

On the Cultivation of Aesthetic Consciousness in Vocal Music and Bel Canto Teaching in Colleges and Universities

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Abstract: Vocal music is an art that takes sound as the object of expression, while bel canto is a musical language. It can express the deep artistic conception contained in the song through the aspects of sound structure, timbre and emotion. Therefore, aesthetic consciousness is of great significance in singing teaching. Starting with students' cognition of beauty, this paper analyzes their aesthetic awareness level and personality psychological characteristics, expounds the aesthetic connotation and concept in vocal music, studies the characteristics of aesthetic consciousness, and investigates the students of the conservatory of music by using the method of questionnaire. Finally, the survey results show that 52% of the students think they have good aesthetic consciousness, 30% of them think they have more general aesthetic consciousness, 18% of them think their aesthetic sense is poor. This shows that most students have a clear understanding of their aesthetic consciousness. Teachers believe that teaching methods should pay attention to melody change and sound effect change, which shows that a considerable proportion of teachers have a certain degree of music perception ability. Most students believe that the value of vocal music is very large, and a few students believe that the value of vocal music is general or small.

Keywords: College vocal music. Bel canto teaching. Aesthetic consciousness, Aesthetic training

1. Introduction

Vocal music is a kind of music that takes language as the expression object, sings through people's auditory organs, and expresses its sound beauty with the help of various musical instruments and stages. Music art contains rich and colorful themes [1, 2]. Singers often have aesthetic consciousness when appreciating songs or other works. Aesthetic education is to let students understand the emotion, thought and connotation contained in music works, so as to cultivate them to have a correct and comprehensive understanding of the internal spiritual quality of vocal music works and the values of music culture, so as to make them become people who have certain appreciation and creativity and can express their art [3, 4].

Many scholars at home and abroad have conducted relevant research on the cultivation of aesthetic consciousness. Foreign scholars put forward the art discipline idea of "Solfeggio and ear training" in the process of vocal music education and learning. Domestic scholars set up music history course for aesthetics course and carried out research on the cultivation of aesthetic consciousness. In the vocal music teaching in Colleges and universities(CAU) in China, the cultivation of aesthetic consciousness is a very important, long, slow and immature link with great development potential and significance [5, 6]. At this stage, music education mainly takes theoretical knowledge as the main content. At the same time, it also pays attention to the comprehensive training of students' emotion, attitude and other abilities. However, due to the imperfect vocal music curriculum and the lack of corresponding professional teachers in art colleges in China, many schools did not set up relevant courses to improve their aesthetic consciousness. China's vocal music education began to turn from examination oriented education to quality-oriented in the 1980s. As a compulsory course, aesthetic education has great impact on students' comprehensive ability put forward higher requirements in terms of emotion and quality. But for a long time, our teaching method has been teacher-centered. This model leads teachers to only pursue knowledge and skill goals and do not pay attention to aesthetic training. Students only do some simple question type training for the examination. When there is no teacher to guide the learning of vocal music art related content in the school, they go to music appreciation courses instead

of taking the initiative to participate in practice [7, 8]. The above research has laid a research foundation for this paper.

This paper mainly explores the cultivation of College Students' aesthetic consciousness from the aspects of college educators, teachers themselves and the whole society. Firstly, it expounds the research status of aesthetic thought and quality training in CAU in China. Secondly, it analyzes the factors affecting the goal setting and teaching content positioning of Singing Course in CAU. Thirdly, in view of the problems in vocal music bel canto teaching, this paper puts forward corresponding countermeasures and discusses that in the future development, we should pay attention to the improvement of students' musical literacy and aesthetic ability.

2. Discussion of Aesthetic Consciousness in Vocal Music and Bel Canto Teaching in CAU

2.1. Aesthetic Connotation and Concept in Vocal Music and Bel Canto Teaching in CAU

Aesthetic consciousness is a special psychological phenomenon gradually formed and developed in people's long-term life practice. It reflects the requirements of certain social, historical and cultural traditions on their own personalization, independence and self-identity. Aesthetic consciousness refers to a highly general and non independent judgment ability of objective things. It requires people to consciously experience, feel and express certain ideas through certain social practice. It is manifested in human views and attitudes towards natural laws and cultural traditions [9, 10]. Vocal music art is one of the most comprehensive subjects. In the process of teaching, teachers should pay attention to cultivating students' good music quality. By "art", we mean that people have their own unique understanding and views on objective things and expressed feelings and thoughts. At the same time, it also includes people's own different understanding or opinions on beauty. These are the manifestations of aesthetic consciousness and one of the important contents in vocal music teaching. In vocal music teaching in CAU, we should cultivate students' good aesthetic and perceptual ability, improve their sensitivity to analyze and evaluate the artistic situation when learning music knowledge and skills, and finally promote their physical and mental health development, so that the aesthetic consciousness can be sublimated in the process of singing songs. Vocal music art, as a comprehensive discipline, is not only to learn and appreciate music in order to achieve a certain level of theoretical knowledge, but also to have high professional quality, so as to perform works and obtain aesthetic experience and perception. These are one of the purposes of cultivating aesthetic consciousness [11, 12].

