Analysis on Selection of Vocal Music Works and Effective Teaching Methods in Vocal Music Teaching in Colleges and Universities

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Abstract
As an important content of quality education, vocal music teaching has a great influence on the effect of national music teaching. Moreover, the selection of the vocal music works plays a decisive role in mobilizing the students' interest in learning and improving their enthusiasm for learning, thus help to improve teaching quality and efficiency of vocal music teaching in colleges and universities. Therefore, the selection methods of vocal music works in college vocal music teaching is discussed, and an in-depth study is conducted on the effective teaching methods in vocal music teaching in colleges and universities in this paper based on previous researches on vocal music teaching, in an effort to supplement the research literature in the field of vocal music teaching, and to provide ideas and guidance for the improvement of the quality of vocal music teaching in college music courses through this study.

Keywords: Colleges and Universities, Vocal Music Teaching, Selection of Vocal Music Works, Effective Teaching Methods.

1. RESEARCH BACKGROUND

1.1 Literature review
In recent years, with the gradually increasing attention to quality education in society, scholars have conducted extensive researches on vocal music teaching as one of the content of quality education, laying a certain scale of literature basis. Zhang Jianguo and Li Qin found that at present, China was in the period of great prosperity of literature and art with the largest number of vocal teaching personnel, academic schools and performing platforms in colleges and universities, which has brought about a series of negative problems, so the "constant" and "change" in the vocal music teaching in colleges and universities have been studied (Zhang and Li, 2011). With vocal music teaching as an example, Gao Jianxia and Shi Hui mainly studied on the specific methods for teachers to cultivate students' creativity in music teaching in ordinary colleges and universities (Gao and Shi, 2011). Starting from the characteristics of vocal music course in Normal University, Zhang and Li put forward requirements of teachers' qualities, summed up teaching methods, and proposed ways for students to cooperate in order to improve teaching quality (Zhang and Li, 2014). Some scholars also studied on the selection of vocal music works in vocal music teaching in colleges and universities. With the works of the tenor as an example, Peng Wenbin conducted the comparison and analysis on the selection of vocal music teaching works according to the difficulty (Peng, 2014). Starting from the vocal music selection, Ma Xin briefly discussed the principles to be followed in vocal music selection in normal school teaching, and put forward some reasonable suggestions for choosing vocal music works (Ma, 2017). In addition, a large number of scholars also conducted a multi-faceted discussion on effective teaching methods of vocal music in colleges and universities. Zhou and Li mainly discussed the effective methods of integrating traditional music culture into college vocal music teaching, in order to promote the long-term development of vocal music teaching in colleges and universities (Zhou and Li, 2016). Cheng Ming believed that there were three teaching methods for vocal music teaching in colleges and universities, namely, Bel Canto, ethnic and popular teaching respectively. The differences between the style and appreciation of artistic conception of these three teaching methods were also analyzed. In the end, an in-depth study was carried out on the teaching methods for the style of work and the appreciation of artistic conception in the college vocal music teaching (Cheng, 2017).

1.2 Research objective
In recent years, a large number of excellent singers have emerged in China's singing circles, such as Bai Xue, Han...
Yanwen, Soinam Wangmo, Yao Beina and so on. Their singing styles are distinct in style and features, with nationality, culture and fashion and other characteristics. These singers are widely recognized by experts at home and abroad and by the audience, mainly due to their sincere expression of musical emotion, touching, and superb vocal techniques, as well as their personal charm and artistic expression (Wu and Xiang, 2011). While the number of excellent singers is continuously on the rise, it is found to be difficult to mobilize students’ enthusiasm for learning through the traditional vocal teaching methods in colleges and universities. Therefore, colleges and universities have paid more attention to the training of music talents, and required the music department to constantly reform their vocal music teaching styles and methods so as to improve teaching quality. Preliminary results have been achieved so far (Zhang, 2013). But on the whole, the teaching effect of music talents training in various colleges and universities in China is still not high. Therefore, by summarizing the domestic scholars’ researches on vocal music teaching, this paper explores the selection of vocal music works and effective teaching methods in vocal music teaching in colleges and universities, hoping that this research will provide direction for the reform of vocal music teaching in colleges and universities, so as to greatly improve the quality and effect of music education in colleges and universities, enhance students' artistic appreciation, and cultivate more high-quality art talents for the society.

