

The Development in Contemporary Vocal Music Education in China

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Abstracts

China's vocal music education culture has a history of thousands of years. Vocal music education plays an important role in controlling the development of vocal music culture, is entrusted with the human spiritual civilization, and the life of the laboring people is closely related. Of course, the development of culture is completely inseparable from the political and economic system, nor can it control the progress of human civilization. Vocal music culture is passed down through time, through the integration of knowledge by musicians of various nations, and then through the enrichment of human wisdom. It is developed according to its laws.

Keywords: Contemporary Vocal; Vocal Music; Music Education; China

Introduction

China's long history records the civilization history of the Chinese laboring people for thousands of years. In the journey of history, countless cultural achievements cannot be finished. National history is a treasure house of wisdom and precious musical and cultural materials. With the development of society, political change, economy, and other factors, Chinese music culture is constantly multiplying, and a series of magnificent historical songs are also being sung.

According to historical records, the earliest Chinese music education system was established in the Western Zhou Dynasty. Later Confucius, who ran a private school in the early autumn, taught music by himself with the idea of "teaching without class" and conducted music education with the "wind, Elegance and Ode" as music textbooks in the Book of Songs. As the dynasties changed to Sui and Tang dynasties, China became more open, and social economy and cultural prosperity in music culture development, by land and sea "silk road" of open, made Chinese and western music culture a two-way communication. This period of music culture absorbed foreign music composition, giving Chinese national music a unique effect. During the exchange of music culture between the Central Plains and the Western regions, the continuation of the development of Chinese music culture has made an important significance for the historical development of music culture, and the collision with the Western music culture has laid an indispensable historical foundation (Qi, 1989 : 44).

In ancient China, the traditional way of vocal music education passed from mouth to mouth and from heart to heart. The laboring people used songs to tell their joys and sorrows and their yearning for a better life. At the beginning of national vocal music education, the embryonic form of Chinese folk songs was formed. Through the creation of folk teaching performances, Chinese national vocal music culture made people more and more profound influence on folk songs, greatly promoted the prosperity and development of ancient secular music, and laid a foundation for the theory of singing skills. Through music, a record of the

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literati, the vocal melody makes the vocal music development, integration, and communication of culture formed the foundation of Chinese vocal music culture, also became the root of Chinese national culture, and promoted the modern vocal music culture communication. Let the Chinese and foreign vocal music cultures through the collision. Communication promotes the progressive development of modern vocal music.

The development of Chinese vocal music education

In ancient times, music culture was initiated from the simple natural products of "breaking bamboo, continuing bamboo, flying soil and pursuing meat." In the slave society, people created songs in the labor practice, expressed their emotions through natural Musical Instruments and language singing, and promoted national emotions through the spread of songs, making music culture exchange and development. The establishment of elegant music in the Western Zhou Dynasty gave rise to the earliest court "elegant music" system in Chinese history, which had certain ideological significance for promoting music aesthetics. The emergence of the Book of Songs in the Spring and Autumn Period and the Warring States PERIOD promoted the great leap of social and spiritual civilization. The songs were based on the real-life described by poems, and the beautiful melody was used to express people's emotions. The singing expression form of expressing feeling influenced the development of music culture in later generations. Ancient poems such as Guan Ju and Tao Yao are still being sung in the Book of Songs. With the introduction of school education in music after the Spring and Autumn Period, the earliest stage of music education in China was formed, which was also established by Confucius, a famous Chinese music educator. It was Confucius's idea of "teaching without class" that allowed music to be taught collectively to transmit knowledge and educate folk singers such as Qin Qing. In the Qin and Han Dynasties, the Qin Dynasty established the Yuefu system to construct music officials and began to set up music institutions. In the Han Dynasty, Yuefu developed and formed the Han Yuefu, and then "folk song" and "Xianghe Ge" appeared one after another. "Xianghe Ge" included not only the original "folk song" types but also the art songs formed by processing and adapting the "folk song" on this basis, which belongs to the advanced singing style of folk songs. The construction of the Han Yuefu system marked Chinese ancient vocal music education into a new historical period. In the Qin and Han Dynasties, "Qing Shang music" appeared, and "Qing Shang music" has been the blood of the music tradition since the Qin and Han Dynasties. During the Tang and Song dynasties, there was an unprecedented boom in the establishment of teaching workshops and pear Garden singers in the Tang Palace. The establishment of "Pear Garden" highlighted the important position of opera in China. The emergence of rap music, Zaju, and theoretical writings on vocal music in the Song Dynasty promoted vocal music education and the development of folk music. Yuanqu appeared in the Yuan Dynasty, the heyday of classical singing art, and created one of the oldest vocal music masterpieces, "Song Theory ." In the Ming Dynasty, there were two traditional Chinese opera singing methods: Wu Ge and Qin Ge. Later, the reform of traditional Chinese opera was carried out, which greatly impacted the history of Chinese opera. In the early Qing Dynasty, the emphasis on Peking Opera strongly promoted the development of opera culture, and the content of folk songs related to the life of the working people was widely developed. The tradition of the development of opera singing continues today.

