

# *The Expansion of Students' Singing Ability by Vocal Music Teaching in Colleges and Universities under the Diversified Background*

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**Abstract:** The diversified innovation of vocal music is suitable for the development of an era. The teaching should be innovated and reformed constantly, and the teaching methods and training modes suitable for the development of students should be sought, so as to cultivate students' advanced consciousness and innovative ability to adapt to the society, so that they can become vocal talents who keep up with the pace. The purpose of this paper is to analyse the expansion of vocal music teaching in colleges and universities on students' singing ability under the background of diversification. Firstly, it analyses the diversified phenomenon of basic music courses and vocal music education. Secondly, this paper expounds the importance of diversification of music education from the perspective of "diversification" of education curriculum. Through investigation, this paper analyses the current situation of diversification development and the idea of expanding singing ability. Practice proves that improving students' singing ability in vocal music class cannot do without teaching methods and teaching modes.

## 1. Introduction

Historically, the birth and growth of "music" cannot be separated from culture, philosophy, religion, literature and other disciplines, which show that "music" itself has a variety of attributes. Therefore, in the current era of comprehensive political, economic and cultural development, it is of great significance to explore and think deeply about diversified basic music education [1-2]. Diversified music education is based on various cultures, which is the general trend of the development of international music education and also the hot issue of music education in developed countries. Nowadays, many countries in the world have diversified content of music education, and diversified modes of music education in many developed countries have recognized that vocal music is the most artistic expression and way of expression in music art [3-4]. Vocal singing exists in music ontology and humanities and social sciences. Although it comes from social activities, it is closely related to life and the background, and depends on human activities [5].

Real art and sports are rarely taught. Christine Fena explores the instructional design of vocal education curriculum groups. This paper introduces the design ideas of experimental teaching, composition of virtual simulation experimental teaching simulation group, student interaction, experiment content and evaluation system [6]. Samira Mavaddati introduced the role of "singing situation" teaching based on information technology, sound and image production, and mixed scenes. Guide students to apply the emotional characteristics of singing thinking to singing art activities [7]. Manuel J. Espigares-Pinazo proposed the application of computer technology in vocal music teaching in view. Firstly, it analyses the needs of music teaching, and points out that vocal music teaching mainly solves the problems of music performance, teaching platform function and data transmission. Then, a teaching platform including training platform, user information platform and data mining platform is established [8].

The study of music teaching model has always been a hot topic in academia, but it is mainly about the theory of music teaching or just the practice of singing performance. Few scholars study the development of singing technique according to teaching theory. Based on the existing research results, this paper analyses the present situation of vocal music teaching in two universities, and puts forward a new way to diversify the modes of vocal music teaching.

## **2. Research on Vocal Music Teaching in Colleges and Universities under Diversified Background**

### **2.1. Diversification of Vocal Music Education**

The diversification of vocal music education is in line with social development. A series of new forms of expression, such as "national anthem" and "folk song", appear in the development process, are actually the concrete manifestation of the pluralism of vocal music education. Now, on the one hand, we must make a theoretical and scientific study of these musical phenomena; On the other hand, these musical phenomena must be integrated into "mother tongue" culture and national cultural traditions. Diversity, of course, is not a title or modular definition, but a forward-looking view that forms a theoretical and systematic relationship with the vocal music teaching we are dealing with, making the teaching of vocal music extremely rich. This is what we call diversity. The exploration of specific diversified vocal music teaching system needs the exploration and research of a generation of musicians. At present, the development of vocal music teaching in colleges and universities has great advantages and challenges, and it is a long way to go, but the diversification of education direction is necessary [9].

### **2.2. Construct a Diversified Vocal Music Teaching System**

#### **(1) Scientific teaching methods, artistic diversity, individualized teaching**

In vocal music teaching, we must first have the correct teaching method, that is, the science in line with the population method of teaching, in line with the physiological structure of students. Without scientific methods, students' vocal music career will be shortened or even damaged, so scientific teaching methods are very important [10-11].

With correct vocal training, all students must be treated correctly in teaching. There is no leaf like it in the world. Each person has different vocal cord conditions, different living environment, different speaking habits, different personality habits and receptivity, and different conscious judgment and receptivity. Therefore, teachers must vary from person to person, understand each student's personality and quality, and highlight each student's personality based on science. In teaching practice, some students are talented and diligent. Some students learn quickly and forget quickly, so we should communicate with students before class, ask students strictly, and moderately

give students some difficult songs to make them feel a sense of urgency [12]. There are also some students who are introverted and unwilling to express themselves. Teachers should organize appropriate songs to encourage students and mobilize their enthusiasm.

