

A Comparative Study on Choir Teaching Based on Diversified Models in Chinese and Foreign Universities under the Background of Information Technology

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Abstract: With the continuous development of information technology, the traditional choir teaching mode can no longer meet the needs of students, and diversified teaching modes need to be adopted. This article aims to explore a comparative study of choir teaching based on diversified models in Chinese and foreign universities under the background of informatization. By comparing the different modes of choir teaching in Chinese and foreign universities and analyzing their characteristics, advantages and disadvantages, this paper explored the impact of diversified modes on choir teaching and proposed corresponding improvement suggestions. In addition, a questionnaire survey was conducted to analyze the diversified mode of choir teaching. The research results indicated that 86% of people agree with diversified teaching platforms. Diversified models can effectively improve the effectiveness and quality of choir teaching, but it is also necessary to pay attention to adapting to different teaching environments and student needs.

Keywords: Information Technology Background, Chinese and Foreign Universities, Diversified Models, Choir Teaching

1. Introduction

By comparing the choir teaching models in Chinese and foreign universities, it is found that diversified models can effectively improve the effectiveness and quality of choir teaching, while also paying attention to adapting to different teaching environments and student needs. Therefore, this article selects choir teaching in Chinese and foreign universities as the research object to explore the impact of diversified models on choir teaching. The aim is to analyze the characteristics, advantages and disadvantages of different models of choir teaching in Chinese and foreign universities by comparing them, and propose corresponding improvement suggestions.

The purpose of choir teaching in universities is to improve students' musical literacy, cultivate comprehensive development talents, and promote the healthy growth of students' physical and mental health. Therefore, carrying out diversified teaching reform in diversified and multi-level vocal education has become an inevitable trend. There are many theories related to the study of diversified models of choir teaching. For example, some experts believe that diverse teaching models can provide more comprehensive methods for vocal music teaching in universities and promote a dynamic classroom atmosphere [1-2]. Some experts also believe that in middle school music classes, teachers should pay attention to the development of different cultures [3-4]. Some scholars also claim that music teaching is about cultivating students' artistic abilities and shaping their good artistic character [5-6]. In the context of informatization, universities in various countries have their own advantages in constructing diversified music teaching models. The choir teaching models in universities around the world have been actively developed and have achieved certain results.

The main research content of this article includes the different modes of choir teaching in universities, the impact of diversified modes on choir teaching, and corresponding improvement suggestions. Specifically, it can be divided into the following aspects. Comparative analysis of choir teaching models in universities: By comparing different models in choir teaching in universities, their

characteristics, advantages and disadvantages were analyzed. The impact of diversified models on choir teaching includes increasing students' interest and participation, enhancing their performance and teamwork abilities. In response to the problems in choir teaching in universities, corresponding improvement suggestions are proposed, including strengthening teacher training, improving teaching quality, and paying attention to students' personalized needs.

2. Choir Teaching in Chinese and Foreign Universities Based on Diversified Models

2.1. Comparative Analysis of Choir Teaching Models in Chinese and Foreign Universities

Choral education in Chinese universities started relatively late and went through a process of growing from scratch and from small to large. Other countries have a long history of choir education in universities, and each country has its own characteristics and traditions. In recent years, choir education in universities in China has gradually received attention, and more and more universities have opened choir courses, continuously promoting various aspects of choir education. At the same time, the number of universities participating in national and international choir competitions is also increasing, and their achievements are also getting better and better. Choral education in universities in other countries is more mature and diverse, with many universities having their own choirs and performing more frequently in other countries, which also increases the visibility of universities [7-8]. In recent years, choir education in universities around the world has also faced some challenges and opportunities. In terms of teaching methods, traditional teaching methods appear monotonous and difficult to attract students. At the same time, more innovative thinking methods are needed to guide students. In terms of teaching environment, choir education in universities generally relies on venues such as gyms, and lacks attention to details, making it difficult to ensure the effectiveness of music performances. At the same time, challenges have also brought opportunities, making the development prospects of choir education in Chinese and foreign universities unlimited. With the continuous progress of society and economy, choir education brings beautiful humanistic spirit services. Through choir education, students' emotional expression ability and musical life experience can be stimulated, allowing them to gain more joy and confidence in their studies.

