

A Study on Vocal Teaching Strategies in Higher Education from the Perspective of Aesthetic Education

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Abstract: The author aims to explore higher vocal teaching strategies from the perspective of aesthetic education, in order to improve students' artistic literacy and comprehensive abilities. By analyzing the theory of aesthetic education and the current situation of higher vocal music teaching, combined with practical experience, some effective teaching strategies have been proposed, including cultivating students' aesthetic awareness, stimulating their creativity, and providing diversified teaching resources. These strategies help cultivate students' musical talents, enhance their artistic cultivation, and lay a solid foundation for their future development.

1. Introduction

Higher vocal education is an important link in the cultivation of music professionals. However, traditional vocal teaching often focuses on imparting skills and neglects the cultivation of students' artistic literacy and comprehensive abilities. Therefore, how to integrate aesthetic education concepts into higher vocal music teaching and improve students' artistic cultivation has become an urgent problem to be solved in the current education field. The author will explore higher vocal teaching strategies from the perspective of aesthetic education, in order to provide reference for research and practice in related fields[1].

Firstly, the concept of aesthetic education emphasizes the cultivation of students' aesthetic emotions and creativity. In higher vocal music teaching, students can be guided to appreciate music works of different styles and periods, cultivating their sensitivity and appreciation ability to music. Teachers can organize students to visit cultural activities such as concerts and opera performances, allowing them to experience the charm of music firsthand. At the same time, teachers can encourage students to engage in music creation and performance, cultivate their artistic expression and independent thinking abilities. Through these methods, students can have a more comprehensive understanding of music and improve their artistic cultivation.

Secondly, higher vocal education should focus on cultivating students' comprehensive abilities. Vocal art not only requires students to possess excellent vocal skills, but also to possess good stage performance ability, music theory knowledge, and music history literacy. Therefore, in the teaching process, diversified teaching methods can be introduced, including group cooperation, role-playing, lectures, and discussions, to stimulate students' interest and initiative in learning[2]. At the same time, the college should strengthen interdisciplinary cooperation with other related disciplines such

as dance and drama, allowing students to expand their artistic horizons and improve their comprehensive literacy through interdisciplinary communication.

In addition, higher vocal education should focus on cultivating students' teamwork spirit. Vocal performance often requires collaboration with other instrument performers, conductors, and dancers, so cultivating students' teamwork ability is crucial. Teachers can organize students to rehearse and perform in choirs or orchestras, allowing them to learn how to listen, coordinate, and interact through collective collaboration. At the same time, through teamwork, students can better understand and experience the integrity of music works, improve their singing charm and stage performance.

In addition, higher vocal education can also combine students with society through social practice and internships to broaden their artistic horizons. Students can be organized to participate in charity performances, community cultural activities, etc., allowing them to apply their vocal knowledge and skills to practice and experience the influence of music art on society. This practical experience can not only improve students' artistic cultivation, but also cultivate their sense of social responsibility and public welfare awareness[3].

In summary, integrating aesthetic education concepts into higher vocal education can effectively improve students' artistic cultivation. By cultivating students' aesthetic emotions and creativity, improving their comprehensive abilities, cultivating teamwork spirit, and combining students with social practice, higher vocal education can be more in line with the needs of modern society. Therefore, the educational community should strengthen the research and practice of higher vocal teaching strategies, and make active explorations and efforts to cultivate excellent music professionals.

2. Current Situation of Vocal Art and Aesthetic Education Teaching

The goal of art oriented universities is to cultivate high-quality innovative literary and artistic talents with excellent character and responsibility. As a result, higher standards have been proposed for vocal art and aesthetic education teaching. When carrying out art and aesthetic education teaching, it should be based on the principles of students' physical and mental development and growth, grasp students' characteristics, keep pace with the times, analyze the value of vocal art and aesthetic education teaching in the new era, and not avoid the current problems and shortcomings, in order to find the right medicine for the situation and achieve teaching and educational results[4].

