Research on the Development Trend of Contemporary Vocal Music Education System from the Curriculum Optimization Perspective

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Abstract

In this paper, we conduct research on the development trend of contemporary vocal music education system from the curriculum optimization perspective. In the teaching, because the students interested in learning solfeggio, decided that they have the goal of learning. Learning objectives are the prerequisites for students to generate learning motivation, but also guide the direction of student learning, which reflects the orientation of interest. In concrete teaching process, student association, because has the strong interest to the teacher positive teaching, thus establishes reaches the high-level diligently desire and goal, this will give student's solfeggio study to bring enormous encouragement and promoter action. But teacher's strong interest and deep love to the solfeggio teaching has decided the teacher work earnest direction diligently. Under this basis, we propose the development trend of contemporary vocal music education system with in-depth analysis.

Keywords: Vocal Music; Curriculum Optimization; Education System; Development Trend.

Introduction

The goal of vocal music teaching is causes the student of different feature, the different physiological condition, the different cultural level and acceptance, in a variety of the ways training, within certain amount of time has through the voice expression vocal music artistic work content and sentimental ability. Solfeggio is the most important basic content of music teaching. It includes a wide range of training content: in the continuous improvement of visual skills and music listening training process, requires students in music's ability to feel, memory, resolution, dictation, analysis, comprehension, expression and so on to improve and develop, for further music learning, music appreciation, music performances and music creation and lay the good foundation.

Professor Shen Xiang, a famous vocal music educator, said: Everyone's singing instruments have their own physical characteristics, singing out of the sound and the different sound quality, singing instruments to sing, we must learn to re-create it, conditioning it, to use it, love it, to be able to give full play to their best performance of singing instruments, to maintain its durable, singing beautiful, moving, it is necessary to learn the correct singing methods to master the conditions for their singing voice technology and their own. The actual situation of the singing training process, this singing training process is the production of singing instruments conditioning and re-consolidation process.

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We usually think that non-intellectual factors including the motivation, interest, emotion, will, personality and other psychological factors. From the psychological function, these psychological factors belong to the non-cognitive psychological system, which mainly embodies the characteristics of the subject's consciousness and the state of the mental power. I close with the Solfeggio teaching relationship of interest, emotion and will three kinds of non-intellectual factors such as the following.

- In the teaching, the dynamic action of interest manifests on the learner, the interest of learner, can make them maintain the centralized attention in the learning process, the issue in thorough ponder study.
- The need to learn solfeggio is the main source of the students' learning initiative. Learning solfeggio interest is a need to meet personal knowledge and emotional needs and eager to understand and understand the psychological state solfeggio, this state of mind is built on the basis of the need to build up.
- Teachers should actively fan sing, sing fan teachers to have a rich and vivid facial expressions and body movements, into real feelings. Teachers have the ability to sing the music, not only allows student to have an intuitive perceptual knowledge, but also effectively stimulate the students' emotional resonance and musical performance of desire.
- The teachers should pay attention to the choice and arrangement of course content, according to student different characteristics targeted selection teaching material, rich student's emotion experience. If along with the growth of story can practice to sing some style different works.

The First Vocal Music Program in a public school

- Boston Academy associates and other prominent citizens submitted two proposals to the Massachusetts School Board urging that vocal music instruction be made part of the primary school curriculum. Following the second proposal (1837) the board agreed to an experimental inclusion of vocal music at Hawes Primary School.
  - Lowell Mason volunteered his services as an instructor.
- 1838–The Boston School Board voted to include music in public elementary schools, marking the first time in American history that music was officially given a place in the school curriculum.
- 1838-1860- 50 other school districts follow Boston’s example.

Figure 1. The Vocal Music Education System Illustration.

Our Proposed Methodology

The Music Education Optimization. The art education more and more attached great importance to as the important means and primary coverage sixth branch of aesthetic education, the music education is the important component of art education. Music theory has general characteristics of education, the concept of specific, theoretical and practical, strong, general music students, especially those who attach importance to skills classes generally feel more
difficult to understand and master, not willing to put energy and how to teach the theory course in music education has been a difficult problem.

Although the function of music education after years of debate, there are still many functional bias, a comprehensive understanding of the function of music education to play the role of music education is undoubtedly of great significance that can be organized as follows.

1) The intellectual development function of music education. In the music education the study of musical instrument study especially keyboard instrument, can develop the left brain or the right brain of learner that can develop the intelligence of student in its training effectively.

2) Psychological quality enhancement of music education. The musical form of this performance determines the person on the instrument, the art of style, for a specific situation, the exact time to grasp. It requires people to continue to strengthen the unity of emotional and some rational training, is a kind of spiritual quality of the people.

3) The aesthetic function of music education. This ambiguous semantic feature of music works is often manifested in the subjectivity, individuality, color and degree of subjectivity of the emotional performance of composer. This subjectivity makes each aesthetic subject produce different aesthetics judgment and aesthetic experience.