Modern vocal music education in China

The rise of vocal music education in modern China since school Music

Since the opium war in 1840, imperialist invaders broke the long feudal state of isolation. At the same time, a large number of western missionaries also poured into China. Although the missionaries spread religion, culture, and development of the believers, objectively brought their civilization and ideology, and new thoughts, such as the flood, impacted the traditional ideas. In order to accept new things and eliminate the old constraints, advanced western technology and scientific achievements became the object of Chinese people's study at that time. From 1861 to 1894, the Westernization faction in the Qing government launched the reform movement of "strengthening oneself with the skills of teachers and foreigners" all over the country. Many overseas students and scholars were sent to Japan and Western Europe to learn how to enrich the country and strengthen the people. Among them, a group of students specialized in exploring the development of Western vocal music in China. In 1898, after the Westernization movement, Liang Qichao issued an imperial edict to the emperor, saying, "If you do not engage in education today, then singing should be regarded as an indispensable subject in schools." On February 24, 1913, the Ministry of Education announced the Regulations of Higher Normal Schools. It is required that the higher normal university is divided into preparatory (one year), undergraduate (three years), and research (one to two years). Courses: There are eight preparatory courses in total. Music is one of the compulsory courses.

The teaching content is mainly vocal music practice and theory. Music can be classified as an optional subject. Then workers Shen Xingong, Li Shutong, Xiao Youmei, Zhao Yuanren, and Li Jinhui people actively cooperate with support efforts to advocate the establishment of a new school and courses in singing. They formed the earliest singing lesson, that is, at the time called "school" music form, " music lesson from early into the normal school. At this stage of education, teaching materials and lyric books are in written form. Most of them fill in Chinese lyrics with western music. The lyrics are mostly written in vernacular Chinese, which is easy to understand. This method is widely used in the teaching of singing classes. However, it is rare for her to compose and write lyrics for her songs. For example, Xiao Youmei's works, such as "Planting Chrysanthemum" for a duet, are very rare. The singing methods adopted in this period were solo singing, chorus singing, lead singing, and chorus singing, which laid a good foundation for mass singing during the Anti-Japanese War.

Early "school" music lessons were the enlightenment significant to the development of Chinese vocal music professional history teaching movement, created the beginning of vocal music education, school of music, not accidental factors. First, it is because, after the opium war, the western missionaries brought new ideas that led to certain triggers. Secondly, the policy at that time encouraged the learning of advanced technologies and concepts of the West, which prompted some vocal music educators who had studied in the West to come back and promote the progress of vocal music teaching. Finally, some enlightened people at that time hoped for the progress of Chinese education and issued an imperial edict to the emperor. Based on these reasons to promote vocal music education. Although this period, the number of songs and terms of quality could have been higher than the needs of the development of Chinese vocal music. It opened the beginning of learning western vocal music education and changed people's perception of western vocal music art and understanding, which provided the theory and practice experience, both in the aspect of practice, because of the frequent organization to the outside world to rehearsals, performances, games, gradually by people. In

terms of theory, it is manifested in advocating teaching methods and methods. This idea has become a beginning in the early teaching of vocal music. For example, Shen Xingong wrote "School Singing Collection," "Xingong Singing collection," and other books greatly enriched theoretical knowledge.