For Chinese universities, most newly established choir teams are of medium level, and students' choir level and cultural level are relatively low. Therefore, emphasizing basic practice plays an irreplaceable role in improving students' comprehensive quality and choir level. In the teaching process, more methods such as practicing vocals, studying music scores, and engaging in gatherings are used to improve students' basic level. At the same time, attention is also paid to academic research on choral singing and the study of choral history, cultural background, and musical personality [9]. Chinese universities focus on basic practice and learning in their teaching content, which is also a weakness compared to universities in other countries. Compared to Chinese universities, in choir teaching in other countries, emphasis is placed on improving students' artistic cultivation and musical level, emphasizing the expression, perception, and exchange of choir art. Choir teaching in universities in other countries focuses on class and individual guidance, helping students discover their personal talents and potential, and improving their performance skills and musical literacy in performances and competitions [10]. In addition, in universities in other countries, choirs typically have certain genres and characteristics, such as German male vocal music, British choir repertoire, and American children's choir. This targeted choir teaching model promotes students' understanding and reflection on choir culture, and strengthens their identification and understanding of choir culture.

With the acceleration of globalization, the choir teaching models in Chinese and foreign universities have begun to learn from and integrate with each other. The main differences in choir education between Chinese and foreign universities lay in educational objectives, content, methods, and environment [11]. On the one hand, there are many similarities in the application of choir teaching models in Chinese and foreign universities. In terms of teaching objectives, both Chinese and foreign universities focus on cultivating students' beautiful singing skills and musical performance abilities. At the same time, through education in music art and other aspects, students' musical literacy and aesthetic ability are cultivated. In terms of educational content, both Chinese and foreign universities pay attention to the explanation and guidance of the historical and cultural background, music theory knowledge, timbre skills, music performance, and other aspects of songs in choir [12]. In terms of educational methods, both Chinese and foreign universities adopt methods such as collective guidance, personality exploration, and self-improvement in choir activities, allowing students to continuously explore and try. In terms of educational environment, both Chinese and foreign universities have

specialized choirs or choir courses, providing suitable choir training environments and venues. On the other hand, there are also many differences in the teaching models of choir in Chinese and foreign universities. In terms of teaching methods, Chinese and foreign universities have a staircase style teaching method for choir, which involves teaching songs from easy to difficult, allowing students to gradually master singing skills and emotional expression abilities in the songs. Some universities place greater emphasis on innovative thinking and personalized expression, encouraging students to explore and innovate independently. In terms of educational goals, Chinese and foreign universities also have different choirs. Chinese universities pay more attention to the popularization of students, while Western universities pay more attention to quality education, which is complementary but different [13].

Overall, the teaching models of choir in Chinese and foreign universities are essentially the same, with differences in cultural background and educational methods. Faced with new changes and challenges, Chinese and foreign universities should learn from existing advantages and integrate innovative thinking to continuously innovate teaching methods, educational content, teaching environment, and management models. This can promote more in-depth and high-quality choir teaching and research work, and contribute to the vigorous development of the choir industry.

2.2. Impact of Diversified Models on Choir Teaching

Diversified choir teaching refers to various teaching activities carried out through various channels to adapt to different student needs and music cultural environments, including classroom teaching, internal and external competitions, music festival performances, literary and artistic performances, etc. [14]. This diversified choir teaching not only enriches teaching content and improves teaching effectiveness, but also stimulates students' creative thinking and expands the application range of music art. Diversified teaching plays a very important role in improving the quality and efficiency of choir teaching. Its main advantages include the following aspects. Enhancing students' sense of participation and creativity: Diversified teaching can stimulate students' interest and enthusiasm, and enhance their enthusiasm and creativity in participating in choir teaching [15]. Improving teaching effectiveness: Diversified teaching methods can enrich teaching forms and content, improve teaching effectiveness, and meet the needs of students at different levels. Promoting music and cultural exchange: Diversified teaching can promote communication and cooperation between music enthusiasts on and off campus, enriching students' music and cultural experience.

