

Exploration and Research on Diversified Training Mode of Vocal Performances in Colleges and Universities

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Abstract

In order to cultivate high-quality professionals, vocal performance in colleges and universities must actively change the teaching mode. Diversified teaching mode is used to optimize vocal teaching content. Based on this, this paper discusses the implementation of diversified teaching modes of vocal performance in colleges and universities. With the constant progress and development of society, the teaching of vocal performances in colleges and universities has also become very common. At present, the teaching of vocal performance is constantly innovating. The colleges and universities not only need to cultivate vocal performance talent to meet the needs of society, but also actively carry out innovation. By adopting the diversified teaching model, students' enthusiasm and enthusiasm for learning are mobilized. This will effectively improve the quality of vocal performance teaching in colleges and universities. The teaching of vocal performance in colleges and universities is analyzed. The necessary solutions are put forward.

Keywords

Teaching mode; vocal performance; diversity; colleges and universities.

1. Introduction

At present, the vocal performance education in China has developed vigorously. However, in many colleges and universities, there are still many shortcomings in vocal performance teaching and learning. The teaching model is inconsistent with the demand for talent training [1]. Many colleges and universities copy the teaching mode and content of professional vocal performance colleges. Some teachers are not clear about the target of talent training in the school. The teacher only focuses on vocal performance playing skills, rather than a comprehensive vocal performance literacy. This leads to the lack of emotional experience and the improvement of aesthetic level. Teaching methods are too old and single [2]. In the teaching process, teachers generally use the traditional teaching methods, that is, the collective teaching. On the one hand, it neglected the cultivation of students' interest and creativity and imagination. On the other hand, it cannot teach students in accordance with their aptitude, and cannot achieve the best learning effect. In the classroom, teachers and students lack communication and interaction. The teacher is the main body of the classroom, and the students passively accept the knowledge [3]. The teaching evaluation system is not comprehensive enough, and it is too one-sided and single.

The concept of effective teaching has obvious characteristics of the times. It has different goals, pursuits and strategies in different times. Based on the background of curriculum reform, some phenomena in vocal performance teaching under the background of new curriculum are studied. From the effectiveness of classroom teaching, the teaching of the vocal performance classroom is explored. With the development of vision, we will do some research on the vocal performance teaching under the curriculum reform, which will provide a valuable academic reference for the improvement of the practice level of vocal performance teaching. Furthermore, it enriches the effectiveness of teaching theory, and improves the quality of vocal performance teaching in basic education. This is the purpose of this article.

2. State of the Art

The achievement of efficient teaching needs certain conditions. This condition is the method and approach of effective teaching. The educators and practitioners not only attach importance to teaching efficiency, but also actively explore and seek effective teaching methods and ways. At present, the research on the effectiveness teaching idea is mainly concentrated in the psychology and educational circles in China. In the field of vocal performance teaching, the practical research in the field of vocal performance teaching is still in the initial stage, and yet to be developed. This is the basis of some theoretical research in this paper. If the application of the effectiveness teaching idea in vocal performance teaching is taken as the key word, we can find that there are only six papers in this field. Among them, a half of the main content is to analyze and study the curriculum system, and the other three are to study vocal performance teaching in teacher's college. Moreover, few citations and download times show that few people pay attention to it. From the above analysis, we can see that the importance of the effectiveness teaching idea is not emphasized in the teaching of vocal performance at home. It lacks research related to it. The literature simply quotes the theory of the effectiveness teaching idea and its application to the transformation of teaching models [4]. Vocal performance education should be based on the specific circumstances of different students, including hobbies, knowledge, skills, personality types and so on. Teachers should explore and apply more advanced teaching models, and make full use of modern information technology and combine modern and excellent educational ideas and theories to replace the old teaching ideas. In the vocal performance teaching, teachers should make full use of the students' curiosity and thirst for knowledge, arouse students' enthusiasm and initiative, so that the students can achieve efficient combination of theory and performance in the process of learning the vocal performance. To sum up, in the vocal performance teaching in colleges and universities, both in theory and practice, we should explore vast space for development, and carry out a series of new exploration [6]. The effectiveness teaching idea of teacher education is a scientific and advanced concept in the world, but it has not been widely applied. Liu Wei has made a brief introduction to the paradigm of teacher education. In her view, there are many basic paradigms of teacher education in the world, including the reflective paradigm, the constructivist paradigm, the emotional paradigm, the critical paradigm, and the capacity paradigm. In order to adapt to the policy of national informatization construction, our country has carried on the reform in the education, and has carried on some reform attempts to the teacher's post service training. The effectiveness teaching idea was introduced into some teacher training and training programs, and a new training model was adopted. In this reform practice, the representative is professor Liu Ru. He believes that although the concept of participatory teacher training has been widely recognized and widely deployed in the experimentation area, the use of this approach is uncertain. Through the study of the effectiveness of teaching, it can be found that the effectiveness of teaching thinking has gradually shaped. In order to achieve the expected teaching objectives, teachers will influence students through routine teaching behavior in the interaction between teachers and students, so that students can obtain satisfactory learning results.

