

The Reform of Vocal Music Education in Universities Under the Concept of Innovation



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Abstract: Under the impetus of the innovation concept, the reform of college vocal music teaching has become an important topic of current music education, and strengthening the reform and innovation is not only conducive to promoting the development and improvement of the college vocal music teaching system, but also able to fundamentally improve the teaching effect, and realize the effective enhancement of the student's vocal music literacy and professional ability. Therefore, this paper starts from the guiding value of the innovation concept on vocal music teaching, discusses the main dilemmas faced in the reform process, and puts forward corresponding reform strategies in combination with these dilemmas, including strengthening teacher training, increasing technology and resource input, and cultivating students' independent learning and innovation ability, aiming at providing thoughts and suggestions for the modernization and transformation of vocal music teaching in colleges and universities.

Keywords: innovative concept; colleges and universities; vocal music teaching; reform practice

Introduction:

As an important part of music education, vocal music teaching in colleges and universities shoulders the important mission of cultivating musical talents and inheriting and innovating vocal art. However, the traditional teaching mode and concept have become insufficient in today's informatization and globalization education environment, and are in urgent need reform and innovation. In this context, the idea of innovation has become the core driving force for the reform of vocal music teaching in colleges and universities, which not only promotes the change of teaching content and methods but also puts forward new requirements for the teaching mode and talent cultivation. However, the reform process also faces many challenges, and coping with these challenges and finding an effective solution strategy are key issues in vocal music teaching reform in colleges and universities.

1. The Guiding Value of the Innovation Concept

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on the Reform of Vocal Music Teaching in Colleges and Universities

1.1 Favorable to the innovation of teaching content and methods

The concept of innovation promotes the continuous optimization and upgrading of the content and methods of college vocal music teaching and promotes the development of teaching to diversification and personalization. Traditional vocal music teaching mainly focuses on technical training, and students usually carry out mechanical training of vocal skills in fixed course contents, neglecting the importance of musical performance, emotional expression, and creative development. However, the introduction of modern teaching concepts has made vocal music teaching pay more attention to the improvement of students' comprehensive musical literacy, not only limited to the technical level. The innovative concept prompts teachers to introduce multidisciplinary knowledge into the vocal music classroom, such as combining the artistry of music performance, the study of psychology on emotional expression, and the help of linguistics on pronunciation skills, to closely integrate theory and

practice. Through this multidisciplinary integration, students are not only able to improve their voice control and skills but also able to understand the emotional expression and cultural connotation of music more deeply, to comprehensively improve their musical literacy (Li et al., 2024). At the same time, teaching methods have also changed significantly under the guidance of innovative ideas. The one-way instillation in traditional teaching methods is gradually replaced by more interactive teaching methods, and the teacher is no longer the only knowledge transmitter in the classroom, but plays the role of a guide, encouraging students to actively participate in teaching activities.

1.2 Favorable to realize the change of teaching mode

The concept of innovation has promoted the change in the teaching mode of vocal music in colleges and universities, especially in the teaching management and evaluation system, which has been updated. The traditional teaching of vocal music usually adopts the "one-to-one" teaching mode, and although this personalized tutoring mode is effective, it has the limitations of high cost and difficulty to be promoted on a large scale in practice, and cannot meet the needs of a large number of students. With the introduction of innovative concepts, new modes such as online teaching and hybrid teaching have emerged, making vocal music teaching break through the limitations of time and space. Under these innovative modes, students can independently arrange their learning progress through online platforms for after-class review and consolidation, and teachers can also expand their teaching coverage through online lectures, which not only facilitates the participation of students from different places but also allows students to continue to receive guidance and feedback from teachers after class. The blended teaching mode, on the other hand, combines the advantages of traditional face-to-face teaching and online learning, enabling students to enjoy personalized instruction as well as self-exploration and learning through online resources, which greatly improves the flexibility and efficiency of teaching. At

the same time, the introduction of innovative ideas has also promoted the updating of the evaluation system of vocal music teaching (Bai, 2023). The traditional evaluation method mainly focuses on the assessment of students' technical level, such as vocal skills, pitch, rhythm, etc., but these often only reflect a part of students' vocal skills. The innovative multi-dimensional evaluation system is more comprehensive, focusing on the development of students' musical perception, creativity, and performance ability in addition to the assessment of their technical skills. For example, teachers can make a comprehensive evaluation through students' emotional expression in musical works, their understanding of the work, and their original musical creations.

