

INNOVATIVE REFORM AND DEVELOPMENT OF COLLEGE VOCAL MUSIC EDUCATION

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Abstract

This article explores the current challenges and innovative reform strategies in college vocal music education in China, with a focus on aligning pedagogical practices with contemporary cultural, educational, and artistic needs. While traditional vocal instruction in Chinese higher education has emphasized technical skill development, many programs lack flexibility, cultural awareness, and student-centered approaches. Drawing from surveys, interviews, and curriculum analysis, this research identifies key issues such as outdated teaching models, limited practical application, insufficient integration of cultural context, and inadequate infrastructure. The findings highlight the importance of embedding Chinese and global musical cultures into vocal pedagogy to enrich students' artistic expression and deepen their understanding of music's cultural dimensions. Recommendations include diversifying curriculum design, promoting individualized instruction, enhancing teaching facilities, and fostering cultural literacy through repertoire selection and interdisciplinary collaboration. By integrating cultural consciousness into innovative reform, this study aims to contribute to the development of a more holistic, relevant, and dynamic vocal music education system in Chinese colleges and universities.

Keywords: Innovative reform; College; Vocal music education

Introduction

Vocal music education in Chinese colleges and universities has long been rooted in traditional pedagogical approaches that emphasize technical mastery and performance standards. However, as China continues to advance culturally and socially within the global context, the expectations for higher education in music are evolving. There is a growing recognition of the need to integrate cultural awareness, artistic expression, and creative thinking into music curricula, particularly in the area of vocal music (Guo, 2019). Despite the rich cultural heritage and diverse musical traditions that exist across China, many colleges vocal programs continue to rely heavily on rigid, skill-based teaching models that lack flexibility, innovation, and cultural depth. Additionally, the disconnect between teaching content and the real-world demands of the modern music industry poses challenges for student engagement and future employment. This paper investigates the current state of vocal music teaching in Chinese higher education and proposes strategies for reform that are culturally responsive, student-centered, and aligned with global trends in music education.

Current Situation and Innovative Reform of College Vocal Music Teaching

Vocal music courses in colleges and universities are commonly found in music majors in colleges and universities, such as musicology, music performance and other majors, which have higher requirements for vocal music courses, so they often focus on the teaching of technical aspects. For the course itself, vocal music course is a flexible and open course, students can learn vocal music knowledge and skills in the process of learning vocal music works, improve vocal singing skills, elevate the spirit of the realm, broaden the cultural horizons, teachers can also improve their own artistic cultivation in the process of teaching vocal music course. However, at present, most colleges and universities still lack flexible teaching methods for vocal music teaching, and it is difficult to give full play to the comprehensive nurturing effect of vocal music lessons, which is attributed to the lack of enthusiasm for teaching innovation and reform (Hu, 2022).

Singularity of Vocal Music Curriculum

The teaching process of vocal music courses in some colleges and universities is relatively monotonous, which often involves teachers guiding students to sing vocal works after instructing them to open their voices. This teaching process lacks sufficient richness, and students' interest and motivation in learning may be weakened. Learning vocal program requires long time practice and perseverance, if students have no interest or lack of motivation in vocal program, the teaching effect may be affected. In addition, students' physiological and psychological factors are also an important part of the teaching process. Some teachers do not pay attention to students' psychological activities in teaching. The learning of vocal program involves many physiological and psychological factors, such as breathing, vocalisation, resonance, etc. Teachers who lack attention to students' physiological and psychological state may affect the teaching effect. Besides, in teaching evaluation and feedback, teachers need to make effective evaluation and feedback on students' learning in order to understand students' learning progress and existing problems, but the problem of unsatisfactory evaluation and feedback still exists in the teaching of vocal music courses in some colleges and universities. A scientific and reasonable model of vocal music curriculum is conducive to the teachers' use of correct teaching methods to guide the students in a purposeful way, so as to ensure the consistency of the vocal music teaching content and the teaching objectives. Therefore, it is necessary for teachers to have a solid theoretical foundation, combined with practical teaching, to carry out efficient vocal music teaching. However, at the present stage, the curriculum of vocal teaching in colleges and universities is relatively single, in the college vocal teaching curriculum, the curriculum includes vocal skills, music theory, analysis of classical works, harmonic pronunciation training piano training and other courses, the traditional curriculum is based on theory, and the practical curriculum is relatively lacking. In addition, most of the colleges and universities in the vocal music teaching for the systematic vocal music theory courses are lacking, basically only set up a few single courses such as vocal skills, theoretical knowledge, sight-singing and ear-training, etc., and part of the teachers in the process of vocal music teaching is still following the traditional teaching mode, in the absence of systematic vocal music theory support more colleges and universities in the vocal music teaching is often just a single

singing imitation training, ignoring the cultivation of students' creative ability. without the support of systematic vocal theory (Zheng, 2021).