In today's rapidly changing learning environment, diversified teaching models have become a development trend in the direction of choir teaching in universities. The diversified teaching mode provides students with a wide range of learning resources, which can meet the characteristics and preferences of different students, and integrate knowledge points and skill transfer into more practical scenarios [16]. Therefore, the specific impact of diversified teaching models on choir teaching is as follows: diversified teaching models can help students gain a deeper understanding of the basic skills and corresponding expression methods of choir through participatory learning methods in choir groups, strengthen basic choir training, and improve comprehensive quality. A diversified teaching model can continuously broaden students' understanding and perception of choir art and culture, and deepen their understanding of the background and connotation of choir music [17]. Diversified teaching models can supplement students' shortcomings in choir teaching, such as expressive power, musical literacy, musician spirit, etc., thereby improving students' comprehensive quality and artistic cultivation, and enhancing cultural literacy. A diversified teaching model can provide more practical experience in choral performance techniques, enabling students to better understand and master the performance techniques of choral music, and thus better showcase their abilities in performances and competitions. In summary, the comparative analysis of choir teaching models in Chinese and foreign universities points out two different educational methods, and diversified teaching methods are the development trend of modern education. In terms of choir education in universities, diversified teaching methods would inject more fresh elements into students, enrich choir learning content and communication methods, and enhance students' interest and enthusiasm in learning.

The reform suggestions for the choir teaching mode are shown in Figure 1.

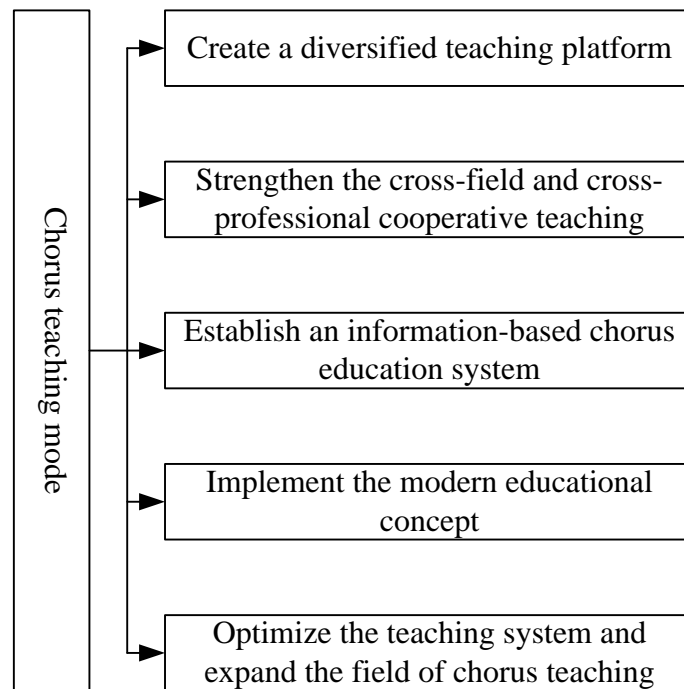


Figure 1: Suggestions for the reform of the chorus teaching mode.

Creating a diversified teaching platform: it can provide students with more opportunities for art exhibitions and performances, and attract more students to participate in choir activities. Strengthening cross disciplinary and cross professional collaborative teaching: By inviting teachers from other disciplines and majors to collaborate together, comprehensive art training can be provided [18]. Establishing an information-based choir education system: Through internet technology and modern multimedia technology, choir education resources can be integrated and shared to improve teaching effectiveness. Implementing modern educational concepts: It is necessary to actively explore modern educational models for choir teaching, and pay attention to the cultivation of students' creative thinking and practical abilities. At the same time, it is necessary to focus on cultivating students' musical literacy and improving their musical cultivation. Optimizing the teaching system and expanding the field of choir teaching: It is necessary to promote the targeted development of teaching and creatively use music education and teaching resources. By establishing a comprehensive talent cultivation plan with cutting-edge characteristics of the times, new vitality can be injected into the field of choir education.

2.3. Chorus Teaching in Universities

The characteristics of choir teaching in universities: Chorus teaching is a collective artistic performance activity that requires everyone to play their own roles in the team, closely cooperate, and jointly create artworks. Choral teaching is achieved through vocal training and singing technique cultivation, aiming to improve students' singing skills and level. Choral teaching can cultivate students' basic musical literacy, including sound sense, rhythm sense, harmony sense, expressive power, etc. Choral repertoire has diverse cultural backgrounds and musical styles, which can help students broaden their cultural horizons and musical literacy.

