

# Innovation of Flipped Classroom Teaching Mode in College Vocal Music Teaching

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**Abstract:** In the context of the new era, a new teaching mode, "flipped classroom", has emerged. The introduction of "flipped classroom" in vocal music teaching in colleges and universities is helpful to break through the traditional teaching mode, so that students can become passive into active in the process of learning, enhance their interest in independent learning, and then improve the teaching effect. However, in recent years, the application of flipped classroom model in vocal music teaching in colleges and universities is not enough, and there is still a certain distance from the expected teaching goals. Therefore, based on the current application of flipped classroom in vocal music teaching in colleges and universities, this paper explores the practical application strategies of flipped classroom in vocal music teaching in colleges and universities from three aspects, including the systematic setting of vocal music course content.

**Keywords:** Vocal Music Teaching in Colleges and Universities, Flipping Classroom Teaching Mode, Innovate

## 1. Introduction

Under the background of the new era, the traditional teaching model can no longer meet the needs of students. With the rapid development of social science and technology, the teaching model of "flipped classroom", which focuses on the students' subjectivity, has emerged. Learning while thinking and learning before teaching are the obvious characteristics of flipped classroom, which can help students improve their abilities of independent learning and innovative inquiry. However, for vocal music teaching in colleges and universities, the "flipped classroom" teaching mode is still in a stage to be explored and improved, which requires relevant departments and teachers to deeply integrate students' actual personality characteristics and vocal music characteristics, so as to ensure the vitality and good development of vocal music discipline.

## 2. The present situation of flipped classroom teaching mode in college vocal music

### 2.1. Inadequate mastery of flipped classroom technology

At present, although the vocal music flipped classroom teaching mode in colleges and universities has achieved certain results, there is still a certain gap between the overall effect and the expected goal. There are still some problems in the overall understanding and technical level of vocal music teachers in colleges and universities for flipped classroom: not deep enough, not skilled enough, not flexible enough.

### 2.2. The system of vocal music curriculum is not perfect

On the one hand, the teaching objectives of vocal music teaching in many colleges and universities are too urgent to meet the actual needs of students, and no targeted systematic planning and adjustment has been made in different aspects such as curriculum setting, teaching atmosphere and teacher allocation; On the other hand, in vocal music teaching in colleges and universities, group teaching is a commonly used teaching method. Although this method is conducive to theoretical teaching, it has certain disadvantages in the exploration of students' vocal music potential and the cultivation of vocal music characteristics.

### ***2.3. Lack of communication and interaction between teachers and students***

In the past vocal music teaching in colleges and universities, teaching and learning were separated, and there was a lack of contact between educators and educatees. Not only did teachers not have a good grasp of students' learning, but also students' enthusiasm for learning could not be fully mobilized, and knowledge could not be more deeply understood. This is not conducive to cultivating students' vocal music literacy.

## **3. The innovation research of flipped classroom in college vocal music teaching**

### ***3.1. For the flipped classroom teaching mode, the system sets the vocal music course content***

In order to make the "flipped classroom" teaching model play a greater role in vocal music teaching in colleges and universities, relevant departments and vocal music teachers need to optimize the vocal music curriculum according to the actual situation. For all vocal music educators in colleges and universities, in the application of "flipped classroom", we should not only imitate and apply the existing experience and textbooks, but also combine our own teaching experience, innovate and develop the application, and maintain the habit of learning and collecting excellent teaching information and vocal music knowledge, in order to improve the teaching content of "flipped classroom" through effective sorting, processing and analysis of materials, further fit the characteristics of students and meet their actual needs for learning.[1]

