

Exploration of the Integration of Singing Techniques and Artistic Expression in Vocal Teaching

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Abstract: In vocal art, technique is the backbone, and expression is the soul. Teachers should not only help students master singing skills, but also cultivate their artistic expression. The most important teaching significance in vocal music teaching is to enable students to understand the emotional connotation of the work, and on this basis, integrate their own emotions into singing. In teaching activities, teachers should guide students to correctly express the connotation of music, which is also the best artistic practice behavior and a key part of vocal music courses. Teaching correct singing techniques and cultivating students' active artistic expression are also teaching requirements for vocal music. Teachers should enable students to sing with both voice and emotion, and use emotions to drive the content of singing. Therefore, the author explores the cultivation of singing skills and artistic expression in vocal teaching.

1. Introduction

In vocal teaching, the integration of singing skills and artistic expression is an important way to enhance students' music literacy and expressive ability. Vocal techniques include breath control, resonance application, and mastery of pitch and rhythm, which are the foundation of singing. However, having solid skills alone is not enough to impress the audience. Artistic expression, as the core of emotional expression, is the key to endowing singing with soul. It not only requires singers to convey emotions through sound, but also requires them to understand the culture, emotions, and context behind the music, in order to create personalized and infectious performances. In the teaching process, how to effectively combine singing skills with artistic expression has become a challenge for teachers. Traditional vocal teaching often focuses on skill training, but neglects the integration of emotional expression and performance. However, with the updating of music education concepts, more and more educators have begun to recognize the importance of coordinated development between the two. Only when skills and artistic expression complement each other can students truly showcase their moving singing and profound emotional resonance on stage ^[1].

Singing is both a skill and an ability, and singing is both a performance and an art. Only by combining the technique of singing with the performance and stage during singing can true artistic expression be achieved. Simply training in singing techniques, even if one is proficient in various singing techniques under the best circumstances, can only achieve the correct voice, but it is not a "beautiful voice" or a moving voice. Singing technique is a manifestation of singing ability.

Through singing, the emotions contained within the work and the infectious power of the work itself are conveyed more to the listener, which is the true artistic expression. The correct singing techniques and skills are the prerequisite for producing good artistic expression^[2]. Vocal music is ultimately an art that requires singing to perform. The language and melody of a work depend on the vocal expression during singing. Only when it endows the beauty of sound and emotion can it truly convey the beauty of hearing. The author aims to explore how to organically integrate singing skills and artistic expression through reasonable teaching methods and strategies in vocal music teaching, and help students comprehensively improve their music performance ability. This is not only of great significance for improving their professional level, but also has a profound impact on their future career development.^[3]

2. The necessity of integrating students' artistic expression into vocal teaching

2.1 Realistic needs for the development of vocal teaching

Vocal music teaching is a unique subject, as each student's age, pronunciation, and psychological qualities vary, resulting in different foundations in vocal music for each student. At present, vocal singing has become mainstream, and vocal teaching emphasizes the resonance of the singer's breathing and cavity, as well as the expression of emotions in the song. In the CNKI literature database, "vocal teaching" was used as a keyword to screen articles, and the results showed that more than 14126 academic papers on vocal teaching were published between 2015 and 2018. The number of studies is on the rise. The foundation of vocal development lies in the improvement of vocal teaching level. Vocal teaching can not only cultivate more excellent vocal performers, but also enhance the music literacy of vocal teachers. Therefore, vocal teaching is closely related to the development of vocal music, and only by promoting innovation in vocal teaching forms and teaching ideas can we strengthen the development of vocal music^[4].

2.2 The Importance of Student Artistic Expression

In the process of learning vocal music, students are required to have excellent voice and strong artistic expression and artistic literacy in music. When singing works, they should have a deep understanding of the inner meaning of the works and correctly grasp the artistic expression. These qualities can be gradually learned and accumulated in vocal teaching. Therefore, in vocal teaching classrooms, teachers should enable students to gradually master the methods of integrating artistic expression into vocal music through continuous learning, and reach a better level in the process of gradual learning, in order to improve students' artistic expression and comprehensive vocal literacy. Strengthening students' artistic expression can not only improve their music literacy, but also enhance their vocal professional skills. Therefore, art school teachers should guide students to enhance their artistic expression based on the problems they encounter in vocal teaching classrooms, laying the foundation for their own development and the progress of vocal education^[5].

