

Exploration of Singing Teaching Methods in the Music Classroom

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Abstract: The purpose of this paper is to explore singing teaching methods in the music classroom. Firstly, an overview of singing teaching methods was given, including traditional and modern singing teaching methods and the current status of research at home and abroad. Then, it focuses on exploring four singing teaching methods in the music classroom: practical teaching method, situational teaching method, cooperative teaching method and game teaching method, and analyses their applications and effects in singing teaching. Then, through teaching practice and case studies, these four teaching methods were empirically studied and their teaching effects were evaluated. Finally, the research results of this paper are summarised and future research directions are proposed.

Keywords: Music Classroom; Singing Teaching; Practical Teaching Method; Situational Teaching Method; Cooperative Teaching Method; Game Teaching Method.

1. Introduction

Music education, as an important part of humanistic literacy education, occupies a pivotal position in China's education system. Singing teaching, as an important part of music education, can not only cultivate students' musical literacy and improve their aesthetic ability, but also exercise their oral expression ability and improve their comprehensive quality. However, in the current music classroom, singing teaching still faces some challenges, such as single teaching method and insufficient student interest. Therefore, it is particularly important to explore the singing teaching methods in the music classroom.

This thesis aims to analyse the advantages and disadvantages of the existing teaching methods through in-depth research on singing teaching methods in the music classroom, and put forward new ideas on singing teaching methods applicable to the music classroom. By exploring the practical teaching method, situational teaching method, cooperative teaching method and game teaching method, combined with actual teaching cases, it will provide music teachers with more diversified and interesting teaching methods. In addition, this study will also evaluate the teaching effects in order to provide useful references for singing teaching in the music classroom.

2. Overview of Singing Teaching Methods

2.1. Traditional Singing Teaching Methods

Traditional singing teaching methods mainly focus on skills and theory learning, usually including vocal skills, music theory, repertoire learning and stage performance. In traditional teaching, the teacher is usually the leader of the classroom, and students are in a passive learning state [1].

Vocal technique is an important part of the traditional singing teaching method. Teachers will teach students how to use their voices correctly, including breath control, resonance, and range expansion. The learning of these skills helps students form good singing habits and improve their singing [2].

Music theory is another important aspect of traditional singing teaching methods. Students need to learn the basics of music, including notes, rhythms, harmonies, and so on. Through the study of music theory, students can better understand musical works and improve their singing expression [3].

In traditional singing teaching methods, repertoire learning is also an essential part. Teachers will choose suitable songs for learning according to students' levels and interests. Students need to master the melody, lyrics and emotional expression of the songs through repeated practice [4].

In addition to the above aspects, traditional singing teaching methods also emphasise stage performance training. Students need to participate in various performance activities during the learning process to improve their stage performance and self-confidence [5].

In general, the traditional singing teaching method focuses on skills and theory learning, helping students master the basic knowledge and skills of singing through the teaching of vocal skills, music theory, repertoire learning and stage performance. However, there are some limitations in this teaching method, such as over-emphasising skills and theory learning and neglecting the development of students' creativity and personality. Therefore, in modern singing teaching methods, the importance of students' active participation and practical experience is increasingly emphasised [6].

2.2. Modern Singing Teaching Methods

Modern singing teaching methods refer to the use of modern educational concepts and technological means in the teaching process in order to improve students' singing ability and musical literacy. Compared with traditional singing teaching methods, modern singing teaching methods pay more attention to the student's subject position, emphasise the interaction between teachers and students, as well as the cultivation of students' practical and creative abilities [7].

Modern singing teaching methods include the following [8].

First, audio-visual teaching method. This method improves the learning effect by playing audio and video materials so that students can visualise and hear the singing of excellent

singers when learning singing skills. The audio-visual teaching method can make students learn in a relaxed and pleasant atmosphere and improve their learning interest.

Second, information technology teaching method. This method makes use of modern information technology means such as computers and networks to provide students with rich learning resources and convenient learning paths. For example, through the music software for audio editing and mixing, so that students can master the singing skills in practice; or through the network platform, to achieve remote teaching and interaction between teachers and students.

