Research on Optimization Strategies of University Vocal Music Teaching

Heting Ma[1,a], Xiongxiong Zhao[2,b]

[1]Graduate University of Mongolia, Ulaanbaatar, 11000, Mongolia
[2]Tibet University, Lhasa, 850000, China
[a]1298147042@qq.com, [b]1355838276@qq.com

Abstract: University vocal music teaching is an important part of music education, and its teaching quality directly affects students' professionalism and future career development. However, there are certain problems in the current university vocal music teaching, such as the limitation of teaching methods and contents, the challenge of the faculty, and the unsatisfactory learning condition of students. In order to optimize the teaching of vocal music, this study proposes specific optimization strategies in terms of innovating teaching methods and contents, strengthening the construction of faculty, and improving students' learning conditions, and explores the feasibility and effectiveness of the optimization strategies through the analysis of practice cases. In addition, this study also elaborates on the implementation and evaluation of the optimization strategy of vocal music teaching, with a view to providing reference for the improvement of vocal music teaching in universities in China.

1. Introduction

With the rapid development of social economy, people's demand for culture and art is growing, and vocal art, as an important form of culture and art, occupies an important position in university education. However, there are some problems in the current teaching of vocal music in universities, such as the limitations of teaching methods and contents, the status and challenges of the faculty, and the assessment of students' learning status. These problems limit the development of vocal art in university education. This dissertation aims to study the optimization strategy of vocal music teaching in universities, and discusses the optimization strategy of vocal music teaching by analyzing the specific problems of the current situation of vocal music teaching in universities, with a view to improving the quality of vocal music teaching in universities and promoting the development of vocal art in university education.

2. Analysis of specific problems in the current situation of university vocal music teaching

2.1 Limitations of teaching methods and contents

At present, the limitations of teaching methods and contents in university vocal music teaching are mainly manifested in the following aspects. First of all, traditional vocal music teaching is often teacher-centered, focusing on the transmission of skills and ignoring the students' subjectivity. In this mode, students can only passively accept knowledge and lack the opportunity to actively explore and practice. Secondly, the teaching content relies too much on classical works and neglects the teaching of modern and contemporary vocal works. This makes it difficult for students to come into contact with the latest vocal art achievements in the learning process and limits their artistic vision. Again, the teaching process overemphasizes technique training and neglects the cultivation of musical literacy and aesthetic ability. This leads to the fact that students may achieve certain results in singing skills, but they are inadequate in musical understanding and expression. In addition, vocal music teaching is often limited to the interior of the classroom, lacking interaction and communication with the external musical environment. This makes it difficult for students to apply what they have learned to actual performances and practices, which affects the improvement of their comprehensive ability. To sum up, the limitations of the teaching methods and contents of college vocal music have affected the teaching effect to a certain extent, and are in urgent need of reform and optimization.

2.2 Status and Challenges of Teachers' Teams

In the current university vocal music teaching, the status quo and challenges of the teaching staff have become important factors affecting the teaching quality. First of all, from the current situation, the vocal music teacher team generally has the problems of aging professional knowledge structure, narrow adaptation surface and low skill level. With the development of music and art, vocal skills and teaching methods are constantly updated, but some teachers fail to update their knowledge system in time, resulting in the teaching content being out of touch with the development of the times. At the same time, the composition of the faculty is also relatively single, lacking diversified academic background and experience, making it difficult to meet the needs of different students in the teaching process [1]. Secondly, the challenges faced by the faculty are mainly reflected in the following aspects: firstly, the pressure of high-intensity teaching and research makes it difficult for teachers to balance between teaching and research, which affects the improvement of teaching quality; secondly, the communication and cooperation among teachers are insufficient, which leads to the difficulty of sharing teaching resources and the limitation of teaching effect; thirdly, the path of teachers' career development is not clear, and the lack of effective incentive mechanism makes teachers' teaching motivation and innovation ability are constrained to a certain extent.

