

Studying the Vocal Training Method for Improving Singing Ability in Vocal Music Student at Binzhou Vocational College, Shandong, China

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Abstracts

The research has the following purpose: (1) To study vocal ability in vocal music with experts, (2) to create a Vocal teaching guidebook, (3) To experimental vocal teaching guidebook, and (4) To evaluate the result of the Vocal teaching guidebook with first-year vocal music students of Binzhou Vocational College. The researcher used a mixed research method, qualitative research was used to collect the documents with interviews with singing experts, and then quantitative research was used to create the vocal teaching guidebook, to use and experimental Vocal teaching guidebook with first-year vocal music students of Binzhou Vocational College.

Research findings found that the vocal ability in vocal music with experts and study documents. It was found that learners should study the principles of 1) Vocal practice, songs for practicing sounds, 2) the problem of vocal ability, nervousness, Vocal ability, and Preparation, 3) Vocal pedagogies and apply based on performance, 4) Developing A vocal teaching guidebook that contains Italian Vocal practice. Opera and Chinese Vocal Opera. Creating a vocal teaching guidebook with 8 lessons including Vocal practice, Songs for practicing sounds, Simple Italian vocal songs, Simple Chinese vocal songs, Italian Vocal Opera, Chinese Vocal, Artistic songs, and Vocal songs in other languages. The result of the vocal teaching guidebook with first-year vocal music students of Binzhou Vocational College, the average result was 83.79 and the effectiveness index is equal to 0.5584. It showed that most of the learners had a significantly higher test score, and the average score was higher than the hypothesis

Keywords: Vocal training method; Singing ability; Binzhou Vocational College

Introduction

Binzhou Vocational College is uneven, Faculty: According to the official website of the school in November 2018, the college has 12 secondary colleges and 2 teaching deunits, and 41 higher vocational enrollment majors, covering science and engineering, agriculture, medicine, finance, information science, architecture, art, navigation and other categories. Involving 57 professional directions. According to the official website of the school in November 2018, the college has 870 full-time faculty members and 668 full-time teachers, including 35 professors, 222 associate professors, 11 doctors, 271 masters, and young and middle-aged experts who have made outstanding contributions to the country. 1 person, 8 experts with special government allowances from the State Council, 2 young and middle-aged experts with outstanding contributions at the provincial level, 10 teaching teams at the provincial level, 6 famous teachers at the provincial level, and more than 30 professional

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and technical personnel with outstanding contributions in Binzhou City.

The faculty at Binzhou Vocational College is dispersed. As of November 2018, the school's official website lists 41 higher vocational enrollment majors in addition to 12 secondary colleges, two teaching deunits, and majors in science and engineering, agriculture, medicine, finance, information science, architecture, art, and navigation. 57 professional directives were involved. The college has 870 full-time faculty members and 668 full-time teachers, according to the school's official website in November 2018. These individuals include 35 professors, 222 associate professors, 11 doctors, 271 master's degree holders, and young and middle-aged experts who have made outstanding contributions to the nation. 1 person, 8 experts with special government allowances from the State Council, 2 young and middle-aged experts with outstanding contributions at the provincial level, 10 teaching teams, 6 renowned teachers at the provincial level, and more than 30 outstanding professionals and technical personnel in Binzhou City.

The official website of the school in November 2018, the college has 2 key majors supported by the Ministry of Education and the Ministry of Finance for the construction of higher vocational schools, 7 majors established by the Ministry of Education, 1 national vocational college demonstration major, and 2 national-level majors. Modern apprenticeship pilot majors, 5 main majors in Shandong Province, 8 provincial characteristic majors, 2 brand professional groups in Shandong Province, 3 modern apprenticeship pilot majors in Shandong Province, 1 vocational education training base supported by the central government, 3 national-level excellent courses, 3 national-level excellent resource sharing courses, 64 provincial-level excellent courses, and 12 Shandong provincial excellent resource-sharing courses.

