

The Teaching Design and Application of Vocal Music Education in Normal University

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Abstract

It is part and parcel to carry out scientific positioning on the education of vocal music in normal university, putting forward the teaching design and application of the vocal music education as well as effectively guiding the reform and development of it in normal university. Based on the basic characteristics of the vocal music education, this paper expounds the design of the teaching objectives, content, object, methodology, media, assessment and so on in order to offer theoretical guidance on the education of vocal music in normal university.

Key words: Normal university; Vocal music; Teaching design

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Despite the fact that the education of vocal music in normal university has made great achievements, which entails some aspects like the syllabus, curriculum, teaching materials, teaching methods, through continuous creation and reform over the years, there exists several misunderstandings in the teaching of vocal music in normal university, resulting in the discrepancy of vocal music education between primary, secondary school and university. Probably the teacher can sing well, but he or she is incapable of teaching; Or the singer is not excelled in singing, let alone teaching. As a matter of fact, there are several reasons behind it, such as the

shallow understanding of the teaching design of the subject, the unsound construction of teaching system as well as the unscientific teaching method. In this aspect, it is quite necessary to carry out scientific positioning on the education of vocal music in normal university, put forward the teaching design and application of the vocal music education as well as effectively guiding the reform and development of it in normal university.

1. THE BASIC FEATURES OF VOCAL MUSIC EDUCATION IN NORMAL UNIVERSITY

The education of vocal music is to cultivate the teachers of the future, which is a dual activity. On the one hand, teachers should teach vocal skills to students; On the other hand, they should also teach students the method of "how to teach vocal music". Therefore, this is a basic feature of the vocal music education in normal university.

The main psychological behavior behind vocal music is the function of the human brain. The education of vocal music in normal university requires a high coordination of the left and right brains. It is, therefore, the students who will be teachers engaged in music education that should on the one hand perform the vocal music based on the right brain which is in charge of music appreciation, non-verbal sound concepts, on the other hand express the notion based on the function of left brain which is in charge of language and logical reasoning.

Vocal music education is a phenomenon of teaching communication, which is also the organic combination of internal communication and organizational communication. From the perspective of internal communication, it is difficult for students to view the object "me" from "my" point of view during the process of vocal practice. They have to duplicate the sound via some media to evaluate their vocal practice based on "my"

point of view. Only in this way can students evaluate themselves during the process and learn how to perform teaching from the standpoint of “me”. Subsequently, the whole group of students learned not only about vocal music, but also the teaching method of vocal music. This basic characteristic of the vocal music education warns us that we must pay due attention to the design of teaching form, method and teaching media.

2. THE TEACHING DESIGN OF VOCAL MUSIC EDUCATION IN NORMAL UNIVERSITY

Contemporary teaching design is a systematic method of analyzing problems as well as solving problems, based on teaching technology. It is the embodiment of modern educational technology applied into concrete teaching.

The teaching of vocal music education in normal university is a system composed of teaching goals, content, teaching methodology, media as well as evaluation system. The above factors interact with each other and restrict the function of teaching system. Therefore, how to design these elements is the guarantee of the overall teaching effect.

2.1 The Design of Teaching Goals

The goal of teaching is to make a clarified statement about what kind of changes will occur to students during the process of learning. It is also the expected results from the students after the teaching activities. During the process of teaching, teaching objectives play a very important role. Teaching activities are oriented towards teaching goals and are always carried out around the realization of teaching goals.

The correct cognition of vocal music teaching in normal university and the reasonable utilization of teaching methods and teaching mechanism are the foundations of the realization of the professional education of vocal music. Judging from the basic characteristics of vocal music teaching and the classification of teaching design, the goal of vocal music teaching focuses more on the field of skills, which is the dual goals of the unity in vocal skills and vocal music teaching skills. Vocal music does not refer to cultivate singers, nor offers skills training. Some common misunderstandings of vocal education include putting more emphasis on skills rather than arts, putting more emphasis on competition rather than art practice, paying more attention to a few students who are born with good voice while ignoring most students who are ordinary learners.