2. SELECTION OF VOCAL MUSIC WORKS IN VOCAL MUSIC TEACHING IN COLLEGES AND UNIVERSITIES

In high education, different disciplines have their own characteristics and development rules. As a practical discipline, vocal music teaching has its own unique development rules, as shown in Table 1 (Xiao Na, 2015). According to Table 1, the students' vocal music learning is divided into four stages. First, the natural stage. It is the imitation stage for students, during which the students neither have a systematic training nor a complete concept of vocal music in their mind. The main task of the teacher at this stage is to guide the students to have a preliminary understanding of the vocal music, and get the students familiar with the relevant concepts of vocal music teaching. At this stage, teachers should choose some short songs with simple structure and easy to understand, such as *Amarilli*, *Song of Fishing Light*, etc., so that students can have an intuitive understanding of vocal music teaching, laying the foundation for later learning. Second, the primary stage. It is a stage of systematic voicing, during which the key of learning is for the students to master the alto zone which is close to the voice range, so as to develop a good sense of rhyme and language. Students can acquire a smooth breath if they learn the alto zone well. Teachers should require the students to open their throat in the process of occurrence so that the voice can have the fulcrum if possible. At this point, teachers are still required to select smaller pieces of work to enable students to understand vocal music deeply and thoroughly, such as *Qumandi*, *Caro mio ben*, *Lasciar d'amarti*, *Frontier Spring is Pure and Clear*, etc. Third, intermediate stage. It is a stage of further development after the alto zone is well learned, targeting to develop the students' vocal range and cultivate their musical cultivation to a certain degree. At this stage, the teacher should require the students to connect the alto zone with the soprano zone without change of voice in the middle. Moreover, students should pay attention to the consistency of their vocal exercises and the expressiveness of feelings of the songs when performing vocal exercises at this stage. At this stage, the teacher should choose both works with soprano and works with bass, so that students can learn to switch between soprano and bass during the practice, such as *Red Bean Song*, *Waiting for You*, *O del mio dolce ardor*, *Grand Stage of China*, etc. Fourth, the mature stage. This stage mainly focuses on the unity of the students’ voice districts, and the main task of the teacher is to cultivate the students’ musical cultivation. Thus the students at this stage are required not only to sing, but also to sing well and to sing with a touching feeling. And teachers are asked to choose some songs that are difficult and rich of emotions, such as *Yellow River Hatred*, *Vado*, *ma dove*, *Unfortunately in Life*, *Voi avete un cor fedele*, and other songs, which can help students to express personal feelings while singing them.

<table>
<thead>
<tr>
<th>Stages</th>
<th>Features</th>
<th>Representative works</th>
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<tbody>
<tr>
<td>Natural stage</td>
<td>Vocal imitation, the original stage of students’ training</td>
<td><em>Amarilli</em> and <em>Song of Fishing Light</em></td>
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<tr>
<td>Primary stage</td>
<td>First contact with voicing, a stage laying the foundation for alto zone.</td>
<td><em>Qumandi</em>, <em>Caro mio ben</em> and <em>Lasciar d'amarti</em></td>
</tr>
<tr>
<td>Intermediate stage</td>
<td>Development of vocal range, the intermediate stage of students’ learning</td>
<td><em>Red Bean Song</em>, <em>Waiting for You</em> and <em>O del mio dolce ardor</em></td>
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<tr>
<td>Mature stage</td>
<td>Improvement of singing cultivation, a stage of unification of sound districts</td>
<td><em>Yellow River Hatred</em>, <em>Vado</em>, <em>ma dove</em> and <em>Unfortunately in Life</em>,</td>
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3. ANALYSIS ON EFFECTIVE TEACHING METHODS OF VOCAL MUSIC WORKS IN VOCAL MUSIC TEACHING IN COLLEGES AND UNIVERSITIES

We must first understand the vocal music teaching works in depth while studying the effective methods of vocal music teaching in colleges and universities, as shown in Table 2. According to Table 2, we need to pay attention to the voice training in the voice part, and require the singer's voice to acquire rigid, soft, empty, real, bright, dark, strong, weak, and other characteristics. The representative works include Flying Songs on Earth, Blue Sky and others. In the emotion part, the main emphasis is on the emotional expression of the works, which can directly determine the effect of the performance of the works. In other words, the songs are required to be a unity of beauty and sincerity, such as Mother's Eyes, Call Mom and Dad, Mom is the Most Beautiful Woman, etc. In the word part, the songs are required to express each word clearly, with clear articulation and a mellow and full tune, such as Happy Life, Little Back-Basket, and others. In the taste part, the songs must fully reflect the charm of the nation, such as I Love China, Splendid Spring, Tomorrow will be Better, and others. In the part of expression, the singer is required to fully express the feelings of joy, anger, sadness, pleasure, love, hatred, fear, and other feelings. The representative works include Maiden in Armour, Looking at the Moon, Spicy Girls, etc. In the part of cultivation, songs are required to show the cultivation of morality, art and music, such as Soldier Elder Brother, Sunshine Movement, Always with You, etc. In the part of image, the singer's self-expression stage, the songs are required that they can display stage manners, appearance and image, and temperament of the singer, such as Dragon Boat Tune, Butterfly Loves Flower, Song of a Weeping Marriage, etc.