2.1 Teaching focuses on knowledge over literacy

In terms of structure and content design in vocal art courses, teachers mainly explain professional theoretical knowledge, without paying attention to inspiring and cultivating students' artistic appreciation and cultivation. Students usually passively accept knowledge infusion, rarely immerse themselves in high-level works with their senses, and rarely express their psychological emotions through creation. This is because the teaching ideology is backward, and teachers do not take students as the starting point and foothold of art education when teaching. In order to pay attention to students' perception of artistic beauty, teachers teach in a single aspect of knowledge, without interaction between teachers and students, which naturally fails to achieve the goal of vocal art education.

2.2 Inadequate scientific cultural curriculum design

Vocal art students in universities often do not attach importance to the public cultural courses set up by the school, resulting in a phenomenon of emphasizing majors and neglecting culture. In their

cognition, they usually have a characteristic of sensibility surpassing rationality, which results in a generally low cultural foundation for vocal art students. This type of teaching method can indeed enable art students to master the basic knowledge of vocal music, but it will have a negative impact on the cultivation of students' overall literacy[5]. Therefore, in the content of vocal music curriculum teaching in universities, it is necessary to demonstrate the characteristics of systematic curriculum teaching, and combine it with basic knowledge and related skills in vocal music to carry out scientific configuration, so as to achieve the requirements of scientific and holistic curriculum design.

2.3 Incoordination between vocal art education and aesthetic education activities

Whether it is the individual nature of educational mechanisms or the mutual independence of educational processes, disharmony is the core issue of integrating vocal art education and aesthetic education in universities at this stage. The most involved aspect of art education in existing universities is the cultivation of art students. The entire process from university recruitment, course construction, and graduation exit determines the objects within the special scope of knowledge that university art education work faces. Some universities attach great importance to the education of knowledge and skills, but neglect aesthetic education. The teams of vocal art education and aesthetic education are different in terms of disciplinary mechanisms and teaching units, lacking coordinated management. Vocal art education attaches great importance to politics and objectivity, but does not pay attention to artistry and imagery. Aesthetic education also pays more attention to professionalism and artistry, but does not pay attention to ideological and moral aspects[6].

3. Intelligent Innovation Strategy for Vocal Music Teaching Methods in Higher Vocational Education

3.1 Develop a smart platform, enrich resources, and support dynamic teaching methods

In the process of intelligent innovation in vocational vocal teaching methods, the introduction of high-quality digital resources will promote the deep popularization of dynamic teaching methods and maintain significant diversity in vocational vocal teaching. Utilizing diversity to truly attract students' interest enables them to complete the learning of basic vocal theory and the cultivation of basic abilities under the joint drive of novelty and curiosity. Furthermore, with the support of more meta content systems, the comprehensive development of students' vocal literacy can be achieved.

In practical teaching, teachers can try the following methods to complete the intelligent infrastructure construction and application of teaching resources:

(1) Develop integration to improve digitization rate

In the process of constructing intelligent resources for vocal music teaching in vocational colleges, teachers need to maximize the digitization rate of teaching resources through two ways. On the one hand, teachers need to deeply integrate high-quality vocal teaching resources through online channels, independently edit, adapt, and introduce modern vocal teaching resources mainly focused on outstanding teachers' excellent courses[7]. They should also collect more network related elements, including videos, audio, software, images, and text, around the material system of outstanding teachers' excellent courses, and build a vocal teaching resource platform with a digitization rate of over 80%. On the other hand, teachers should actively seek cooperation and establish a vocal music teacher learning community. Through various methods such as learning, imitation, collaborative development, and resource sharing, high-quality digital resources that meet students' learning needs and have stronger timeliness should be developed, as shown in Figure 1.

