

The application status and Countermeasures of flipped classroom Teaching in pop vocal music class of Tianjin media college, China

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Abstract

The purpose of this study 1) To study on flipped classroom teaching of pop vocal music with experts. 2) To construct pop vocal music flipped classroom teaching manual 3) To use flipped classroom teaching manual at the Tianjin media college 4) To evaluate the effectiveness of the teaching class room. This study adopts mixed research methods, qualitative and quantitative research methods. In the research stage, interview and observation are adopted. The researcher observed the learning situation of the third-grade pop singers in Tianjin Communication College. In the development stage, the quantitative method is adopted by flipping the classroom experimental design and the conclusion with statistical description. six juniors students majoring in popular vocal music in Tianjin Media College were selected as the experimental objects to carry out the teaching experiment of flipping the classroom. The effect analysis of flip classroom teaching passed the pre-test and post-test.

The research findings were (1) Through the study and interview of vocal music teaching experts, four songs and related video documents suitable for junior students of Tianjin Communication College were produced, and a teaching method combining class with class was formulated to learn popular vocal music singing; (2) The evaluation score of the Teaching "Popular Vocal Music Flip Classroom Teaching Manual". is $0.618 > 0.50$. Experts believe that the design and implementation of the Teaching "Popular Vocal Music Flip Classroom Teaching Manual". is very reliable, reasonable and comprehensive, which meets the requirements of the teaching practice manual and can be used as a reference for students to learn the flip classroom teaching of popular vocal music; (3) Through three formative test scores and final test scores, from the first formative test score (two students got Grade B or above) to the final test score (all 16 students got A), the results show that this book has a good guiding role in improving the students' singing ability in Tianjin Communication College, and it also proves that Tianjin Communication College students love learning pop songs; and (4) Generally speaking, by compiling this exercise manual, we have provided a valuable teaching resource for the educators and students of popular vocal music in Tianjin Communication College. I hope this exercise manual can help students to learn the charm of flip classroom teaching of popular vocal music and better learn pop vocal music singing. The combination of traditional teaching and flip classroom learning can improve learning efficiency.

Keywords: Application Status; Countermeasures; Flipped Classroom; Pop Vocal Music Class; Tianjin Media College; China

Introduction

In the 21st century, the popular music singing in Europe and America has developed to a very high level, while the popular singing in China has gradually matured from the initial imitation in the years of singing practice. We must have a deeper understanding and study of the artistic characteristics of popular singing, as a part of China's music culture, pop singing promotes the vigorous development of China's vocal art together with Bel Canto and the nation. Pop music has experienced more than a century of development and evolution, forming many musical styles and schools (Li, 2019).

Pop music is loved by more and more people in China, because its music forms are diverse, its creation and innovation keep pace with the times, showing more and more music forms and refined styles. The diversity and flexibility of media for music festivals have led to TV media and online media programs for pop music and pop singing, which has played a great role in promoting and driving pop music. But at the same time, it also extends the obvious problem of pop music education. In today's society, pop music singing is widely spread by developed internet and TV media, which affects the daily life of teenagers. A correct pop music singing education system plays a vital role in the education and guidance of the younger generation in China. There are many platforms and media in China's pop music singing competition, which play its effects and functions in various forms (Wang, 2017).

This problem is presented to every basic educator of pop music singing in a very solid form, with long-term habits and an ideological problem of "listening". It is precisely because there is no education system of pop music singing that can be followed. Therefore, the concepts of "imitation" and "imitation consciousness" are generally studied and practiced (Guo, 2018).

In recent years, the practice of vocal music teaching in colleges and universities has become one of the hot spots of educational research at home and abroad. In foreign countries, western operas, folk songs and popular songs are the main teaching contents, and students' musicality, performance and creativity are emphasized, and personalized teaching and practical ability are emphasized. national songs and popular songs as the main teaching contents (Liu, 2018).

