

The reform and innovation of vocal music teaching model for music performance majors in universities

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Abstract: Vocal music teaching for music performance majors has always been an important component of music education in universities. With the continuous development of China's economy and the increasing prosperity of culture, people's demand for music art education is also increasing. In this context, vocal music teaching for music performance majors in universities is facing new situations and challenges. The traditional teaching mode emphasizes skill and technical training, emphasizing the beauty and expressive power of sound, but often neglects the cultivation of comprehensive qualities and innovative abilities, and cannot meet the diverse needs of music performance and stage. Therefore, the vocal teaching of music performance majors in universities needs to be reformed and innovated to meet the needs of the times and society.

1. Introduction

In recent years, with the development of social economy and the popularization of cultural education, people's demand for art and culture has been increasing, and music performance has gradually become a popular art form. It is of great significance and value to reform and innovate the vocal teaching mode for music performance majors in universities, in order to improve teaching quality and students' comprehensive quality. It is worth researching and thinking about by relevant professional teachers in universities.

2. Analysis of the problems in vocal music teaching in universities

2.1. Single and limited teaching methods

Traditional vocal music teaching often only focuses on practicing singing techniques and sound aesthetics, neglecting other important factors such as musical expression ability, knowledge of music history, stage performance skills, etc. In this teaching mode, students are easily trapped in the fixed mode of "explanation demonstration imitation" by the teacher, making it difficult to gain sufficient autonomy and creativity in the learning process. Moreover, due to the single pursuit of teaching methods, teachers find it difficult to find better teaching methods and methods, which makes the teaching process appear monotonous, dull, lacking passion and vitality.[1]

2.2. The vocal facilities and equipment for teaching are incomplete

In traditional vocal music teaching, many universities simply place some basic equipment in the classroom, such as pianos, microphones, recording equipment, etc. However, these equipment cannot fully meet the needs of modern vocal music teaching. On the one hand, traditional vocal teaching overlooks the digital and intelligent needs of vocal technology. For example, according to the different singing characteristics of different students, it is necessary to use some digital sound analysis tools, such as Sinsy (Speech Synthesis System), to better help students understand and master singing skills.[2] On the other hand, modern stage performances need to use more professional equipment, such as sound equipment and lighting equipment, to improve the performance quality and effect. However, in many universities, the use of these devices has not been widely adopted and promoted, resulting in vocal teaching environments that are not in line with the needs of the times.

2.3. Insufficient awareness of innovation and reform among teachers

Many teachers still adhere to the traditional teaching mode in vocal music teaching, following the existing teaching methods, lacking new thinking and teaching methods, resulting in low students' interest in learning and exploration desire. Although some teachers are familiar with some new vocal teaching methods, they are unwilling to try them out, believing that traditional methods are already effective enough.[3] Therefore, there is a lack of teaching changes and innovation, making it difficult to guide students to understand and follow the trend of music development. Teachers do not pay timely attention to the development of music education, lack awareness of keeping up with the times, and are difficult to adapt to the needs of modern music education. This makes the teaching level and practical ability of teachers disconnected from the requirements of the times. Teachers pay attention to the training of music skills, but they lack in terms of musical expression ability, knowledge of music history, and stage performance skills. This makes it difficult for teachers to comprehensively and specifically guide students' learning and practice during the teaching process.[4]

3. The importance and principles of reform and innovation in vocal music teaching in universities

With the continuous progress and development of society, vocal music teaching in universities is also facing more and more challenges and opportunities. On the basis of traditional vocal education, universities need to achieve reform and innovation in vocal education, especially in terms of teaching content, methods, means, and teacher team construction. The reform and innovation of vocal music teaching in universities is an inevitable requirement to adapt to the development of the times and the needs of talent cultivation. In the current era of informatization and digitization, talents need to possess more comprehensive knowledge and skills. Traditional vocal teaching methods and means can no longer fully meet the needs of the modern era. Vocal teaching in universities needs to be reformed and innovated to meet the requirements of the times and the needs of talent cultivation. The reform and innovation of vocal music teaching in universities can improve the quality and effectiveness of teaching. By introducing new teaching methods and methods, optimizing teaching content and processes, students can receive more scientific vocal education, improve their interest and ability in learning, increase their confidence and creativity, and thus improve the quality and effectiveness of teaching. The reform and innovation of vocal music teaching in universities can also promote the two-way development of teachers and students. Through the reform and innovation practice of teachers, their teaching level and educational philosophy can be improved, and their teaching achievements and quality can be improved. And students can also improve their practical ability and employment competitiveness by participating in reform and innovation, mastering more

knowledge and skills.

