

The Surveying Vocal Music Teaching in Fuqing of Fukang Road Primary School and Literary Road Primary School in Baotou of Nei Mongol

Liu Zhuoxuan and Orawan Banchongsilpa
Bangkokthonburi University, Bangkok, Thailand
Corresponding Author, E-mail: 1450930801@qq.com

Abstracts

The objectives of this study were to Surveying Vocal Music Teaching in Fuqing, Fukang Road Primary School and Literary road primary in Baotou, Nei Mongol. The researcher adopted qualitative research methods. Through the interview and observation of three experts, the present situation of vocal music teaching in Fuqing, Fukang Road Primary School and Literary road primary in Baotou, Nei Mongol was analyzed. The purpose of this study is to improve the teaching quality of vocal music course teachers in primary schools. Researcher extensively reviewed various sources, including references, books, magazines, and websites, to acquire comprehensive knowledge on vocal music. Subsequently, interview and observation forms were developed and reviewed by IOC. A survey was conducted after the audit was passed.

Major Findings: Through interviews, we found (1) Interest is the source of improving learning effect, so teachers should improve students' interest in learning in the teaching process; (2) According to the psychological characteristics of pupils, targeted teaching methods are used; (3) The use of multimedia in vocal music teaching has certain effects. Through multimedia, abstract vocal music teaching content can be vividly expressed through pictures or videos.; (4) To establish the emotional relationship between teachers and students, teachers should play a leading role, start from the details, so that students can truly feel the teacher's intentions.; (5) To build a good vocal music environment, students' vocal music teaching environment should pay attention to the beauty of hearing and vision. Through observation, it is found that (1) the class design is reasonable; (2) Textbooks basically meet the needs of teachers and students; (3) Various teaching methods; (4) Different assessment methods; (5) Students have different receptivity to knowledge.

Keywords: Vocal music teaching; Interview; Observation; Vocal music classroom in primary school

Introduction

In recent years, with the advancement of quality education and the improvement of people's music appreciation level, music has become a way to meet people's spiritual and cultural needs, and music also provides people with an experience of reviewing beauty (Ren, 2012 : 11).

At present, the development of vocal music in primary school teaching has always been restricted by traditional educational ideas, and schools, teachers, parents, etc., do not pay much attention to music teaching, which affects the effect of students' vocal music learning to a large extent. At the same time, the resources invested in vocal music teaching in schools are relatively small, the overall teaching ability and level of music teachers are not high, and the

* Received: September 25, 2023; Revised: October 9, 2023; Accepted: October 11, 2023

music lessons are not enough, so the teaching situation is not optimistic. Secondly, there are still many unreasonableness in vocal music teaching in primary schools. For example, the requirement of quality education has not been implemented. The main purpose of vocal music teaching is to cultivate students' musical quality and improve their learning (Zheng, 2022 : 15).

Students' aesthetic ability to music also stimulates students' creative thinking. However, in the current music teaching in primary schools, teachers mostly explain knowledge to students according to the theoretical knowledge content in books, ignoring the cultivation of students' interests, and the single way of music assessment is difficult to meet the needs of students' quality and ability development.

Vocal music teaching is a very important component in the primary school music teaching classroom, so the efficiency of vocal music teaching in the classroom is related to the effectiveness of primary school music teaching. The higher the efficiency of vocal music teaching, the stronger the students' ability to master vocal music, the stronger the practical effect of primary music teaching. However, some teachers often ignore the importance of vocal music teaching in classroom teaching, thus hindering the effective improvement of students' learning efficiency. In order to realize the goal of talent training in primary school, primary school music teachers must dig out students' interests and adopt efficient vocal music teaching methods (Wu, 2021 : 138-139).

Vocal music learning needs a long-term and deepening process. As an important part of primary school teaching, vocal music plays a fundamental role in primary school music teaching and plays an important role in the whole teaching. It is a subject that cannot be replaced by other subjects. It can not only improve the musical quality of primary school students, but also has great significance in cultivating the quality of vocal music thought. Therefore, teachers should constantly improve their teaching methods, improve their own quality, and teach on the basis of studying new forms (Shang, 2016 : 150).