Aiming at these problems, it is necessary to take a series of measures to optimize the vocal music teaching staff. First of all, strengthen the training of teachers, so as to make them update their professional knowledge and master advanced teaching methods. Secondly, establish a sound mechanism of teacher exchange and cooperation to promote the sharing of teaching resources and improve teaching quality. Thirdly, clarify the career development path of teachers and set up a reasonable evaluation system to stimulate teachers' teaching enthusiasm and innovation ability. Finally, focusing on both introduction and cultivation, optimizing the structure of teachers and improving the overall teaching level. Through these measures, it is expected to improve the status quo of the faculty in the teaching of university vocal music, and provide a strong guarantee for improving the quality of teaching [2].

2.3 Assessment of students' learning status

In university vocal music teaching, students' learning condition is an important factor affecting the teaching effect. At present, college students have certain problems in the process of vocal music learning, mainly in the following aspects.

The basic quality of students varies. Due to the pressure of the college entrance examination and the influence of exam-oriented education, some students have not received systematic vocal training before entering the university, resulting in obvious difficulties in their vocal learning. This makes teachers need to spend more time and energy to make up for the students' basic knowledge deficiencies in the teaching process, thus affecting the overall teaching progress and effect [3]. Students' learning interest and motivation are insufficient. Vocal music learning is a long-term and boring process that requires students to put in a lot of time and effort. However, some students have little love for vocal music and lack the intrinsic motivation to learn. In addition, the employment pressure and market competition also make students put more energy into the cultivation of other professional skills, thus neglecting vocal music learning. Students' learning methods are inappropriate. Vocal music learning not only requires the mastery of skills, but also requires good aesthetic and musical literacy. However, some students pay too much attention to the practice of skills and neglect the improvement of musical literacy. This leads to their lack of emotional commitment in the singing process and unsatisfactory singing effect.

Aiming at the above problems, it is necessary to optimize college vocal music teaching in order to improve students' learning condition. First of all, teachers should carry out targeted teaching for the actual situation of students, focusing on the popularization and consolidation of basic knowledge. Secondly, stimulate students' interest in learning and cultivate their intrinsic motivation. Teachers can improve students' learning motivation by introducing vivid and interesting cases and organizing practical activities. At the same time, employment guidance is strengthened to make students realize the prospects for the application of vocal skills in the future [4]. In addition, teachers should also guide students to establish a correct concept of vocal music learning and pay attention to the cultivation of music literacy. In the teaching process, teachers can increase the amount of music appreciation, work analysis and other links to improve students' aesthetic literacy. At the same time, students are encouraged to participate in all kinds of vocal competitions and performances to improve their stage performance and comprehensive quality.

In conclusion, optimizing college vocal music teaching and improving students' learning situation need to start from many aspects. Teachers should pay attention to the actual situation of students, adjust teaching strategies, stimulate students' interest in learning, and cultivate their musical literacy. At the same time, they should pay attention to the construction of the teaching team, improve the professional quality and teaching level of teachers, and create a good learning environment for students. On this basis, university vocal music teaching will achieve better results and lay the foundation for cultivating high-quality vocal talents [5].

3. Discussion on optimization strategy of vocal music teaching

3.1 Innovative teaching methods and content

3.1.1 Introducing diversified teaching methods

In university vocal music teaching, the introduction of diversified teaching methods is crucial to improving teaching effect and students' learning interest. First of all, modern technological means, such as multimedia teaching, network resources and virtual reality technology, can be utilized to provide students with more intuitive and vivid learning materials. For example, through the music

software for rhythm and pitch practice, or the use of virtual reality technology to make students feel as if they were in the concert hall, experiencing different musical atmosphere. Secondly, experts and artists in the industry can be invited to give lectures, so that students can be exposed to front-line music practice and the latest music dynamics. This form of communication can not only broaden students' horizons, but also stimulate their creativity and practical ability. In addition, we organize students to participate in practical activities such as choral singing, musicals and operas, so that they can learn and experience music in practice. This way of "learning by doing" can effectively improve students' musical expression and teamwork ability. Finally, students are encouraged to engage in interdisciplinary learning and communication, such as combining with literature, art and dance, so as to stimulate their innovative thinking and comprehensive ability. Through diversified teaching means, vocal music teaching can be more colorful and more in line with the learning needs and interests of contemporary college students [6].

