

The Integration of Traditional Music Culture in College Vocal Music Teaching

Wenbo Liu

Communication University of China, Beijing 100000

Abstract: With the deepening of the new curriculum reform, colleges and universities have made corresponding adjustments to vocal music teaching, integrating traditional music culture into vocal music teaching, so vocal music teachers should not only improve their professional quality, but also effectively integrate traditional music culture into vocal music teaching. In this regard, this paper will explore the vocal music teaching in colleges and universities, understand the significance of traditional music culture to vocal music teaching, and propose corresponding teaching strategies.

Keywords: vocal music teaching; Traditional music culture; colleges and universities

In recent years, in the practical teaching of vocal music, colleges and universities have realized that they shoulder an important responsibility in the inheritance of traditional culture, so they advocate integrating traditional music culture into vocal music teaching, thereby highlighting the charm of traditional culture. In addition, integrating traditional music culture into teaching can not only improve the quality of vocal music teaching, but also strengthen college students' confidence in traditional culture.

1. The Significance of Integrating College Vocal Music Teaching into Traditional Music Culture

1.1 Facilitate the promotion of traditional music culture

The organic integration of vocal music teaching and traditional music culture can broaden the promotion path of traditional music culture, and strengthen college students' identification with traditional music culture with the help of systematic vocal music teaching. The vocal music teaching mode has also been optimized, thus providing a platform for the promotion of traditional music culture. When carrying out vocal music teaching activities, vocal music teachers should comprehensively analyze the traditional music culture, so that college students can have an understanding of the development process of vocal music in China. While broadening their own vision, music thinking has also been expanded, so as to consolidate the theoretical foundation of college students' vocal music, so that they can firmly grasp vocal music knowledge. In addition, college students' music literacy has also been effectively strengthened, generating their own exclusive music taste, Then cultivate college students' awareness of inheriting traditional culture, so as to promote the development of China's traditional music culture.

1.2 It is convenient for colleges and universities to carry out diversified vocal music teaching

At the present stage, the vocal music teaching in colleges and universities mainly focuses on European classical music. As a result, the teaching content is not rich enough, which will restrict the process of vocal music reform in colleges and universities. China has a long history. In this vast historical river, there is not only a splendid 5000 year history and culture, but also an exciting music culture. The integration of traditional music culture into vocal music teaching can make vocal music teachers realize the practical significance of carrying forward traditional music culture. So as to take national music as the starting point, carry forward the traditional music culture of our country, enrich the education content of vocal music teaching, and provide high-quality teaching resources for universities to achieve diversified teaching.

1.3 It is convenient to improve the quality of vocal music teaching in colleges and universities

Due to the constraints of the past teaching thinking, colleges and universities will encounter many factors when carrying out vocal music curriculum reform activities, resulting in the integration of traditional music culture in vocal music teaching is not ideal, and college students' music literacy can not be effectively cultivated. As the country and colleges pay more attention to traditional music culture, more art forms that can reflect the essence of national music culture have been applied to vocal music teaching, and good teaching results have also been achieved. College students' music literacy has also been significantly improved. Based on this, when teachers carry out vocal music teaching activities, they can integrate the essence of traditional music culture into teaching, and then optimize the teaching content of vocal music courses. College students' desire to explore vocal music knowledge can also be stimulated, and constantly consolidate the reserves of college students' vocal music knowledge, so as to encourage college students to actively discover the flavor of traditional music culture, and thus improve the quality of vocal music course teaching.

2. Effective Strategies of Traditional Music Culture in College Vocal Music Teaching

2.1 Create a lively teaching atmosphere

When colleges and universities are carrying out vocal music course teaching activities, in order to mobilize the initiative of college students to learn vocal music knowledge and stimulate their inherent aesthetic potential, vocal music teachers can create a lively teaching atmosphere for college students, so that every college student can participate in vocal music teaching. In addition, vocal music teachers

should reasonably integrate the elements of traditional music culture into them, cultivate college students' awareness of promoting traditional music culture, and make college students feel the charm of traditional music culture. For example, when teaching the song "I live at the head of the Yangtze River", vocal music teachers can guide college students to recite the lyrics of this song deeply, and carefully understand the feelings and thoughts to be expressed in the lyrics. And then create an atmosphere for college students to think about music works. College students should share their feelings with everyone, so as to encourage college students to interpret the feelings of the works when singing songs, enrich college students' music and improve their singing level. In addition, in order to stimulate college students' interest in vocal music singing, vocal music teachers can perform on-site accompaniment, give college students enough confidence in music, and make them devote themselves to vocal music singing, which can consolidate college students' singing experience. In addition, after college students finish singing, vocal music teachers should timely give corresponding evaluation to college students, guide college students to understand the artistic conception and charm of music works, and then generate strong emotional and ideological resonance, and then match with the music meaning of I Live at the Head of the Yangtze River, and finally improve the quality of vocal music singing teaching.

