

# *Strategy of Stage Performance Training in Vocal Music Singing Teaching in Colleges*

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**Abstract:** In the process of vocal music singing teaching in colleges, it is important to cultivate stage expression ability, which determines the music and artistic ability of students to a large extent. Based on the actual situation of vocal music singing teaching activities in colleges, many teachers still have significant deficiencies in the training of stage performance. This article first elaborates on the importance of stage performance training in the teaching of vocal music in colleges. On the basis of clarifying the current situation of stage performance training, we explore effective strategies for training stage performance from four aspects. For example, improving teachers' stage performance teaching awareness, increasing students' stage practice frequency, paying attention to students' psychology and encouraging students to actively carry out secondary creations.

## **1. Introduction**

According to the content of college vocal music teaching, it can be divided into theoretical part and practical part. In the past period of teaching, some teachers paid too much attention to the teaching of the theoretical part, resulting in significant deficiencies in the vocal singing and stage performances. In particular, many students' stage performance is significantly insufficient, which leads to many problems in their vocal singing practice level. This situation is extremely unfavorable for the formation of students' comprehensive vocal ability, and must be paid attention to in the follow-up time. The study is mainly based on this point, comprehensively discussing the effective strategy of training students' stage performance in the process of vocal music singing teaching in universities.

## **2. The Significance of Stage Expressive Training in Vocal Music Singing Teaching in Colleges**

In the course of vocal singing teaching in colleges, it is of great strategic significance to actively cultivate stage expression ability. First, the training of stage performance is itself an important part of the extended teaching of vocal music in colleges and it is directly related to the comprehensive effectiveness of teachers' teaching activities. Therefore, for each teacher, it is very necessary to do a good job in the stage performance training activities. It can better achieve the unity of theoretical teaching and practical activities and effectively improve the effectiveness of vocal music teaching. Second, the development of stage expressiveness can help students deeply understand the connotation of the music and improve their artistic quality. In the process of vocal music teaching in

colleges, it is difficult to get the effectiveness of teaching by relying on theoretical teaching and imitating singing. And it also makes students unable to recognize the deep connotation of vocal art content. But in the process of cultivating stage expressiveness, students can strengthen their vocal singing practice ability in stage performance practical activities, and at the same time have a deeper understanding of vocal works. Third, the stage performance training can promote the effective improvement of students' comprehensive quality. After frequent stage practice activities, students' psychological quality and other qualities can be improved. Ultimately it can promote the overall development of students.

### **3. The Basic Status of Stage Expressive Training in Vocal Music Singing Teaching**

In the course of vocal singing teaching in colleges in China, the training activities aimed at students' stage performance become more common now. However, considering the actual situation, many vocal music teachers have some shortcomings in the stage performance training activities. So it is difficult for students to achieve better stage performance effects. The reason for this situation is also affected by many factors.

First, some vocal music teachers have significant deficiencies in stage performance teaching awareness. And the importance of stage performance training activities is not really clear in the normal teaching process. This also makes the vocal singing practice teaching section have significant shortcomings. It is difficult to ensure the students' stage performance level only by improving their practical ability through imitating singing.

Second, because some vocal music teachers pay insufficient attention to practical teaching activities, they do not actively organize stage practical activities when they carry out vocal singing teaching. In fact, many colleges currently have significant balance problems in the theoretical and practical parts of vocal music singing teaching, which should be given full attention in the follow-up time.

Third, many college students currently have significant psychological problems when participating in stage practice activities, which are manifested as tension and anxiety. These psychological problems will directly affect the students' stage performance, and even bring more shadows to the students' future stage performances.

Fourth, considering the current vocal singing stage performances performed by college students in my country, many students still stay on the level of imitating singing when performing stage performances. This also makes it difficult for students' vocal music stage performance activities to have strong emotional connotations, and they cannot form outstanding artistic appeal.

## **4. Effective Strategies for Cultivating Stage Expressiveness in College Vocal Music Singing Teaching**

### **4.1 Improve Teachers' Awareness of Stage Performance Teaching**

Vocal music teachers in colleges should actively change their traditional consciousness for stage performance teaching and fully realize the strategic value of stage performance training. This also requires teachers to break through the traditional vocal music singing teaching model, actively introduce various new teaching concepts and teaching methods and strengthen the effectiveness of stage performance training. On the one hand, teachers can create a relatively relaxed performance environment for students on the basis of fully clarifying the interest of each student, allowing students to express their talents freely in the classroom environment. For example, in the teaching process, teachers can use the group teaching method to group students in the class. And students can practice stage in the classroom by simulating stage performances. After the performance is over, the

teacher should also guide the students to conduct group discussions and inter-group evaluations, independently discover the problems in the simulated stage performance, and actively solve them in the follow-up time.

#### **4.2 Appropriately Increase the Frequency of Students' Stage Practice**

In view of the low frequency of students participating in stage practice activities in the current process of vocal music teaching in colleges, it directly affects the effect of stage performance training. Therefore, vocal music teachers in Chinese colleges should appropriately increase the frequency of students' stage practice and strengthen students' stage practice experience. This also requires college vocal music teachers to use teaching content and school resources to provide students with a variety of vocal singing stage practice opportunities. In this process, vocal music teachers can consider arranging more stage practice training activities so that students can perceive the real environment of vocal singing stage performances in these training activities. In these practical activities, teachers should promptly correct the specific problems that exist in the students' vocal concert stage practice process, so that they can obtain continuous improvement of their own quality in the stage practice process. In addition, vocal music teachers can also consider actively using university resources to carry out some vocal singing competitions internally, or guide students to actively sign up for some vocal performance stage activities to enrich their stage practice experience.

#### **4.3 Pay Attention to Special Education of Students' Psychological Quality**

When performing vocal concerts on stage, many students may have some psychological problems, such as nervousness and anxiety. In order to avoid the negative impact of these psychological problems on the vocal concert stage performance activities, teachers should pay full attention to the psychological state of each student during the vocal concert stage performance and conduct special psychological counseling work. This also requires teachers to actively carry out mentality education for all students in normal times, so that students can maintain a positive attitude and avoid being affected by negative emotions. Before performing stage performances, teachers can also carry out self-confidence education for students, and effectively improve the self-confidence level of each student, and can better face stage performance activities. Before going on stage, students can consider using deep breathing methods to calm their emotions, and eventually they can easily complete the vocal concert stage performance activities.

#### **4.4 Encourage Students to Actively Carry out Second Creation**

In the vocal concert stage performance activities, if students can devote themselves to it and integrate their own emotional understanding, then the artistic appeal of vocal singing can be significantly improved. This also requires vocal music teachers to actively guide students to study vocal works in depth and fully explore the artistic connotation of the works. Then they can use their own vocal artistic perception and life experience to create vocal works for the second time. In this way, students can better integrate their emotions in the vocal concert stage performance activities, and have stronger information for singing activities. Over time students' vocal art innovation and practical ability can be significantly improved, and they can also have strong stage performance.

### **5. Conclusion**

On the whole, in the process of vocal music singing teaching in colleges, it is of more significant

significance to actively carry out stage expression training activities. Therefore, for vocal music teachers in various colleges, when carrying out subsequent teaching activities, they should strengthen their own cognitive of stage performance teaching activities and actively change their own teaching concepts. When arranging specific teaching content, teachers should appropriately increase the frequency of students' participation in stage practice activities and pay attention to the psychological problems of students in stage practice activities, and provide special psychological counseling. In this way, students' stage performance can be improved in subsequent teaching activities, which will help ensure that college vocal singing teaching achieves better results.

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