Chinese singing teaching is based on the foundation laid by its predecessors and influenced by Western music education philosophy, and has undergone a change of vocal nationalization. It is characterized by the use of sound to convey emotion and nurture people with emotion, and in the process of the shock of sound and emotion, the students' hearts and minds are inculcated with truth, goodness and beauty, and their personalities are subconsciously brought to perfection, thus having an important role that cannot be replaced by other subjects. (Zhu, 2001) Western vocal art seeks typicality, image, climax, emotional catharsis, distinctive image, and clear structure; it emphasizes the need to pay special attention to the feeling of coherence when singing; it looks for the brilliant and dramatic beauty of the cry of the soul. (Zhang, 2014) Their primary and secondary school music education consists of three major teaching systems: Orff, Kodály, and Dalcroze, which consolidate students' basic musical knowledge and develop their basic musical abilities.

The main mode of vocal music education in Binzhou Vocational College is the traditional vocal music teaching method. Junior college students in the school time is short, it is difficult for students to quickly improve singing ability. Students' vocal music singing problems cannot be solved, which will affect the musical performance of vocal music works.

Xue Fei (2017) Vocal music lessons in education professional inheriting the music colleges teaching concept and requirements, vocal music classroom teaching to imitate music professional teaching mode, too much emphasis on professional strong singing skills and voice method training, ignored the children's songs singing method, leading to students to work after the learning content and actual need, so in the vocal music teaching in higher vocational colleges, teachers must clear training objectives, reasonable arrangement of teaching content, make the students adapt to the needs of the singer teaching in the future. (Zhu Yanbin and Lu Donghui, 2017) The quality of voice instruction in music courses has a

direct impact on how education is developed. The development of infant quality is hindered by the traditional teaching method's somewhat solitary approach to teaching infant vocal skills. The lack of a good theoretical base among students severely hinders their ability to develop their musical literacy. (Tan Jielian, 2020)

The voice teaching manual still in its infancy has various issues, such as the blind, haphazard selection process and the laborious instructional design. Given these issues, educators must continually develop their musical literacy, periodically reflect on their own pedagogical practices, and employ effective ways and approaches to inspire children's interest and initiative in their studies. As a result, the researcher's objective is to study the issues, create the vocal teaching guidebook and evaluate its quality to ensure that it is appropriate for use in 21st-century teaching and learning.

Research Objectives

1. To create a vocal teaching guidebook.
2. To experimental vocal teaching guidebook.
3. To evaluate the result of the Vocal teaching guidebook with first-year vocal music students of Binzhou Vocational College.

Research Methodology

This study uses qualitative research. Collected data by interview 5 piano teaching experts.

Research Scope

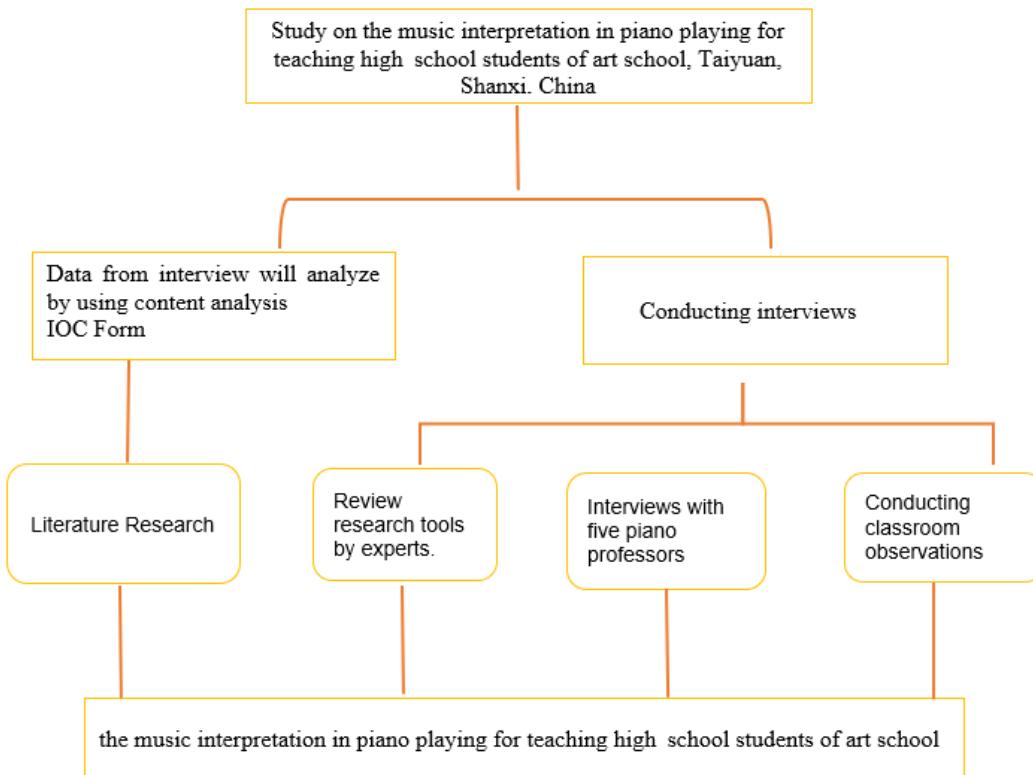
Time: Interview data collection from April 2023 to June 2023

