

Constructing Vocal Training Workbook for Non-Basic Skill Vocal Music Students at Mingshi Education and Training School in Jinan, Shandong, China

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Abstract

The purpose of this paper were: (1) To study vocal music teaching for non basic skill from experts;(2) To construct a workbook for non basic vocal music students;(3) To use the workbook in experimental group; and(4) To evaluate the effectiveness of teaching by using the workbook.

The research method of this study was a mixed research method of qualitative and quantitative research. The researcher used an interview from experts, compiled a workbook for non basic vocal music students, and conducted teaching experiment by using the workbook, the samples are 6 vocal music students with different talents from Mingshi Education and training School in Jinan, Shandong, The People's Republic of China.

The research findings were: (1)The teaching method of vocal music should be combined with theory and practice, set up teaching strategies from basic to advanced according to students' ability and level, and gradually guide students to develop skills and music understanding ability;(2)Fundamental vocal music workbook contained four chapters:The basic knowledge of vocal music,the basic method of singing,the articulation of the singing and the singing of the primary works,singing the works for the test;(3) Using the workbook to teach students had 15 lessons, each lesson last for 90 minutes, evaluated by a comparison of formative and summative tests; and (4) The results of teaching showed that the students' rational average scores of formative and summative tests was 80.15/86.73 met with hypothesis which mean the Fundamental vocal music workbook was effective and good for further use.

Keywords: Vocal Training Workbook; Non Basic Skill; Mingshi Education and training School

Introduction

With the rapid development of China's economy and the improvement of the quality of mass culture, people are pursuing a better material life at the same time, but also began to pursue a better spiritual life. In 1998, the Ministry of Education announced the policy of expanding enrollment of colleges and universities in order to meet the needs of China's social development for talented people and improve the quality of citizens comprehensively. Since 1998, there has been a qualitative breakthrough in the field of education in China in terms of quantity and quality. Tremendous changes have taken place in high and secondary education, bringing a new spring to Chinese education. Under the strong social demand, Chinese colleges and universities generally set up art majors. At the same time, with the improvement of national living standards, parents' demand for their children has changed, and art professionals have

become a major demand of society, and they are willing to pay more education costs, and some parents either respect their children's artistic pursuit, or in order to allow their children to easily enter colleges and universities for further study, they will let (or agree) their children take the road of art college entrance examination . Therefore, more and more people are learning art, and the "art college entrance examination fever" is also growing under the needs of society (Cheng, 2015).

The "art exam craze" has been around for more than 15 years, and the students who took the art exam in the early days mainly received pre-exam training and guidance from art teachers who studied under them in middle schools. With the passage of time, the continuous rise in the number of candidates, the proliferation of numbers, the complexity of the classification of professional examinations and the diversity of subjects, the ability and energy of secondary school teachers are not enough to tutor a large number of art students. Under such circumstances, some social art training institutions have sprung up and assumed the responsibility of large-scale training of art candidates. With the participation of college teachers in art examination training, the parents of art examinees are also keenly aware that colleges and universities, especially the guidance of college teachers, are the best way and the fastest shortcut to improve art skills and quickly enter colleges and universities (Wu, 2020).

Jinan Mingshi Education and Training School is a formal training institution approved by the education authority. Adhering to the purpose of providing high-quality art examination training, and the philosophy of "all for the students", the school hires experts and professors from universities to teach, closed management, personalized teaching, and tailor-made high-end examination directions for each student (Guo, 2020).

The study of vocal music art students is a long-term and systematic training process, and only the gradual use of scientific learning methods can meet the requirements of art college entrance examination. In teaching, researchers often find that some students with average musical talent and little interest in singing have to insist on vocal music learning in order to take the exam. In the process of learning, they themselves have experienced a lot of pain, but also make the workload of professional teachers increased, both sides are miserable. The vocal music teachers in the training institutions sometimes lack the correct guidance for the students' vocal music learning, so that some students who are not suitable for music learning insist on learning incorrectly, which not only wastes the students' time, but also distractors the students' energy for learning cultural lessons (Zheng, 2005).

In recent years, vocal music training workbooks have mushroomed in our country. At present, the widely used training workbooks such as "Acoustic Music Anthology" and "vocal music Teaching Library" published by People's Music Publishing House basically cover several kinds of editing of vocal music training workbooks in our country. These vocal music training workbooks meet the requirements of cultivating socialist artistic talents in our country, are rich in content and diverse in form, reflect the frontiers of the development of vocal music disciplines, and can basically achieve the teaching goal of vocal music curriculum. The prosperous development of the vocal music training workbooks has an important role in the further improvement of the vocal music education of our country, but these training workbooks also have some shortcomings, such as many songs in some textbooks are old. Without the atmosphere of The Times, some textbooks are poor in the quality of accompaniment for songs, and some textbooks are too thick for daily carrying and use. Therefore, it is necessary to reflect on the problems existing in the construction of vocal music textbooks in our country (Li, 2019).