2.3 Beneficial for promoting the reform of vocal music teaching

Many teachers, when conducting vocal music teaching, only blindly impart knowledge to students and focus on the cultivation of skills, leading to students forming a wrong understanding that skills are the most important, but neglecting the cultivation of students' emotions. This results in students singing songs that are hollow and lack artistic expression, leading to a single talent being cultivated, and students lacking emotional appeal when performing vocal music. From the current teaching reform, it can also be seen that if teachers only focus on skills and not emotions when

conducting vocal teaching activities, it cannot promote students' long-term development, nor can it help students better adapt to future career development changes ^[6]. In the new era of vocal teaching, teachers should actively abandon the drawbacks of traditional teaching and change the teaching mode of emphasizing skills over art. Teachers should also adopt the educational ideas of the new era to carry out teaching activities, combining students' singing skills and emotional expression for cultivation. They can not only sing songs with correct pronunciation and round tone, but also express the connotation and infectiousness of music. From many students' quizzes outside of class, it can be seen that they are very proficient in the relevant singing skills, but the skills they have mastered cannot be applied to actual singing activities. Once they step onto the stage, they become dull and nervous, unable to interpret the theme of the performance well, and their emotions cannot penetrate into the performance process. This situation is mainly due to students' lack of artistic expression. In vocal teaching activities, teachers not only need to innovate teaching methods, but also transform their own teaching concepts, further promote vocal teaching reform, and also promote the cultivation of vocal talents.

3. The Current Status of Singing Techniques and Artistic Expression Cultivation in Vocal Teaching

3.1 Teaching focusing only on singing skills

In the current vocal teaching carried out in schools, singing skills have always been the focus of teachers' teaching and the main teaching goal in traditional teaching. Many teachers are influenced by this and choose to spend a lot of time and energy in the classroom focusing on the cultivation of skills, hoping to cultivate students into excellent music talents and help them better find employment and develop. However, in this teaching format, many students may be able to master vocal singing techniques, but they only use the skills during performance without expressing their own emotions. This is because students lack artistic expression, which makes it difficult for the audience to fully experience the charm of music while listening to their singing. At the same time, in the process of singing music, the musical image contained in the song is also very important. If students lack artistic expression, the songs they sing will be plain. In addition, if teachers devote all their teaching energy to teaching singing skills, it will be difficult to truly focus their teaching vision on the comprehensive growth of students, resulting in students being unable to realize the importance of artistic expression ^[7].

3.2 Teachers lack depth in cultivating singing skills and artistic expression

In vocal teaching activities, regardless of the aspect of cultivation, it is a long-term teaching activity and cannot be achieved overnight. So in the classroom, teachers should also adopt systematic teaching strategies to cultivate students' singing skills and artistic expression on an equal footing. From the perspective of traditional vocal teaching activities, many teachers are influenced by traditional teaching concepts and students' future employment prospects. Many teachers only focus on imparting textbook knowledge to students during teaching, and it is difficult to truly apply the cultivation of students' singing skills and artistic expression to practical activities. This also means that the artistic expression training activities carried out by teachers are only superficial, and the lack of a deep training model cannot truly promote students' improvement and development. Students can only learn superficial knowledge, resulting in ineffective vocal teaching, which is not conducive to students' long-term development, let alone helping them adapt to future career development and promote the improvement of their comprehensive literacy.

3.3 Lack of guidance on methods and techniques

In vocal singing, it is the combination of technique and art. Only by fully integrating these two can music performance be more expressive and infectious. Therefore, in the process of conducting music education, teachers must impart basic singing skills to students and cultivate their artistic expression, among which guidance on methods and techniques is essential. In current practical teaching activities, although many teachers can also impart certain methods and techniques to students, this method is limited to singing tones and the structure of music. Although students can understand knowledge related to vocal music from it, it cannot help them effectively master methods and techniques in cultivating students' artistic and humanistic cultivation. Students are unable to flexibly apply the singing and expression skills they have learned, resulting in their singing being just a pile up of techniques and lacking emotional expression ^[8].

