

The Application and Practical Exploration of Flipped Classroom Thinking in Vocal Music Course of Musicology Major

He Fengxian

*School of music and performance, Sichuan University of Arts and Sciences, Dazhou, Sichuan, China
Email: 21536360@qq.com*

ABSTRACT

The flipped classroom teaching model is characterized by students' active learning and is widely concerned. Vocal music courses of music education majors in Chinese colleges and universities have been drawing lessons from the teaching model of vocal music performance majors, which cannot meet the requirements of training goals. Through the use of flipped classroom teaching thinking in the curriculum, reforms are made in the establishment of teaching goals, pre-class preparation, various aspects of the classroom, and curriculum evaluation, changing the roles of existing teachers and students, which will help cultivate students' ability and innovative thinking, but in practice, we must also pay attention to professional characteristics, teacher-oriented and realistic conditions.

Keywords: *vocal music teaching, flipped classroom, application, advantage, problem*

1. INTRODUCTION

The purpose and task of musicology (music education) in colleges and universities is to provide qualified basic music educators for primary and secondary schools. In the development of the past 100 years, the training plan, curriculum setting and student learning evaluation mechanism of musicology (music education) have basically followed or imitated the related models of music performance [1]. In order to better promote the development of basic music education, in December 2004, the Ministry of Education issued the "Guiding Plan for Undergraduate Professional Courses of Musicology Teacher Education in National Colleges and Universities", strictly restricting relevant curriculum and credit allocation, which has distinctive teacher-oriented characteristics and strict regulations. On this basis, the "Guiding Outline for the Compulsory Undergraduate Course of Music Teacher Education in Ordinary Colleges and Universities Nationwide" was issued. The "Guiding Plan" and the "Guiding Outline" clearly pointed out the training goals of vocal music students in colleges and universities: this major cultivates basic music educators with comprehensive development of morality, intelligence and physical, mastering basic theories and basic skills, and having certain "education and teaching ability", which highlights the core value of education and teaching ability as a "teacher" [2]. However, in many years of teaching practice, there are still many teachers who only focus on improving students' technical ability and singing and playing more difficult works [3].

2. FEATURES OF VOCAL MUSIC COURSES IN MUSICOLOGY (MUSIC EDUCATION)

Vocal music, as the core course of the musicology (music education) major, should not only take the role of improving students' singing skills, but also understand and master the methods and characteristics of vocal music teaching at all ages to better adapt to the foundation after graduation music education work[4].

Generally speaking, vocal music class consists of two parts: vocal practice (skill training) and singing of works. The purpose of vocalization exercises is to learn the techniques of singing breath, sound, resonance, etc., and the purpose of singing works is to use singing techniques to sing vocal works[5]. At present, there are three types of basic vocal teaching modes: collective teaching mode, group teaching mode, and individual teaching mode. Collective teaching mode is generally used in vocal theory, chorus and other teaching content. Group teaching mode is usually 1 pair 2 or 1 pair many, which is also the most used teaching mode in the vocal music class of musicology (music education). Individual teaching mode generally refers to one-to-one teaching, mainly for vocal performance majors and some school music (music education) majors use[6].

3. FLIPPED CLASSROOM

Flipped Classroom, also known as "Inverted Classroom", which refers to re-adjusting the time inside and outside the classroom and transferring the decision-making power of learning from teachers to students[7]. Tech Smith believes

that a flipped classroom is a teaching model in which learners learn at home through interactive and teacher-created videos, while transferring homework to the classroom. Intel's global education director Brian Gonzalez said: "The flipped classroom refers to that the educator offers the learners more freedom, putting the process of knowledge transfer outside the classroom, letting everyone choose the most suitable way to receive new knowledge. The process of knowledge internalization is put inside the classroom, so that students can have more communication and exchange with classmates and teachers[8]."

4. FLIPPED CLASSROOM THINKING IN THE APPLICATION AND PRACTICAL EXPLORATION OF VOCAL MUSIC COURSES IN NORMAL UNIVERSITIES

To realize the student-oriented flipped classroom teaching model in the professional vocal music class of musicology (music education), we must first clarify the role of the vocal music curriculum in the training objectives. The purpose of performance should be converted to a more diversified purpose to adapt to the basic music education after graduation, so that students in the classroom not only learn how to sing, but also learn how to appreciate other people's singing, establish their own vocal aesthetic standards, and how to use this knowledge to teach others. The second is to have a more open mind, have the courage to try new teaching methods, and constantly adjust and modify in practice.

