

Research on College Vocal Teaching Model Based on Curtain Class

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ABSTRACT. *Vocal music is one of the important disciplines of art education in China's universities. It has a direct relationship with the cultivation and quality of vocal art talents in China. Therefore, we must pay attention to the quality of vocal education in colleges and universities. However, modern college vocal teaching models tend to be traditional, and there are many problems as a whole. These problems have reduced the number and quality of vocal art talents in our country. The research in this article will focus on the MOOC teaching mode, explain the differences between MOOC teaching mode and traditional college vocal teaching, demonstrate the help of MOOC teaching mode to college vocal teaching, and explain the application strategy of MOOC college vocal teaching mode.*

KEYWORDS: *Mooc; College; Vocal teaching*

1. Introduction

MOOC is a new teaching mode created by the combination of advanced teaching concepts and modern network information technology. It is mainly based on the network and uses the information transmission function of the network to achieve educational purposes. It can be used in many teaching fields. However, the MOOC teaching mode originates from the West and is not popular in China's modern teaching field, especially in vocal music teaching. However, according to relevant cases, the teaching effect of MOOC teaching mode is indeed due to China's traditional teaching mode. Under the concept, it is necessary to integrate the MO mode into modern college vocal teaching work to improve the quality of vocal teaching in colleges and universities [1]. The research significance of this article lies in improving the importance of MOOCs in colleges and universities, and giving ideas of applying MOOCs to vocal teaching in colleges.

2. The Difference between Mo and Traditional Vocal Teaching Modes in Colleges and Universities and the Help of Mo in Vocal Teaching in Colleges

Firstly, the traditional college vocal teaching model is analyzed. The teaching model generally has four characteristics, which are tough teaching mode, extensive management methods, superficial teaching content, and teaching activities.

2.1 Tough Teaching Mode

The traditional college vocal teaching model is mainly teacher-led. Students must follow the teacher's thinking in the classroom to learn. Any behavior that exceeds the teacher's thinking may be regarded as an illegal behavior, which reflects the tough characteristics of the traditional college vocal teaching model. Under this condition, it is difficult for students to make active performances in vocal learning, and they are subject to the teacher as a whole. However, as an independent individual, the heart is inevitably unwilling to be subject to others. Therefore, under long-term development, students are likely to breed negative psychology. Conflicts with vocal teaching content began, and learning enthusiasm plummeted [2].

2.2 Extensive Management Methods

According to common cases, many college vocal teachers' management methods are relatively extensive, that is, most teachers only focus on results and ignore the learning process of students. This approach will lead to general vocal teaching in colleges and universities, and it is impossible to teach according to the differences of different students. For example, the learning abilities of students A and B are different. Under the extensive

management mode, two students will learn with the same learning behavior. At this time, the one with high learning ability can naturally meet the teacher's requirements, while the other one is difficult to meet. Requirements, at this time the teacher will train the party that does not meet the requirements, but the cause of this problem is not the students, because the differences in students' learning abilities cannot be changed, so in the final analysis, the cause of such problems is the teacher's management the way is too extensive [3].

2.3 Superficial Teaching Content

In traditional college vocal teaching, most of the content taught by teachers is textbook content, but the textbook content is more limited and has a certain distance from the actual application of vocal music, indicating that the teaching content in the traditional teaching mode has surface characteristics. The superficial teaching content will lead to a boring classroom atmosphere, which is not conducive to students' interest in learning, and will aggravate the inner learning pressure of students, indicating that superficial teaching content is not conducive to the quality of college vocal teaching.

2.4 There Are Many Restrictions on Teaching Activities

In the traditional vocal teaching model of colleges and universities, teachers have to meet three restrictions to carry out any teaching activities, namely time, place, and personnel, where time means that the teacher must be able to teach at a specific time; location means that the teacher must be at a designated place to carry out activities; personnel means that teaching activities must be performed by designated personnel. These three conditions must be met at the same time. Under this condition, if a teacher cannot meet certain restrictions due to some reasons, it is difficult to meet the learning needs of students in a timely manner, so this problem should be improved.

Secondly, it analyzes the MOOC teaching mode. The teaching mode advocates a guided teaching mode, a whole-process management method, and rich and in-depth teaching content in the teaching concept. At the same time, it can implement a variety of teaching methods by using network information programming methods. With the convenience of the Internet, teaching can be carried out flexibly. It can be seen that the MOOC teaching model is "contrary to" the traditional college vocal teaching model in terms of characteristics, and from the point of view, the MOOC's guided teaching mode allows students to fully demonstrate their initiative and autonomy in the learning process. In addition, the guidance of teachers can prevent students from breeding negative psychology and learn effectively; the whole process management method can analyze whether students encountered problems during the learning process and specific types of problems based on the behavior information of students on the network platform, and help teachers targeted education; rich and in-depth teaching content can increase students' learning interest and create a good learning atmosphere; the flexible display of multiple teaching methods can break through many limitations of traditional college vocal teaching models. Therefore, in contrast, the MO teaching mode is of great help to vocal teaching in colleges and universities, and it can improve the problems of the traditional teaching mode and has a reference role.

