Studying Bloom's Taxonomy for constructing Vocal Music Guidebook for Teaching 1st Year Vocal Students at Shangqiu Normal University, Henan Province, China

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Abstract

With the rapid development of the times and the fusion and exchange of cultures from different countries, quality education in China is facing new challenges and opportunities. Vocal music educators are eager to find ways to improve the quality of education in order to better adapt to the trend of the globalisation era. Teachers are eager to find quality vocal teaching methods. guidebook's assessment results are positive, which reveal the direction of vocal educators' teaching efforts and provide a model for vocal teaching. It has contributed to the development and progress of vocal teaching in China, and has provided a favourable tool for the cultivation of well-rounded vocal talents.

This research used mixed method. By studying the literature and interviewing 3 key informants. Guidebook was created and approved by experts. Practised and tested on a sample of 10 first year vocal students from Shangqiu Normal University. The research tools included: observation, interview, document analysis, experiment, evaluation, and IOC. The researcher analysed the relevant data information to draw conclusions.

Through an in-depth study of the literature related to Bloom's Taxonomy of Educational Objectives and in-depth interviews with three key informants, the researcher successfully created a textbook titled A Guide to Teaching the Fundamentals of Vocal Music at Shangqiu Normal University. In the literature study, the researcher systematically organised the theoretical knowledge of Bloom's Taxonomy of Educational Objectives, while rich practical teaching experience was accumulated through key informant interviews and classroom observations. Under the careful guidance of the three experts, the teaching guidebook contains a foreword, a brief introduction to Bloom's Taxonomy of Educational Objectives, a curriculum, a detailed teaching guide, a complete syllabus, specific lesson plans, comprehensive evaluation criteria, and relevant music scores. This guide book is designed to provide a teaching reference for first-year voice teachers, helping them to guide their students to clarify their learning goals, develop comprehensive music literacy, and improve their singing skills. With systematic theoretical support and rich practical experience, this guidebook will become an important tool for vocal music teaching, providing students with a more comprehensive and effective learning experience.

Keywords: Bloom's Taxonomy; Vocal Music Guidebook; Vocal Students; Shangqiu Normal University; Henan Province; China

Introduction

Based on the theoretical foundation of Bloom's Taxonomy of Educational Objectives, this voice teaching guide provides comprehensive and practical guidance for voice educators. Through an in-depth understanding of Bloom's Taxonomy and practical experience, the guide aims to help voice teachers design and implement first-year voice programmes more effectively (Hai, 2003). It provides readers with a theoretical foundation by explaining the core concepts of Bloom's Taxonomy, as well as its practical application in voice teaching (Zhang, 2015). The overall structure of a first-year voice programme covers the main learning content and objectives of a semester. For different levels of learning, details are given on how to design teaching and learning activities that lead to the overall cognitive, affective and skill development of students. Detailed lesson plans are given for each session, including topics, teaching methods and expected outcomes. Provides specific lesson plan examples to help educators better organise and prepare for each lesson. Provides clear learning assessment criteria to help educators and students understand learning progress and achievement. Selects song scores suitable for Grade 1 students and promotes students' skills with practical singing activities (Liu, 2006). By combining theoretical knowledge and practical experience, this guide strives to guide vocal educators to better apply Bloom's Taxonomy of Educational Objectives in the classroom and provide students with a comprehensive, systematic vocal learning experience.

Research Objectives

1. To study Bloom's Taxonomy of Educational Objectives from the key informants.

2. To construct a vocal music guidebook for 1st year Student at Shangqiu Normal University,based on Bloom's Taxonomy.

3. To experiment teaching by using vocal music guidebook at Shangqiu Normal University.

4. To find out the effectiveness of teaching by using vocal music guidebook.

Research Methodology

This study will use a mixed-methods research design, combining qualitative and quantitative methods.

1.Qualitative data: Observations: classroom practices and student engagement;Interviews: teachers' perceptions of the use of Bloom's Taxonomy;Document analysis: Consulting relevant literature, syllabi and instructional materials, in-depth knowledge of current courses.