It can be classified into six consecutive and different levels: contact, understanding, imitation, operation, familiarity, creation.

Because of the two goals of the vocal music education, the characteristics have shifted from skill-oriented in

vocal music to teaching-oriented in in vocal music. Different grades may have different emphasis so we need to design different teaching method based on varied semester. Consequently, the teaching goals should be sliced into different units so as to be further accomplished. In addition, the teaching goals in each unit, as a guarantee of teaching effect of students and an external learning behavior of the acquisition of vocal knowledge, vocal skills, vocal music teaching theory and vocal technology, should be precise and concrete in the design of teaching in order to display different levels.

2.2 The Design of Teaching Object

The teaching object of teacher is the student. In terms of the object, teacher should know each student’s characteristics, sound condition, cultural quality, singing habits, personal pursuit, physical condition as well as the expectations of teaching, etc. Based on detailed analysis, teachers are able to adjust teaching methods according to the feature of each student in the design of teaching.

The design of teaching objects should follow two principles. The first one is the principle of personalization. Under the premise of the teaching principle of dual goals, we should adopt a teaching design which is targeted and varied according to different features of students. The second one is the principle of following every step. Students should be provided with short-term, mid-term and long-term teaching design guided by the overall goals of the year. For example, students are entitled to choose the consecutive songs which begin from the easy level to the hard level. Besides, students are supposed to have a lesson where the teaching procedures should start from slow pace to fast pace.

2.3 The Design of Teaching Content

Teaching content is the main message intentionally conveyed during the interaction between teaching and learning, which includes curriculum standards, tutorials and textbooks. The dual nature of vocal music education in normal university determines the dual nature of teaching goals and teaching content. In other words, vocal music skills and vocal music teaching. From the perspective of information theory, teaching content is teaching information. During the process of receiving and processing vocal music skills and vocal music teaching information, students acquire and develop vocal music skills. As a result of learning and processing this information, students also acquire theoretical knowledge of vocal music skills and vocal music teaching. Therefore, the design of vocal music teaching content ought to include two parts, vocal music skills and vocal music teaching. Each part should have both the knowledge of skills and theoretical knowledge. In this way, the design can better realize the dual goals of vocal music teaching.

2.4 The Design of Teaching Methodology

Teaching method includes the teaching method from the teachers and the learning method from the students, which is the unity of teaching and learning. The teaching method should cooperate with the learning method; otherwise, it will fail to achieve the expected teaching goals due to the lack of objectivity and feasibility. Since the teacher is in the dominant position in the teaching process, the teaching method is in the dominant position compared with the learning method. Unlike the vocal music teaching in conservatory school, the dual objectives of vocal music teaching in normal university compel the vocal music teaching take various teaching forms and methods, such as group teaching, class teaching, as well as demonstration method, evaluation method and microteaching method, to optimize the teaching design. Generally speaking, the theoretical knowledge of vocal music and vocal music teaching can be carried out in the teaching forms of demonstration in group or class. On top of their teaching design, teachers can guide the senior students to lecture the junior students. In this way, students are transferred from passive learning to active teaching, effectively improving their ability to solve the problem of vocal music and explore vocal music. As for the teaching of vocal music skills, teacher can adopt the teaching mode of instruction of “one student follows one teacher”, or “two students follow one teacher”. Furthermore, In the transition period from vocal music skills to vocal music teaching skills, it is never too much to attach great importance to group teaching, class teaching methods, demonstration teaching or micro-teaching methods so that students can achieve the goal of mastering vocal music teaching skills.

2.5 The Design of Teaching Media

Teaching media is the carrier and the external expression of teaching content, as well as the tool of information transmission between teachers and students. The design of teaching media is based on teaching goal, teaching object and teaching content. The design of teaching media should reflect the dual nature of vocal music teaching goal and content in normal university and aim at realizing the dual goals. The design of teaching media should be integrated with the design of teaching methods in that a certain teaching method also includes the design of teaching media, such as the application of sound and image in microteaching method.