Location: Taiyuan Art School, China

Person: High school piano student

Content: Completion of a study on musical interpretation in piano instruction for high school students in Taiyuan, Shaanxi, China

Research Conceptual Framework



Research Findings

The music interpretation in piano playing for teaching high school students, Taiyuan art school, Shanxi, China.

1) Musical interpretation

Musical interpretation is the sentiment, mood, or emotional state conveyed by a musical composition. Musical emotions include joy, sadness, anger, fear, warmth, excitement, quietness, and relaxation. It is the emotion expressed by the composer or performer through music and the emotional experience generated through the listener's interpretation and feeling of the musical work. Musical interpretation is the feelings and emotions conveyed by musical works, which can profoundly affect people's emotional experience and emotional state, and is one of the unique artistic expressions of music.

2) Importance of musical interpretation in piano performance

Musical interpretation is very important in piano performance. The versatile piano can express rich emotions through notes, musical elements, playing techniques, and tones. The expression of emotion in piano performance is closely related to the musical work, which can give the music a deeper emotional connotation and convey the work's emotion to the listener.

3) The common problems of musical interpretation

Broadly summarized, there are four areas of problems: Difficulty understanding musical notation and terminology. A lack of emotional expression in music requires students to

gradually deepen their understanding by listening more, playing more, feeling more music, and understanding the background and context behind the creation of music. Difficulty in grasping the structure and form of the music. Performance skills and expressiveness could be more satisfactory.

4) The degree of performance technique used affects Music Interpretation. The degree of piano playing technique affects the expression of emotion on the piano. Piano playing skills include finger techniques, musical expression, music theory knowledge, tempo mastery, music perception, and many other factors that directly affect the way and the degree to which the player can express the emotions of the music. Therefore, three 1 teachers believe that the degree of good or bad piano playing technique directly impacts the expression of piano emotion. A high level of virtuosity can help the player express the music's emotions better and thus touch the listener's emotions more deeply. Two teachers thought they had an influence, but not a decisive one.

5) The role of musical interpretation

Musical interpretation refers to the artistic expression made by a performer, conductor, or singer when interpreting music, and its function is to make the music more vivid and deeper to convey the emotions and ideas that the music is intended to express. Musical interpretation is a very important part of music performance, which can make the music works more fully played and expressed. It can express the emotion and meaning of music, shape its style and characteristics, and enhance its expressiveness and infectiousness. In short, musical interpretation is integral to musical performance, allowing music to be better played and expressed.

6) The specific ways to develop and improve musical interpretation

Emotional expressiveness in piano playing is a key musical skill that allows the performance to be more personal and emotional and to resonate with the listener. In sum, there are seven ways to develop and improve emotional expression in piano playing: musical understanding, technical mastery, and emotional experience. Musical Expression, Creative Performance, Presentation of Emotion in Performance, Reflection, and Feedback

7) The importance of creativity in musical interpretation

Creativity is very important in piano performance. Creativity gives a musical work personality, emotion, and unique artistry, making the performance more attractive and deeper. Researchers have summarized several points about the importance of creativity in piano performance: unique expression, free flow of emotions, artistic exploration, flexible improvisation, and innovative musical expression. Therefore, creativity is very important in piano performance, which makes the performance more personal, emotional, and artistic and gives new life and charm to the musical work.