2.Quantitative data: Experiment: to collect their perceptions of teaching methods and their impact on learning outcomes;

Assessment: Formative and summative (Performance) tests to measure changes in students.
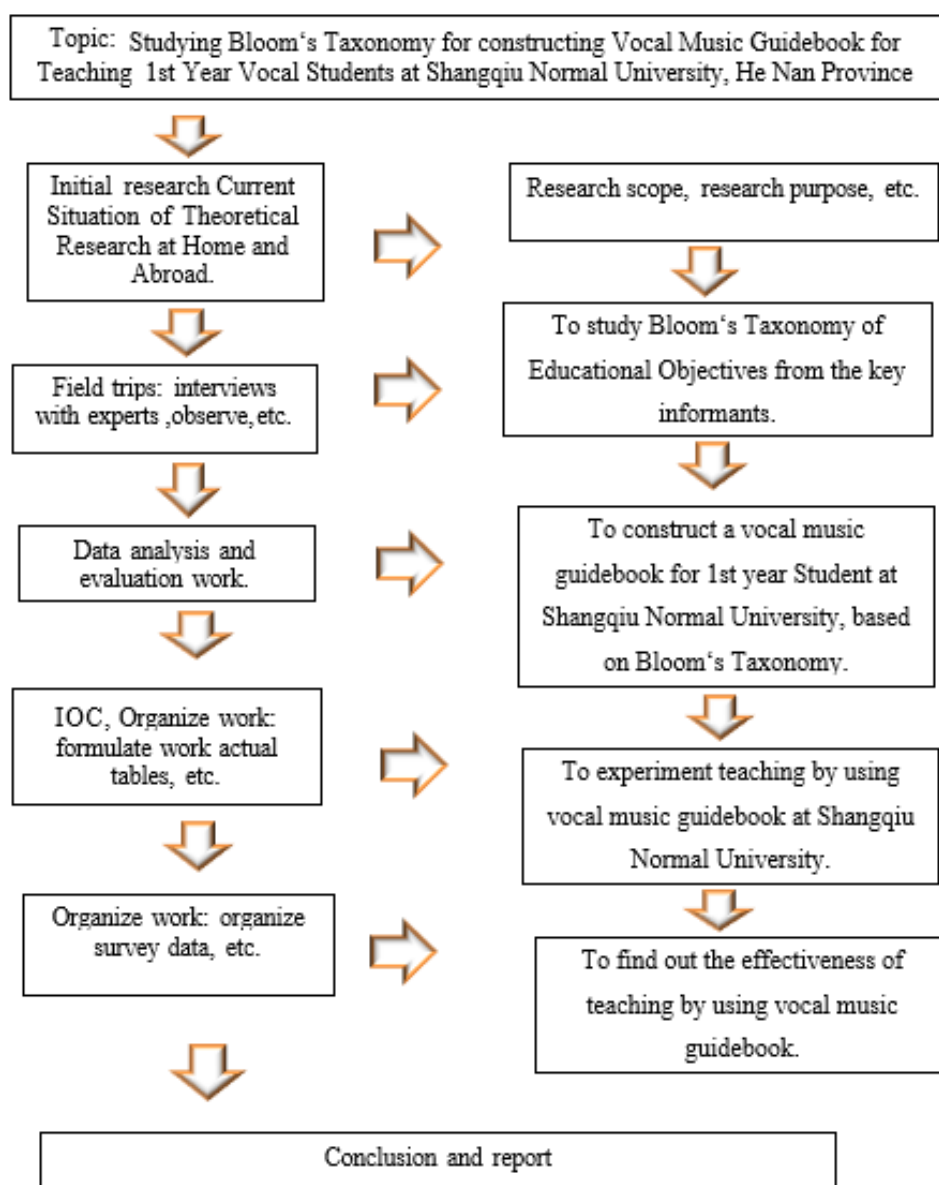
Research Conceptual Framework

Topic: Studying Bloom's Taxonomy for constructing Vocal Music Guidebook for Teaching 1st Year Vocal Students at Shangqiu Normal University, He Nan Province

Initial research Current Situation of Theoretical Research at Home and Abroad.

Research scope, research purpose, etc.