In teaching, primary education lays emphasis on the study of theoretical knowledge and assessment content. From the perspective of balanced development of students, their development in music is relatively lagging behind, and vocal music teaching should be vigorously developed. Therefore, exploring vocal music teaching methods has certain positive significance for promoting music teaching and quality education. With the deepening of teaching reform, the primary education pays more and more attention to the balanced development of students, so vocal music teaching has received more attention, but it is undeniable that there are still various problems in the current vocal music teaching. More typical is the teaching problems, for example, without understanding the needs of students, the ability of primary school students in all aspects is still relatively weak, generally show inattention in learning, lack of interest in learning, greatly affecting their performance in the classroom. In other words, it is necessary to pay attention to the development of students' interest in vocal music teaching. In addition, there are also attitudes towards vocal music teaching, such as parents' failure to face up to the impact of vocal music teaching on students, teachers' lack of three innovations in vocal music teaching methods, etc., which greatly limit the further advancement of vocal music teaching and quality education.

The vocal music teaching method of the primary school music classroom is different from that of the professional colleges. The primary school music teaching adopts a variety of teaching methods, which reflects the teaching concept of teaching without definite method to the maximum extent. The age characteristics and physiological characteristics of primary school students determine the limitations of their acceptance ability, and the abstract

characteristics of vocal music teaching bring some confusion to primary school students. This puts forward higher requirements for vocal music teaching methods in primary schools. Because the students' voice conditions are different, the vocal music teaching method can not be the same, it should be different from person to person, according to their aptitude, for each student's own situation, teaching activities are targeted.

As a music teacher, researcher would like to survey vocal music teaching to improve the teaching efficiency.

Research Objectives

To survey the vocal music teaching in Fuqing, Fukang and literary Road Primary School.

Research Methodology

Research type: Qualitative research

Research place: Fuqing Road Primary School , Fukang Road Primary Literary road primary School.

Key informats:

- 1) Mr. Sun chao in Fuqing Road Primary School.
- 2) Ms.Dong yuxin in Fukang Road Primary School.
- 3) Ms.Yan zhenhong in Literary road primary School.