1.3 Favor the cultivation of innovative musical talents

The core goal of vocal music teaching in colleges and universities is to cultivate musical talents with innovative spirit and comprehensive quality, and the concept of innovation provides a strong guiding force for this goal. Traditional vocal music teaching often pays more attention to technical training, and students learn vocal skills within a specific framework, with less involvement in musical creation and personalized artistic expression. However, with the intervention of innovative concepts, vocal music teaching is no longer limited to technical training, but focuses more on cultivating students' creativity, independent learning ability, and artistic expression. Teachers guide students to boldly try different music styles in the teaching process, encouraging them to break the traditional framework and explore more music forms, such as pop, ethnic, classical, and other different types of music works, from which they can draw inspiration and experience. This not only opens up students' musical horizons but also stimulates their creative potential, enabling them to express themselves in music. Teachers also encourage students to try original songwriting and music adaptation through innovative teaching methods, so that they can gradually transform from mere performers to creators. In this process, students

not only improve their technical skills but also gradually develop their own musical style and aesthetic concepts in the practice of innovation. The concept of innovation emphasizes that musical talents are not only technical "craftsmen", but also can adapt to the future music market and find their unique position in the changing music industry.

2. The Dilemma of Vocal Music Teaching Reform in Colleges and Universities under the Concept of Innovation

2.1 Lagging in updating teachers' strengths and teaching concepts

Driven by the concept of innovation, vocal music teaching requires teachers to have a more diversified knowledge background and innovative consciousness to meet the needs of modern education development. However, vocal teachers in many colleges and universities still rely on the traditional teaching mode and lag in the updating of teaching concepts. Being influenced by the traditional music education system for a long time, some teachers lack an in-depth understanding and practice of modernized and innovative teaching methods and even hold a certain attitude of rejection toward new teaching concepts (Wang, 2019). This lag not only affects the innovation and development of classroom teaching but also hinders the smooth promotion of teaching reform. In the traditional teaching mode, teachers usually pay more attention to the students' technical training, but neglect the introduction of diversified teaching content and the guidance of personalized development. The modern concept of vocal education advocates interdisciplinary integration, which requires teachers to introduce knowledge of performing arts, psychology, linguistics, and other disciplines in addition to vocal skills to help students understand and express music more comprehensively. However, the relatively limited training opportunities and resources for teachers are also a key issue. Many colleges and universities do not provide teachers with systematic training in innovative teaching. Teachers lack the opportunity to learn modern teaching techniques and

methods, resulting in their inability to fully apply emerging tools such as multimedia teaching and virtual reality. This not only limits teachers' teaching efficiency but also makes it difficult for classroom formats to keep up with the changing times. Due to the lack of resources and training opportunities, teachers face many difficulties in accepting and practicing innovative teaching concepts, which in turn affects the whole process of vocal music teaching reform.

