

# The Cultivation of Musical Aesthetic Ability in Vocal Music Teaching

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**Abstract:** In the process of vocal music teaching, the level of a singer's aesthetic ability often determines their long-term development. Therefore, in the process of conducting vocal music teaching, it is necessary to pay more attention to the cultivation of students' musical aesthetic ability, improve students' understanding and mastery of music art from the ideological level, and achieve better teaching effects. This article will conduct research on the importance of cultivating aesthetic ability in vocal music teaching, and explore strategies from aspects such as absorbing life content and introducing musical instruments into teaching models. It is hoped to provide some help for related teaching work.

**Keywords:** Vocal Music Teaching; Music Aesthetics; Culture

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## Introduction

Vocal music teaching is a comprehensive art teaching that involves multiple music categories. Therefore, in practical teaching work, students are not only required to master the most basic vocal music works to sing, but also need to be able to demonstrate rich and colorful music aesthetic literacy through good music aesthetic ability during the singing process, providing richer connotations for their own singing, Provide high-quality audio-visual experience for listeners. In order to achieve this, it is necessary for teachers to pay attention to the importance of cultivating students' musical aesthetic ability in the process of vocal teaching, increase the teaching proportion of this part, and improve the quality of vocal teaching.

## 1. Overview of aesthetic ability in vocal music teaching

### 1.1 Music aesthetic ability

Before conducting a specific discussion on cultivating musical aesthetic ability, it is first necessary to understand the specific meaning of musical aesthetic ability. Music aesthetic ability refers to the aesthetic literacy developed by students during the learning process of singing and appreciating vocal works, and provides certain guidance for future vocal learning and singing through this aesthetic literacy. Its formation path mainly consists of three stages. Firstly, the appreciation stage of vocal works requires students to have a deep understanding of the content, emotions, and other factors of the work in the correct way; Secondly, in the process of imitative learning of the work, through correct vocal music and singing skills, imitative learning of the work is carried out to further understand the aesthetic elements contained therein; Finally, there is the stage of secondary creation of the work, where students need to fully grasp the work and create more personalized and expressive works based on their own aesthetic preferences and singing skills. These three steps are carried out layer by layer, and students will continue to deepen their aesthetic and emotional experience of the work during these three stages, achieving the cultivation of aesthetic ability.

### 1.2 The importance of musical aesthetic ability

In vocal music teaching, students' aesthetic ability is not only related to their mastery of the most basic music knowledge and vocal skills, but also has a profound impact on their comprehensive artistic literacy, music level, and even the three perspectives. In an excellent vocal work, not only pure vocal knowledge and skills are reflected, but also the aesthetic tendencies and attitudes of the creator themselves. These internal factors are the driving force behind the creator's creation of such a great work. And these deep-seated factors of musical aesthetic ability are undoubtedly very important and far-reaching for students in the learning process. If

teachers can guide students to experience and learn the inherent aesthetic elements of music, then students can better establish a sound aesthetic awareness and improve their music aesthetic ability in this emotional experience process, laying a solid foundation for their future music development.

## **2.The important role of aesthetic ability in vocal music teaching**

### **2.1 Deeply experience music and integrate into one's own emotions**

The creation of an excellent musical work often involves the author's own emotions and personal experiences. These internal emotional elements are the most important factors in achieving a musical work that can move the audience. If students want to feel and grasp these internal emotional elements, and combine their own emotions to perform more perfectly, they cannot do without the guidance of sound and aesthetic abilities. Only when the singer has a high level of vocal and aesthetic abilities can they grasp the hidden emotional factors inside the work when learning this music, and then achieve a perfect presentation of the music through skilled singing techniques. At the same time, after possessing a high aesthetic taste in music, students can also integrate some of their emotions into vocal singing, achieving higher quality expression and presentation of music works.