As for consideration of the education forms, on the teaching content arrangement, the teacher should closely around topics, with the ideas, aesthetic education center for the teaching design course content. How to arrange the teaching process, in particular can in a short period of time to achieve the optimization of learning is the most important, make the students from the original never learn to have a certain understanding about art, or from the past's understanding of the shallow, surface to have further thinking on beauty. Through feeling beauty to appreciate beauty, from appreciate beauty to feel beauty, from feeling beauty to show beauty, even is to train the ability of creating the beauty, to realize the student positive healthy personality. The plan of course content was deciding directly the success of the public art education implementation or not, should already satisfy the non-artistic specialized kind of student not to need to copy the specialized music knowledge and skill, but causes to study this kind of curriculum becomes has at the same time the interest easily.

The Curriculum of Vocal Music. The aesthetic function of the aesthetic education is fully recognized, and many books have been written about the penetration of aesthetic education in various subjects. However, people do not think of aesthetic education should first have their
own independent courses, followed by the penetration of other disciplines and courses. An education, if it is not ensured by a curriculum, cannot be carried out in a systematic way, nor can it be planned and organized to achieve what it is supposed to achieve. The aesthetic ability of our generations of educators and all the spiritual qualities associated with aesthetic education has not been able to develop well. The reason cannot be said that we have never set up the "aesthetic education" course has nothing to do. There are four stages that can describe the education procedures in detail as follows.

- The first stage of "aesthetic appreciation" as the aesthetic basic course. The main purpose and mission is to make the students contact in various fields can relate to human life in the class phenomenon, grasp the basic knowledge, aesthetic perspective and methods, inspire them to love beauty, love life enthusiasm, cultivate the aesthetic value of a positive outlook on life and values which will then guide their further life.

- Second stage aesthetic psychological ability training is specific to the aesthetic need of the psychological factors on each training of deep process. The main purpose and mission is to focus on improving the students' aesthetic psychological skill and ability.

- The third stage is the aesthetic concept, concept, method, ability and skill to shape the own image. The main purpose and task is to enable students to form a use in terms of vision and standards to measure their own transformation of consciousness and ability. This part of the course content and the current moral education content has a direct echo, but it is more vivid.

- Phase four is "skills of beauty" as the performance of beauty creation technique training. Main task and goal is to teach students the fruits of the objective things and their own aesthetic, aesthetic design, aesthetic ideal into reality of some methods and technology of new things

Besides this, we give the guidance for the overall education as the follows.

- Reasonable allocation of class hours to enhance the general content of the openness. We have appropriately reduced the number of hours per required course to allow each student to choose more electives and self-study courses. As far as possible in favor of the main body of students choose to build their own cognitive structure, to broaden their horizons, active thinking, and fully demonstrate the purpose of creating individuality.

- Strengthen the psychological education curriculum. The psychological education curriculum has the dual functions of improving the mental and psychological abilities of teachers and students. It has the basic, general developmental and dynamic educational value in the future education activities of the teachers and students. As Uchinsky puts it, psychology is, of course, at the top of all sciences in terms of its application to pedagogy and the necessity for educators.
The Vocal Music Education Suggestions. Vocal music is by no means simple skill training, but to the overall quality of the students training and training. Vocal music psychology is the purpose of this, broaden the breadth of knowledge enhance the depth of knowledge to improve the structure of knowledge, to cultivate talented vocal talent to provide spiritual food. The vocal music psychology in art is a discipline of the multiplication. At present, this class also has in the specialized colleges and teachers' training colleges becomes the required course. The teaching practice and artistic practice showed that the skill class, the group class and practical lesson, are the collective classes must utilize the vocal music heart, here, we give the suggestions for references.

- Proceeds in an orderly way with scientific development. The vocal music teacher must carry on the arrangement before the class. Must solve regarding the issue that in the vocal music teaching process comes across one by one that may not all-round blooming. In the teaching process, the training of previous stage is the necessary preparation of latter stage training, the before training of latter stage is consolidated and development of stage training.

- The prominent individuality, teaches students in accordance with their aptitude. In the vocal teaching process, as the basis of the vocal training, from the breath, vowel consonant choice, practice songs, song repertoire, etc. should have a strong relevance, teachers should fully understand the students on the basis of students Design personalized training program.

- Specific goals, shunt. In the process of teaching, teachers can according to the target of all kinds of students targeted triage training, which not only promotes the development of the students' personality, but also can improve the students' learning enthusiasm, initiative and creativity. This kind of thick foundation, the multi direction talented person training pattern that will certainly raise the student's competitive power to a certain extent.

Conclusion

In this paper, we conduct research on the development trend of contemporary vocal music education system from the curriculum optimization perspective. In studying vocal music process, only then had the deep profound culture foundation, can deeply understand that the lyrics the connotation, enters the specific situation that the song stipulates, in singing to perform to display accurately. Therefore, the chanteur should run through reading the entire process of vocal music training, not only there is the reading power and an interest, the choice of reading
read everybody's informal essay and prose much and other classical works, let own knowledge and understanding ability is the thought in unknowingly is even enhanced. In fact, it is necessary to constantly accept information, processing information, save information in order to correctly implement the brain will, which constitute the mental activity of the brain is one of the three functional structures. This kind of psychological system reaction is the whole process of students' vocal learning. Under this basis, this paper proposes the development trend of contemporary vocal music education system from the curriculum optimization perspective. In the later research, we will apply the method in the education to test the effectiveness.

References