According to the characteristics of flipped classroom and vocal music teaching, we can try from the following aspects:

4.1. Teaching preparation stage

4.1.1. Semester preparation stage

Teachers should group students reasonably according to their characteristics, and this grouping method should be divided into two stages. In the first year of teaching, students with the same or similar voice characteristics and learning level should be grouped so that students can discuss and exchange over the same issues. Teachers should set different teaching goals and steps according to the different levels of these students to achieve the purpose of teaching students in accordance with their aptitude. In the second year, after a year of basic learning, students have a certain foundation in vocal singing techniques and teaching methods. Students with different voice characteristics and different levels should be mixed into groups. This is because students majoring in music education will face all kinds of students in their work after graduation. This mixed grouping enables students to understand different voice characteristics in the classroom,

and conduct research for students of different learning levels, propose solutions to problems, and cultivate students' teaching ability.

4.1.2. Preparation stage before class

Teachers should carefully analyze the teaching goals and prepare corresponding materials, including videos, literature, slide, etc., For example, in a course with singing breathing as the main teaching content, if the teaching goal is generally described as: students can master the basic methods of singing breathing and can sing songs of elementary difficulty with the correct breathing, teachers should share relevant teaching videos, documents about breathing, slides and other materials through the communication platform to relevant students before class. For students, they should study relevant materials before class, and do a certain amount of exercises, and submit the problems encountered in the exercises to the teacher or the students in the group for discussion. In the case of uncoordinated abdominal movements during breathing, teachers or students in the group can make relevant suggestions through the communication platform.

4.2. Classroom teaching environment and links

4.2.1. Classroom teaching environment

One of the most important characteristics of flipped classroom teaching is a large number of discussion and practice involving students. Therefore, in addition to the necessary piano, the piano room for teaching should not be less than 15 square meters, so as to accommodate a group of students for group discussion. Another important feature of the flipped classroom is the use of technological means to assist teaching, so the piano room for teaching should first be equipped with audio and video equipment, large-screen TV or projection, networked computers, whiteboard walls, etc. However, since the piano room for teaching in domestic colleges and universities is generally small, it can be adjusted flexibly in practice, but related functions should not be reduced.

4.2.2. Teaching link

First is to ask questions by showing the results of the exercise. In the process of watching the teaching videos and reading related literature, the learning process of vocal music is extremely abstract, so that everyone will have different experiences and feelings in the process of practice. Therefore, students must raise questions by showing the results of the practice. Students can demonstrate through singing and raise the problems they encountered during the practice. Students who are not showing can observe the

showing students and record the observation results. This process is a continuation of students' extracurricular learning. For example, in the teaching with songs as the main content, the observing students can raise questions about intonation, rhythm, language, technology, emotional expression, etc. based on the performance of the showing students. However, in order to ensure the teaching efficiency, teachers should raise common or major issues that need to be resolved for student based on all student's performance.

Second is to propose solutions to problems through discussion. After each student's presentation, the students will discuss the relatively common problems and put forward more unified solutions. In this process, the teacher can appropriately guide the students to correct some serious mistakes that the students may put forward. For example, in the same teaching with songs as the main content, if the main problem that needs to be solved is the expression of the emotion of the song, then the students will propose a more reasonable way of expression through discussion, such as strength, speed, etc. During the process, it is important for the teachers to observe whether the students' expressions are in line with the basic expression direction of the work. If there are large differences, appropriate guidance can be given.

Third is to verify the effectiveness of the solution. After the discussion is over, students can practice again based on the results of the discussion. If the solution proves to be effective after practice, the students should continue to keep practicing. If the solution proves to be ineffective, students can make appropriate fine-tuning and practice again. If there is no effective way to solve the problem, teachers can put forward their own views for students to practice after class.

Fourth is class summary. The group can recommend a student representative for each class to make a summary statement of the results of the learning at the end of the class, and then the teacher proposes the learning tasks for the next lesson. It should be noted that students may experience different learning process, which is inconsistent with the teaching plan. In this case, teachers need to make appropriate adjustments according to the students' learning situation.

In the above teaching links, video recording equipment can be used to record the performance of students, which can be used as materials for students to analyze and discuss in class, or as materials for students to study independently.

