



SURVEYING ON VOCAL MUSIC TEACHIN METHODS FOR HIGH SCHOOL STUDENT AT YUNNAN ARTS UNIVERSITY ATTACHED ARTS SCHOOL, YUNNAN PROVINCE, THE PEOPLE'S REPUBLIC OF CHINA

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Abstract

The purpose of the study is to survey on vocal music teaching methods for high school students at Yunnan Arts University Attached Arts School, Yunnan province. This research methodology was qualitative study. The research tools were the interview form and observation forms. Key informants were three vocal music teachers. The data collected was analyzed by using content analysis method. **The research was found** on vocal music teaching at Yunnan Arts University Attached Arts School focuses on cultivating students' musical foundation and practical skills. The school has designed a systematic curriculum from basic music theory to professional skills, covering breath control, pitch accuracy, timbre development, and emotional expression, etc. to help students build a framework of musical knowledge. Through scientific planning and professional guidance, students can master scientific vocal methods, learn to breathe correctly, use resonant cavities, accurately control pitch and rhythm, and demonstrate high-level singing skills.



Keywords: Surveying; Vocal music teaching methods; High school students; Arts University Attached Arts School

Introduction

In the process of the gradual implementation of the concept of quality education, music teaching, as a key area for cultivating students' artistic literacy, occupies a pivotal position. High school, as a critical period for the improvement of students' musical literacy, shoulders the important mission of cultivating students' musical quality. However, to truly achieve the goal of teaching music and improve students' musical literacy, it is not an overnight thing but requires a long-term and gradual process of practice. Vocal music teaching, as the core content of high school music education, integrates language, melody, music, movement, vocal cavity and other skills, and is the key link in cultivating students' musical literacy. Therefore, high school music teachers should take vocal music teaching as the starting point, continuously expand the depth and breadth of education, effectively promote the implementation of quality education, and help students improve their music level and music literacy in an all-round way (Zhu, 2013).

The key to the effectiveness of high school classroom teaching lies in whether teachers can accurately impart knowledge in a limited time, to ensure that students can not only grasp the teaching content but also internalize and apply the knowledge. For high school vocal music teaching, the core goal is to enable students to master scientific singing methods and skills and fully tap students' vocal potential. However, compared with conventional subjects, the teaching time of vocal music in high school is relatively limited, which requires teachers to attach great importance to the effectiveness of teaching. In actual teaching, teachers need to use a variety of teaching methods and means to improve teaching efficiency, help students grasp vocal music knowledge and skills better, and then promote students' all-round development. It is particularly important to significantly improve students' singing ability through effective teaching





strategies and lay a solid foundation for their future vocal learning and growth (Ren, 2014).

In the context of the new era, with the rapid development of China, the "art examination fever" continues to heat up, and it is getting hotter and hotter every year. Vocal teaching is not only an art, but also a science. For high schools, there is an urgent need to pay attention to the needs of art school students, to improve their overall quality and provide more outstanding talents for the cause of music education. In the context of the art examination, high school vocal music classes should uphold the concept of "scientific outlook on development", continuously improve teaching methods, and let students master singing techniques, to maximize the effect of vocal music learning and achieve the goal of "teaching people to fish".

From the perspective of art examination, vocal music education in high school is a highly intuitive and image-based education, and the principles of artistry and heuristics are very important. With the development of society, people's consciousness is becoming more and more diverse, and social consciousness is becoming more diverse. In quality education, music teaching occupies a pivotal position, and vocal music teaching has attracted much attention. Many students set their sights on "crash" vocal majors to prepare for art exams. To change this situation, the vocal music profession is also undergoing corresponding thinking and reform. At this time, relevant educators should start with the high school vocal music course, combine sight-singing practice, and conduct a comprehensive analysis of high school vocal music teaching based on pedagogy, management and psychology. Some of the students who study vocal music do it out of interest, while others do it to improve their academic performance. Teachers should help students integrate into the learning environment as soon as possible, give full play to their professional abilities, and improve their overall quality, to guide students in the ideal direction (Zhang, 2021).