Classification of choir teaching in universities: According to training objectives, it can be divided into music education choir, vocal training choir, competition performance choir, professional vocal choir, etc. According to student characteristics, it can be divided into whole school choir, art student choir, amateur choir, etc. According to semester arrangements, courses can be divided into one semester, one year, or multiple years.

In China, choir teaching is gradually being valued and developed, and many universities and schools offer choir courses. Good results have been achieved in conventional vocal training and the cultivation of choral singing skills, and choral works have also been widely recognized in the Chinese music industry. In other countries, the development of choir teaching has become very mature, and many countries consider choir education as an important component of music education. The

curriculum of choir teaching is relatively complete, and there are corresponding choir courses from primary school to high school, and universities. Universities in other countries place greater emphasis on cultivating students' comprehensive abilities in diversified teaching models, and have high requirements for music fundamentals, basic music theory knowledge, and professional skills. At the same time, many large choirs and symphony orchestras in other countries are able to demonstrate high-level choir singing skills and artistic expression.

Overall, the main differences between Chinese and foreign choir courses lie in the curriculum, teaching methods, and students' quality levels. Other countries emphasize the cultivation of students' musical literacy and artistic expression in choir education, while China places more emphasis on the training of basic skills, laying a good foundation for the early stage of choir education. In the context of informatization, the teaching method of choir in Chinese universities is mainly based on multimedia, but this is only a means that does not truly achieve information resource sharing. At the same time, the choir curriculum in other countries is more comprehensive and can provide more diverse course choices. With the development of information technology, diversified models are gradually being valued in choir teaching in Chinese universities. Under the diversified music teaching mode, students' interest and enthusiasm in learning are stimulated, and they have a deeper and higher level of understanding of knowledge points [19-20].

3. Survey of Choir Teaching in Universities Based on Diversified Models

3.1. Questionnaire Design

In order to understand the choir teaching models in Chinese and foreign universities, this article designed a questionnaire and conducted a survey. The specific content is as follows: personal information includes age, gender, institution, major, and grade. The understanding and opinions on choir teaching refer to whether one has participated in choir and the importance of choir teaching. The musical elements in choir teaching refer to the understanding and experience of musical elements in choir teaching, such as singing, rhythm, and voice parts. Teaching methods refer to the classroom teaching of students by teachers and the teaching methods that teachers should adopt. Teamwork refers to how to establish a coordinated collaboration between students or command teams. Diversified teaching mode refers to the combination and combination of multiple teaching methods to provide distinctive teaching modes for college students.

3.2. Investigation Process

The survey used in this article is an online questionnaire survey, which targets music majors from Chinese and foreign universities. This questionnaire survey mainly aims to gain an understanding of students' basic situation, school environment, music atmosphere, and teaching conditions. Firstly, relevant questionnaires were published online in university groups, and then students were invited to answer. The questionnaire from universities in other countries invited international students to provide assistance and received responses from 43 foreign students. The time period for this questionnaire is one week. After completing the questionnaire, data statistics and analysis were conducted using a computer. Factor analysis is a statistical method for simplifying and analyzing high-dimensional data. Assuming that n-dimensional random vectors satisfy:

$$A = \eta + X\bar{g} = \bar{f} \quad (1)$$

\bar{g} is called a common factor, and \bar{f} is an unobservable random vector that satisfies:

$$F\bar{f} = 0, F\bar{f}\bar{f}^s = \text{diag}(\bar{\omega}_1^2, \bar{\omega}_2^2, \dots, \bar{\omega}_n^2) \quad (2)$$

Matrix X is called factor load, then there are:

$$\text{Var}(A) = \bar{X}\bar{X}^s + \sum \quad (3)$$

The main purpose of factor analysis is to describe the implicit variables of diverse factors in choir teaching.

3.3. Interviewee Situation

A total of 300 students participated in this survey, with 186 males accounting for 62% and 114 females accounting for 38%. The universities where the participants were surveyed were mainly 257 domestic universities, while the number of respondents from foreign universities was 43, using online questionnaire answering methods. The basic information of the specific interviewees is shown in Table 1.