3. Application Strategies of Mu Class in Vocal Music Teaching in Colleges

3.1 Building a Mooc Learning Platform

The MOOC teaching model is mainly based on the Internet, so the first step in MOOC application is to build an online learning platform. The construction of e-learning platforms is relatively simple and can be divided into two types, namely, paid platform applications and independent research and development, of which the former is to use a payment to activate the right to use the online platform of a MOOC company. You can use it directly after you master the specific usage; the latter is mainly a way to build the platform by using open network programs (or independent research and development apps) such as "WeChat public account" under the condition that the university itself has technical support. The method is more complicated, but its cost is lower than the former. At the same time, because the developer is the university itself, the platform function will fit the actual needs of college vocal teaching.

3.2 Platform Function Configuration

The analysis of platform function configuration is mainly based on the independent research and

development platform (because in the application mode of the payment platform, the function of the platform is determined by the enterprise, it is not included in the scope of analysis, and only briefly introduced above). First of all, in terms of platform function configuration principles, developers must configure functions according to actual teaching needs, and secondly, prepare for function updates to ensure that the MOOC platform can be used for a long time. Tables 1 and 2 are the teaching functions and basic functions in the functional configuration of the MOOC platform (both types of functions are basic configurations, and one is indispensable).

Table 1 Teaching Functions in the Functional Configuration of Mooc Platform

Teaching function	Effect
Information exchange function	Meet the basic information exchange needs of students and teachers in the teaching process
Multimedia functions	Make teaching content richer and deeper. Implement multiple teaching methods
Live function	Implementing live teaching methods

Table 2 Basic Functions in the Functional Configuration of ooc Platform

Basic function	Effect
Upload / download function	Meet the needs of teachers / students to upload / download learning materials
Information recording function	Record students' behavior information in the platform to provide support for teachers and students' behavior analysis
Data storage function	Meet the massive information storage needs in the MOOC mode
Rights Management Function	Protect the teaching materials of vocal music in the MOOC platform and distinguish between teachers and students

3.3 Teaching Application Strategies

Under the MOOC teaching mode, college vocal teaching first needs to put students in the leading position of learning, allowing students to analyze the learning content autonomously and independently, and teachers as guides should appropriately throw questions that have guiding effects on students. , To help students find the direction of learning, while stimulating students' interest in learning.

Secondly, it is necessary to convert the vocal teaching resources in the school into a data format, and use the upload / download function to import all these resources into the MOOC platform system and store it in the data storage space for students to check. The information recording function can record the student's viewing behavior. At this time, the teacher can analyze the student's learning interest based on the behavior information, and then arrange the teaching resources to make the teaching resources more consistent with the student's learning interest, so that the student's learning status will be improved. Based on this information, teachers can know whether the students have encountered problems, and then provide targeted counseling.

Once again in daily vocal teaching, you can use the information exchange function, multimedia function, and live broadcast function to teach. The information exchange function can implement offline teaching (the upload / download function can also implement this mode, and it can also be related to the multimedia function. Connection, enrich offline teaching content, improve offline teaching flexibility, and use offline teaching methods to break through personnel restrictions, even if the teacher is not online, you can teach students), that is, students can use this function if they encounter problems Leave a message to the teacher at any time, and the teacher can also recover at any time, breaking the restrictions of time and place; through the multimedia function, the teaching materials can be converted into pictures, text, videos and other forms to make it easier for students to understand the knowledge; the live broadcast function can realize live broadcast The teaching method allows teachers and students to interact with teaching and learning activities in real time on the Internet.

Finally, in the application, we should make full use of the permission management function. This function aims to: all users must enter the correct account password before entering the MOOC platform, otherwise they cannot use any functions in the platform. This can protect the security of vocal teaching resources in colleges and universities. In order to prevent students from acting inappropriately, certain functions can be closed to student accounts based on permissions. Tables 3 and 4 show the scores of students before and after the application of vocal music teaching in a university. The comparison can confirm the application value of vocal teaching.

Table 3 Student Scores before Applying Vocal Music Lessons in a University

Project	Grades (mean)
Vocal Theory	71.6 Minutes
Vocal Music Practice	Failed (16%), Passed (57%), Good (20), Excellent (7%)

Table 4 Student Performance after Applying Vocal Teaching

Project	Grades (mean)
Vocal Theory	86.7 Minutes
Vocal Music Practice	Failed (9%), Passed (34%), Good (40), Excellent (17%)

4. Conclusion

In summary, there are many differences between the MOC and the traditional college vocal teaching model. Basically, the two have the opposite relationship. However, from the perspective of the function, the MOC has a positive impact on college vocal teaching. The negative effects brought by various problems indicate that MO lessons can help college vocal teaching. In the application strategy, through platform construction and function configuration, college vocal teaching can be made more flexible and break through traditional restrictions. At the same time, the teaching concept of MOOC has made students become the teaching leader, which is conducive to student learning, and the use of functions can be reduced. The teaching workload shows high application value as a whole, which is worth learning from.

References

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