

Innovative Strategies in Teaching Vocal Music for Higher Vocational Music Performance Majors

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Abstract: This study proposes a series of optimization strategies for the issues in vocal music teaching in higher vocational music performance majors. Firstly, it analyzes problems such as outdated teaching methods, monotonous teaching content, and insufficient practical teaching. Secondly, in response to these issues, it suggests innovative teaching methods, expansion of teaching content, and strengthening of practical teaching. Innovative teaching methods include introducing interactive teaching, project-based teaching, modern educational technology, etc., to stimulate students' interest in learning. The expansion of teaching content covers adding diverse music style courses, integrating modern music technology content, setting up interdisciplinary comprehensive courses, etc., to cultivate students' diverse abilities. Strengthening practical teaching involves enhancing the setting of practical courses both on and off-campus, expanding practical teaching channels, promoting interdisciplinary practical teaching, and improving the evaluation system to enhance students' practical operational abilities and professional ethics. The implementation of these strategies will help improve the effectiveness and applicability of vocal music teaching, laying a foundation for cultivating outstanding talents that meet the needs of the music industry. In future teaching practices, these strategies should be actively implemented to continuously improve the teaching system and provide better support for students' development.

1. Introduction

In today's rapidly evolving music industry, vocational music performance majors play a crucial role in vocal education. However, with the continuous changes in societal demands and industry development, vocal education faces numerous challenges and issues. Problems such as outdated teaching methods, limited teaching content, and insufficient practical education have gradually become apparent, affecting the quality and effectiveness of vocal education. Therefore, there is an urgent need to optimize and improve vocal education to meet the needs of the music industry and cultivate talents that better meet the requirements of the times. Addressing the existing problems in vocal education for vocational music performance majors, a series of optimization strategies are proposed.

Firstly, there is a need for innovation in teaching methods, by introducing interactive teaching, project-based learning, modern educational technology, etc., to stimulate students' interest in

learning and enhance teaching effectiveness.

Secondly, it is essential to expand the teaching content, by adding diversified music style courses, incorporating modern music technology content, and establishing interdisciplinary comprehensive courses to cultivate students' diverse abilities. Thirdly, there is a necessity to strengthen practical education, by enhancing the setting of practical courses both on and off-campus, expanding practical teaching channels, promoting interdisciplinary practical teaching, and improving the evaluation system to enhance students' practical skills and professional qualities.

2. Importance of Vocal Teaching in Higher Vocational Music Performance Programs

2.1. Enhancing Teaching Quality

Enhancing teaching quality is a crucial goal in higher vocational music performance programs. It not only affects the development of students' professional skills and employment prospects but also directly impacts the school's teaching reputation and educational standards. Improving teaching quality involves multiple aspects, including updating teaching methods, optimizing teaching content, and strengthening the faculty.

Firstly, updating teaching methods is key to improving teaching quality. Traditional vocal teaching methods often focus on theoretical lectures and single-skill training, which can overlook students' individual development and creativity. By introducing diverse teaching methods such as interactive teaching, project-based learning, and case studies, students' interest and initiative in learning can be stimulated. For instance, teachers can enhance students' practical abilities and creative thinking through analyzing actual performance cases and music composition projects. Moreover, the application of modern educational technologies, such as multimedia teaching, online courses, and virtual reality, can enrich teaching methods, increase classroom interactivity and engagement, and further improve teaching effectiveness.

Secondly, optimizing teaching content is also a vital way to enhance teaching quality. Currently, many vocal courses have relatively outdated content and lack close ties with the modern music industry. By updating the curriculum and adding modules related to actual performances and industry needs—such as modern music styles, music production, and performance techniques—students can better master the latest knowledge and skills in the music industry.

2.2. Cultivating Innovative Talent

In today's rapidly changing music industry, cultivating talent with innovative capabilities is crucial, and vocal teaching in higher vocational music performance programs plays a significant role in this process. Through systematic teaching strategies, schools not only enhance students' professional abilities but also stimulate creativity and innovative thinking, injecting new vitality into the industry.

Firstly, innovative teaching methods are key to cultivating innovative talent. Traditional teaching approaches often focus on knowledge transmission and skill training, neglecting students' creativity and individual development. By introducing interactive teaching, project-based learning, and case studies, a more open and diverse learning environment can be created. For example, in interactive teaching, teachers encourage students to freely express their understanding and ideas about musical works. Through collaborative projects, students can exercise their innovative abilities and teamwork skills in actual creation. Case studies, by analyzing classical and modern musical works, inspire students' innovative thinking and artistic inspiration^[1].

