

Chorus course teaching method in universities in China

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Abstracts

With the development of art education, chorus teaching in colleges and universities will develop from overall training to personalized training, so as to improve and develop students' comprehensive qualities such as personal musical charm, chorus personality and chorus ability. At present, in order to meet the requirements of students from different regions, many colleges and universities have innovated and changed the traditional fixed chorus curriculum mode, and the classroom has been gradually opened, which has effectively improved students' musical innovation ability, chorus coordination ability and chorus form innovation consciousness, which is an important trend in the future development of chorus teaching in colleges and universities. Many colleges and universities only train students in sound in chorus teaching, ignoring the sense of chorus level and the aesthetic education of body rhythm. Therefore, chorus teaching will realize unified training and diversified training in the future. This article presents the chorus teaching method in universities in China.

Keywords: Chorus; Teaching Method; Universities; China

Introduction

The opening of chorus courses in Chinese colleges and universities was after 1840. The Opium War marked the beginning of modern Chinese history. Imperialist ships and cannons not only opened the door to China's long-term blockade, but also brought advanced music culture. Some people of insight in the early stage, such as Xiao Youmei, Li Shutong, Zeng Zhixuan, Shen Xingong, etc., studied in Europe, America and Japan. After returning home, they imitated the structure and content of foreign courses in schools around the country, and successively opened piano, vocal music, music theory, Chorus, harmony and other courses. Since its establishment in 1928, Anhui Normal University has experienced several school running stages, such as provincial Anhui University, national Anhui University, Anhui Normal University, Hefei Normal University, Southern Anhui University, Anhui University of industry and agriculture. In 1972, with the approval of the State Council, it was officially named Anhui Normal University. Anhui Normal University Conservatory of music, a secondary college of Anhui Normal University, was founded in 1943. It has experienced the historical evolution of the Art Department of Anhui University, the art class of Northern Anhui Normal University, Anhui art university, the Art Department of Hefei Normal University, the Art Department of Anhui Normal University, and the music department. In December, 2001, Anhui Normal University Conservatory of music was approved. Main courses: solfeggio, piano and vocal music foundation, Chinese and foreign music history, chorus and command, body training, composition technology theory, song piano accompaniment, music teaching method, professional skills courses, etc. The length of study

¹Received: July 3 2023; Revised: July 20 2023; Accepted: July 22 2023

is four years, and the degree of Bachelor of Arts is awarded. Chorus courses have been offered since the establishment of the music department, and have a history of about 80 years.

Current situation by consulting books and searching relevant websites at home and abroad, the author finds that there are a large number of research literatures on Chorus command teaching in normal universities, mainly focusing on the current situation, countermeasures, development, thinking and suggestions of chorus command teaching in normal universities, such as "Research on the current situation and Strategies of the teaching of" chorus and command "course for musicology majors in Colleges and universities" (Wu Haiyang, Jiangxi Institute of science and Technology) "Research on the construction of chorus and conducting courses group of music majors in Hengshui University" (MA Xiaonan, Hengshui University), "Ideological and political research on chorus and conducting courses of musicology majors in normal universities" (pangqingchao, Ningxia Normal University), "the importance and reform of Chorus Conducting of Music Majors" (Zhang Hongtao, Xinjiang Shihezi vocational and Technical College), "thinking and Research on Chorus Conducting teaching of music majors in Colleges and universities" (pengjuan Changzhi University) "Analysis of the current situation and development of Chorus Conducting courses for music majors in normal colleges and universities" (duanmengqi, conservatory of music of Northeast Normal University), "the importance and reform of Chorus Conducting courses for music majors in normal colleges and universities" (Wang Jian, conservatory of music of Beihua University), "on the teaching of chorus courses for music majors in ordinary colleges and universities" (Wanfang science and Technology College of xulizhe South University of Technology) Analysis of chorus teaching strategies for music majors in Colleges and universities (Liu Yanjiao, Suqian higher normal school, Jiangsu Province), etc. There are few documents about chorus curriculum development, mainly including "theory and practice of chorus curriculum development in primary schools from the perspective of dual musical sense" (Hurong Jiangxi Normal University) and the development of school-based chorus curriculum in various primary and secondary schools. There is almost no literature on the choral curriculum development of music majors in Anhui Normal University (Li, 2006).

Chorus originated from Christianity in Europe and is an external discipline with a history of over a thousand years in Europe and over a hundred years of development in China. In today's world, choir education is a lifelong education discipline that accompanies people's growth in many developed countries. Many countries also attach great importance to choir art in their music lives, and its development is rapid.