The highlights of the practical exploration of vocal music teaching in colleges and universities under the background of data mainly include the following aspects: personalized teaching: big data technology can help collect students' learning data and feedback information, understand each student's learning characteristics and difficulties through data analysis and mining, and then carry out personalized teaching design and guidance. Sharing of teaching resources: Big data technology can help teachers, students and teaching institutions to share high-quality teaching resources, such as online courses, learning videos and teaching materials, and provide students with diversified and efficient learning resources. Practice teaching: Big data technology can provide data support for practice teaching, for example, aiming at students' practical projects and tasks, through big data analysis and mining to optimize the practice scheme, improve the practice effect, and help students better master practical skills and application ability. Teaching evaluation: Big data technology can provide more objective and comprehensive data support for teaching evaluation, such as evaluating teaching effect through students' learning data and feedback information, finding out the existing problems and room for improvement in teaching, and then optimizing teaching quality and improving students' performance. Cultivating students' practical performance ability: Through concerts, competitions and other forms, students have the opportunity to show their musical talents and

performance ability, stimulate their interest in learning and self-confidence, and lay a foundation for their future development (Wang, 2016).

The 21st century is an era of information technology. Information technology represented by computer technology, Internet technology and communication technology has developed rapidly. New concepts such as "cloud era" and "Internet plus" have emerged. Education as the "last corner of the tech storm" has also been deeply affected and has begun to change. The information age has brought a huge impact on the traditional teaching mode. The traditional teaching relationship of "explaining and accepting" between teachers and students and the way of passively accepting knowledge have been unable to meet the requirements of talent training in the information age. The strategy of promoting education modernization through Internet information technology has been put into practice in education development. The use of Internet information technology can make education more information-based and intelligent. At present education information technology with the progress of science and technology is also constantly developing and innovating, it has laid the foundation for our country's education modernization development. Therefore, in the context of the rapid development of Internet information technology, how to use modern information technology to effectively promote the implementation and development of strategic goals has become a problem that every educator needs to solve (Wang, 2022).

Research Objectives

1. To study on flipped classroom teaching of pop vocal music with experts
2. To construct pop vocal music flipped classroom teaching manual
3. To use flipped classroom teaching manual at the Tianjin media college
4. To evaluate the effectiveness of the teaching class room.

Research Methodology

This study adopts mixed research methods, qualitative and quantitative research methods. In the research stage, interview and observation are adopted. The researcher observed the learning situation of the third-grade pop singers in Tianjin Communication College. In the development stage, the quantitative method is adopted by flipping the classroom experimental design and the conclusion with statistical description. six juniors students majoring in popular vocal music in Tianjin Media College were selected as the experimental objects to carry out the teaching experiment of flipping the classroom. The effect analysis of flip classroom teaching passed the pre-test and post-test.

Population

There are 12 students in the junior students grade in Tianjin Media College.

Sample

Using systematic sampling According to the number from 1 to 12, select the odd number as the sampling sample), A total of 6 students were selected for teaching experiment. In this way, the accuracy of sampling can be guaranteed.