For example, in the process of online teaching, vocal music teachers in colleges and universities need to carefully construct the collection and production of teaching materials, teaching plans, courseware and after-school exercise design before class to ensure that there is sufficient and appropriate teaching content for teaching in each class, and teachers can also arrange or share tasks or materials related to teaching in advance in the established WeChat groups, Dingding groups and other network communication methods, which urge students to preview before class. Teachers can follow up their learning trends and existing problems to further improve the course content according to feedback. For example, vocal music teachers need to fully develop and optimize the course before teaching folk songs. First of all, through the Internet and other multimedia tools, we can widely collect the representative works of folk songs in various regions, their origin, production process and other background content, such as the Anhui folk song "Fengyang Song" and the northern Shaanxi folk song "Walking West"; Secondly, according to the collected materials, we can make classroom teaching videos, and in the teaching plan design, focus on the representative folk songs of various regions. On the basis of emphasizing the background, production process and social phenomena reflected, students can be able to further understand the emotions behind folk songs, and we can give in-depth explanations of relevant knowledge content, so as to strengthen the persuasiveness, improve the students' mastery of the basic knowledge of vocal music, learning efficiency and vocal singing level.

### ***3.2. Applying flipped classroom teaching mode to increase practical training of vocal music teaching***

For vocal music teaching, theoretical teaching is the foundation and practical teaching is the core. Therefore, in order to improve students' ability to apply vocal music knowledge and strengthen their vocal music expression, vocal music teachers in colleges and universities must pay high attention to the internal relationship between vocal music practice and theoretical teaching, and increase vocal music practice training in the curriculum. The flipped classroom teaching mode can not only make the place and time of vocal music practice no longer limited, facilitate students' practical training, but also enable them to obtain a wider range of vocal music education resources. Through vocal music training of teachers in different directions, their vocal music level can be improved in an all-round way.

For example, college vocal music teachers can adopt online and offline combination to carry out mixed vocal music teaching. Teachers can first release course content information before class, guide students to independently preview relevant knowledge of songs course, songs learning and teachers' online teaching videos through the network in fragmented time such as rest days or after class time, so as to achieve the overall grasp of course knowledge. After the preview is completed, we can conduct the preview effect test through the online test arranged to grasp students' learning through the preview test results, and improve the actual teaching content; Secondly, the online and offline time service allows teachers to provide more targeted vocal guidance to different students according to the results of the pre class test, in order to solve the difficulties and problems encountered by students in independent preview;

Finally, after the course is completed, the teacher can also issue an after class test to help students better internalize and absorb the classroom teaching content, further test the students' specific learning effects, and reasonably arrange the curriculum design according to the actual situation.

### ***3.3. Using flipped classroom model to strengthen the interaction between teachers and students***

In the learning process, if the students are too passive, they can not be well engaged in the real vocal music learning.[2] They can only imitate all the time, can not shape and have their own vocal music personality characteristics, which is difficult to fully express their own internal feelings. If continue, the students will have a certain boredom with vocal music singing, affecting the teaching effect. However, the new teaching mode of "flipped classroom" can better stimulate students' interest in learning, turn passivity into initiative, and optimize the teaching effect due to its unique and instrumental nature. Therefore, in the actual teaching process, college vocal music teachers should combine the flipped classroom teaching mode, and gradually enhance students' enthusiasm for vocal music knowledge learning. In this process, teachers should pay attention to strengthening communication with students, understanding the specific learning needs of students in the communication, and appropriately delegating power in a gradient according to the actual situation of individuals, in order to guide students to carry out in-depth thinking in reasonable autonomous learning and cooperative discussion tasks, fully summarize with teaching videos, analyze and summarize the main problems in students' vocal singing, and improve students' self-confidence and learning quality.

For example, first, college vocal music teachers can use multimedia tools to conduct online+offline personal displays, vocal music competitions and other forms to explore and discover the potential of students and possible vocal music problems; Second, teachers can also test students' learning effect, enhance their singing self-confidence and improve their vocal quality by using live broadcast software to hold live concert, small solo and other performances online; Third, teachers can also learn about students' knowledge in a timely manner by assigning tasks through the network, and better guide students to learn professional vocal music through convenient network communication channels. In a word, in the actual teaching of vocal music class, vocal music teachers in colleges and universities must grasp the specific content of flipped classroom teaching practice, practice the teaching concept of teaching students in accordance with their aptitude and people-oriented, and understand the individual differences of students to take their learning as the focus to communicate with students more frequently through the network and other ways, so as to give play to their subjective initiative, while meeting students' needs. Its status and its own value are constantly affirmed, we should build a good teacher-student interaction, and achieve the teaching goal of healthy growth of students.