Taking the United States as an example: In the United States, there are professional choir teaching institutions such as Westminster Choir College. In addition to offering choir courses in professional music schools, choir elective courses and choir related club activities are offered in non-music majors of comprehensive universities. Especially in the basic music education, choral education accounts for a large proportion. Choral style teaching content is included in the curriculum of American high school choral lessons, including choral works in the Renaissance, Baroque, Classicism and Romantic periods. The entire content of American choir courses is designed around the principle of improving students' musical literacy, providing them with pleasure and opportunities for self-development. As a choir activity in music education, its principles are reflected through the selection and organization of all performance programs. Arrange choir classes and adopt a spiral upward and extended teaching approach. A rehearsal plan is an opportunity to arrange a series of orderly and gradual problem-solving opportunities, all of which come from specific musical works. In

choir classes, vocal skills, pitch and rhythm skills, as well as all musical cultivation, are obtained from performing typical music works. The Étude, which is used to train students' pitch, is also a targeted segment extracted from the repertoire to be performed. Students improve their musical literacy and learn to think in practice by solving practical music problems that arise during rehearsals and performances. This type of music activity is the only way for students to gain reasonable music practice. School music teachers are beginning to adopt a complete teaching model, which is a trinity of "creation, rehearsal, and performance practice". This model can enable students to achieve pleasure and self-development in the process from solving specific problems in all programs to cultivating musical cultivation. In a coherent chorus teaching plan, it is also necessary to focus on "reading" music works, which is an integral part of cultivating musical cultivation. In the past thirty years, the focus of music education in the United States has been significantly different from what it is now. At that time, the focus was on "music understanding", but now it is on music performance.

The most prominent and popular development of choral music is in Japan. Japan has not only established many music colleges, but also established various types of short-term, single subject music specialized universities. There are many amateur choirs, and these choirs are also organized and guided by professional conductors. Every December, government funded competitions are held nationwide to organize rehearsals and performances of Beethoven's Ninth Symphony (Chorus). Many countries and regions attach great importance to the education of choir art, such as opening choir schools in Poland; Denmark has a population of 5 million and has over 2000 choirs. Countries such as the UK have relatively complete education systems for choir subjects. We should learn from the rapidly developing and relatively complete choir education system in today's world. To better improve China's choir education system.

Chorus course teaching method

The reform and innovation of teaching methods in choir courses are aimed at better achieving teaching objectives and completing teaching content. When adopting teaching methods, consideration and adjustment should be made based on the actual situation: on the one hand, it is beneficial for students to exert their learning enthusiasm and initiative; On the other hand, attention should be paid to the individual differences of students, and appropriate methods should be adopted for collective teaching based on the psychological and physiological characteristics of the educational objects (Hu, 2007).

Students who learn choir often ask the teacher the question: "Is choir class teaching just choir rehearsal? If choir if teaching is just a choir rehearsal, isn't the classroom an excellent practice field In many academic collaborations that I have come into contact with among the singing students, their impression of choir is that they have sung some works, but the only difference is the change in the name of the works. Why chorus classes often appear as rehearsal classes! In fact, choir rehearsal is an important aspect of choir teaching, but now the choir classes in higher normal universities lack practical experience, as there are very few teams that can provide practical experience not much! For students, the first step is to receive training in the teacher's choir concept, and to comprehend and it is preliminary and important to accumulate one's own opinions and insights on the work, in order to have a perceptual concept of choir one link, otherwise when leading a team in the future, one will lose direction and lack a concept and work on the correct voice accumulation and insights of quality (Sun, 2008).

As the saying goes, there is a method in teaching, but there is no fixed method. The value lies in obtaining the method. This sentence is reasonable. The scientific nature of teaching methods is a science, and the teaching methods, procedures, and methods reflect certain teaching laws, which we need to actively explore and master. The artistry of teaching methods is an art, and the multifaceted effects of teaching activities require teaching methods to adapt to changing circumstances. Proper selection of teaching methods is the most effective way to solve the corresponding task of organizing learning, stimulating learning, and checking learning methods and means, striving for the optimal teaching effect.