Field trips: interviews with experts ,observe, etc.

To study Bloom's Taxonomy of Educational Objectives from the key informants.

Data analysis and evaluation work.

To construct a vocal music guidebook for 1st year Student at Shangqiu Normal University, based on Bloom's Taxonomy.

IOC, Organize work: formulate work actual tables, etc.

To experiment teaching by using vocal music guidebook at Shangqiu Normal University.

Organize work: organize survey data, etc.

To find out the effectiveness of teaching by using vocal music guidebook.

Conclusion and report

Figure 1. Research Conceptual Framework

Research Findings

In this study, the researcher first examined the literature on Bloom's Target Taxonomy and its use in basic vocal music classes. The design of the researcher's questions for interviewing the key informants was validated by three experts, Prof Zhang Yuan, Guo Lin and Zhang Yanhong, in IOC. The three key informants, Duan Tingting, Zhang Nan and Wang Yanmei, were also interviewed in the form of interviews, which provided theoretical knowledge and practical experience for constructing the Guidebook. A Guidebook to Teach the Basics of Vocal Music for Shangqiu Normal University created to improve the singing level of 1st Year Vocal Students. guidebook was put into practice through expert assessment. At the end of the practice, the researcher analysed the students' assessment data and drew conclusions..

1. Study Bloom's Taxonomy of Educational Objectives from the key informants

The researcher synthesising scholarly knowledge from books and journals, as well as the experiences of key informants, gained a more useful theoretical basis for understanding that the classification encompasses cognitive, affective and psychomotor dimensions. Through the educator's multidimensional approach and extensive practical experience, a comprehensive learning experience is provided for vocal learners. An effective tool was provided for the improvement of singing skills of first-year vocal students at Shangqiu Normal University.

Through interaction with key informants who are experienced in teaching, valuable insights and experiences gained from their educational practice are gained. This includes the challenges they have encountered in the classroom, successful teaching strategies and approaches, and strategies for responding to students' needs. These real-world experiences can provide practicality and actionability for guidebooks. Educational cases and practical experiences from key informants can be used to support the theories and methods in the guidebook. These cases can help readers better understand how to apply theories and strategies to address specific educational challenges. Demonstrate how the Taxonomy of Educational Objectives can be applied to different domains and contexts. These demonstrations can serve as templates for educational practice in the guidebook, helping readers to better put theory into practice.

Each key informant has a unique approach to education and strategies. Their personalised and diverse advice enriches the guidebook and enables it to meet the needs of different educators and students. It also helps the guidebook to cover a variety of teaching and learning contexts more comprehensively, and the content of the guidebook can be continuously improved based on their feedback and suggestions to ensure that it is useful, adaptable, and able to meet actual educational needs. Taken together, the key informant interviews provided practical experience and professional insight into the creation of the guidebook, resources that are crucial to the quality and usefulness of the guidebook. the guidebook can benefit from experiences in the educational field in order to better meet the needs of real educational contexts.

2. Construct a vocal music guidebook for 1st year Student at Shangqiu Normal University, based on Bloom's Taxonomy

As a part of the music curriculum, the basic vocal music course is faced with the multiple tasks of cultivating students' singing skills, music perception and emotional expression ability. Students in this course need to master the knowledge of music theory, develop the ability to perceive different music styles, improve their singing skills, and express profound emotions. However, due to the large individual differences among students, the teaching

process often faces challenges such as mixed learning interests and different starting points of skills. Teachers need to consider how to balance the development of Cognitive Domain, Affective Domain and Psychomotor Domain when designing the curriculum to ensure that students can develop at all levels.

The researcher used Bloom's Taxonomy of Educational Objectives to construct "A Guidebook to Teaching the Basics of Vocal Music for Shangqiu Normal University", which enriches the teaching content of vocal music education, improves the students' learning experience promotes the development of the college students' vocal music curriculum, innovates and optimises the Vocal Music Curriculum for College Students.

This guidebook has eight Parts: Part I Preface ; Part II Introduction to Bloom's Taxonomy of Educational Objectives ; Part III Curriculum ; Part IV How to use the guidebook ; Part V Syllabus ; Part VI Lesson Plans ; Part VII Evaluation Criteria ; Part VIII Music score.