Third, the contextual teaching method. This method allows students to exercise their singing ability in actual singing by creating a specific situation. Contextual teaching method can stimulate students' interest in learning and improve their performance ability and creativity. For example, organising students to participate in campus concerts, cultural competitions and other activities, so that students can improve their singing level in a real performance environment.

Fourth, the co-operative teaching method. This method emphasises cooperation and interaction between teachers and students, and students and students. Through group discussion, chorus and other forms, students can learn through co-operation and improve their teamwork ability and singing level. The co-operative teaching method can make students learn from each other's strengths and make progress together.

Fifth, game teaching method. This method integrates game elements into singing teaching, so that students learn in entertainment and improve their singing ability. Game teaching method can stimulate students' interest in learning, reduce learning pressure and improve students' singing level. For example, the design of singing competition games allows students to practice their singing skills in the game.

To sum up, modern singing teaching methods focus on the students' subject position, emphasise the interaction between teachers and students, as well as the cultivation of students' practical and creative abilities. In actual teaching, teachers can flexibly use a variety of modern singing teaching methods according to the actual situation of students to improve students' singing ability and music literacy [9].

2.3. Research Status of Singing Teaching Methods in China and Abroad

Singing teaching methods have always been the focus of attention in the field of music education, with the continuous updating and development of educational concepts, researchers at home and abroad have carried out in-depth exploration and research on singing teaching methods [10].

In China, the research on singing teaching methods mainly focuses on the comparison and analysis of traditional and modern teaching methods. Traditional singing teaching methods emphasise the learning of skills and theoretical knowledge, are teacher-centred and focus on the cultivation of singing skills. Modern singing teaching methods, on the other hand, pay more attention to students' active participation and practice, and emphasise new teaching methods such as situational teaching, cooperative learning and game teaching. Domestic researchers believe that the integration of modern teaching methods into singing teaching can improve students' learning interest and enthusiasm, and cultivate students' creativity and cooperation ability [11]. In foreign countries, the research on singing teaching methods is more diversified and in-depth. International researchers not only pay attention to the diversity of teaching methods, but also focus on the

empirical research and case analysis of teaching methods. They emphasise the concept of student-centred teaching and explore how to stimulate students' musical potential and creativity through different teaching methods. Some researchers also focus on singing teaching methods in cross-cultural contexts, exploring how to adapt to the needs of students from different cultural backgrounds [12].

Overall, the research on singing teaching methods at home and abroad shows a diversified trend, and researchers continue to try innovative teaching methods to adapt to the needs of different students and improve teaching quality. However, there are still some challenges and controversies, such as how to balance the development of skills and creativity, and how to choose appropriate teaching methods. Future research needs to be further explored and practised in order to provide more effective singing teaching methods for music educators' reference and application [13].

3. Exploration of Singing Teaching Methods in the Music Classroom

3.1. Practical Teaching Method

3.1.1. Definition and Characteristics of Practice Teaching Method

Practice teaching method is a kind of teaching method which takes students as the main body and focuses on the cultivation of students' practical ability and innovation ability. It advocates that teachers should guide students to acquire knowledge through practical activities, and let students discover, analyse and solve problems in practice, so as to cultivate students' practical ability. The characteristics of practice teaching method are mainly as follows:

First of all, the practice teaching method focuses on the main position of students. In the process of practical teaching, teachers are the guides and auxiliaries of students' learning, and students are the main body of learning. Teachers need to guide students to participate in practical activities, encourage students to take the initiative to explore and learn, so as to improve students' learning interest and learning enthusiasm. Secondly, practice teaching method emphasises the combination of practice and theory. Practice teaching method believes that the learning of theoretical knowledge should be combined with practical operation, and theoretical knowledge should be tested and consolidated through practical activities. This can not only enhance students' understanding and memory of knowledge, but also improve their practical operation ability. Again, the practical teaching method pays attention to cultivating students' innovative ability. In the process of practical teaching, teachers encourage students to carry out innovative experiments, design experiments and so on, so that students can find problems and solve problems in practice, so as to cultivate students' innovative thinking and innovative ability. Finally, the practice teaching method emphasises the diversification of assessment methods. The practice teaching method believes that students' learning outcomes should be assessed in a variety of ways, such as practical operation, work display, group discussion and so on. In this way, students' learning outcomes can be evaluated more comprehensively and accurately.