Inaccurate Teaching Orientation

At present, in the teaching of vocal music in colleges and universities, due to the blurring of teaching objectives and the lack of clear teaching objectives, most colleges and universities implement the main purpose of vocal music teaching is to cultivate the singing ability of students, so in the process of students' vocal music teaching, it is only confined to the learning of vocal singing skills, completely ignoring the fact that the teaching of vocal music should contain other important cultural characteristics such as artistic emotional and aesthetic, which will inevitably make the college vocal music teaching lack of necessary cultural awareness. This will inevitably make the college vocal music teaching lack of necessary cultural awareness, which limits the improvement of the quality of college vocal music teaching to a great extent. In addition, due to the different understanding of vocal music between teachers and students, the goal of vocal music teaching is not clear. Most of the vocal teachers are trained by professional music education background, so the knowledge of vocal teachers is more academic, but for college students, their understanding of vocal music is limited to the level of listening, and they do not have a deep understanding of the creative style and background of vocal works. Therefore, in the process of teaching vocal music, the content taught by the teacher cannot resonate with the students, and there is a certain generation gap in the communication between the students, which leads to the emergence of fuzzy vocal music teaching objectives, thus affecting the quality of vocal music teaching (Kang, 2024).

Fuzzy Teaching Concept

In the teaching of college vocal music, the concept of “people-oriented” vocal music teaching cannot be fully embodied, schools, teachers do not fully understand the importance of the main position of the students, which is mainly reflected through three aspects. Firstly, the vocal music teaching repertoire chosen by college vocal music teachers is different from the actual needs of students, and does not fully take into account the student real ideas, needs and

psychological characteristics, so the vocal music teaching is not able to fully stimulate the student interest in learning, which leads to the gradual loss of students' interest in vocal music learning in a boring vocal music learning atmosphere. Secondly, there is a difference between the vocal music teaching courses offered by colleges and the actual market demand for vocal music talents, which makes the employment environment more and more severe for the graduated students of vocal music majors in colleges and universities. Thirdly, colleges and universities have not established a perfect evaluation system for vocal music learning. When colleges and universities set up the evaluation system of vocal music learning, most of them will focus on the evaluation of students learning effect, and even take the final examination results as the final assessment results, and do not pay too much attention to the students learning process, which leads to the students not reaching the expected level in vocal music learning (Li, 2023).

Inadequate Teaching Equipment and Facilities

Nowadays, the construction of vocal music teaching equipment and facilities in most colleges and universities in China is seriously insufficient. With the continuous expansion of the number and scale of colleges and universities, the education funds allocated to each college and university are gradually decreasing, and colleges and universities can't afford to buy vocal music teaching equipment and facilities, such as stereos, professional books, various musical instruments, etc., which can't satisfy the student needs in the process of learning, and shorten the students actual practicing time, and it is also difficult to improve the ability of students. It is also difficult to improve, and the venues required for vocal music teaching have certain limitations, which makes the development of vocal music teaching in colleges and universities seriously hindered.

The Development Path of College Vocal Music Program

First, we conducted a survey on students' satisfaction with vocal music teaching. The survey results showed that most students expressed satisfaction with vocal music teaching and believed that vocal music teaching helped them to improve their singing skills and musical expression ability. However, some

students expressed dissatisfaction, the main reason is the simplicity of teaching content and methods, lack of personalization and interest. The teaching methods and methods of vocal music teachers were further investigated. Teachers generally believe that the traditional vocal music teaching method is no longer adapted to the needs of modern students. Therefore, many teachers began to try innovative teaching methods, such as the use of modern music elements, the use of multimedia technology, personalized guidance and so on. However, due to the teacher's teaching burden, time constraints and limited resources, the application of these innovative teaching methods still has some limitations.

In addition, challenges in vocal teaching include the lack of professional vocal teaching talents and teaching resources. In the current vocal music teaching, there are some non-music professional teachers engaged in vocal music teaching work, which makes the teaching quality cannot be effectively guaranteed. In addition, the lack of systematic and comprehensive vocal music teaching material resources has also become one of the factors restricting the development of vocal music teaching. We should strengthen the construction of professional teachers, and provide diversified and high-quality teaching material resources.

