On the Training Mode of Vocal Music Education Talents in Colleges and Universities

Tingting Zhang[*]

College of Humanities & Sciences of Northeast Normal University, Changchun City, Jilin Province

397714932@qq.com

[*]corresponding author

Abstract: Vocal music education is an important part of music major in Colleges and universities. Therefore, the research of vocal music education personnel training mode plays an important role in vocal music teaching. However, there are some problems in the traditional training mode, such as unclear training objectives, unreasonable training process and imperfect teaching evaluation. In view of this, this paper constructs an innovative talent training model, aiming to cultivate vocal talents with innovative spirit and ability. This paper improves from three aspects of training objectives, training programs and teaching evaluation, and through questionnaire survey, the results show that the innovative talent training model proposed in this paper has higher student satisfaction than the traditional model, and can provide a certain reference value for vocal music education in Colleges and universities.

1. Introduction

With the continuous development of higher education in China, vocal music teaching has made some progress [1]. In recent years, all walks of life increasingly need innovative talents, and vocal music education in Colleges and universities is also facing certain challenges [2-3]. Therefore, this paper has certain theoretical significance and practical value to the research and discussion of vocal education talent training mode in Colleges and universities.

In the field of talent training mode, there are many researchers at home and abroad. In [4], based on the current situation and development trend of landscape architecture, the author compares the landscape training modes of different professional universities, and puts forward a landscape training mode to meet the needs of landscape industry and urban construction talents. It provides some reference for further standardizing talents and training professional talents. In [5], the author provides different levels and angles of research for the reform of talent training mode of higher education, in order to deepen the understanding of the current situation of talent training mode reform and provide enlightenment for the current reform of higher education. In [6], the author studies the mode of Sino foreign cooperative training, which plays an important role in learning from the experience of foreign universities and inheriting the educational tradition of our country. In [7], based on the construction of new subject robot engineering in Guangzhou University, the author discusses the training scheme of innovative talents. The ultimate goal is to train technical talents with solid course foundation, strong adaptability, innovation ability and robot and automation professional knowledge by taking measures such as optimizing course system, establishing teaching team and strengthening discipline system. In [8], in view of the lack of talents in the field of music, the author investigated the teaching and learning behaviors in the curriculum, the management of teachers aiming at teaching decision-making (such as monitoring students' learning progress and recommending students to study at university level), and the strategies of teachers' influence, encouragement and cultivation of students. In [9], the author provides detailed information for higher education, and its positive results mainly focus on the participation of students, but also include achievable scope definition and improved communication. In [10], the

author analyzes the elements of two generations of MOOC to propose a new model that does not need complex technical solutions and restores the original meaning of MOOC.

Based on the traditional talent training model, this paper analyzes the existing problems of the talent training model, and improves the vocal music education by building an innovative talent training model. According to the questionnaire survey, the paper makes a comparative analysis of the students' satisfaction before and after the use of this talent training mode, which verifies the rationality of this method.

2. Method

2.1. Overview of Talent Training Mode

Under the guidance of certain educational concept, the mode of talent cultivation is to realize the process of talent cultivation with relatively stable teaching content, management system and teaching evaluation according to the specific goal and plan of talent cultivation. It is a kind of design, construction and management of talent training process, which usually includes training objectives, training methods and training specifications. Among them, the process of personnel training includes: (1) determining the training concept and training objectives; (2) determining the training objects; (3) optimizing the training process by using the training channels; (4) ensuring the formation of the training system.

2.2. Existing Problems of Vocal Education Personnel Training Mode

At present, the talent training mode of vocal music education mainly includes compound talent training mode and applied talent training mode, which still has many deficiencies. The existing problems of vocal education personnel training mode are as follows:

2.2.1. Training objectives are not clear enough

The traditional talent training model aims at application-oriented, mainly lies in the teaching of professional knowledge and skills. At present, the society needs innovative talents with innovative ability and practical ability. Therefore, the training objectives and concepts of traditional vocal music education need to be updated in time to cultivate talents suitable for social development.

2.2.2. The training process is not reasonable

The teaching content of vocal music education is separated from practice, the curriculum system needs to be improved, and the teaching resources are seriously deficient, which has a great impact on the training objectives in the process of talent training. The teaching content is old and the form is single, and the teaching resources have not developed the advantages of the Internet and stagnated the traditional stage. The arrangement of vocal music curriculum system is seriously separated from the connection between theory and practice, and it is difficult to cultivate innovative talents in light theory or light practice.

2.2.3. Teaching evaluation is not perfect

The teaching evaluation system of vocal music education in Colleges and universities is single, and the evaluation method of students has strong subjectivity and weak objectivity. If we can't get the appropriate teaching evaluation, it will be difficult to analyze and improve the current talent training mode objectively, and the teaching quality will also be difficult to improve.