School class music forms general recognition of the people in that period. Most content is to advocate the new army and the thought of democratic equality, meeting the needs of the people at that time. We get a great promotion, commonly used in the school teaching process, through the school music class not only has trained a large number of musicians and educators. However, it also trained some basic talents for developing vocal music specialty during the anti-Japanese victory. This form of class is the embryonic stage of developing the vocal music specialty in China.

The development of vocal music education and the beginning of creative practice in anti-Japanese period

After the Lugou Bridge Incident on July 7, 1937, the War of Resistance against Japanese aggression broke out in full force. Chinese and Western people of great spirit joined the anti-Japanese, patriotic, and national salvation movements one after another. Teachers and students of some music colleges were the first to respond to the call, holding a chorus to publicize the resistance against Japanese aggression, fundraising performances, and other activities. During that period, teachers, students, and people could be seen everywhere in the streets singing anti-Japanese national salvation songs. This inspired people's patriotic enthusiasm and promoted the development of vocal music professionals, and for them to provide spiritual "ammunition" is the establishment of the rear school. At the time, all the schools across the country are facing a shortage of funds, school teaching conditions, teaching equipment simple problems. There are often cases in which schools are forced to close. Despite this, there are still some colleges and universities in the teaching activities to overcome all obstacles in the nation in peril by oppression, dark s, is the music brought them a little light. At this time, the development of vocal music major ushered in "Xiaoyangchun."

During this period, with the launch of a wealth of anti-Japanese revolutionary activities, schools were set up in the rear, among which "Gorky Drama School" is a more formal and important school in vocal music teaching. The Gorky Drama School was founded on April 1, 1933, in Ruijin, Jiangxi Province. It offers singing, Chinese and Western instrumental music, dance, and other classes. The school was a special school for the Communist Party of China to train literary and dramatic cadres during the Second Chinese Revolutionary War. It was also the earliest educational institution of professional education established in the Soviet area. In 1938, the National Chongqing Normal School established the normal music course. On April 10, the same year, Lu Xun Art Institute was established in Yan'an the rear center of the revolution at that time. Lu Xun Art Institute was founded to train the literary and art cadres of the revolution at that time. There are also auditions, ear training, conducting, chorus, and instrumental music. At the same time, in 1939, the Music instructor training class of the Ministry of Education officially opened, and the training subject was vocal music. In July of the same year, the Music Department of North China Union University was established, a cadre school under the leadership of the Communist Party, and was established in Yan'an, with four departments of literature, music, fine arts, and drama. The schooling period was one year. Although the anti-Japanese rear the whole school and the teacher's lacked professionalism and systematic, popular teaching inspired the patriotic enthusiasm of the masses. Combining teaching with the time of the war, the establishment of these schools for vocal music professionals provides a large number of patriotic talents to

promote the anti-Japanese and unite the masses has played a vital role (Qian, 2001 : 7).

During the Anti-Japanese War, vocal music education development is tortuous and difficult but also progress and success. This mainly displays in song creation and schools to conform to the social and historical background and the patriotism of people of the time of the singing-songwriting on writing a lot of chorus teaching material. In order to express patriotism, chorus works developed unprecedentedly in this period. His main works include the large-scale choral cycle Phoenix Nirvana written by Lu Ji based on Guo Moruo's poem of the same name, the Military Song of the Eighth Route Army by Zheng Licheng, the March of the anti-Japanese Army by Xiang Jian Ci and Long Ming Qu, and the March of the Volunteer Army by Nie Er. For example, on March 31, 1939, "Ode to the Yellow River," "Defend the Yellow River," and "Yellow Water Ballad" in the Yellow River Chorus composed by Guang Weran and composed by Xian Xinghai is still sung by people today.

In addition, the lyricist and composer of art songs actively explored large vocal works for the solo song. Art songs become the main features of this period, such as Xian Xinghai in the Taihang mountains, He Luding "song of the guerrillas," Huang since the song the Anti-Japanese War, Zheng Lv into Yanan praise. These songs are in military and civilian. At the same time, they also belong to the highest selection of school textbooks during the Anti-Japanese War, which is of great significance to the development of vocal music education.