4.3. Course evaluation

Course evaluation has a strong leading role in students' learning, and the kind of examination will lead to a similar kind of learning way. In the current course evaluation of music education majors, the format is relatively simple, and only one or a few songs are sung by the students at the end of the semester. This is not conducive to reflecting the "teaching-training nature" of the music education major (no

evaluation on teaching aspects). It is also not conducive to the cultivation of students' learning initiative. Some students even learn only one song from the beginning of the semester to the end just to pass the exam.

Course evaluation based on the concept of flipped classroom needs to reflect the dominant role and initiative of students. It can start from the following aspects:

4.3.1. Replace the final exam with actual performance.

With the teaching class as a unit, students plan and implement special concerts independently. Firstly, we can break the "final exam" convention, and students can arrange performances according to their own learning progress, which has more flexibility. Secondly, students plan and implement independently, conducive to improving students' planning ability and teamwork ability. It will lay a solid foundation for the planning ability of cultural and sports activities needed in the work of music teachers in primary and secondary schools in the future.

4.3.2. Use multi-dimensional evaluation to replace the teacher's single evaluation of student performance.

The first is the multi-dimensional composition of performance. The students' academic performance can be composed of the usual classroom performance, stage performance, organizational planning, teaching ability, etc., focusing on evaluating the performance of students in all aspects of teaching. Second is the main body of performance evaluation dimensions. For example, the classroom performance, teaching ability and organizational planning ability can be composed of student self-evaluation, student mutual evaluation in the class, teacher evaluation, etc., while stage performance can be self-evaluated by students and students in other classes and the teacher, focusing on multi-perspective evaluation of student learning achievements.

5.DIFFERENCE AND ADVANTAGES BETWEEN THE VOCAL MUSIC TEACHING MODEL OF FLIPPED CLASSROOM THINKING AND THE TRADITIONAL VOCAL MUSIC CLASSROOM

There is a big difference between the flipped classroom teaching model and the traditional teaching model of vocal music course for music education majors in teaching objectives, teaching preparation, teaching links and teaching evaluation:

Table 1 Comparison between traditional vocal music classroom and vocal music flipped classroom

Items	Traditional classroom	Flipped classroom
Teaching objectives	Cultivating students' performance ability	Cultivating students' teaching ability and performance ability
Teaching mode	1 pair 1 or 1 pair 2/3/4 teaching, grouping students by their similar characteristics or level	Group of 3-5 students, grouping by different learning process
Teaching preparation	Analyzing teaching objectives, reserving knowledge and preparing teaching plan	Teacher prepares relevant videos, literatures and slides, students self-learn the materials prepared by teacher and communicate online
Teaching environment	Piano room with acoustic decoration	Piano room with acoustic decoration, multimedia equipment and white board for discussion
Teaching link	Teacher teaching	Students present and raise questions
	Students singing	Students discuss and come up with solutions
	Teacher points out the problems	Students verify the effectiveness of the solutions
	Students sing according to teacher's guidance	Students minor-adjust the solutions and verify
	Teacher makes conclusion and sets up homework	Students make conclusions and present
Course evaluation	Singing at the final exam, and teacher scores	Replace exam with actual performance, multidimensional evaluation system

Through comparison, it is not difficult to find that the implementation of the flipped classroom teaching model in the vocal music class of music education has the following characteristics:

5.1. The reversal of the roles of teachers and students.

The implementation of the flipped classroom in the vocal music class has completely subverted the teaching mode that teachers teach and students learn. Teachers set basic teaching goals and directions, and then organize relevant learning materials accordingly, and evaluate students' learning through observation. More of them appear as organizers, guiders, observers, and evaluators; while students learn independently, then ask questions, solve problems, organize performances, and evaluate independently in the classroom. They are the main body and center of the classroom.

5.2. The cultivation of students' single ability to the cultivation of comprehensive ability.

The traditional vocal music teaching class aims to cultivate

students' singing ability, while the vocal music class of the flipped classroom teaching mode cultivates students' comprehensive abilities such as teaching ability, performance ability, organization and planning ability, teamwork ability, independent learning ability, etc., which is in line with the current society's demand for comprehensive talents, and is also more conducive to the achievement of training goals.

5.3. The improvement of students' learning enthusiasm and initiative.

In the traditional vocal music classroom, students are in a position of passive acceptance, while the flipped classroom teaching mode requires students to complete all the teaching links independently. If it can be promoted vigorously, this will greatly improve the current situation of deteriorating learning atmosphere.

