

## CHINESE SINGING STYLE IN IMPROVING STUDENTS VOCAL MUSIC TECHNIQUE

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Singing is art, and music can relieve the pressure of life, express emotions in life, and develop an appreciation for art. However, vocal music is not simple, and there are many skills to master in singing. Cultivating students' vocal singing style can fundamentally promote the improvement of students' vocal music level. Vocal music professional teachers should establish correct concepts in the teaching process, focus on the cultivation of students' singing style, innovate teaching methods and methods, adopt diversified education models to carry out teaching work, improve the overall efficiency and quality of education, and meet the current development needs of the times

**Keywords:** vocal technique; vocal music teaching; Chinese traditional vocal music skills.

Vocal music, also known as artistic singing, is the combination of artistic language (singing language) and scientific singing voice (artistic voice) to create a vivid, pleasant auditory image – singing voice to express highly condensed lyrics. Typical and emotional melody tones (music vocabulary) are used to express thoughts and feelings and create a music performance art. Vocal music is music with language sung by human voice, so vocal music is a unique art discipline [1].

Vocal music and singing are the same thing, singing is mainly based on the human vocal cords, combined with the mouth, tongue, and nasal cavity to act on the sound produced by breath. Vocal music generally has characteristics such as melody, continuity, and rhythm, but singing may not have it. In terms of singing style vocal music includes bel canto, folk singing, and popular singing. In fact, the more rigorous vocal music refers to bel canto. Whether it is national singing or popular singing, it is established on the basis of our country's cognition. Singing can't be said to be that kind of singing, because it doesn't have a complete pronunciation system of any kind of singing, which can be understood as close to popular singing. In Chinese vocal music textbooks, the key to singing is the combined effect of airflow and resonant cavity. The cavities that resonate are the chest cavity, throat cavity and head cavity. There are three main breathing methods for singing: upper bear breathing, abdominal breathing, and chest-abdominal breathing.

Teaching of vocal music is the training of the voice. In teaching, fan singing is an important means for students to form the correct concept of sound. Teachers generally have two types of demonstration singing, one is correct demonstration, and the other is imitating students' wrong voices. Through this method, students can understand and distinguish the difference between the two sounds perceptually. Then teachers explain the difference and let the students understand the correct method of vocalization theoretically. Demonstration is not the only method used, students can master the correct singing method by looking and touching, for example by watching the teacher's breathing state, and touching the body to feel the changes in the body's vocalization. Only by combining demonstration teaching method with theoretical explanation can the purpose of vocal music teaching be realized [2].

Vocal art is marked by the extension and transformation of vocal singing techniques. Looking back at history, the historical changes of Chinese national vocal music techniques have gone through several stages. From ancient times to the Sui and Tang Dynasties, vocal music was mainly expressed in the form of music, dance and poetry, and the essential characteristics of singing have not yet been revealed in techniques, which generally belong to the Enlightenment period. In the Qing Dynasty, vocal music took drama and rap as the main form of expression, and in terms of technique, it pursued "reasonable manipulation of breath, characters, and sounds", and it was in the stage of technological development.

National vocal music in China has excellent traditions and now it has entered a period of technological leap. So far, Chinese national vocal music has basically formed its own technical system. China's national vocal music belongs to a multi-dimensional complex. The main categories of this art are: quyi, folk songs, and opera. Although the origin of national vocal music cannot be clearly verified, it is certain that since there are historical records, there have been records of music, which can be seen in "Book of Songs" and "Book of Changes". In music records, the characteristics of national vocal music began to form, laying a solid foundation for the development of this art. From a broad point of view, country's national vocal music technology mainly includes the singing of opera, folk art and folk songs, and also contains some new folk songs and opera singing. The art form and content of national vocal music are extremely rich, and various styles are involved.

In the learning of traditional Chinese vocal music, the requirements for its singing skills and artistic style are the two primary considerations. The unity and integration of singing techniques and artistic styles can create traditional vocal music works with unique artistic features and emotional expression, so as to present the best performance effect of the works. In this way, it is of great significance to study the organic unity of traditional vocal singing techniques and artistic styles [3].