In vocal music teaching, teachers should cultivate a good personality, rich imagination and creative thinking spirit, and be able to make different styles and styles of songs according to different melodies to express the beauty of works. As a music education institution, college Music College should pay attention to the teaching of aesthetic consciousness and emotion, because it is one of the important means to train and improve students' ability to learn art theory.

2.2. Characteristics of Vocal Music and Bel Canto Teaching in CAU

In vocal music teaching, bel canto learning is an art, which has the following characteristics: first, college students are interested in vocal music to a certain extent. With the development of the times, the music industry should keep up. Therefore, teachers need to constantly cultivate and improve themselves. In teaching, we should choose appropriate teaching materials according to the thoughts and feelings expressed by different songs. In the teaching of vocal music and bel canto, we can see that the music teachers in CAU have their own unique characteristics, which are mainly reflected in: first, they are highly professional, exquisite and complex, with certain difficulties and requirements. Second, students like learning. The third is to appreciate music works to a high degree. Fourth, the melody is beautiful and full of connotation. Fifth, the sound image is vivid and has a strong sense of rhythm. Sixth, the emotional richness and vividness of vocal music works. But there are also some defects: the first point is that the teaching content is not enough to highlight the bel canto characteristics of music: first, the teaching goal of vocal music bel canto course is to cultivate students' ability to appreciate the beauty of music. Teachers must have strong artistry and appeal when teaching a song. Only in this way can students feel what is expressed in the work and how to create it. Secondly, college singing course has strong professional and practical guiding significance, which can help students produce good singing music works and provide them with corresponding training. At the same time, it can also make vocal music learners better master music theoretical knowledge and skills. The teaching goal of vocal music bel canto course is to cultivate students' interest in the beauty of music, make them continuously

improve their aesthetic outlook in singing learning, so as to establish their own beautiful and noble sentiment. The main purpose of vocal music art education in CAU is to cultivate people with beautiful sound quality and rich emotion. Second, the study of vocal music is a highly comprehensive and difficult subject. Therefore, in teaching, teachers should guide students to have a comprehensive and profound understanding of music history, literature and art forms. Thirdly, bel canto curriculum has diversified characteristics. First, it can cultivate aesthetic ability. Secondly, bel canto class can also improve the singers' understanding and expression level of the emotional connotation of the works. Finally, the singing class can improve students' sense of music and imagination. Vocal music is a comprehensive and very abstract subject, which needs teachers' guidance and inspiration for teaching and training. The cultivation of aesthetic consciousness is very key in music education in CAU. It can not only make students realize that they learn professional knowledge and skills and master relevant theoretical basis, but also make teachers have a deeper understanding of subject knowledge.

2.3. Aesthetic Training Requirements in Vocal Music and Bel Canto Teaching in CAU

Aesthetic consciousness is an important content of vocal music bel canto teaching. It can also be said that a college teacher should have and cultivate the quality in the process of students' learning. Aesthetic ability is closely related to music literacy. Therefore, when we carry out aesthetic education for college students, we should put artistic cultivation in the first place, and strengthen the training of their professional skills and comprehensive quality, so as to make them better master music art knowledge, technical skills, bel canto theory and so on. At the same time, we should also pay attention to vocal music teaching methods and means to cultivate good singing habits in the process of students' learning. The cultivation of aesthetic consciousness in vocal music bel canto teaching is a practical art discipline. It requires teachers not only to impart knowledge in class, but also to understand and grasp music theoretical knowledge through their own works, length and so on. Only when students really master these abilities can they better apply their music skills to singing performance. Therefore, in order to improve the quality of vocal music education in CAU, we must strengthen the cultivation and understanding of College Students' aesthetic consciousness of bel canto. Aesthetic consciousness is an important content in vocal music bel canto teaching. It can not only cultivate students' ability to appreciate beauty, but also improve their own comprehensive quality. The first is to make everyone realize the importance of art education. Only in this way can we treat artistic cultivation as an intangible asset and cultivate aesthetic consciousness. Secondly, teachers should grasp the aesthetic factors contained in vocal music works as a whole. Aesthetic consciousness is a comprehensive emotion, which includes the appreciation, appreciation and understanding of the beauty of music. Therefore, teachers must pay attention to improving their professional quality level and artistic cultivation to strengthen their cognitive ability and feeling ability of beauty. Secondly, through practice, let students master some basic knowledge and skills to improve their aesthetic taste, so as to improve learners' comprehensive quality, and then stimulate their enthusiasm and creativity for music creation.