Music teaching is an educational activity aimed at aesthetics, feeling beauty, and creating beauty. In high school vocal classes, the use of diversified teaching methods can not only improve students' musical skills, but also enhance





their artistic literacy, enrich their knowledge of music subjects, and then improve their musical literacy. Music plays an important role in the Chinese education system and plays a key role in cultivating students' aesthetic ability and artistic literacy. The quality of vocal music teaching is directly related to the overall effect of high school music teaching. Therefore, it is of great significance to explore how to effectively carry out high school vocal music teaching to improve the quality of high school music teaching and enhance the professional quality of high school music teachers (Bo, 2023).

Yunnan Arts University Attached Arts School, founded in August 1959, is a comprehensive public secondary art school affiliated with the Yunnan Provincial Department of Education. The music department is one of the earliest departments established in the art school affiliated to Yunnan University of the Arts. There are more than 410 students, 24 of whom are on the staff, including 8 senior lecturers, 9 lecturers and 7 teaching assistants, who are a full-time faculty with reasonable structure, strong lineup, love and familiarity with secondary art professional and technical education, rich educational experience, and good at teaching and educating people, graduated from the Central Conservatory of Music, Shanghai Conservatory of Music, Capital Normal University, Sichuan Conservatory of Music, Southwest Normal University, Yunnan University of the Arts and other art academies (Liu, 2024).

Research Objectives

1. To survey on vocal music teaching methods for high school students at Yunnan Arts University Attached Arts School, Yunnan province.

Literature Reviews

This paper aims to study the vocal technique and teaching methods of high school students in Yunnan Arts University Attached School. The researcher studied various books, documents, articles, websites and related research materials. Dong (2014) in his paper "Study and exploration of the primary stage





of vocal music". With the rapid development of China's economy, the quality of the people has been continuously improved, and the demand for quality education has been increasing day by day. In this context, more and more parents and students choose to take the art examination at the high school level, and this trend has also exposed many problems and hidden dangers. As a popular subject in the high school music art examination, vocal music has both artistic and scientific attributes. At present, the level and characteristics of high school vocal art candidates are different, which requires teachers to formulate detailed and scientific personalized training programs for them, which undoubtedly increases the teaching pressure for teachers. Only by adopting the right methods to help students master singing skills can we improve the efficiency of vocal music teaching and promote the development of vocal music education.

Feng (2024) in his paper 'Characteristics of Vocal Music Teaching and Music Training Form of High School Art Class,' it is mentioned. Yang Zhan emphasized in his research "A Preliminary Study on the Teaching of High School Vocal Music Classroom from the Perspective of Art Examination" that high school music education not only shoulders the responsibility of popularizing music knowledge and improving the music literacy of all students, but more importantly, it provides support for the growth of music students and reserves talents for the development of China's music industry. In the context of art examination, high school vocal music teaching should follow the teaching principles of intuitiveness, imagery, artistry and inspiration, and at the same time, effectively improve the teaching quality by optimizing the teaching organization, selecting vocal repertoire, grasping emotional expression and improving the after-class supervision mechanism.

He (2023) mentions in his paper 'High School Vocal Music Enlightenment Teaching Practice and Exploration'. Ren Fei pointed out in "Exploration of Practical Strategies for Vocal Music Teaching in High School Music Teaching" that music teaching is a key link in the implementation of the core concept of quality education, and it is also an important way to cultivate students' artistic literacy. As the foundation and core content of high school music education, vocal music integrates skills such as language, melody, musical movement and vocal





cavity, which plays an irreplaceable role in improving students' musical literacy, which further highlights the importance of high school vocal music teaching.

Yi (2009) in his paper, Hou, mentioned that there are several key problems in vocal music teaching. Bao Jie mentioned in "The Teaching Status and Coping Strategies of High School Vocal Music and Art Candidates" that there is an urgent need to pay attention to the needs of art candidates in high school, and think about how to help them improve their comprehensive ability, be admitted to their ideal universities, and achieve achievements in the field of art. However, compared with the general subjects, there are still many deficiencies in the teaching of high school vocal art candidates at the theoretical and practical levels, and it is urgent for educators to improve through scientific research and strengthen the subdivision research in this field.

Huang (2008), it is mentioned in his paper Effect of singing method on primary vocal music training Liang Yongjia pointed out in "Practice and Exploration of Vocal Music Teaching for Students with Music Specialties in Ordinary High Schools" that the curriculum system for art students in domestic high schools has been developed for a short time and is still in the exploratory stage. With the passage of time, various problems have gradually been exposed in the process of cultivating art classes in various schools. Therefore, vocal music educators need to continuously practice teaching theories and methods, summarize experience, strengthen exchanges and discussions, gradually improve the teaching system, and finally construct a set of vocal music teaching models that meet the physical and mental characteristics of high school students and have high academic value.

