IMPACT OF POP MUSIC TEACHING IN HIGH SCHOOL CASE STUDY YANGXI COUNTY NO.1 MIDDLE SCHOOL, GUANGDONG, CHINA

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Abstract

This article explores the impact of pop music teaching in high schools, with a case study of Yangxi County No. 1 Middle School, Guangdong, China. The article examines how incorporating pop music into the curriculum influences students' musical understanding, cultural awareness, and engagement. By analyzing the interplay between pop music and the local cultural context, the study highlights its role in bridging traditional and contemporary values. The findings reveal that pop music serves as a medium for students to connect with modern cultural expressions while respecting traditional Chinese values rooted in Confucianism, Buddhism, and Taoism. Furthermore, the study discusses how religious and cultural beliefs shape students' reception and interpretation of pop music, fostering a sense of identity and belonging. This research underscores the potential of pop music education as a tool for enhancing cultural literacy and promoting social cohesion in diverse educational settings. This article presented (1) pop music singing techniques to promote the improvement of high school students' musical literacy, and (2) training and support for teaching popular singing techniques.

Keywords: Pop Music Teaching; High School and Middle School

Introduction

With the development of globalization, cultural exchanges are becoming more frequent, and the forms of music that students are exposed to are becoming more diverse. Traditional music education focuses on the inheritance of classic and traditional music, but with the popularity of pop music around the world,

high school students' acceptance and interest in pop music have increased significantly. Therefore, introducing pop singing techniques into high school music classes can better meet students' diverse music education needs.

High school is a critical period for the development of music literacy. Although traditional music education focuses on the cultivation of basic skills, the teaching of popular singing skills can more comprehensively promote students' musical expression, creativity and musical perception. By learning popular singing skills, students can cultivate self-confidence, expression skills and teamwork spirit, which are comprehensive qualities valued by modern society.

With the continuous advancement of educational concepts and technology, music education also needs to keep pace with the times. The introduction of popular singing techniques is not only an innovation in teaching content, but also an update of teaching methods and strategies. By adopting modern teaching methods and highly interactive learning activities, students' interest in learning can be stimulated and their participation in music and motivation for learning can be enhanced.

As an important part of contemporary culture, pop music reflects the values and lifestyle of society. Introducing pop singing techniques into high school music classes can not only increase students' understanding of musical forms, but also cultivate their tolerance and understanding of cultural diversity. This is of great significance to the cultivation of high school students' comprehensive literacy and social adaptability (Ministry of Education of the People's Republic of China, 2019).

Yangxi County No. 1 Middle School was selected for this survey because Yangxi County No. 1 Middle School is a national demonstration high school in Guangdong Province and a leading and window school for basic education in Yangxi County. The school was founded in September 1997, and the first batch of senior high school students officially opened on September 1, 1997. The school campus covers an area of 120,000 square meters, with 88 teaching classes, more than 6,400 students, and more than 400 faculty members. Since 2003, the school has been rated as "Guangdong Green School", "Guangdong Provincial First-class School", "Guangdong Modern Educational Technology Experimental School", "Guangdong Model Workers' Home" and "Yangjiang Civilized Unit". In 2008, it successfully passed the supervision and acceptance of the national demonstration ordinary high school in Guangdong Province. In 2009, it was rated as "Civilized Unit of Guangdong Province", and in 2011, it was rated as "National Fire Normal School".

Pop Music Singing Techniques to Promote the Improvement of High School Student's Musical Literacy

Pop music singing skills can effectively promote the improvement of high school students' music literacy, mainly reflected in improving technical ability, enriching emotional expression and broadening musical horizons. By learning singing skills in pop music such as true and false voice conversion, breath use and rhythm syncopation, students can enhance their control and expression of voice, so as to master the vocalization and singing techniques more comprehensively.

In addition, pop music focuses on emotional expression. Students can experience how to express emotions through timbre changes, dynamic processing and tone in the learning process. This training not only improves their musical expression, but also helps them to understand the connotation and emotional transmission of music more deeply. The diversity of pop music can also broaden students' musical aesthetics and cultural horizons. Exposure to pop music of different styles makes it easier for students to understand the connection between music and social culture, and stimulates their creativity and interest in music. In this process, students' comprehensive music literacy has been significantly improved, laying a solid foundation for their further study and exploration of music. Stimulating high school students' interest in popular singing techniques and improving their participation and enthusiasm can be started from three aspects: content selection, teaching methods and classroom atmosphere.

