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Exploration on the Reform of Vocal Music Teaching for Music Majors in Colleges and Universities in the New Media Era

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Abstract: The vigorous development of new media technology provides new ideas and perspectives for the reform and innovation of vocal music teaching in music majors of colleges and universities. It is not only conducive to promoting the micro-lecture teaching of vocal music, but also can expand the practical teaching of vocal music. More importantly, it can strengthen the guidance of students on industry trends and comprehensively improve students' vocal music singing and performance abilities. Based on the background of the new media era, this paper first deeply analyzes the positive role played by new media technology in the reform of vocal music teaching for music majors in colleges and universities, and then summarizes and proposes effective strategies for the reform of vocal music teaching for music majors in colleges and universities in the new media era, in order to give full play to the role of new media technology in empowering the reform of vocal music teaching for music majors in colleges and universities, guide the reform and practice of vocal music teaching for music majors in colleges and universities, and promote the modern development of music education in colleges and universities.

Keywords: New media era; Colleges and universities; Music major; Vocal music Teaching; Reform strategy

1. Introduction

Compared with traditional media, new media has numerous advantages, such as fast transmission speed, wide coverage, and the ability to carry huge amounts of information. For this reason, it has gradually penetrated into the field of education and attracted great attention from educators. Traditional vocal music teaching has a series of problems, including single teaching content and traditional teaching methods. The introduction of new media technology can effectively break through the drawbacks of the traditional vocal music teaching model, injecting continuous vitality and innovation into its teaching reform. Therefore, studying the relevant content of vocal music teaching reform for music majors in colleges and universities in the new media era is of great practical significance for both improving students' professional capabilities and promoting the innovative development of college music education.

2. The positive role of new media technology in promoting the vocal music teaching reform of music majors in colleges and universities

2.1. Conducive to promoting micro-vocal music teaching

As the wave of new media continues to sweep through the field of education, the reform and innovation of vocal music

teaching for music majors in colleges and universities have ushered in new development opportunities. Compared with the traditional teaching model, the application of the new teaching model supported by new media technology in vocal music teaching can not only present teaching contents to students in a more vivid and dynamic way, but also further enrich the teaching contents and enhance the fun of the entire teaching process [1]. Precisely for this reason, new media technology demonstrates unique advantages at the micro-teaching level. By organically integrating various multimedia elements such as images, audio, and video, it brings students a learning experience of audio-visual integration, which improves the quality of their vocal music learning and helps fully arouse their learning interest. Educational psychology tells us that in the learning process, the memory retention rates of hearing and vision are 15% and 25% respectively. If the two are closely combined, this figure may exceed 65% [2]. Specifically in the vocal music teaching process for music majors in colleges and universities, if teachers can use visual means to intuitively present abstract singing skills, students can not only intuitively observe the vocalization process, but also further reduce the boredom of learning vocal music theoretical knowledge, thereby significantly improving the learning quality and forming good vocal habits. For example, teachers can flexibly use tools such as virtual reality technology or electronic whiteboards to intuitively display the cross-sectional diagrams of cavities, organs and other parts to students, so that students can more clearly see the organ changes during vocal music singing, thus bringing them an immersive learning experience [3].

2.2. Conducive to expanding vocal music practical teaching

Practice is crucial for students learning music. New media technology plays a key role in significantly enhancing students' stage performance and helping them master vocal skills solidly. The traditional vocal music teaching model may confine students to the classroom due to time and space limitations. Most of the time, students need to rely on imagination for stage performance practice, which is not only unfavorable for significantly improving the practice effect but also difficult to specifically exercise students' on - the - spot adaptability. New media technology can effectively make up for the shortcomings of the traditional teaching model. With the strong support of advanced technical means such as Jianying (video editing software), video matting, and screen casting, teachers can simulate stage performance scenarios for students, allowing them to engage in actual combat drills in a realistic environment. This not only enhances students' sense of immersion in the stage but also enables them to enjoy the stage with all their hearts, enrich their stage experience, and achieve satisfactory vocal music practical teaching effects [4-5]. In addition, teachers can flexibly use recording and video equipment to record students' performances in stage practice in real time and provide targeted guidance to students after class, so as to timely make up for their deficiencies.