3.1.2 Combination of practical teaching and theoretical teaching

In college vocal music teaching, the combination of practical teaching and theoretical teaching is the key to improve the quality of teaching. Practical teaching cultivates students' singing skills and stage performance by letting them experience and participate in vocal performance. Theory teaching provides students with theoretical knowledge of vocal music and helps them to understand the techniques and artistic connotations of vocal music. Combining the two can enable students to get comprehensive development in the learning process [7].

The combination of practical teaching and theoretical teaching can take many forms. For example, in the classroom, teachers can first explain the theoretical knowledge of vocal music to students, and then let the students sing practically to apply the theoretical knowledge to practice. In addition, students can be organized to participate in vocal competitions, concerts and other activities, so that they can experience the fun and challenges of vocal performance. At the same time, teachers can guide students to analyze and appreciate vocal works so that they can understand and appreciate the beauty of vocal art.

Through the combination of practical teaching and theoretical teaching, students can better master vocal music skills and theoretical knowledge. They are not only able to sing vocal works skillfully, but also able to understand the background and connotation of vocal music and improve their artistic cultivation. In addition, practical teaching can also cultivate students' teamwork spirit and stage experience, so that they can become vocal talents with all-round quality.

In the process of implementing the combination of practical teaching and theoretical teaching, teachers need to pay attention to the individual differences of students and teach them according to their abilities. For different levels of students, teachers can adopt different teaching methods and content to ensure that each student can get their own education. At the same time, teachers also need to constantly update the content and means of teaching, keep up with the development of the times, to meet the learning needs of students.

In conclusion, the combination of practical teaching and theoretical teaching is an important strategy for the optimization of college vocal music teaching. By combining the two organically, students' vocal skills and theoretical knowledge can be improved, their artistic cultivation and teamwork spirit can be cultivated, so that they can become vocal talents with comprehensive quality. Teachers need to pay attention to the individual differences of students and constantly update the teaching content and means to ensure that the teaching effect is maximized [8].

3.1.3 Attention to individual differences, teaching according to the talent

In college vocal music teaching, focusing on individual differences and teaching according to the

material is the key to improving the teaching effect. Since each student's musical literacy, voice conditions, learning motivation and interest and other factors are different, teachers need to fully understand the characteristics of each student and customize the teaching plan for them.

Teachers should choose suitable vocal works for students according to their voice conditions and musical potential. For students with good voice conditions, they can be instructed to sing more challenging works; for students with average voice conditions, they can choose works that suit their range and singing style. In this way, each student can feel a sense of achievement in the singing process, thus stimulating their learning interest. Secondly, teachers need to formulate different teaching progress according to students' musical literacy and learning ability. For students with better music foundation, the teaching progress can be accelerated appropriately to guide them to learn vocal skills and music theory knowledge in depth; while for students with poorer music foundation, the teaching progress needs to be slowed down, starting from the basics to help them improve gradually. In addition, teachers should also pay attention to students' psychological needs and provide them with encouragement and support. In the process of teaching, teachers should be good at discovering students' merits and give them timely praise so that they can build up self-confidence. At the same time, teachers should also guide students to face setbacks and failures correctly and help them adjust their mindset and continue to work hard.

In order to further improve the effect of teaching students according to their aptitude, teachers can adopt the combination of group teaching and one-to-one counseling. Group teaching is conducive to communication and cooperation among students, stimulating their learning enthusiasm; while one-on-one tutoring allows teachers to pay more attention to the growth of each student and solve their practical problems.

In conclusion, in university vocal music teaching, focusing on individual differences and teaching according to ability is the key to improving teaching quality and cultivating high-quality vocal talents. Teachers should fully understand and pay attention to the characteristics of each student, tailor the teaching plan for them, adopt effective teaching methods, stimulate students' interest in learning, and help them maximize their personal potential [9].

3.2 Enhance the construction of teachers

3.2.1 Enhance teachers' professionalism

In university vocal music teaching, improving teachers' professionalism is a key link in the optimization strategy of vocal music teaching. Teachers' professionalism not only directly affects the quality of vocal music teaching, but also has an important impact on students' learning interest and the cultivation of vocal music literacy [10].