3 . Experiment teaching by using vocal music guidebook at Shangqiu Normal University

The researchers found that vocal educators could facilitate students moving from basics to higher level thinking skills by layering the design of the teaching process using Bloom's Taxonomy. Bloom's Taxonomy of Educational Objectives provides a clear framework of objectives for the design of a basic vocal music course. In the Cognitive Domain, students can achieve an understanding of song structure and musical scores through learning music theory, pitch, intervals, etc. The Affective Domain develops students' musical emotion and aesthetic sense through the expression of emotion and understanding of lyrics. In the Psychomotor Domain, students can gradually improve their singing skills by practising various singing techniques and training their auditory perception.

4.Find out the effectiveness of teaching by using vocal music guidebook

By using the levels of Analysis, Synthesis and Evaluation in the Taxonomy for activities in the classroom, educators can, develop Developing Critical Thinking skills in voice students. Students not only learn the technical aspects of a song, but also gain a deeper understanding of the emotional expression and cultural connotations of music. Promote deeper understanding of the piece, evaluate their singing, and compare and analyse different songs. This makes instruction more relevant and students more likely to understand where they are going with their learning. The classification covers cognitive, affective, and skill dimensions and provides a comprehensive learning experience for vocal learners through the educator's multidimensional approach to teaching students.

The construction of the course "A Guidebook to Teaching the Basics of Vocal Music for Shangqiu Normal University" has had a positive impact on the teaching of first-year vocal music majors at Shangqiu Normal University. It not only promotes the development of vocal music courses in teacher training colleges, but also promotes the innovation and optimisation of vocal music teaching methods for college students, which has a significant impact on the improvement of students' comprehensive ability and teaching effect.

Discussion

With the rapid development of the society and increasing employment requirements, the vocal program at Shangqiu Normal University is facing new challenges and opportunities. In order to meet the demand of the society for excellent vocal educators, the college needs to constantly update the content of the vocal program, combine modern music education concepts and technical means, and cultivate vocal educators with innovative consciousness and practical ability (Cao, 2010).

In the field of education, there are some studies exploring the application of Bloom's Taxonomy of Educational Objectives to vocal music programmes. It provides a theoretical basis for the construction of an optimisation model for the vocal music professional curriculum of higher teacher training colleges based on Bloom's taxonomy of educational objectives, and provides valuable experience and reference for the international field of vocal music education, promoting the development and improvement of vocal music education.

Bloom's concept of a classification system for educational objectives was introduced at a formal meeting of university examiners attending the 1948 American Psychological Association convention in Boston. It was agreed that since educational objectives are the basis for the development of curricula and examinations, and are the starting point for much of our educational research, it would be desirable to obtain such a theoretical framework through the use of a system for classifying the objectives of the educational process. The group worked on a variety of issues related to the organisational structure of the classification of educational objectives and discussed many issues related to examinations and educational research.

Bloom provides a detailed categorisation and description of the cognitive domains in the first fascicle, a categorisation that provides a clearer picture of learners' performance and abilities at different cognitive levels. Meanwhile, the application of the taxonomy in teaching, assessment and curriculum design is introduced. By integrating the taxonomy of objectives into teaching practice, teachers can better guide student learning, design instructional activities, and assess student learning outcomes. Also described is how the effectiveness of instruction can be assessed through Bloom's Taxonomy and how the results of the taxonomy can be used to improve instruction. This process of assessment and feedback can help teachers to continuously optimise their teaching methods to better meet the learning needs of their students and to promote the development of their cognitive abilities. By using Bloom's Taxonomy, teachers are able to design content and assess student learning outcomes in a more targeted manner, promoting students' holistic cognitive growth (Sun, 2004).

The main contribution of the revised version of Bloom's Taxonomy is the inclusion of the affective and psychomotor domains, making it more comprehensive and practical. The revised taxonomy is not only applicable to learning and teaching, but can also be used to assess student learning outcomes and teaching effectiveness, providing a more flexible and effective framework to guide educational practice.