The folk-art form also developed in this period, after the Yanan literature and art symposium held music deep folk literary and art workers, and all kinds of folk-art fusion each other, learning from each other. The drama and Yangko, created the Yangko opera's new art form, most of northern Shaanxi Yangge. It mainly divides into the singing and dancing and performances of folk playlet two kinds, show lively to education and encouraging masses has played a huge role, in conjunction with the workers and the positive efforts of the masses a mighty long development. In the climax of the anti-japanese revolutionary rear formed Yangko opera, there was a good teacher, and pupil inheritance relationship, all of these promoted this particular historical period the development of vocal music in China.

In short, the Anti-Japanese War period, behind the establishment of the school, not only promoted the anti-japanese but also combined the masses. It was inspired by military and civilian resistance determination and transported many patriotic vocal talents for our country, cultivating their lyrics to fill the new forces. They put the anti-japan war. Their enthusiasm for the masses and the historical facts showed strong patriotic thoughts and feelings. In education and teaching, and during this era of "school music," the biggest difference is the artist himself arranger. Lyrics account for most of the proportion of school teaching and the people singing, more in line with China's national, historical, and patriotic character. At the same time, in the future, in China, institutions of higher learning vocal professional music development will provide a strong foundation. Thus it can be seen. Vocal music education is closely associated with patriotism and national emotion, so the prelude of vocal music education can be opened (Zheng, 2018 : 65).

The rise of vocal music specialty in colleges and universities

After the founding of New China, war-torn China calmed down, and people lived happy lives. However, China's vocal music education experienced a tortuous development during this period. From the founding of the People's Republic of China to 1956, this period was the development and construction of China's vocal music education. The decade from 1956 to 1966, due to the "Cultural Revolution," was a stagnant Chinese vocal music education period. After 1966, Chinese vocal music education gradually went on the right track.

After the founding of new China, China's music education career presents a piece of the scene of a newborn in the vocal music education in the construction period, the proportion of higher normal colleges and universities across the country with the music is not a lot, by people from all walks of life's positive efforts, the kmt-controlled area and the liberated areas of music education workers gathered together to form the new China music education development of teaching staff, In order to meet the requirements of the objective situation and cultivate urgently needed talents as soon as possible, in the reform of education and schooling system, Education department heads and music industry leaders before the founding of new China in 1949 set up in Beijing, Shanghai music college, northeast music school (later) of shenyang music institute, southwest music school (sichuan conservatory of music), central south music school (art college music department of hubei province and guangzhou institute of music), northwest music school (college of music in xian), The music department of normal University also rose slowly in the 1950s and 1960s, such as the Music Department of Beijing Normal University, the Music Department of East China Normal University, and the Music Department of Harbin Normal University (now the Music College of Harbin Normal University).

The internal structure of higher music education institutions in China generally inherits the tradition of the past. There are four major departments: theoretical composition, vocal music, piano, and orchestral music. The length of schooling is generally 4-5 years. We also clearly see from the founding of the early universities that music education development started on a formal structure. China's institutions of higher learning vocal music professionals will also rise. However, at that time, the teaching system was not perfect because Jianguo was poorly equipped and had poor school conditions. There is a group of enthusiastic education early vocal music educators, such as Shen Xiang, Shu-Chen Kuo, Li Chang, Jiang Ying, Xiao-Yan Zhou, Zhao Meibo, Zhou Shuan, Jin Tielin, and Guo Lanying. For China's institutions of higher learning, vocal music professionals cultivating excellent talents, students such as black waves, and good singers in the west in succession win honor for our motherland. They also let western vocal music professionals recognize the unique charm of Chinese vocal music specialty. During this period, the state began to attach importance to music education in the vocal music professional teachers' team construction. Thinking the vocal music teachers' quality and business levels were the key to improving teaching level and teaching quality, paying attention to the scientific research work of teachers in vocal music education, gradually implementing the teaching and scientific research, building up scientific research, promoting the improvement of the teaching quality. It has made significant achievements that have not been achieved before. It plays a role in linking the past and future for developing vocal music specialty in Chinese universities after the reform and opening up (Wang, 2019 : 58).