Table 1: Basic information of the respondents.

| | Number of people | Proportion (%) |
|------------------------------------|------------------|----------------|
| Male | 186 | 62 |
| Female | 114 | 38 |
| Domestic colleges and universities | 257 | 85.7 |
| Foreign universities | 43 | 14.3 |

4. Survey Results of Diversified Choir Teaching Models

4.1. Understanding and Perspectives on Choir Teaching

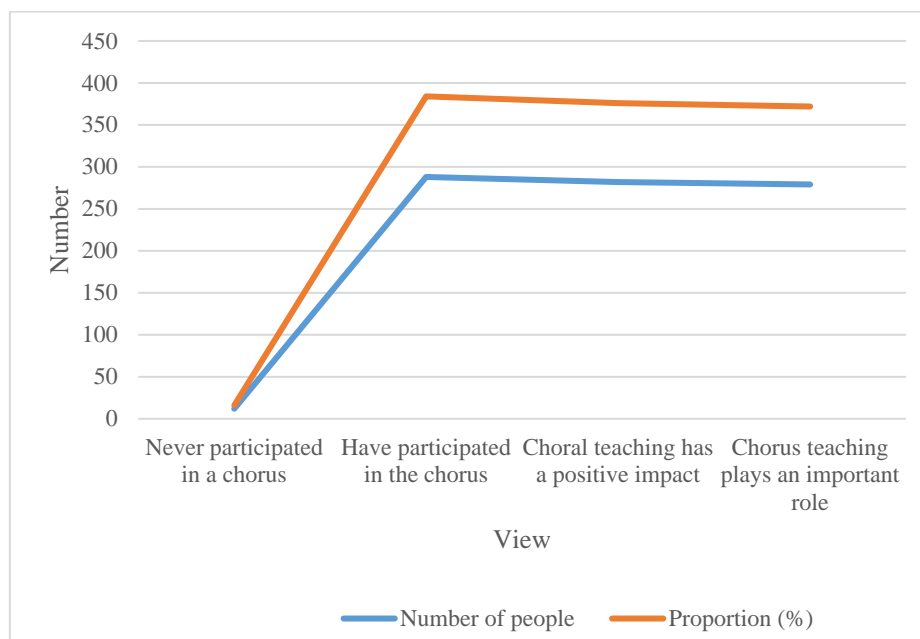


Figure 2: Understanding and views on choral teaching.

In Figure 2, in this data graph, only 4% of the participants have never participated in a choir, and the majority of students have participated in a choir. 94% believe that choir teaching has a positive impact on the cultivation of personal music quality and comprehensive quality, while 93% believe that choir teaching plays an important role in the entire music education system. Therefore, it is necessary to study the mode of choir teaching.

4.2. Music Elements and Teaching Methods in Chorus Teaching

In Figure 3, participants are generally familiar with the understanding and experience of musical elements in choir teaching, with 97% knowing the melody, 92% understanding the voice, and 94% mastering the rhythm well. In terms of teaching, participants believe that teachers should use multiple methods for teaching, with 94% believing that a combination of teaching practice should be used, and 91% believing that teachers should encourage students to participate in discussions and interactions. In addition, 87% of people believe that guidance and guidance should be strengthened to address students' learning levels and goals.