<table>
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<th>Component</th>
<th>Features</th>
<th>Representative works</th>
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<tr>
<td>Voice</td>
<td>Presenting the rigid, soft, empty, real, bright, dark, strong, and weak characteristics of the voice</td>
<td>Flying Songs on Earth and Blue Sky</td>
</tr>
<tr>
<td>emotion</td>
<td>Songs are required to be a unity of beauty and sincerity</td>
<td>Mother's Eyes and Call Mom and Dad</td>
</tr>
<tr>
<td>Word</td>
<td>Clear articulation and a mellow and full tune</td>
<td>Happy Life and Little Back-Basket,</td>
</tr>
<tr>
<td>Taste</td>
<td>Reflecting the charm of the nation</td>
<td>I Love China, Splendid Spring and Tomorrow will be Better</td>
</tr>
<tr>
<td>Expression</td>
<td>Expressing joy, anger, sadness, pleasure, love, hatred, fear, and other feelings</td>
<td>Maiden in Armour, Looking at the Moon, and Spicy Girls</td>
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<tr>
<td>Cultivation</td>
<td>Showing the cultivation of morality, art and music</td>
<td>Soldier Elder Brother, Sunshine Movement and Always with You</td>
</tr>
<tr>
<td>Image</td>
<td>Displaying stage manners, appearance and image, and temperament of the singer</td>
<td>Dragon Boat Tune, Butterfly Loves Flower and Song of a Weeping Marriage</td>
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Based on the above composition of the vocal music works, this paper makes an in-depth analysis on the teaching methods of vocal music, and puts forward the following methods.

Firstly, the background of the times shall be fully grasped. At the present stage, with the gradual infiltration of some popular elements, more singers add some of the current popular elements into their singing. Therefore, it is necessary for college teachers to learn from some current popular elements and to fully understand the background of the works they are teaching in the course of vocal music teaching. Take Great Wall ballad teaching as an example, the teacher should let the students fully know the background of the work and combine the lyrics to let the students know that the work was created during the period of the war of resistance against Japan to feel the author's grieving indignation. Based on the lyrics, students can reproduce the scenes of the time, integrate their personal feelings into the scenes and feel the pain from families broken up as a result of the war, so as to finally achieve the deep unity of individual and emotion. With the background of the song being clearly defined, the emotion of the students can be incorporated into the works, which is conducive to the effective expression of their related emotions.

Secondly, the emotions to be expressed by works shall be understood. Every piece of vocal music works has the emotion that the author wants to express; otherwise, the work has no soul. Therefore, university teachers should fully understand the emotions that the author wants to express when performing vocal music teaching, and then pass on these feelings to the students to enable the students to perform an "emotional" singing, so as to raise the vocal expression to the highest level. Take the Turpan Grapes Are Ripe as an example, a university band six vocal songs, the teacher should pass on the love story of the Anarhan, a Uighur girl and a border sentry to the students,
and then ask the students to explore the story in depth so as to understand the patriotic feelings triggered by the story. During this process, students can resonate emotionally with the songwriter and understand the feelings of the author at that time from the lyrics, and then perform it in an affectionate way.

Thirdly, the artistic conception to be expressed in the works shall be emphasized. Every piece of vocal music work has an artistic conception that the author wants to express. While learning the artistic conception of the works, the college teachers shall teach the students to combine the artistic conception with their personal feelings. The expression of the artistic conception of vocal music not only includes the rendering of the atmosphere of the song, but also the rendering of the emotional atmosphere of the singer. For example, when teaching *Hometown in Moonlight*, teachers shall deeply interpret the climax of the song, “Look down at the moon and look up at the sky, looking at the moon makes me miss my hometown, one in the water and the another in the sky”, and ask the students to analyze the meaning of the lyrics in depth, so that they can find that every word is integrated with the author's home sick feelings, being away from hometown. Therefore, when the students under go vocal training, teachers should integrate students' singing emotion into the set scenario, so that students can resonate with the scene of songs, and can express the true artistic conception of the works.

4. CONCLUSIONS

Generally speaking, the reasonable choice of vocal works and the optimization of teaching methods can effectively improve the teaching quality and effect of vocal music teaching in colleges and universities. By summarizing the related research literature on college vocal music teaching, this paper analyzes the selection methods of vocal music works and explores the effective teaching methods of vocal music works in vocal music teaching. The study found that with the continuous exploration of vocal music teaching reform, the vocal music teaching materials can be selected according to the tonal characteristics and features of the students, which can effectively enhance students' vocal learning enthusiasm and ability. Moreover, colleges and universities should carry out effective teaching reform on vocal music teaching by fully grasping the background of the times, understanding the emotions to be expressed in the works, and emphasizing the artistic conceptions of the works, so as to enhance the emotion and artistic conception of vocal music, thus greatly improve the vocal music teaching effect, and cultivate more high-quality music talents for society.

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