

Problems and Solutions of Vocal Music Teaching in Hezhou University in China

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Abstracts

In the past ten years, under the background of the general expansion of enrollment in colleges and universities across the country, the number of vocal music majors in ordinary universities has also increased yearly. Hezhou University, as one of the ordinary universities, has more students, but the number of teachers and teaching methods still need to be improved, resulting in a decline in the quality of students' teaching, which cannot meet the needs of social development. At present, the vocal music teaching content of ordinary universities in China mainly focuses on the improvement and development of singing skills. In contrast, the research on vocal music theory content, multimedia application, and practice could be much better, especially in multimedia and extracurricular practice. At the same time, the survey found that this problem exists not only at Hezhou University in Guangxi but also at other universities in different regions. Taking the music education major of Hezhou University as an example, this paper found some problems in vocal music teaching through investigation, and proposed solutions based on the actual situation, hoping to cultivate more excellent students.

Keywords: Vocal Music Teaching, Hezhou University, China

Introduction

The newly issued Music Curriculum Standards for Full-time Compulsory Education by the Ministry of Education of the People's Republic of China reflects the importance of vocal music education in college music education. The main task of vocal music education in ordinary universities is cultivating excellent music teachers for basic social education. The reform and innovation of basic education not only point out a new direction for music education in ordinary universities but also becomes a social background that must be considered in the reform and innovation of vocal music education. Because of the slow development of its teaching methods and the need for educational mechanisms, educational models, and educational awareness in some schools or regions, vocal music education in some schools adopts the training model of professional music colleges. Especially in implementing the new music curriculum standard of compulsory education, this training mode has become backward. Vocal music is one of the basic skills, and professional accomplishments teachers of basic social music education must have. Of course, this is also a required professional course for college music education students. In a certain sense, college vocal music education is the "cradle" of music teachers in basic education (Chen, 2019 : 35-37).

Against this background, the teaching reform of vocal music skills in ordinary universities has been on the agenda and widely concerned by music colleges in normal universities. On the one hand, it is a real problem raised by the large-scale enrollment expansion of colleges and universities. On the other hand, it is also an inevitable requirement for developing vocal music education in ordinary universities. Taking Hezhou University as an

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example, this paper finds some problems in vocal music teaching and puts forward improvement methods, hoping to help cultivate more excellent students.

Research Objectives

1. To investigate and analyze the problems in vocal music teaching in Hezhou University.
2. To put forward the "Guidelines for Vocal Music Teaching" to improve and enhance the quality of vocal music teaching in Hezhou University, which will be promoted to more universities later.

Literature Reviews

Vocal music teaching is different from general subject teaching. It has the characteristics of combining technology and art. Therefore, innovative teaching methods should also be implemented in vocal music teaching. In the context of the development of education in the new era, vocal music education has become outstanding, opening up a new development space for Chinese music lovers and experts. There are many restrictive factors in traditional teaching methods, and the innovation of vocal music teaching in colleges and universities has become the research focus (Fu, 2017 : 101-102).

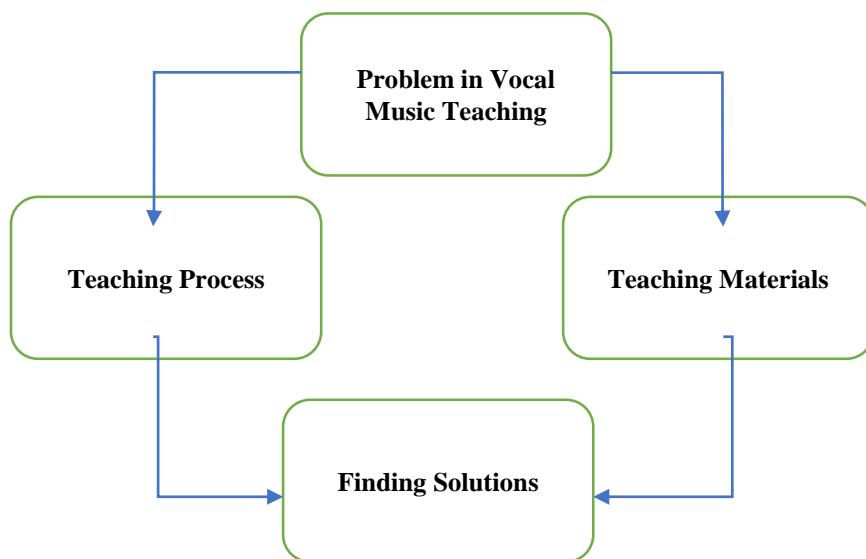
Through the analysis of the results of vocal music education in colleges and universities in China, through long-term innovation and development, colleges and universities have achieved better results in improving teachers' professional level, innovating teaching content, and cultivating students. However, in terms of innovation and reform of teaching mode, stricter standards are put forward for vocal music teaching. Under the new development trend, based on the consideration of vocal music teaching theory, only by actively innovating it can we achieve the reform goal according to social requirements and further achieve the goal of innovating the vocal music teaching model. According to the situation of vocal music teaching in colleges and universities, this paper expounds on the necessity of reforming the teaching mode as a whole, puts forward the problems existing in teaching, and further proposes innovative reform measures (Chen, 2019 : 35-37).

