



CHARACTERISTICS IN VOCAL TRAINING FACULTY AT THANH HOA UNIVERSITY OF CULTURE, SPORT AND TOURISM

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ABSTRACT

For vocal subjects, practices are not inevitable. Human voice is a special instrument that can convey the most simply and subtly to the listeners. The vocal is also widely popular because anyone can sing; however, in order to sing well and gain delights from the audience, it requires the singer to have the training to go along with the vocal development. Because vocal training as well as the creativity in singing style of each singer will support various songs become more fascinating. Therefore, in term of professional vocal training, vocal teachers must understand the characteristics, environment, objects, training needs, master the rules and the process of forming aesthetic cognitive thinking as well as perceive abilities, forte in creating and performing vocal of students; as a result, teachers become mentors to teach a solid foundation for students to develop their talents in the right direction without imposing which lead to lose personality and nuance their own.

KEYWORDS

Vocal, Characteristic, Training.

1. Awareness of vocal training

It can be said that not everyone who is born and raised is given a beautiful voice by "God" and becomes a singer. Sayings "Practice makes perfect" is true only for other fields, outside the vocal field. Because a person who doesn't have a voice at all, no matter what level of education, can't get applause for good voice when standing on stage. On the contrary, someone who has a good voice but does not study and does not practice often cannot become talented and will waste "God giving". Therefore, vocal training is a particular field in particular disciplines.

This is clearly seen when comparing among the entrance enrollment of a group of students who have the same age has similar aptitude indicators, after a period of training; their development has a very clear differentiation. Some that develop and tend to learn well the subjects of theory, while the others tend to do well with practice and differentiate according to soft music, chamber music or folk ... There are children with good voice, vocal technique good, but my sense of music is limited. On the contrary, there are children who have a good musical ability, the sense of rhythmic sound, very good melody, but the vocal is not strong enough to show the required singing techniques. Thus, voice quality is an important factor but only instrumental in musical expression. Without the ability to perceive music, it is difficult for learners to develop their good voice. In addition, the teaching method of the teacher is very important, directly related to the vocal development of the student. Each teacher can apply different methods of imparting knowledge, but the ultimate goal is still to result in the student's voice being developed well, the vocal range expands, sound processing, breathing and better performance.

In the book "Method of vocal pedagogy" Prof. Nguyen Trung Kien wrote:

For a long time, the vocal teaching method seems to contain many mysteries. It is an art subject that involves a lot of science, but for a long time, science has not clearly demonstrated the activities of the vocal-producing organ. Therefore, the vocal teaching method is still a method of conveying to the learner, the feelings and experiences are more or less subjective, that is mainly through ability of listening and the sound perception of teachers and learners [1.p.7]

While the teacher Ho Mo La wrote in the book "Teaching method of singing"

The vocal method is preeminent, which is the strong intensity, wide range, capable of expressing the lyrical, or charismatic, music of our contemporary musicians [3.p. 226]

To be able to practice an effective vocal work is a whole process of learning and practicing a number of vocal techniques. However, to achieve that, it must undergo a very elaborate process. The long or short time depends on each person's experience, and absorbing ability. It is this characteristic that the path to success of vocalism is very special.

2. The specificity of vocal training at ThanhHoa University of Culture, Sports and Tourism

ThanhHoa University of Culture, Sports and Tourism is a multidisciplinary, multi-system training school with a history of over 50 years of construction and growth, in which the vocal industry is considered one of the leading branches with 26 intermediate courses, 7 associate courses and 9 university courses. The school has trained hundreds of singers for theaters, professional and

amateur troupes, cultural offices, schools ... contributing to the creation of popular cultural and artistic activities in localities inside and outside the province. Among them were many famous singers such as AnhTho, Phuong Linh, Mai Ut, Quang Tam.

However, in order to better train vocal arts at the school, we need more appropriate teaching methods to improve the quality of training on a par with the status of a university.

