

The Innovative Research and Development of College Vocal Music Teaching in the New Era

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Abstract: In the context of The Times when the country vigorously promotes the deepening of higher education teaching reform, the Ministry of Education requires university disciplines to “build a group of high-quality online open courses represented by massive open online courses, curriculum application and teaching services.” Innovate online course sharing and application models, and promote high-quality online open course sharing, customized online course applications in different types of universities, and mixed online and offline teaching between campus.” Vocal music is an important subject in many colleges and universities, especially in music colleges, and its curriculum value and function are paid more attention. The flexible use of flipped classroom teaching mode to pick up the missing for the traditional vocal music discipline is an effective measure to promote the student-oriented and learning-based education and teaching in vocal music curriculum. In view of this, the paper analyzes the needs of modern vocal music teaching, and expounds the advantages of innovative teaching technologies and means, including the application of micro-lesson technology, the integrated use of Internet resources, and the application and promotion of interdisciplinary learning.

Keywords: University vocal music; Innovate; Develop

Introduction:

Driven by the innovation of software and hardware equipment such as the Internet and communication equipment, the current ways and modes of education and teaching around the world have been greatly enriched and improved. The teaching quality and level of Chinese colleges and universities have been greatly developed and improved in the information age. Based on this background, vocal music teaching in colleges and universities also needs technical innovation and reform.

1. Overview of vocal music teaching in colleges and universities in the new era

College vocal music teaching is the composition of the basic courses of college music majors, and it is a minor course in normal majors. It is a course that trains students to sing with vocal art. The core of vocal music teaching lies in teaching students scientific vocal methods and breathing skills. In addition, teachers should strive to develop students' independent analysis and creativity, so that they can perfectly interpret the emotions that the music is intended to convey.

First of all, the goal of vocal music teaching in colleges and universities is to enable students to master certain performance skills and techniques through voice training, and more importantly, to guide students to experience the emotions and thoughts behind different styles and themes in the singing process. In this process, students can solve the problems encountered in the stage performance, and gradually develop a certain stage performance ability.

Secondly, in the development of technology and the progress of scientific level, vocal music teaching in colleges and universities needs to keep pace with The Times and innovate constantly. In this regard, educators must abandon the unreasonable part of traditional teaching methods and adopt new technology, new thinking and new methods to better meet the learning needs of students^[1]. In this way, the reform and development of higher education will be effectively promoted, thus laying a solid foundation for the future of vocal music education, which is a challenge to the traditional mode of vocal music education, but also belongs to the educators' own ability and innovation consciousness test.

2. Innovative strategies of vocal music teaching in colleges and universities in the new era

2.1 Introduction and innovation of micro-class technology

In the new era of vocal music teaching in colleges and universities, the introduction of micro-lesson technology can achieve the effect of innovating classroom forms and improving teaching quality.

Micro-lesson itself is a new educational technology, its main characteristics are content refinement and time compression, which can effectively impart specific knowledge or skills. In vocal music teaching, the application of micro-lesson technology can provide students with flexible and convenient learning methods, and can also pertinently solve the specific problems encountered by students in the process of vocal music learning, thus improving the teaching effect ^[2].

For example, in the course “Italian Song Singing Method”, the teacher can complete the design of micro-lesson videos for this course. Each video should focus on explaining a key skill in Italian song singing, such as the use of cavity resonance, the correct pronunciation of Italian language, and how to deal with emotional expression in songs. The feature of this micro-lesson video is that it is rich in content and the length is controlled between 5 and 10 minutes, which is very suitable for students to learn in fragmented time. In the course implementation process, students first watch the designated micro-lesson video through the online learning platform of the college during extracurricular time, and then in class, teachers organize students to have group discussions to share their feelings and doubts about learning micro-lessons. In addition, the class also arranged a simulated singing session, students need to apply the skills learned in the micro-class to the actual singing, and the teacher gives immediate feedback and guidance according to the performance of the students.