2.3. Conducive to strengthening industry dynamics guidance

Under the traditional vocal music teaching model, many students find it difficult to receive personalized guidance from teachers, and it is also challenging to connect with the cutting-edge of the industry. Most teachers focus on teaching vocal music knowledge points or evaluating students' vocal skills, but may ignore the analysis and guidance of the entire industry. This may lead to a disconnection between vocal music teaching for music majors in colleges and universities and the market [6]. From the students' perspective, they may also have a "mind your own business" attitude, which is extremely unfavorable to both students' growth and industry development. After new media technology is integrated into vocal music teaching, both teachers and students have the opportunity to access the most cutting-edge domestic and international vocal music industry dynamics through a series of new media platforms, keeping pace with the times. For example, teachers and students can promptly understand the most popular vocal music works at home and abroad, and can also communicate with excellent domestic and foreign singers and experts through live broadcasts and other interactive methods, so as to broaden their horizons, promote the vocal music teaching reform for music majors in colleges and universities to keep up with the trend of the times, and lay a foundation for cultivating more excellent vocal music talents who meet the needs of the times [7].

3. Effective strategies for the vocal music teaching reform of music majors in colleges and universities in the new media era

3.1. Cultivating teachers' new media literacy and updating vocal music education concepts

In the new media era, vocal music teaching for music majors in colleges and universities is faced with unprecedented opportunities and challenges. As important organizers of vocal music teaching activities and key guides for students' learning, teachers' new media literacy is closely related to the final effectiveness of vocal music teaching reform. Therefore, teachers themselves should take the initiative to update teaching concepts, and schools should also provide strong support for the cultivation and improvement of teachers' new media literacy, working together to provide powerful teaching staff support for the orderly development of vocal music teaching reform. On the one hand, from the perspective of schools, they should strengthen the training of teachers' new media literacy. By developing and formulating normalized training courses for teachers, such as digital audio processing, video editing, and online teaching platform operation, the skill level of teachers can be significantly improved. Moreover, schools should regularly invite industry experts to popularize the application methods of advanced teaching software to teachers through lectures, and demonstrate on-site how to carry out audio editing and analysis of vocal music works, so as to help teachers master the correct use of new media tools solidly, laying a solid foundation for future teaching practice [8-9]. On the other hand, from the perspective of teachers, they should actively abandon traditional teaching concepts, continuously learn and accept advanced teaching concepts, and especially deeply understand the positive role played by new media technology in promoting the reform of vocal music teaching. In addition, teachers should actively establish the "student-oriented" teaching concept, and be good at using advanced new media technology to enrich vocal music teaching materials and innovate teaching methods. For example, teachers can actively learn from and draw on new online course forms such as micro-courses and MOOCs (Massive Open Online Courses), combine with the content of vocal music teaching, record short videos in advance on the analysis of vocal music works or the explanation of vocal music skills, and upload them to the online teaching platform for students to preview before class [10]. In addition, vocal music teachers should appropriately use fragmented time to pay attention to the development trends of the vocal music industry in a timely manner through new media platforms such as Weibo, Douyin, and Kuaishou, and integrate the most cutting-edge vocal music singing skills and popular vocal music works into daily teaching, so as to ensure that vocal music teaching is always in line with the development of the times.

