

Discussion on the Application of Innovative Teaching Methods in the Vocal Course of Middle and High Pre-school Vocational Education Majors

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Abstract:

With the deepening of education reform in recent years, the importance of middle and high vocational education has been highlighted. The middle and high vocational integrated preschool education major is an important position for cultivating preschool teachers as its curriculum and teaching methods will directly affect the quality of future early childhood education. In this context, as an important course of preschool education majors, vocal music class can not only improve students' music literacy and artistic expression ability but also improve the teaching level of teachers. However, the traditional vocal music teaching method is single, lacks interactivity and innovation, and it is difficult to stimulate students' learning interest and potential, so it is a hot topic for the teaching industry to explore the vocal music teaching reform strategy for middle and high school integrated preschool education majors.

Keywords:

Innovative teaching methods
Middle and high school integration
Preschool education
Vocal music program

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1. Introduction

As an important part of the integrated teaching mode of middle and higher vocational education, how effective the teaching is will directly affect the learning experience of students and the cultivation of their vocational ability in the whole teaching stage. Therefore, the use of modern educational technology, innovative teaching concepts, reform, and optimization of the vocal music course is not only a necessary way to improve the quality of teaching

but also an important means to improve the students' vocational quality and competitiveness. Therefore, it is of great significance to explore the reform strategy of the vocal music teaching of middle and high school vocational integration preschool education majors.

2. Advantages of innovative teaching methods applied in middle and high vocational pre-school vocal music course

2.1. Improve students' interest and participation in learning

The application of innovative teaching methods in middle and high vocational preschool vocal music teaching can significantly improve students' learning interest and participation. These methods often break through the single traditional teaching mode and adopt a variety of teaching methods, such as multimedia technology and interactive classroom activities, so that students' learning enthusiasm is greatly improved. With the help of modern technology, virtual reality technology and interactive whiteboard technology have injected new vitality into vocal music teaching, so that students have a more intuitive and vivid understanding and mastery of vocal music knowledge ^[1]. Such a teaching mode can not only stimulate students' desire for knowledge but also allow students to learn in a relaxed and pleasant atmosphere, improving the overall efficiency of the classroom. In addition, innovation in teaching methods makes students more actively participate in learning. Traditional indoctrination often allows students to passively receive information, while the "innovative teaching method" emphasizes the student's main position, encouraging students to actively participate in classroom discussions, practical activities, and teamwork. This teaching method is conducive to the development of student's independent learning ability so that students become participants in the classroom and develop good learning habits and a good attitude towards learning.

2.2. Promote personalized learning

The use of creative teaching methods in vocal music teaching can also effectively promote students' individualized learning. The traditional teaching mode often ignores students' individual differences, resulting in unsatisfactory teaching results. In the process of personalized teaching, teachers can better understand and grasp the learning characteristics and needs of each student, and develop targeted teaching plans accordingly. Learning management systems, intelligent teaching platforms, and other modern educational technologies can monitor and analyze the learning status of students

in real time, helping teachers adjust the teaching content and strategies according to the learning needs of different students. At the same time, the implementation of personalized learning also enables students to learn at their own pace and in their way, giving full play to their initiative and creativity. In this kind of teaching environment, students can choose their own learning contents and methods according to their own interests and abilities, to improve their vocal knowledge and skills. This can not only improve students' academic performance but also enhance students' self-confidence and motivation to learn so that students will be more competitive in their future studies and careers.

2.3. Enhance students' practical ability

The use of innovative teaching methods in middle and high vocational vocal teaching can significantly improve the practical application of students' abilities. Hence, modern vocal teaching should not only focus on the teaching of theoretical knowledge but also pay attention to the cultivation of students' hands-on ability. Through the use of innovative teaching methods such as situational teaching, simulation training, project-based learning, and other innovative teaching methods, students can carry out practical operations in real or simulated environments to improve their hands-on ability and the ability to solve practical problems, and this mode of teaching enables students to link theoretical knowledge with practical operations and improve their skills in practice ^[2]. In addition, the innovative teaching method also focuses on cultivating the comprehensive quality of students through a variety of practical activities. Students can learn the knowledge of vocal music and cultivate team spirit, communication, and leadership skills. Modern workplaces not only have high requirements for specialized knowledge but also have high requirements for practical ability and comprehensive quality.