First, the closeness of the content is crucial. Choose popular songs that students are familiar with and like as teaching materials, such as recent popular music chart songs or classic pop works. This can not only narrow the distance between the teaching content and students, but also make them naturally interested in learning. In addition, teachers can encourage students to recommend their favorite songs, integrate their interests into the classroom, and increase their sense of participation and expectation for the course.

Secondly, highly interactive teaching methods can significantly improve students' participation. For example, by organizing simulated music auditions, class singing competitions, or group adaptations of popular songs, students can practice singing skills in a relaxed and pleasant atmosphere. Group cooperation creation, impromptu singing and other forms can also enhance students' team awareness and expression skills, while allowing them to feel the creation and performance charm of popular music.

In addition, the use of modern technology can further enhance the fun and sense of the times in the classroom. Through karaoke software, online accompaniment tools, music production software, or playing live singing videos of pop singers, students can learn singing skills and imitate the style of pop singers more intuitively. Combined with recording or video playback functions, students can also understand their singing performance more clearly and find areas that need improvement, thereby stimulating learning motivation.

Finally, teachers should help students build a sense of achievement by setting clear phased goals and reward mechanisms. Whether it is positive feedback on classroom performance or the opportunity to show excellent works, it can motivate students to participate more actively. At the same time, create an inclusive, encouraging and positive classroom atmosphere so that students can continuously improve their singing skills and musical literacy with confidence and interest. The combination of these methods can not only stimulate students' interest in pop music, but also effectively cultivate their musical creativity and expression ability (Zhang, 2017).

Strategies and use to help Students Learn Popular Music Singing Techniques

Helping students learn pop music singing skills requires a combination of basic training, personalized guidance and innovative teaching methods to comprehensively improve their technical level and musical expression ability. First, teachers can start with a solid foundation, such as breathing control, range expansion and vocal training, to help students master scientific singing methods. On this basis, gradually introduce singing techniques unique to pop music, such as true and false voice conversion, breath use, glissando, vibrato and rhythm syncopation, so that students can gradually become familiar with the style characteristics of pop music and be able to flexibly use these techniques for emotional expression.

Personalized guidance is an important strategy to help students improve their singing level. Each student's timbre, interests and musical foundation are different. Teachers can choose suitable songs and practice content according to the characteristics of students. For example, for students with soft timbre, lyrical pop songs can be selected, while students with tense voices can try more rhythmic tracks. By teaching students in accordance with their aptitude, students can not only improve their technical ability, but also gradually form their own singing style and enhance their self-confidence.

In addition, innovative teaching methods can effectively improve students' participation and interest in learning. Teachers can organize pop music singing competitions, group song adaptations or simulated music auditions to allow students to practice the skills they have learned in an interactive way. At the same time, using multimedia technologies such as karaoke software, online accompaniment and recording tools, students can intuitively feel the charm of pop music and improve their singing by listening to the recordings. Through these methods, students can not only master the singing skills of pop music, but also experience the fun of creation and performance in class, thereby further stimulating their passion and interest in music (Yang, 2021).

Guangdong Local Culture Influenced on the Teaching of Popular Music Singing Skills at Yangxi County No. 1 Middle School

Guangdong local culture has a profound and extensive influence on the teaching of pop music singing skills in Yangxi County No. 1 Middle School. This influence is not only reflected in the selection of teaching content, but also in the teaching methods, the cultivation of students' musical aesthetics and the inheritance of local culture. As the birthplace of Lingnan culture, Guangdong has diverse musical forms with regional characteristics, including Cantonese opera, Cantonese songs, Guangdong music and local folk songs. These cultural resources provide rich materials for pop music teaching, and also shape students' understanding of musical style and emotional expression.

In the teaching practice in Yangxi County, the characteristics of Guangdong music that focus on smooth melody, flexible rhythm and delicate emotional expression can be directly integrated into the teaching of pop music singing skills. For example, the true and false voice conversion techniques of Cantonese opera are similar to the common singing techniques in pop music. Comparative teaching can help students master complex vocal techniques. In addition, the unique glissando and delicate voice processing methods of Guangdong music can also enhance students' expressiveness in pop music singing. Teachers can encourage students to try to incorporate local cultural elements into their singing by selecting popular songs with local characteristics or adapting traditional Cantonese music works. This not only enriches the classroom content, but also enables students to deepen their understanding and recognition of local music traditions in their studies (Yangxi County No. 1 Middle School, 2023).