Under educational reform and development background, quality education has gradually become the focus of education. Especially in vocal music teaching in colleges and universities, we should start with aesthetic education to help students master vocal music skills, improve students' comprehensive literacy and achieve the goal of talent training Based on this. This paper briefly expounds on the aesthetic education in vocal music teaching in Colleges and universities. Using Internet technology for online teaching has become the new normal of teaching and learning in colleges and universities. Traditional classroom teaching and online teaching integrated with modern information technology will coexist and deeply integrate for a long time How to maximize the advantages of network teaching and entity classroom in vocal music classrooms and obtain the best teaching effect is an urgent problem to be solved This paper introduces the mixed teaching design and teaching practice of vocal music singing course. The mixed learning mode is used in every teaching link before, during, and after class to optimize the teaching process and improve the quality of vocal music teaching (Wu, 2017: 129-130).

Research Methodology

An in-depth interview was conducted among the participants of Hezhou University on "the current situation of vocal music teaching method" and "how to improve." These samples are all active participants in music projects. 15 interviewees (classified by educational role) include the education director, music education expert, school leader, Music teachers, and music majors from "Hezhou University" use semi-structured questions to investigate the problems found by members in the teaching process and propose ways to improve the problems. The interview is conducted according to the following guidelines: (1) what problems exist in the vocal music education methods of Hezhou University, (2) how to improve these problems and propose innovative methods conducive to teaching.

Conceptual Framework



Research Results

1. Problems in vocal music teaching in Hezhou University:

1.1 The teaching process is too simple.

In terms of singing songs, Italian bel canto and Chinese folk songs are the main ones, without pop music. Pop music is completely ignored as the most popular singing method among students and the public. In addition, bel canto and Chinese folk songs have certain threshold restrictions on singing skills, so students cannot understand the meaning expressed in the songs, and it is not easy to improve their interest in learning. This situation leads to more students in a passive learning atmosphere. In terms of teaching methods, due to the influence of traditional ideas, thinking needs to be more active, and teaching methods need to be more flexible. However, today's college students are more active in thinking, and their self-consciousness is strong in the learning process. If the traditional teaching mode is always used, raising students' interest in learning is easier, and classroom efficiency will not be improved naturally. It even leads to students' weariness.

1.2 Backward teaching tools

Teaching tools cannot be combined with modernization. The traditional vocal music teaching tool is a piano. In the teaching process, teachers must play practice songs and song accompaniment. Teachers' piano level is not uniform, good and bad, which leads to teachers with the poor piano level being illegally competent for accompaniment. Of course, students need a better singing environment, which seriously affects students learning progress.

1.3 Unable to cultivate students' musical aesthetic ability.

The vocal music course is a comprehensive subject that not only teaches students some vocal methods and skills but also neglects vocal music theory and aesthetic ability. For example, 80% of schools do not offer vocal music theory courses, so students can not form a set of overall learning methods. The practice of imitating teachers' voices in the classroom makes the courses less interesting.