### **2.2 Cultivate elegant taste and establish noble personality**

In the development of vocal music teaching, the cultivation of aesthetic ability can not only improve students' singing ability, but also help them establish noble personality traits. Music, as a unique form of artistic expression, showcases not only the music literacy of the creators themselves, but also their unique personality traits. For example, in many of Beethoven's music works, the great sentiment of perseverance and resistance to fate is reflected. This unique personality charm can be felt by more people through the form of music. In addition, many music singers and creators are able to present unique musical works of art through continuous breakthroughs in their own abilities and the courage to overcome difficulties. These precious emotional and personality factors are essential for students.

## **3.The current situation of cultivating aesthetic ability in vocal music teaching in colleges and universities**

### **3.1 Neglecting the student body and insufficient learning motivation**

In most current vocal music classrooms in universities, the teaching mode adopted by most teachers is still mainly based on teacher lectures, and students follow suit to learn. This teaching mode is very similar to the exam oriented education teaching in middle and high schools, neglecting the dominant position of students in the classroom, and lacking sufficient attention to students' personal learning situation and aesthetic ability cultivation. Vocal music teaching itself is a classroom that places great emphasis on student participation. Only when students truly participate can teaching efficiency be truly improved. If the dominant position of students is ignored and teachers are the main focus, it is inevitable that students will become less and less serious in the classroom, and their learning efficiency will gradually decrease. The corresponding vocal knowledge and musical aesthetic ability will naturally not be fully mastered and improved.

### **3.2 Single teaching mode and boring classroom**

Vocal music is a very flexible and highly malleable teaching discipline that can adapt to various teaching modes. However, in the current vocal music teaching in universities, the teaching mode is showing an increasingly singular trend. All along, vocal teaching classrooms have been based on grouping students after the teacher has finished explaining, and then conducting group collaboration and contact, followed by reporting, summarizing, and singing. This teaching mode helps students to communicate with each other, but over time, it is inevitable that students will feel that the classroom is very dull and boring, and their interest in learning vocal music will also decrease. In addition, this teaching model also lacks a timely incentive mechanism to assist students in their learning. According to relevant scientific research, if a person wants to achieve long-term and efficient learning during the learning process, they cannot do without timely motivation as a motivation to continue learning. However, in the current vocal music classroom, due to the lack of such a mechanism, it is inevitable that students will develop a mentality of laziness and fatigue during the long-term learning process.

## **4. Effective strategies for improving music aesthetics in vocal music teaching**

### **4.1 Absorbing life content and cultivating aesthetic ability**

Any form of art is a representation of concrete life, especially music. All the content of music itself is obtained through the artistic treatment of real life, and these closely related contents are full of rich emotional elements, which have decisive significance for the improvement of students' music aesthetic ability. Based on this premise, teachers should take real life as the starting point in vocal music teaching, and cultivate students' musical aesthetic ability from the fundamental perspective of music. Teachers should actively lead students to observe life, discover the close connection between life and music, and experience the emotional elements of life contained in music works during this process. By combining the two, they can discover the beauty of music in life and the elements of life in music, and improve students' emotional perception.

### **4.2 Using vocal techniques to enhance aesthetic ability**

The study of vocal techniques itself is the most direct way to enhance musical aesthetic ability. To fully utilize this approach, it is necessary to innovate the traditional vocal teaching mode and content, incorporate more updated aesthetic concepts, and better express the emotions in vocal works. For example, in the teaching process of a vocal work, in addition to teaching the most basic vocal skills, regular summary and expansion can also be conducted on the basis of this singing method, guiding students to try more diverse singing methods, to experience the differences in skills and emotions contained in these different singing methods, enrich students' aesthetic experience, and improve their musical aesthetic ability.

## **5. Conclusion**

In summary, cultivating students' musical aesthetic ability is crucial in vocal teaching. It not only strengthens the most basic vocal learning content, but also helps students cultivate higher quality musical literacy and establish a noble personality. And this requires every vocal music teacher to take students as the main body in their daily teaching work, and carry out targeted reforms and innovations in teaching content and models, in order to help students gradually improve their musical aesthetic ability and achieve better development on the path of vocal music learning.

## **References**

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