Secondly, a rich and diversified teaching content is an important way to cultivate innovative talent. The curriculum of higher vocational music performance programs should keep pace with the

latest developments in the music industry, covering various aspects such as modern music styles, music production, and performing arts. By offering interdisciplinary elective courses, such as music technology and digital media arts, students' knowledge base can be broadened, and their cross-disciplinary innovative thinking can be stimulated.

2.3. Adapting to Industry Development

In the context of globalization and digitalization, the music industry is undergoing rapid and profound changes. The vocal teaching in higher vocational music performance programs needs to adjust promptly to these changes to cultivate adaptable and competitive professional talents for the industry.

Firstly, the curriculum should keep pace with industry development trends. With the rise of digital music and streaming platforms, music production, marketing, and dissemination methods have changed significantly. The curriculum should include modules on modern music production technology, digital music distribution, and streaming marketing to help students master the latest industry skills and knowledge. Additionally, interdisciplinary courses such as music technology and film scoring should be added to broaden students' knowledge base and employment options^[2].

Secondly, schools should actively maintain close ties with the industry. By establishing school-enterprise cooperation relationships, inviting industry experts and professionals to participate in teaching and curriculum design, schools can ensure that the teaching content aligns with actual industry needs. Regularly hosting industry lectures, seminars, and masterclasses will help students stay informed about industry trends and cutting-edge technologies, enhancing their market sensitivity and adaptability to the industry.

3. Problems in Vocal Teaching in Higher Vocational Music Performance Programs

3.1. Outdated Teaching Methods

Vocal teaching in higher vocational music performance programs still relies heavily on traditional teaching methods in many aspects. These outdated methods can no longer meet the needs of modern music education. Traditional teaching methods are often teacher-centered, employing a one-way transmission approach that emphasizes theoretical knowledge and basic skills while neglecting the personalized needs of students and the development of their active learning abilities.

Firstly, this teacher-centered model limits students' creativity and autonomy. Teachers dominate the classroom, and students passively receive knowledge, lacking opportunities for active thinking and exploration. In this model, students struggle to develop independent thinking and innovation skills, which hampers their ability to adapt and solve complex real-world problems.

Secondly, traditional teaching methods lack interactivity and diversity. The classroom atmosphere is often monotonous and dull. Vocal teaching requires a combination of emotional and rational elements, but traditional methods focus excessively on technical details and theoretical knowledge, overlooking emotional expression and artistic experience. In such an environment, students find it difficult to truly understand and appreciate the essence of music, which hinders the improvement of their artistic expression. Furthermore, traditional vocal teaching methods do not adequately address individualized education. Each student has unique characteristics in terms of vocal range, timbre, music comprehension, and performance. However, traditional teaching often adopts a "one-size-fits-all" approach, insufficiently considering students' individual needs. Teachers follow a uniform teaching schedule and methods, making it difficult to cater to each student's strengths and weaknesses, thereby limiting some students' potential. Moreover, the rapid development of information technology poses challenges to traditional teaching methods. With the

widespread use of the internet and multimedia technology, the ways in which students access knowledge have drastically changed. However, many vocal courses remain stuck in the traditional textbook and classroom lecture stage, failing to fully utilize modern technological tools to support teaching. As a result, students' learning experiences and efficiency are limited, and they miss out on the conveniences and advantages brought by technological advancements.

3.2. Monotonous Teaching Content

Currently, the teaching content in vocal programs of higher vocational music performance courses is overly monotonous, failing to meet the needs of students for comprehensive development. This monotony is primarily reflected in a curriculum that emphasizes traditional vocal techniques and theoretical knowledge while neglecting diverse musical styles and modern music technology.

Firstly, the course content often focuses on traditional vocal training, such as bel canto and folk singing, while neglecting the teaching of diverse musical styles like pop, jazz, and musical theater. This narrow curriculum makes it difficult for students to adapt to the varying demands of the music market after graduation, as they are not familiar with or practiced in different musical styles. This limitation restricts their career choices and development in the industry.

Secondly, the teaching content is overly theoretical and lacks practicality and contemporary relevance. Many vocal courses remain anchored in traditional vocal theory and basic skills training, with outdated content that lacks innovation. Although students receive extensive theoretical education, this knowledge is often disconnected from actual performance and industry needs, making it challenging for them to apply what they have learned once they enter the workforce. This gap between theory and practice significantly impacts their professional adaptability and competitiveness. Moreover, the rapid advancement of modern music technology presents new demands for vocal teaching, but many current courses fail to update and keep pace with these developments. Modern music production software, digital audio processing, and recording techniques are widely used in the current music industry, yet these areas are scarcely covered in the existing teaching system. Students lack knowledge and application skills in modern music technology, limiting their career development and placing them at a disadvantage in creative production and music making. Additionally, the monotony of teaching content is also evident in the lack of interdisciplinary comprehensive courses. Modern music performance involves knowledge and skills from various fields, such as performing arts, stage management, and music marketing. However, the current curriculum often overlooks these related areas, failing to provide students with opportunities for holistic development. During their time in school, students are not exposed to a diverse range of knowledge and skills, affecting their overall quality improvement and the cultivation of multifaceted abilities.

