

we can create a supportive and reflective learning environment where learners actively engage in critical thinking. Critical thinking activities in TEFL foster the development of higher-order cognitive skills. Analyzing and evaluating information, forming arguments, and solving problems require learners to engage in critical thinking processes such as reasoning, analysis, evaluation, and creativity. These skills enhance learners' overall cognitive flexibility, problem-solving abilities, and decision-making skills, which are transferable to various aspects of their lives and empowers learners to think critically about their own language use, identify areas for improvement, and seek resources independently.

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EFFECTIVE STRATEGIES FOR THE UNDERGRADUATE STUDENTS' PIANO PERFORMANCE

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This paper aims to analyze the effective practice strategies for undergraduate pianist students in China, focusing on theoretical foundations, practical experiences, and potential implications. The study explores the nature of musical practice, pedagogical approaches, and the impact of practice routines, repertoire selection, and performance preparation on the musical development of pianist students. By examining the experiences and challenges faced by undergraduate pianist students, the paper provides insights into enhancing practice strategies and promoting holistic musical development. The findings offer valuable recommendations for educators and administrators to support the musical growth and well-being of undergraduate pianist students in China.

Keywords: effective practice strategies; undergraduate pianist students; musical development; pedagogical approaches; performance preparation.

The pursuit of excellence in piano performance requires not only talent and dedication but also effective practice strategies. For undergraduate pianist students in China, the development of comprehensive and efficient practice techniques is essential for honing their musical skills and achieving artistic proficiency. This paper aims to analyze the effective practice strategies for undergraduate pianist students in China, examining the theoretical foundations, practical experiences, and potential implications for musical development.

According to Zhao F. the study of perceived stress, coping strategy, and self-efficacy of Chinese undergraduate nursing students in clinical practice revealed that assignments and workload were the most common stressors for students [1, p. 401–409]. This finding underscores the importance of understanding the stressors that may impact the practice routines of undergraduate pianist students. We investigated the influence of physical activity on mobile phone addiction among Chinese undergraduates, highlighting the moderating effect of exercise type. The study by Nurunnabi provides valuable insights into the role of physical activity in managing anxiety and stress, which is relevant to performance preparation and anxiety management for pianist students [6, p. 15]. The findings from the analysis of effective practice strategies for undergraduate pianist students in China underscore the significance of understanding stressors, coping mechanisms, and the impact of stress on practice routines. Based on these insights, it is recommended to develop tailored practice strategies that address stress management, time allocation, and psychological well-being to enhance the musical development of undergraduate pianist students in China.

The theoretical foundations of effective practice strategies for pianist students encompass a range of psychological and educational principles. Deliberate practice plays a crucial role in the acquisition of expert performance [4, p. 363–406]. This deliberate practice involves targeted efforts to improve specific weaknesses, as seen in the study on improving sight-reading skills in advanced pianists [8, p. 155–167]. Additionally, the concept of self-regulated learning is significant, as it influences collegiate instrumental music practice [7, p. 36–57]. Strategies such as self-recording and utilizing self-regulated practice behavior contribute to effective practice [2, p. 119–145]. Furthermore, the use of distributed retrieval practice has been shown to promote superior recall of information, which is essential for foundational materials in piano practice.

In the context of music education, the effectiveness of different practice schedules has been explored, highlighting the importance of effective practice strategies. Moreover, the incorporation of cooperative learning techniques has been found to be beneficial in enhancing students' understanding and application of foundational knowledge. The study on advanced piano students' approaches to sight-reading emphasizes the significance of diverse strategies in developing this skill. Additionally, metacognitive approaches have been shown to enhance young pianists' musical expressivity, indicating the value of incorporating metacognition in teaching practices. Theoretical foundations such as desirable difficulty and ARCS motivation theory have also been applied to educational settings, demonstrating their potential to enhance learning outcomes. Furthermore, the incorporation of motivational practices in reading interventions has been found to influence the effectiveness of foundational reading interventions for students with dyslexia. Additionally, the importance of formative assessment and scholarship of teaching and learning in building research and writing foundations has been highlighted.

The theoretical foundations of effective practice strategies for pianist students encompass various psychological and educational principles, including deliberate practice, self-regulated learning, distributed retrieval practice, cooperative learning, metacognition, desirable difficulty, and motivational practices. These foundations provide valuable insights into developing and implementing effective practice strategies for pianist students.

The effective practice strategies for undergraduate pianist students in China are influenced by various stressors, coping mechanisms, and psychological factors. By integrating insights from relevant studies, it is possible to develop tailored practice strategies that address the unique needs of pianist students, ultimately fostering their musical development and well-being.