Moreover, at this stage, the Chinese opera career began to highlight vocal music education and opera workers in the footsteps of China's first opera, "White-Haired Girl," based on preserving the traditional Chinese folk style of music theory. Learning and drawing on the advanced opera achievements of the West promoted the production of many new

operas. Among them, the opera Xiao Er Hei Married is the most famous. This work is still sung in the art and music departments in normal universities. The appearance of these operas promoted the professional career of vocal music in the early years of the founding of China.

"The cultural revolution" period, China's music education was stagnant. Performance in each aspect, due to the great leap forward thoughts, appeared the phenomenon of "lie," such as the development of normal Chinese education for the blind, education policy is abandoned. It was to "class struggle as the key link." education was a political struggle tool in higher normal music education reform. In 1963, the Ministry of Education issued the "Teaching Plan for Three-year Secondary Normal Schools (Draft)," which reduced the total class hours of music lessons from 184 to 133. This seriously affected the quality of vocal music teaching and the completion of teaching tasks. The practice of "model operas" and revolutionary songs as teaching content has weakened the training of basic courses and basic skills, and the quality of education has been reduced. Not only China's music education during this period, but China's other education also suffered serious losses, making the quality of normal education in colleges and universities reduced and interrupted. The vocal music professional teachers around the obvious fault, coupled with the retirement of many teachers, there is a serious shortage of vocal music teachers. However, in the face of failure and setbacks, there is always a forward power in guiding us, let from these lessons to find the future development of Chinese vocal music education (Dong, 2015 : 239.).

After the founding of new China to the reform and opening up during this period, more than a few times before, the teaching of vocal music education has become more standardized, scientific, timely, and nationality. However, it has experienced the "cultural revolution" period of cultural art. The overall trend is moving forward. This is mainly relevant to state policies on culture and art's strong support. Teaching methods they are changed much. Teachers teach not only students the relevant vocal music, singing, and skills but also teach some students art accomplishments. The collective and individual teaching forms increase our student's practice and performance opportunities and greatly improve the quality of vocal music teaching. After the reform and opening up, the development of China's institutions of higher learning, vocal music played the role of foreshadowing, which has important significance.

Contemporary vocal music education in China

With the early reform and opening up, China's vocal music education career developed unprecedentedly. However, the quantity and quality of vocal music professional teachers are hard to catch up with the music education development needs in order to implement better and implement national nine years of compulsory education, more in need of a large number of qualified, outstanding ability of school education in primary and secondary schools' teachers. However, more than normal training in vocal music talented person, the teacher, is required. Therefore, professional colleges and universities of China are accompanied by China's music education development of a new education unit established during this period, retention, and extended the many music colleges. During the short few years to cultivate a batch of vocal music education professional talents in primary and secondary schools, it even plays a great role in vocal music education in colleges and universities. In addition to retaining the original seven music academies in Central China, China and Shanghai, the original Guangzhou Music Conservatory was expanded into the Guangzhou Conservatory of Music (formally established in 1981 and renamed Xinghai Conservatory of Music in 1985). The

music department of the former Hubei University of the Arts was expanded into an independent Wuhan Conservatory of Music (Sun, 2005 : 87).

Moreover, the establishment of vocal music departments in some corresponding art colleges, such as the Shandong University of Arts, affects vocal education. The emergence of these colleges and universities has standardized the vocal music teaching system, and the professional performance of vocal music has been more prominent, which has profoundly impacted the Chinese and vocal music professional career. In academic aspects, western vocal music professionals communicate between times more frequently. The Chinese vocal music education is often sent to visit abroad, experts and scholars communicate in the process of learning advanced western concepts of vocal music, vocal singing, and teaching problem in the forefront of each other, greatly improving the teachers' professional quality and ability. In addition, during this period, due to the rapid economic development, people's material living standards were improved, and their spiritual level was also greatly improved, prompting many young teachers and students to go abroad for further study. In order to improve the ability of teachers and students in professional colleges, China has also hired western experts to come to China to give lectures and practical performances to students majoring in vocal music in various music colleges. Moreover, many foreign teachers have been hired for perennial teaching, which has improved the teaching ability of vocal music. During this period, mutual communication and learning promoted the development of vocal music specialty in colleges and universities (Zhu, 2011 : 65).