In conclusion, practice teaching method is a kind of teaching method which takes students as the main body and focuses on the cultivation of practical ability and innovation ability. Its application in singing teaching can improve students' learning interest and enthusiasm, cultivate students'

practical ability and innovation ability, so as to improve the effect of singing teaching.

3.1.2. Application of Practical Teaching Method in Singing Teaching

The application of practical teaching method in singing teaching is a kind of teaching method which takes students as the main body and pays attention to the cultivation of students' practical ability and creativity. In the music classroom, the practice teaching method enables students to learn, experience and master singing skills and methods in practice through various practical activities [14].

First of all, practical teaching method emphasises students' hands-on participation and practical operation. In singing teaching, teachers can organise students to sing collectively, sing in groups, sing solo and other forms of practical activities, so that students can feel and master singing skills in actual singing. Through continuous practice and singing, students can better understand the rhythm, melody and emotion of the songs and improve their singing level. Secondly, the practical teaching method encourages students' innovation and creativity. In singing teaching, teachers can guide students to carry out practical activities such as songwriting, arranging and performing, so that students can give full play to their imagination and creativity to create unique singing works. Such a practical process can not only cultivate students' creativity, but also improve their artistic expression and self-confidence. In addition, the practical teaching method emphasises students' cooperation and communication. In singing teaching, teachers can organise students to engage in cooperative singing, chorus and other forms of activities, so that students can learn to coordinate and cooperate in cooperation. Through the co-operation and communication with others, students can better understand the meaning and emotion of the songs and improve the expressive power of singing.

To sum up, the application of practical teaching method in singing teaching can effectively cultivate students' singing skills, creativity and cooperation ability. Through the practical teaching method, students can learn, experience and master the singing knowledge and skills in actual singing and creation, improve the level of singing, and cultivate music literacy and aesthetic ability.

3.2. Scenario Teaching Method

3.2.1. Definition and Characteristics of Scenario Teaching Method

Scenario teaching method is a kind of teaching method based on the creation of situation, with emotion as the means, with students as the main body, and with the goal of cultivating students' creative ability and practical ability. It breaks through the traditional teacher-led teaching mode and emphasises students' initiative and creativity in the learning process.

The characteristics of the situational teaching method are: 1. The authenticity of the situation. The situation created in the teaching process should be as close as possible to the real life, so that students in the situation can truly feel, experience and explore. 2. student initiative. Scenario teaching method emphasises the main position of students, requiring students to take the initiative to explore, discover and create in the situation. 3. Teacher's guidance. In situational teaching method, the teacher's role is to guide and assist, and its main task is to guide students into the situation and help them solve problems. 4. Openness of teaching. Scenario teaching method

has no fixed teaching content and teaching mode, the teaching process is open, the students' learning space and learning content are flexible and changeable. 5. Diversified evaluation. The evaluation of situational teaching method not only includes the degree of students' knowledge mastery, but also includes the evaluation of students' practical ability, innovation ability, teamwork ability and other aspects.

In general, scenario teaching method is a student-centred teaching method that focuses on the cultivation of students' practical ability and innovation ability, and has high practical value and promotion value.

3.2.2. Application of Situational Teaching Method in Singing Teaching

Scenario teaching method is a kind of teaching method based on the creation of situations, which allows students to learn and experience knowledge in practice by simulating life situations, so as to improve students' comprehensive quality. In singing teaching, the situational teaching method has high practical value.

Firstly, situational teaching method can stimulate students' interest in learning. Singing is a kind of expressive art form, through the creation of vivid and interesting situations, students can better experience the emotion of the song, so as to stimulate their interest in learning to sing. Secondly, the situational teaching method helps to cultivate students' music perception ability. In the context, students can intuitively feel the rhythm, melody and harmony of the music, so as to improve their music perception ability. Again, the situational teaching method can improve students' singing skills. By practising in the context, students can better master the skills and methods of singing, such as breathing, resonance, biting and so on, so as to improve their singing level. Finally, the situational teaching method helps to cultivate students' sense of co-operation. In situational teaching, students need to cooperate with others to complete the singing task, which can cultivate their teamwork ability and sense of collective honour.