First of all, vocal teachers should have solid knowledge of music theory and rich experience in vocal performance. Teachers should systematically master the specialized knowledge of music theory, vocal technique, music appreciation and other professional knowledge, so that they can accurately impart it to students in teaching. At the same time, teachers should also have a certain amount of vocal performance experience, and be able to guide students through their own singing demonstration, so that students can continuously improve their vocal level in practice. Secondly, vocal teachers should have strong teaching ability and teaching research ability. Teachers should master scientific teaching methods and be able to conduct targeted teaching according to students' characteristics and needs. At the same time, teachers should also actively carry out teaching research, and constantly explore and innovate the teaching mode in order to improve the teaching effect. Again, vocal teachers should have good education quality and professional ethics. Teachers should care about students' growth and development, respect students' individual differences, and guide students patiently and carefully. At the same time, teachers should also adhere to professional

ethics, rigorous study, set a good example for students.

In conclusion, to improve the professionalism of vocal teachers is an important task for the optimization of vocal music teaching. Only teachers with high professionalism can cultivate vocal talents with high quality and contribute to the development of vocal music in China [11].

3.2.2 Enhance communication and cooperation among teachers

Communication and cooperation among teachers is an important part of vocal music teaching optimization. First of all, communication among teachers can promote the updating of teaching concepts and teaching methods. By sharing teaching experience and insights, teachers can inspire each other, thus making teaching more innovative and effective. Secondly, cooperation among teachers can realize resource sharing and complementary advantages. For example, in terms of curriculum design, teaching practice and academic research, teachers can discuss and make progress together. In addition, communication and cooperation among teachers can also help establish a harmonious teaching team and improve the overall quality of the teaching force. By supporting each other and learning from each other, teachers can better cope with various challenges in teaching and provide students with higher quality teaching services. In conclusion, strengthening the communication and cooperation among teachers is of great significance to the optimization of vocal music teaching, which helps to improve the teaching level and cultivate more excellent vocal talents.

3.2.3 Emphasize both introduction and cultivation to optimize the teacher structure

In university vocal music teaching, the construction and optimization of the faculty is the key to improve the teaching quality. In order to realize this goal, we need to work on both introduction and cultivation. First of all, the introduction of excellent vocal teachers can improve the overall level of the faculty. This includes hiring well-known vocal educators and artists at home and abroad as visiting professors, as well as introducing teachers with rich teaching experience and high-level vocal skills. In addition, advanced teaching concepts and teaching methods can also be introduced through cooperation with domestic and foreign music academies [12]. Secondly, train the existing faculty to improve their professionalism and teaching ability. This can be achieved in a variety of ways, such as organizing regular teacher training, inviting experts to provide teaching guidance, and encouraging teachers to participate in vocal education seminars at home and abroad. At the same time, an incentive mechanism is established to encourage teachers to carry out teaching research and reform, and to enhance their teaching enthusiasm and teaching effect.

Through the strategy of both introduction and training, we can build a reasonable structure and high level of vocal music faculty to provide a solid foundation for the optimization of university vocal music teaching. Such a faculty can not only provide students with high-quality vocal music education, but also promote the development of vocal music teaching reform and practice, and improve the overall level of vocal music education in China [13].

3.3 Improve students' learning condition

3.3.1 Stimulate students' learning interest and motivation

Stimulating students' learning interest and motivation is the key to improving the quality of college vocal music teaching. First of all, teachers need to study the characteristics of students in depth, find their interests, and combine these interests with the content of vocal music teaching, so that students can feel the charm of vocal music in the classroom. Secondly, by carrying out rich and diversified practical activities, such as vocal music competitions, performances and observations,

students can experience the fun of vocal music in practice, thus enhancing their intrinsic motivation to learn vocal music. In addition, teachers should also pay attention to stimulating students' innovative thinking and encouraging them to try different forms of vocal expression, so that they can make continuous progress in exploration [14]. At the same time, the establishment of a scientific evaluation system is also an important means to stimulate students' learning interest and motivation. Teachers should set reasonable and fair evaluation standards according to the actual level of students, so that students can feel their growth and progress in the evaluation. At the same time, pay attention to the process evaluation, so that students understand that learning vocal music is not only for the pursuit of results, but more importantly, enjoy the learning process and experience the joy of vocal music. Finally, creating a good learning atmosphere is equally important to stimulate students' interest and motivation. Teachers should establish a good teacher-student relationship with students based on care, respect and trust, so that students can learn vocal music in a relaxed and happy atmosphere. At the same time, encourage communication and cooperation among students, so that they can grow together in mutual learning.

