

# The Application of Diversified Teaching Methods in the Reform of Vocal Music Teaching

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**Abstract:** Under the background of economic globalization, the concept of diversity is integrated into the field of education, which has an important impact on the curriculum and teaching reform. In order to realize the integration of national+world resources, the traditional teaching mode of vocal music is reformed and the concept of diversified innovation is integrated into the teaching reform when quality education is comprehensively promoted. Based on this, the article first firstly introduces the advantages of the application of diversified teaching methods in the reform of vocal music teaching, and then puts forward some effective application strategies from four aspects, namely, emotional experience, life practice, informatization teaching and interactive teaching, so as to change the traditional single teaching system, enrich the content of vocal music teaching, cultivate the students' cultural and artistic cultivation, and create an efficient vocal music classroom.

**Keywords:** Vocal music teaching; Diversified teaching; Application strategies

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Under the background of quality education, new requirements are put forward for the teaching mode of vocal music, and the comprehensive application ability of students is developed through diversified teaching modes. At this stage, as an important part of school art education, the vocal music course should not only improve students' professional ability, but also help students' diversified development with the help of innovative teaching mode. Therefore, teachers in the specific curriculum teaching, the introduction of diversified ideas, by virtue of modern teaching concepts, for students to create a rich and colorful vocal learning environment, maximize the level of art teaching in schools.

## 1. Advantages of the Application of Diversified Teaching Methods in the Reform of Vocal Music Teaching

### (1) Meet the needs of differentiated instruction

Each student's growth environment is different, and there are naturally differences in their perspectives on problems, especially in vocal music learning, which presents the characteristics of diversity, differentiation and differentiation. Some students have a weak sense of foundation, it is difficult to obtain high level knowledge, to expand and extend knowledge on the basis of completing the task, the teacher in the teaching of vocal music course, through the diversified teaching mode, the existing knowledge of innovation. As for students with a good foundation in vocal music, with the effective application of diversified teaching methods, try to carry out extracurricular training according to their mastery of knowledge. With the effective application of diversified teaching methods, it meets the differentiated development needs of students, better adapts to the development needs of students at different stages, and encourages students to complete the consolidation of

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knowledge in the process of mutual discussion.

## **(2) Stimulate students' interest in vocal learning**

Interest as a prerequisite for students to learn vocal music, even if the content is similar, if you choose different teaching methods, the final results will be different. Vocal talents with high comprehensive quality can be better qualified for future work, which puts forward more stringent requirements for the development of students' comprehensive quality. By virtue of the diversified teaching mode, we can stimulate the enthusiasm of students to learn vocal knowledge, help them internalize knowledge in practice, complete emotional sublimation in experience, and always maintain a good mentality of coordinated development with the society<sup>[1]</sup>.

## **2. The Application Strategy of Diversified Teaching Methods in the Reform of Vocal Music Teaching**

### **(1) Emotional experiential teaching strategies**

In vocal teaching, it is not only to pay attention to the application of words and phrases, but also to build a real situation, which is the key content of the emotional sublimation of the work. Usually, the tune should have emotion as the basis to complete the deep combination of song, emotion and words. Each song, students according to the melody, analyze the inherent artistic characteristics, the teacher according to the students for the mastery of music, the use of melody in the vocal works of scientific guidance, for the students to explain the different vocal works, to deepen the students' perception and understanding.

First of all, teachers lead students to carefully appreciate different musical works, students independently analyze the inner melodic characteristics of the works, so that vocal works can make students produce strong emotional resonance, intoxicated. Secondly, in vocal music teaching, the teacher carefully analyzes the changes in the melody, and there are obvious changes in any stage. Before the teacher arranges the singing, the teacher uses information technology to play the relevant works for the students, feeling the tune characteristics in advance, and understanding the high and low changes of the melody. When students understand the melody of the work, they analyze the score and master the speed, strength and expression when singing. Finally, the students go deeper into the song, experience the real emotions contained therein, analyze the artistic characteristics of the song, and smoothly enter the atmosphere of the song by virtue of their own skills. It is important to note that before the vocal teacher teaches the song, the students should find the core of the song, and accurately handle the climax part of the song. Through the intense emotional progression, the beautiful way of vocal performance, bursting with unique emotions, improve the students' ability to sense, so as to obtain high-quality vocal teaching results<sup>[2]</sup>.

