

New Development of Vocal Music Teaching in the Omnimedia Era

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Abstract: With the advancement of technology, media use methods are constantly diversifying. Omnimedia is gradually being accepted by the public. Vocal music teaching, as a traditional major of the music department, is slowly adjusting the original teaching methods and constantly adding new ones. The use of various media methods, especially the participation of all media, has given this traditional profession a new vigor. Based on the background of the omnimedia era, this paper explores the new ideas of college vocal music teaching, analyzes the influence of the development of education informatization on traditional vocal music teaching, and proposes several new ideas for college vocal music education.

1. Introduction

With the development of modern science and technology, information network and multimedia technology are widely affecting all aspects of people's social life, especially vocal music education and teaching activities. They break through the limitations of time, space, and region for vocal music teaching activities. Graphics, animation, vocal music, conversion and other forms make the teaching content can be shown in a more vivid and concrete way. They also create the necessary conditions for the optimization of vocal teaching ideas, the optimization of the teaching process, and the overall improvement of teaching efficiency.

2. The Interpretation of the Omnimedia Era

Omnimedia originated from a housekeeping company called Martha Stewart Living Omnimedia in the United States. This company, established in 1999, owns and manages a variety of media including magazines, books, newspaper columns, TV programs, radio programs, and websites, and spreads its own housekeeping services and products through its so-called "omnimedia". Limited to the technological level at the time, the "omnimedia" of Martha Stewart Life Media Company is obviously not complete. It more likely equals to multimedia. However, this "omnimedia" concept with advanced consciousness has inadvertently broken the mystery of the development of the world's media industry. For more than ten years, with the rapid development of science and technology, the means of communication have emerged one after another, and the traditional media and new media have become increasingly integrated and interoperable. Although the concept of "omnimedia" has not gained a consensus in the academic world, it has been practiced in the field of communication. It enriches and develops its connotation day after day. "Omnimedia" includes not only newspapers, magazines, radio, television, audio and video, movies, publishing, networks, telecommunications, satellite communications, and other communication tools, but also covers all senses of people receiving information such as sight, hearing, image, and touch. Moreover, in response to the different needs of the audience, it can choose the most suitable media forms and channels, deep integration, and provide super-segmented services to achieve full coverage of the audience and the best communication effect.

The concept of omnimedia has not been formally put forward in the academic world. It comes from the application level of the media industry. The continuous emergence and change of media forms, and the integration of media content, channels, and functions have made people need to cover broader terms when using the concept of media. So far, the concept of "omnimedia" has been greatly developed in recent years. It has attracted more and more attention and has begun to be widely used

in news communication, distance education and other fields.

3. A New Perspective to Vocal Music Teaching in Colleges and Universities Brought by the Omnimedia Era

Vocal music teaching, as a practical art subject, is actually realized through human body' vocal organs. After complex and systematic training, the human vocal organs emit pleasant sounds. However, in this process, these complex and systematic training will bring certain health risks to human body. Only by following reasonable and scientific learning methods can the human body's health and safety be guaranteed and the body organs can create pleasant sounds. Especially in today's omnimedia era, more methods have been brought to vocal music learning, and a new direction has been brought to the distance teaching of vocal music. Researchers have actively reacted to this new circumstance. They use all kinds of advanced technologies and concepts under the omnimedia to develop innovative vocal music teaching methods. This broadens the development path of vocal music education, continuously improves and optimizes vocal music teaching conditions, so as to achieve the purpose of enhancing the effectiveness of vocal music teaching [1].