In this way, students not only gain a significant improvement in the technical level, but more importantly, they also have a deeper understanding of the cultural background and emotional expression of Italian songs. At the same time, this teaching mode can effectively enhance students’ learning enthusiasm and improve their classroom performance ability, and ultimately ensure the improvement of teaching effect. This process shows the innovative role of micro-lesson technology in the field of art education, which can provide new paths and ideas for vocal music teaching in colleges and universities ^[3].

2.2 Introduction and innovation of Internet resources

First of all, Internet resources cover a lot of content, including classic vocal music performance videos, open classes by famous teachers, music theory lectures, vocal music skills teaching and other forms. In actual teaching, the introduction of such resources by teachers can help students obtain a more intuitive learning experience in audio-visual, and also stimulate students’ learning interest and enthusiasm. For example, by watching the concert videos of world-class vocal masters, students can not only learn high-level vocal skills, but also feel the musical expression forms and artistic charm in different cultural backgrounds.

Take the “Online Master Class” project as an example, teachers can cooperate with well-known music colleges and regularly invite world-class vocal masters to give master classes to students through video conferencing. Here, students have the opportunity to get close to and learn the vocal techniques of international masters, as well as receive personalized guidance and advice through real-time interactive questions.

2.3 Teaching strategy innovation of interdisciplinary integration

First of all, in the innovative teaching of vocal music in colleges and universities, in order to deepen students’ understanding and expression of vocal music art, it is suggested to combine vocal music teaching with the knowledge and methods of other disciplines, such as literature, history, psychology, body linguistics, etc., based on interdisciplinary integration and innovation, so as to expand students’ learning career and increase their humanistic quality. For example, teachers can organize students to study the historical background of Italian opera, analyze the literary texts in the opera, and understand the cultural meaning of the works.

Secondly, interdisciplinary integration can also introduce interactive learning methods such as role playing, scenario simulation, and teamwork, so that students can improve their vocal performance skills and stage performance in a more realistic learning environment. At the same time, this teaching method can cultivate students’ critical thinking and innovation ability. For example, take “Psychological analysis of characters in Opera” as an example, in this course, the Department of vocal music and the Department of Psychology can jointly set up this course, and explore the psychological motivation and emotional changes behind the opera characters through in-depth analysis. Here students need to learn the relevant vocal skills, but also understand the character’s psychological characteristics, through singing to convey the character’s complex inner world. The successful implementation of this course can improve students’ artistic expression and enhance their understanding and expression of the deep emotions of the characters ^[1].

3. Innovative development of vocal music teaching in colleges and universities in the new era

3.1 Innovative teaching technology and means

In the new era of college vocal music teaching, with the development of China's information technology level, digital tools and platforms provide more opportunities for vocal music teaching. Virtual reality (VR) and augmented reality (AR) technologies can create an immersive learning environment and simulate real concert and stage experience, thus greatly stimulating students' learning interest and enhancing their practical skills [2]. In addition, the application of artificial intelligence (AI), such as intelligent assessment systems and personalized learning plans, can provide customized teaching content and feedback based on student learning progress and characteristics, thereby optimizing learning paths and improving learning efficiency. The use of interactive online platforms and social media also provides teachers and students with more flexible and interactive communication channels.

3.2 Strengthen students' personalized development and diversified training

Personalized development emphasizes tailored teaching plans and learning paths for each student. This includes the provision of elective courses, workshops, seminars and other diverse learning styles to suit different students' interests and developmental stages. For example, students may choose to delve deeper into vocal performance techniques or explore related areas such as musical theatre creation and music education. In this way, students do not develop the skills they are most interested in, but also acquire a wide range of knowledge and skills that prepare them for diverse careers in the future. Secondly, diversity training further expands the content and scope of education, emphasizing the importance of interdisciplinary learning. By combining vocal education with other disciplines such as literature, history, philosophy, and psychology, students can understand music from multiple perspectives [3].

Conclusion:

To sum up, the innovation of technology, resources and curriculum construction in college vocal music teaching in the new era can adapt to the rapidly changing educational environment and social needs. The innovative means and application strategies proposed above are expected to contribute to the continuous innovation and development of college vocal music education.

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