Li (2000) in his dissertation Talk about the primary training of vocal music lessons. is mentioned in the views of the above four dissertations provide valuable inspiration and direction for further thinking in this study. These studies provide strong support for the theoretical basis of this paper. Through literature review, it is found that most of the previous studies have been carried out from the macro level, such as focusing on topics such as "art examination", "vocal music teaching" and "high school vocal music". However, this paper will take the





exploration of high school vocal music practice from the perspective of art examination as a case study to deeply analyze the current situation and problems of high school vocal music teaching. Specifically, this study is carried out through three dimensions of investigation: first, the investigation of the existing vocal music teaching in schools; second is the investigation of the vocal art examination; The third is the survey of social evaluation and parental cooperation. These survey results provide an empirical basis for comprehensively presenting the current situation of high school vocal music teaching from the perspective of an art examination and revealing the existing problems. In terms of the content of the survey, the existing vocal music teaching situation of the school is further subdivided into the basic situation of the school, the situation of teachers, the situation of classroom settings and the investigation of the situation of vocal music candidates. The situation of the vocal art examination is subdivided into the examination subjects, examination content, examination purpose, scoring standards and proportions of each subject, and examination form. The author makes an in-depth analysis of the practice and cases of high school vocal music teaching from the perspective of art examination from six aspects: strengthening basic training, paying attention to the selection of repertoire, improving emotional expression, strengthening stage practice, paying attention to the psychology of candidates and improving the curriculum setting. Among them, the basic training is subdivided into breathing training, vocal selection, resonance training and articulation skills training; The selection of repertoire is analyzed based on the candidates' vocal range, timbre, personality and hobbies, and appropriate repertoire selection and division suggestions are put forward for six timbres: soprano, mezzo-soprano, alto, tenor, baritone and bass. In terms of emotional expression, it is proposed to enhance students' artistic expression by improving their music appreciation, musical innovation and cultural heritage. Stage practice is subdivided into performance stage practice, classroom stage practice, competition stage practice and online examination practice. Through the field investigation of the current situation of vocal music teaching, combined with the investigation of teachers, students, parents and society, this study finally formed relevant theoretical results. These achievements not only provide a practical basis for the reform of high school vocal music teaching but also provide a theoretical reference for the subsequent training of high school vocal music art candidates,





which has important practical significance and academic value. Today, with the acceleration of the pace of life and the increase of pressure, the importance of psychological adjustment is becoming more and more prominent. As an important branch of psychological research, psychological regulation in vocal music technology has gradually attracted wide attention. Psychological regulation not only promotes the development of vocal music technology to a certain extent but also promotes the deepening and perfection of related theories. As a unique form of artistic expression, vocal music technique has the characteristic of cardiac isomorphism. Its aesthetic connotation contains both material skills and spiritual expression and finally returns to the harmony and unity of natural phenomena.

Lu (2024) in his paper analysis of vocal music teaching method of high school music special student. is mentioned in Vocal music technology, as a special skill and operation method, namely singing method, is based on natural principles and long-term practice. It is not only an important means of artistic expression, but also profoundly affects the individual's emotional and psychological state. In the process of vocal singing, the singer often faces the following two main problems: first, the singer is prone to excessive psychological tension, and the lack of self-regulation ability, often the more relaxed, the more nervous, unable to play the normal level, affect the performance effect; second, the singer in the face of ultra-high or ultra-bass, easy to produce tension and fear, worried that they cannot meet the requirements of pitch or low pitch, and even broken sound. This psychological pressure will further aggravate the tension, leading to singing mistakes, the phenomenon of inaccurate pitch, low pitch or even out of tune. Therefore, a deep study of the role of vocal music technology in psychological regulation can not only help to improve the artistic expression of singers, but also provide new perspectives and methods for the application of psychology in the field of art. Through scientific psychological regulation, the singer can better overcome the psychological barriers, give full play to their own potential, and realize the harmonious unity of art and psychology.