In conclusion, stimulating students' learning interest and motivation is an important part of the optimization of college vocal music teaching. By combining students' characteristics, carrying out practical activities, establishing a scientific evaluation system, creating a good learning atmosphere and other measures, students' interest and motivation in learning vocal music can be effectively improved, so as to improve the quality of vocal music teaching.

3.3.2 Establish a scientific evaluation system

In the teaching of college vocal music, the establishment of a scientific evaluation system is of great significance in improving the quality of teaching and stimulating students' interest and motivation in learning. The traditional evaluation of vocal music teaching often pays too much attention to the examination results and ignores the students' efforts and progress in the learning process, which leads to the students' excessive pursuit of scores and neglects the overall development of vocal music skills. Therefore, reforming the evaluation system to make it more scientific and reasonable is an important part of vocal music teaching optimization [15].

First of all, the evaluation system should assess students' vocal ability from multiple dimensions. In addition to the final examination results, it should also include the results of usual homework, classroom performance, practical performance and other aspects. This can comprehensively reflect the students' learning status and also stimulate the students' learning enthusiasm at all stages. Secondly, focus on process evaluation to encourage students to make continuous progress in the learning process. Teachers can understand the needs and problems of students in the process of vocal music learning through classroom questions, discussions, group work, etc., and give timely guidance and help. At the same time, students can also evaluate each other, make up for their shortcomings and improve together. Once again, the introduction of diversified evaluation subjects to realize the objectivity and fairness of evaluation. In addition to teacher evaluation, external experts, peers and students themselves can be invited to participate in the evaluation, so that the evaluation results are more authoritative and credible. In addition, students are encouraged to participate in all kinds of vocal competitions and performances in order to improve their practical ability and comprehensive quality. The excellent results achieved in the competitions and performances can be used as an important basis for evaluating the students' vocal music level. Finally, the evaluation system should be revised and improved regularly so as to adapt to the development needs of vocal music teaching. Continuously explore and summarize in practice to form a characteristic vocal teaching evaluation system, which provides a powerful guarantee for the improvement of the quality of university vocal teaching [16].

In conclusion, the establishment of a scientific evaluation system for vocal teaching helps to

comprehensively and objectively evaluate students' vocal ability, stimulate students' learning interest and motivation, and promote the continuous improvement of vocal teaching quality. University vocal teaching should pay attention to the reform and innovation of the evaluation system to create good conditions for cultivating high-quality vocal talents [17].

3.3.3 Create a good learning atmosphere

Creating a good learning atmosphere is an important part of vocal music teaching optimization. A good learning atmosphere can stimulate students' interest in learning, improve learning efficiency, and cultivate students' innovative ability and teamwork spirit.

First of all, teachers should set an example and create a positive teaching attitude. Teachers should love teaching, full of passion, treat every student with patience and care. Teachers' teaching attitude will directly affect students' learning attitude, so teachers should set a good example for students. Secondly, establish a good teacher-student relationship. Teachers should respect students, care about students, and establish a good interactive relationship with students. Teachers can understand students' needs and difficulties by communicating with them and give them timely help and guidance. At the same time, teachers should also encourage students to put forward their opinions and suggestions, so that students can participate in the teaching process and enhance students' learning initiative and enthusiasm. Again, focus on teamwork and communication. Vocal music is a kind of collective art, teamwork and communication is crucial to the growth of students. Teachers can organize students for chorus, ensemble and other activities, so that students can learn to cooperate with others in practice, and cultivate students' teamwork consciousness and ability. At the same time, teachers should also encourage students to participate in vocal competitions, concerts and other activities, so that students have the opportunity to communicate with other students to learn and broaden their horizons. Finally, create an environment conducive to learning. Schools should provide good teaching facilities and environment to facilitate and support students' learning. At the same time, schools should also pay attention to students' mental health, provide psychological counseling and tutoring services, help students solve difficulties in learning and life, so that students can devote themselves to learning.

In summary, creating a good learning atmosphere is an important part of vocal music teaching optimization. Through measures such as teachers leading by example, establishing good teacher-student relationships, focusing on teamwork and communication, and creating an environment conducive to learning, the effect of vocal music teaching can be effectively improved, and excellent vocal talents can be cultivated [18].