3.1 The Impact of Educational Informatization Development on Traditional Vocal Music Education and Teaching in Colleges and Universities

Traditional vocal music teaching takes bel canto as the scientific standard and basic teaching concept. Bel canto had a significant impact on major music teaching models since the 1930s. It has been slowly accepted by major music academies and has become the mainstream [2]. The traditional vocal music teaching mode is mainly based on “one-to-one”, which is also the teaching mode that the vocal music teaching of various music schools in China has always adhered to. This model has a good effect on helping students learn specific content and grasp the characteristics of vocal music art under the guidance of teachers. It is a good way to improve the effect of vocal music teaching. It is also widely used in various fields of vocal music teaching. Many teachers use this kind of teaching model. However, this model has relatively large limitations. Teachers always guide students in a fixed model. Students are limited in teachers' thinking. This leads to a narrower learning horizon, which is not conducive to tapping their own potential and affecting the improvement of students' overall quality. With the in-depth advancement of the national omnimedia strategy, all walks of life have been integrated into it, and the traditional education model has also been subject to a greater impact, generating greater momentum for reform. As a new medium, the innovative thinking contained in omnimedia brings revolutionary challenges and impacts to the traditional education model. It is foreseeable to solve the problems of the single teaching model of traditional education, the unbalanced teacher structure, and the conservative and backward teaching concepts [3]. It becomes necessary to reform the traditional vocal music teaching under the omnimedia background. The reform has to conform to the goals of talent training of the traditional vocal music teaching. The innovative design of traditional vocal music teaching mode, teaching content and teaching system under the guidance of the omnimedia concept is the key concern of college teachers.

3.2 Promotion of Vocal Music Teaching in the Omnimedia Environment

The biggest advantage of omnimedia lies in its ease of gathering and distributing educational resources. With the help of omnimedia tools and platforms, students can enjoy considerable educational information resources at any time and place. This has also resulted in the so-called “cultural logistics” phenomenon in the vocal education era, that is, omnimedia can liberate teaching resources. It can give everyone who likes vocal music a chance to get better quality education services and educational resources [4]. Vocal music teachers should seize this opportunity, actively use omnimedia tools and platforms, and integrate the humanistic spirit, professional skills, and situational teaching in traditional vocal music education into teaching in the omnimedia background. They should be open-minded and aspiring guides. The important principle of combining the development of omnimedia with vocal music education is not only to adhere to the traditional nature of vocal music education, but also to provide students with a broader platform of educational resources. In this way,

students can gradually accept new concepts of vocal music education with an open mind. The seeds of the future of music can be planted as well [5]. In this context, new models of vocal music education such as MOOC, mobile education applications, and WeChat we-media have gradually emerged and become popular. These new models not only break the limit of educational venues, but also allow students to easily receive massive vocal music teaching resources, open up their open minds in vocal music education, and guide students to spontaneously acquire required teaching resources in order to meet their individual needs. Take MOOC as an example. MOOC, or Massive Open Online Course, is a typical product of omnimedia. The teaching scope covers a wide range of undergraduate or graduate courses. Most courses are free and credit hours are not counted. It is an online platform for lectures [6]. At present, the three major MOOC platforms represented by Udacity, Coursera and edX around the world continue to heat up in the education community with their huge online course resources. They have attracted the attention and use of a large number of students, and also promoted countries around the world to accelerate the MOOC platform development and curriculum construction. As the largest open course with the most complete development model under the current omnimedia background, MOOC has become the pioneer of online education in China, leading the rapid development of online education. The richness of educational resources covered by MOOC and its own openness have brought a great impact to traditional school education, but it also provides good ideas for future education. Therefore, how to make good use of MOOC platform to enrich the tradition vocal music education resources and solve existing deficiencies are issues that people need to focus on and solve. Take the “Teach You to Sing by Mr.Dai” super vocal music lesson planned and initiated by the famous tenor professor Dai Yuqiang as an example. “Teach You to Sing by Mr.Dai” has been recorded more than 290 episodes since it went live on January 1, 2015, attracting more than 20,000 fans and more than 400 million views. Each course of “Teach You to Sing by Mr.Dai” vocal music MOOC lasts about 25 minutes. The course content is composed of a young singer singing a classic vocal work, accompanied by a piano teacher, and professor Dai Yuqiang providing professional guidance on site. The whole process is recorded, edited and uploaded to “Teach You to Sing by Mr.Dai”. Through observation and learning, professor Dai Yuqiang always guide young singers on vocal music skills during the course. He also analyzes the singing works from the cultural background and artistic sentiment. Combining his own years of stage experience, he continues to interact with the audience at the recording site, so as to maximize the creation of specific scenes of vocal singing. Audiences can learn vocal music as many times as they want regardless of time, place. The MOOC content can meet the needs of most audiences.