8) Exercises to enhance and develop students' musical interpretation

The exercises that are very helpful in improving and developing the student's musical interpretation in piano playing are musical analysis, emotional interpretation, improvisation, individual interpretation, tactile and physical perception, and visual and emotional connection.

9) Advice for piano students

Find a teacher who is a good fit for you and helps develop a learning plan. Develop persistence and patience, and maintain a certain amount of practice time each day. Learn the basics of music, including music theory, tune patterns, harmony, etc. Practice good performance and emotional expression to make the music more beautiful and moving. Participate in various practical activities to challenge yourself constantly and exercise your

abilities in competitions. Try diverse musical experiences that can be enriched by participating in orchestras, ensembles, etc. This helps to improve your child's musicianship and develop their interest and love for music. Music is an auditory art; developing good musical listening is crucial to learning the piano. It is recommended that children listen to various music genres while learning the piano to train their ears to perceive and understand music. Finally, learn to self-assess and reflect regularly to find out their shortcomings, make a reasonable learning plan, and keep improving and improving in their learning.

10) Suggestions for piano teachers

(1) Ensure a solid foundation: Piano is a highly skilled musical art, so piano teachers are advised to focus on developing students' basic skills, including correct finger placement, flexible wrist movements, and accurate note playing. Students better cope with the complex repertoire and techniques in subsequent studies when a solid foundation is established.

(2) Focus on music theory: Music theory is an important part of piano learning, including notes, rhythms, chords, etc. Piano teachers should focus on teaching students' music theory to help them understand the score and grasp the structure and expression of the music so that they can better interpret the repertoire.

(3) Personalized teaching: Each student has his or her learning characteristics and interests, so the piano teacher should use a personalized teaching method that is adjusted to the different needs and levels of the students. For example, for beginners, simple, easy-to-understand pieces can be used, and students can be encouraged to practice them several times over; for advanced students, more challenging pieces can be chosen to develop their playing skills and artistic expression.

(4) Encourage artistic expression: Piano playing is a demonstration of technique and art. Piano teachers should encourage students to express their personalities and emotions in their performances, guide them to understand the emotional connotations of musical works and cultivate their artistic expression so that they can express their emotions and ideas through music.

(5) Stimulate interest and fun: Learning piano requires a lot of effort and time, so piano teachers should stimulate students' interest and fun so that they can develop a love and devotion for piano. This can be done by choosing students' favorite repertoire, interacting with them, and holding mini-concerts so that students can have fun and maintain a positive attitude toward learning.

(6) Provide feedback and guidance: Piano teachers should provide timely feedback and guidance to help students find and correct mistakes and improve their performance.

Conclusion

Through performance technique training, tone training, focusing on the detailed expression of music, and mastering the methods of playing speed, intensity, and rhythm, students can improve their skills in expressing emotions in piano performance. For example, by repeatedly practicing the technical requirements of a musical work, students can master various hand patterns, fingering, arpeggios, vibrato, and other techniques to express their emotions more comfortably when playing. At the same time, students can gain a deeper understanding of the emotional connotation of musical works. Through the analysis and interpretation of the works, they can better grasp the composer's intention and emotional direction to express their emotions more accurately in their performances.

Students can also pay attention to the detailed expression of music, for example, by controlling the sustain of notes, the change of volume, and the transformation of timbre, to enhance the emotional expression of the work. At the same time, students should be flexible in the speed, intensity, and rhythm of their playing and adjust it to the emotional needs of the piece to make it more emotional and coherent. By doing this, students will not only master the techniques but also be able to express the emotions in the music more deeply, making the performance more touching, authentic, and deep.

To sum up, through these teaching strategies in teaching musical interpretation in piano, we can effectively improve the emotional expression ability of high school students so that they can understand and experience the emotional connotation in music works more deeply and express their emotions more authentically in piano performance, thus showing a higher level of emotional expression in music performance. This will help cultivate students' more comprehensive music literacy and enhance their overall ability in music learning and music composition.