4. Case study of optimization practice of vocal music teaching

4.1 Reform and Practice of Teaching Methods and Contents

In university vocal music teaching, reform and practice are the key to improving teaching quality. First of all, the innovation of teaching method is the core of teaching reform. Although the traditional one-on-one teaching mode is conducive to students' individualized development, it restricts the communication and learning between students. Therefore, the introduction of diversified teaching modes such as collective class and group class can promote the interaction and learning among students and improve the teaching efficiency. At the same time, the combination of practical teaching and theoretical teaching is used to enable students to master vocal skills and theoretical knowledge in practice, and to enhance students' comprehensive ability [19]. Secondly, the reform of teaching content is also an important aspect of improving teaching quality. In terms of teaching content, not only should we pay attention to the teaching of the traditional repertoire and

techniques of western vocal music, but also integrate Chinese vocal works and national music elements to enhance students' cultural literacy and sense of national identity. In addition, according to the social demand and industry development, the teaching content should be updated in a timely manner, and elements of modern music and cross-border music should be added, so as to enable students to master richer knowledge and skills of vocal music. In teaching practice, vocal competitions, concerts, observation and other activities can be carried out to enrich students' stage experience and improve their comprehensive quality. At the same time, strengthen the application of vocal education technology, such as online teaching, virtual reality, etc., to expand the teaching time and space, improve the teaching effect.

To summarize, the reform and practice of university vocal music teaching should start from both teaching methods and contents, focusing on innovation and updating, in order to improve the quality of teaching and cultivate vocal talents adapted to the needs of the society.

4.2 Successful experience of teachers' team building

In the teaching process of college vocal music, the construction of teachers is a key link, which directly affects the quality of teaching. Ji'an Vocational and Technical College has accumulated a wealth of successful experience in the construction of faculty, which is worth studying and learning from [20].

First of all, Ji'an Vocational and Technical College attaches great importance to the construction of teachers' morality and ethics, and takes teachers' morality and ethics as the first criterion for evaluating teachers, which is carried out in all aspects of teachers' recruitment, assessment and promotion. Through all-round and multi-angle work, it guides teachers to set up correct educational concepts, strengthens professional ethics, and ensures the moral quality of the teaching force. Secondly, Ji'an Vocational and Technical College implements the strategy of strengthening the school with talents and promotes the construction of high-level teachers. The school continuously improves the professional level of teachers by optimizing the structure of teachers, increasing the cultivation efforts, introducing high-level talents and other measures. At the same time, the school also encourages teachers to upgrade their academic qualifications and increase the talent pool of part-time teachers, so that the teaching force is effectively guaranteed in terms of quantity and quality. In addition, Ji'an Institute of Vocational Technology focuses on teacher development and incentives, and establishes a perfect teacher development system. The school provides teachers with good growth environment and conditions in terms of recruitment and introduction, assessment and evaluation, title promotion, post employment, honor incentive and career development. By stimulating the enthusiasm and creativity of teachers, it promotes the improvement of the overall quality of the teaching team.

To sum up, the successful experience of Ji'an Vocational and Technical College in the construction of teachers' team shows that strengthening the construction of teachers' morality, improving teachers' professionalism and paying attention to teachers' development are the keys to optimize the teaching of college vocal music. Only by building a high-quality and professional teaching team can we provide a strong guarantee for the optimization of university vocal teaching, further improve the quality of education and cultivate more excellent vocal talents.

4.3 Examples of improvement of students' learning situation

In the past vocal music teaching, we often encountered the problem of poor student learning condition. Students may lack interest in vocal music learning or feel that the learning process is boring, which leads to their negative attitude towards vocal music learning and low learning effect. In order to improve students' learning situation, we have taken a series of reform measures.