Research Conceptual Framework

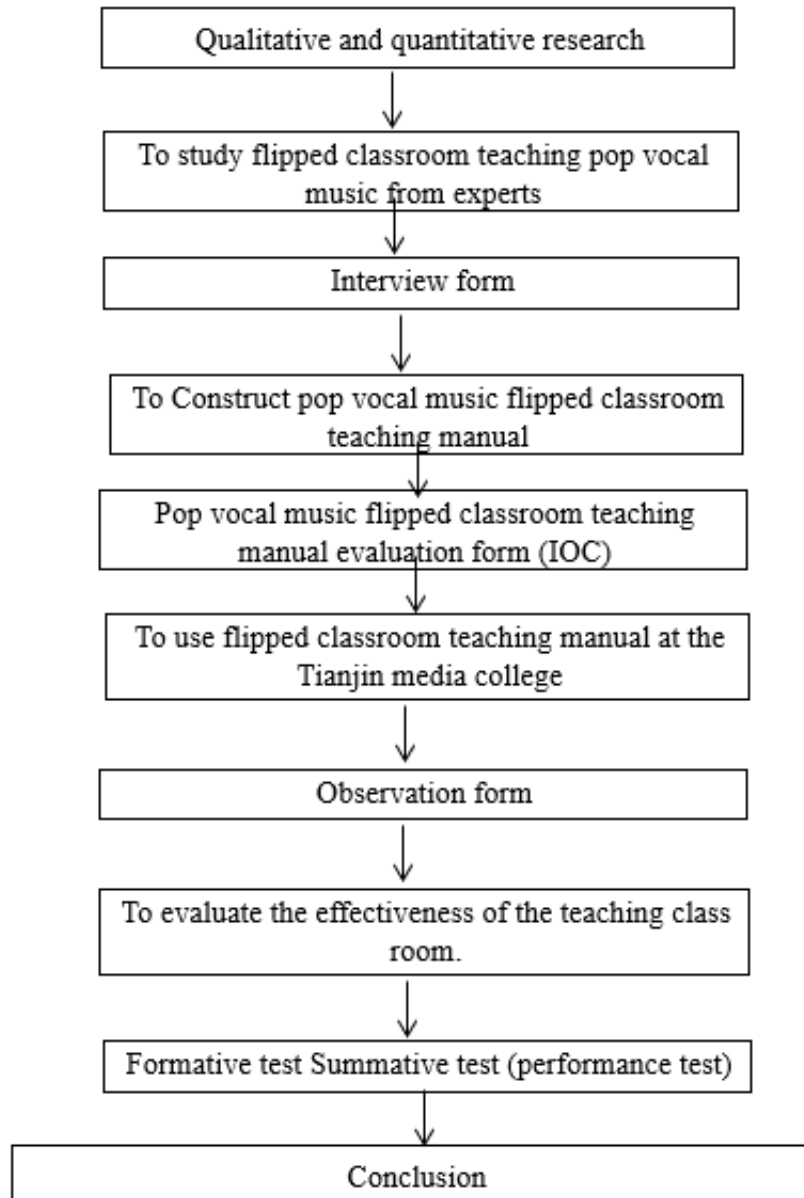


Figure 1 Research Conceptual Framework

Research Results

Flipped classroom teaching pop music with experts

Through interviews with singing teaching experts, four popular songs are suitable. The junior students of Tianjin Institute of Media and Communication were taught for one year. By reading relevant literature, an exercise manual combining theory with teaching was made.

Constructing pop music flipped classroom teaching manual

The teaching guide of the popular vocal music flip classroom teaching practice manual is divided into four chapters, including watching video learning, practicing the vocal skills of popular vocal music and discussing the professional skills in the classroom, analysing the singing characteristics of the original singer, and professional terminology knowledge such as singing style and repertoire. At the same time, choose four songs suitable for students to sing. This exercise manual tutorial is designed to help.

Using flipped classroom teaching manual at the Tianjin media college

The teaching process is divided into four stages. In the first stage, let students watch videos in advance to learn the contents of popular vocal music. In the second stage, discuss the contents of learning videos in class, point out some shortcomings of students and explain and demonstrate them, so that students can listen to songs sung by excellent singers and analyse the singing characteristics of their works. Gradually master the basic elements such as singing skills, melody, rhythm and accompaniment the third stage practice of singing performance guides students to pay attention to the stage practice of singing performance. The fourth stage is to show the learning results, encourage students to take an active part in the demonstration performance, exercise their own singing performance experience, and show the learning results they have mastered according to the comprehensive ability of popular singing taught by the teacher in class.

Finding out the result of teaching class room

Six students passed the formative test, summative test and performance test. It proves the effectiveness of the "Popular Vocal Music Flip Classroom Teaching Practice Manual". In the first formative test, two students got Grade B (75-84) and four students got Grade B. In the second formative test, Two students got Grade B (75-84) and four students got Grade C (60-74). In the third for In the final test, three students got a grade (85-100 points). mative test, one student got a grade (85-.100 points), five students got Grade B (75-84 points), Three students got Grade B (75-84). The results show that the number of tests the scores are rising, and all the students' scores are rising. 3 people the students got an A-level, which proves that this exercise manual has a good guiding role in improving their singing ability. the ability of students to learn pop singing also shows that students are interested in the flip classroom teaching of pop vocal music. Success can provide some reference experience for other universities. In the final performance test, all six students got (5-4.0) or above.(excellent), These data show that after 16 weeks' study, all six students have achieved excellent results, and the singing ability and emotional expression ability of popular vocal music have made great progress, and the clothing, modeling and stage background all reflect professional standards. The disadvantage is that it is necessary to strengthen and improve the stage coping ability.

Discussion

Based on the research objectives, the discussion will be presented as follows.

when reading popular vocal music flip classroom teaching literature, it The discussion includes the application of flip classroom, the analysis of its advantages and disadvantages in popular vocal music teaching, and how to carry out personalized teaching according to students' characteristics and needs. This paper discusses the application of modern information technology in the classroom teaching of popular vocal music flip, such as online video, audio and interactive platform, and analyzes how to improve the teaching quality and efficiency by using technical means. This paper summarizes the challenges faced by flip classroom in popular vocal music teaching, such as teaching resources, teachers' quality and students' participation, and puts forward corresponding solutions. At the same time, the development trend and application prospect of flip classroom in the future popular vocal music teaching are prospected (Fergnann, 2018).