In conclusion, in the music classroom, the use of situational teaching method for singing teaching can effectively improve students' interest in learning, music perception, singing skills and sense of co-operation, so as to improve the quality of teaching and achieve good teaching results [15].

3.3. Co-operative Teaching Method

3.3.1. Definition and Characteristics of Co-operative Pedagogy

Cooperative teaching method is a kind of learning method that takes students as the main body, through group cooperation and interactive communication, aiming to improve students' ability of active participation, active thinking and cooperative inquiry. In singing teaching in the music classroom, the cooperative teaching method has the following characteristics [16].

Firstly, the cooperative teaching method emphasises the students' subject position. In the teaching process, the teacher plays the role of guide and facilitator, encourages students to participate actively, express themselves positively, and cultivates students' independent learning ability. Students work together to complete singing tasks and improve their singing skills through group co-operation. Secondly, the co-operative teaching method focuses on the interactive communication between students. In the process of group cooperation, students need to communicate, negotiate and cooperate with each other to solve problems together. This interactive communication helps to cultivate students'

teamwork ability and communication ability, and improve the effect of singing teaching. Again, the co-operative teaching method focuses on practical operation. In singing teaching, students need to master singing skills and improve their singing level through practical operation. Co-operative teaching method encourages students to try to practice, constantly reflect, adjust and improve, so as to achieve the purpose of improving singing ability. Finally, the co-operative teaching method pays attention to evaluation and feedback. In the teaching process, teachers need to make timely evaluation and feedback on students' singing performance to guide students to correct their mistakes and improve their singing level. At the same time, students can also evaluate each other, learn from each other and make progress together.

In conclusion, co-operative teaching method plays an important role in singing teaching in music classroom. Through the co-operative teaching method, students can improve their singing skills, develop teamwork and communication skills, and lay a solid foundation for future music learning and performance [17].

3.3.2. Application of Cooperative Teaching Method in Singing Teaching

Cooperative teaching method is a kind of learning method that takes students as the main body, through group cooperation and interactive communication, aiming to improve students' learning interest, cooperation ability and innovation ability. In singing teaching, cooperative teaching method has high practical value and promotion significance.

First of all, the co-operative teaching method can stimulate students' interest in learning. In group cooperation, students can encourage each other, learn from each other, and complete the singing task together. This approach helps to improve students' learning enthusiasm and make them master singing skills in a relaxed and pleasant atmosphere. Secondly, the cooperative teaching method helps to cultivate students' teamwork spirit. In singing teaching, students need to divide the work and co-operate to finish a song together. This approach helps to cultivate students' teamwork ability, so that they can learn to respect and understand others and develop a good sense of teamwork. In addition, the co-operative teaching method can also improve students' creative ability. In group work, students can give free play to different singing styles and performance forms. This approach helps to stimulate students' creativity and cultivate their artistic cultivation. In practice, the co-operative teaching method can be carried out in the following way: students are divided into groups, and each group chooses a song to sing. In the process of singing, students need to give full play to their own strengths, while paying attention to the co-operation with other members of the group. Teachers should pay attention to guidance and encouragement in the teaching process, and give positive comments to students' performance in order to improve their self-confidence and the spirit of cooperation.

In conclusion, the application of cooperative teaching method in singing teaching is of great significance. Through the co-operative teaching method, students can learn singing skills in a relaxed and pleasant atmosphere, cultivate the spirit of teamwork and improve the ability of innovation. Teachers should make full use of the advantages of co-operative teaching method and integrate it into singing teaching to make contributions to the cause of music education in China.

3.4. Game Teaching Method

3.4.1. Definition and Characteristics of the Game Teaching Method

Game teaching method is a kind of teaching method with games as the main means, aiming to let students learn and master knowledge in a relaxed and pleasant atmosphere through game activities. In the music classroom, the game teaching method combines music and games organically, so that students can experience the charm of music in the game and improve their music literacy [18].

The characteristics of game teaching method are as follows.

Fun: the game teaching method is based on the premise of fun and fully stimulates students' interest in learning. Through the design of a variety of creative game activities, students learn music in a relaxed and pleasant atmosphere.