Discussion

The vocal ability in vocal music the learners should study the concepts of 1) Vocal practice, songs for practicing sounds, and the issue of vocal capacity, anxiousness, vocal ability, and preparation should all be studied by learners. 3) Performance-based vocal pedagogies and applications. 4) Creating a manual for vocal teaching guidebook that includes Italian and Chinese vocal opera. The researcher has created vocal teaching guidebook for teaching vocal technique with eight lessons, including Voice practice, Songs for practicing sounds, Simple Italian Vocal Songs, Simple Chinese Vocal Songs, Italian Vocal Opera, Chinese Vocal, and Vocal Songs in Other Languages. The results of this research are consistent with Freer (2011 : 164-178) the caliber of the musical performance and the caliber of education that choral music instructors provide to students are two goals that teachers simultaneously work toward but may conflict with. This essay shows how the issue has persisted ever since the first choral music classes in North America were taught approximately a century ago. Teachers should also use clear language as much as possible and guide students with heuristic teaching techniques. They should also take into account the interaction, interest, and artistry of the entire training process. (Jing Gaoxiang, 2022 : 121-124) As well as the report Jin Yingshu (2021 : 176-177) Your breathing should be checked first. Consider using your core muscles when singing rather than your chest and throat. You should use your lower abdominal muscles to sing if you want to sound like a rock star since they will give you the strength to maintain the high pitch.

Recommendation

Theoretical Recommendation

Properly understand the characteristics of music education, and always implement the educational concept of aesthetics as the core in the whole practice of music aesthetic education. The teaching contents of music knowledge and skills are organically infiltrated into the aesthetic experience of music art so that students can fully feel, discover, create, express, and enjoy the beauty of music. While learning music knowledge and skills, students will develop the ability to feel, appreciate and create beauty.

To develop individuality, we respect the differences, uniqueness, autonomy, and creativity of individual students and guide them according to their interests, talents, qualifications, hobbies, and specialties to overcome bad personalities and promote good personalities, to promote their strengths and avoid their weaknesses, and to promote their harmonious and perfect development.

Teachers should focus on guiding students' participation and interaction in teaching to improve students' independent learning abilities. This can be done by interacting with students to understand their learning situation and difficulties and by giving timely help and guidance. At the same time, they should also carry out appropriate activities such as discussion and inquiry in the classroom to improve students' understanding and application of knowledge points.

There needs to be a suitable textbook and scientific arrangement of course content for high school students majoring in piano. First of all, in terms of teaching materials, only piano textbooks are used by professional students, and teachers customize their piano learning content according to their personal experience and students' level. Each teacher has different standards and focuses on different directions of practice. It is recommended to develop a unified syllabus for piano lessons for high school students in Taiyuan City Art School, where teachers follow scientific content and develop a unified textbook with not only technically difficult piano exercises but also some famous musical works to be supplemented for appreciation and study.

In order to play the piano works well, it is necessary to enjoy a large number of musicians of different styles and periods in the classroom to expand the students' music appreciation and perception ability, and finally, to improve their ability to play piano emotionally.

Practical Recommendations

The use of advanced technological means to assist in the improvement of the emotional expression of piano performance, such as the use of high-tech products such as electronic pianos and digital pianos, can achieve more detailed and rich musical expression using tone simulation and effect processing to improve the performance effect and performance skills. In addition, intelligent music analysis and processing technology can be used to analyze better and understand the structure and emotional expression of music and to improve the artistry and infectiousness of performance.

In the Internet age, using online platforms to improve the emotional expression of piano playing is also effective. High school students can learn piano playing techniques and theoretical knowledge online and share their performance works, and expression experiences online to get more feedback and guidance. In addition, they can also participate in various piano-playing competitions and activities to expand their musical circle and experience.

In music education, we can start by reforming the curriculum and teaching methods and adopting a diversified and practical teaching model to improve students' overall quality and musical expression. In addition, we should strengthen the construction of teachers, introduce excellent music education resources from home and abroad, and provide better quality music education services, while focusing on cultivating students' musical emotions and creative spirit and encouraging students to explore and experiment in music performance and composition actively.

In conclusion, improving the emotional expression of high school students' piano performance in Taiyuan needs a comprehensive use of technology, network, reform, and other means to continuously improve the music education system and training mode to achieve better results.

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