

The Practice of Italian Pronunciation Teaching in Vocal Music Teaching in Colleges and Universities

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Abstract: With the development of the world, vocal music teaching in colleges and universities has been further optimized. Teachers in this new era actively introduce new education concepts and teaching methods, to better arouse students' interest, strengthen their understanding and application of what they have learned, and improve the education effect. As a popular teaching aid at present, Italian vocal music teaching can greatly enrich the content of vocal music teaching in colleges and universities, broaden the path of education, and greatly promote the comprehensive development of students. In this aspect, this paper will analyze the practice of Italian pronunciation teaching in college vocal music teaching and put forward some opinions for your colleagues' reference.

Keywords: Italian pronunciation teaching; Universities; Vocals; Practice

Online publication: July 12, 2024

1. Introduction

For many years, the teaching of Italian pronunciation has played an important role in the teaching of Chinese colleges and universities. There are two kinds of teaching methods:

- (1) Delivered by the vocal music teacher in one-to-one or one-to-many vocal music lessons, using singing as the main teaching mode, supplemented by correct intonation.
- (2) Collective teaching, usually as an elective or compulsory course in the conservatory. In independent classes, vocal music teachers correct students' phonetic pronunciation accuracy while conducting vocal training or singing Italian vocal works ^[1]. This kind of teaching method has the advantage of being highly targeted and can solve the problem directly. However, it also has the disadvantages that it lacks systematic and the teacher's phonetic ability limits the learning effect.

There will be significant differences in language proficiency, received pronunciation, and practical application of Italian between an opera, singing actor, or vocal teacher who has undergone formal Italian learning and a teacher who does not know Italian pronunciation. The lack of dedicated Italian phonetics

teachers in many colleges and universities makes group teaching difficult to implement effectively. As a result, it is difficult to draft clear regulations, specific requirements, standardized operations and unified standards in Italian language learning, and there is a lack of thematic academic research^[2]. At present, vocal music teachers mostly teach Italian based on personal experience, resulting in uneven learning degrees and skill levels of students, and unsatisfactory teaching results. This situation has had varying degrees of impact on the social image of higher music education. Therefore, to improve the quality of Italian pronunciation teaching in vocal music colleges, it is necessary to conduct appropriate language training and learning for vocal music teachers, improve the teaching system and standardize the operation, so that the learning effect and practical application ability of students can be improved^[3]. At the same time, the academic research of Italian pronunciation teaching should be strengthened to promote its in-depth development in higher music education.

2. The practice of Italian pronunciation teaching in vocal music teaching in colleges and universities

2.1. The curriculum is not uniform

At present, many colleges and universities have not set up corresponding Italian pronunciation teaching courses when carrying out vocal music teaching. Even if some schools have set up courses, the content fails to meet the student's actual needs in vocal music learning, which will affect the application effect of Italian pronunciation teaching in college vocal music teaching^[4]. In addition, the Italian pronunciation course in some schools has not been paid attention to by students. Most of the time, the students simply follow the teacher to spell Italian in class, which makes it difficult to improve the effect of Italian pronunciation teaching.

2.2. Teaching requirements are not uniform

Although some schools have introduced Italian pronunciation teaching into vocal music teaching in colleges and universities, the corresponding teaching requirements are not uniform, which will hinder future teaching work development. In addition, some schools do not have special teachers for Italian pronunciation teaching, which will lead to many problems in the later teaching activities. If the teacher can skillfully use Italian to communicate and has the corresponding linguistic background, it will provide more help for the students in future vocal music teaching^[5]. However, at present, many vocal music teachers have not received special and systematic Italian vocal music training, let alone have no experience studying in Italy, which will greatly hinder the teaching work later. At the same time, some teachers do not deeply study the rules and characteristics of Italian vocal pronunciation, which will lead to non-standard pronunciation in the subsequent vocal music teaching, which greatly affects the students' learning^[6].