Research Conceptual Framework

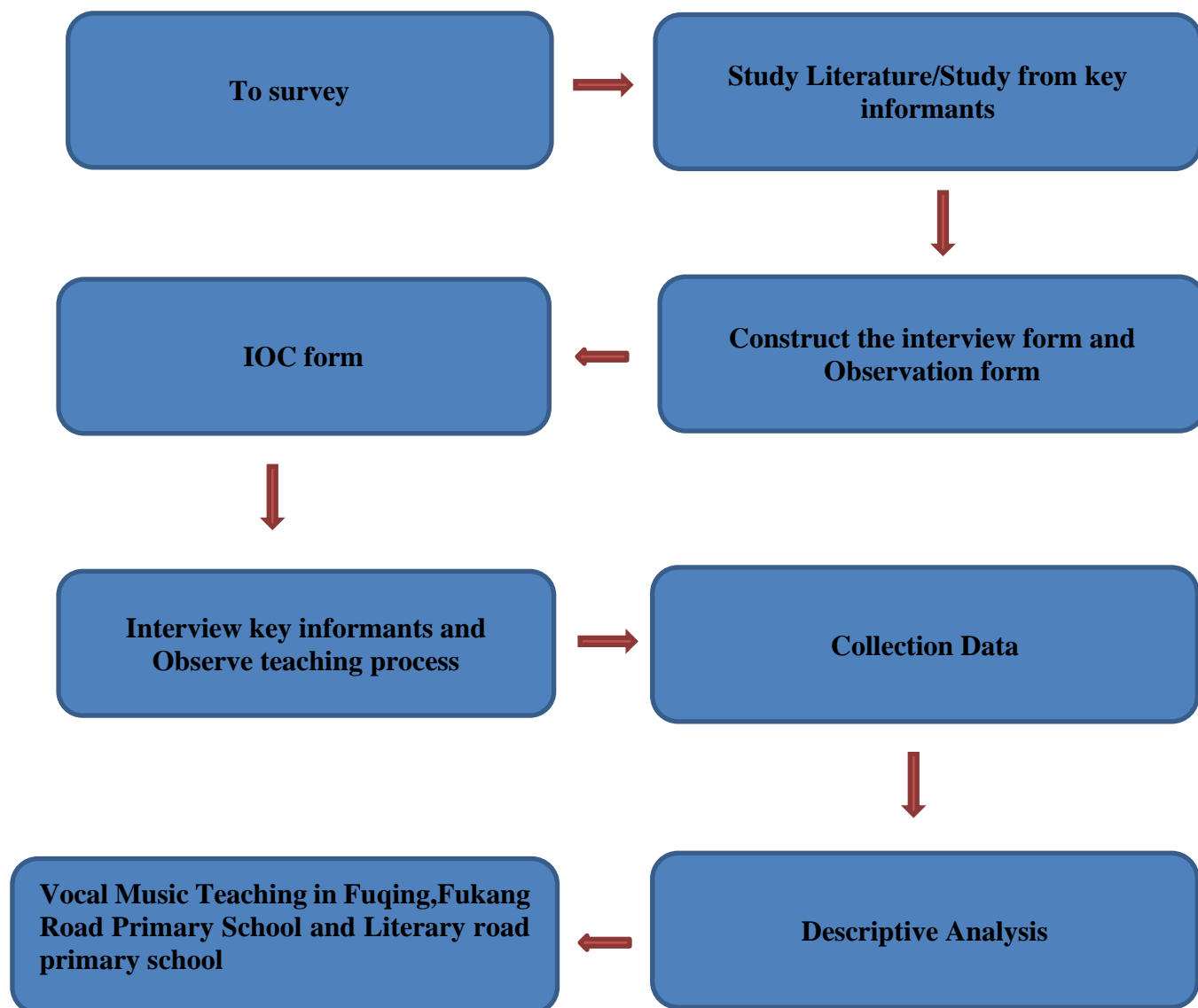


Figure 1 Conceptual Framework

Research Findings

1. The researchers drew conclusions from the interviews.

According to the interview, schools and teachers should attach importance to students' art experience. The teaching of sound course should let students have more contact and feel singing, rather than just learn singing knowledge and skills. Teachers can set up singing clubs, interest groups, etc., to create a good atmosphere for learning vocal music knowledge. At present, vocal music teaching activities in primary schools are still mostly limited to the classroom and the classroom, and the teaching methods adopted are more traditional, and students have fewer opportunities to explore vocal music knowledge independently, which is difficult to stimulate learning interest.

In teaching, some primary school teachers' teaching content is relatively simple, and students' learning experience is not good. The main reason is that some primary schools do not pay enough attention to vocal music courses, and the supply of teachers, teaching equipment and teaching resources is insufficient. For example, the teaching equipment of vocal music course in some schools is relatively simple, and there is even no special music classroom. Teachers can only organize singing lessons with teaching materials, and it is difficult to implement instrument teaching, music appreciation, music dance choreography and creation, resulting in a relatively simple teaching content.

Context creation is an important approach to vocal music teaching. Teachers can cultivate students' singing emotion and help students understand the artistic conception of music culture through the teaching methods of empathizing, generating emotion from environment and blending scene. For example, when learning the nursery rhyme "Two Tigers", teachers can interpret the song more interesting through body movements, but some teachers use pictures to create situations, and the pictures they choose are the fierce tiger image, which is completely inconsistent with the naive tiger image in the song, which affects the play of the teaching value of the song.

Because of the shortage of teachers, music is closely related to social life and related disciplines. The diversity of vocal music course teaching content, teachers need to be versatile, and actively establish the association between singing and other art forms, which requires teachers

High, some teachers are difficult to meet the requirements, making the teachers insufficient.

At present, there are still some deficiencies in the information literacy of primary school music teachers. Some music teachers are not good at using the Internet to collect and integrate teaching resources, which is mainly manifested as the ability to directly download and use music works, and the ability to independently develop music resources and create music works for reference. Some teachers can only use the video demonstration function and audio playback function on multimedia teaching equipment, and it is difficult to effectively use the rich music lessons on the Internet to teach lessons, practical activities, etc., and influence teaching and learning Efficiency.