Choral teaching methods are an important component of choral teaching and a very important and specific issue in the theoretical research of choral education. In choir classroom teaching, we cannot use the same teaching method in every class, but should constantly explore and create new methods, carefully select the most suitable method from numerous teaching methods, and apply it to the corresponding teaching process. On the one hand, there should be a clear understanding of the characteristics, scope of application, and conditions of various choir teaching methods. On the other hand, the selection of choir teaching methods is influenced by many comprehensive factors, and the specific selection criteria are as follows:

(1) Choose based on teaching objectives and tasks

Given that the teaching objectives and tasks of various stages and even chapters in choir teaching are different, it is necessary for us to choose the best teaching method in order to better achieve the teaching objectives and complete the teaching tasks. For example, when explaining the classification of choirs, we should cooperate with the use of appreciation methods and make full use of audiotapes, VCDs, or multimedia software to guide students to carefully listen and actively think about the different artistic expressions of different types of choirs. At this point, teachers should not only use narrative methods, nor should they just talk about the characteristics of each choir type. They should provide students with an intuitive auditory experience. For example, when teaching a section on choir, cantata, and oratorio, the differences and connections between the three artistic forms are one of the teaching objectives of this lesson. The Comparative law can be used to compare the three forms through appreciation; Discussion can also be used to guide students to come up with correct answers.

(2) Choose based on the content of the textbook

The content of choir textbooks is an important factor that restricts teaching methods. The content of each part, chapter, section, and class hour in the textbook is different. Corresponding methods should be selected based on these different contents to achieve the best teaching results. For example, in the first section of the choir overview teaching, the conversation method can be used, and questions can be inspired based on the relevant teaching content to make students realize the importance of learning choir and the specific learning process; When discussing the historical development of Chinese and foreign choral music, the combination of appreciation teaching has attracted students' interest in learning. During the learning process, students not only master the historical content of choral music but also understand the styles and characteristics of choral music in different historical periods.

(3) Choose based on teaching principles

The main teaching principles proposed in the "Encyclopedia of China: Education Volume" include: the principle of unity of scientific and ideological nature, the principle of combining teachers' leading role with students' initiative, the principle of unity of imparting knowledge and developing intelligence, the principle of systematization, intuition,

consolidation, capacity measurement, the principle of combining unified requirements with individualized teaching, etc; (Editorial Department of China Encyclopedia Publishing House, 1985) (Professor Wu Yueyue proposed in the "New Edition of Music Teaching Theory" the principles of "aesthetics and synergy", "emotion and innovation", "nationality and diversity", "facing the whole and success", "combining interest and rhythm", and "combining music classroom teaching with music extracurricular activities". The proposal of teaching principles in the West has also shown various forms, and in the 20th century, Keloff edited "Education" 01948) It had a significant impact on the early days of China's founding, and this book proposes four teaching principles, namely "intuition", "consciousness and enthusiasm", "consolidation", and "acceptability" (Yu, 2002).

The teaching principles have important guiding significance for the selection of choir teaching methods, and they are an important basis for selecting teaching methods. For example, in choir teaching, the teaching principles of "heuristic" and "research-based" should be implemented. For example, "vividness" (or fun) can be used as one of the principles of choir teaching. In teaching, while respecting the content of the textbook, various vivid teaching methods should be adopted. In the classroom, singing, explaining, performing, inspiring questions, and self-learning discussions can be used at times. In this way, teaching will be lively and flexible, and students' enthusiasm can be fully mobilized to achieve the best teaching effect.

(4) Choose based on students' actual situation

Students are the main body of learning, and the selection of teaching methods must be based on the actual situation of students. Psychological research has shown that the age psychological characteristics of students dictate the cognitive methods of knowledge. The psychological characteristics of college students are: ① having a clear self-awareness; ② Having a strong sense of self-esteem; ③ Have strong self-evaluation ability; ④ The coexistence of modern consciousness and negative and rebellious psychology. Therefore, when considering teaching methods, choir teachers must start from the psychological characteristics of college students and use vivid and intuitive methods to develop their visual thinking abilities. For college students, due to changes in their psychological characteristics and thinking forms, they are gradually focusing on abstract thinking and developing towards creative thinking. They are no longer as interested in concrete images as junior and high school students, but rather in abstract concepts and principles. The mode of memory has shifted from mechanical memory to comprehension memory. At this point, choir teachers should choose a teaching method with strong logical reasoning when using teaching methods. At the same time, we also need to comprehensively consider the selection of teaching methods based on students' actual level of learning choral knowledge, attitudes and methods of learning choral music (Ma, 2002).

(5) Choose based on the teacher's own qualities

Teachers play a leading role in the teaching process. In the process of choir teaching, each teacher has different qualities in various aspects, with their own strengths and weaknesses. When considering teaching methods, teachers can only achieve the best teaching effect by relying on their own qualities, leveraging their strengths and avoiding their weaknesses, and adopting choir teaching methods that are suitable for themselves. Of course, some shortcomings of teachers can also be compensated and improved through learning. In this way, some teaching methods that one cannot use in the past can also be adopted, such as self-made choir teaching courseware.