2.2 Insufficient teaching resources and technical support

The implementation of innovative concepts relies to a large extent on modern teaching resources and technical support, especially in the field of vocal music teaching, multimedia teaching, online teaching platforms, virtual reality technology, etc. have become important innovative tools. However, many colleges and universities, especially some local colleges and universities, are unable to provide sufficient technical support for vocal music teaching due to insufficient funding or lack of equipment. These institutions are often unable to meet the requirements of innovative teaching in terms of hardware facilities and lack modern teaching equipment, such as high-quality recording equipment, multifunctional music classrooms, and advanced tools such as virtual reality technology, making it difficult for students to have an optimal learning experience inside and outside the classroom. At the same time, the popularization of online teaching and the promotion of the blended teaching mode also require the establishment of stable and powerful online teaching platforms, but since the development and maintenance of these platforms require large financial investments and technical support, many resource-strapped colleges and universities can hardly afford these high costs. The development of online courses and the introduction of modern teaching tools require not only equipment support but also corresponding faculty resources and technical teams to develop, manage, and maintain them, which further increases the burden of financial and human resources requirements. In terms of the design of

teaching content, optimization of course resources, and the operation of the platform, many universities lack sufficient professional and technical personnel for effective management, which makes it difficult to fully implement innovative teaching concepts in actual teaching. This lack of teaching resources and technical support seriously restricts the promotion of innovative teaching concepts, making college vocal music teaching encounter bottlenecks in the process of modernization and transformation (Liao, 2019).

2.3 Challenges to students' adaptability and learning patterns

The implementation of innovative concepts has put forward higher requirements for students, especially in terms of independent learning ability and creativity. However, some students often feel uncomfortable in the face of brand-new learning styles because they have long adapted to the traditional teaching mode and cannot think independently and practice innovation. Under the traditional teaching mode, students are used to relying on teachers' one-way instillation, and are less involved in independent exploration and problem solving, while vocal music teaching under the concept of innovation emphasizes more on students' active learning and in-depth participation. For example, the blended teaching and independent learning mode requires students to have good time management and information screening ability, they need to make study arrangements according to their progress, and at the same time, they also need to screen a large number of information resources for self-improvement. However, many students are easily confused or overwhelmed in the learning process due to their lack of experience in self-management in this new teaching mode. Innovative teaching often requires students to participate in more practical activities, such as musical performances, original songwriting, improvisation, etc., which poses a higher challenge to students' creativity and psychological quality. Some students with weak psychological quality or insufficient sense of innovation may feel too much pressure when facing these practical tasks, fearing

failure or not daring to express themselves, which in turn affects their motivation to participate. Especially in activities that require a high degree of creativity, such as original music composition, some students may choose to escape due to a lack of creative experience or doubts about their abilities, which prevents them from fully developing their creativity and musical expression. The concept of innovative teaching requires students to break traditional learning habits, think actively, and practice actively, but the discomfort and challenges of this transition may have some negative impact on students' learning outcomes.

3. Reform Strategies of Vocal Music Teaching in Colleges and Universities under the Concept of Innovation

3.1 Strengthening Teacher Training and Idea Updating

To address the lagging problem of teachers in innovative teaching concepts, colleges and universities should pay attention to the construction of the teaching team and adopt a series of specific reform strategies to promote the modernization of vocal music teaching. Systematic teacher training is the key, and colleges and universities should regularly carry out training in modern teaching technology to help vocal music teachers master multimedia technology, online teaching tools, and other emerging means (Cheng, 2019). This can be done by cooperating with professional music education platforms or organizations to design targeted training courses to ensure that teachers are constantly updating their vocal teaching methods and concepts to improve their teaching effectiveness and students' learning experience. Through such systematic training, teachers can not only acquire new teaching skills but also improve their understanding and application of modern educational concepts. Concept updating is as important as academic exchange. Universities should organize more academic seminars or workshops, invite famous vocal education experts at home and abroad to share innovative teaching concepts and methods,

and encourage teachers to study and learn from international advanced education concepts in depth. Such exchanges not only broaden teachers' horizons but also stimulate their innovative thinking. Through exchanges and cooperation with other colleges and conservatories, teachers can better understand the global development trend of music education, so that they can better integrate these new concepts in their teaching and improve their teaching level. The establishment of incentives is also an important way to promote teachers' innovative teaching. Colleges and universities can set up awards for innovative teaching or provide research funding support to incentivize teachers to boldly explore and apply innovative methods in teaching and to cultivate their motivation to actively participate in teaching reform. Through this incentive mechanism, teachers will be more motivated to try new teaching modes and methods, which in turn will promote the comprehensive reform and enhancement of vocal music teaching.

