

An Analysis of the Importance of Vocal Music Teaching to the Cultivation of Students' Comprehensive Ability

Xintong Pei

School of Music
Baicheng Normal University
Baicheng, China 137000

Abstract—This paper discusses the present situation and future development direction of vocal music in normal universities, which shows that vocal music teaching in normal universities is of great importance in cultivating students' comprehensive ability.

Keywords—vocal music teaching in normal universities; students; comprehensive ability

I. INTRODUCTION

The reform of vocal music in normal universities in China has been carried out for many years, and certain results have been made in course setting, teaching methods and teaching materials. But these are not enough to meet the needs of development in the 21st century. Vocal music education still follows the teaching mode of music colleges. For decades, the vocal music in normal universities has striven to become a professional institution, but lost its original teaching purpose. There is no essential difference between vocal music teaching in normal universities and that in professional colleges. There are also differences in the teaching content and the students' professional direction. A music college trains actors, while normal college trains music teachers in primary and secondary schools, the former for stage and the latter platform. The goal of vocal music teaching in normal universities is to cultivate qualified teachers who have the ability of vocal music teaching. Specifically, they should be able to train the theoretical knowledge of vocal music, grasp the teaching method of vocal music, complete the classroom singing, appreciation, playing and singing and other teaching tasks, use the scientific sound method to sing and demonstrate, play and sing, coach vocal music programs, such as solo, duet, duet, singing, chorus, etc., conduct a multi-part chorus, organize the appreciation of vocal music works, organize weekly song activities and interest group activities, organize singing competitions and singing competitions, and so on. This is a prerequisite for qualified teachers. Therefore, it is more difficult to become a vocal music teacher than an actor. All these require teachers in normal universities to recognize the training direction for students in vocal music teaching, inherit and improve the traditional teaching mode, and achieve the goal of combining vocal music education with

primary and secondary education in normal universities. At present, music education in normal universities has not completely stepped out of the long-term imitation of professional music institutions which highlights the profession more than theories and skills more than foundation. The lack of the concept of teacher career planning and the neglect of the cultivation of students' teaching ability lead to many graduates' lack of practical teaching ability and their inability to adapt to the status quo of music education. In order to make students become qualified teachers, it is very important to cultivate students' comprehensive ability, which is mainly reflected in the following aspects:

II. CULTIVATING STUDENTS' COMPREHENSIVE CULTURAL QUALITY

Whether it comes to singing or teaching, skill and quality are both important in vocal music. The comprehensive quality of vocal music refers to the all-around quality of vocal music. For a long time in the past, the selection of art students, teaching, tutorials, training objectives, and talent value will intentionally or unintentionally cause the opposition between art and culture. Especially in recent years, due to the changes in the teaching staff and expansion of enrollment and other factors, many normal universities have a low starting point for enrollment of students majoring in music education; therefore the cultural and professional qualities of students are relatively affected. The music professional ability and music teaching ability of these students can hardly meet the due requirements when they graduate. As a result, a considerable number of students have skills yet lack the overall quality of music. Music reflects life and certain qualities are needed to perform it. It is this unique quality that makes music able to cultivate the mind and enhance personality charm. Therefore, teachers and students of music major in normal universities should not only be regarded as vocal music skill class or performance class, but also as the learning of cultural knowledge and art courses. In terms of educational concept, students should master certain professional knowledge and skills to make them meet the requirements of music teachers. Vocal music teaching must find its own foothold, with vocational skills education as the

basis of comprehensive promotion of quality education. The vocal music education in normal universities must find its own foothold and the goal system of professional skill education is based on all-round quality education. The influence of vocal music teachers on students' quality in teaching is omni-directional and multi-lateral, so teachers need to have extensive knowledge and comprehensive cultural accomplishment, so as to better release vocal music as the expression means of music people. A considerable number of music teachers have the tendency of "valuing skill over art" in teaching. The appearance of this phenomenon is not accidental. At present, many schools often use skills to evaluate vocal music teachers, but ignore the requirement of their comprehensive quality. As a result, teachers of vocal music in normal universities impart their own professional skills to students blindly, and emphasize the training of individual skills unilaterally. They blindly pursue the "excellence and high-edge" of training results and majors, completely ignoring the cultivation of students' overall comprehensive ability. Equating the vocal music education with skill teaching is actually stepping into the wrong region of vocal music education. As for students, their singing ability is inseparable from their own artistic accomplishment. Due to the constraints of traditional education mode, their own development is limited. For example, when singing their works, they spend most of their energy on sound skills, while ignoring the overall existence of vocal music as an art. Since their own quality has not been improved, they fail to have enough understanding and analysis of the works and give full play to the expressiveness of songs. That is, students only have very superficial study of the vocal music, thus they cannot deeply understand the connotation of the works and the works they perform are not satisfying. In this way, it is very difficult for students to become a qualified music teacher in the future only by their sound condition yet with a lack of certain cultural quality. In order to improve the overall quality of students and cultivate qualified basic music talents, it is necessary to create conditions from all aspects and realize the transformation of music teachers from the type of traditional skills and techniques to the type of practice and art. Due to the limitations of the music education in normal universities, it is unrealistic to complete all the tasks of the quality education of vocal music only in small classes and middle classes. Therefore, the general education can be completed through the opening of "vocal music common course", forming a combination of large, middle and small classes, with small classes focusing on professional quality, middle class focusing on teaching quality and large classes focusing on comprehensive quality. In doing so can the systematic knowledge structure of vocal music education be straightened out and improved. In addition, the proportion of common cultural courses and music courses should be increased in order to comprehensively improve students' cultural quality and all-around quality and meet the basic requirements of comprehensive quality of vocal music that music teachers must have.