1.4 Lack of extracurricular social practice activities

Hezhou University needs to provide students with opportunities to exercise in the extracurricular social practice of vocal music. Some students have not performed on the stage more than 10 times during their four college years. Such teaching needs to be completed. Although theoretical teaching and performance training in the classroom is very important, vocal music, as a highly practical art, should have more diversified forms of practical performance outside the classroom. Therefore, teachers should actively create extracurricular performance opportunities for students, which not only can further consolidate the student's ability to master and apply the theoretical knowledge of vocal music courses in coordination with classroom teaching activities but also can maximize students' interest in learning and enrich their practical performance experience, which is very useful for students' future development. However, at present, the number of vocal music students at Hezhou University is large, and the workload of vocal music teachers is relatively large, which leads to the lack of enthusiasm of some teachers to innovate the vocal music teaching mode. Although many teachers know that extracurricular performance activities are very helpful to vocal music majors, they rarely organize students to carry out relevant extracurricular activities in consideration of teaching time, personal energy, and other factors. This leads to defects in the current vocal music teaching in colleges and universities, which could be more conducive to stimulating students' interest in learning and improving their comprehensive quality.

2. Propose some solutions to the problem

2.1 Set up basic theory courses of vocal music and complete vocal music teaching system

The quality of music students at Hezhou University is pretty high. Especially for the students majoring in piano and composition, their vocal music foundation is very poor, and their understanding of vocal music is almost zero. This leads to the student's lack of rational understanding of vocal music, and at the same time, their voice conditions could be better. The voice production problems in the teaching process can be solved only sometimes, affecting the normal teaching order and disrupting the teaching plan. Many other students think that vocal music is just singing. Sing those songs well. They do not think that vocal music is a comprehensive and systematic discipline, and they fundamentally ignore the study of vocal music theory. After graduation, they needed help adapting to the normal music teaching in primary and secondary schools. Therefore, we can no longer follow the past vocal music teaching model. We must add the basic theory of vocal music to daily vocal music teaching. In terms of form, we can use the form of public lessons to teach the basic theory of

vocal music from the first semester of freshman enrollment. The course content should cover the basic principles and methods of vocal music production, the differentiation of different types of voice parts, how to protect the singing voice, the artistic treatment of song singing style, accompaniment art, and other aspects. Through studying the basic theory course of vocal music, we strive to enable students to understand the subject of vocal music fundamentally, master the basic principles and laws of vocal music singing, have a rational understanding of singing, and attach importance to the study of vocal music subjectively. Establishing the basic course of vocal music theory will enable vocal music teaching to achieve twice the result with half the effort and achieve the desired goal.

2.2 Enrich vocal music teaching content and strengthen multimedia application

In addition to the traditional two kinds of singing content, students' interest in learning has been increased by adding popular singing methods that students like. Secondly, multimedia technology is a highly integrated modern science and technology, a comprehensive technical means integrating sound, image, text, animation, and other modern media. Its application in the field of vocal music teaching is a major reform and breakthrough in the form of vocal music teaching, which provides great convenience for vocal music teaching, overcomes the defects in traditional teaching, and improves teaching efficiency. The combination of traditional vocal music teaching methods we have adopted has made multimedia play a greater role. Share good videos through multimedia to improve students' learning and appreciation ability. You can also check the students' learning by using video teaching or recording video during the holidays.

2.3 Improve the aesthetic ability of music

Vocal music is an art of beauty and emotion; singing elements are embodied in vocal music teaching. The traditional teaching at Hezhou University focuses on vocal music skills such as singing breath, resonance, enunciation, and sound position. Vocal music teaching is not a simple sound skill training course but strengthens music aesthetic education. Therefore, it is important to strengthen aesthetic consciousness and cultivate aesthetic ability in vocal music teaching. Take excellent vocal music work, for example. Its lyrics and melody are a profound reflection of real life. Singers can express their true feelings only through the background of their songs. Correctly guide students to discover the beauty of music in songs, help them establish correct aesthetic concepts, and accumulate aesthetic feelings. We can offer more courses like "Appreciation of Vocal Music Works" and use different media and communication methods to achieve our goals. For example, play excellent MTV for students to watch and then explain and analyze. Homework is no longer a single singing. You can add a music aesthetic. Every semester, students are organized to attend different concerts to listen to the voice and charm of musicians and to produce visual and auditory impact more intuitively. Students should constantly improve their cultural heritage, listen to, sing and see more vocal music works to effectively improve their aesthetic ability in the process of vocal music learning and truly reflect the inherent value and practical significance of vocal music teaching theory in ordinary colleges and universities.