Cantonese culture also focuses on the true expression of emotions, and this characteristic also occupies an important position in popular music. By

learning Cantonese local music, students can have a deeper understanding of how to convey emotions through sound. In teaching, teachers can guide students to experience the delicate treatment of emotions in local music and transfer this emotional expression ability to the singing of popular music. For example, when singing Cantonese pop songs, students can enhance the expressiveness of songs by learning the rhythm and intonation of the local language. This combination of emotion and technology not only makes students' singing more contagious, but also cultivates their sensitivity to musical details.

In addition, students in Yangxi County live in an environment with a strong Cantonese cultural atmosphere, and this cultural background provides a natural advantage for popular music teaching. Students' familiarity with local languages and musical forms makes it more natural and effective to integrate local culture into teaching. For example, teachers can organize students to sing classic pop songs in Cantonese, or try to adapt traditional Guangdong folk songs into modern pop styles, in order to enhance students' interest and love for their hometown culture. This can not only stimulate their enthusiasm for learning, but also cultivate their cultural confidence, so that they can become disseminators of Guangdong local culture while learning singing skills.

By combining Guangdong local culture with pop music teaching, the pop music teaching of Yangxi County No. 1 Middle School can achieve a dual improvement in technology and culture. On the one hand, students' singing skills have been trained in a variety of ways; on the other hand, their understanding and recognition of local culture have also been deepened. This teaching model not only enriches the classroom content, but also promotes the inheritance and innovation of local culture, providing students with a more comprehensive music education experience.

Training and Support for Teaching Popular Singing Techniques

Music teachers need to receive professional, multi-level training and support when teaching pop singing skills to meet the needs of modern music education for diversified teaching capabilities. Pop music has rich singing skills and unique performance styles, and teachers may lack in-depth understanding of these contents in the context of traditional music education. Therefore, in order to improve teaching effectiveness, teachers need to receive comprehensive support in terms of technology, theory and teaching methods.

First, teachers need to receive special training on pop music singing skills, including the study of key techniques such as true and false voice conversion, breath use, glissando, vibrato, rhythm syncopation, etc. This type of

training should not only cover basic skills, but also combine actual singing cases to help teachers master how to flexibly apply these skills in different styles of pop music. At the same time, by inviting professional singers or music education experts in the field of pop music to demonstrate and guide, teachers can learn and imitate more intuitively, thereby improving their own practical ability (Qiu, 2019).

In addition to the improvement of technical level, teachers also need to strengthen their understanding of pop music theory and cultural background. Pop music is closely integrated with the trend of the times and social culture, and its lyrics, melody and style reflect specific historical and social contexts. By learning the history of pop music, style evolution and cultural connotation, teachers can provide students with more in-depth explanations in class, so that they can understand the meaning and value of music more comprehensively while learning singing skills.

Innovation in teaching methods is also one of the key contents that teachers need to learn. The teaching of pop music needs to focus on interactivity and fun. Teachers can learn how to design teaching links such as group activities, improvisation and music adaptation through training to make the class lively and interesting. At the same time, mastering the use of multimedia tools, such as online accompaniment, recording software and video editing tools, can help teachers better provide students with intuitive learning resources and feedback, and improve classroom efficiency.

In order to help teacher improve teaching effectiveness, schools and education departments also need to provide continuous support and resource guarantees. Regularly organize music teaching exchanges and professional development training to provide teachers with opportunities to exchange experiences with peers. In addition, schools can build a teaching resource library related to pop music, including music scores, accompaniment, demonstration videos, etc., which are convenient for teachers to use in daily teaching. At the same time, providing teachers with advanced teaching equipment and venues, such as multi-functional music classrooms and recording equipment, can also greatly improve teaching effectiveness.

In short, by providing technical training, theoretical learning and teaching resource support, as well as creating a positive professional development environment, music teachers can continuously improve their ability to teach popular music singing skills. They can not only teach skills more effectively, but also stimulate students' interest and cultivate their understanding

and love of popular music, thus promoting the diversification and innovation of music education.

Using Modern Technology to Assist in the Teaching of Pop Music Singing Techniques

Using modern technology to teach pop music singing skills can greatly improve the interactivity and efficiency of teaching, and provide students with a more diverse and personalized learning experience. Multimedia technology is an indispensable tool in modern music teaching. Through video demonstrations, audio resources and online platforms, teachers can provide students with high-quality learning materials. For example, teachers can use professional recording and editing software to make teaching demonstrations, clearly showing the key skills in pop music singing, such as true and false voice conversion, glissando, vibrato and rhythm syncopation. Students can repeatedly learn and imitate singing skills by watching these demonstration videos.