2.3. The learning effect is not uniform

At present, the vocal music teaching courses in many colleges and universities are not uniform, and the comprehensive teaching ability of vocal music teachers is also different, which will have an impact on the actual learning level of college students. If students can learn the knowledge content of Italian pronunciation teaching more solicitously, their vocal pronunciation can become more standardized, which is of great significance to improve their learning quality^[7]. In addition, if the students cannot master a solid knowledge of Italian pronunciation, it may cause them to encounter some problems in the later vocal knowledge learning, thus hindering the further improvement of their comprehensive vocal music level.

3. The significance of Italian pronunciation teaching practice in vocal music teaching in colleges and universities

3.1. It can effectively enrich teaching resources

In the actual process of vocal music teaching in colleges and universities, the active introduction of Italian phonetic teaching has effectively enriched the teaching resources and provided strong support for the enrichment and innovation of vocal music teaching content^[8]. The implementation of vocal music teaching fully combines the content of teaching materials and flexibly uses a variety of modern teaching methods such as Internet technology and new media technology to introduce videos, pictures and other resources related to Italian vocal music teaching into the classroom, which effectively enhances the attractiveness and interest of vocal music teaching knowledge while enhancing students' interest in learning. In addition, the abundant Italian voice teaching resources on the Internet can meet the learning expectations of college students with different levels and needs, provide a broad space for the deepening and expansion of college vocal music teaching, and lay a solid foundation for the continuous optimization of vocal music teaching^[9].

3.2. It can greatly expand the teaching path

To deepen the reformation of vocal music teaching and improve the quality of education, the introduction of Italian phonetic teaching in vocal music teaching aims to promote the in-depth exchange and interaction of professional knowledge between teachers and students. This not only breaks the time and space restriction between students and knowledge in traditional vocal music teaching but also further narrows the distance between teachers and students and enhances the effectiveness of education. In addition, with the help of the rich Italian pronunciation teaching resources online, college students can have access to a wider and deeper vocal music knowledge^[10]. At the same time, Internet technology is actively used to provide timely and effective learning support for college students to help them solve various problems encountered in the learning process, to constantly improve their vocal music knowledge system and finally achieve the overall improvement of vocal music teaching effect.

3.3. It significantly enriches the teaching form

After an in-depth analysis of the implementation of vocal music teaching in colleges and universities in the past, it is not difficult to find that the traditional way of teacher education is somewhat monotonous, and there are significant deficiencies in the frequency, depth and effect of interaction between teachers and students. This situation has more or less restricted the prominence of college students' subject status in the classroom. To improve this situation, we should actively explore and try to integrate Italian pronunciation teaching into vocal music teaching^[11]. Practice has proved that this measure can help to build a more high-quality and efficient interactive teaching environment, effectively stimulate college students' interest in learning, and further deepen their understanding and application of vocal music knowledge. At the same time, the application of Italian pronunciation teaching can also create a more interesting, effective and independent learning environment for vocal music teaching, which is of great significance for improving the overall effect of vocal music teaching.

4. Vocal music teaching strategies of Italian pronunciation teaching in colleges and universities

4.1. Carry out corresponding training to improve the standard level of teachers' skills

Along with the vigorous development of China's cultural and educational exchanges with other countries, vocal music education in normal universities has also ushered in unprecedented opportunities and challenges. To cope

with this situation, vocal music teachers in normal universities need to constantly improve their professional quality. It is particularly important to master standard Italian pronunciation and singing skills. In order to better promote and popularize the art of Italian vocal music, many vocal music teachers choose to participate in the training of Italian master class. These trainings, usually taught by experienced Italian vocal experts, aim to help teachers gain an in-depth understanding of the pronunciation methods, characteristics and rules of Italian pronunciation, as well as to standardize their pronunciation and singing skills.