In terms of the principles for the reform and innovation of vocal music teaching in universities, the reform and innovation of vocal music teaching in universities need to focus on talent cultivation. Teaching reform should focus on serving students' growth and success. While optimizing teaching content and methods, it should also pay attention to the differences in students' personalized needs and development, and promote the comprehensive improvement of students' overall quality. The reform and innovation of vocal music teaching in universities need to focus on the application of technology and digital means. By introducing modern technology and digital tools, such as music software, audio and video equipment, online teaching platforms, etc., the digitization and intelligence of the teaching process can be achieved, even for remote education. The reform and innovation of vocal music teaching in universities need to focus on practice and application. Through rich practical teaching forms such as concerts, rehearsals, competitions, community performances, etc., students can increase their experience and skills in practice, and improve their skills and abilities. Teachers are an important force in educational reform and development. Universities should pay attention to the training and improvement of teachers, strengthen the evaluation and reward and punishment mechanisms for teachers, and motivate teachers to further improve their educational and teaching levels and innovative abilities.

4. The reform and innovation path of vocal music teaching model for music performance majors in universities

4.1. Reform in vocal music

Vocal training is an important part of vocal music teaching, and it is an important means for students to master throat muscles, vocal techniques, and luck patterns. Traditional vocal music teaching often only focuses on muscle memory and the correctness of sound production, while neglecting the expressive power and emotional expression of the sound. Therefore, in the teaching of vocal music, attention should be paid to the training of comprehensive skills, including voice and language sense, emotional expression, stage performance, and other aspects. Through a variety of vocal training forms and content, students are helped to master various vocal techniques and emotional expression abilities, improve their professional literacy and expressiveness, and become both talented and capable singers. Considering the differences in students' physical fitness, music cultivation, and habits, teachers should pay attention to personalized needs in the teaching process of vocal music. Based on the physical conditions and vocal characteristics of different students, targeted training can be conducted to ensure that each student can achieve the best results. It can also allow students to independently choose some suitable vocal exercises, strengthen their sense of participation and learning enthusiasm, and promote their growth and progress.

In the teaching of vocal music, teachers can combine modern technological means to assist in teaching. For example, using computer software to analyze and evaluate students' voice data, identify problems, and provide improvement suggestions to enhance students' self-awareness and self-regulation ability. In the teaching process, teachers can also use online teaching resources, video live streaming and other technical means to expand the teaching scope and carry out remote education. Due to the monotony of traditional vocal music, it is difficult to meet the diverse needs of students. Therefore, teachers should introduce more diverse and challenging repertoire in the teaching of vocal music. These tracks may include various styles and themes of songs, and through students' singing and performance, their professional literacy and ability to adapt to different types of songs can be improved. In the process of teaching vocal music, emphasis should be placed on practice and performance. In real performances, students can better feel the emotions and connotations expressed in the song and master various vocal techniques. Therefore, in the process of innovative reform in

vocal music teaching, teachers should strengthen practical teaching, encourage students to participate in various performance activities, and improve their stage performance and performance abilities.

4.2. Reform in track quantification

Due to the limited number of traditional vocal training songs in vocal music teaching, and most of them are similar and monotonous, it is difficult to meet the diverse needs of students. Moreover, due to the limited number of tracks, students can only practice repeatedly in a limited number of tracks, which can easily lead to fatigue and make it difficult to truly master various vocal techniques and emotional expression abilities. Therefore, it is necessary to reform the quantification of repertoire, by introducing more diverse and challenging repertoire, expanding teaching content, improving students' singing and expression abilities, and enhancing the pertinence and effectiveness of teaching.