4. Constructing a New Teaching Thinking of Vocal Music Education in Colleges and Universities in the Era of Omnimedia

The advent of the omnimedia era has inspired distance education in vocal music teaching [7]. Long-distance multimedia technology is mostly an auxiliary teaching tool, which has obvious advantages compared with traditional teaching methods. Especially when it combines with other vocal music teaching methods, the good teaching effects can be achieved. Therefore, vocal music teachers should strengthen the active exploration of the integration of multimedia technology and vocal music education in the omnimedia era. Schools should continuously enlarge teacher resources, form special teaching and research groups. They should also develop a scientific syllabus and formulate singing methods including aspects such as breathing, vocalization, resonance, and utterance to help students correct their drawbacks. In this way, multimedia technology can be used for systematic and standardized teaching of remote students. Because students who learn vocal music must undergo long-term complex and standardized training, due to the differences in the work and rest time of each student, teachers should coordinate the video face-to-face lesson schedule based on each student's vocal level and work and rest time. They should combine PPT, video, audio and other technologies to carry out the key and difficult points in long-distance vocal education. Or, they should collectively solve the common problems in the long-distance centralized teaching process, and then use one-to-one video teaching method to solve the intractable problems of individual students, so as to standardize the students' vocal habits.

4.1 Change of Teaching Philosophy

4.1.1 Omnimedia Teaching is Conducive to Visually Presenting the Content of Vocal Music Teaching.

In traditional vocal music teaching in colleges and universities, teachers mostly teach in the form of preaching and indoctrination. It is inevitable that there will be a curing, boring, and single classroom learning state, which cannot enhance the interest of college students in vocal music learning. Therefore, teachers use the intuitive features of omnimedia teaching to visually display complex and abstract vocal notes, rhythms, and melody, thereby enhancing the vocal perception ability of college students, and cultivating college students' vocal learning emotions. This highlights the intuitive characteristics of multimedia teaching.

4.1.2 Omnimedia is Conducive to Comprehensively Improving the Efficiency of Vocal Music Teaching.

In the use of omnimedia teaching, teachers can create omnimedia teaching courseware for matters based on the teaching content of vocal music, and show their teaching courseware to students through classroom playback and network transmission. This can allow students to establish intuitive awareness and enhance vocal rhythm perception. Omnimedia has the advantage of editing and creation. Teachers should make full use of this advantage to vividly display vocal knowledge through specific functions such as modification, creation, storage, editing, and improve the efficiency of vocal music teaching.

4.1.3 Omnimedia is Conducive to the Development of Personalized Vocal Teaching Mode.

With its novel and unique characteristics, omnimedia teaching continuously carries out teaching innovations in the actual learning process, so that college students can obtain interesting artistic experience when learning vocal music, and help college students give full play to their own personality and effectively learn vocal knowledge. It can promote the gradual advancement of personalized vocal music teaching mode, and then help college students to build a professional vocal team. What's more, it can also promote college students' artistic perception and artistic innovation. These functions are all based on the open and innovative role of omnimedia teaching.