### ***3.4. Reasonable design of vocal music teaching process, formulate a clear curriculum teaching objectives and systems***

Before formally proceeding to the flipped classroom teaching model, vocal music course teachers need to make the full preparations, maximize the use of teaching resources and integrate the teaching content contained in textbooks, and constantly improve the system and structure of subject teaching. We need to bring students a better classroom experience to the greatest extent, encourage them to fully develop their musical creativity and related skills, and create a better classroom atmosphere, in order to ensure the classroom time students have, actively change the disadvantages and shortcomings of the traditional cramming teaching mode, and let the limited flipped classroom teaching time be fully and reasonably utilized. We should also leave ample time and space for students, in-depth exploration of the knowledge learned, and adopt a scientific and reasonable way to design the subject teaching process, so as to ensure that this teaching mode can mobilize students' enthusiasm for independent learning of subject knowledge. Teachers need to have a comprehensive understanding of the actual level of learning and different learning needs, make good use of one of the effective teaching AIDS, and help students to consolidate the theoretical knowledge and vocal music singing basic skills. According to the development of the students, we can develop practical teaching objectives and development plans for them, make students be more clear about their own shortcomings in the process of vocal music learning, and learn more about the singing principles and the style of composers in the flipped classroom. To reduce the complexity of the subject teaching as much as possible, we should avoid bringing excessive pressure of vocal music learning for students, otherwise, their learning results are hard to what they expected, which may bring great confusion to students' learning enthusiasm and desire for independent exploration, as a result, their learning posture in the future learning process will become more negative, and the actual performance of students will affect the final effect and quality of vocal music teaching.

For this teaching situation, teachers need to further clear flipped classroom curriculum system management, develop strict class attendance and assessment system supported by data function in the network platform, timing statistics in class students course knowledge learning progress and duration. We can irregularly release test questions and vocal basic knowledge test to exam their learning results for, so as to ensure that students can learn their vocal music knowledge and skills applied to practical problems and situation, promote the subject teaching effect optimization and efficiency, and provide a strong guarantee for the enhancement of students' vocal music core accomplishment.

### ***3.5. Timely improve the vocal music curriculum teaching evaluation, scientific and reasonable adjustment of the curriculum teaching program***

When college vocal music teachers carry out the flipped classroom teaching mode in the teaching process, We need to strengthen the communication between various teaching and research offices and teachers in the online network platform, and target to effectively solve the problems existing in the teaching process and teaching difficult points. Through mutual communication and teaching and research coordinated the teaching progress and content, we should avoid the repetition and conflict of the content to the greatest extent, in order not to adversely affect the students' learning effect and quality of learning. In addition, teachers should conduct strict attendance and assessment of students on the platform through the questionnaire survey, oral inquiry, schedule performance observation and other forms of teaching evaluation and evaluation. We should also start from a variety of ways, study the effective measures to improve the teaching evaluation system. In the first discovery of the vocal music flipped classroom teaching mode of imperfections and loopholes in the first time to timely repair, the factors may affect the effectiveness of teaching, we should ensure that students can realize the enhancement of their own vocal music skills and the comprehensive development of their quality in the effective course teaching evaluation, at the same time, teachers need to consider in detail the actual performance and exam in completing online homework, in order to enrich the subject and content of teaching evaluation, and maximize the effect on teaching evaluation.

## **4. Conclusion**

To sum up, through the application of the "flipped classroom" model, students' enthusiasm for learning can be improved more fully, which will help them develop better in the vocal music field in the future. Deepening the application of such new teaching modes as "flipped classroom" in vocal music teaching in colleges and universities is not only the inheritance of high-quality ideas and contents in traditional vocal music teaching, but also the innovation of modern vocal music teaching methods. In the current rapidly changing information age, only by continuously updating the teaching concept can we keep up with the tide of the times and better train the vocal music talents that the society really needs.

## **References**

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