In China's numerous art training schools, most of the students come from different high schools or secondary professional schools, and everyone has different voice conditions, musical foundation, and vocal singing ability. But in any case, vocal music is a compulsory exam and accounts for a large proportion of the subject, which puts forward higher requirements for vocal music teachers. It is a great challenge to conduct vocal music training for students of non basic skill. These students have little exposure to music and know little about intonation, rhythm, and musical expression. Some students can only sing a few popular songs, no knowledge of singing and bel canto singing. The difficulty of vocal music training for such students can be imagined. At present, according to the investigation, the vocal music training workbooks used by art examination training schools are missing or inappropriate, and some teachers use the vocal music training workbooks of music colleges for students with non basic skill, which causes great trouble to teaching (Sun, 2017).

To sum up, through the above analysis, in recent years, due to the state's emphasis on music education and the needs of middle school students and their parents, more and more non basic skill vocal music students have joined the army of art examination. However, many music training schools lack vocal training workbooks for non basic skill vocal music students, most of which are aimed at college students in music colleges. Therefore, researchers believe that a vocal music training workbook should be constructed for non basic vocal music students to help them deeply understand the basic knowledge and basic training methods of vocal music. To help them successfully pass the art exam and enter their ideal higher art colleges.

Research Objectives

1. To study vocal music teaching for non basic skill from experts
2. To Constructing vocal training workbook for non basic skill for vocal music students
3. To use the workbook in experimental group.
4. To evaluate the effectiveness of teaching by using the workbook

Research Methodology

This research is a mixed research method of qualitative and quantitative research.

Population

20 music Arts examinees majoring in vocal music from Mingshi Education and training School in Jinan, Shandong, The People's Republic of China.

Sample

Adopt purposive sampling method, 6 representative students were selected through the professional entrance examination.

- (1) Two students with good voice talent.
- (2) Two students with moderate vocal talent.
- (3) Two students with poor vocal talent.

Key informants

This study invited 3 key informants, all of whom are high-level and excellent vocal music professors, graduated from professional music colleges, have more than 10 years of vocal music singing and teaching experience, have been engaged in vocal music basic course teaching for many years, are familiar with successful vocal music teaching cases, and have rich and professional teaching theoretical knowledge.

Data Analysis

Qualitative research: Interviews and observations are used for descriptive analysis.

Quantitative research: IOC evaluation, Formative test and Summative test were used for statistical analysis.