Related to vocal music, professional backbone disciplines also gradually rise. The vocal music esthetics-based technology subject, vocal music, vocal performance psychological backbone disciplines, such as the emergence of these theories, conforms to the current needs of vocal music specialized raise, through careful study, and western peers learn from each other and adopt the opinion. These subjects achieved a certain theoretical depth. It enriches the vocal music professional education and better implementation of teaching. It improves the comprehensive quality of teachers and students. In the 1980s, Professor Jin Tielin, a famous vocal music educator, proposed that China's vocal music education should be guided by "nationality, scientific, artistic and contemporary." New thinking and summary of Chinese vocal music education, through research, in the academic, theoretical, teaching methods of continuous practice and improvement.

The professional development of vocal music in professional colleges is different from that in normal colleges, which should have stronger performance and practice and higher requirements for professional vocal music talents. Also, more attention should be paid to sound, emotion, taste, table, and image for the public stage. Early professional colleges and universities teaching conditions is poorer, the entire music institute, college of art, or music in the classroom or teaching instruments is very simple, basic enough classroom and practice room, the early reform and opening up, professional colleges and universities pay more attention to the improvement of the teachers and the improvement of teaching quality, such as Shenyang music institute, a total of 13, the classroom Chorus between classroom 1, dance room, between 1 teaching classroom, etc., between 1 and 100 practice room, piano, 146, 115 all kinds of Chinese and western orchestral instruments, there are all kinds of electronic equipments, this greatly satisfy the school to the cultivation of the students, and students have time to practice professional skills, teaching quality increases, in short, All professional colleges and universities are constantly expanding the school conditions and the scale of teachers, which is very important for the development of vocal music profession. We are easy to draw from the above points. Vocal professional colleges to cultivate the ability, professional

and artistic direction, more outstanding students to strengthen the quality of the business, and a more scientific, more has the shape of literature and art, reflects the professional college vocal music after the reform and opening up has made remarkable achievements.

Normal colleges and universities have carried out active educational reform policies after the reform and opening up. Both students and teaching staff have made great progress in their studies and work. Various systems have been implemented, which are more convenient to improve the educational system and better serve students. The teaching constitution of "combining academic year with credit" has been tried out. These two kinds of teaching modes are the early stage of the vocal music educator after long practice and test conclusion. Combining more humanization and rationalization, such as a credit system, can let students choose a free course of study. It is the most prominent feature of different chosen courses according to their differences and preferences. It is to strengthen the characteristics of the target, belong to the open course, and arouse the students' enthusiasm. The flexible teaching system can avoid the previous cramming method.

The characteristic of the school year is that the amount of learning tasks is measured according to the class hours of the course. In this way, the number of years and a complete set of courses can be defined according to the training objectives of the major. In this way, there is a total number of class hours, and each student must complete the course according to the schedule, which is also strict and normative. The combination of these forms not only cultivates students' interest and autonomous learning ability but also restricts curriculum. The progress of the teaching system greatly changes the old teaching model and promotes the development and reform of the teaching system.

The appointment and contract systems of college, department, and department leaders and teachers have been implemented. The practice of this system, more help to the improvement of the vocal music education units and personnel system reform of teachers, the more standard and smoother implementation of full employment. So that can promote professional quality, good cadres continue to hire, inspire further training of normal university teachers teaching seriously, and strive for success in hiring a period for evaluation, to be open and fair, and standardize the employment system. Before the reform and opening up the national music education of the doctor, master, and bachelor of academic rank no more formal system, and the attention of the country after the reform and open policy more vocal music education career, in order to better reflect the degree and level of the individual, country perfecting the system of the academic title awarded doctor, master, bachelor, powerfully promoted the progress of vocal music education and reform. Institute is responsible for the music college scientific research management work of an organization, leadership, teachers, the article mainly professional colleges, and scholarly works, promote the education of students. The teaching work, at ordinary times, the Chinese and western academic achievements and work into the teaching resources, in addition, to the cultivation of graduate students and undergraduate management and continuing education work. Under the establishment of many institutions, such as institute office, discipline construction office, and scientific research office. The Journal editorial department mainly services students and teachers' work of one department, sets up the board to better help students with academic exchanges, and students can contribute through their problems and views. The research of academic achievements in the editorial department, finally published, is a can to promote learning from each other, mutual discussion of a medium. Each school has its brand characteristics, which align with a school's style, but also reflect a school's learning atmosphere and academic ability. Not only that but also through the school newspaper and