(6) Choose based on the laws of cognition

People's understanding of objective things is based on perception before rational thinking. In choir teaching, teachers should inspire students to form correct choir concepts and choir sound concepts starting from their perception of choir music itself; Forming the concept of choir through abstract thinking; Through the practical process of applying choir theory to solve various choir problems, students can achieve a correct understanding, firm mastery, and flexible application of choir knowledge. This is the cognitive law that choir teaching should follow. (Zhu wen,2006) To choose teaching methods based on this law, firstly, we should use intuitive methods to enable students to form a choir representation through perception; Secondly, methods such as narration and explanation can be used, combined with teaching content, to enable students to form the concept of choir through thinking; Once again, using methods such as conversation and practice, let students apply the formed concepts to analyze and solve various choir problems. Due to the fact that choral knowledge can be divided into theoretical knowledge and technical knowledge. The former includes an overview of choir, history of choir, basic knowledge of choir, aesthetic principles of choir, etc; The latter includes basic training in choir, vocal training in choir, and rehearsal of choir songs. Obviously, different teaching methods should be adopted for the basic knowledge and skills of the two major categories of choir. To enable students to acquire emotional knowledge of choral singing, narrative methods can be chosen, such as oral description, metaphorical expressions, examples, etc; You can also choose intuitive methods, such as using audio-visual, multimedia and other intuitive teaching aids; The most effective method is to use choral appreciation and practical methods. By using these methods, students can use multiple senses to perceive, listen, and do, forming vivid, vivid, and direct (sometimes indirect) choral perceptions, thereby gaining emotional knowledge. To enable students to acquire rational knowledge of chorus, teaching methods such as explanation, Comparative law, analysis and synthesis, induction and deduction can be used, supplemented by intuitive methods, so that students can form rational knowledge through thinking on the basis of acquiring perceptual knowledge of chorus (Zhong, 1999).

(7) Choose based on the characteristics of the choral subject

The subject of choir has many important characteristics such as diversity, hierarchy, and cooperation. In teaching, teachers should select teaching methods based on these characteristics of the choral subject. For example, according to the characteristics of diversity, you can often choose the analytical and comprehensive method, Comparative law, etc; For collaborative characteristics, it is advisable to use research discovery methods, discussion methods, etc.

(8) Choose based on the school's environmental conditions

The so-called environment mainly refers to the synthesis of all external conditions in people's lives. The teaching environment is a synthesis of objective conditions necessary for school teaching. It is organized according to the special needs of human physical and mental development. The teaching environment includes both physical and psychological environments. From the perspective of teaching work, the teaching environment mainly refers to the teaching venue, various teaching facilities, school atmosphere, class atmosphere, and interpersonal relationships between teachers and students (Yang, 2002).

Classroom teaching is deeply influenced by the external environment, and when using teaching methods, it is necessary to consider the role of the environment. There are various external environments that affect classroom teaching, with the school's school discipline and class discipline having a particularly profound impact. The importance attached by schools and departments to choir has a greater possibility of choosing teaching methods, while conversely, it is greatly limited. So when choosing teaching methods, teachers cannot ignore the impact and constraints of these factors on the application of teaching methods. Similarly, the equipment conditions of the school are also an important constraint factor in the selection of teaching methods. For example, the use of multimedia assisted teaching is a good modern teaching method and means, but currently, there is no widespread use of computers and other equipment in ordinary normal colleges in small and medium-sized cities, and for experienced teachers, the use of teaching courseware also requires a learning process. So, currently, some choir teachers are unable to choose teaching methods such as self-made courseware or multimedia for teaching. Based on the information sources and main activity methods obtained by students during the choir teaching process, this study aims to explore the current collaboration between higher normal universities and colleges.

The commonly used teaching methods for choir courses can be roughly summarized as follows:

1. Teaching method: Teaching method is the most commonly used method in choir classes, and from the perspective of teachers, it is a teaching method that imparts knowledge; From a student's perspective, it is a receptive learning method. In my teaching practice, I have found that undergraduate students have been receiving traditional Chinese education models from primary school to university. If the teacher does not have a blackboard and the students do not take notes, the students often feel "unable to touch the north" in the end. Although choir classes belong to performance classes, they are taught in the form of collective classes, and students' abilities to understand and accept knowledge vary. Therefore, choir classes should strive for concise language, clear concepts, clear organization, clear hierarchy, prominent focus, depth and adaptability, and vivid and moving. Avoid being chaotic, scattered, difficult, obscure, plain, or empty. Considering the students' listening style and receptive ability.