4.2 Visualized Layout of Vocal Music Teaching Environment

In the process of cognition, people observe objects through visual organs, and then “visualize” the objects, thereby forming a distinct visual impression and a deep visual memory. Then they can form a “visualization effect” through the brain's thinking conversion. In vocal music teaching, vocal music teachers should pay attention to creating a visual vocal music teaching environment for students. Vocal music teachers usually have their own independent piano room for “one-on-one” teaching to students. Therefore, vocal music teachers can easily arrange the teaching environment of the piano room according to their own ideas. The layout of the vocal music teaching environment is based on the principle of “serving for vocal music teaching”. For example, teachers can post a few more pictures of world-renowned singers on the wall of their piano room, and use the power of example to stimulate students to work hard and aim high, to establish lofty ideals, and to cultivate students' enthusiasm and initiative in learning. For another example, teachers can post several anatomical drawings of human organs related to singing on the wall of the piano room, so that students can clearly see the actual location of the vocal organs during the singing process, instead of blindly asking students to “close your eyes and look for the feeling”. Another very important thing that every vocal teacher's piano room must have a mirror. Peking opera master Mei Lanfang had been training in various stylized movements against the mirror in his usual training. Using the mirror as a reference, he carefully observed his hands, eyes, body, method, and steps in the performance. He paid great attention to it. Every detail of the performance was meticulous, leaving no flaws. Every vocal learner must learn from Mei Lanfang, practice vocalization and sing in the mirror every day, and pay attention to the body performance. In this way, their performances can be more stretched, natural, coordinated and decent. Using a mirror as a reference can objectify and visualize oneself and present it to oneself.

When these states are converted to the brain through visual thinking, synesthetic reactions will be produced, and the brain will direct the relevant organs to adjust these “states” so that they can be adjusted to the requirements of the norm. The mirror is a very important tool for the use of visual thinking, and it should be used frequently and habitually.

4.3 Visual Presentation of Vocal Music Teaching Materials

In vocal music teaching, teachers cannot use language thinking alone to teach, nor can they always use abstract and specialized language to interpret some of the skills in vocal music training. Instead, they must use some concrete and visual objects, models, charts, and pictures, images to enrich teaching materials. In the teaching process, these materials are presented one by one, so that students have an intuitive feeling. For example, when dealing with vocal art works, teachers can first analyze the selected works by analyzing their musical styles and paragraphs, and draw them out in the form of graphs, and then analyze the musical and artistic connotation of the works. The melody lines, the sense of hierarchy, the division of the lyrical part, the climax part, the breath, the ventilation, and the breathing control of the musical works can all be drawn in the form of charts. At the same time, they can also use pictures to talk about the artistic images, environment, and characters in vocal art works. It is simply drawn on paper in the form of sketches, directly used to guide the students' singing process, so that these visual impressions can be transformed into internal imagination and associations. Then the connotation works can be shown with sounds and emotions through synesthetic reactions.

4.4 Multimedia Tools Needed for Visualized Vocal Teaching

Some teaching tools needed for visualized vocal music teaching mainly include computers, digital voice recorders, DV cameras, and computer networks. A computer is a machine with a very large information capacity. Therefore, in ordinary vocal music teaching, teachers must often use computers extensively. A large amount of vocal music teaching materials can be stored in the computer of a vocal music teacher, including pictures, videos, audios, electronic scores, and so on. Vocal music teaching can use the rich visualized vocal music information resources in the computer to carry out targeted and intuitive teaching in the teaching process. The recording pen can record the student's vocalization training process in the teaching process and transfer it to the computer, and then use the computer's multimedia sound spectrum analysis software and other instruments to analyze the recorded sound, and display the sound in the form of graphics. These graphics include the amplitude of different bands and different audios. Then the sound that is not seen can be visualized. In this way, students can not only hear their own voices in the player, but also see the waveforms of their own voices. Teachers can also analyze these waveforms to let students understand the changes in their vocalization state. In this way, students can adjust their vocal state through auditory and visual feedback information, so as to carry out correct intensive training.