2. The researchers' observations led them to the following conclusions

The three teachers use different teaching methods, but the overall teaching method is relatively simple. At present, there are problems in the design and implementation of lesson preparation for vocal music teaching in primary schools. The new lesson standard is the theoretical basis of teaching design, and teachers need to grasp the process of writing lesson plans to meet the learning needs of students. There are some problems in the design of lesson preparation for vocal music teaching, such as study course standard being reduced to form and teaching plan design being formalized. With the development of school music education in a better direction after the education reform, at present, some teachers have a shallow interpretation of the curriculum, lack a sense of hierarchy in all aspects of the teaching process, teaching evaluation cannot be self-evaluation and mutual evaluation, and some teachers have been teaching for many years but their ideas are relatively backward.

At present, the problem of teaching plan design in vocal music teaching is that teachers lack the correct concept, teaching design is only changed on the basis of the original teaching plan, there is a formalism problem in lesson preparation, and teachers do not prepare lessons in normal class hours. Classroom teaching is a process in which teachers guide students to learn. Music teaching cannot copy classroom theories to prepare lessons, and the design of classroom teaching is unpredictable, which requires teachers to have the ability to fully control classroom teaching. In vocal music teaching in primary school, there are problems such as low skill level and improper use of teaching methods. Teaching normal singing requires teachers to have a strong ability to play and sing. In the practical teaching, some teachers do not play and sing, which affects students' interest in learning singing. The piano vocal music level of teachers is low, music lessons simply rely on multimedia listening repeatedly, lack of piano calibration pitch, and lack of teaching normal singing rings.

Teaching method is a series of teaching behaviors adopted by teachers to achieve teaching goals. Teachers can interpret music works according to learning conditions. At present, due to the short teaching time and lack of experience in vocal music teaching, some teachers often use teaching methods repeatedly to solve different problems and adopt the same teaching method in different classes.

Discussion

Vocal music teaching is the basic content of music lessons in primary school, and vocal music teaching in primary school requires teachers to integrate the concept of core literacy into singing teaching to promote the development of students' core literacy. In actual teaching, some teachers have cognitive bias, which further affects the progress of teaching activities. To carry out the core quality of singing teaching in vocal music class in primary school, teachers need to change their teaching concepts (Li, 2022 : 11), follow the principle of teaching according to students' aptitude and encouraging innovation through entertaining, improve classroom teaching from the aspects of teaching objectives, content forms and evaluation, and effectively enhance the singing teaching effect in music class (Yang, 2013 : 188-189).

Under the core quality, vocal music teaching design requires teachers to clarify the teaching objectives, grasp the key teaching contents, grasp the learning situation of different students, flexibly use diversified teaching methods, and improve the classroom teaching evaluation system. Teaching concept is a teacher's view on teaching object, purpose, content, etc. Teachers' teaching concept affects teaching behavior and quality. Teachers' adoption of

teaching concept has stability and permanence, and teachers' transformation of teaching goal under the core quality requires the establishment of student-oriented and active teaching concept for all students (Liu, 2018 : 189).

To cultivate the core quality of students in vocal music teaching in primary schools, it is necessary to design and implement the aesthetic perception of music, artistic expression and cultural understanding. The new curriculum standard interprets the aesthetic perception as the experience of the means and elements of the expression of the auditory characteristics of music art As the core quality of music, aesthetic perception guides students to pursue lofty humanistic spirit.

Teaching should enhance creativity, cultivate students' aesthetic perception ability, and enhance students' communication and exchange. Artistic expression is based on music practice activities. Students participate in vocal music practice performance in learning music culture and improve their understanding of music through accumulation of experience. Changes in music learning, make use of students' strong desire to show and other characteristics, change the teaching mode, create an active atmosphere, and create a good music atmosphere through different students' performance (Yue, 2021 : 14).

This paper analyzes how to improve vocal music teaching in primary school by means of interview and observation. These are the two methods that most researchers often use in their studies. In this paper, the researchers apply a different perspective to analyze this problem. This paper makes a detailed study of the teaching process from teaching situation, from teachers to students, from theory to practice (Zhao, 2016 : 11-12), from teaching methods to auxiliary teaching methods, and tries to analyze the current teaching situation. The researchers looked at a variety of possible factors to try to find a way to help study school students and teachers.

