

# *Analysis of Problems in Vocal Music Singing and Performance Teaching in China's Colleges and Universities and the Corresponding Countermeasures*

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**Abstract:** With the continuous deepening of the reform on vocal music singing and performance teaching in China's colleges and universities, and the continuous practice of cultivation of application-based talents, traditional teaching methods and models have severely hindered the teaching effects. In today's diversified society, requirements for talents in the society continue to increase, whereas vocal singing and performance teaching in colleges and universities should abandon the traditional undiversified teaching model, and instead choose diversified teaching methods and modes to ensure that students can actively participate in classroom learning, so as to cultivate vocal talents of higher quality for the society. This paper analyzes the problems existing in vocal music singing and performance teaching in colleges and universities, and then puts forward several suggestions based the author's own teaching experience, hoping to attracting more attention and ideas into this field of research.

## **1. Introduction**

As the ongoing globalization continues to deepen, requirements for talents in today's society have raised correspondingly, which promotes the reform on the vocal singing and performance teaching system in China's colleges and universities. At this stage, there are still many problems existing in the teaching of vocal music and performance in colleges and universities, so teachers are supposed to embrace diversified teaching concepts and improve the traditional teaching methods, to enhance students' comprehensive learning ability and their flexible use of skills and knowledge, thus improving the efficiency of vocal music singing and performance teaching in colleges and universities, and cultivating more and more higher-quality talents for the society.

## **2. Problems Existing in Vocal Music Singing and Performance Teaching in Colleges and Universities**

### **2.1 Undiversified Teaching Method**

With the rapid development of the current era and society, although the teaching of vocal music singer and performance in colleges and universities has been continuously reformed, there is still lacks of distinctive characteristics and the current teaching is still restricted to the traditional teaching methods. Teachers are still subject to traditional concepts in terms of the arrangement of teaching contents and organizational forms, which are mainly seen in the following aspects: (1) Currently, the teaching mode of vocal music singing and performance in colleges and universities is still confined within classroom teaching. Whether in theoretical or practical skills-oriented courses, most of the teaching is done within the classroom, and fail to provide an authentic scenario for students to practice. In the teaching process, teachers still focus on indoctrination, making the “one-on-one” teaching mode impossible[1]; (2) There are still shortcomings as to arrangement of teaching contents and curriculum provisions, such as, the content division is not detailed enough, the curriculum provision is very undiversified, etc. All these will fossilize students' thinking, which is not conducive to their individualized development and the improvement of their music literacies.

## **2.2 Lack of Effective Resource Integration**

The ineffective development and utilization of vocal music education resources in colleges and universities, is another major problem that has emerged in the current teaching process, which is mainly reflected in the following two aspects: (1) At this stage, the comprehensive quality and professional level of some teachers still need to be improved. Teachers lack the ability to innovate their teaching. Paying too much attention to students' academic performance in the teaching process, they fail to effectively use teaching resources, conduct innovation in accordance with current new curriculum standards, and cultivate students' interest in learning, let alone improve their music literacy [2]; (2) For teaching resources, textbooks are the main carriers; the immutable textbooks, however, fail to keep up with with the fast-developing society, which also severely limits the innovation of teaching contents.

## **3. Research on the Effectiveness of Strategies of Vocal Music Singing and Performance Teaching in Colleges and Universities**

### **3.1 Define Teaching Goals Clearly and Cultivate Emotional Awareness among Students**

To ensure the effective teaching of vocal music singing and performance, the teaching goal should be, based on the realization of knowledge and ability goals, focused on the realization of the emotional goals, that is, it is not only necessary for students to master correct and scientific vocalization skills in singing exercises, and to master relevant music theory, it is also necessary for them to further build up their love for vocal singing and performance. Through the vocal music learning and singing practice, students are supposed to deeply understand the profound connotations, the lofty spirits and deep emotions contained in and conveyed by the works of art. With such a self-knowledge and understanding, they will enhance their expressiveness of music, convey the cultural connotation and spiritual emotions in the work to the audience, and bring to the audience a beautiful feeling, and strike a responsive chord among the audience[3].