2.4. Cultivate comprehensive quality

Creative teaching methods applied to middle and high school pre-school vocal music teaching can also effectively improve the comprehensive quality of students. Modern education emphasizes the all-round development of human beings, who not only need to master professional knowledge and skills but also need

to have better comprehensive quality, such as innovation ability, critical thinking ability, communication ability, teamwork ability, and so on. Teachers should innovate teaching methods and carry out colorful classroom activities and practical activities to improve students' comprehensive quality. Through project learning, students can be trained in the skills of planning, organizing, and executing through complete projects, and learn how to communicate and cooperate effectively with others in teamwork. Such a teaching mode can help students consolidate their vocal knowledge as well as develop their problem-solving skills and lay a good foundation for their future careers.

3. The application strategy of innovative teaching methods in middle and high vocational preschool vocal music courses

3.1. Multimedia teaching

The use of multimedia technology, such as video, sound, animation, interactive software, and so on, can create a more vivid and intuitive learning environment for students^[3]. Multimedia teaching resources can provide students with a wealth of music materials and singing demonstrations to help students deepen their understanding and mastery of vocal techniques. Teachers can use multimedia technology to create courseware to show the historical background of the musical work, the composer's biography, the artistic characteristics of the work, and so on, to strengthen the student's ability to perceive the vocal works. Multimedia teaching also facilitates the teacher's timely feedback and evaluation, helps students correct their mistakes in time, and ensures that the learning effect is maximized.

For example, in the case of the "children's singing skills" class, teachers can use multimedia equipment to play children's songs and singing videos. At the beginning of the teaching, the teacher first played "Little Star", "Bugs Fly", and other classic children's songs, so that students could appreciate the songs and feel the melody of the song, the rhythm, and the facial expression when singing. Then, the teacher can use multimedia to play a clip of a children's song sung by a professional singer. After each playback, the teacher will pause the playback and give a detailed explanation. The teacher can point out

the breathing methods and vocalization methods used by the singer in a particular passage, and how these methods help the singer's emotional expression. Then, using the slow playback function of the video, the mouth changes and breath control of the singer's singing will be analyzed frame by frame, so that the students can have a more intuitive understanding and mastery of the singing skills. To further improve students' hands-on ability, teachers can use multimedia technology to make live recordings of students' singing practice process. In this way, students will be able to clearly recognize the shortcomings of their singing, and then improve.

3.2. Situational teaching

Situation teaching is a situation as the carrier of the teaching method, can create a close to the actual singing situation for students so that students are personally involved in it. Students can experience the emotion and performance of music through role-playing and situation simulation, thus enhancing their performance skills and confidence^[4]. Contextual teaching method also helps students understand how different musical works are expressed in different contexts, thus deepening their understanding of musical expression. Through contextual discussion and analysis, students' music appreciation ability and aesthetic interest can be improved.

For example, in the course of children's musical singing and playing, the teacher can create a simulated children's music situation, so that students can sing and perform in a specific situation. At the beginning of the lesson, the teacher will first introduce the background and characterization of the musical to the students, and then play a short music video to let the students understand the whole plot. Then, the teacher will set up the classroom as a simple stage for students to play different roles. Each student will have their role and perform the corresponding lines and songs. Teachers can provide students with simple costumes and props to make it easier for them to integrate into the situation. If the music is set in the forest, the teacher can provide some leaves, flowers, and other ornaments for the students to wear to create the atmosphere of the forest. When singing, the teacher can use lighting and sound effects to create a realistic stage effect to enhance the students' "immersion" feeling. After the end of the performance, the teacher can organize

the students to change roles, so that each student to experience different roles and scenarios, so that not only can improve students' singing skills but also to strengthen the students' stage performance and cooperation ability.

3.3. Group cooperative learning

In vocal music teaching, group cooperative learning is an effective teaching method. Taking the group as a unit, students are encouraged to complete vocal exercises and tasks together to develop team spirit and communication skills. Cooperative group learning enables students to communicate with each other, inspire each other, and improve together in the process of mutual communication and discussion^[5]. Cooperative learning enables students to practice vocal music in a more relaxed environment, reduces tension, and improves motivation for learning. Teachers can design some cooperative vocal activities to stimulate students' creative thinking.