Sun (2000) is mentioned in his paper 'A little bit on the primary vocal music teaching methods.' Music performance anxiety is one of the psychological





challenges generally faced by music practitioners, which not only affect daily practice and stage performance, but it also may hinder the improvement of musical achievement. This problem has attracted wide attention from therapists and scholars at home and abroad, and research in related fields is also carried out. Many review studies have explored the effectiveness of various treatments, however, most of these reviews use methodological reviews and only provide a descriptive summary of the characteristics and results of existing clinical studies. It is noteworthy that only one study used the method of systematic review but failed a meta-analysis due to its earlier study time and the limited quality of the included literature. Thus, existing review studies have not provided quantitative evidence on the effect of different treatments on the anxiety relief of musical performance. With the deepening of research in this field, the level of clinical research and literature quality have been significantly improved. In recent years, many novel intervention methods have emerged, but comparative analysis of their mechanism of action is still scarce. Based on this, this chapter aims to systematically review the overseas literature on musical performance anxiety through meta-analysis methods and focus on evaluating the effect of non-pharmacological clinical interventions on improving the anxiety symptoms of adult musical performers. Through this study, we expect to provide a more scientific basis for the clinical intervention of music performance anxiety, and to provide more targeted treatment recommendations for practitioners.

Research Methodology

Qualitative research was used in this study. The researcher collected data through interviews with three key informants and classroom observations. Three key informants were used to conducting the interview. 1) Over 10 years of experience in teaching vocal music in high school. 2) More than 10 years of vocal performance experience. 3) Holds the title of associate professor or professor in high school vocal. **Requirements of three experts:** 1) Famous vocal music expert educator in China. 2) Associate professor or professor of vocal music 3) Vocal teaching for more than 15 years and singing experience. **Interview form** through the study of literature and multiple books, an interview form was constructed, and 3 key informants were interviewed as follows. The interview





questions include vocal music teaching methods, how to develop students' vocal singing skills, and an analysis of the future development trends of vocal music.

In the process of evaluating the interview and observation forms, the experts carefully analyzed and processed each item based on the results of the content validity index (IOC) calculation. For those items with scores below 0.5, experts believe that these items have certain deficiencies in content validity, may not accurately reflect the intent of the investigation or are not highly aligned with the research objectives. Therefore, they have invested a lot of energy in the in-depth revision of these items and strive to make these items more accurate to meet the requirements of the survey by re-examining the presentation of the items, adjusting the structure of the questions, and optimizing the option settings, so as to improve the validity of the entire survey tool. On the other hand, for those items with a score greater than or equal to 0.5, the experts concluded that these items had good validity in terms of content and could effectively serve the purpose of the survey. As a result, these projects have been retained as a reliable and effective component of the survey tool to support subsequent investigations. Through this scientific and rational selection and revision process, the overall quality of the survey tools has been significantly improved, which has laid a solid foundation for ensuring the validity and reliability of the survey research.

Results

About interview: At Yunnan Arts University Attached Arts School, vocal instruction always focuses on cultivating students' musical foundation and practical skills. The school has meticulously designed a systematic vocal curriculum, ranging from basic music theory to professional vocal techniques, from breath control to pitch accuracy, from tone color development to emotional expression, comprehensively helping students build a solid framework of musical knowledge. Through scientific course planning and professional teaching guidance, students can systematically master scientific vocal methods, learn how to use correct breathing techniques to support stable voice output, enrich the texture of their voices using resonant cavities, and precisely control pitch and





rhythm, thereby demonstrating high-level singing techniques in their performances.

In the context of the continuous development of education, high school vocal music teaching, as an important part of the field of art education, is facing many opportunities and challenges. From the perspective of teaching concept innovation, teachers gradually abandon the traditional teacher-centered teaching mode and adopt a personalized teaching concept that pays more attention to the main position of students. This philosophy emphasizes individualized teaching, fully taps each student's unique potential in vocal music, encourages students to actively participate in classroom interactions, and stimulates their creativity and self-directed learning ability. In teaching practice, teachers actively explore a variety of teaching methods, such as situational teaching methods, cooperative learning methods, etc., by creating vivid and interesting music situations, so that students can feel the charm of music in practice and improve vocal skills. At the same time, teachers also pay attention to cultivating students' comprehensive quality and encourage students to participate in other courses of interest, such as music theory, dance, etc., starboarded students' artistic horizons and enhance their artistic perception and expression. In the selection of high school vocal music textbooks, teacher pay more attention to the scientific, systematic and practical nature of the textbooks, combine the actual situation of students, select textbooks suitable for students' level, and make appropriate adjustments and supplements to the content of textbooks according to the teaching progress and students' learning needs. Through in-depth research and summary on the innovation of teaching concepts, the exploration of teaching practice, the optimization of teaching methods, the cultivation of students' comprehensive quality and the rational selection of teaching materials, high school vocal music teaching is developing in a more scientific, efficient and comprehensive direction, laying a solid foundation for cultivating more outstanding musical talents.