Vocal education has a unique position in music education. As an important part of music, vocal music contains elements such as melodic beauty, rhythmic beauty and timbre beauty, which have special infectious power. Vocal music education not only enables students to appreciate the beautiful sound, but also stimulates their emotions and cultivates their imagination and creativity, which are the unique charms of vocal music teaching (Wang, 2007).

Theoretical knowledge and practical experience were gained by effectively integrating Bloom's taxonomy and interviewing key informants with the researcher to create the guidebook.It is hoped that this guidebook will provide valuable insights into the design and

implementation of vocal music programmes in a higher education setting. The findings of this study have important implications for the optimisation of the first year vocal music curriculum at Shangqiu Normal College. By using Bloom's Taxonomy as a guiding framework, the researcher found solutions to the challenges in the instructional programme and contributed to the improvement and success of future music educators and performers. The results of this study also provide valid information for educational practices, curriculum development, and teaching strategies in the field of vocal music education (Jin, 1994). It is hoped that this study will advance the field of music education and contribute to the improvement and development of vocal music programmes.

Recommendation

1. Practical Recommendations

Bloom's Taxonomy of Educational Objectives provides a powerful framework for educators to design vocal music programmes, which helps educators to guide students to develop their skills in a more systematic and comprehensive way. With only 10 students participating in the trial, the audience was relatively small, limiting the results of the test, which the researcher will continue to study. Using Bloom's Taxonomy of Educational Objectives in a voice programme the researcher gives the following recommendations:

1) Clearly define the educational objectives at the beginning of the programme, the educator can use Bloom's Taxonomy to clearly define the objectives in terms of cognitive, affective and skills. For example, pitch and range extension from the skill level, while emotional expression and artistic perception from the affective level.

2) The teaching process should utilise the cognitive levels of Bloom's Taxonomy to design the teaching content hierarchically: it is important to understand the basis of the learning situation and to guide students to progressively increase their cognitive level from lower to higher orders. For example, the teacher can be in a position to ensure that students are appropriately challenged in the learning process, from simple exercises gradually to complex works of expression.

3) Vocal lessons are conducted individually or in small groups, educators can tailor teaching activities to individual differences to ensure that students develop at the level that is appropriate for them during the learning process.

4) In terms of assessment, educators can comprehensively assess students' cognitive, affective and skill performance through regular and varied tests. For example, questions on knowledge accompanying each lesson, staged vocal singing exams, individual and group singing performances, and so on.

5) Educators can also motivate students to take the initiative and stimulate independent learning by encouraging them to participate in self-reflection, goal setting and independent practice, and to develop their ability to learn independently.

It is hoped that through the above suggestions, more over vocal educators can make better use of Bloom's Taxonomy of Educational Objectives to provide students with more systematic and personalised vocal teaching, in order to promote students' all-round literacy and fundamentally improve the quality of education.

2. Recommendation for future research

In further research on the application of Bloom's Taxonomy of Educational Objectives in vocal music education, the researcher has the following recommendations:

1）The researcher recommends that educators should follow the development of students in vocal music learning over time to gain a comprehensive understanding of the long-term impact of Bloom's Taxonomy of Educational Objectives on students' academic growth through continuous observation of students' performance, affective engagement, and skill levels.

2）The researcher recommends integrating modern educational technologies (e.g., virtual reality, online learning platforms) to enrich the vocal music learning experience with flexible and innovative pedagogical approaches that support the application of Bloom's Taxonomy of Educational Objectives.

3）Educational institutions can assess the impact of the training on improving the quality of teaching and learning by conducting training programmes in the application of Bloom's Taxonomy of Educational Objectives and tracking their application in actual teaching, to meet the needs of educators and the investigation of the effects.

4）By digging deeper into students' experiences and perceptions in the teaching and learning process, it provides a more comprehensive interpretation of the application of Bloom's Taxonomy of Educational Objectives.

Innovative research in teaching is fresh blood in educational activities, and through experimental teaching design and evaluation, it can further deepen the understanding of the application of Bloom's Taxonomy of Educational Objectives in vocal music education, and more effectively improve teaching effectiveness and student development.

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