2. Appreciation method: Strengthen choir appreciation and cultivate interest in choir. Broaden your horizons and learn from others.

3. Demonstration method: Develop students' ability to observe, feel, and understand. The use of demonstration teaching method in learning more specific and vivid content is very intuitive, especially in the teaching of choral performance art. The singing state of students and the schematic intention of conducting are all taught through demonstration methods.

4. Rhythm teaching method: Develop students' ability to experience choir through multiple sensory channels, and enhance the coordination of body movements. The "Rhythm Teaching Method" was pioneered by Swiss composer and music educator Emile Jacques Dalcross (1865-1950) at the beginning of this century, also known as "Body Rhythm". The target audience of rhythm teaching is not only children in kindergarten, but also students in universities, from elementary education to music majors. Suitable for actors, dancers, etc. Teaching through rhythm is a choir training method that has just been applied in China in recent years to train choir voices and inspire choir members' potential choir expression. In choir vocal training, students are encouraged to introduce correct vocal and singing states through the subtle movements of various body parts. The use of "body rhythm" allows

students to discover their potential singing ability and choir expression during sports and performances. This method is particularly applicable in amateur choir teaching and is one of the more practical methods for choir teaching and training for normal university students after graduation.

5. Practice method: Develop students' choir skills and musical expression. Among them, attention should be paid to strengthening the basic training of scientific vocalization, intonation and rhythm, enunciation and enunciation in choir, in order to stimulate students' interest in choir, lay a good foundation in choir, and enhance the effectiveness of choir. Choral teaching in music education in higher normal universities often overlooks the basic training of choral music. Students believe that they are professionals who have studied vocal music and do not attach great importance to choral music. Choral music is a compulsory course, and students who attend choral classes not only have vocal music majors but also majors such as piano, solfeggio, and composition. The basic level of vocal music varies greatly. If students do not pay attention to basic training of choral music, there are three drawbacks: ① affecting the overall effectiveness of choral classes. Basic training such as choir vocalization is the starting point for choir teaching. If the head is not well opened, the enthusiasm of students during the course will also be greatly reduced. Formal and scientific choir training is essential to bring students into a harmonious and professional choir classroom Not conducive to cultivating students' correct choir concepts. Chorus is one of the manifestations of vocal music, and there is an inherent connection between choir classes and vocal music classes. However, the specific requirements for choir training are different. For example, in addition to the breathing methods required by vocal music, choir also requires circular breathing training; The vocal requirement of choir is direct singing; Chorus requires a series of training in artistic techniques such as overall sound harmony Not conducive to students developing correct concepts of choral sound. Chorus requires students to sing the "horizontal" melody while listening to the "vertical" harmony. Pay attention to the coordination, balance, harmony, tone, and other comprehensive factors of the choir while singing. In formal choral basic training, students not only establish a correct concept of choral sound, but also learn how to teach in graduation teaching work (Yang, 2007).

6. Creative teaching method: Developing students' creative spirit and ability in choral music. Timely encourage students to improvise and perform, as well as learn composition under the guidance of teachers. Enable students to flexibly apply their choral knowledge and practice based on their accumulation, and turn knowledge into their practical application abilities.

7. Conversation method: Develop students' independent thinking and language expression abilities. The conversation method is divided into methods such as inspiring conversation, question and answer conversation, and guiding conversation. Timely use during the Q&A class arranged in the choir syllabus every four classes.

8. Discussion method: Develop students' collaborative, independent thinking, and creative abilities. This is a learning method that every student can participate in, and it can also be done through group discussions to brainstorm and learn from each other's strengths and weaknesses.

9. Reading guidance method: The learning time of choir classes is limited, and many of the content is not covered in class and is knowledge that students should understand. Regularly recommend students to study relevant choir books, such as the "Chorus Art Manual", to combine in class and out of class, expand the scope of knowledge, and cultivate and mobilize students' self-learning enthusiasm.

10. Research discovery method: By using this method, students have a strong interest and high enthusiasm. This method is student-centered and presents students with choir related questions to study and solve. Students use libraries, networks, and other means to draw up answers, and then return to the classroom for Q&A and discussion to obtain results. With the growth of age and the continuous enrichment of choral knowledge, adopting this method is beneficial for developing students' independent thinking, proactive exploration, and creative abilities (Li, 2008).

Conclusion

In summary, the above 10 teaching methods are commonly used in choir teaching. But the effects of these 10 methods are not equal, and in fact, it is difficult to say which or which methods are primary and which or which methods are secondary. This depends on the specific situation. The selection and design of teaching methods for a successful choir class should be the result of a combination of multiple factors and teaching methods.

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