

Vocal music teaching in colleges and universities integrating ethnic music elements

Haoyi Zhu

Art College, Guangxi University, Nanning, Guangxi Zhuang Autonomous Region, 530000, China

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Abstract: China musicians draw lessons from western music creation and teaching experience, creatively combine national music elements with western vocal music art, create a large quantity of excellent music works, and cultivate a large quantity of musical talents. At present, vocal teaching lacks educational guidance on the traditional characteristics of China, which is not conducive to promoting students' understanding of traditional culture and affecting their learning quality. In vocal teaching, paying attention to the excavation and application of traditional music culture can not only further enrich the instructional content of vocal music, but also promote the growth of identification, inheritance and innovation of traditional music culture. The integration of national music elements in vocal teaching can enrich students' musical vision, highlight the uniqueness and artistry of vocal teaching, and continue to inherit the excellent traditional national music elements in China. This paper mainly introduces the significance of integrating traditional music elements into vocal teaching, and further analyzes the integration of contemporary traditional music into vocal teaching.

1. Introduction

China is a multi-ethnic country, and the cultures of all ethnic groups are profound, rich in folk culture and varied in folk songs, and folk music is just an important part of our Chinese culture [1]. The traditional Bel Canto singing method lacks national characteristics, which is not conducive to the cultural inheritance of ethnic minorities. Composers are rooted in the fertile soil of different national music cultures, absorb the essence of national music elements, draw lessons from the creative ideas of western music songs, and create a large quantity of vocal music works with national characteristics [2]. These minority music works, which reflect the national cultural heritage, express the essence of national culture and reveal the national spirit, are widely used in vocal teaching [3]. Vocal music teaching in Chinese universities has long been influenced by Western music, and the teaching content lacks Chinese cultural characteristics, which is not conducive to the dissemination of ethnic music culture [4]. Therefore, the application of national music elements in vocal teaching can highlight the uniqueness of national music, stimulate students' enthusiasm for learning, promote the effective inheritance of national culture, and improve students' comprehensive musical literacy and learning quality [5].

The purpose of vocal teaching is to cultivate outstanding musical talents with more artistic characteristics and to meet the effective inheritance of China traditional culture and art, which puts

forward higher requirements for vocal music teachers. In vocal teaching, teachers should not only teach students basic vocal music knowledge, but also integrate traditional music elements into it, so as to better carry forward China national music culture and promote the growth of traditional culture [6]. The application of national music elements in vocal teaching can highlight the uniqueness of national music, stimulate students' enthusiasm for learning, promote the effective inheritance of national culture, and improve students' comprehensive musical literacy and learning quality [7]. The essence of music education is to improve students' comprehensive quality. In the stage of music teaching, universities should infiltrate music knowledge and its inherent artistic value through various ethnic music elements, and then comprehensively cultivate students' aesthetic ability, imagination ability and creativity, and improve their comprehensive quality while shaping their own sentiment and character quality [8]. How to integrate traditional music elements into vocal teaching and improve the effectiveness of vocal teaching has always been a concern of vocal music teachers in universities in China. This paper studies the infiltration path of traditional culture in music teaching in universities, and holds that integrating traditional culture into music teaching in universities is conducive to enriching music teaching classrooms, carrying forward traditional culture and strengthening the combination of traditional culture and modern music.

2. Basic characteristics of national music elements

China has a long history, and there are many treasures in the 5,000-year civilization. It is very important to integrate traditional music culture into music teaching in universities. It can not only enrich music classes, but also carry forward traditional culture. National music has traditional cultural value, and has unique characteristics. Its rhythm is very vivid, which is a delicate expression of life and an important driving force for the endless national spirit [9]. In the music teaching of contemporary universities, music teachers pay more attention to music practice education, but pay less attention to the research and teaching of traditional music theory, and students don't know enough about traditional music. National music works usually have rich characteristics, which show the local cultural characteristics and embody the interesting and lively features of national music elements. National music usually highlights the local characteristics, and integrates the local culture and life into the music, which makes the national music more prominent in the local life.

China's traditional music elements are rooted in the long history and culture of the Chinese nation, and it is perfectly combined with Confucianism, poetry, painting, calligraphy and other traditional cultures in China, creating a unique national cultural connotation and national music characteristics [10]. Many aesthetic values included in it are the brilliant embodiment of China's profound national music thought and aesthetic sentiment, and the artistic crystallization of the Chinese nation's love and exploration of music. It is necessary to introduce traditional music culture into college music classes, which is of great significance for students to systematically learn music knowledge and carry out music practice. Moreover, the inheritance of music in the classroom can spread traditional music culture more widely and set off a wave of learning and respecting traditional culture.

3. The role of vocal teaching in promoting the growth of traditional music culture

3.1. Enhance students' national self-confidence

The infiltration of traditional music culture in college vocal music education is not only an effective way to enhance the cultural connotation of university vocal teaching, but also of great significance to the growth of traditional music culture. The traditional music culture entering the

vocal teaching system in universities is the most basic and purified part; Secondly, the infiltration of traditional music culture in vocal teaching is conducive to promoting the inheritance of traditional music culture [11]. The integration of national music elements into vocal music classes can better spread the national spirit and culture, improve students' ability to appreciate and comprehend music, and promote the effective growth of socialist construction in China. Traditional music elements are of great significance in music education in universities at the present stage, which plays an important role in fostering students' aesthetic ability and promoting China's national traditional culture.