The study delves into the strategies and self-efficacy beliefs in instrumental and vocal individual practice, providing insights into the use of practice strategies among music students. The questionnaire-based approach offers valuable information on the diverse strategies employed by students in higher music education. James emphasizes the importance of efficient movement patterns and strategic muscle relaxation in piano performance, highlighting the

significance of extensive training in developing effective practice routines and movement techniques. McPherson present a study applying self-regulated learning microanalysis to examine musicians' practice, demonstrating contrasting self-regulated learning profiles and the critical role of reflective strategies in improving performance [5, p. 130–175]. This study offers valuable insights into the practice strategies and self-regulated learning behaviors of musicians.

The study on coping strategies of students during the COVID-19 pandemic in China provides a contextual understanding of the challenges faced by students and the adaptive strategies employed to cope with stress and anxiety, which are relevant to the practice experiences of pianist students. R. Duke observed and analyzed the practice strategies of piano majors, shedding light on the practical aspects of practice routines and strategies employed by advanced undergraduate piano students [3, p. 310–321]. This study provides valuable insights into the specific practice behaviors and strategies adopted by pianist students in preparation for performances. The study explores the self-regulation strategies employed by pianist students for performance success, emphasizing the role of non-play practice strategies in facilitating self-regulation and performance preparation.

The analysis of practice and usage experience for pianist students in China draws on a diverse range of studies, offering valuable insights into the practice routines, repertoire selection, performance preparation, and coping strategies employed by undergraduate pianist students. The findings from these studies provide a comprehensive understanding of the practical experiences and challenges faced by pianist students, offering valuable implications for enhancing effective practice strategies and promoting holistic musical development.

The analysis of practice and usage experience for pianist students in China draws on a diverse range of studies, offering valuable insights into the practice routines, repertoire selection, performance preparation, and coping strategies employed by undergraduate pianist students. The findings from these studies provide a comprehensive understanding of the practical experiences and challenges faced by pianist students, offering valuable implications for enhancing effective practice strategies and promoting holistic musical development.

The role of deliberate practice, as highlighted, is crucial in the acquisition of expert performance. This emphasizes the importance of structured and focused practice sessions for pianist students to develop their skills effectively. The study provides insights into the strategies and self-efficacy beliefs in instrumental and vocal individual practice, indicating the need for students to manage their resources effectively and develop a repertoire of task-appropriate strategies to enhance their musical development.

Furthermore, the study by McPherson et al. demonstrates the contrasting self-regulated learning profiles and the critical role of reflective strategies in improving performance, suggesting the importance of self-regulated learning behaviors in enhancing practice strategies [5, p. 130–175]. The findings from Suzuki & Mitchell emphasize the significance of planning practice and setting interpretative goals for successful performance, highlighting the need for pianist students to adopt proactive and goal-oriented practice strategies.

In conclusion, the effective practice strategies for undergraduate pianist students in China are influenced by various stressors, coping mechanisms, and psychological factors. By integrating insights from relevant studies, it is possible to develop tailored practice strategies that address stress management, time allocation, and psychological well-being to enhance the musical development of undergraduate pianist students in China.

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THE SINGING STYLE OF CHINESE POP MUSIC IN THE XXI CENTURY

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With the advent of the 21st century Chinese pop music has faced unprecedented development opportunities and challenges. In the context of globalization and digitalization Chinese pop music not only absorbs the essence of Western pop culture, but is also deeply rooted in the rich and colorful traditional Chinese culture. During this period pop music became an important medium for expressing personality, emotion and social observation, demonstrating diversity, innovation and far-reaching cultural influence. This study aims to explore the characteristics and development of Chinese pop music in the 21st century and reveal its role and significance in modern society

Keywords: Chinese pop music; integration, emotional expression; intergenerational communication; cultural identity.

In the 21st century, the aesthetic characteristics of Chinese pop music have undergone significant changes. This change not only reflects the diversity of music styles, but also reveals the depth of cultural integration. Lei Meiqin [1] pointed out in his research that Chinese pop music during this period began to absorb and integrate a large number of Western pop music elements, while still respecting and utilizing traditional music elements, forming a unique and diverse music style. This fusion of styles not only makes Chinese pop music more colorful, but also helps it occupy a place in the global music market.

With the development of digital technology, revolutionary changes have taken place in the production, distribution and consumption of popular music in China in the 21st century. This technological advancement not only improves the quality of music production, but also greatly broadens the communication channels of music, allowing music to reach listeners faster, thereby accelerating the update of music styles and changes in popular music aesthetics. The influence of technology is also reflected in the music creation process, providing artists with more space for experimentation and innovation possibilities.

Chinese pop music in the 21st century is not just an art of sound, it is also closely connected with visual art and fashion, which together constitute the overall aesthetic experience of music. In their research, Wang Lei and others [2] analyzed the aesthetic characteristics of Chinese pop music and pointed out that visual elements such as music videos, stage performances and artist images play a non-negligible role in shaping song imagery, conveying