periodicals to enhance the interaction between students and teachers and improve scientific research and innovation. The establishment of secondary colleges developed gradually after the reform and opening up. Generally, refers to all colleges under a university, divided into secondary colleges and independent secondary colleges, referred to as independent colleges (Fang, 2007 : 32).

Talent demand is increasing due to art and other disciplines. The university has conducted a secondary school. The secondary school now are generally state-owned private secondary schools. The school's objective to promote the development of vocal music education, because of the increased number of students, is conducive to the popularity of vocal music professional and greatly increase competitiveness and employment opportunities. This is also a kind of way of development. After the reform and opening up, teachers and students of music departments in normal universities learn the corresponding knowledge from textbooks and often participate in social practice activities, such as going to various places in the country for education practice. It has cultivated many talents with solid basic skills, excellent teaching ability, and professional quality. Usually, use rest time to visit the people's Liberation Army soldiers, embodies the spirit of the people and the masses' blood thicker than water. They held concerts and art practices in various places to improve students' abilities. Some schools also set up groups to learn from Lei Feng, serving the socially disadvantaged groups at that time. The development of these social practice activities not only improves the quality of students themselves and students in the book to learn things to apply but also plays a role in educating people. Through years of practice and summary, the guiding ideology of vocal music majors in normal colleges and universities is gradually clear, highlighting the normal character, emphasizing multiple developments, and paying more attention to basic development.

The emphasis on multiple developments means that music teachers should learn multiple skills to achieve the effect of "one specialty and multiple abilities." The so-called "multiple abilities" means that normal colleges offer vocal music lessons, piano lessons, and instrumental music lessons to students in the first and second year of college, which is conducive to the cultivation of compound teachers and the employment of students. "One major" means that students are encouraged to choose major courses in the third year of college. Students take exams according to their professional abilities and choose their strengths as their major courses, which helps cultivate their professional skills. Emphasis on the development of basic skills is to let students pay more attention to the ability of basic skills, music theory, solfeggio ear training, harmony, and other basic courses to learn. It achieves the effect of applying learning, clear teacher's vocal music professional courses to lay a solid foundation, rather than difficult in-depth development. Thus, in normal universities, teachers' pay more attention to cultivating education courses in the pay more attention to education and teaching training of talents through all kinds of social practice activities held by students during the period of school (Liang, 2011 : 45).

On the one hand, it was using vocal music teaching, the basis of professional for primary and middle school students of the "art" of morality, intelligence, and physique full-scale development education. It guarantees the cultivation of vocal music professional teachers in colleges and universities. It can be seen from the seven viewpoints put forward simply that the vocal music major of normal teachers pays attention to the cultivation of teaching and talents and is more standardized to cultivate students' basic ability and teaching ability.

Conclusion

After the reform and opening up, the vocal music major in China's normal colleges and professional colleges has been improved in all aspects and has its characteristics, especially the school-running experience. It is no longer judged by the pure professional quality of a person, but more important, to recruit students based on whether they have the moral quality of teachers. The teaching reform of colleges and universities has been continuously deepened and improved. It has broken through the traditional teaching concept in terms of curriculum setting, teaching content and methods, more respect for artistry and professionalism, and increased opportunities for performance and practice. The guiding ideology of the school, the construction of the school, and the establishment of the institution are also diverse, and the school system is more standardized. In peacetime, many schools also held the corresponding symposium, and leaders, teachers, and students exchanged opinions to improve teaching and promote the sound development of the vocal music major in colleges and universities.

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