2.4. The Influence of College Vocal Music Bel Canto Teaching on Bel Canto Education

Bel canto is one of the national musical instruments in China. In vocal music teaching, we can see that teachers stimulate students' interest in music learning by cultivating their aesthetics. However, because bel canto has certain particularity and complexity, as well as its unique, diverse, rich and changeable timbre characteristics. Therefore, after the reform of educational curriculum in CAU, teachers will be required to combine their teaching materials with other disciplines to make students understand that bel canto art is an independent science and full of creativity, and can make its development prospect broad. Only in this way can it be conducive to the cultivation of students' ability to appreciate beauty and the training of comprehensive music quality. With the deepening of College Students' understanding of music aesthetics under the era and socio-economic conditions, they no longer simply pursue the quality of sound and whether the timbre is beautiful. Younger but more personalized and creative musicians care more about their inner thoughts and whether their thoughts can be expressed through music. Therefore, bel canto teaching also plays an important role in vocal music education, and aesthetic consciousness plays an important role in students' learning music knowledge. It affects teachers' understanding of the content of teaching materials and courses learned, their understanding level, and students' emotional attitude and value orientation towards works, which will directly or indirectly determine the effect of vocal music art education.

2.5. Big Data Algorithm

In the objective world, information is generally used to describe the interaction between objective things. It is a form of expression between things. Information can convey the correlation between the objective world or a certain system. It is the link between things.

Generally, the processing of information first carries out information transformation and quantitative analysis, and then uses the methods of probability theory and mathematical statistics to study the quantification, transmission and processing of relevant information. In the basic theory of information, entropy is usually also called entropy. It uses the principle of statistical thermodynamics to express the degree of chaos between a system or things. If the system is orderly, the corresponding entropy is generally low. Assuming that the system is chaotic, the entropy is generally high. When describing the value of random variables with uncertainty, information entropy is usually expressed in digital form, which usually represents the amount of signal content. In the basic theory of information entropy, mutual information is to qualitatively express the degree of correlation between two variables. The mutual information of the two variables is by describing the correlation degree of the two variables. For two discrete forms of random variables X and y , they are defined as:

$$I(X, Y) = \sum_{y \in Y} \sum_{x \in X} P(x, y) \log \frac{P(x, y)}{P(x)P(y)} \quad (1)$$

When there are two continuous random variables X and y , they are defined as:

$$I(X, Y) = \iint_{XY} P(x, y) \log \frac{P(x, y)}{P(x)P(y)} \quad (2)$$

According to the definition of mutual information, if variables X and y are independent or completely independent of each other, the mutual information $I(x, y)$ of variables X and Y is equal to 0, indicating that there is no common information between the two variables. On the contrary, if the value of mutual information is large, the correlation between them is relatively high, indicating that the two variables have more common information.

3. Experiment

3.1 Survey Design

In this study, in order to understand students' aesthetic understanding of vocal music bel canto teaching, a questionnaire survey was used to collect data. A total of 100 student transcripts were distributed in this survey. Among them, 50 people recovered valid certificates, and the recovery rate was 100%. Teachers start from different aspects to cultivate their good music cultivation and aesthetics and improve their comprehensive quality level. In the interview, the teacher proposed that students' interest in vocal bel canto learning should be completed as one of the teaching objectives, so as to better stimulate their learning enthusiasm and promote their all-round development.

3.2 Investigation Methods

The questionnaire design mainly includes three parts. The first is the survey of students' understanding of aesthetic consciousness. The second is teachers' analysis of teaching methods, understanding of teaching materials and teachers' own professional quality. The third is the investigation of music normal students' cognition of vocal music education value. This study uses the combination of interview and observation to understand whether there are differences in the aesthetic tendency of different types of courses in the music department, so as to further carry out the questionnaire design, and find out the factors and reasons affecting their aesthetics from different angles according to the questions raised by the students.

3.3 Investigation Process

Combined with the current situation of the cultivation of aesthetic consciousness, this paper puts forward some suggestions for students. In the questionnaire design, I used the form of a combination of single-choice questions and multiple-choice questions for investigation and research, and analyzed the "Aesthetics" in music education and vocal music teaching. The conclusion and prospect part includes:

some suggestions on Bel Canto learning and aria in the aspects of vocal music art curriculum development in CAU, singing Chinese and American feelings and teachers' professional quality.

4. Discussion

4.1 Students' Understanding of Aesthetic Consciousness

Table 1 shows the statistics of students' understanding of aesthetic consciousness.