Observations of vocal courses from seven aspects of Yunnan Arts University Attached Arts School (classroom environment, teaching content, teaching methods, classroom activities, teaching media, student performance behavior, teaching evaluation) have been made.





From the perspective of classroom environment, the school provides a professional and comfortable teaching space for vocal music courses, and a good acoustic design and quiet atmosphere help students immerse themselves in music learning, create a positive learning atmosphere, and provide students with good learning experience.

In terms of teaching content, the course content is rich and diverse and hierarchical, covering not only the basic theoretical knowledge of vocal music, but also the training of singing skills of different styles of vocal works, focusing on cultivating students' musical literacy and singing ability, and at the same time, adjusting the teaching content in a timely manner to meet the needs of different students in combination with students' learning progress and interests.

In terms of teaching methods, teachers have adopted a variety of innovative teaching methods, such as heuristic teaching, case analysis, group discussion, etc., which fully mobilize students' enthusiasm and initiative in learning, enable students to better understand and master vocal music knowledge and skills in the learning process, and cultivate students' independent learning ability and innovative thinking.

In terms of classroom activities, the teachers enhance the students' sense of participation and teamwork spirit by organizing students to perform vocal performances, choral exercises, music games and other activities, and provide students with a platform to show themselves and exercise their self-confidence, which further stimulates students' interest in vocal music learning.

From the teaching media aspect, teachers make full use of modern multimedia technology, such as audio, video materials, electronic scores, etc., to enrich teaching resources, make the teaching content more vivid and vivid, help students better understand and feel the connotation of musical works, and improve the teaching effect.





In terms of student performance behavior, students generally showed high enthusiasm and enthusiasm for learning, actively participated in the classroom interaction, conscientiously completed various learning tasks, and showed good learning attitude and discipline. At the same time, the students have also made significant progress in vocal singing skills and musical expression and are able to confidently present their learning results.

From the teaching evaluation aspect, a scientific and reasonable evaluation system has been established, which not only pays attention to students' learning results, but also pays more attention to students' learning process and progress. The diversity of evaluation methods, including teacher evaluation, student self-evaluation, peer evaluation, etc., comprehensively and objectively reflects the learning situation of students, and provides a strong basis for teachers to adjust teaching strategies and students to improve their learning methods.

Through the comprehensive observation and analysis of these seven aspects, it can be concluded that the art school affiliated to Yunnan University of the Arts has a high level and quality in vocal music teaching, and its teaching mode and method are worthy of promotion and reference in other art education institutions, laying a solid foundation for cultivating more outstanding artistic talents.

Discussions

High school vocal music classes are a crucial component in cultivating students' musical literacy and artistic abilities. During this stage, students are at a critical period of voice development. Systematic vocal training can help them master scientific singing techniques and avoid vocal cord damage caused by incorrect singing habits. At the same time, vocal music classes not only focus on skill improvement but also emphasize emotional expression and artistic cultivation. By performing songs of various styles, students learn how to convey emotions through their voices and express their inner worlds in music. This ability not only aids their development in the arts but also enhances their aesthetic





appreciation and cultural literacy, enabling them to express themselves more confidently in future studies and life (Dong, 2024).

The content of high school vocal music classes is rich and diverse, covering basic voice training, music theory, sight-singing and ear training, as well as song performance. In terms of teaching methods, teachers typically combine demonstration with explanation to help students intuitively grasp correct vocal techniques and singing methods. Teachers demonstrate their own performances to help students understand how to use abdominal breathing, control resonant cavities, and express the emotions of a song. Additionally, group discussions and individual tutoring are also common teaching formats. Through group discussions, students can exchange learning insights and share singing experiences; while individual tutoring provides targeted guidance for specific issues, helping them overcome difficulties in singing (Feng, 2024).