3.3. Insufficient Practical Teaching

In the vocal teaching of higher vocational music performance programs, the insufficiency of practical teaching is a prominent issue, significantly limiting the improvement of students' practical skills and professional qualities. This insufficiency is mainly reflected in the unreasonable setup of practical courses, the lack of practical opportunities, and the inadequacy of external practical resources.

Firstly, the setup of practical courses is unreasonable, with a disconnect between practical components and theoretical teaching. Many higher vocational institutions still prioritize theoretical courses in vocal teaching, with a low proportion of practical courses that are not effectively integrated into the overall teaching system. The isolation of theory and practice means that while students acquire certain theoretical knowledge, they struggle to apply it flexibly in real-world

situations, failing to translate theory into practical skills. This situation leaves students feeling unprepared and incapable of handling real performances and work scenarios.

Secondly, the lack of practical opportunities hinders students from gaining sufficient hands-on practice. Students in music performance programs need extensive practice and training to enhance their performance skills and stage presence. However, many schools are limited by resources such as venues, equipment, and funding, preventing them from providing enough practical opportunities. Consequently, students lack performance experience and stage training during their studies, making it difficult for them to quickly adapt to professional performance demands after graduation. Additionally, the quantity and quality of on-campus practical activities are often insufficient, making it hard for students to hone their skills in a high-quality performance environment. Furthermore, external practical resources are inadequate, limiting students' exposure to real work opportunities. External practice, such as internships at music companies, performance groups, and theaters, is crucial for enhancing students' practical abilities. However, due to insufficient cooperation between schools and the industry, many students find it challenging to secure internships and practical opportunities at professional organizations. Even when internships are available, they are often short-term and lack diversity, failing to meet the expected outcomes. Without substantial external practical experience, students face a lack of necessary hands-on experience and industry awareness when encountering complex work environments after graduation.

4. Strategies for Vocal Teaching in Higher Vocational Music Performance Programs

4.1. Innovative Teaching Methods

Innovating teaching methods is essential to improve the quality of vocal teaching in higher vocational music performance programs. Innovative teaching methods not only stimulate students' interest in learning but also foster creativity and practical skills, thereby enhancing the overall effectiveness of teaching.

Firstly, introducing interactive teaching methods can enhance classroom participation and interaction. Traditional teaching methods are primarily teacher-centered, with students passively receiving information. Through interactive teaching, teachers can use various forms such as Q&A sessions, discussions, and group activities to encourage students to actively participate in the class and express their ideas and opinions. This interaction not only increases students' interest in learning but also promotes active thinking and collaboration skills. For example, in vocal teaching, teachers can use group singing collaborations and peer evaluations to facilitate learning and progress through interaction^[3].

Secondly, employing project-based teaching methods involves incorporating real projects into the classroom. Project-based learning involves setting specific project tasks that require students to learn and apply knowledge as they complete the projects. This method enhances students' hands-on and practical skills while cultivating project management and teamwork abilities. In vocal teaching, teachers can design projects related to actual performances, such as musical theater productions or concert planning. By participating in these projects, students learn how to organize, rehearse, and perform, gaining practical experience. Additionally, leveraging modern educational technology can enrich teaching methods. With the rapid development of information technology, the application of modern educational technology in teaching is becoming increasingly widespread. Emerging technological tools such as multimedia teaching, online courses, and virtual reality offer new possibilities for vocal teaching. For instance, multimedia teaching allows teachers to showcase excellent vocal performances from around the world, broadening students' horizons and inspiring creativity. Online courses and virtual reality technology break the limitations of time and space, offering more flexible and personalized learning opportunities to help students better master vocal skills. Moreover, implementing personalized teaching tailored to students' characteristics and needs is crucial. Each student has unique qualities in terms of vocal range, timbre, musical understanding,

and expression. Teachers should develop individualized teaching plans and goals based on the specific needs of each student. Through personalized teaching, students' strengths can be fully utilized, and their weaknesses can be specifically addressed, leading to comprehensive development.