With the introduction of European bel canto to China some problems for traditional Chinese vocal music appeared, such as the large difference between true and false voices and narrow range. Therefore, bel canto and traditional Chinese national singing are gradually integrated in Chinese vocal music teaching with the progress of the times. Both place the use of breath as a top priority. Keeping the unity of the cavity, so that all parts of the body can participate in the resonance, provides a teaching idea to solve the problem of using a single cavity in vocal music teaching, which makes the voice stiff and lacks vitality. It can not only solve the problem of pale and weak pronunciation of national vocal music, but also alleviate the unclear articulation of bel canto [4].

Nowadays, the teaching of vocal music in China mostly starts from high school. Because of the national policy support for music college entrance examination, music is a way to go to college for students who find it difficult to get into college in many places. However, this also caused students to learn vocal music for a short time, with poor basic skills, unable to manipulate their bodies and vocal organs, and thus unable to use correct vocal skills. In the current vocal music teaching in colleges, it is mainly to cultivate students' singing style, because it is too much for students to focus on vocal singing skills, and it is difficult to get more relevant knowledge from the vocal works explained by teachers. And cultivating students' vocal singing style can fundamentally promote the improvement of students' vocal music level. Vocal music professional teachers should establish correct concepts in the teaching process, focus on the cultivation of students' singing style, innovate teaching methods and methods, adopt diversified education models to carry out teaching work, improve the overall efficiency and quality of education, and meet the current development needs of the times [5].

The integration and exchange of Chinese vocal music skills and world vocal music culture is a correct direction, which can ensure that the style of Chinese vocal music skills will gradually become better. At the same time, it also provides learning methods and teaching ideas to help students learn vocal skills and improve their vocal art ability.

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## TEACHING MUSIC APPRECIATION IN PRIMARY SCHOOL

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Music appreciation is one of the important components of music education. It plays an important role in cultivating students' ability to feel and appreciate music. Therefore, an in-depth study of music appreciation in elementary schools and the development of innovative teaching methods and techniques are essential to contemporary educational theory. Understanding the age characteristics of children and adopting a variety of flexible teaching methods will help improve children's aesthetic education and learning effects. The research results will help to cultivate students' lasting interest in music and cultivate students' ability to appreciate music.

**Keywords:** music appreciation; innovation; primary education; interest teaching method.

Music appreciation teaching is a subject combining theory and practice. In the classroom teaching of music, music teachers should pay attention to the teaching of theory, and also need to add music practice to learning, so that students can master music knowledge in music practice courses and cultivate their music appreciation ability. When carrying out music appreciation teaching, teachers should design activities based on the age characteristics and interests of students, effectively improve students' participation enthusiasm and interest in learning music, so as to achieve the purpose of music appreciation class.

In the traditional teaching of music appreciation courses in primary schools, teachers often mechanically instill pure theoretical music knowledge when teaching students music knowledge. These things are difficult for primary school students to understand and accept. Therefore, it is particularly important that teachers' teaching methods are varied. It is necessary to use knowledge and practical teaching flexibly and let students explore music activities independently stimulating their interest in learning music. As S. Vidulin claims, "the standard method of listening to and music understanding is a mandatory didactical route" in most different practices even though some innovative methods in teaching music appreciation are used [1, p.68].

According to the personality characteristics of elementary school students, we need to teach students in accordance with their aptitude, give students their own space, and use innovative teaching methods. Teachers make their own teaching content and plans encouraging students actively participate in corresponding teaching activities. For example, we can use Disney's "Frozen" images in a music appreciation class. We can let students play princesses or some other role, and dance in the music appreciation class as an entry point for this lesson. This will help to evoke students' visual and auditory enjoyment, improve their interest in music, and make the classroom atmosphere relaxed and positive. In this way, students can be guided to have the ability to think independently about the understanding of music, thus improving their music appreciation level.