Online platforms and digital resource libraries provide students with rich practice materials and learning paths. Teachers can upload teaching videos, accompaniment tracks and practice tracks through online sharing platforms, and students can learn independently according to their own progress. This flexible learning mode not only adapts to the learning rhythm of different students, but also gives them the opportunity to come into contact with more pop music works of various styles, thereby broadening their musical horizons.

The application of virtual reality (VR) technology in music teaching also has great potential. These technologies can simulate real stage scenes and allow students to practice performance and singing skills in a virtual environment. For example, VR technology can simulate stage lighting and audience feedback, helping students adapt to the tense atmosphere of the performance and improve their stage performance. This immersive experience allows students to feel the singing environment of pop music more realistically, thereby enhancing their understanding and expression of music.

Artificial intelligence (AI) technology is also playing an increasingly important role in pop music teaching. For example, AI can evaluate students' singing level through voice analysis software, including performance in pitch, rhythm, emotional expression, etc. Through data analysis, AI can provide students with personalized feedback to help them find deficiencies and conduct targeted exercises. At the same time, AI can also generate personalized practice suggestions and song recommendations to make students' learning more efficient.

Recording and listening back are important links for students to improve their singing skills. By using portable recording devices or the recording function of smartphones, students can record their own singing, listen to it repeatedly and compare improvements. Teachers can also use these recordings as teaching references to provide students with detailed guidance and suggestions. In addition, high-quality audio processing software can help students adjust pitch and rhythm, intuitively feel their progress, and enhance their confidence and motivation to learn.

The application of cloud technology has enabled pop music teaching to break through the limitations of time and space. Teachers can interact with students in real time through online courses, remote tutoring and cloud resource sharing. No matter where students are, they can communicate with teachers through the cloud platform and obtain the latest teaching resources. This teaching model brings more possibilities to modern music education and provides a broader channel for the promotion and popularization of pop music.

Modern technology is not only an auxiliary tool for teaching, but also an important way to stimulate students' creativity. Through technological means, students can try to re-arrange music, make original music or participate in virtual chorus projects. These practical activities not only improve students' technical abilities, but also allow them to experience the fun of music creation and cooperation in the learning process, thereby further enhancing their love and investment in pop music (Zhang & Wang, 2022).

Main Challenges in Teaching Popular Music Singing Techniques

Teachers face many challenges when teaching pop music singing skills, which involve both the teaching content itself and the differences in the teaching environment and individual students. First of all, the singing skills of pop music are diverse and distinctive in style. Teachers need to master and teach complex skills such as true and false voice conversion, glissando, vibrato, rhythm syncopation in a short period of time, and adjust teaching methods according to different pop music styles. This places high demands on the professional ability of teachers, especially those who mainly receive traditional music education backgrounds, who may need to spend extra time and energy to familiarize themselves with the technical characteristics and singing methods of pop music.

Pop music has a strong timeliness and popularity, which also challenges the speed of teachers' knowledge update. With the continuous changes in music trends, emerging singing styles and techniques emerge in an endless stream. Teachers need to constantly learn and follow up on the latest music trends to

ensure the timeliness of teaching content. If the teaching content is out of touch with the music style that students are currently paying attention to, it may affect students' learning interest and participation.

