

# *A Study on Diversified Teaching Methods of Vocal Music Teaching in Colleges*

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**Abstract:** In recent years, people's aesthetics for art has been increasingly improved, so that the art teaching system has become the focus of the education department and the entire society. As a result, the development and reform space of art education has been correspondingly broadened, and the strategic plan for talent training in universities has been opened up by a new perspective. Educational reform has been an important goal since the 13th National Congress of my country, and college vocal music teaching has also explored an innovative path among them. This article takes diversified teaching methods as the main research object, starting from three aspects of value, practice and use conditions, and provides valuable experience for the development of vocal music teaching.

## **1. Introduction**

The art of vocal music is a form of expression. The vocalist flexibly uses the beauty of sound lines to outline the picture or emotion he wants to express. It can be seen that the art of vocal music belongs to a branch of the performing arts. Like the performing arts, the main premise is the expression of emotion. The core task of vocal music teaching is to stimulate students' musical expression potential, make them burst out some kind of inspiration, and then produce the desire to sing. Most of the vocal music classes in colleges are dominated by traditional teaching methods. And teachers are always in a "condescending" position. The input of knowledge still adopts the form of duck-filling teaching. The biggest drawback of this method is that it will consume students' interest in singing. Written theoretical knowledge cannot teach students the skills of expressing emotions by voice. Therefore, the diversification of vocal music teaching methods in colleges and universities is a trend, and the road to reform is imperative.

## **2. Why Use Diversified Teaching Methods in Vocal Music Teaching**

In fact, my country has been continuously advancing the development of vocal music teaching in colleges and have got some achievements in recent years. At the same time, the development of society seems to be faster, and the demand for talents is increasing. Now society has more requirements for vocal talents under the background of modern society. Obviously, the current state of vocal music teaching in colleges has been unable to meet the demand. The first step in innovation is to start with teaching methods, because teaching method is the decisive element of absolute quality and need to be highly valued by educators. The biggest dilemma faced by college vocal

music teaching is the lag of teaching methods now. Some teachers still use the traditional scrambling teaching model, and some teachers even copy the teaching model of other subjects. Once the teaching method lacks rationality and scientificity, it is difficult for the teaching process to show the unique charm of vocal music art. The lag of teaching mode will bring about two problems, namely the students and the classroom effect. For students, such a teaching model is difficult to meet the learning needs of students. In the long run, students' participation in vocal music classes will be greatly reduced. They will have a certain kind of study weariness, it is difficult for them to express their inner emotions with voice. And they often mechanized singing to complete the learning task. The learning effect of traditional classrooms is extremely poor, causing some students to have many negative emotions, and even begin to resist the vocal music classroom. From the perspective of teaching effect, the mechanized teaching model cannot help students to look at the beauty of vocal music art from a global perspective, and will cause students to fall into a period of learning bottleneck, and the teaching effect will deviate from expectations. In other words, college vocal music teaching must discover the uniqueness of the subject, and create a diversified teaching model targeted to make the teaching content flexible, and the teaching effect at this time will naturally be effectively improved.