4. Strategies for cultivating students' singing skills and artistic expression in vocal teaching

4.1 Guide students to deeply understand the connotation of music works

When students engage in singing activities, the preparation work before singing is an important part. It not only allows students to better understand the artistic style and melodic characteristics of the song, but also enables them to deeply explore the ideas and emotions contained in the song. This allows students to further combine their emotions with the singing of music, thus performing excellent musical works and fully showcasing the artistic beauty of the song, making every listener listening to music feel like they are there. When we appreciate music works in our daily lives, we can also find that any type of music has its unique emotional expression, which is created by composers based on their own life experiences and the background of song creation. Therefore, singers need to make certain preparations when performing different songs. Before performing a musical piece, the singer can collect information related to the song and understand the emotions that the composer wants to express. Teachers also need to guide students to learn and use their professional knowledge to analyze the melody and musical form contained in the song, feel the emotional changes in the melody, enrich the emotional expression during singing, enable the audience to gain aesthetic feelings, fully exert students' artistic expression, and make the musical piece more infectious ^[9]. Teachers need to fully play the role of guides in teaching activities, so that students can skillfully apply the knowledge and skills they have learned, prepare for singing, and demonstrate their own performance while singing.

4.2 Strengthening the cultivation of students' artistic literacy

The formation of students' artistic expression is closely related to their artistic cultivation. In vocal music teaching, the key to cultivating students' artistic expression is to strengthen their artistic cultivation. Teachers can guide students to listen to the singing works of famous Chinese and foreign artists. Listening and appreciation are essential for students to better understand the meaning of a work, as they can effectively cultivate their musical aesthetic taste and appreciation ability. Nowadays, with the rapid development of the Internet, students can collect the composer's biography and music creation background through the Internet before singing. Teachers can also collect and sort out some famous singers' videos or audio frequency for students through the Internet when giving lectures, and play them in class with multimedia and other modern teaching equipment. By utilizing the audio-visual combination function of multimedia, students can listen and observe, understand the artistic expression techniques, and further enhance their artistic expression. When students appreciate the performances of these famous artists, they can also gain a

lot from it. In addition, the music works performed by different singers also have different styles and connotations. Teachers can help students understand the singing styles of these different singers and their artistic processing techniques for emotional connotations while appreciating and listening, further broadening their vocal vision and promoting their artistic cultivation on the basis of learning basic knowledge.

4.3 Methods for guiding students to master singing skills and artistic expression

Firstly, teachers should teach students scientific ways of speaking. In the process of learning vocal music, due to the need for students to practice extensively, scientific vocal techniques can minimize the damage to students' voices and make vocal performances easier for them. At the same time, in order to cultivate students' artistic expression, it is necessary to enable them to perceive emotional connotations and possess strong expressive abilities. In vocal teaching, teachers should actively stimulate students' enthusiasm for singing, allowing them to use scientific techniques to engage in singing activities. The key to students' singing skills lies in whether they can master scientific vocal techniques. Teachers should also try to use gentle and natural voices in teaching activities, encourage students to engage in vocal training, and express the connotations of songs using their own voices. Secondly, teachers should guide students to familiarize themselves with the score of the song. Each vocal work contains a certain creative background, and the author has different life experiences. Therefore, when cultivating students' singing skills and artistic expression, teachers can first let them understand and recognize the creative background of the song and the author's life experience. In order to help students understand what emotions to express while singing, it is necessary for them to have an understanding and recognition of the content and structure of the song. Only in this way can they establish an emotional tone for the performance of the music ^[10]. Vocal music, as an art form, is a secondary creation of a song. Before singing, the singer needs to understand the creator's emotions, analyze the background of the song, and grasp the meaning of the lyrics. The score itself has no sound, but the emotions of the creator can give music infinite sound, allowing students to use their artistic skills to express emotional connotations. Vocal teachers should also provide targeted guidance to students' emotions in teaching, allowing them to naturally express their emotional changes while singing, rather than deliberately expressing them.

5. Conclusion

In summary, in vocal performance, the comprehensive role of singing skills and artistic expression is indispensable. When teachers carry out vocal teaching for students, they should stimulate students' enthusiasm, enhance the infectiousness of singing, and enable students to truly reflect the connotation of music during the performance, moving both the audience and themselves. In the classroom, teachers also need to let students understand the connotation of songs and carry out music singing on this basis, so as to convey their artistic expression to students and enliven the classroom atmosphere, allowing students to learn and sing music in a relaxed and pleasant atmosphere.

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