In the teaching process, individual differences among students are also an important issue that teachers need to face. The singing skills of pop music usually require certain vocal conditions and technical foundations, but the music foundation of high school students is uneven, and some students may have obvious deficiencies in pitch, sense of rhythm or vocal skills. Teachers need to develop personalized teaching plans based on the actual situation of each student, which places higher demands on classroom management and teaching design. In addition, some students may be more introverted in emotional expression or stage performance, which requires teachers to invest more time and energy in the classroom to help students overcome psychological barriers and enhance self-confidence.
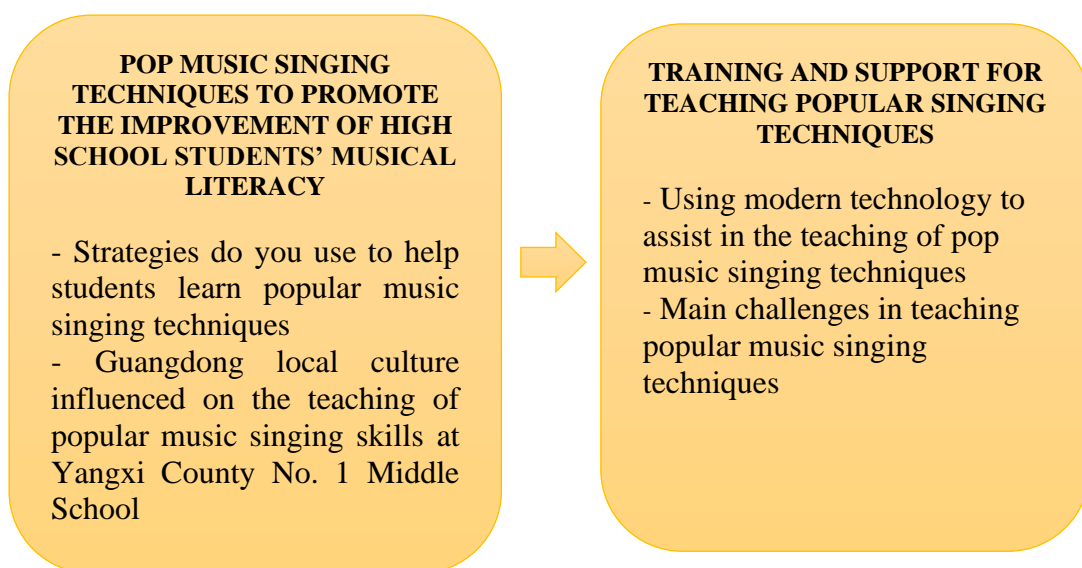
The lack of teaching resources is another important challenge. Compared with traditional music teaching, pop music teaching often lacks systematic teaching materials and teaching reference materials. Teachers need to collect and organize teaching resources on their own, including repertoire selection, accompaniment production and teaching videos. Producing these resources is not only time-consuming and labor-intensive, but also requires certain technical capabilities. At the same time, some schools may lack advanced teaching equipment, such as high-quality sound systems, recording equipment or multi-functional music classrooms, which may limit the effectiveness of pop music teaching (Cao, 2024).

Parents and society's perception of pop music teaching may also become a potential challenge. Some parents may think that pop music lacks the cultural value of traditional music, or worry that pop music has a negative impact on students' academic performance and behavior. Teachers need to spend extra time communicating with parents to explain the significance and value of pop music teaching, as well as its important role in cultivating students' artistic aesthetics, emotional expression and teamwork ability.

In addition, the evaluation system in pop music teaching is still imperfect, which also brings difficulties to teachers. The singing of pop music usually pays more attention to emotional expression and personal style, which are difficult to quantify through traditional scoring standards. Teachers need to explore more scientific evaluation methods that can not only objectively measure students' technical level, but also motivate students to improve their artistic expression and creativity.

In the face of these challenges, teachers need not only to continuously improve their professional abilities, but also to maintain innovation and flexibility in teaching practice. At the same time, schools and educational institutions also need to provide more support for pop music teaching, including resource guarantee, teacher training and the construction of a mechanism for communication between home and school, so as to help teachers deal with these difficulties more effectively and promote the further development of pop music education (Zhou, 2020).

New Knowledges

POP MUSIC SINGING TECHNIQUES TO PROMOTE THE IMPROVEMENT OF HIGH SCHOOL STUDENTS' MUSICAL LITERACY

- Strategies do you use to help students learn popular music singing techniques
- Guangdong local culture influenced on the teaching of popular music singing skills at Yangxi County No. 1 Middle School

TRAINING AND SUPPORT FOR TEACHING POPULAR SINGING TECHNIQUES

- Using modern technology to assist in the teaching of pop music singing techniques
- Main challenges in teaching popular music singing techniques

Figure 1: Impact of Pop Music Teaching in High School Case Study Yangxi County No.1 Middle School, Guangdong, China.

Conclusions

In order to carry out the teaching of pop music singing skills in high school music classes, educators need to start from many aspects and create a learning environment that is both interesting and professional. The design of teaching content should be closely related to students' interests and ability levels. By carefully selecting familiar and favorite songs, complex singing skills can be broken down into easy-to-master parts, so that students can gain a sense of accomplishment and fun in the process of step-by-step learning. The atmosphere

in the classroom is very important. The freedom and individuality of pop music are deeply loved by students. Therefore, teaching should focus on interaction and cooperation. Through group presentations, situational imitations and creative adaptations, students' sense of participation and expression can be enhanced, while helping them express themselves and communicate emotions in music.

The teaching of pop music skills is not only a technical course, but also a way to inspire students to love music and cultivate artistic accomplishment. Educators play the role of a bridge in the teaching process, connecting students' interests, cultural backgrounds and cultural heritage. Musical potential, helping them express themselves through music, understand others, and find lasting passion and motivation in art. By proposing designs and continuous efforts, pop music teaching can not only enrich classroom content, but also leave an inevitable mark in students' growth process.

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