### **(2) Informatization Teaching Strategies**

In the information age, vocal music teaching should also keep up with the trend of the times, with the help of modernized means such as catechism and new media platforms to create a real and vivid learning environment for students. For example, in the vocal music teaching based on catechism, it breaks through the time and space limitations, which makes it convenient for teachers to obtain relevant learning materials at any time, so that students can easily enter the master lecture hall. Therefore, the teacher in the vocal music teaching, according to the teaching content, select the targeted vocal music material, to provide students with targeted fine vocal music courses. When students watch the video, the teacher is responsible for guiding and supervising the students, and with the end of the course, the students are required to summarize and extend the content of the video, to solve the difficult and important knowledge in daily teaching, and to enhance the

students' understanding of the content of vocal music.

Another example is the effective application of new media technology, such as short video platforms like Shutterfly and Jitterbug, in which vocal masters share relevant vocal techniques in their accounts, and through short videos, students can watch them at any time, so that they can understand the breath, bite, emotion and other contents of vocal learning. The cloud classroom system based on short videos is set up with professional vocal teachers to explain the knowledge, and current ethnic singers and pop musicians will also be invited to share some singing skills. Teachers do a good job of screening new media platforms according to the actual situation of students, and recommend suitable objects of concern for students. In addition, vocal teachers can open their own jittery voice number, WeChat public number, send students in the class vocal appreciation video, through the way of live broadcast, actively and students to carry out in-depth interaction, so that the students can also produce after the class to continue to learn the interest of the knowledge of vocal music, and really turn the teaching into a fun thing<sup>[3]</sup>.

### **(3) Interactive teaching strategies**

The diversified development of art teaching and the integration of diversified teaching concepts in vocal music teaching is no longer a single teaching framework, which requires precise positioning, presets appropriate teaching objectives for students, and cultivates composite vocal talents. Teachers re-examine the traditional single teaching method, with the help of interactive teaching, to solve the phenomenon of one-way communication in traditional vocal music teaching, and to play the value and significance of vocal music teaching. With the effective application of interactive teaching methods, teachers carefully introduce questions to complete the introduction of knowledge, pay attention to students' questions, and play a guiding role in students' psychological development. Throughout the stage, teachers ask constructive questions to mobilize students' enthusiasm for exploration and prepare for teacher-student interaction.

The application of interactive teaching in the vocal music course, timely and reasonable feedback on students' learning, answering questions, helping students to summarize the relevant singing skills, and reporting and organizing knowledge through the written word. It is used to test the students' learning situation and complete the integration of knowledge, and it can also point out the students' deficiencies in time and guide them. For example, some male students can not sing the high notes, when the situation is presented as emotional tension, the throat can not be opened. Students should raise their hands to speak, inform the current state, so that teachers can do a good job of demonstrating and guiding students according to their situation, improve their vocal skills, and achieve the purpose of positive interaction.

### **(4) Artistic practice strategies**

Diversified teaching mode cannot be separated from practice, in order to improve the level of vocal music teaching and help students master vocal music knowledge. Teachers organize diversified art practice activities, encouraging students to form a positive and active singing mindset in the process of in-depth experience, to master the relevant singing skills, and to complete the internalization of knowledge through the way of performance. For example, halfway through the semester, the teacher organizes a small dance art singing class, allowing students to perform and compose on stage according to the vocal knowledge they have mastered during the half semester, so that students can sing songs in a real environment, improve their mental quality, and prepare for a bigger stage. With the art practice activities, the teachers assess the students scientifically in terms of lyrics, biting, emotion, singing technique and other dimensions, and after careful guidance from the teachers, the students' vocal skills are improved. After the end of the stage art practice activities, teachers and students together to summarize, timely point out the shortcomings of the students and affirm their efforts. It can be seen that the internalization of theoretical knowledge in class is completed through the way of art practice, which provides guarantee for students' diversified development<sup>[4]</sup>.

### 3. Conclusion

In the new era, the teaching of vocal music courses, with the help of diversified teaching modes, helps students to develop efficiently, which is in line with the relevant requirements of the current stage of curriculum reform. In this regard, teachers should fully understand the practical value of the concept of diversified teaching, with the help of information technology teaching, emotional experience, art practice and other ways to improve students' singing skills and stage performance ability, and help students establish a correct aesthetic view.

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