

# Effective Ways to Reform and Innovate Vocal Music Teaching in Current Universities

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**Abstract:** In the current period of social transformation and development,music education in schools is both an opportunity and a challenge.Therefore,in current university vocal music teaching,innovation and reform should be strengthened to cultivate students'subjectivity in accordance with the requirements of the times.By cultivating students'creativity and logical thinking abilities,the reform and innovation of vocal music teaching have been promoted.Based on this,this article briefly analyzes how to reform and innovate vocal music teaching in universities,and provides some specific teaching strategies to promote the high-quality development of vocal music teaching in universities.Effectively expand in school music education to enhance students'overall music quality and creativity.

**Keywords:** Vocal Music Teaching;Reform and Innovation;Strategy

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## Introduction

In recent years,research on the teaching mode of vocal music,as well as the basis for its reform and innovation,has attracted widespread attention.Universities are also places to cultivate outstanding talents,and holy places to enhance the aesthetic and artistic literacy of the people.University teachers should continuously improve the existing vocal teaching system,based on research and teaching experience,develop classroom teaching plans that are suitable for the needs of the new era,gradually enhance students'vocal perception,enhance their learning ability,and cultivate their artistic appreciation awareness.

## 1. Problems in Vocal Music Teaching in Contemporary Universities

### 1.1 Inconsistent vocal lesson content

At present,there are significant differences in the curriculum content of vocal music teaching in some universities in China.Teachers attach too much importance to the cultivation of music concepts and playing techniques in vocal teaching.Moreover,the practice of students'singing ability,theoretical knowledge and skills,as well as teaching content,are not standardized,and the teaching objectives are not closely related to the content of textbooks and students'singing ability.Teachers do not follow the school's plan to analyze the teaching content,making it difficult for students to have a systematic and comprehensive understanding of vocal knowledge in music learning.Teachers have different levels of knowledge in performing and appreciating works,and their teaching outcomes also vary.Some universities have set up a combination of aesthetic education and vocal music courses,but due to their weak correlation,it is difficult to carry out practical operations.In terms of singing and performance,students'performance and singing level are relatively low.

### 1.2 Fancy teaching methods in vocal classroom

At present,there are still some outdated problems in the vocal music textbooks of most schools in China,which cannot meet the requirements of modern teaching.To keep pace with the times,colleges and universities will require students to learn some popular online songs,and will spend a lot of money to equip students with some music equipment,but this does not make them interested in creation.In fact,not many students are involved in this matter.Because many students are not proficient in vocal skills,their creation cannot form a song and cannot reach the level of publication.Therefore,creating online songs in university is often difficult for students.Some schools also adopt targeted teaching methods to improve students'singing skills,using individualized teaching

methods. However, there is a significant gap between students' cognitive abilities and teaching content. Moreover, some schools do not have strong teaching staff, resulting in the inability to produce good teaching outcomes.

### **1.3 Incomplete teaching equipment and mixed quality of students**

Although many universities offer vocal music courses, some schools still require suitable music equipment and a good teaching environment for vocal music teaching. Many universities do not have a complete set of teaching equipment, and many students share the same equipment. Therefore, when practicing the piano, students do not have a good grasp of their own instruments, which can actually affect their sound quality. Furthermore, the basic skill levels of these individuals vary, with some students having insufficient understanding of vocal music and some students not showing much interest in music, so it is difficult to form a unified atmosphere in vocal classes.

### **1.4 Lack of practicality in vocal music teaching**

Music is an art, and conducting vocal music teaching in universities can help students develop well and improve their ability to appreciate and appreciate music. Although some universities offer vocal courses, traditional teaching methods are mainly used. Teachers explain vocal theory and vocal techniques in the classroom, and the teaching content lacks practicality and practical courses. It is difficult to effectively guide and improve students' singing skills, and they can only learn in theoretical classes and cannot participate in practical training. Under this training method, students' psychological quality is relatively poor, and they also lack singing experience. Even if they have the conditions for sound, they rarely have the opportunity to showcase their skills here. The practical construction of university courses is not enough, and students can only learn in the classroom, making it difficult to have their own characteristics and shortcomings that cannot be effectively improved. Although teachers can provide training for students, they cannot improve the vocal singing ability of each student.