2.3. Build Innovative Talent Training Mode of Vocal Music Education

In view of the existing problems of the traditional vocal music education personnel training mode, this paper puts forward an innovative personnel training mode, which determines the training objectives according to the social needs and educational concepts, and formulates the training specifications, programs and approaches, so as to achieve the cultivation of vocal music talents with innovative spirit and ability and can actively adapt to the society. The innovative personnel training mode is shown in Figure 1.
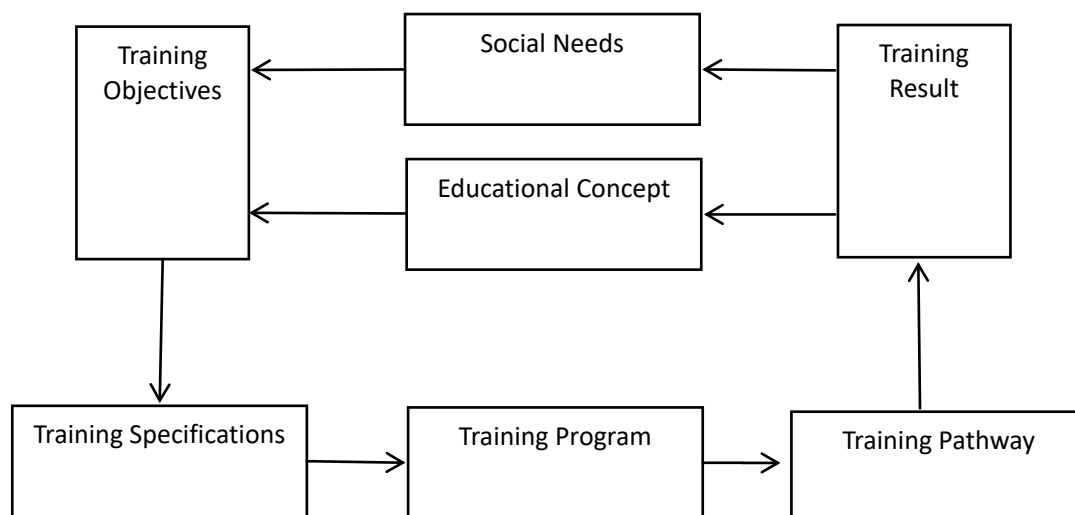
Figure 1 Training mode of innovative talents

2.3.1. Training objectives

Colleges and universities mainly set the following training objectives for students studying vocal music: to be able to perform solo / chorus; to be able to conduct chorus; to be able to perform cooperative art; to cultivate students' ability to analyze music; to lay the foundation of academic research, enrich the knowledge of theory, music history and repertoire style; to train the ability of music creation and self-expression, To achieve the perfect artistic realm.

2.3.2. Training plan

To improve the quality of vocal music teachers, not only from the perspective of professional vocal quality, but also from the perspective of individualized education. To improve the content of vocal music course, not only to impart professional knowledge, but also to make corresponding training plans according to the different personalities of students according to social needs, so as to cultivate innovative talents with all-round development.

2.3.3. Teaching evaluation

In the evaluation of students' performance in school examination, we should guarantee the principle of fairness and justice, carry forward the innovative comprehensive evaluation, and make students get more objective results. In the traditional evaluation, talent practice evaluation is added to teach students in accordance with their aptitude in accordance with the principle of innovative teaching, so that students can get the integration of theory and practice in vocal music curriculum. On this basis, social feedback evaluation can be introduced to analyze the training results more objectively.

3.   Experiment

3.1. Data Source

In order to better evaluate the talent training model of vocal music education proposed in this paper, 1000 students were randomly selected from China Conservatory of music, Central Conservatory of music, Shanghai Conservatory of music and other institutions of higher learning as research objects. Through online and offline questionnaires, the students were investigated before and after adopting the training model proposed in this paper. 889 invalid questionnaires were screened and eliminated.

3.2. Reliability and Validity Analysis of the Questionnaire

3.2.1. Reliability analysis

Reliability is used to evaluate the consistency and stability of the scale. In this paper, the popular

internal consistency reliability is used to analyze the reliability of the scale. The larger α is, the better the correlation of internal items is, and the better the consistency of the scale is.3.1

$$\alpha = \frac{K}{K-1}\left(1 - \frac{\sum S_i^2}{S^2}\right)$$
(1)

3.2.2. Validity analysis

Validity is used to evaluate the accuracy and validity of the scale. In this paper, content validity ratio (CVR) was measured by expert scoring. The formula is as follows:

$$CVR = \frac{n - N/2}{N/2}$$
(2)

4. Result

Result 1: reliability and validity analysis of the questionnaire

In order to verify the consistency and validity of the questionnaire, this paper analyzes the reliability and validity of the questionnaire. Among them, the Cronbach α coefficient of each dimension of the questionnaire is shown in Table 1.