For example, taking choral technique and cooperative singing as an example, the teacher can divide the students into groups and each group will sing a song. At the beginning of the teaching, the teacher will introduce the basic concepts and techniques of choral singing, and then play some videos of classic choral singing to let students experience the charm of choral singing. Then, the teacher divides the students into groups, assigns a song to each group, and asks each group of students to perform a song within the designated time. Teachers can give students certain guidance in group activities, such as teachers can assist group members in assigning singing parts so that each student can find a suitable range and voice part. In the process of teaching, teachers should strengthen the guidance on harmonic practice so that they can better master the harmonic skills and methods. In practice, the teacher can observe the progress of each group at any time and give timely feedback and suggestions. In the group presentation, each group shows their choral works to the whole class. After the presentation, the teacher can organize students to evaluate and discuss with each other, so that each group of students can know their strengths and weaknesses. Through group cooperative learning, students can not only improve their choral skills but also strengthen their teamwork and communication skills.

3.4. Individualized teaching

Personalized teaching is a kind of teaching method designed for students' individual differences and needs. Teachers can tailor-make teaching plans and objectives according to students' different music fundamentals, learning progress, and interests. In personalized teaching, teachers can provide targeted guidance and instruction according to the characteristics of different students, helping students to overcome learning difficulties and bottlenecks, to improve the level of vocal music. Personalized teaching can also stimulate students' learning potential and creativity so that students can find ways of self-expression in music. In the teaching process, teachers can adopt different teaching methods, such as individual tutoring, tiered teaching, and assigning different homework to meet students' individualized needs.

For example, in the course "Individualized Singing Styles and Techniques", teachers can tailor-make individualized teaching plans for each student's voice characteristics and singing styles. Before the lesson, teachers can learn about each student's voice characteristics, singing style, and learning needs through interviews and questionnaires. On this basis, teachers can choose songs and practice materials suitable for different students. For example, students with good voices can sing children's songs that are light and fast, and students with soft voices can sing lullabies that are soft and gentle. During the lesson, teachers can personalize the coaching for each student. Teachers can teach students with good voices to practice the treble part and teach them how to keep stable and clear pronunciation in the treble part. Students with softer voices can be instructed to practice the bass part so that they can better master the vocalization and resonance skills in the bass part. In the process of personalized teaching, teachers can also use audio and video equipment to record each student's singing process and analyze and feedback in class, so that students can see their progress and shortcomings, and make timely adjustments and improvements.

3.5. Project-based learning

Project-based learning refers to the student-centered, practical project-based learning approach to develop students' comprehensive quality and hands-on ability

in vocal music teaching. In the process of project-based learning, teachers can design practical projects related to vocal music, such as musical production, concert planning, musical composition, and so on, so that students can learn and apply vocal music knowledge and skills in practical activities^[6]. Project-based learning can stimulate students' interest in learning, motivate them to learn, and improve their comprehensive quality and ability while solving practical problems. Students will have a strong sense of achievement when participating in activities, which can enhance their self-confidence and sense of responsibility.

Take "Children's Concert Planning and Performance" as an example, teachers can organize students to participate in the whole process from planning and rehearsal to performance. At the beginning of the project study, the teacher should first introduce the general objectives and tasks of the topic to the students, and then divide the students into groups, with each group being responsible for one group's content. For example, one person is responsible for the planning and choreography of the program, and one person is responsible for the stage setup and props production. During the program, the teacher may hold regular group meetings to assist students in reporting and communicating the progress of the program. In each session, the teacher will provide some advice and guidance to the students. For example, in the program planning group, the teacher may assist the students in selecting songs suitable for young children to perform, and guide them in rehearsal and singing skills. In the final stage, teachers can organize a mock performance

so that students can have a complete rehearsal process. During the rehearsal, the teacher needs to carefully observe every link and guide the students to solve the problems arising in the actual performance. Finally, students will complete a real children's concert under the teacher's guidance.

Through the project, students can not only improve their vocal skills but also strengthen their organizational planning, teamwork, and practical skills, laying a good foundation for their future career development.

4. Conclusion

To summarize, applying innovative teaching methods to middle and high school integrated preschool vocal music teaching can not only enrich the teaching means, but also improve students' learning interest and participation, and more effectively improve students' comprehensive quality. This innovative teaching method allows students to have more opportunities to show themselves, improve students' musical literacy, and improve the level of teaching. With the continuous improvement of the level of educational technology and the constant updating of teaching concepts in the future, the reform of vocal music teaching is bound to develop in the direction of diversification and personalization. Teachers should constantly explore new teaching methods to adapt to the needs of the times, cultivate a more creative and practical experience for preschool education professionals, and make greater contributions to the cause of preschool education in China.

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