Actively advocate and carry out the innovative reform strategy of vocal music teaching to improve the teaching effect. In vocal music teaching in colleges and universities, to strengthen the study of vocal music classroom teaching in colleges and universities, the innovative vocal music teaching strategy, vocal music teaching reform in colleges and universities is a long and arduous work, as college teachers, should attach importance to vocal music teaching innovation, good at finding problems, actively solve the problem, to the student for this, changing education idea, improve the teaching quality of teaching, for the society to cultivate more excellent vocal talents, promote the stable and healthy development of music education career in our country (Tang, 2019).

Reasonable Course Setting

With the purpose of practical vocal music teaching courses, adjust the setting of vocal music courses in colleges and universities and gradually change the single traditional teaching method. On the one hand, we should pay attention to highlight the practical courses of vocal music, on the other hand, we should strengthen the setting of comprehensive theoretical courses in vocal music teaching, and at the same time, we should pay attention to strengthen the joint analysis between vocal music course teaching, and actively expand other fields of the subject boundaries of vocal music teaching.

First, we need to follow the principle of vocal music teaching curriculum.1) The principle of everyone participation, because vocal music education is an important content of students' quality education, which needs to be oriented to all students, and adopts the education mode of all staff participation. At present, more and more colleges and universities have carried out vocal music education and teaching work, but due to the limitations of various conditions, the vocal music teaching curriculum needs to be further improved. Although most colleges and universities attach great importance to vocal music teaching, the results obtained are not ideal. How to make all students participate in the process of vocal music teaching is a problem that needs to be solved as soon as possible. Therefore, the principle of everyone's participation is one of the principles to be followed in the process of vocal music teaching curriculum.2) Follow the principle of commonness and individuality, mainly aimed at the curriculum setting mode, because vocal music is a relatively systematic subject, so it has a common and individual problem. Universities need to according to the system, education policy, education mode, aesthetic education and other comprehensive function rule and its common, set up vocal music teaching courses, however, in each vocal music teaching, vocal music curriculum combination, arrangement needs to make timely adjustments, so will involve certain personality differences, such as: talent training degree of discipline differences, etc. Therefore, colleges and universities need to teach students in accordance with their aptitude, and follow certain educational concepts while developing students' personality. Therefore, in the setting of the vocal music curriculum, we must fully consider the factors of the commonness and individuality of the curriculum, so that it not only conforms to the

curriculum commonness, but also for the personality of each school and each major, so that the vocal music teaching is feasible (Liu, 2019).

Secondly, in the course of setting up the vocal music teaching in colleges and universities, the teaching mode of diversified and diversified courses should be adopted, and the course teaching through rich and colorful forms should be adopted to arouse the interest of contemporary college students in vocal music learning. vocal music teachers in colleges and universities should pay attention to update their teaching ideas in time, on the one hand, to improve their own music taste, on the other hand, to improve their professional teaching skills, and strive to make efforts from many aspects, so as to improve the overall quality of vocal music teaching. At the present stage, various colleges and universities still have strong operability in the mode of vocal music teaching curriculum, so they need a strong system to support them. Colleges and universities can adopt the "2 + 1" mode to give full play to the aesthetic education function of vocal music education and teaching. The "2 + 1" vocal music teaching mode is mainly based on the two elective modules of school-level elective courses and limited elective courses, and the extracurricular activity module is regarded as a supplement to other teaching contents, and the three modules are organically combined to complement each other, thus forming three systematic vocal music courses: 1) the main curriculum led by "vocal music appreciation"; 2) combining theoretical knowledge with practice.

Correct Positioning of Teaching Objectives

The setting of teaching objectives is a key step related to the teaching quality, and it is also true in the process of vocal music teaching. Colleges and universities need to establish correct teaching goals, and under the guidance of this goal, reform and innovate the current vocal music teaching methods and assessment process, so as to achieve the purpose of improving the teaching quality. Colleges and universities need to combine the training objectives with the comprehensive quality of students, but also pay attention to the personalized cultivation of students to ensure that vocal music teaching can be integrated into the teaching system. In the teaching process of vocal music art, students' aesthetic ability can be effectively improved, which can also make students have different emotional experience of vocal music, so that students can get the

improvement of musical literacy after learning, and then achieve the purpose of promoting students' all-round development (Liao, 2019).