High school vocal music classes are not only an art course but also have a positive impact on students' psychological development. In the process of learning vocal music, students need to continuously challenge their vocal limits and overcome psychological barriers such as stage fright. This process of challenging and overcoming enhances students' confidence and mental resilience. At the same time, vocal music classes provide a platform for students to express themselves and release emotions. By singing songs, students can convey their feelings through their voices, thus achieving psychological satisfaction and release. This emotional expression not only helps alleviate academic pressure but also improves students' mental health levels (He, 2023).

An important feature of high school vocal music classes is the emphasis on practice and performance. Schools typically provide students with a wealth of performance opportunities, such as school concerts, arts festivals, and showcase performances. These activities not only offer students a platform to display their learning outcomes but also allow them to gain stage experience in real performance settings. Through these practical opportunities, students learn how to control their emotions on stage, interact with the audience, and maintain a stable





singing state under pressure. Moreover, practice and performance can stimulate students' interest and enthusiasm for learning, making them more proactive in their vocal studies (Hou, 2009).

Despite the numerous benefits of high school vocal music classes for students' growth, they also face some challenges in the teaching process. First, there is a significant individual variation among students; some may have naturally better vocal conditions, while others need more practice to reach a certain level. This requires teachers to tailor their instruction to each student's specific situation, developing personalized teaching plans. Second, vocal learning demands long-term commitment and extensive practice, which poses a significant test of students' self-discipline and perseverance. To address these challenges, teachers can set phased goals and organize group competitions to motivate students, helping them overcome difficulties and persist until the end (Zhu, 2023).

In the comprehensive development of students, high school vocal music classes shine like a beacon, illuminating the path of exploring art and beauty. It is not only the core pathway for shaping students' musical literacy and artistic abilities but also a critical bridge to enhancing their aesthetic realm and cultural foundation. Through systematic and rigorous vocal training, students unlock the secrets of scientific sound production, refine their singing skills, and achieve a qualitative leap in emotional expression and artistic cultivation, endowing their growth with unique artistic charm and humanistic depth.

Conclusions

In conclusion, the vocal music teaching program at Yunnan Arts University Attached Arts School is comprehensive and well-structured, focusing on both the theoretical and practical aspects of vocal performance. This holistic approach ensures that students not only build a solid musical foundation but also develop the necessary skills to excel in their musical endeavors.



New Knowledges

Holistic Vocal Education at Yunnan Arts University



Figure 1: the vocal music teaching program at Yunnan Arts University Attached Arts School.

Suggestions and Recommendations

Recommendations for this Research

Optimize Course Offerings: Currently, the school's vocal music courses cover core content such as basic voice training, sight-singing and ear training, and the history of Chinese and Western music.

Strengthen practical teaching: The school has already provided students with rich practical opportunities through in-school concerts, arts festivals, and other forms. In the future, it can further expand off-campus practice channels, such as collaborating with local theaters and cultural institutions to provide more opportunities for students to participate in social performances, enhancing their social experience and professional competence.

Personalized teaching: In view of the differences in vocal foundation and talent among students, it is suggested that teachers pay more attention to teaching according to their aptitude.

To further improve the quality of teaching, it is suggested to organize teachers to participate in professional training and academic exchange activities regularly, encourage teachers to participate in scientific research projects, and constantly improve their professional quality and teaching ability.



Expand international exchanges: Take advantage of Yunnan's rich ethnic cultural resources and the school's advantages in art education to actively carry out international exchange activities.

Recommendations for future Research

In the context of globalization, the internationalization trend in vocal education is becoming increasingly evident. Future research can focus on how international exchanges and collaborations can broaden students' horizons and enhance their abilities.

With the rapid development of technology, digital and intelligent technologies have brought new opportunities to vocal education. Future research can explore how to integrate artificial intelligence, virtual reality, and other technologies into vocal teaching.

To meet the educational needs of the new era, vocal music course content and teaching methods need continuous innovation. Future research can focus on how to integrate vocal works from diverse cultural backgrounds into courses, broadening students' artistic horizons.

Given the differences in vocal foundation, talent, and interest among students, future research can focus on how to achieve personalized and differentiated teaching.

Teachers are the core force in vocal education, and future research can focus on how to further enhance the professional level and teaching abilities of the faculty.





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