Recommendation

1. Practical Recommendations

This study discusses the ways to improve the effect of vocal music teaching in primary schools from the perspective of teachers' teaching methods. However, because the education level of the region studied by the researchers is not developed, there is a significant difference between the learning ability of students and the level of teachers. Therefore, in this study, teachers should pay more attention to students and pay more attention to students' interest, learning ability and personalized display performance.

In addition, in recent years, due to national policies and other reasons, the development of basic music education is not balanced, and the enrollment scale has expanded, resulting in an increasing number of students with uneven overall level. Some students' parents are even backward and think that music education is not important, so in the process of research, Researchers should take into account the diverse learning abilities of students and the actual level of teachers.

2. Recommendation for future research

In vocal music teaching in primary schools, teachers should change the inherent concept of vocal music teaching, analyze the problems existing in vocal music teaching in primary schools, and increase the importance of vocal music teaching. The so-called concept is the first guide to guide action, and any behavior must start from the concept. First, teachers must update their teaching concepts, analyze their shortcomings in teaching, take the initiative to learn and

absorb new teaching ideas, and accept new vocal music teaching strategies. For example, the dominant thought of contemporary primary vocal music teaching is the core quality teaching thought, which is formed from the integration of quality education and all-round development concepts. Teachers should carefully analyze the core quality teaching of primary vocal music after class. First, it includes the cultivation of singing sense, which is students' ability to sense and know music melody and lyrics. Let the students listen to the melody to know what kind of thoughts and feelings the song expresses, listen to the lyrics of the song to understand what kind of historical environment the song is created in, so as to stimulate the waves in their hearts, which has important guiding significance for practical teaching. Second, the cultivation of musical interest, focusing on the value of cultivating students' vocal interest, analyzed the key to the cultivation of primary school students' interest is: to stimulate curiosity, step by step guidance, step by step encouragement and display, so that students' study and life more colorful. Third, music creation literacy, which refers to not requiring students to be able to create high-quality music works like music creators, but requiring students to be able to compile a small melody or introduce the melody learned before according to the actual situation and needs anytime and anywhere in life and study. Use these melodies to express their attitudes and opinions about life and things.

Change the form of vocal music teaching. In vocal music teaching, teachers should develop innovative and distinctive forms of teaching organization. As a primary school music teacher, teachers must keep pace with The Times to carry out efficient and interesting teaching activities in order to give full play to the characteristics of art, show the beauty of art and stimulate the enthusiasm of students. Teachers can combine the "imitation show" activity in the variety channel to carry out vocal music imitation show in class. Teachers encourage students to imitate different stars and sing songs. Because primary school students have a certain admiration for singers, some students deliberately learn after class and model others' singing style, and many students imitate perfectly in the game. It makes other students feel very interesting and adds to the learning atmosphere of the class.

Actively carry out extracurricular vocal music learning activities. In the elementary teaching work, teachers can organize students to carry out a variety of extracurricular learning activities. Extracurricular learning activities can develop students' interest and hobby in music learning, cultivate students' attitude toward music learning, enrich students' extracurricular life, and let students experience and feel the beauty brought by music. The perfect expression of the thoughts, emotions and artistic conception conveyed by singing songs has positive significance for students' experience and feeling of songs.

References

- Li, Y. (2022). The application of psychological adjustment function in music teaching in middle school music classroom. *Academic paper*, 11.
- Liu, Y. (2018). The application of vocal music teaching method in primary school music class. *Art teaching and research*, 189.
- Ren, J. (2012). Research on vocal music teaching in primary school music classroom. *Academic paper*, 11.
- Shang, J. (2016). Analysis on effective teaching strategies of students vocal music. *Northern music*, 150.
- Wu, M. (2021). The application of vocal music teaching method in primary school music class. *Education in Tianjin*, 138-139.
- Yang, W. (2013). Theory and practice of vocal music teaching in primary school. *Examination weekly*, 188-189.
- Yue, W. (2021). Problems and solving strategies in children's vocal music teaching. *Academic paper*, 14.
- Zhao, Y. (2016). Exploration and research of children's music psychology in primary school music teaching practice. *Academic paper*, 11-12.
- Zheng, X. (2022). *Thoughts on the Adaptation of Vocal Music Teaching to the Development of Primary School Music Education*, Proceedings of the Summit Forum on Modern and Accurate Management of Education and Teaching (Primary Education), 15.