Conceptual Framework

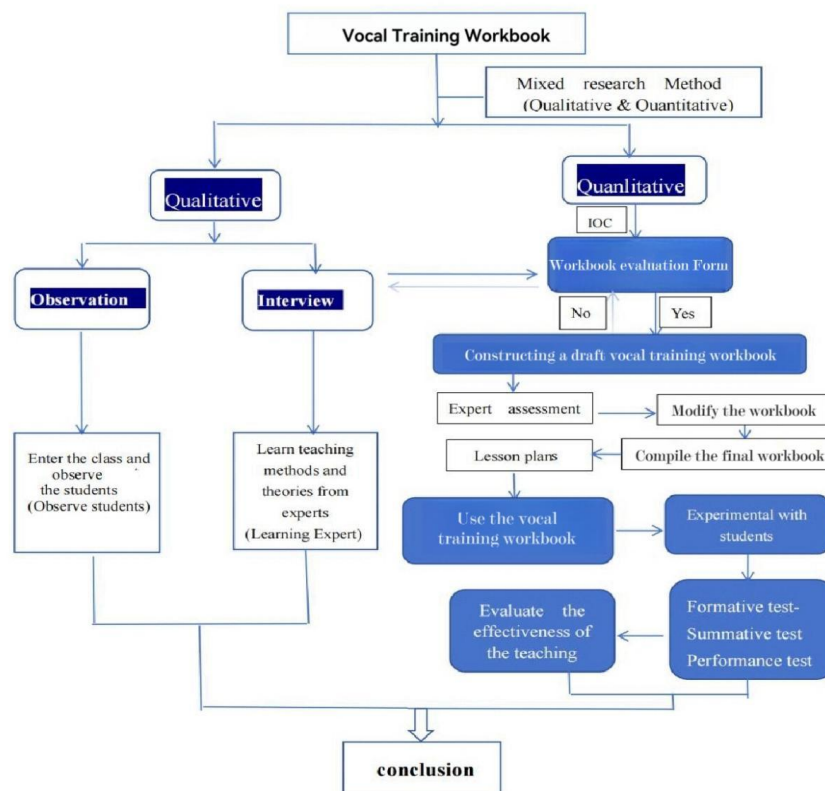


Figure 1 Conceptual Framework

Research Findings

The teaching method of vocal music should be combined with theory and practice, set up teaching strategies from basic to advanced according to students' ability and level, and gradually guide students to develop skills and music understanding ability;(2)Fundamental vocal music workbook contained four chapters:The basic knowledge of vocal music,the basic method of singing,the articulation of the singing and the singing of the primary works,singing the works for the test;(3) Using the workbook to teach students had 15 lessons, each lesson last for 90 minutes, evaluated by a comparison of formative and summative tests; and (4) The results of teaching showed that the students' rational average scores of formative and summative tests was 80.15/86.73 met with hypothesis which mean the Fundamental vocal music workbook was effective and good for further use.

Discussion

According to the research objectives, the discussion is as follows:

Research on vocal music teaching for art examinees

Researchers believe that with the increase of the number of students, there are still many problems in vocal music education, such as lack of teachers, non-standard teaching materials and improper practice content. Vocal music education is a long and complicated process. This point of view is very consistent with experts' views on vocal music teaching for art examinees. Further discussion holds that art candidates are prone to tension in practice due to a lack of control over intonation and rhythm.

Compiled vocal music teaching guide for students of Mingshi Education and training School for art examinees in Shandong Province, China

The researchers argue that vocal training guidebooks should focus on raising students' interest. Therefore, some songs that teenagers are familiar with should be chosen to practice. The practice of basic skills is an important part of vocal music learning. If students do not pay attention to the basic skills, it is difficult for them to improve their academic performance. In the existing vocal music teaching materials, the basic skill etudes are boring and the melody is not strong, which greatly affects the enthusiasm and interest of students. Wang Hailing (2019) also proposed that vocal music teaching should pay attention to students' preferences and interests and enrich teaching materials.

The teaching of zero-basis vocal music should be carried out in accordance with the Guide for Student Vocal Music Teaching

In the teaching process, the researchers require the candidates of zero foundation vocal arts to pay attention to the training of basic skills, the breathing of singing, the use of resonating cavity, the understanding and grasp of vocal music works must be strict. Vocal music learning is a long-term and systematic training process for every professional learner, and efficient practice is very important in the entrance stage of vocal music learning.

The researchers should focused on humming training before the performance. This is in line with Wang's view. Wang (2021) Learning vocal music requires certain musical literacy. Music literacy mainly refers to the basic skills and conditions related to music learning, including intonation, rhythm, understanding of music, memory, perception, expression and other factors. Solfeggio ear training is a comprehensive music training course, its purpose is to improve students' musical beauty and artistic accomplishment through learning, and give play to students' musical ability. In the teaching of vocal performance, it is necessary to combine the content of solfeggio with vocal art practice, effectively mobilize students' initiative and enthusiasm in learning vocal music, greatly improve students' intonation, rhythm, breathing, music memory and emotional experience, and fundamentally improve students' performance level.

Use the "Vocal Music Training GuideBook for Art Examinees" for teaching evaluation.

This study shows that "Vocal music Training Guide Book" is very suitable for students who just learn vocal music. A good teaching manual can help students learn vocal music better, which is consistent with Li (2019) said that "vocal music teaching manual is an important carrier to achieve the purpose of vocal music teaching, the main basis of classroom teaching, and the teaching material for teachers to guide students to learn". In this vocal guide, many etudes that young people are familiar with musical compositions are used as basic techniques to enhance students' interest in learning. In the existing vocal music teaching materials, the

basic skill etudes are boring and the melody is not strong, which greatly affects the students' enthusiasm and interest in practicing. If we add melodic and national characteristics to the selection and arrangement of basic skills etudes in vocal music textbooks, or extract music fragments as etudes, we believe that it will enhance students' interest in practicing basic skills and improve learning efficiency.

Judging from the interview results and teaching effects, both experts and students are very satisfied with the Vocal Music Guide. This also means that the "Art Test Vocal Music Guide" co-written by experts and researchers conforms to the law of art test vocal music learning both in terms of content Settings and details. It was a success. With the heating up of the art examination, this guide conforms to the basic law of zero-basis art examinees learning vocal music, and can be applied to the vocal music education of such students for a long time.

Recommendations

1. Practical Recommendations

For vocal arts candidates, here are some suggestions:

1. Solid basic training: Vocal music learning requires a solid foundation, including correct breathing methods, vocal skills and intonation rhythm. Candidates should continue to improve their basic skills through systematic training.