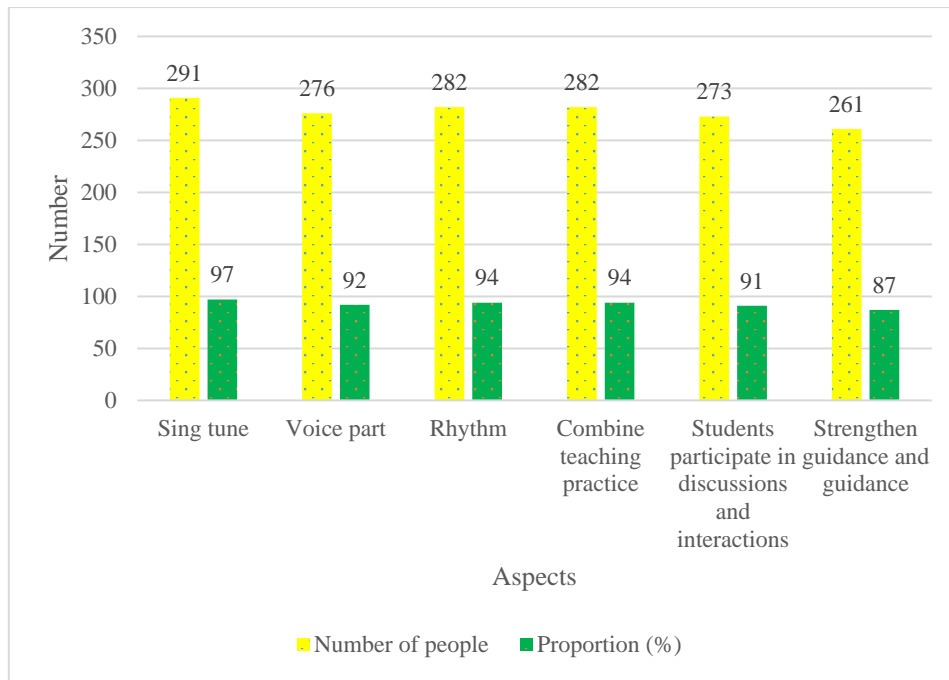


Figure 3: Music elements and teaching methods in choral teaching.

4.3. Suggestions for the Reform of Chorus Teaching Mode

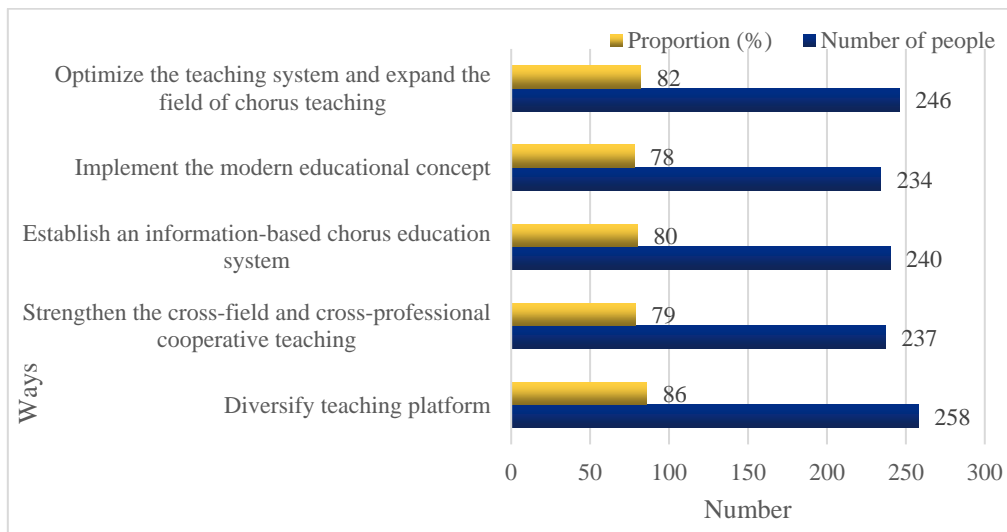


Figure 4: Attitude for the reform of the chorus teaching mode.

In Figure 4, 79% of people agree with strengthening collaborative teaching across fields and majors. 80% of people support the establishment of an information-based choir education system. 78% of people agree with the implementation of modern educational concepts. In terms of optimizing the teaching system and expanding the field of choir teaching, 82% of people also expressed support.

Participants believe that when establishing team collaboration, it is not only necessary to rely on a larger choir team, but also to continuously guide the interaction and assistance between individual members to establish a complete team collaboration model. Through data statistics and analysis, it can be seen that participants generally understand and value choir teaching. At the same time, they also provided clear teaching suggestions, including various teaching methods, guiding student interaction, and establishing a complete team collaboration model. This reflects that in choir teaching, the main goal should be to improve musical and comprehensive qualities, while also allowing students to gain emotional experiences and enjoy the beauty of wonderful music.

5. Conclusions

By comparing the different models of choir teaching in Chinese and foreign universities, this article finds that diversified models can effectively improve the effectiveness and quality of choir teaching, but it is also necessary to pay attention to adapting to different teaching environments and student needs. Therefore, teachers need to flexibly choose appropriate teaching modes based on students' actual situations, pay attention to students' personalized needs, and improve teaching quality and effectiveness. At the same time, schools also need to strengthen teacher training, improve the professional quality and teaching level of teachers, and provide strong guarantees for the implementation of diversified models. Overall, this survey shows that choir teaching is very important in Chinese and foreign universities, and has a positive role in promoting music education and personal development. In response to this, an educational plan and philosophy that emphasizes diversified educational methods, individuality and interest development have been developed, which is also an important way to improve the level of music teaching and practical achievements.

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