Before compiling "Teaching Practice Manual of Pop Vocal Music Flip Class", according to textual research Objectives, discussed as follows:

The content and structure of the practice manual: We discussed that the practice manual of flip classroom teaching of pop vocal music needs to comprehensively and systematically introduce the knowledge of pop vocal music and the application of flip classroom teaching, from singing skills to various singing skills and stage performances, so that readers can fully understand a teaching form of learning pop vocal music and other courses with flip classroom. We also discussed how to enhance the practicality and comprehensiveness of the popular vocal music flip classroom exercise manual (Xu, 2023).

This discussion has laid a solid foundation for the compilation of the classroom teaching practice manual of popular vocal music flip. We believe that through our efforts, this practice manual will become a valuable resource to help more people understand the classroom teaching of popular vocal music flip.

When discussing how to teach pop vocal music to Tianjin Media College by using pop vocal music flip classroom teaching, we seriously considered the research objectives and drew the following key points.

Expert participation: We emphasize the importance of inviting experienced experts. Singers, teachers and scholars are guest teachers. Their major Knowledge and personal experience will not only enrich students' learning experience, It can also stimulate the potential of their pop vocal performances (Li, 2023).

Evaluation and feedback: We emphasize the importance of continuity.

Evaluation and feedback. Regular evaluation will help to track students' progress and find out the direction of improvement to ensure the effectiveness of teaching methods. By considering these key points, our discussion aims at developing. We believe that the implementation of these strategies will create a dynamic situation, cultivate students' initiative of self-learning pop music, enrich different learning forms, and learn pop music anytime and anywhere.

When discussing how to evaluate the teaching effect of popular vocal music flip class in Tianjin Communication College, we carefully considered the research objectives and drew the following points:

1) Evaluation of academic performance: We discussed Evaluate students' academic performance to measure the teaching effect. This The evaluation will include the introduction of popular vocal skills to students, Performance skills and the significance of meteor music. At

the same time, we will We should also observe their progress in practical training, stage solo performance and team cooperation performance (Yang, 2021).

2) Expert evaluation: We consider including experienced singers and actors, Teachers and scholars in the evaluation process. Their professional knowledge can provide valuable advice for the progress of students and the effectiveness of teaching method (Chen, 2017).

By considering these points, our discussion aims at making a comprehensive The evaluation scheme effectively evaluates the teaching of the flip classroom of pop vocal music in Tianjin Media College. We believe that the multi-faceted evaluation will better enrich the teaching practice manual of the flip classroom of pop vocal music and better serve the teaching of pop vocal music.

Recommendation

1. Practical Recommendations

Student participation: Encourage students to use pop vocal music to flip classroom teaching, encourage them to participate in various pop vocal music competitions and performances, accumulate students' performance experience and improve their singing ability.

Improve teaching resources: Establish a rich teaching resource base, including high-quality audio, video, courseware, etc., to meet the learning needs of different students. At the same time, it is necessary to ensure the timely updating and expansion of resources to ensure the cutting-edge and practicality of teaching content.

Strengthen the interaction between teachers and students: flip the classroom to pay attention to students' autonomous learning and cooperative learning, and teachers should actively guide students to carry out inquiry learning. Teachers can use online platforms or social media to interact with students in real time, answer questions, provide personalized guidance and promote students' learning effect.

2. Recommendation for future research

Continuous improvement: regularly evaluate the teaching effect of the instruction manual, listen to the feedback from teachers and students, and constantly improve and perfect the contents and teaching methods of the instruction manual.

Generally speaking, by compiling this exercise manual, we have provided a valuable teaching resource for the educators and students of popular vocal music in Tianjin Institute of Media and Communication, and also contributed to the singing of popular vocal music. I hope this exercise manual can better help students learn rational vocal music. Continuous improvement: regularly evaluate the teaching effect of the instruction manual, listen to the feedback from teachers and students, and constantly improve and perfect the contents and teaching methods of the instruction manual.

Generally speaking, by compiling this exercise manual, we have provided a valuable teaching resource for the educators and students of popular vocal music in Tianjin Institute of Media and Communication, and also contributed to the singing of popular vocal music. I hope this exercise manual can better help students learn rational vocal music.

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