5.4. The cultivation of students' innovative spirit.

Innovation is a hot word in the current society. In traditional vocal music classrooms, students are the externalization of

teachers' thought and will, which greatly restricts students' active thinking. The flipped classroom teaching model completely relies on students' independent thinking to solve problems. In this process, students' mind space is developed and their thinking ability is activated, which has a great role in cultivating students' innovative spirit.

6. PROBLEMS THAT NEED ATTENTION IN PRACTICE

Since its introduction, the flipped classroom teaching model has attracted the attention of educators. It has a large number of practices in the teaching of various subjects. However, due to the particularity of art education, it is rarely implemented in art skills classes similar to vocal music. The reason is that most teachers think the flipped classroom teaching models are not suitable for such courses. Therefore, in the teaching of music education professional vocal music courses, the following issues must be paid attention to when implementing flipped classrooms.

6.1. Based on the particularity of art education.

Art education has its own laws. Many things cannot be quantified, and there is no unified judgment standard, so in the implementation process, we cannot completely copy the flipped teaching model in other courses. For example, in an ordinary flipped classroom, teachers' recording and making videos is a very important link. The main content of the recording is what needs to be taught in the traditional classroom. Students complete the learning of the lecture content outside the class, raise questions directly in class, and discuss and solve them. However, in art skills courses such as vocal music, students first learn from imitation. Teachers can collect high-quality videos of relevant teaching content from the Internet, and most of them do not need to be recorded by teachers themselves. When asking questions in the classroom, students need to show the results of their exercises before they can show the questions. However, the method to solve the problem after discussion is often uncertain and may not solve the problem well. Therefore, in the process of implementation, we must respect the particularity of art education and appropriately adjust teaching strategies.

6.2. Based on the teacher-training nature of music education.

Traditional vocal music teaching only cultivates the singing and performance ability of students. Many students are still unable to teach after years of vocal learning. The reason is that students only sing according to the teacher's guidance and do not know much about the learning rules contained therein. Therefore, to implement the flipped classroom teaching model in vocal music teaching, teachers must

understand the status of vocal music in the teacher education profession. The emphasis is on cultivating students' teaching ability, and singing and performance ability should be ranked behind teaching ability.

6.3. Based on realistic conditions.

Due to the passive learning habits that students have developed for a long time, it is very difficult to change immediately. At the beginning of the implementation, the effect is certainly not optimistic. If students are unprepared outside class and the class cannot be carried out according to the established plan, then the teacher must adjust the teaching plan according to the actual learning process. For example, students can complete extracurricular learning tasks in the classroom, but students need to be required to complete them outside of class next time, and relevant performance identification measures can be formulated to urge students to actively complete related learning tasks outside of class. With long-term strict requirements, students will be well adjusted.

7. CONCLUSION

With the highly developed internet today, as students gain access to information more conveniently, great changes have taken place in students' learning styles and learning attitudes. After years of development, the flipped classroom teaching model has achieved success in various countries around the world. In contrast, the various skill courses of the music education major have remained unchanged for many years, and have not been able to meet the needs of talent training. Only by changing our concepts and making bold attempts can we cultivate music education professionals who are more in line with social needs.

REFERENCES

- [1] Yang Xi.(2016) On the development of vocal music teaching in normal universities from the evolution of vocal teaching materials . Xi'an Conservatory of music.
- [2] Wang Zidong. (2010)Quantitative analysis and student teacher comparison of the undergraduate curriculum guidance program of Musicology (Teacher Education) in national colleges and universities. Chinese music, (03): 162-167 + 172
- [3] [5] Zhou Enze.(2016) Teaching design and application of vocal music course based on flipped classroom mode. Northeast Petroleum University.
- [4] Qin Rong. (2008) How to highlight the "normal" in vocal music teaching in normal universities. Film review, (13): 92-93

[6] Li Xiaoxia.(2013) A review of vocal music teaching reform in normal universities in China -- Based on the implementation of the new curriculum standard. *Journal of Central South University of forestry science and Technology (Social Science Edition)*, 7 (06): 141-144.

[7] Zhang Jinlei,Wang Ying, Zhang Baohui.(2012)Research on flipped classroom teaching mode. *Journal of distance education*,30 (04): 46-51

[8] Zhong Xiaoliu, Song Shuqiang, Jiao Lizhen.(2013)Research on Instructional Design Based on flipped classroom concept in information environment . *Open education research*, 19 (01): 58-64