3.2 Increase investment in teaching resources and technical support

The effective implementation of innovative teaching depends on modern teaching resources and technical support, so colleges and universities should focus on several key aspects of the reform strategy, and it is crucial to improve teaching equipment. Colleges and universities need to increase investment in vocal teaching hardware, such as the construction of modern music classrooms equipped with multimedia teaching facilities, recording equipment, and virtual reality teaching platforms (Liu, 2018). These modern facilities can not only enhance the effect of classroom teaching, and improve the teaching level of teachers, but also provide students with a more immersive learning experience so that they can get better practice and experience in the real music environment, to master vocal skills more effectively. The hybrid teaching mode combining online and offline should also become an important reform direction for colleges and universities. Colleges and universities should develop and promote online teaching resources, such as

establishing online course libraries for vocal music teaching and opening up recorded courses and webinars so that students can learn anytime and anywhere. This flexible learning mode not only facilitates students' independent learning but also helps them consolidate and deepen their knowledge after class. In addition, colleges and universities can cooperate with well-known online music education platforms to share high-quality teaching resources, further enrich the teaching content, and enhance students' learning effect. Resource sharing and interdisciplinary cooperation are also an effective strategy to solve the problem of resource tension. In some colleges and universities where resources are relatively scarce, they can form a cooperation network by sharing resources with other colleges and universities or music education platforms to realize complementarity of advantages, and at the same time, interdisciplinary cooperation is encouraged by integrating the resources of related disciplines, such as linguistics and performing arts, to jointly provide support for the reform of vocal music teaching. For example, by introducing the concepts and methods of psychology, pedagogy, and other disciplines, the content and form of vocal music teaching can be enriched to make it more comprehensive and diversified (Sun, 2015).

3.3 Enhancing students' independent learning and innovation ability

In innovative teaching, students are the core, so the reform strategy should focus on cultivating students' adaptability and independent learning ability to ensure that they can flourish in the new learning environment. Colleges and universities can formulate personalized learning plans according to students' different foundations and interests, implement mentorship, and help students formulate vocal music learning programs in line with their development direction. This kind of personalized guidance not only allows students to get better development in their advantageous areas but also enhances their learning enthusiasm and initiative so that every student can find fun and motivation in their learning journey. It is very important to

stimulate students' sense of innovation and practical ability. Colleges and universities can encourage students to practice boldly and explore their musical styles by setting up innovative topics such as original music composition and cross-cultural music performance. Schools can also regularly organize music composition competitions, performance reports, and other activities to provide students with a platform to show themselves and develop their creativity and performance ability. In addition, with the help of cooperation with the music industry, arranging students to participate in practical projects such as music festivals and music production can enhance their creative ability and professionalism, and help them understand the diversity and complexity of music more deeply in practice (Lai, 2010). To help students better adapt to the innovative teaching mode, colleges, and universities can provide psychological counseling and academic support services to help students overcome anxiety in learning and enhance their adaptive ability. Teachers also need to strengthen the guidance and feedback on student's learning process in teaching, guiding them to gradually shift from traditional passive learning to active learning.

Conclusion:

To sum up, under the guidance of the concept of innovation, the reform of vocal music teaching in colleges and universities is inevitable, and future development needs to be explored and practiced continuously in many aspects. By strengthening teacher training, introducing modern teaching technology, and optimizing resource allocation, college vocal music teaching can gradually overcome the existing difficulties. At the same time, focusing on the cultivation of students' independent learning ability and innovative spirit will help to comprehensively improve the quality and ability of musical talents. Ultimately, only under the joint action of teachers, resources, and students, the innovative reform of vocal music teaching can be truly realized, and then promote the development and progress of China's music education.

Conflict of Interest

The author declares that he has no conflicts of interest to this work.

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