Table 1 Cronbach α coefficient

	Total coefficient of the questionnaire	Training objectives	Teaching process	Educational Resources	Teaching Evaluation
α	0.995	0.852	0.869	0.889	0.827

As can be seen from Table 1, the Cronbach α coefficient of each dimension of the questionnaire is between 0.7 and 0.9. The results show that the content consistency α coefficient of the four dimensions of the questionnaire used in the experiment is greater than 0.8 and within the range, which shows that the questionnaire has a good reliability. The content validity ratio of the questionnaire is just right. Therefore, the questionnaire also has a good content validity, and it is reasonable to analyze the results of the questionnaire.

Result 2: comparison before and after using the culture mode of this article

In order to verify the innovative personnel training model proposed in this paper, the questionnaire survey results are sorted out. According to the evaluation formula proposed by experts, the student satisfaction before and after using this training model is weighted. The comprehensive satisfaction of students with training objectives, curriculum arrangement, educational resources, teaching evaluation and other aspects is shown in Figure 2.
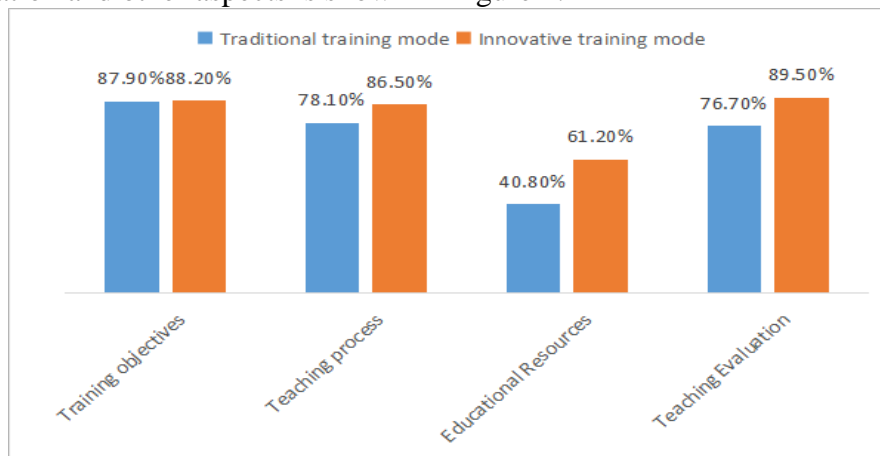

Figure 2 Students' comprehensive satisfaction

It can be seen from Figure 2 that the comprehensive satisfaction of students using the training mode of this paper is higher than that using the traditional training mode. In addition, it can be seen that although the satisfaction of students in teaching resources has been greatly improved, the

overall satisfaction value is not high, and the model still needs to be improved in this respect. Therefore, the innovative personnel training model proposed in this paper has better advantages than the traditional model.

5. Conclusion

Innovative education has become a research hotspot in higher education. More and more colleges and universities begin to implement innovative personnel training mode. Therefore, in the field of vocal music education, in view of the existing problems such as unclear training objectives, unreasonable training process and imperfect teaching evaluation, this paper constructs an innovative talent training model of vocal music education. This model tries to determine the training objectives according to the social needs and educational ideas, and formulate the training specifications, programs and ways, so as to achieve the cultivation of vocal talents with innovative spirit and ability and can actively adapt to the society. However, according to the questionnaire survey, the model still needs to be improved in terms of educational resources.

Acknowledgements

References

[1] Yuan Fu, Hu Liling, & Zhao Dandan. (2018). Brief analysis of specialized english teaching practice for postgraduate under the background of international communication. Journal of Higher Education.

[2] Wei, L. I., Zhang, Y., & University, S. (2017). Research on the construction of the cultivation system of the practical and innovative talents.

[3] Vasilis Grammatikopoulos, Athanasios Gregoriadis, & Michalis Linardakis. (2019). Discrete choice modeling in education: an innovative method to assess teaching practices. Educational Measurement Issues and Practice(1).

[4] Hong Xia, Z. , Guang-De, D. , Wei, Z. , & Ying-Jie, L. I. . (2016). Research on the landscape architecture talent training mode contrast in the inner mongolia autonomous region. Heilongjiang Agricultural Sciences.

[5] Yong Qing, W. , & Yong, C. . (2015). A research on historical revolution and reform in the undergraduate talent training mode of higher education in china. Journal of Higher Education Research.

[6] Yun, L. , & Huirong, C. . (2016). Main features of talent training mode in sino-foreign cooperative university. Review of Higher Education.

[7] Wenqiang, W. , Dachang, Z. , Fan, J. , Conggui, C. , & Zhenzhang, L. . (2017). On innovative talent training program for robot engineering. Journal of Higher Education.

[8] Sergey, T. M. (2017). A qualitative study of six applied music teachers within the context of Bloom's second phase of talent development (Doctoral dissertation).

[9] Gledhill, D., & Novak, M. (2019, February). Game Jams: An Innovative Education Experience in Higher Education. In 11th International Conference on Computer Supported Education.

[10] García-Peñalvo, F. J., Fidalgo-Blanco, Á., & Sein-Echaluce, M. L. (2018). An adaptive hybrid MOOC model: Disrupting the MOOC concept in higher education. Telematics and Informatics, 35(4), 1018-1030.