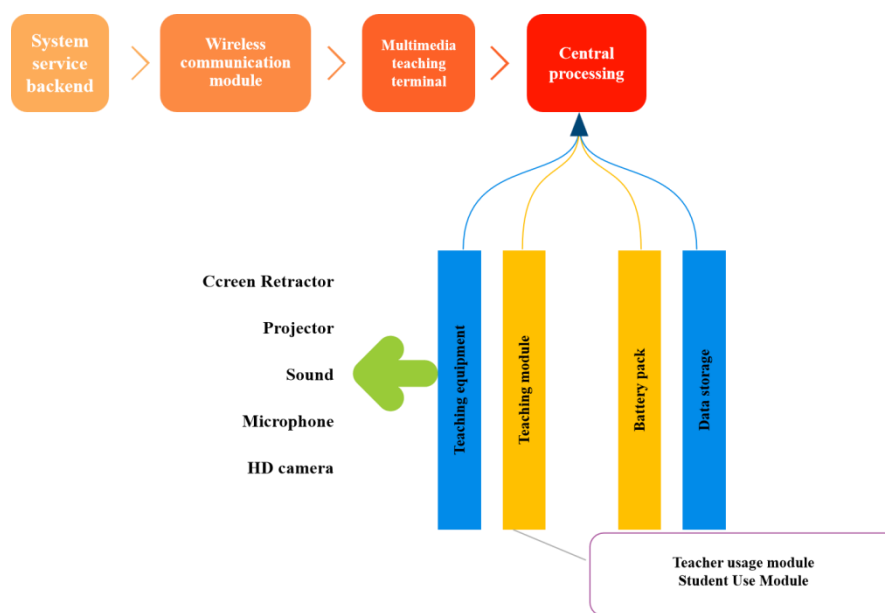


Figure 1: Multimedia assisted higher vocal teaching

(2) Carefully analyze and summarize to form a digital report

After completing the construction of the resource platform, teachers should conduct real-time data analysis of students' learning characteristics through online data collection, especially the effective application of teaching process data collection tools, clarify the learning demands of students at different periods, stages, levels, and environments, and form real-time learning situation analysis reports. The report should focus on explaining students' interest points in vocal learning, in order to generate more emotional driven teaching segments in response to students' interests in teaching.

(3) Accurate docking to create personalized solutions

Teachers should analyze reports in real-time based on their learning situation, generate dynamic teaching content, accurately connect high-quality digital resources to students' learning needs, and thus form specific teaching courses. With the help of the circulation of this process, it will be possible to truly realize one lesson and one form, so that vocal music teaching can maintain significant development activity and multiple characteristics, attract more students' attention, and make vocal music lessons become a Xintiandi for students to feel music[8].

For example, in the rhythm learning of vocational vocal music, teachers have integrated and applied digital teaching resources in five systems: Body instrument training, self-made instrument training, rhythm software training, rhythm gesture training, and rhythm game training, following the method of "development integration, careful summary, and precise docking". After analyzing the data of the student group, the teacher found that students prefer new experiences and diverse training during rhythm training. After platform matching, a combination teaching plan of "body instrument training+rhythm software training" was proposed. In this teaching plan, students can conduct rhythm training through body instruments and strengthen their physical memory through software rhythm training. Due to the significant diversity of these two teaching methods, they can form very exciting performance segments in the classroom. Therefore, once introduced, they quickly attracted the attention of students and improved the quality of rhythm teaching. In another major's rhythm teaching, teachers found that students have a relatively low level of basic knowledge and a significant lack of perception of rhythm. Therefore, teachers mainly focused on self-made instrument rhythm training and developed new teaching cases[9].

From the above process of rhythm training teaching, it can be seen that once abundant resources

and precise data analysis tools are available, diversified applications and precise adaptation of existing high-quality teaching forms can be achieved, truly achieving a leapfrog improvement in teaching quality.

3.2 Design smart modules, open spaces, and encourage self selected teaching methods

In order to better reflect students' autonomy in vocal music teaching, teachers have introduced a self selected teaching method based on intelligent modules in the process of intelligent innovation in education. This model aims to provide students with a more open space, allowing them to flexibly choose learning content and methods based on their actual situation, fully reflecting their subjective initiative, and establishing a new student-centered teaching system.

(1) Design knowledge modules and form learning groups

The teacher modularizes and deconstructs the vocal music course, dividing it into 8-10 modules based on the common characteristics of the corresponding knowledge. These modules contain corresponding learning and training points, and do not involve specific teaching processes. After the teacher completes the deconstruction of the corresponding modules, they can use the cloud education platform to enable students to independently select, design, and manage online teaching modules. Finally, the teacher publicizes the module through the cloud and requires students to make independent choices. After students complete their independent choices, they can form a learning group for the module.