Interactivity: the game teaching method emphasises the interaction between teachers and students, as well as the interaction between students. In the game activities, students can co-operate with others and develop teamwork ability.

Practicality: The game teaching method focuses on students' practical operation, so that students can experience the charm of music in the game. Through practice, students can better master music skills and improve music literacy.

Targeted: the game teaching method can be designed according to the age characteristics of the students and the level of music targeted game activities. This makes the teaching content more targeted and improves the teaching effect.

Innovative: The game teaching method encourages teachers and students to be innovative in game activities. Teachers can design novel game activities and students can try to express music in different ways, thus promoting the innovative development of music.

Comprehensiveness: The game teaching method covers all aspects of music teaching, such as melody, rhythm, harmony and performance. Through game activities, students can improve their music literacy in a comprehensive way.

Flexibility: The game teaching method is not limited by time and place, and can be carried out at any time according to teaching needs. At the same time, game activities can be flexibly adjusted to suit the needs of different students.

In the music classroom, the game teaching method helps to create a pleasant learning atmosphere and increase students' interest and participation in music. Through game activities, students can master music knowledge and improve music literacy in a relaxed and pleasant atmosphere. Therefore, the game teaching method has wide application value in music teaching [19].

3.4.2. Application of Game Teaching Method in Singing Teaching

The application of game teaching method in singing teaching is a kind of teaching method that is loved by students. Through the form of games, singing teaching is integrated into it, which makes students learn singing in a relaxed and pleasant atmosphere, and improves the interest and effect of learning.

The game teaching method can effectively stimulate students' interest in learning. Singing is a form of art, while games are a form of entertainment. Combining singing with games can make students feel the fun of singing in playfulness, thus increasing their interest in singing.

The game teaching method helps to improve students' singing skills. In the game, students need to sing along with

the rhythm of the music, which can exercise their sense of rhythm and pitch. At the same time, the singing exercises in the game can also help students master the correct breathing method and pronunciation skills.

The game teaching method can cultivate students' sense of cooperation and team spirit. In the process of the game, students need to co-operate with others to complete the task, which can make them learn to collaborate with others and cultivate team spirit.

To sum up, the application of game teaching method in singing teaching is an effective teaching method. It can not only stimulate students' interest in learning and improve their singing skills, but also cultivate students' sense of cooperation and team spirit. Therefore, in singing teaching, teachers can appropriately use the game teaching method to improve the teaching effect.

4. Teaching Practice and Case Study

4.1. Teaching Practice Design

In the music classroom, the exploration of singing teaching methods is crucial. In order to better improve students' singing ability and music literacy, we designed a 10-week teaching practice. First, we divided the students into two groups of 15 students each, and used the practical teaching method, situational teaching method, co-operative teaching method and game teaching method to teach singing respectively [20].

In the practice teaching method, we emphasise students' personal experience so that they can master singing skills in practice. Teachers guide students to participate in a variety of singing activities, such as chorus, solo, and duet, in order to improve their singing ability. Meanwhile, the practical teaching method also focuses on cultivating students' musical aesthetic and creative abilities and encourages them to create their own songs.

In the situational teaching method, we let students feel the charm of music in the situation by setting up various vivid and interesting situations. For example, teachers can lead students to simulate music stage performances, so that they can improve their singing skills and stage performance in actual performances. In addition, the situational teaching method can also help students better understand the cultural connotation behind the songs.

Cooperative teaching method emphasises cooperation and interaction among students. In the teaching process, teachers organise students to work in groups to complete the singing tasks together. This teaching method can cultivate students' team spirit and collaborative ability, and at the same time improve their singing level. For example, teachers can organise students to sing in chorus, so that they can learn to co-ordinate tones and rhythms in co-operation.

The game teaching method combines singing teaching with games so that students can learn in a relaxed and pleasant atmosphere. Teachers design a variety of singing games, such as solitaire and guessing the name of the song, so that students can improve their singing ability in the games. This teaching method can stimulate students' interest in learning and improve their motivation to sing.

In the process of teaching practice, students' singing ability is assessed every week in order to keep abreast of their learning progress. Through comparative analyses, we found that the practical teaching method, the situational teaching method, the cooperative teaching method and the game

teaching method can effectively improve students' singing ability. In addition, these teaching methods can also cultivate students' musical literacy and improve their music aesthetic and creative abilities.