Vocal music teachers in universities infiltrate the national spirit in the classroom, so that students can be more exposed to national music elements, which can enrich students' musical horizons and achieve the purpose of inheriting national culture. When students learn vocal music knowledge, knowing more about national characteristics can stimulate students' patriotic feelings and cultivate outstanding music talents with a more sense of mission. Carrying out continuous innovation on the basis of inheriting traditional music culture is of great significance to enhance the development vitality and vitality of traditional music culture. In the stage of developing traditional music culture education in universities, we can not only popularize the corresponding theories, but also promote the innovation of traditional music culture by guiding students to innovate, thus providing a good guarantee for the sustainable growth of traditional music culture.

3.2. Improve students' quality and ability

The focus of vocal teaching is to improve students' musical literacy and comprehensive quality ability, cultivate students' musical sentiment and enhance their musical professional ability. In order to highlight the characteristics of China's traditional culture under the background of globalization, it is necessary to integrate traditional music elements into college music teaching. Vocal music education in universities needs to highlight the importance of national elements, cultivate students' sentiment through various national music elements, and guide students to establish excellent moral quality. The integration of national elements and vocal teaching can optimize students' internal quality and moral character, constantly improve students' moral thought and psychological quality.

In the vocal music class in universities, the instructional methods adopted by teachers are generally relatively simple. In the class, teachers mainly explain and demonstrate to students, and then students imitate and practice. Under this instructional mode, it is easy for students to neglect to think that the principle of vocalization is only a mechanical imitation, and the teaching effect will inevitably be poor in the long run. In vocal teaching, teachers should attach importance to the guidance of the elements of national music, stimulate students' interest in learning, improve their enthusiasm for learning, improve their own musical and cultural literacy, and promote the effective inheritance of China's excellent traditional national culture.

4. The infiltration path of traditional music culture in vocal teaching

4.1. Developing school-based traditional music and culture courses

The elements of folk music are very rich and diverse, which contain various national cultures. Vocal music education in universities should actively carry out the teaching practice of national music elements to enhance students' perception of national music. Various performance forms can help universities to enrich vocal instructional methods, and expose students to various performance forms and enrich their knowledge. Vocal teaching practice in universities needs to highlight the advantages of national music elements, enrich classroom content, and constantly cultivate students' musical aesthetic ability so that students can have a deeper understanding of music. National music

elements have unique aesthetic feeling and artistry, which can promote the improvement of students' comprehensive musical ability in vocal teaching, help to cultivate a group of musical talents with more China characteristics, and highlight the important value of national music elements in China. The instructional mode of vocal music course based on OBE concept is shown in Figure 1.

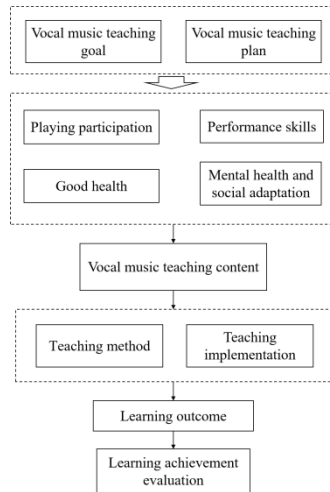


Figure 1: Instructional mode of vocal music course

National music culture is a kind of culture that can represent the national core spirit, and it expresses a nation's life concept and view of the world. In vocal teaching, teachers can help students understand national culture and appreciate its charm and artistic conception. In vocal music classroom teaching, the characteristics of musical elements of various nationalities can be used to attract students' attention, make students more interested in vocal music learning, and enrich the instructional content and form. In the stage of infiltrating traditional music culture into vocal teaching, the knowledge of traditional music culture that educators can present to students is limited. Therefore, educators need to expand students' vision of traditional music culture, improve students' literacy of traditional music culture as a starting point, attach importance to relying on diversified instructional methods, and guide students to carry out autonomous learning around traditional music culture, so as to more effectively promote the close integration of traditional music culture and vocal teaching.

4.2. Promote the diversified growth of vocal instructional methods



Figure 2: Presentation of national music culture in university evening performances

By learning all kinds of national musical instruments, students can actively participate in learning, actively learn relevant national culture and connotation expression, improve students' learning efficiency, follow the guidance of teachers, get in touch with more musical instruments with different national styles, broaden students' musical horizons, and cultivate their national vocal

performance skills. Traditional music elements emphasize the singer's grasp and transmission of emotions, and this kind of vocal music works can be regarded as success. The infiltration of emotion in vocal teaching is not strict, which is where traditional music elements can be used for reference in vocal teaching. Figure 2 shows the presentation of national music culture in university evening performances.

Although national music elements are integrated in vocal teaching, it is difficult for students to understand the connotation culture of national music more deeply because of the changing social environment. Universities can show the inherent beauty of national music elements through multimedia instructional methods, so that students can feel the charm and characteristics of national music elements more intuitively and optimize the learning atmosphere. Vocal music teachers should pay full attention to students' grasp of the rhythm of national vocal music in teaching. The forceful place must require students to show momentum, while the beautiful and tactful place requires students to keep their voices soft, which can help students improve their learning effect.

5. Conclusions

Ethnic minorities are a treasure house rich in resources. Applying it to teaching resources can improve the teaching quality of vocal music, promote the reform of vocal music, enrich the course content, let students be influenced by national culture and enhance their sense of identity with minority cultures. It is particularly important to integrate traditional music elements into vocal teaching under the background of today's cultural integration. Moreover, it also puts forward higher requirements for vocal music teachers in universities. National music elements have unique aesthetic feeling and artistry, which can promote the improvement of students' comprehensive musical ability in vocal teaching, help to cultivate a group of musical talents with more China characteristics, and highlight the important value of national music elements in China. The infiltration of traditional music culture in vocal teaching is of great significance to improving students' vocal music literacy and promoting the growth of traditional music culture. Therefore, it is necessary for universities to pay attention to exploring the infiltration path of traditional music culture in vocal teaching, thus providing a good guarantee for the deep combination of the two.

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