocal music belongs to the field of performing arts and is a very practical art form. Music performance is the embodiment of individual psychology and emotion, and it is the process of reproduction of art form. Music performance ability is the ability to express the inner emotional experience of music aesthetics through external modality. It is the ability to express musical emotions through facial expressions, body language and sound media during singing and performance. The stronger a person's ability to express music, the more beautiful the music is, the more emotional it is, and the higher the aesthetic level of interpretation of music works.

(3) Music creation ability. Creative ability refers to the ability to generate new ideas and new products. A creative person can surpass the shackles of specific perception scenarios, mindsets, traditional ideas and habitual, discover new connections and relationships in common things and phenomena, propose new ideas, and produce new works. In the process of music teaching, teachers should be good at using various visual and intuitive teaching methods, create vivid teaching situations, develop students' musical imagination, stimulate students' creative interest, guide students to consciously make creative attempts, and improve students' music creativity.

(4) Music culture accomplishment. Culture is the product of human spiritual activity, including philosophy, art, literature, history and religion. Self-cultivation refers to the correct attitude towards human beings, which means reaching a certain level in theory, knowledge, art and thought. Music culture cultivation refers to a person knows about the creation of human music activities. The more cognition and mastery of the music, the deeper music culture cultivation, and the way of thinking, spiritual temperament, aesthetic scale and value orientation will rise to a higher and more cultural level. Deep cultural cultivation and rich imagination are the foundation of music creation.

3. Existing Problems in Vocal Teaching in Universities

After years of development, vocal music teaching in colleges and universities in China has achieved remarkable results. It has cultivated a large number of vocal talents and made great contributions to the music education cause. However, there are also some problems, which are highlighted in the following aspects:

(1) Insufficient teaching of vocal theory. Vocal music is a rigorous science that must be systematically trained under the guidance of correct theory. The development of vocal music teaching activities in colleges and universities requires the support of scientific vocal theory. However, the current professional books on vocal music are lacking, and there is no systematic and in-depth study on vocal music teaching. The lack of a complete theoretical system is unfavorable for the practice of vocal music teaching. The theoretical knowledge of rote memorization will also hamper the thinking of students and be counterproductive.

(2) Teaching objectives are not clear. Teaching activities are guided by teaching goals and are always focused on achieving teaching goals. Some colleges and universities vocal music teaching

lacks clear teaching objectives, pays too much attention to the cultivation of students' singing and performance, ignores the unique artistic and emotional expression of vocal music, reduces the cultural awareness of students, and promotes the development of utilitarian psychology. The decline in the importance of the cultural class is not conducive to the improvement of students' comprehensive quality, nor can it guarantee the quality of teaching.

(3) Single teaching curriculum. Many colleges have a single set of teaching courses that inhibit the diversified development of vocal music teaching. The usual vocal standard courses include music theory, vocal skills, harmony, piano and work analysis. However, some colleges only offer some courses, which are one-sided and hinder the overall development of students. Some teachers can't effectively control the teaching content. The lectures are too broad, the students' mentality is slack, and the students' enthusiasm is affected, which leads to the decline of teaching quality.

(4) Insufficient construction of the teaching staff. Vocal music teaching involves a wide range of content, requiring vocal music teachers to have a high professional quality, not only comprehensive mastery of singing skills, but also a wealth of teaching practice experience, as well as solid theoretical knowledge and professional knowledge of vocal music. However, the current level of vocal music teachers in colleges and universities is uneven, lacking excellent professional teachers, and many teachers have a mentality of perfunctory teaching, which seriously hinders the improvement of teaching quality and is not conducive to the cultivation of high-quality music talents.

(5) School rules and regulations are not perfect. The establishment of regulations to sound is a relatively long process. Much college vocal music teaching content is relatively blind, without scientific investigation and research, ignoring the real requirements of the state, society and students. It is not clear what kind of music talents the country needs, what kind of music people generally like, and chaos in teaching. There is a lack of a sound vocal teaching system and a resource guarantee system for targeted personnel training. There is no sense of direction in teaching reform.

4. Teaching Principles on Training of Musical Literacy

The teaching principle reflects people's understanding of the essential characteristics and internal regularity of teaching activities, and is the guiding principle and code of conduct for guiding the teaching work effectively. The correct and flexible use of teaching principles in teaching activities plays an important role in improving teaching quality and teaching efficiency. Music literacy training should follow the following teaching principles:

(1) Principle of teaching students in accordance of their aptitude. Teaching students in accordance with their aptitude has rich modern connotations. According to the cognitive level, learning ability and self-quality of different students, teachers choose effective teaching methods to carry out targeted teaching, give full play to students' strengths, make up for students' insufficiency, stimulate students' interest, and build students' confidence. Promote the all-round development of students. In response to students' voice characteristics, sound skills and artistic expression, scientific teaching strategies and teaching programs are adopted to further develop students' vocal music.

(2) Principle of step by step. Teaching should be carried out in accordance with the logical order of subject knowledge and the order of student cognitive development, so that students can systematically master the basic knowledge and skills and form a systematic and thoughtful thinking ability. Vocal music teaching can't be rushed for success, and it can only be carried out steadily and solidly. For beginners, first understand the students' voice conditions, let them speak naturally, then develop a teaching plan, learn the initial sounding methods; further refine the sound, train the overall resonance, and train vocal skills.