To sum up, the exploration of singing teaching methods in the music classroom is of great practical significance. Through diversified teaching methods, we can stimulate students' interest in learning, improve their singing ability, and lay a solid foundation for their musical growth. In our future teaching work, we will continue to study singing teaching methods in depth and contribute to the cause of music education.

4.2. Case Study

In the music classroom, the exploration of singing teaching methods is very important. In order to better understand and apply various teaching methods, I chose practical teaching method, situational teaching method, co-operative teaching method and game teaching method for case study.

Firstly, I chose the practical teaching method for the case study. Practical teaching method means that students learn in real practice and improve their singing ability through practice. In a semester of practice, I divided students into groups and each group chose a song to sing and analyse. The students learnt skills such as how to pronounce the words correctly and how to control pitch and volume in practice. Through practice, students not only improved their singing ability, but also enhanced their perception and understanding of music. Secondly, I chose the scenario teaching method for my case study. Scenario teaching method is to let students learn and experience singing by creating concrete situations. In a semester's practice, I designed some scenarios related to songs, such as story scenarios, scene scenarios and so on. Students can better understand the meaning and emotion of the songs when they sing the songs in the scenarios. Through the scenario teaching method, students not only improved their singing ability, but also enhanced their expressiveness and emotional expression. Next, I chose the cooperative teaching method for my case study. Cooperative teaching method refers to students' learning through group cooperation to complete the singing task together. In a semester of practice, I divided students into groups and each group chose a song to sing and analyse. The students learnt skills such as how to communicate with others and how to co-ordinate their voices through co-operation. Through the co-operative teaching method, students not only improved their singing ability, but also enhanced their teamwork and communication skills. Finally, I chose the game teaching method for my case study. Game teaching method is to teach singing through the way of games, so that students can improve their singing ability in the game. In one semester's practice, I designed some games related to singing, such as solitaire games and song-guessing games. The students not only improved their singing ability in the games, but also enhanced their motivation and interest in learning.

Through the above case study, I found that various teaching methods have their unique advantages and applicable scenes. Practical teaching method can improve students' practical ability, situational teaching method can enhance students' emotional expression ability, cooperative teaching method can cultivate students' teamwork ability, and game teaching method can stimulate students' interest in learning. In the music classroom, teachers can choose appropriate teaching methods according to students' characteristics and teaching

objectives to improve the effect of singing teaching.

4.3. Evaluation of Teaching Effect

In the music classroom, the exploration of singing teaching methods is an important way to improve students' musical literacy and singing ability. In order to verify the actual effect of the explored teaching methods, teaching practice was carried out and the teaching effect assessment was conducted.

Firstly, students' feedback on the singing teaching method was collected through questionnaires and interviews. The results showed that students were more receptive to the practical, situational, co-operative and game teaching methods, which were considered to be able to stimulate learning interest and improve singing skills. Secondly, students' singing ability was assessed through classroom observation and evaluation of singing performance. The results showed that after a period of teaching practice, the students' singing ability was significantly improved. They showed significant improvement in pitch, rhythm, pronunciation and emotional expression. Students' musical literacy was also assessed. The results showed that students' musical literacy also improved after the teaching practice. Their ability to perceive, understand and create music has improved.

To sum up, through the teaching practice and the assessment of the teaching effect, it can be concluded that the practical teaching method, the situational teaching method, the co-operative teaching method and the game teaching method have a better effect in teaching singing in the music classroom. These teaching methods can stimulate students' interest in learning and improve their singing ability and music literacy. Therefore, these teaching methods can be further promoted and applied in future teaching to improve the quality of music classroom teaching.

5. Conclusion

Music education is gradually being taken seriously in China, and singing teaching, as an important part of music education, has a direct impact on the quality of its teaching on the cultivation of students' musical literacy. With the in-depth promotion of education reform, singing teaching in music classroom is facing the pressure of reform and innovation, and there is an urgent need to explore new teaching methods. Through this study, it is expected to improve the quality of singing teaching in the music classroom, stimulate students' interest in learning, and promote students' overall development.

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