(2) Module self selection, forming an associated network

Teachers automatically generate a learning schedule based on the module selection of the learning group, and develop related learning content for each learning group based on the relevance of the selected module, ultimately forming a learning network where one or more learning groups intersect and learn synchronously according to their respective schedules. Due to the complexity of the time involved in this process, it is necessary to use corresponding data statistics software, with teachers guiding each learning group to manage the teaching process of the selected learning module. In order to enable students to better participate in different learning processes, it is also necessary to design functions such as timed reminders, autonomous distribution of materials, and autonomous task arrangement to ensure precise regulation of complex learning processes. This interrelated modular learning approach constructs a teaching model that interacts more frequently and learns more equally, which helps to stimulate students' enthusiasm for learning.

(3) Complete the module and complete the home style design

Each learning group needs to use intelligent course design tools to effectively improve the optional modules, and complete the design of the "learning home" according to their own interests, transforming the originally monotonous learning process into an exciting "home away battle". When the module is completed, students can generate a home style with one click, customize the presentation forms of the five links of import, teaching, interaction, tasks, and expansion, and also set the home learning evaluation method to supervise the students participating in this module's learning. During the learning process of "home" and "away", students will have a more exciting learning experience, always maintaining a high level of emotional identification, and more focused on integrating vocal knowledge and appreciation of vocal content.

For example, during the teaching process of a certain school semester, the teacher arranged group main and away learning based on knowledge modules. Among them, 10 students chose the module of "Vocal Music Practice Teaching". After selecting this module, these 10 students, under the guidance of the teacher, extracted relevant reinforcement training content from the database and developed learning plans for multiple related modules such as the vocal foundation module, rhythm training module, music language module, and comprehensive performance module according to the

principle of relevance. Then, according to the requirements of this module, the 10 students independently carried out corresponding knowledge learning and participated in the learning of other module contents according to the plan, finally, I completed a practical teaching exercise for preschool children according to the learning plan. Through this approach of independent selection, design, and management, students' autonomy in music learning has greatly improved, and the corresponding knowledge learning process can be effectively connected with the support of cloud education platforms and offline teaching methods, allowing students to truly learn spontaneously and voluntarily.

3.3 Optimizing Smart Menu, Accurate Evaluation, and Implementing Personalized Teaching

Smart menu style personalized teaching is a new teaching method provided for students with significant differences in learning levels. In practical teaching, students first need to self-evaluate their music knowledge learning and music ability training through online self-evaluation. Teachers will provide comments based on the results of students' online self-evaluation, pointing out their shortcomings in learning, and develop a learning plan through effective online collaboration. After establishing an individual learning plan for students, they only need to engage in autonomous learning according to the corresponding learning menu according to the plan, in order to effectively fill in their own shortcomings. The learning menu here is a smart menu created by teachers based on digital resource platforms. Each learning menu includes a learning plan, corresponding basic knowledge point explanation videos, training tasks, and knowledge tests. Once students choose this menu, they must complete the learning tasks indicated in the menu according to the plan. Due to the very fine structure of this autonomous menu, which is basically set for each knowledge and ability point, it can support students to accurately select personalized learning content, complete personalized learning training, and truly achieve "one person, one plan"[10].

For example, after conducting an online self-test, a student found that their musical expression ability was insufficient. After the teacher's assessment, it was pointed out that the student had obvious shortcomings in using music language. Then, the student selected the music language learning menu through a self selected menu and gradually completed the basic knowledge learning, classroom explanation review, and after the final evaluation of the four items of music language expression training and music language knowledge testing, the student's shortcomings in music language were effectively addressed.

From the above cases, it can be seen that this personalized teaching method based on smart menus is more precise, can save time for both teachers and students, and can significantly improve students' learning efficiency, allowing them to achieve greater breakthroughs in vocal learning in a shorter time.

4. Conclusion

The teaching strategies of higher vocal music from the perspective of aesthetic education are of great significance in cultivating students' artistic literacy and comprehensive abilities. By cultivating students' aesthetic awareness, stimulating their creativity, providing diverse teaching resources, and strengthening the cultivation of comprehensive abilities, it can promote their artistic development and lay a solid foundation for their future development. In practice, teachers should constantly explore and innovate to meet the needs of the times and contribute more thinking and practical results to higher vocal education.

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