(3) Principle practice-driven theory. Vocal music teaching consists of two parts: practice and theory. Music knowledge is theory. The concept, attributes, principles and laws of vocal music belong to the theoretical category; the works and methods of operation of vocal music belong to the category of practice. Theoretical teaching and practical teaching are organically integrated. The theory is not based on teachers' preaching. Instead, it is based on specific examples of vocal music.

In the process of teaching vocal works and cases, it integrates theoretical teaching. In the process of practicing vocal music, it is unconscious to receive the vocal theory.

(4) Principle of inspired creation. Vocal music teachers should not miss every teaching opportunity, cultivate and stimulate students' learning motivation, enable students to learn new knowledge in singing practice, and in the practice to consolidate, improve and sublimate knowledge and skills. Therefore, teacher should comprehensively plan classroom teaching tasks, inspire and encourage students to think positively, carefully and artistically process the works, create artistic situations, perfectly express the thoughts and feelings of the works, and obtain the purification of the soul and the enjoyment of beauty in the whole body singing.

(5) Principle of overall unification. Vocal teaching requires teachers and students to actively cooperate with the overall teaching activities. Because the vocal music teaching activity itself has a holistic nature, in addition to the vocal singing theory, it also requires a variety of skills. Secondly, the teacher should unify the ideological content expressed by the vocal works with the scientific singing method, not only to unify the students' physical and mental development and the teaching integrity, but also to unify the scientific nature of the teaching method and the ideological nature of the singing works.

5. Training Measures on Musical Literacy of Students in Vocal Teaching in Universities

Based on the connotation of students' music literacy, aiming at the problems existing in vocal music teaching in colleges and universities, following the teaching principles of music literacy training, combined with vocal music teaching methods, the paper proposes the measures of vocal music teaching in college vocal music teaching as follows:

(1) Strengthening the cultivation of humanistic spirit in vocal music teaching. Vocal music teaching is one of the ways of aesthetic education. Classical vocal works and performance forms have become the carrier of humanistic spirit. The combination of concise poetry, beautiful words and exquisite rhythm can resonate with thought. By improving singing skills, mastering human knowledge and excavating the connotation of works, students can achieve the purpose of singing songs well, and help students cultivate their sentiments and cultivate their souls, enhance and improve themselves, and better improve their personality. The specific methods include: rational selection of vocal music materials, establishment of a comfortable humanities classroom, exploration of unique teaching methods, emphasis on vocal skills training and humanistic spirit, and the development of vocal art practice within and outside the school.

(2) Accurately grasp the aesthetic perception of music. The aesthetic perception of music is to obtain a complete image and overall perception of music and its structural forms through hearing, and to reflect the overall artistic expression of music. On the one hand, through the aesthetic perception of music, the formation of the beauty of the form of music is formed, and thus the pleasure of hearing and the pleasure of the spirit are generated; on the other hand, through the aesthetic perception of music, the foundation of music imagination, musical emotion and understanding in music aesthetics is laid. Aesthetic perception is the starting point and final affiliation of music teaching. It cultivates and enhances students' ability to feel beauty, express beauty, appreciate beauty and create beauty, cultivate sentiment, develop individuality, enlighten wisdom, enrich and develop image thinking, and stimulate innovation consciousness and creativity. , comprehensively improve the overall quality.

(3) Give full play to the positive role of music practice. Art practice is an important way to improve the overall quality of students. Music major is a very practical subject. It needs to be learned in practice, summed up in practice, and improved in practice. Students need to repeatedly train skills and techniques. The training results need to be tested through the stage and its performance form. Therefore, the use of artistic practice in vocal music teaching is not only a change in teaching methods, but also a major shift in the teaching philosophy of teachers. Music practice can promote the improvement of students' music literacy and realize students' self-worth. While mastering the basic theory of music, they will enrich their own experience in various

practices, continuously improve various musical accomplishments, and fully prepare for future development and progress.

(4) Exploring the cultivation path of college students' music literacy in the new media era. Compared with traditional media, new media uses digital technology, network technology and mobile technology to provide users with information dissemination patterns through channels such as the Internet, wireless communication networks and cable networks, as well as terminals such as computers, mobile phones and digital televisions. The new media has built a new music learning model, which combines the "old" theoretical knowledge with the "new" music appreciation, dissemination and creation under the new media technology, so that the music works can simulate the actual performance and singing effect. Students better grasp the methods of music appreciation and creation, stimulate students' enthusiasm for deep participation in music course learning and creation, and broaden students' music literacy development and expression path.

(5) Improve the overall level of the vocal teacher team. The teacher is the engineer of the human soul, the communicator of knowledge and civilization, and the responsibility of the teacher has both the ability to impart knowledge and the duality of shaping the soul. Most of the students' vocal knowledge and skills are derived from the teacher's oral teaching. Teachers must have a professional teaching level in order to correctly guide the students' learning direction. In the recruitment process, grasp the quality of vocal teachers; in the management process, develop strict requirements and norms, regularly evaluate vocal teachers; in the promotion process, regularly organize vocal teachers to conduct training and learning, and continuously improve professional quality and teaching level. Teachers must also adhere to the concept of lifelong learning, constantly update the knowledge structure, and enhance professional music literacy.

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