## **2. Effective Ways to Reform and Innovate Vocal Music Teaching in Universities**

### **2.1 Improving school vocal equipment and enhancing the quality of the teaching staff**

Universities should integrate with the times, develop distinctive features, and make scientific and reasonable investments in various resources. By improving commercial supporting facilities and emphasizing the development of courses, raising funds, constructing school buildings, and improving music equipment, students have a real singing venue. On this basis, proactive measures should be taken to recruit professional music teachers. In college vocal music teaching, increasing the salary and welfare level of teachers can help introduce more outstanding talents to teach in schools. University music teaching should scientifically and reasonably form a teaching team, which can absorb excellent singers from various literary and artistic groups, in order to achieve higher efficiency. This measure can enrich and enhance the teaching staff of universities, improve the stage performance ability of vocal music teachers, and for students, broaden their professional learning scope, which is conducive to grasping the practical experience of performance and enabling them to intuitively learn.

### **2.2 Using interactive teaching methods**

The traditional vocal teaching method has limited students' thinking, with teachers occupying a dominant position in the classroom and neglecting students' learning. Students can only passively learn, which easily leads to a loss of interest in learning. Teachers should combine with the development characteristics of the times, adopt diverse teaching methods, and allow students to actively participate in vocal classes. In teaching, teachers should pay attention to students' subjectivity, and improve students' participation in the classroom through communication and interaction between teachers and students, in order to achieve the goal of interactive teaching. Only by combining students' vocal singing ability with the content of textbooks and innovating teaching methods can we break free from the constraints of traditional teaching concepts. The focus should be on studying students' level of classroom participation. Teachers should provide them with correct guidance and assistance, based on vocal theory knowledge and combined with students' practical life, so that students can connect with life and engage in practical exploration. After class, teachers can arrange for students to practice activities after class to improve their singing quality and performance level. Combining with information technology and utilizing various means such as online communication, students can be provided with timely guidance and assistance in recent exams, and timely guidance and assistance should be provided to students for any problems they encounter during practice. By building a good teacher-student relationship, communication between teachers and students can be facilitated. It is also possible to encourage students to actively ask their own questions during the learning process. Teachers can provide correct guidance and assistance to students, thereby helping them establish their own learning system, cultivating their confidence, and enabling them to better master singing skills.

### **2.3 Reforming and Innovating teaching methods**

One important aspect of teaching reform in current university vocal music teaching is the reform of teaching methods. To match the diverse needs of the times, university music teaching should undergo comprehensive reforms and implement people-oriented quality education. Taking the comprehensive development and enhancement of students' abilities as their teaching objectives can abandon traditional educational concepts, fully unleash students' personalities, and cultivate their creativity. In teaching, teachers can abandon traditional "indoctrination" methods and create a new teaching model based on the new education reform. Establishing a new concept of innovative knowledge teaching can promote students' divergent development. Teachers can use multimedia and other devices to play videos and pictures related to vocal works, improve students' understanding of musical works, generate a psychological resonance, and stimulate people's spiritual experience with a direct sense of imagery.

### **2.4 Focusing on practice**

Before the new curriculum reform, most schools mainly focused on teachers giving lectures and students listening. However, after the new curriculum reform, teachers paid more attention to students' actual mastery. Especially in vocal music courses, emphasis is placed on practice. Teachers should be student-centered, cultivating students' interest in this course from the beginning and mobilizing their enthusiasm for learning. Teachers can organize small music singing competitions after class or in the classroom, allowing students to participate in singing competitions in an individual or group collaboration manner. During this process, students who perform well will be rewarded, and students who have problems will be encouraged and guided to correct, inspiring their confidence. Teachers should encourage students to practice and familiarize themselves with relevant knowledge during hands-on operations. If problems are found during practice, the teacher should guide the students to correct them in a timely manner.

## **3. Conclusions**

In short, cultivating vocal talents in universities must start with students' interest in learning. Teachers and schools should adapt to the characteristics of the times and carry out independent innovation. Vocal music teaching in universities should have an innovative spirit, innovate the teaching concepts of vocal music teaching, strengthen the improvement of music facilities and the construction of the teaching team, pay attention to the main position of students, and guide students to learn vocal music correctly, so as to improve their vocal skills and professional skills. In the face of existing problems, effective measures should be taken in a timely manner to improve and ensure the quality of vocal music teaching and enhance the quality of students.

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