Breathing training: Learn abdominal breathing, where breath is stored in the abdomen through deep breathing to provide steady support for singing.

Vocal exercises: Perform scales, arpeggios and other vocal exercises, pay attention to the relaxation of the larynx and the use of resonance.

Intonation and rhythm training: Improve your sensitivity to intonation and rhythm through listening training and rhythm training.

2. Choose suitable tracks: According to your own voice characteristics, music style preferences and actual singing ability, choose suitable tracks for the exam. Both to show their own advantages, but also to have a certain challenge.

Know your own voice: know your own vocal range, timbre and singing style, and choose pieces to match it.

Consider the difficulty of the songs: Avoid choosing too easy or too difficult songs, and be able to fully show your singing level.

Diversity display: you can choose different styles and different periods of music to show your musical literacy and comprehensive ability.

3. Listen more and imitate more: Listen to excellent singers extensively and learn their singing skills, emotional expression and artistic processing. Through imitation, constantly improve their singing level.

Listen to classic works: Enjoy the recording or live performance of famous singers and learn their singing skills and artistic expression.

Analysis of singing style: study the style characteristics of different singers, try to draw useful elements from them, and integrate them into their own singing.

Imitation and innovation: On the basis of imitation, gradually form their own singing style, show personality and characteristics.

4. Pay attention to emotional expression: vocal singing is not only the display of skills, but more importantly, the transmission of emotions. Candidates should deeply understand the connotation of the song, integrate their own emotions into the singing, so that the audience can resonate.

Understand the background of the song: understand the creation background of the song, the meaning of the lyrics and the emotional tone, and provide a basis for emotional expression.

Immersive: When singing, imagine yourself in the situation depicted in the song and truly feel and express emotions.

Eyes and body language: Use eyes, facial expressions and body movements to enhance the impact of emotional expression.

5. Regularly participate in mock exams: Participating in mock exams can make candidates familiar with the test process and requirements, improve the ability to cope with the test and psychological quality.

Simulated test environment: Set the test room environment, test time and scoring standards according to the requirements of the formal test, and conduct a full simulated test.

Self-assessment and improvement: Through the mock exam, find their shortcomings, timely adjustment and improvement.

Adapt to exam pressure: participate in mock exams for many times, gradually adapt to the tense atmosphere of the exam, improve psychological quality and anti-pressure ability.

6. Maintain a good physical and psychological state: vocal singing needs a good physical state as a support, and candidates should maintain a positive attitude to cope with various challenges in the exam.

Healthy lifestyle: Keep adequate sleep, reasonable diet and moderate exercise to maintain good health.

Psychological adjustment: learn to relax yourself, reduce exam pressure, keep confident and calm.

Positive learning attitude: maintain enthusiasm and interest in vocal music learning, and constantly pursue progress.

In short, vocal arts candidates need to work hard in the aspects of skill training, repertoire selection, emotional expression, simulation examination and physical and mental state, so as to comprehensively improve their comprehensive quality and lay a solid foundation for realizing their artistic dreams.

2. Recommendation for future research

The following are two suggestions for further research of Vocal music training workbook for vocal arts candidates:

1. Pertinence and practicality of content:

Conduct in-depth research on the actual needs and learning difficulties of vocal arts candidates to ensure that the content of the guide can effectively solve the problems they encounter in the learning process. For example, it provides specific training methods and suggestions on the characteristics of different voice parts (such as treble, alto, and bass).

Focus on practical operation guidance, in addition to the explanation of theoretical knowledge, a large number of practical practice cases and demonstrations should be added, so that candidates can consolidate the knowledge and skills through practical practice. It can include detailed vocal exercises, repertoire singing analysis, stage performance skills and other

aspects of the content, and equipped with corresponding audio or video materials, so that candidates can better understand and imitate.

2. Diversified teaching methods and resource integration:

Incorporate a variety of teaching methods, such as demonstration methods, analytical methods, comparative methods, etc., to meet the needs of candidates with different learning styles. For example, through the analysis of the singing of excellent singers, candidates can learn the correct vocal, resonance and emotional expression skills; By comparing the singing of different candidates, we help them find their shortcomings and improve them.

Integrate various related resources, such as vocal music theory books, classical music scores, teaching videos, online learning platforms, etc., to provide more abundant learning resources and reference materials for examinees. In the guide, you can provide recommendations and links to related resources to facilitate further learning. At the same time, you can consider setting up some interactive links, such as online discussion boards or question and answer platforms, so that candidates can communicate and interact with other learners and professional teachers to improve the learning effect.

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