III. TRAINING STUDENT THE TEACHING CONTENT OF BASIC VOCAL MUSIC THEORY CLASS

The training of the teaching content of basic vocal music theory class mainly refers to systematically teaching the basic theoretical knowledge of vocal music, including singing organs, singing posture, breathing, vocalization, resonance and so on. Laryngeal position and opening of the throat, voice classification and its characteristics, singing language and articulation, music term expression mark, integral singing training, etc. should all be lectured. At present, vocal music theory course is a blank in vocal music teaching in normal universities. Generally speaking, teachers only cover some theoretical knowledge in guiding terms and artistic processing of works in individual vocal music courses, but there are some limitations. Some teachers give students some voice training only through oral instruction, but students do not know the mechanism in it, thus sing with great blindness, which directly affects the teaching effects and ability development of students. Vocal music art, as one of the many forms of artistic expression, has undergone a long history of precipitation and accumulation. In its development history, it has gathered the wisdom, knowledge and experience of many vocal musicians and vocal educators, and gradually formed a set of scientific theoretical system, scientific singing and training methods. The so-called scientific method means that this singing method is based on a wide range of knowledge and has scientific theoretical basis. Therefore to solve such problems as vocal skills, it is necessary to systematically and comprehensively elaborate on vocal skills for students and allow them to guide practice through theoretical knowledge, and avoid detour. In some cases, due to the lack of correct theoretical guidance, students' performance practice is often very subjective and one-sided. Through the study of basic theories, students will not only have a comprehensive understanding of singing vocal organs, but also make an accurate judgment and analysis of the needs of cooperative units, find out the solution to the problem, and find out what is on earth the process of singing. Staged theory class and practice of vocal music should be interspersed. Teachers should strictly follow the principles of starting from the simple to the deep, progressing step by step, and combining theoretical knowledge with skills, instead of blindly lecturing on theories without paying attention to methods, or focusing on methods without covering theories. Schools can set up major courses of vocal music theory targeted at different grades, stages and with procedures, so that students can systematically learn a series of vocal music theoretical knowledge, such as basic theoretical knowledge of vocal music, vocal training and sound classification. The vocal music teaching in normal universities has its particularity and most of the students will be engaged in teaching. They are quite different from students majoring in vocal music performance in that they are not only solving the problem of "how to sing". For normal university students, it is particularly important to master theoretical knowledge comprehensively, systematically and solidly. The study of knowledge and theory is the key content of their vocal music learning, so as to lay a solid foundation for their future teaching work. Therefore, as teachers who are about to step

on the platform, they should not only have singing ability, but also have extensive and solid theoretical knowledge as a backing, which requires that vocal music teaching in normal universities must be based on extensive theoretical teaching.

IV. RAISING STUDENT'S TEACHING ABILITY

In May 1987, the state education commission held an examination meeting of undergraduate majors of normal universities in Tianjin, at which music education was re-examined. The requirements of music education major in normal universities are more clearly stipulated, that is, they have the ability of performance and music appreciation, understand the development trend of music education at home and abroad, and have preliminary research and creative ability; master scientific theories and teaching methods, strengthen the training of teachers' basic quality and ability, be competent for music teaching in secondary schools, and organize extracurricular music activities. There is a strong emphasis on teachers' quality training and basic ability training for students, which is also emphasized in a series of documents issued by the state education commission. However, in the current vocal music education, there is still no clear training objectives, teaching content, teaching system, teaching method, etc., which is seriously disjointed from ordinary primary and secondary schools, making the fresh graduates unable to successfully change into the role of teachers, and they feel at a loss to start. Therefore, vocal music teachers must make it clear in their thoughts that the music education is to cultivate people who can sing, play and have rich theoretical knowledge and certain teaching methods. The ability to carry out extracurricular activities in primary and middle schools include singing ability and vocal music teaching ability, both of which are indispensable for a vocal music teacher. The singing ability is fully reflected in the classroom model singing. The teaching ability includes the classroom teaching ability, the ability to guide extracurricular activities, the training of the choir, the ability to organize cultural activities, skills and so on. Collective practice should be set up after class to help students master the theory and method of singing and have certain aesthetic ability and perception. This can be realized through group vocal and chorus training which can cultivate students' collective consciousness and improve their artistic appeal, or through a variety of vocal music lessons of students of different types and at different levels, which enable them to learn many different teaching methods and personalized skills. In addition, students should often participate in school activities in the school and actively participate in teaching practice and art practice in the community during holiday, while learning, teaching, and practicing and constantly improving the level of singing.

V. CONCLUSION

What can best embody the characteristics of vocal music education in normal universities is students' future teaching ability. In addition to mastering professional knowledge, techniques and skills, normal college students should also reflect them they have learned successfully through teaching, which is the fundamental difference between music normal

university and music professional institutions. In order to make vocal music education in normal universities truly fit for the needs of the society and educational development in the 21st century, it is necessary to define the direction of vocal music education in normal universities and pay attention to the cultivation of students' comprehensive quality and vocal music theoretical knowledge. This will greatly improve the teaching ability of students and lay a good foundation for a qualified music teacher in the future.

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