(2) Diversified teaching modes (individual class, group class, group class, open class, art practice class)

The variety of music teaching forms is helpful to mobilize students' enthusiasm, help to improve students' innovative practical ability, and promote the development of vocal music teaching. The teaching mode can be divided into individual class, group class, group class and open class and other complementary teaching mode. See Figure 1.

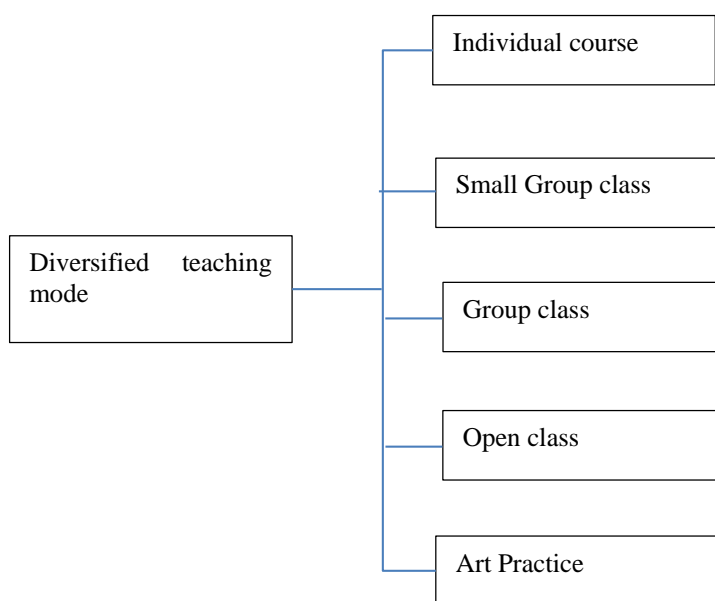


Figure 1: Variety of vocal music teaching forms

Individual classes, also known as small classes, are usually one-to-one instruction, that is, skills training. The main purpose is to cultivate students' singing ability and skills, correct students' shortcomings, understand students' personality, help students establish the correct concept of sound, master basic sound methods, sound units, breathing control and other basic skills, and develop personality.

In group classes, the teaching content is mainly basic singing training, singing, observation and so on. Teachers develop their personalities one by one through general training and give students a negative explanation [13].

Group classes, which we often call large classes, are platforms for communication. From the teaching point of view, it is a systematic teaching of vocal music theory, as well as vocal music lectures, singing skills, vocal music methods and other teaching aspects [14]. By teaching common questions and individual students singing, students can see at a glance, achieve students' self-identity and analytical ability, guide students to observe and learn from each other, and improve their level of appreciation. Promote mutual understanding, on-site response and mutual feedback between teachers and students to make the classroom more active.

Open class is the interaction, teachers and students inside and outside the school, which is a more open and diverse teaching. Teachers can listen to, evaluate, summarize, discuss, select excellent teachers to participate in public lectures, put forward new ideas, on-site teaching and respond to students, and promote the development of vocal music education. Teachers, teachers and folk artists can also be invited to hold other public interest lectures and guidance in colleges and universities,

so as to enrich the teaching content, broaden students' horizons and carry out teaching with distinctive concepts.

Art practice class, Practice is an important course in the field of art. At the end of the semester, schools can guide students to collect artistic styles, communicate with other universities, hold stage practice classes, promote students' innovative spirit, broaden students' minds, enhance teacher-student exchanges, and appreciate the charm of nature.

### 3. A Survey on the Development of Students' Singing Ability

#### 3.1. Questionnaire Survey

In order to investigate the present situation and expand students' singing ability, this paper designs a questionnaire of college students' singing ability. Twenty-four options are designed for teaching methods and modes. Students can choose whether to write their singing ability.

The questionnaire was conducted simultaneously at one university and one university. 100 randomly selected students from two schools were given questionnaires. A university recycling 95%, 95% efficient, M University recycling 98%, 98% efficient. The specific situation is shown in Figure 2:

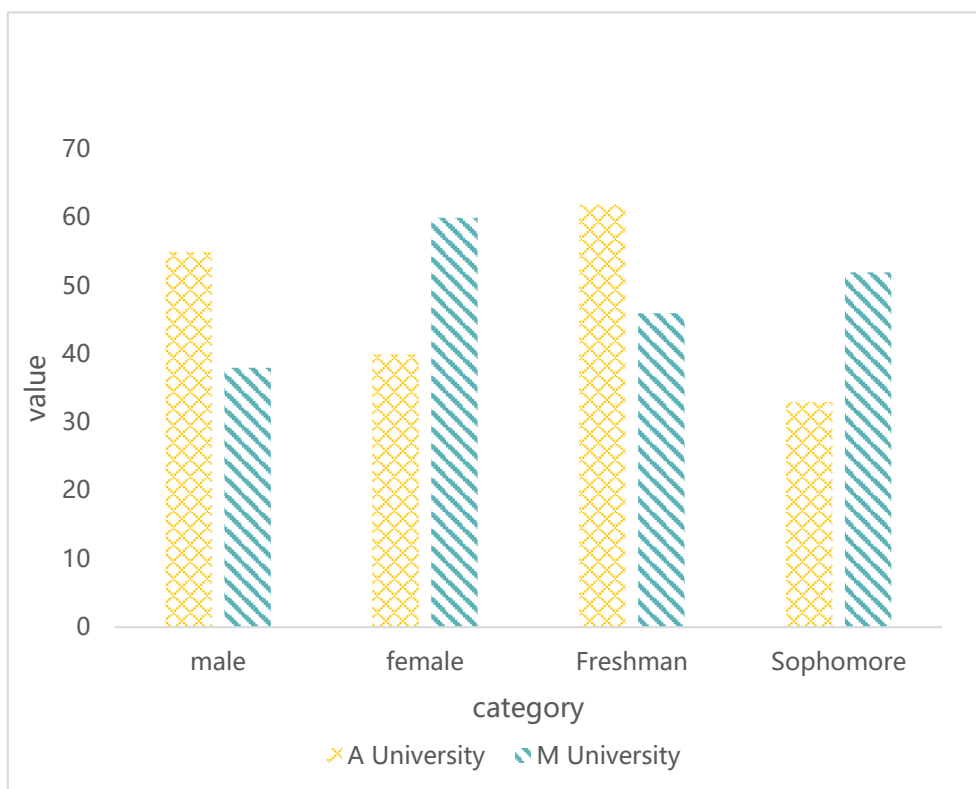


Figure 2: Statistics of questionnaire recovery

#### 3.2. Data Processing and Analysis

In this paper, SPSS 22.0 software was used to calculate, and t test was conducted:

$$t = \frac{\bar{X} - \mu}{\frac{\sigma X}{\sqrt{n}}} \quad (1)$$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \quad (2)$$

Formula (1) is the single population test; s is the sample standard deviation. Formula (2) is a double population test.

#### 4. An analysis of the Expansion of Students' Singing Ability by Vocal Music Teaching

On the basis of questionnaire survey, the author analyses its influence on students' singing ability from two aspects: teaching method and teaching mode.

##### (1) Teaching methods

In terms of teaching method survey, there are 9 questions, and the survey results of each question are shown in Figure 3:

Table 1: Survey results

subject	yes	no	Is it helpful for singing ability
Whether the teaching method is scientific	158	35	132
Whether teaching methods have artistic diversity	162	31	153
Whether to teach students according to their aptitude	144	49	121