2.2 Cultivate students' ability to appreciate art

When college students learn vocal music knowledge, in order to significantly improve their music literacy and singing level, vocal music teachers should gradually infiltrate traditional music culture in teaching, so as to cultivate college students' ability to appreciate art. In this way, not only can college students deepen their understanding of vocal music art, they will not stay in music appreciation and singing skills, but also use traditional music culture to fully mobilize their own thoughts and feelings, and strengthen their ability to appreciate vocal music art. Therefore, in order to organically combine traditional music culture with vocal music teaching, various forms of teaching methods can be used in specific vocal music teaching activities to strengthen college students' perception of music art. For example, when vocal music teachers teach the song "Man Jiang Hong", if college students fail to grasp the thoughts and feelings of poetry and the creation background, they cannot effectively integrate into the cultural mood created by music works and fully understand Yue Fei's determination and heroic integrity. In this regard, teachers should strengthen college students' ability to perceive music, guide college students to recite the lyrics of this song emotionally, and then analyze the central idea of this song to highlight the thoughts and feelings of the characters in the song, and deeply understand the national justice, so that college students can have deeper feelings when singing, and their ability to appreciate art can also be significantly improved.

2.3 Innovating Vocal Music Teaching Methods

If colleges and universities want to improve the quality of vocal music teaching and optimize the effect of vocal music teaching, vocal music teachers should follow the pace of the times, apply information technology to innovate the way of vocal music teaching, build a high-quality learning environment for college students, and optimize the existing teaching model. Vocal music teachers can reasonably use multimedia teaching equipment to provide technical means for the integration of traditional music culture into vocal music teaching. For example, when vocal music teachers teach the song "Ambush on All Sides", the melody of the music is beautiful, sometimes fast, sometimes slow, which can show the war situation in the Chu and Han Dynasties and portray a moving historical story for college students. The pipa music in the national music can show the images of sword light and shadow when playing, which can enable college students to have a deeper understanding of the depth and connotation of music works. At the same time, the teacher played the characters of Xiang Yu and Liu Bang, and showed the battle scenes of the year through multimedia. When college students watched, they could feel Xiang Yu's tragic psychology when he was in the end, so as to stimulate college students' interest in learning vocal music knowledge and actively inherit the national music with the characteristics of pipa.

2.4 Create a music practice platform

Practical activities are the expansion of vocal music courses. As far as the current teaching situation is concerned, college students pay more attention to practical activities. Vocal activities based on traditional culture can improve college students' music literacy. Therefore, teachers should recognize the particularity of cultural development, organize some practical activities, and deeply integrate vocal music knowledge with traditional music culture, so that college students can realize that there is no distinction between elegant and vulgar national music, but show their own advantages in mutual complementation. For example. Colleges and universities can organize the practice of "three trips to the countryside". Vocal music teachers should mobilize the enthusiasm of college students to participate in the activity, go deep into the mountain areas with national characteristics, and carry out the inheritance of national music culture. Through the digital protection of folk songs, the support of national performance programs, and the public welfare classroom for children left behind, they can achieve the organic integration of college vocal music teaching and traditional music culture, and promote the continuous development of national music. First of all, college students should highlight the characteristics of the vocal music specialty, carry out the work of folk music collection, actively cooperate with the local people, carry out a series of music composition and creation, and improve the music practice ability of college students through the creation and adaptation of local folk music. Secondly, from the perspective of public welfare, cultural support activities can really carry forward the traditional national songs.

2.5 Explore the cultural theme in textbooks

The vocal music teaching materials in colleges and universities contain rich cultural themes. The organic combination of theme content

and communication mode can enhance the cognitive awareness of college students and solve various difficult problems encountered in teaching. Vocal music teachers can sort out and collect them through diversified ways, and present them through audio or video. In the process of combining music and culture, the ability to enrich college students' emotional cognition can be enriched. For example, when vocal music teachers teach the song "Sister Jiang", if they want to make the character image more vivid and three-dimensional, they can use the unique cultural connotation of women to compose songs of praise. This unyielding music image can more fully display the personality of Sister Jiang in dance and actively promote patriotism. When teachers set up vocal music courses, in order to cultivate high-quality vocal music talents, they need to pay attention to the optimization of vocal music courses and help college students master basic music theory knowledge. College students can stimulate their own singing emotions while understanding music works. In the specific vocal music teaching, one to many communication is used to provide the opportunity for students to perform, so that students can show their unique creative thinking in this atmosphere, which is also the characteristics of vocal music teaching in colleges and universities. Therefore, we must pay attention to the exploration of humanistic themes in the textbooks, and take them as a part of vocal music teaching. Based on the development situation, we should urge college students to organically combine vocal music knowledge with cultural literacy, so as to promote the long-term development of our national music.

3. Conclusion

In a word, integrating traditional music teaching into vocal music teaching can improve the quality of vocal music teaching. We can start from creating a lively teaching atmosphere, cultivating students' ability to appreciate art, innovating vocal music teaching methods, creating music practice activities, and exploring the cultural themes in the textbooks. Therefore, college students can master more vocal music skills and achieve all-round development.

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