3.2. Focusing on the characteristics of curriculum teaching and introducing blended teaching mode

The vocal music courses in music majors of colleges and universities have prominent characteristics, such as a strong demand for personalized teaching and an emphasis on the integration of theory and practice. In the new media era, teachers should combine the characteristics of vocal music courses, rely on new media platforms, and actively introduce blended teaching modes to make up for the shortcomings of traditional offline teaching and give full play to the advantages of online teaching, so as to achieve twice the result with half the effort in teaching [11-12]. On the one hand, for theoretical teaching, considering that vocal music theoretical knowledge is relatively boring and difficult to understand, teachers can rely on the university's online teaching platform and the construction of vocal music skill teaching resource libraries to present background materials of a work, music appreciation videos, etc., to students through the platform, so as to promote students' autonomous learning and cultivate their good learning habits. Taking the teaching of the work On the Hopeful Field as an example, teachers can upload written and video materials related to the creation background and core ideas of the work to the online platform for students to learn independently. At the same time, they can also upload comparative appreciation videos of different singing versions, allowing students to have a deeper and more comprehensive understanding of the singing methods, emotional expression, etc., of the work from different perspectives. In the actual classroom, teachers only need to explain the key and difficult points pertinently according to the students' pre-class preview situation. It is worth noting that teachers should leave enough time for classroom discussion and communication, and deepen students' understanding of theoretical knowledge by encouraging them to exchange views on the work with each other [13]. On the other hand, for practical teaching, teachers can record demonstration singing videos in advance for

students to learn, and then require students to carry out targeted practice and upload the practice videos to the platform. For the common problems existing in students' singing process, teachers can give targeted explanations in class; for students' personalized problems, teachers should provide them with targeted guidance to comprehensively improve students' singing level.

3.3. Relying on virtual reality technology to create an immersive learning environment

In the new media era, virtual reality (VR) technology has led the reform and innovation of vocal music teaching with its remarkable features such as high immersion and interactivity, bringing students an unprecedented learning experience. By relying on VR technology, teachers can create an immersive learning environment for students, establish virtual music performance scenarios, and vividly demonstrate diverse playing methods of different musical instruments while playing videos of various singers, so as to enliven the classroom atmosphere and provide students with a diversified practical platform. Moreover, VR technology can guide students to continuously explore music in depth, deepen their understanding of music, effectively cultivate their creative thinking, and enable them to truly become the masters of the classroom. For example, when teaching I Love You, the Snow in Northern Saibei, teachers can use VR technology to construct diversified virtual stage scenes for students or lead them into the virtual Northern Saibei, allowing them to fully experience the scene of falling snow, thus providing rich emotional support for students' future singing practices. During students' singing practice, teachers should capture their body movements and singing performances in real time, analyze the problems in their singing process in detail through the system, and point out their strengths, so as to comprehensively improve students' singing level [14]. In addition, in the rehearsal process of vocal music works, teachers should also flexibly use VR technology to enhance the rehearsal effect. For instance, teachers can use VR technology to simulate accompaniment or provide backing vocals for students, so as to optimize the rehearsal configuration, enable students to experience music immersively, and lay a foundation for formal performances.

3.4. Creating a music learning community to encourage student sharing and communication

In the new media era, communication between teachers and students, as well as among students, has become smoother. A music learning community provides convenient conditions for sharing and communication between students and between teachers and students. Here, students or teachers can share high-quality works at any time and communicate with others, achieving common progress through mutual inspiration and learning. Generally, music learning communities include two forms: online and offline. The online music learning community relies on social media platforms familiar to students, such as Weibo, WeChat, QQ, etc. Students can ask others for advice or share their favorite vocal works, singing videos, etc. In this process, teachers need to strictly guide the development direction of the community. For example, teachers can regularly release online tasks in the community, such as requiring students to appreciate a vocal work and share their understanding of it, which is particularly crucial for improving their comprehension. In addition, the offline music learning community specifically refers to teachers regularly organizing diverse music activities, such as singing competitions, music salons, vocal special lectures, etc. The goal is to enrich students' learning experiences, enhance the fun of vocal music learning, and improve students' vocal music practice ability [15].

4. Conclusion

In summary, in the new media era, the integration of new media technology into vocal music teaching for music majors in colleges and universities represents an inevitable trend and a new frontier for educational reform and innovation. This paper focuses on elaborating effective strategies for the reform of vocal music teaching for music majors in colleges and universities in the new media era from multiple dimensions, including cultivating teachers' new media literacy and updating vocal music education concepts; focusing on the characteristics of curriculum teaching and introducing a blended teaching model; relying on virtual reality technology to create an immersive learning environment; and establishing music

learning communities to encourage students to share and communicate. It is hoped that these strategies can provide useful references for vocal music teachers.

Disclosure statement

The author declares no conflict of interest.

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