Generally speaking, in order to promote students' self-cognition and self-assessment of their vocal music learning condition as well as master specific singing skills, recording media teaching should be designed in the pattern of one-to-one teaching mode or comparative teaching mode, which would achieve a better effect in teaching. If the emphasis is put on interactive assessment of students in vocal music, group teaching, large class teaching and microteaching can be applied with video

media teaching because it is more suitable for students to master specific singing skills and teaching skills

2.6 The Design of Teaching Assessment System

Teaching assessment is an activity that evaluates teaching process and teaching results according to teaching objectives. At the same time, it serves for the decision-making procedure during teaching and is a process of judging the actual or potential value of teaching activities. The evaluation design of vocal music teaching in normal university must be in consistent with the duality of teaching goals. It should not only evaluate students' proficiency in learning vocal music skills, but also evaluate students' learning effects on vocal music teaching. In addition, the assessment should be in consistent with each target level, which is an essential part of a reasonable teaching design. Otherwise, it will in turn affect vocal music teaching process.

In addition, formative assessment must be integrated into the teaching methods throughout the teaching process. For example, in the method of comparative evaluation, students' self-evaluation, teachers' evaluation and students' interactive evaluation should be taken into the whole process of teaching assessment. In microteaching method, teachers and students' evaluation of teaching scenes in videos should also permeate into teaching assessment, which is a design of timeliness.

3. THE TEACHING MODE OF VOCAL MUSIC EDUCATION IN NORMAL UNIVERSITY

During the process of vocal music teaching in normal university, the interaction between teachers and students or between students reflects a certain teaching mode, which restricts or affects the optimization of teaching process and teaching results. Due to the limited vocal music teaching conditions in normal university, it is infeasible to complete vocal music education in small-sized classes. Therefore, it is necessary to form a synchronized and multi-dimensional teaching mode for mid-sized or large-sized classes, small-sized classes focus on professional quality, mid-sized focus on teaching quality while large-sized classes focus on the comprehensive quality and ability of vocal music, so as to improve and straighten out the systematic knowledge of vocal music teaching.

In view of the basic characteristics of vocal music teaching and the basic elements of vocal music teaching, and combined with the theory of modern education technology, we can conclude a teaching mode, which reflects the interaction between various elements during the process of vocal music teaching and the characteristics of the teaching strategies and teaching program. Hence, it can provide certain theoretical reference for vocal music teaching.

Teaching is an interactive activity between teachers and students. We should set teachers as the leading roles and students as the subjects in class. On the one hand, teachers guide students to advance toward the predetermined goals; On the other hand, students actively participate in class, displaying proactive initiative.

Teachers convert teaching goals into teaching content, take students as the teaching objectives and choose suitable teaching methods, teaching media, and teaching content. As for students, they should fully mobilize their existing experience, knowledge and skills to participate in class under the guidance of teachers.

The direction of teaching activities is target, which regulates the whole process of teaching activities. According to the feedback information of goal achievement, teacher makes dominant control over the whole teaching process, such as the setting of appropriate teaching goal, the correct transmission of teaching content, the proper selection of teaching media as well as the reasonable teaching method etc. The feedbacks from students can serve as a tool to examine the full participation of reflection, the correctness of teaching method and the suitability of teaching goal. Both of these regulations promote each other interactively like a spiral. This kind of spiral development is the development of students' knowledge and skills.

CONCLUSION

The study of vocal music teaching in normal university is a long-term process. Therefore, normal university should make a detailed compilation and planning of each step in the teaching procedures of vocal music courses based on the theoretical system and characteristics of the subject so as to make vocal music courses more accurate and

rigorous. We should strive to make the teaching practice as the core, improve the vocal music curriculum from various aspects, and combine with the successful vocal music education curriculum system in foreign countries, introduce new equipment, hire vocal music experts, education experts to improve the faculties of colleges and universities. In this way, the vocal music curriculum system can reflect its real value and cultivate more and more excellent musical talents.

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