### **3. How to Make Diversified Teaching Methods Shine in Vocal Music Teaching**

#### **3.1 Expand the Teaching Content by Level**

Vocal music teaching is different from the teaching of other subjects. The process itself is abstract and the teaching process is quite difficult. Vocal music teaching requires teachers to follow the method of combining theory with practice, and use more experience teaching combined with personal demonstration to help students understand the teaching content. But there are big problems in actual practice. Students' learning effects are different, which means that this teaching method is not universal and needs to be adjusted to form a balanced and comprehensive teaching method. In the practice of vocal music teaching in colleges, the efficiency of the group cooperative learning model is very demanding. Then, if you want to make the group cooperative learning model achieve the expected results, you need to start with the step of creating a study group, and implement the scientific and reasonable distribution. There are differences in the student groups themselves. This difference may be due to their innate talents or acquired training. These are all teachers who need to pay special attention to in the process of creating study groups. In the preparation work, teachers are required to have an in-depth understanding of each student's personality and learning level, and follow-up study groups are divided according to certain standards. In addition, when dividing study groups, teachers should not deviate from the actual teaching arrangements, and follow the principle of "create at a suitable time and create when needed". When teachers choose to create study groups based on differences in personality, they can use a combination of active and introverted. In this way, active students can drive introverted students to participate in classroom learning, forming a benign learning environment. And in the process, it can highlight the advantages of each student and increase students' self-confidence in learning. If the teacher needs to divide the group according to the students' mastery of basic vocal knowledge and experience teaching content, then the teacher can first limit the group's knowledge to four people and adopt the classic "1+1+2" form. In short, it is to let a student who is proficient in vocal skills lead a student with a poor foundation and two students with intermediate vocal skills to study. This type of study group division allows each student to play their own value and help them to improve their enthusiasm for vocal learning. In essence, this is a kind of "total score total" teaching style. The teacher first sets up a basic standard for students according to the standardized syllabus requirements. Then tap the students' greater vocal potential through the hierarchical teaching model and help students restore their

self-confidence in learning. So they can be able to boldly express what they want with voice. The biggest feature of this teaching method is that it pays attention to the individuality and difference of student development, and the teaching effect has been greatly improved.

### **3.2 Try to Use New Teaching Concepts**

Under the background of education reform, many educational concepts have been praised in practice. And flipped classroom is one of them. The brief interpretation of the flipped classroom is to re-plan and adjust the time inside and outside the classroom. So it can ensure the status of students as classroom masters and freely control the pace of learning. Under this teaching method, students can improve the utilization of class time according to different learning goals and enjoy the joy of singing alone. What's more, they can explore singing skills with other students. Compared with traditional teaching, the problems that need to be faced under the flipped classroom mode are more practical and prominent. In addition, the corresponding solutions have clearer directions, in which students can realize the deep connotation of vocal art and substitute their feelings. The teaching materials used in the flipped classroom are relatively brief, and the teaching information obtained is basically accurate. It has realized the reshaping of the learning system and provided a more favorable platform for students to consolidate and review. The specific practice is divided into three steps. The first step is to require the teacher to effectively design the pre-class preparation link. Before the start of vocal music teaching, the teacher led the students to have a preliminary understanding of the content to be learned in the classroom. Then the subsequent teaching effect will be greatly improved. The second step is for the teacher to set up and innovate the links in the classroom, and ignite the students' enthusiasm for learning through the combination of extracurricular and intracurricular. So every time in the classroom can be effectively used. The third step is for the teacher to supervise the students to complete the consolidation and review work to help students deepen their impression of the classroom content.

### **3.3 Classroom Teaching is Based on Interaction**

The subject status of students in the teaching process has been recognized since ancient times. Therefore, it is very necessary to increase students' sense of classroom participation. In the process of vocal music teaching in colleges, we also need to pay attention to this point and emphasize it, so as to optimize the actual effect of the interactive learning mode. Before class, teachers need to set up teaching problems in a targeted manner, and then reasonably assign each problem to the corresponding vocal study group during the class. In this way, everyone can work together to complete the teaching task and achieve the teaching goal. An extremely simple example, there is a course called "Singing for the Beautiful Hometown" in the college music textbook. The repertoire for this class is "Singing for the Beautiful Hometown". The song summarizes the beautiful scenery of all corners of the country. In addition to teaching the students some vocal skills of ethnic singing, the teacher can also seize this opportunity to achieve the teaching goal of the class by guiding the students to adapt the songs reasonably. Take the vocal study group as a unit, each group will complete the adaptation within the specified time and show it to other students in the form of chorus. This process has fully strengthened the main role of students, making students more active and free of thinking in the process of group communication and cooperation. The sense of participation in the classroom has also been improved to a certain extent and the quality of the classroom is also higher.

## **4. Conclusion**

In general, vocal music teaching in colleges is a major focus of education reform, and optimization and upgrading are the most important tasks at the moment. The original intention of vocal music teaching is to require students to use voice to express and demonstrate artistic beauty. For the consideration of subject specialization, teachers need to adopt diversified teaching methods to carry out classroom teaching. So more students are willing to integrate into it and boldly try different singing styles.

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