3. Analysis of the current situation of vocal performance teaching in Chinese universities

The teaching of individual courses is the traditional way of vocal performance teaching, and it has a very important position and value in teaching. According to the students' different situations and characteristics, teachers apply effective teaching methods which are suitable for students [5]. In this process, the teacher can grasp the students' understanding of the content of the course, understand the students' acceptance of the teaching content in the course of learning, and guide the students to make progress in their professional skills. The teaching model has its advantages, but there are some shortcomings. It can't concentrate students on teaching. Teachers have to repeat classes, which adds to the burden on teachers and gives them unnecessary labor. It is difficult for students to understand the strengths and weaknesses of other students. Teachers spend most of their time on how to improve their students' professional skills. The content of the course is mostly pure technical training, while

students spend most of their time practicing skills in the vocal performance room except for class time. It is possible to concentrate and improve efficiency, but it lacks the opportunity to communicate with people. The survey data of college students interested in the major of vocal performance are shown in Figure 1. The survey data of non-art majors on the types of vocal performance electives are shown in Figure 2.

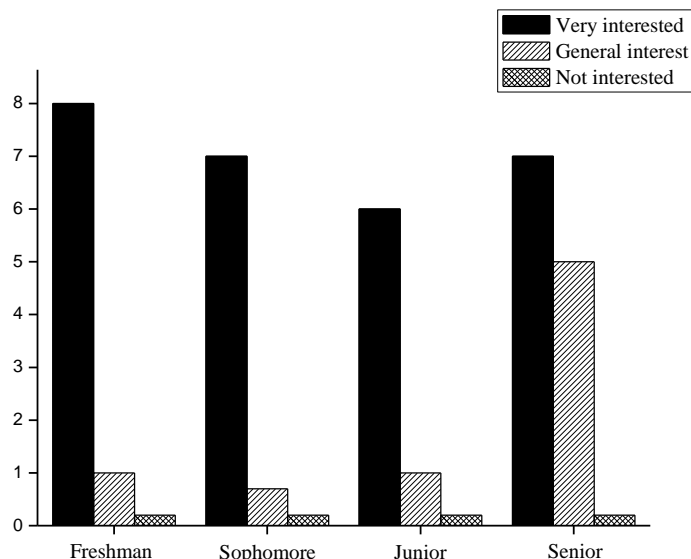


Figure 1. College students interested in the major of vocal performance

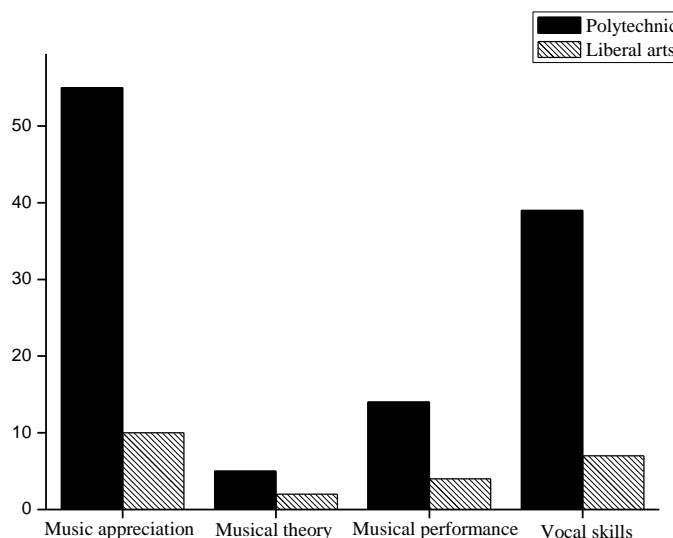


Figure 2. The non-art majors on the types of vocal performance electives

Vocal performance collective class is a form of teaching for students to attend lectures, practice, play and review. Each class has basically unified teaching plan and teaching content. The teaching materials are novel and original, and the content is extensive and comprehensive. The course has even increased the practice of self-singing, singing, harmony, vocal performance accompaniment and so on. This kind of teaching can overcome the tedium of traditional individual courses, improve the efficiency of study, and increase the opportunity of communication and interaction in the study, thus enhancing the competition of the students. However, the weakness of collective class is that teachers cannot understand the students more fully, and the guidance of students is limited to the general problems of most students. In class teaching, the unity of the progress should be emphasized in the

content, which is contradictory with the individual ability, personality and temperament of the students. Vocal performance group teaching is to divide students with similar levels into groups. The teaching form, combined with the content of teaching, and interspersed with group activities, is a guided form of teaching. This form of teaching not only makes full use of and integrates the teaching resources of teachers, but also fully demonstrates the strength and wisdom of the collective. Teachers and students jointly find effective solutions to the difficulties in teaching and learning, and discuss them together, which effectively improves the quality of teaching as a whole.