2.4 Strengthen extracurricular practice activities

Regularly organize students to carry out vocal music practice activities, and regularly organize students to carry out weekend concerts and various vocal music competitions in the school so that students can have the opportunity to perform on the stage and encourage students to participate in various art practice activities inside and outside the

school. This not only cultivates students' good artistic and psychological quality and stage comprehensive performance ability but also enables students to understand stage performance and some knowledge related to stage performance. In addition, teachers should organize students to participate in some activities of social music culture. For example, they can perform in factories, communities, troops, schools, and homes for the elderly, participate in some vocal music competitions in society and encourage students to go to primary and secondary schools to participate in music teaching and the arrangement and guidance of literary and artistic programs. By participating in these art practice activities, the comprehensive quality of students has been greatly improved. This not only exercises the students' singing and performance abilities but also stimulates the students' enthusiasm for learning vocal music. It is also conducive for vocal music teachers to constantly summarize teaching experience, find out the deficiencies in teaching, further improve the quality of vocal music teaching, and promote the reform of vocal music teaching. What is more, it is helpful for students to see the gap between themselves and society by entering society, finding the right direction and goal of learning, and better adapting to future social needs.

Discussion

With the increase in college enrollment, the number of students majoring in vocal music is also increasing rapidly, which puts forward new requirements for the existing vocal music teaching methods in China. In addition, with the rapid development of China's socialist market economy, the demand for talent has also changed, and more attention has been paid to the comprehensiveness and practicality of talent. These circumstances make the traditional vocal music teaching model cannot meet the needs of the development of today's society and have restricted and hindered the current development of vocal music teaching in colleges and universities. Therefore, reforming vocal music teaching in colleges and universities is imperative (Chen, 2019 : 35-37).

At this stage, although there are many discussions on the reform of vocal music teaching in ordinary colleges and universities in China, we should calm down in time, think carefully, and objectively examine the vocal music teaching in our ordinary colleges and universities in the face of some problems arising from the discussion of vocal music teaching reform in ordinary colleges and universities. We will find that there are still many unreasonable aspects, such as school-running ideas, teaching models, and teaching methods. These irrationalities have seriously affected the overall level of vocal music teaching in ordinary colleges and universities in China, restricting and hindering the substantive progress of vocal music teaching reform in ordinary colleges and universities (Fu, 2017 : 101-102). For many years, vocal music teaching in ordinary colleges and universities in China has followed the teaching mode of vocal music teaching in professional music colleges and universities, which will inevitably lead to the deviation of the direction of vocal music teaching in ordinary colleges and universities. The guiding ideology of running a school, the setting of courses, the content of teaching, the form of teaching and learning, and other aspects have deviated to varying degrees from the needs of society for talents.

Recommendation

Theoretical Recommendation

Therefore, it is imperative to study the reform of vocal music teaching in colleges and universities in the new era. This is not only the need of the situation but also the inevitable law of social development. It is the duty-bound responsibility of every vocal music educator in colleges and universities. To determine the training objectives, we should boldly carry out teaching reform so that our training objects can become comprehensive, high-quality talents who meet social development needs. An in-depth study of vocal music teaching reform in colleges and universities has far-reaching guiding significance and practical significance for further improving the theoretical research of vocal music teaching, deepening the reform of education and teaching, and developing vocal music teaching theory.

Practical Recommendations

Therefore, based on the researcher's own vocal music teaching practice for many years, combined with the theoretical knowledge of vocal music learned over the past 20 years and the research achievements of many domestic and foreign scholars. The researcher has made the following reflections on the reform of vocal music teaching in ordinary colleges and universities in the new period of our country and put forward some constructive suggestions. Researchers hope it can play a role in promoting the reform of vocal music teaching in colleges and universities in the new era.

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