Table 1: Students' awareness of aesthetic awareness

	Think that they have a good aesthetic consciousness	Think that they have a more general aesthetic consciousness	Think that they have little consciousness
Number of people	26	15	9
Proportion	52%	30%	18%

It can be seen from table 1 that among the 50 students who effectively collected the questionnaire, 52% thought they had good aesthetic consciousness, 30% thought they had more general aesthetic consciousness, and 18% thought they had poor aesthetic consciousness. This shows that most students have a clear understanding of their aesthetic consciousness.

4.2 Teachers' Understanding of Teaching Methods

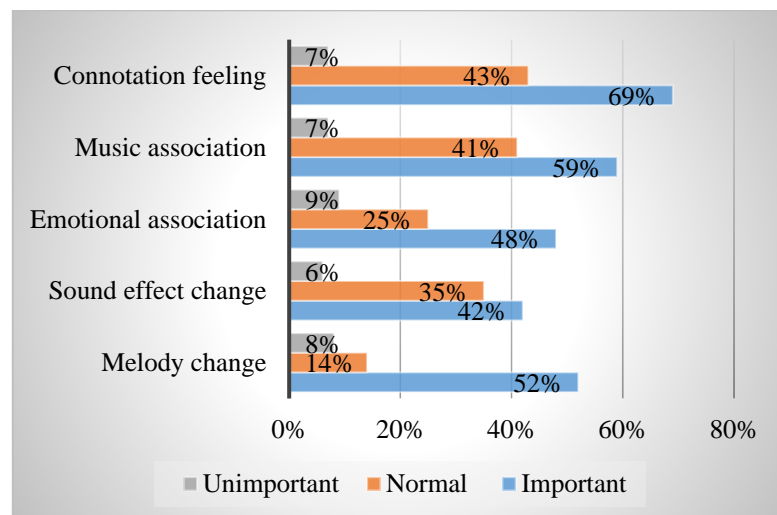


Figure 1: Teacher's understanding of teaching methods

From the data in Figure 1, teachers believe that teaching methods should pay attention to melody changes and sound effects changes, indicating that a considerable proportion of teachers have a certain degree of music perception ability. In addition, in the contemporary era of multicultural development, the perception of different music has become an important standard to judge the individual's music perception. However, from the survey data, most students still lack in this regard, it is difficult to correctly identify the music genre, mode and timbre content of different ethnic groups, and there is a huge room for improvement in perceptual ability.

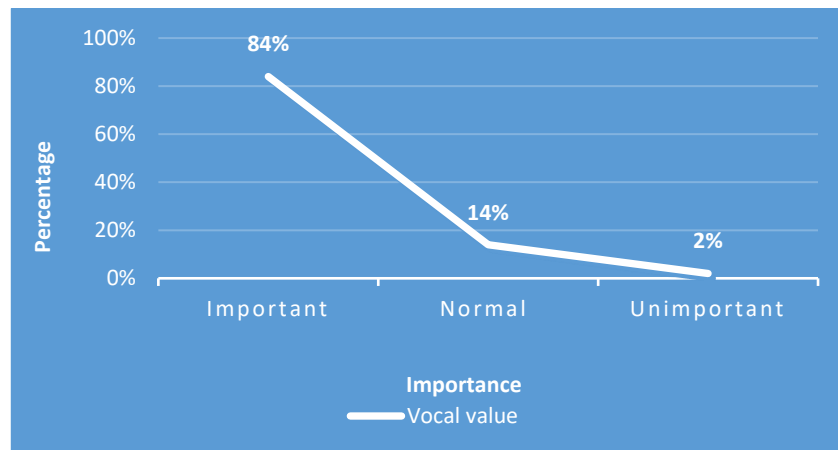
Students' Understanding of Vocal Music Value

Figure 2: Students' understanding of the value of vocal music

From Figure 2, we can see that most students believe that the value of vocal music is very large, and a few students believe that the value of vocal music is general or small. Based on the above investigation and analysis, we find that the cultivation of aesthetic consciousness has an important impact on vocal music art teaching, and for singers, they can correctly understand the connotation and emotional expression of works. Therefore, it is very necessary to strengthen students' aesthetic cognitive ability in music curriculum.

5. Conclusion

With the continuous development of our society, music art is also developing rapidly. Vocal music bel canto teaching has become an important subject. Aesthetic consciousness refers to people's objective evaluation and idealization of beauty, regular, non random subjective speculation and conscious active thinking. This paper discusses the problems and solutions in the cultivation of aesthetic education from the perspective of music education in CAU, and probes into the cultivation of aesthetic consciousness in vocal music bel canto teaching by analyzing the characteristics of aesthetic recognition and artistic cultivation of students in China's conservatory of music.

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