In traditional vocal performance teaching, teachers communicate and interact with students less. Teachers blindly taught, students blindly imitate and learn, resulting in students lack their own understanding and sentiment. Some teachers do not pay attention to teaching methods and ways of communication in the course of teaching, resulting in students' fear and nervousness, which is very unfavourable to students' learning. The time in class is limited, and the traditional vocal performance teaching often ends a class with repeated difficult skills, and the students learn only a few techniques to deal with it. Classroom interaction is not strong, which seriously affected the teaching effect. It is worthwhile for us to think about how students learn useful knowledge in a limited amount of time. Therefore, the interaction and communication between teachers and students in teaching cannot be ignored. Teachers should strengthen the communication and interaction with students, and explore teaching according to the actual situation. At present, the evaluation method for vocal performance majors is that students play the vocal performance repertoire. Although this evaluation method can directly reflect a student's vocal performance playing level, this single evaluation method has some drawbacks. It is concerned with the final learning outcomes of students and reflects the quantitative data of students' achievements in learning vocal performance and individual differences. This makes it easy for students to develop a mindset. They focus only on a few of the final exams without paying attention to the process of learning and the practical level of learning. It is difficult to achieve the real training goal of teaching. In addition, this evaluation is only a teacher's unilateral assessment. It cannot fully reflect the students' vocal performance learning and learning ability. The survey data of non-art majors on vocal performance is shown in Figure 3.

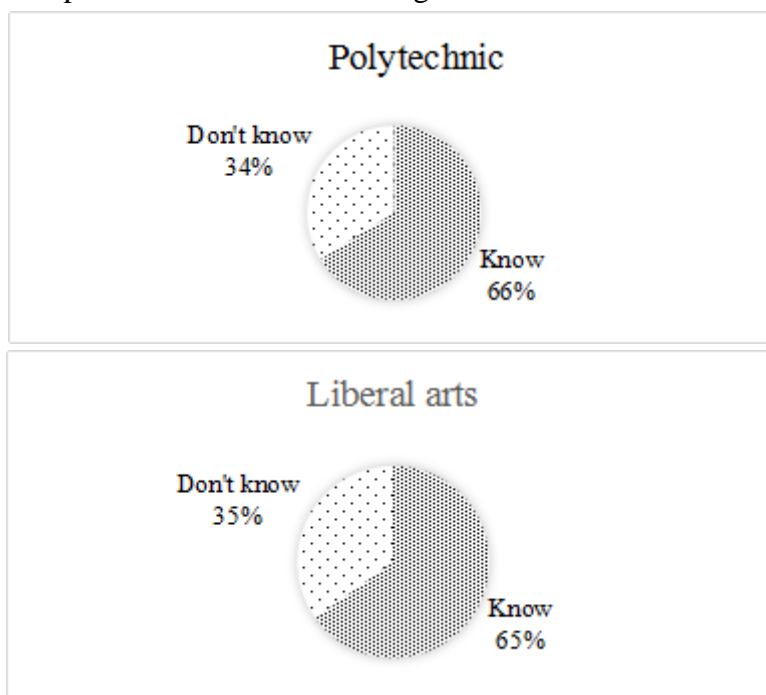


Figure 3. The survey data of non-art majors on vocal performance

4. The implementation strategies of effectiveness teaching in vocal performance classroom

4.1 Identify appropriate teaching objectives

Different understanding of teaching objectives will lead to different teaching design, so as to form different levels of classroom teaching. Therefore, the teaching objectives should be accurate, clear and hierarchical. Four principles should be followed in the establishment of vocal performance teaching objective. The subject must be a student, not a teacher. The establishment of vocal performance goals must be based on students. The basis of judging teaching effect is the students' performance in class. Through its performance, it can reflect whether students have really gained emotional experience and practical progress. Action verbs should be concrete, not abstract, empty, and abstract. Behavior should be flexible rather than tedious. Teaching activities only from the perspective of students, their behavior is likely to be welcomed and loved by students. The degree of conduct should be geared to all students, not to the highest standards of a few excellent students. Our school vocal performance education is for the general public education, in order to improve the general public's vocal performance quality, rather than cultivate the elite education of vocal performance. Therefore, when making vocal performance teaching objectives, the behavior should be moderate and flexible. It should not only conform to the actual situation of most students, but also give the students room for improvement.