2.1. Focusing on the elements of multi-system and multi-level in vocal training

As mentioned above, ThanhHoa University of Culture, Sports and Tourism is a multi-disciplinary, multi-system training school. The vocal training also has the following systems: professional (majoring in vocal), not professional (music pedagogy); All levels: gifted intermediate, college and university. Therefore, it is necessary to have different the teaching method between professional faculty and non-professional faculty as well as different learning levels.

2.1.1. Music pedagogy training.

In the program, students of the Music Pedagogical University system are allowed to study 3 vocal lessons, each module has 2 credits, each credit is 15 periods, and each week has 1 lesson / 02 students. The content of the program mainly introduces basic vocal techniques such as speech, sound position; breath ... This exercise is mainly for practicing Vietnamese folk songs and songs. Therefore, during the teaching process, teachers do not have much time to go into practicing vocal techniques, but mainly train them to sing the correct emotional nuances, release words, take breath, pronounce correctly ... to help them have the basic vocal knowledge, certain song capital, to meet the need of later graduation to work as music teachers in high schools.

2.1.2. Music pedagogy training

Vocal in the preschool program also has many changes compared to other disciplines. The student's output is to teach preschool children, so the music program in the training framework is structured with 2 credits / 1 subject. In the vocal training program for preschool, students are equipped with the basic vocal knowledge and techniques such as: how to open the mouth, posture when singing, how to regulate breathing during singing, the techniques for vocal training. In addition, students can learn the teaching methods to teach lessons for children. Besides, students can collect preschool songs so that when they graduate, they not only will have knowledge of music in general, vocal in particular, but also have enough variety of preschool songs to be able to confidently stand in class and teach preschool.

2.1.3. Specialized training in vocal

The age to train vocal students for the vocal intermediate system is the junior high school graduate aged 15 and over, the college and university system graduated from the high school age 18 or older. Each learning level will require different teaching methods and technical practices.

- *The vocal talented intermediate system:* This subject's voice has not been stabled yet; especially male students with many children who have not been yet through voice breaking, their voices are like children. Most of the children admitted to the school have vocal qualities but do not

have knowledge of music. Therefore, when teaching singing for children of this age group, it is necessary to pay attention these following things:

+ **Categorization of vocals:** There are students with stable voices, teachers can listen and classify them immediately. However, there are children who have not yet learned anything and have not been through voice breaking, so the voices have not yet developed. It is important to take time to track and classify, avoid misclassifying; and applying incorrect methods will prevent students from developing and sometimes, will lead to voice damage.

+ **Choosing songs:** For gifted intermediate students, choosing the songs is very important, because the songs must be suitable with the psychology of the teenagers, suitable with their abilities and feelings. In the first and second school year, only short Vietnamese works, with vocal range within an octave, ninth, easy-to-understand content, easy to express, and simple rhythms should be chosen. Avoid choosing complicated, "long-term" works, requiring difficult techniques, will make students unable to sing, causing confusion in their thoughts.

- **The vocal university system:** The candidates applying into this university system had graduated from high school or professional vocal intermediate. At this age, the children have shaped their vocals, their physical bodies are also more developed. For students graduating from high school, most of them have not learned the basic knowledge of music. Therefore, the perception and practice of vocal techniques will be more demanding. However, they are naturally gifted and have a voice that ensures good vocal lessons. For those who have graduated from an intermediate or college in vocal arts, have been practicing vocal techniques for three years, and have learned the basic knowledge of music, thus perceiving and practicing the technique is easier.

In the curriculum, vocal students are given 3 lessons, each with 2 credits, each credit has 15 periods, each week 01 student is allowed to go to class 2 with technical guidance from the instructor. The program's content is divided into 3 parts:

+ **Development of vocals:** Vocal development techniques include aperture opening, sound position, breathing;

+ **Practice vocals:** Including singing techniques such as cantilena technique (singing with voice); Staccato technique (bouncing sound); Passage technique (quick singing); Crescendo technique; Decrescendo: (sing out loud, sing less) ...

+ **Practice performance:** Includes 2 contents: regular practice in school and performance for social service.