Attending such training not only allows teachers to master the correct pronunciation of Italian, but also improves their teaching level and ability. After all, the teacher's ability to teach directly relates to the student's learning effectiveness. Due to the lack of systematic training in Italian pronunciation, some teachers are often unable to accurately grasp the pronunciation methods and rules of Italian pronunciation, thus passing on wrong information to students when teaching ^[12]. This will not only affect the learning effect of students but may also mislead them about the correct understanding of vocal music art. Therefore, vocal music teachers in normal universities must attend the Italian master class training. Through such training, they can systematically learn the pronunciation methods and rules of Italian pronunciation, master the correct pronunciation skills, and then improve their teaching level and ability. At the same time, they can also take this opportunity to have in-depth communication and study with Italian vocal experts, learn about the latest vocal education concepts and techniques, and inject new vitality and inspiration into their teaching.

4.2. Clarify the teaching objectives and optimize the curriculum

In order to further improve the application effect of Italian pronunciation teaching in vocal music teaching in colleges and universities, a clear teaching direction should be defined at first. This direction can not only lay a solid foundation for the smooth development of vocal music teaching but also provide clear guidance for teachers' vocal music teaching activities ^[13]. During the teaching of vocal music, the importance of Italian pronunciation teaching is self-evident, it is the key to mastering pure Italian pronunciation and understanding the connotation of Italian vocal music works. For this reason, the knowledge content of Italian pronunciation teaching can be introduced from the beginning of freshman enrollment. The advantage of this is that it can help students form a correct awareness of Italian pronunciation from the very beginning, to gradually develop correct pronunciation habits and formal singing of Italian.

To better implement this teaching strategy, special Italian pronunciation courses can be set up. Such courses can not only greatly improve the students' knowledge reserve, let them have a deeper understanding of Italian pronunciation, but also provide strong support for future vocal music teaching work. Through the systematic study of Italian phonology, students will be more likely to understand the stylistic features, melodic lines and emotional expressions of Italian vocal music works, to better interpret these works. In addition, teachers should be encouraged to use more Italian vocal works as teaching materials ^[14]. Doing so will not only expose students to more excellent Italian vocal works but also help them constantly hone their Italian pronunciation skills in practice. At the same time, teachers or artists with rich experience in teaching Italian vocal music can also be invited to the school to give lectures or workshops, providing students with more learning opportunities and resources ^[15].

4.3. Strengthen pronunciation training to improve the effect of education

The core of singing art lies in accurate pronunciation. In China, vocal singing has always emphasized the principle of "correct pronunciation", which requires the singer to maintain clear pronunciation and rounded intonation when singing. To achieve this ideal effect, the singer should not only have a standard reading

pronunciation but also have a deep understanding and grasp of the taste and style of music, as well as be able to accurately grasp the change of intonation.

Italian vocal music teaching has a long history, which is closely related to its unique phonetic characteristics and scientific teaching methods. Before learning singing skills, college students need to master the correct pronunciation and standard pronunciation skills of Italian. This means that college students need to have a deep understanding of the pronunciation rules and characteristics of Italian pronunciation, including vowel and consonant locations as well as the changes in lip shape. At the same time, teachers should also teach college students how to produce a clear large-tongue trill, in order to develop good pronunciation habits. In addition, college students should be provided with standardized phonetic training to overcome the possible interference of English and Chinese accents when learning Italian pronunciation. This will be a necessary step to help vocal college students develop the correct pronunciation system so that they can more accurately convey the emotion and style of the original Italian songs and arias when singing them.

5. Summary

To sum up, in order to further improve the application effect of Italian pronunciation in vocal music teaching in colleges and universities, appropriate training can be carried out to improve the standard level of teachers' skills. Teachers should clarify the teaching objectives and optimize the curriculum, strengthen pronunciation training, and improve the effect of education and other aspects of the analysis, to virtually promote the application quality of Italian pronunciation in college vocal music teaching to a new height.

Disclosure statement

The author declares no conflict of interest.

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