First, we focus on stimulating students' interest in learning. We have introduced more practical teaching sessions, such as organizing students to participate in vocal performances and competitions, so that they can experience the charm of vocal music and enhance their interest in vocal music learning. At the same time, we also use multimedia teaching methods, such as music videos and audio examples, to enrich the teaching content and stimulate students' interest in learning. Secondly, we have established a scientific evaluation system. We not only focus on the evaluation of students' vocal skills, but also add the evaluation of students' musical understanding, creativity and social practice ability. Such an evaluation system can reflect students' learning situation more comprehensively and motivate them to develop comprehensively. Finally, we create a favorable learning atmosphere. We encourage exchanges and cooperation among students, and organize students to participate in group exercises and discussions so that they can learn and progress through interaction. At the same time, we also emphasize the development of students' critical thinking skills, encourage them to ask questions and think about problems, and cultivate their ability to think independently.

Through the implementation of these reform measures, we have observed a significant improvement in students' learning situation. Students' interest in vocal music learning has increased significantly, they are more actively involved in classroom activities, and their understanding of vocal music knowledge and mastery of skills have improved significantly. At the same time, students showed higher motivation and initiative in the learning process, they were more willing to participate in vocal music learning, and they were able to better understand and appreciate musical works.

In summary, by stimulating students' interest in learning, establishing a scientific evaluation system and creating a favorable learning atmosphere, we have successfully improved students' learning. These reform measures have not only increased students' interest and participation in vocal music learning, but also promoted their overall development. Our practical experience shows that focusing on the improvement of students' learning situation is the key to improving the quality of vocal music teaching, which is worth further exploration and promotion.

5. Implementation and Evaluation of Optimization Strategies for Vocal Music Teaching

5.1 Formulate specific optimization strategy implementation plan

When formulating a specific implementation plan of optimization strategy for vocal music teaching, first of all, it is necessary to carry out a comprehensive assessment of the existing teaching resources, including teachers' strength, teaching facilities, teaching materials and other aspects, in order to determine the direction and focus of optimization. At the same time, it is necessary to fully consider the actual situation of students, such as their basic level, learning interest and future career planning, in order to ensure the scientific and practicality of the optimization strategy. Secondly, based on the assessment results, specific optimization measures are formulated. In terms of teaching methods and contents, more practical sessions, such as concerts and vocal competitions, can be introduced to improve students' practical skills. Meanwhile, modern information technology, such as online teaching platform and multimedia teaching, can also be utilized to enrich the teaching means and improve the teaching effect. As for the construction of teachers, the professionalism and teaching ability of teachers can be improved through training and introduction. In addition, communication and cooperation among teachers can be strengthened to share teaching resources and improve teaching efficiency. In terms of improving students' learning conditions, a more scientific and reasonable evaluation system can be established, focusing not only on students' academic performance, but also on their comprehensive quality and innovation ability. At the same time, various activities can also be organized to stimulate students' interest in learning and create a

good learning atmosphere. Finally, when formulating the implementation plan, the monitoring and adjustment in the implementation process should also be taken into account. On the one hand, the implementation effect of the optimization strategy should be assessed regularly to ensure that it meets the expected goals. On the other hand, it is also necessary to adjust the optimization strategy in a timely manner according to the assessment results to cope with new problems and challenges that may arise.

5.2 Monitoring and Adjustment in the Implementation Process

In the implementation process of the optimization strategy of university vocal music teaching, monitoring and adjustment are the key links to ensure the quality of teaching. First of all, schools and educational authorities need to establish a complete monitoring system for teaching quality, including regular evaluation of the implementation of teaching programs, the effectiveness of teaching methods, and student learning outcomes. This can be achieved through student assessment of teaching, peer review and teaching appraisal. Through these assessments, teachers and students are able to understand the current status of teaching and find out the existing problems and deficiencies. In addition, teachers should flexibly adjust their teaching programs and methods according to students' actual learning progress and feedback. For example, if it is found that students' acceptance of a certain teaching method is not high, teachers can try to introduce more interactive elements, such as group discussions and practical performances, in order to increase students' participation and interest. At the same time, teachers should also pay attention to students' individual differences and provide personalized guidance and support to meet the needs of different students. During the adjustment process, teachers should strengthen communication and cooperation among themselves, share teaching resources and experiences, and work together to solve the problems encountered in teaching. Schools should also provide teachers with professional development opportunities, such as attending teaching seminars and training courses, in order to enhance their teaching ability and sense of innovation. At the same time, schools should encourage students to participate in the feedback of the teaching process and collect their opinions and suggestions through questionnaires and symposiums, so that students can become important participants in the improvement of teaching. Through this two-way communication and feedback, teachers can better understand students' needs and thus adjust their teaching strategies more accurately. Eventually, through continuous monitoring and adjustment, vocal music teaching can be continuously optimized, better adapted to students' learning needs, improve teaching effect and achieve the goal of talent cultivation.