In the teaching practice, teachers should strengthen the rational combination of teaching content and teaching methods, and practice the concept of the effectiveness teaching idea in the framework of different knowledge. The content of the teacher education curriculum theory is that learners take the initiative to accumulate relevant content and understand it and form subjective experience. Teaching is more than just passing on knowledge. Students also enrich their experience when they accept knowledge. The combination of theoretical content and practical experience is the professional literacy that teachers need now. Students are always the core of teaching. Teachers should guide students to develop the habit of autonomous learning, to encourage students to doubt their own concepts, and to seek exploration, so that students can work toward their ideals and aspirations. In the course of teaching, teachers should pay attention to the knowledge reserves and experience that students already have. At the same time, different levels of students will affect their future self-confidence, so under the difference, teachers also need to pay attention to and resolve the students in the initial stage of inferiority complex. Teachers should arouse their enthusiasm. For example, give students success evaluation. Students who are always feeling difficult to learn will have a sense of frustration. Vocal performance majors have a closer relationship with their teachers in class than other majors. In class, teachers should try to develop teaching democracy and provide opportunities for successful and progressive students at different levels.

4.2 The self-innovative learning method

Autonomous learning refers to a kind of learning method that students actively participate in problem discussion under the guidance of teachers. They are good at asking questions, analyzing problems and trying to solve problems. For the abstract and non-concrete perception of vocal performance, the cultivation of students' ability to imagine and appreciate can be achieved through the creation of specific situations. This method can enrich students' imaginative ability and improve their vocal performance quality. The use of visual means is an effective way to stimulate students to comprehend the image of vocal performance works. For example, multimedia devices are used. Relevant video data were collected on the computer and played by multimedia equipment. When watching video materials, students can not only appreciate the beautiful rhythm, but also appreciate the vocal performance' grasp of the rhythm of vocal performance. This leaves a deep impression on the students. In vocal performance teaching, the introduction of paintings can sometimes visualize vocal performance. There is a close connection between painting and vocal performance, and there is a certain commonality in the field of art appreciation. Vocal performance compositions are abstract. Some paintings can expand the imagination of students, and enable students to quickly integrate into

the artistic conception of vocal performance, so as to better understand the vocal performance image in the vocal performance works. Through the multimedia equipment, students can understand the vocal performance works more directly, and the atmosphere of study is more relaxed and harmonious.

The concept itself has relative stability, and it has comprehensive and leading influence on the development of people and things. Education concept is the core power of the effectiveness teaching idea reform. Without the strong cultivation of the guider, the defects of traditional teaching in primary and middle school teaching cannot be changed. The effectiveness teaching idea is the theoretical basis for training teachers, in order to cope with the reform of the new curriculum teaching methods and the ideological change of the effectiveness teaching idea. A successful education system is often based on a certain quality of teachers. In the reform of China's educational reform, teachers can make the following two points on the basis of fully understanding the unique development of each student and the real problems in education. First, in the teaching, we should cultivate the students' awareness of autonomy and their sociality as the center. Second, we should take the new democracy as the direction of teaching. In the course of teaching, teachers should be keen to find problems, seek solutions and sum up experience. This is a process of adjusting knowledge structure based on practical problems. The teaching practice brings the flexible skill knowledge and ability which can adapt to the specific educational situation. This is the teacher's unique and effective teaching ability. The effectiveness teaching idea education reform requires teachers to be the facilitator of learning, the reformers of society and the reflective practitioners in the actual teaching.

5. Conclusion

As a vocal performance educator, the traditional vocal performance teaching mode and repetitive skills training cannot meet the needs of social development. College vocal performance teaching should cultivate professional qualified and comprehensive high-quality vocal performance talent. We need to update the traditional vocal performance education philosophy, reform the teaching behavior and transform the role of teachers, so as to construct a student-centered teaching philosophy. This idea advocates independent learning ability, thinking ability and creativity. It emphasizes the student's dominant position. This can get rid of the negative influence of the traditional educational thoughts, arouse the students' interest and enthusiasm, and cultivate the students' more comprehensive vocal performance ability, so as to meet the demand of modern society for vocal performance talents. At present, China's education has many differences in the region, and the development is imbalanced. Each school also has differences in educational resources, students and teachers. Therefore, the specific implementation process needs to combine the actual situation of the school, the region and the vocal performance teaching. Teaching is a systematic work, and the realization of effective teaching is not accomplished overnight. In the future, we need to work together to find an effective teaching system.

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