4.2. Expanding Teaching Content

To meet the rapid development and diverse demands of the modern music industry, the vocal teaching in higher vocational music performance programs must expand its teaching content, ensuring that students acquire comprehensive and practical knowledge and skills during their studies. Expanding the teaching content not only enhances students' professional abilities but also boosts their market competitiveness and career adaptability.

Firstly, increasing courses on diverse musical styles is essential. Traditional vocal teaching often focuses on classical vocal training such as bel canto and folk singing, neglecting contemporary musical styles like pop, jazz, and musical theater. By incorporating courses on these musical styles, students can learn and master a wider range of performance techniques and musical genres, enabling them to better adapt to the ever-changing music market and gain a competitive edge. Particularly, in an era where pop music and cross-genre performances are increasingly popular, understanding different musical styles and performance techniques is crucial for students^[4].

Secondly, integrating modern music technology into the curriculum is vital. With the advancement of digital music and recording technology, skills in music production and digital audio processing have become fundamental requirements in the music industry. Vocal teaching should include content on modern music technology, such as using music production software, recording techniques, mixing, and audio editing. This integration not only improves students' technological literacy but also enhances their abilities in music creation and production, broadening their career prospects. Additionally, offering interdisciplinary courses can significantly improve students' comprehensive abilities. Music performance is not merely about showcasing vocal techniques; it also involves stage performance, performing arts, and stage management, among other areas. By offering interdisciplinary courses such as stage performance, theatrical acting, and stage design, students can acquire a broader range of knowledge and skills, enhancing their overall quality and artistic expression. This interdisciplinary knowledge system helps students better understand and interpret musical works, strengthening their overall performance capabilities. Moreover, regularly updating the curriculum to keep pace with industry trends is crucial. The music industry evolves rapidly, with new technologies and forms constantly emerging. Vocal teaching content should be periodically updated based on industry developments and market demands to ensure the curriculum remains forward-looking and practical. By inviting industry experts and renowned musicians to participate in course design and teaching, the latest industry information and technologies can be promptly introduced, ensuring that students stay at the forefront of the industry^[5].

4.3. Strengthening Practical Teaching

To enhance the effectiveness and practicality of vocal teaching in higher vocational music performance programs, strengthening practical teaching becomes particularly important.

Firstly, reinforcing on-campus practical course offerings is crucial. By designing more practical courses such as stage performances, vocal practices, and concert planning, students can accumulate experience in real performance environments, enhancing their singing skills and stage presence. Additionally, establishing student-led bands or choirs can provide students with more performance opportunities and platforms for stage practice^[6].

Secondly, expanding off-campus practical channels is essential. Enterprises, theaters, and performance groups related to the music industry become important venues for student practical teaching. By establishing school-enterprise cooperation relationships, students can gain more internship and practical opportunities to learn and grow in real work environments^[7]. Furthermore,

enhancing off-campus practical guidance ensures that students receive effective guidance and feedback during their practical experiences. Moreover, implementing interdisciplinary practical teaching is beneficial. Music performance involves not only showcasing vocal skills but also requires the integration of various art forms such as stage performance, dance, and drama. Therefore, collaborating with other art disciplines to conduct interdisciplinary practical teaching activities provides students with a more diverse range of artistic experiences and performance opportunities. Finally, improving the practical teaching evaluation system is essential. Establishing a scientific and reasonable practical teaching evaluation system allows for comprehensive and objective evaluation of students' practical performances. This ensures timely identification of problems and provides guidance and assistance. Encouraging students to showcase their practical achievements through exhibitions and performance evaluations enhances their confidence and competitiveness.

5. Conclusions

This study conducted a comprehensive analysis of the problems existing in the vocal music teaching of higher vocational music performance majors, and proposed a series of optimization strategies. Outdated teaching methods, monotonous teaching content, and insufficient practical teaching are the main issues in current vocal music teaching.

To address these problems, this article proposes innovative teaching methods, expansion of teaching content, and strengthening of practical teaching. Innovative teaching methods include introducing interactive teaching, project-based teaching, modern educational technology, etc., to stimulate students' learning interests and improve teaching effectiveness. The expansion of teaching content covers increasing diversified music style courses, integrating modern music technology content, setting up interdisciplinary comprehensive courses, etc., to cultivate students' diverse abilities and adaptability. Strengthening practical teaching includes enhancing the setting of practical courses both on and off-campus, expanding practical teaching channels, promoting interdisciplinary practical teaching, and improving the evaluation system to enhance students' practical operational abilities and professional ethics. The implementation of these optimization strategies will help improve the effectiveness and applicability of vocal music teaching, cultivating professionals who are better suited to the needs of the music industry's development. In future teaching practices, these strategies should be actively implemented to continuously improve the vocal music teaching system, providing better support and guidance for students' growth and development.

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