Teachers should set different difficulty tracks based on different levels, and there are differences in students' musical abilities and performance levels. Therefore, in the reform of track quantification, different difficulty vocal training tracks should be set according to different levels to meet the needs of students at different levels. For example, for junior students, they can choose some simple and easy to learn songs, and gradually increase the difficulty of the tracks; For middle and senior students, they can choose some more complex songs to cultivate their imagination, creativity, and performance ability. In the reform of track quantification, popular music and classic songs that are suitable for the current period should be selected based on the background of the times. In this way, students can better adapt to the music trend of modern society, while also preserving the essence of historical culture, allowing them to truly understand and feel the information and emotions conveyed by music. In the reform of track quantification, excellent vocal tracks from both domestic and foreign sources can also be introduced. By singing and expressing these songs, students can improve their professional literacy and ability to adapt to different types of songs, thus making them both talented and capable singers.

In terms of the reform and innovation of the implementation methods for quantifying music tracks, universities can consider introducing various types of teaching materials, covering music works from different languages and eras, and personalized arrangements based on students' needs, providing students with various track materials and trial links to help them better understand different types of vocal music tracks. Teachers collect and organize vocal music tracks from different periods, languages, and styles through internet search engines or music software, creating an online music library that enables students to more conveniently access different types of vocal music tracks. Online music libraries can also provide rating and evaluation services, allowing students to better understand their singing level and progress. In the teaching process, teachers pay attention to practical performances, and through stage performances and competitions, students can apply the learned songs to their performances. This not only exercises students' stage performance ability, but also enhances their understanding and understanding of different types of vocal music songs.

4.3. Reform of teaching conditions

In the vocal teaching of music performance majors in universities, in order to improve the quality of vocal teaching, universities should gradually update and upgrade the equipment of music classrooms, adopt advanced technologies such as digitization and electronics, such as digital recording equipment and multimedia teaching platforms, etc. This can improve teaching efficiency and quality, while meeting the needs of different types of students. In order to improve the quality of vocal education in universities, universities should increase the number of vocal education teachers, introduce more professional teachers, and allow them to participate in teaching training to improve their teaching ability and level. These teachers should have a deep background in vocal education and

professional skills, which can guide students to achieve more comprehensive improvements in singing skills, sound control, music interpretation, and other aspects. Universities should strengthen the supervision and evaluation of educational quality to ensure that the educational goals and effectiveness in the teaching process are fully realized. By establishing a teaching evaluation system, conducting regular quality inspections of teaching, conducting scientific and reasonable evaluations of teachers' teaching methods and textbooks, and taking timely measures to help teachers improve and enhance teaching quality.

In order to meet the diverse needs of students, colleges and universities should promote a variety of educational models, such as personalized education, small class teaching, one-on-one teaching, etc., and strengthen interaction with students. Through teaching evaluation and other methods, teaching strategies should be adjusted so that students can better understand and master the knowledge they have learned. Universities can use modern new media tools, such as online audio, video platforms, and online education, to provide more music education resources and help students learn and showcase their talents and strengths more conveniently. By utilizing online platforms, music education in universities can transcend the geographical and time constraints of the campus, allowing more people to access high-quality music education resources, and allowing students to study anytime and anywhere in their spare time, without being limited by space and time. These technological tools not only expand the impact of music education, but also provide students with richer learning resources and a platform for showcasing personal performance.

5. Conclusion

In short, the reform and innovation of vocal teaching models in music performance majors in universities is a long-term and arduous task that requires the joint efforts of schools, teachers, and students. We need to carry out comprehensive reforms by improving teaching conditions, introducing excellent teachers, promoting personalized education, and utilizing new media methods to enhance teaching quality and effectiveness, better promote the development of vocal education in music performance majors in universities, cultivate more talented, responsible, and innovative music talents, and make greater contributions to the prosperity and development of China's music industry.

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