4.5 The Visual Application of Vocal Music Teaching Methods

The “visual thinking” method can be widely used in specific vocal music teaching, such as the preparation of the external state of the singing body, the breathing of singing, the resonance of singing, the state of singing, the technique of changing the voice, and correction of various vocal problems, and artistic treatment of songs etc. There are two specific methods of operation: one is that vocal teachers can demonstrate themselves to visualize many inner singing states with the help of visual body language and movements. The other method is that, in the specific vocal music teaching link, teachers can use real objects that are related to vocalization skills in real life for visual analogy teaching.

4.5.1 Singing Posture

The first teaching link of vocal music learning is the posture of singing. Generally speaking, the singing posture should maintain the basic requirements of “breast up, abdomen in, and head up”. The body should be “relaxed and tight”, which is in a relaxed, active, and stretched state. Don't shrug shoulders, don't hold chest, and keep the waist upright. In the teaching process, the teacher can demonstrate to the students the correct standing singing posture, so that the students have an intuitive

feeling, and can also do a simple imitation. In addition, vocal music teachers can also collect some stills and videos of singers performing on stage on the Internet, and then show them to the students so that they can develop a good habit of the standing posture.

4.5.2 Singing Breath

The so-called “good singers must first adjust their breath”. As we all know, breath is the source of motivation for singing. It is the primary role in singing. The training of breath runs through the training of vocal music. There is a saying in *Shuo Tan*: “The breath is the commander in singing.[8]”. It can be said that the state of singing and vocalization is largely determined by the use of breath. In the process of breath training, some common objects in life can be used to demonstrate the state of breath. For example, students can blow up a balloon to intuitively experience the feeling of a raised “airbag” in the waist and abdomen, and expand the space between the waist and abdomen through inhalation to form a singing “airbag”. Then, by experiencing the elasticity of the balloon, students can appreciate the elasticity of the singing and vocal “airbag”. In addition, students can more intuitively experience the full-bodied state of singing by experiencing the visualized state of full balloons.

4.5.3 Singing Channel and Cavity Resonance

The singing channel is a combination of the singer's various resonance cavities, including head cavity resonance, nasopharyngeal cavity resonance, oral cavity resonance and chest cavity resonance. A more common term now is the concept of “full channel” proposed by Professor Jin Tielin, a famous vocal educator in China and former dean of the Chinese Conservatory of Music. He pointed out that the “full channel” is divided into three parts: the part from the root of the neck to the top of the head is the “upper channel”, the part from the root of the neck to the waist is the “middle channel”, and the part from the waist to the heel is the “lower channel”. He believes that when singing and vocalizing practice, all these channels should be opened so that the whole body is singing. When singing, all organs of the body should be mobilized to participate in the training activities. The singing channel can basically take on a three-dimensional cylindrical shape. There are many examples in life that can be linked to it, such as water pipes, straws, cups and so on. In the specific teaching process, teachers can prepare some such similar objects for students to intuitively see and then feel the concept of cavity resonance, which is the channel.

4.5.4 Words in Singing

The art of singing is the art of combining music and language. Singing activities are the further extension and expression of language in melody. In the training of singing, the pronunciation must be accurate and clear, so as to achieve “clear articulation and a mellow and full tune”. First of all, the training of vowels should be standardized. Vocal music teachers can make cards of frequently used vowels so that students can intuitively recognize their feelings. In the training process, according to the state of the students' vocalization, the teacher can use a pen to draw graphs on paper, so that the students can intuitively see the difference between their state of cheating and the actual standard state, and further standardize and correct according to the actual situation. Secondly, when singing specific singing works, it is also possible to use this method to standardize the pronunciation of students' singing, that is, to compare words in singing with practicing calligraphy. If the unclear pronunciation of words is the same as crooked and unclear writing.

5. Conclusion

In a word, in order to improve the level and quality of vocal music teaching in colleges and universities, teachers must make full use of omnimedia teaching methods and optimize the vocal music teaching process. They should innovate the content and methods of vocal music teaching in colleges and universities through the application of omnimedia. Only in this way can they enhance college students' interest in vocal music learning, improve their vocal learning skills, and thus comprehensively enhance college students' vocal art quality.

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