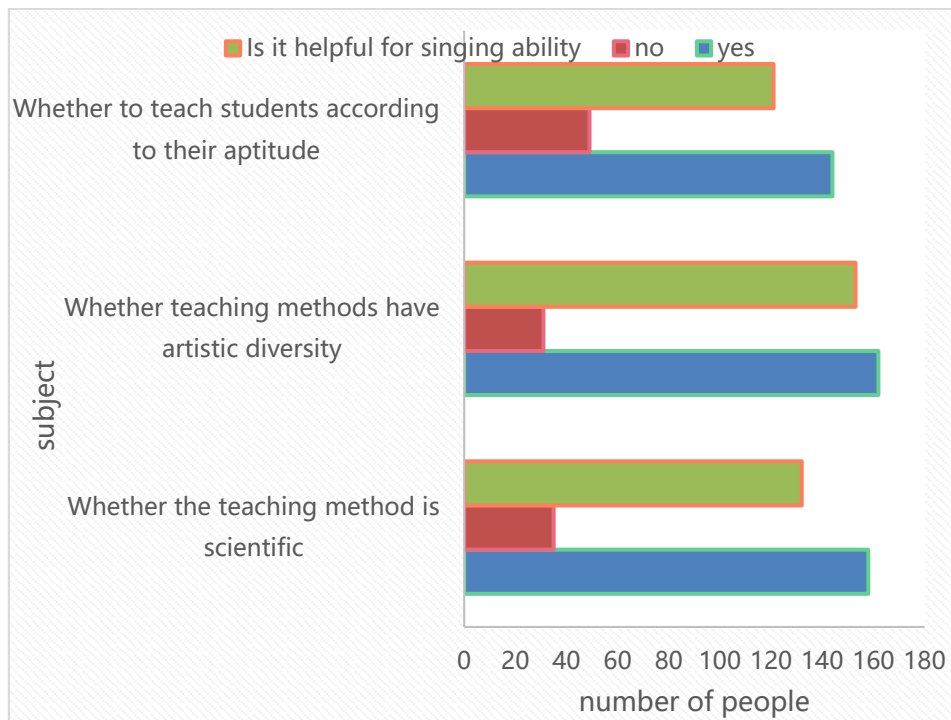


Figure 3: Statistics of teaching methods

In question 4, "Do you think current teaching methods are artistically diverse?" , 162 students think "yes", among which 153 students think that the artistic diversity of teaching methods is conducive to their singing ability, indicating that most students still think such teaching methods are beneficial, as shown in Table 1. In singing teaching, many good teaching methods have not been used, which is one of the reasons for students' insufficient singing ability. Music teachers need rich and colorful teaching methods.

(2) Teaching mode

In terms of teaching mode survey, there are 15 questions, and the results are as follows:

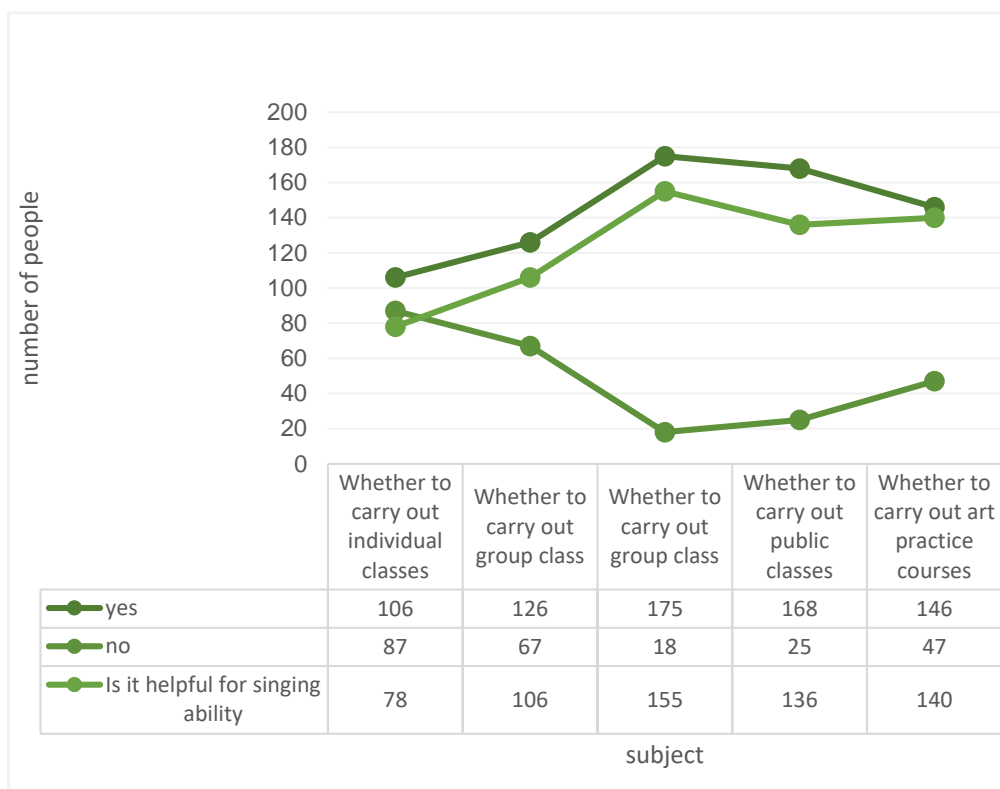


Figure 4: Statistics of teaching mode

As can be seen from the figure 4 above, the high school has set up several modes of music lessons according to the needs, so that students can master the basic vocal music knowledge, improve their basic vocal music literacy, and thus improve their singing ability. The combination of individual course teaching, group teaching, collective course teaching and other diversified teaching methods can make up for the lack of unique teaching methods in many aspects of teaching and promote the development of various methods.

5. Conclusions

With the development of society and the progress of technology, people's ideas are also changing, and the diversification of music has injected fresh blood into the music art. This paper summarizes the historical background and development status of diversified music education from the perspective, and according to the research results obtained at home and abroad, combined with the professional knowledge and skills learned by the author to optimize vocal music teaching towards the direction of diversified development, combined with the social situation of the questionnaire case analysis. This paper expounds how the diversified development of vocal music lessons promotes the expansion of students' singing ability.

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