Students of the arts industry in general and vocal arts, in particular, are more mechanically influenced by their teacher style than students of other professions. They often watch him sing, perform, and "imitate" according to the pattern. Therefore, students often require a very high level of teachers; they admire the works of the performing teacher rather than the teacher's reasoning. This is also an issue that needs to be viewed from both the positive and limited sides of educational science. Renewing the vocal teaching method is to know how to combine the traditional method of singing "clear pronunciation" with advanced singing methods of European countries, such as Belcanto is a beautiful way with standardized breath and sound position, highly professional. When teaching

vocal students, teachers must teach vocal techniques in a methodical and detailed way go into content and practice basic techniques from low to high. The study program must have assignments with difficulty level gradually according to the school year, especially for the last school year; there are many complicated and professional lessons. In addition, students need to participate in the practice and practice of performing styles regularly at the school. Every year in each semester, it is necessary to organize students to participate in social performance programs, help them accumulate knowledge, performance skills, and practice as a singer to firmly enter the profession.

2.2. Focus on overcoming the regional accent.

The voices of different regions have created different intonation characteristics. Thanh Hoa is located between the border between the North and the Central, so the intonation is influenced by both regions. Cities, towns, districts, communes close to Ninh Binh, Hoa Binh, and mountainous districts have voices close to the accent of the North. As for rural areas in the plains, coastal areas (especially those bordering Nghe An) intonation is "heavier" than in other regions.

Due to the above characteristics, vocal instructors need to have appropriate teaching methods for each student, student (students) to get good results. In fact, many students, when learning to sing, still retain the same pronunciation as the voice in everyday communication, such as in diacritic marks: the "down" sound, the "dot" sound is transferred into the "up" sound, the "wave" sound (or vice versa.). Besides, there is the "variation" of the word in pronunciation because of the influence of the local language. For example, the word "tientuyen" is pronounced to "tin tuyn", "tinhyeu" to "tinhiu", "khangchien" to "khang chin".... Therefore, in the process of teaching singing, first of all, we need to pay attention to correct pronunciation for students. In order to do this well, the teacher must persistently guide the children to spell each wrong word, listen to many videos of famous singers for them to study and practice.

2.3. Innovating the vocal training program

2.3.1. Develop a modern program associated with reality

- Create favorable conditions for students to practice regularly in the school and in society. Every week, it is necessary to have a regular program of performing practice at the school, giving students the opportunity to sing with the orchestra, practice their stage performance skills, teamwork skills, collectives ... In addition, each study semester, school need to build a performance program to serve the society, help students penetrate reality, practice the singer's stage performance skills in the future.

- Supplement full and various learning materials, invest in modern facilities and equipment, so on to create learning and performing environment that meets the practical requirements of society.

2.3.2. Convert appropriate training methods

The training program, time ratio between subjects, organizational form, facilities for theoretical and practical learning, faculty, space, and corresponding training environment are key factors that make up the quality of the training of the discipline. Vocal is a particular discipline, it carries in mind many elements objective (innate) and subjective (practice). Therefore, in order to develop artistic talents and improve the quality of vocal training, the organization of teaching and

learning activities must ensure scientific principles, in harmony with the training program, the group of teachers, lecturers, facilities, environmental space ... All of which, if there is a consistency, will have a good impact on the students - the center of the training object. From there, it is possible to determine the teaching and learning methods that are suitable for the subject and each student, such as: adjusting extracurricular learning hours, performing practice, self-training; reduce theory hours; encourage sponsorship of young talents; improve the method of assessment, test between modules and end of modules. This work has been done relatively well for a long time, but it is necessary to improve the quality even more to meet the school's training goals.

SUMMARY

The cognitive process of students in the arts industry in general, vocal music in particular about the aesthetic values shown in the creative lesson is an absorbent, step-by-step process. This is the reason that large and specialized vocal training institutions have to train the artistic talent system from a young age and the training period is often longer than other disciplines. Therefore, the teacher must love the job, always be enthusiastic, creative, find the most suitable and active teaching methods to develop the students' talents. Students must persistently "review and practice" and regularly learn and cultivate other specialized and non-specialized knowledge to supplement the vocal major. Only then can we constantly improve the quality of training, meet social needs, build a brand for the school to firmly step on the path of integration.

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