Clear Teaching Philosophy

The main purpose of vocal music teaching course is to cultivate high-quality vocal professionals, so, in the process of setting the vocal music courses, need to put students in the first place, with students as the main body, the development of students demands, psychological characteristics, in this premise condition, college vocal music teaching can achieve ideal results, but also can provide a solid guarantee for students' all-round development. In the teaching process, teachers cannot blindly focus on the teaching of knowledge to students, but need to create an environment for students to explore by themselves, with the development of students as the main goal of teaching. For example, in the process of guiding the students to appreciate the vocal music works, the teacher can first provide the works, let the students appreciate according to the work, and then talk about their feelings, as well as their own views on the work. In this process, students will take various methods to analyze the works, and some students will comment on the works according to their first feelings. This process is also a process of learning, but also a process of students' exploration, which is conducive to the improvement of students' learning ability.

Formulate Scientific and Distinctive Vocal Music Teaching Content

Only when the vocal music teaching content is organically combined with the actual situation of students, can it fully play the positive role of vocal music teaching. Therefore, colleges and universities should improve the pertinence of students' vocal music teaching content as far as possible under the premise of ensuring the quality of vocal music teaching. Since the vocal ability of contemporary college students is uneven, more attention should be paid to using stratified teaching methods to teach skills and skills. Improve the vocal music teaching methods and strengthen the cultivation of students' professional quality. In the process of adopting stratified teaching methods for teaching, vocal music teachers need to hand over the classroom to students, and let students act as the main body, which is conducive to stimulate students'

enthusiasm and initiative in vocal music learning, and establish a good teacher-student relationship. In addition, vocal music teachers also need to take the way of teaching in accordance with their aptitude, so that the advantages of stratified teaching under differentiated education. In the optimization of the teaching structure in the process of vocal music teaching, we should pay attention to the flexibility of personalized training in stratified teaching, and make every student set up the personalized training goal matching his current foundation as far as possible (Xiao, 2010). Teachers as college students vocal music learning road "lead", in the process of teaching vocal music courses, not only need the vocal music theory knowledge, the basic method of singing to students, but also need to let the students to the background of vocal music works, creative environment and the author's thoughts and feelings for understanding, comprehensive understanding and grasp the relevant knowledge of vocal music works, further strengthen the students' sensibility of vocal music works, identity and learning interest.

Vocal music is a form of artistic expression that combines senses and emotion. In the process of vocal music teaching in colleges and universities, teachers should not only guide students' emotional expression, but also timely train their skills of pronunciation and pronunciation, and lead students to appreciate the beauty shown in the process of singing. In addition, also want to the elements achieve mastery through a comprehensive study to the teaching process, intensify efforts to dig the cultural connotation of vocal music works, in order to improve the contemporary college student music aesthetic consciousness education goal, and deepen students profound understanding of music art beauty, and guide the contemporary college students gradually improve their music aesthetic ability. Vocal music teacher in teaching, in the face of different students, to take different vocal music teaching methods, so that the more difficult music knowledge more vivid and interesting to stimulate the students 'interest in music learning, improve students' confidence, only so, vocal music teaching quality can effectively improve and the students' ability to improve (Niu, 2022).

Improve the Supporting Equipment and Facilities of Vocal Music Teaching

In order to achieve good teaching results when colleges and universities want to provide vocal music teaching courses, they need to pay more attention to the vocal music teaching facilities and equipment, and quickly improve the construction of vocal music teaching hardware facilities and equipment. Colleges and universities can raise funds through various channels, such as: campus and social raising, for government support, etc., to establish perfect vocal music teaching place, for students to create a site has sufficient instrumental music facilities, let every student in the process of vocal music learning can have appropriate Musical Instruments, give full play to their talents. Colleges and universities can also use multimedia technology to carry out vocal music teaching. Due to the rapid development and progress of modern science and technology. In the process of vocal music teaching in colleges and universities, we can use various modern technologies and Internet technologies, use QQ music, Weibo, Titok and other platforms to share music resources, and use special music teaching facilities and equipment to carry out music teaching courses. In this process, the learners' musical performance is effectively recorded to test their technology and professionalism, so as to establish and improve the technical reference indicators, and make reasonable correction and guidance for the defects of the learners.

New Knowledges



Figure 1: New Knowledges Diagram of Innovative Reform and Development of College Vocal Music Education in China

Conclusions

The development and reform of college vocal music education in China must move beyond traditional models and embrace a more holistic, culturally grounded, and innovation-driven approach. This study has shown that the effectiveness of vocal music teaching is closely tied to the alignment between curriculum design, teaching philosophy, cultural relevance, and the personal growth of students. By promoting diversified course structures, improving teaching facilities, and fostering emotional and cultural literacy through vocal music, educators can cultivate not only technical proficiency but also artistic sensitivity and global awareness in their students. A reformed vocal music program that integrates both national cultural identity and international artistic perspectives will better prepare students for dynamic careers in music and enrich the broader landscape of Chinese music education.

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