Let's take for instance the lesson of “Horse Racing” . This song, which describes the grand scene of Mongolian people celebrating the festival through horse racing, reflects their love for the grasslands and their people. When teaching this song, if the teacher tries to convey aforementioned connotation of

this song to the students solely through his own lecture, it may be very difficult for students who have seldomly exposed to such experience to comprehend, as the simple verbal description by teacher will probably be ineffective. Therefore, teachers might well use multimedia technologies to play the real scene of Mongolian horse racing in the grassland, to create a more vivid and real learning scene for students, and let students personally see the grassland horse racing scene more intuitively through pictures and videos. This method can arouse students' interest in learning, help them see and understand the inner Mongolian culture, and experience the customs of the Mongolian people, based on which, they will deepen their understanding and mastery of this song, receive emotional education in an invisible way and cultivate their artistic tastes. It can be seen that teachers, by creating a classroom scenario through multimedia means, can better realize the goal of emotional education, and awaken students' inner emotions, which will help them present an impressive vocal singing and performance.

### **3.2 Innovate Teaching Mode and Enrich Teaching Methods**

Presently, due to the different training goals and service orientations in China's domestic colleges and universities, most of them have not yet been able to realize the "one-on-one" teaching mode. This means that "teaching in accordance with students' aptitudes" and the interaction between teachers and students cannot be duly realized [4]. For most students, they are in an important stage of physical and mental development, and have strong self-esteem and competitiveness. In each class, students' learning levels and capabilities vary greatly, If the teacher still insist on using the traditional teaching methods, students will probably lose their interest and confidence in vocal singing and performance learning gradually. However, if we are to try our best to change this status quo and choose the best teaching mode possible, we might adopt a layered teaching method. When facing different students, teachers can stratify the teaching contents, so that students can, according to the different levels of teaching contents, accomplish learning goals according to their own needs and situations. This method not only attend to the psychological and physiological characteristics of each student, but also gives full play to their enthusiasm and initiative, so that the students can integrate their knowledge and skills to improve their comprehensive abilities.

For example, when teaching some vocal works that require duet or chorus, teachers may use the method of group teaching, but in the process of this group teaching, for students who have just entered the lower grades, and have a relatively low foundation of vocal music, teachers can divide them into several groups according to their proficiency levels, and adopts the "one-to-three" or "one-to-five" teaching model in vocal teaching; for some senior students who have attained relatively solid music foundation after a period of learning, "one-to-many" teaching mode can be adopted [5]. Teachers, who use the layered teaching method when teaching, may find that it is not able to fully realize the goal of "teaching students in accordance with their aptitude"; however, they are provided with abundant opportunities to organize different forms of classroom vocal training activities according to the students' learning levels, such as introducing vocal performances like duets or individual performance when training vocalization, which can not only stimulates students' interest in vocal singing and performance, and their enthusiasm for learning, but also effectively enhances their' vocal artistic expression, so that they can better adapt to stage performances.

### **3.3 Emphasize Teaching Characteristics and Promote Traditional Culture.**

For some regional colleges and universities, some local characteristics can be incorporated into the

teaching of vocal music singing and performance, so that the local traditional culture can be carried forward. Take Chinese folk songs as an example. Folk songs in different regions bear different characteristics, which wonderfully reflects the artistic refinement and sublimation of life wisdom of the working people in different regions, and represents the spiritual outlook and ideological emotions of the working people in the regions. For example, Jiangsu folk songs are gentle and melodious, cheerful and lively, most of which are themed on singing the good life, and reflecting the cultural characteristics of the Jiangnan region; while Shandong folk songs are simple and mellow, strong and rough, which express the simple and honest temperament of Shandong people [6]. University education has an inherent function of cultural inheritance, so in vocal music teaching, emphasis should also be put on establishing a teaching mode with distinctive characteristics, on promote traditional culture, on the Chinese nation and tradition, and on increasing the contents of vocal singing and performance related to traditional music and national music.

#### 4. Conclusion

To sum up, to better adapt to the current rapidly-developing society, vocal music singing and performance teaching in China's colleges and universities should be changed accordingly. Educational practitioners in this field should strive to conduct exploration and innovation in teaching philosophy and mode, curriculum resources, so as to convey the inherent charm of vocal music to students, and cultivate students' emotional world with music, enrich students' thoughts and vision, thus cultivating a batch of talents with sound personality that meet the needs of social development.

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