5.3 Evaluation and reflection of optimization effect

In the process of implementing the optimization strategy of university vocal music teaching, evaluation and reflection is a crucial link. Through evaluation and reflection, we can understand the actual effect of teaching optimization strategy, find problems, and make timely adjustments and improvements.

There are various methods to evaluate the optimization effect of vocal music teaching, such as the improvement of students' learning achievement, student satisfaction survey, feedback from the faculty and so on. Among them, the improvement of students' learning achievement is one of the important indicators to evaluate the teaching effect. By comparing the academic performance before and after optimization, the impact of teaching optimization strategies on students' learning effectiveness can be visualized. In addition, student satisfaction survey is also an important means of evaluating teaching effectiveness. By investigating students' satisfaction with teaching methods, teaching content, faculty and other aspects, we can understand the degree of students' recognition of

teaching optimization strategies. Meanwhile, the feedback from the faculty is also very important. Teachers' feedback on teaching optimization strategies can provide us with problems and difficulties in the implementation of optimization strategies, which can help us make targeted adjustments and improvements.

In the reflection session, we need to think about the implementation effect of teaching optimization strategies from multiple perspectives. First, we should reflect on whether the teaching methods and contents have really enhanced students' interest and motivation in learning and helped them develop their abilities. Secondly, we need to reflect on whether the construction of the teaching team has enhanced the professionalism of teachers and whether it is conducive to the exchange and cooperation among teachers. In addition, it is necessary to reflect on whether the improvement of students' learning situation has achieved the expected results and whether further adjustments are needed.

In the process of evaluation and reflection, we have to adhere to the principle of seeking truth from facts, seeing the positive results of the teaching optimization strategy and facing up to the existing problems and deficiencies. Through continuous evaluation and reflection, we can continuously improve and optimize the vocal teaching strategy, improve the quality and effect of teaching, and contribute to the cultivation of excellent vocal talents.

6. Conclusion

In today's society, vocal art, as an important form of cultural expression, is more and more popular and loved by people. As an important part of cultivating vocal talents, university vocal teaching shoulders the mission of inheriting and developing vocal culture. This paper starts from the current situation of university vocal music teaching, analyzes the existing problems, and puts forward optimization strategies for these problems.

In terms of teaching methods and contents, traditional vocal music teaching pays too much attention to skill training and neglects the cultivation of students' personality and the improvement of their musical literacy. For this reason, we should innovate teaching methods and contents, introduce diversified teaching means, such as the combination of modern technology means and vocal music teaching, as well as the combination of practical teaching and theoretical teaching, so as to improve the quality of teaching. Secondly, the status quo and challenges of the teaching team are also important issues that we need to pay attention to. Optimizing the vocal music faculty requires reforms in terms of improving teachers' professionalism, strengthening exchanges and cooperation among teachers, and placing equal emphasis on introduction and cultivation. Only with a high-quality vocal music teacher team can we better cultivate excellent vocal music talents. Again, improving students' learning conditions, stimulating students' interest and motivation, establishing a scientific evaluation system, and creating a good learning atmosphere are also aspects we need to focus on. By optimizing teaching strategies, students can learn in a pleasant atmosphere and improve the infectious power and influence of vocal art. In the practical case study, we have selected some successful cases of vocal music teaching reform, which provide us with valuable experience through their in-depth analysis. These cases tell us that as long as we have the courage to reform and dare to innovate, we will be able to find a road of optimization suitable for the teaching of college vocal music in China.

In conclusion, this paper puts forward a series of optimization strategies for the status quo of university vocal music teaching, aiming to provide theoretical support for the reform of vocal music teaching in China. It is hoped that through the research of this paper, we can arouse the attention of the majority of vocal music educators to the teaching reform, and jointly contribute to the enhancement of the quality of vocal music education in China. In the future practice of vocal music

teaching, we still need to continue to explore, summarize and improve the optimization strategy, in order to cultivate more excellent vocal talents.

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