

CONSTRUCTING THE VOCAL POP EXERCISE BOOK FOR THE BEGINNER JUNIOR HIGH SCHOOL STUDENTS AT HENAN EXPERIMENTAL MIDDLE SCHOOL, HENAN PROVINCE, THE PEOPLE'S REPUBLIC OF CHINA

He Jiahui¹, Zhang Yuxin²

Faculty of Music, Bangkokthonburi University¹⁻²
China¹⁻²

Email: 1043181408@qq.com¹,1471082486@qq.com²

Received: February 10, 2025; **Revised:** March 10, 2025; **Accepted:**
August 15, 2025

Abstract

This research aims to study vocal pop music teaching methods and vocal skills for the beginner junior high school students at Henan Experimental Middle School, and to construct the vocal pop exercise book for the beginner junior high school students at Henan Experimental Middle School. The research method was the qualitative research. The sample was the beginner junior high school students at Henan Experimental Middle School. The research tools were: interview form, the vocal pop exercise book for the beginner junior high school students at Henan Experimental Middle School, and verification form. **The results of the study:** (1) The vocal pop exercise book was constructed for the beginner junior high school students at Henan Experimental Middle School, and other three experts were invited to verify the content of the vocal pop exercise book based on the Chinese cultures. The vocal pop exercise book consisted of five parts: The content of popular vocal music workbooks usually includes the basic knowledge of vocal music, basic skills training, singing skills, suitable pieces for the beginner junior high school students and actual operation under the ground of Chinese traditions and beliefs (3) The IOC result of the interview form is 0.901 higher than 0.6. It is permitted for research purpose. And the IOC result of the vocal pop exercise book is 0.868 higher than 0.6. It is also permitted for research purpose.

Keywords: Vocal pop exercise book; Junior high school beginners; Henan

Experimental Middle School; Music culture

Introduction

Vocal training has long been recognized as an essential component of music education, serving as the foundation for developing a singer's technical and artistic abilities. Historically, the practice of vocal training can be traced back to ancient Europe, where it began as a tool for enhancing choral performances in religious settings. Early frameworks were closely tied to liturgical traditions, with prominent figures such as Guido of Arezzo laying the groundwork for systematic music training through the invention of solmization. These early methodologies not only introduced structured pitch identification but also paved the way for the development of solfeggio, sight-singing, and other core music education techniques.

By the 18th century, vocal training underwent significant formalization, particularly with the establishment of conservatories such as the Paris Conservatoire in 1795. These institutions emphasized a comprehensive approach, incorporating vocal agility exercises, rhythmic precision, tonal accuracy, and interpretive skills. The systematic training offered by these conservatories influenced global music education practices, shaping how vocal training was integrated into broader educational curricula. Over time, these methods were adapted to meet the needs of diverse musical cultures and traditions (Chen, 2023). In China, the integration of vocal training into formal education began in earnest during the late Qing Dynasty and the early Republic of China period. Before this, music education was largely informal, rooted in folk traditions, regional operatic styles, and religious practices. The introduction of Western music education, particularly through missionaries and Chinese students returning from studies abroad, marked a significant shift. Early adopters of Western music pedagogy in China, such as Tang Xueyong, brought back principles of solfeggio and sight-singing, which were subsequently integrated into Chinese music education frameworks. (Guo, 2023)

The founding of the People's Republic of China in 1949 ushered in a new era for music education, with a strong emphasis on adapting Soviet pedagogical models. These models prioritized rigorous ear training, sight-singing, and vocal exercises as fundamental components of a music student's education. The 1950s

and 1960s saw the development of systematic curriculum in conservatories, heavily influenced by Soviet Ms. Yang who collaborated with Chinese educators. This period also witnessed the introduction of standardized textbooks and teaching methods that emphasized the scientific and technical aspects of vocal training. However, the Cultural Revolution (1966 – 1976) disrupted the progress of music education in China. During this time, formal music training was severely limited, and many traditional practices were lost or suppressed. It was not until the 1980s, following the resumption of college entrance examinations and the re-establishment of educational norms, that music education began to recover and flourish. The reform and opening-up policy of the late 20th century further catalyzed this development, allowing Chinese educators to draw inspiration from international practices while integrating elements of China's rich musical heritage. Despite these advancements, challenges persist in the implementation of vocal training at the junior high school level in China. Henan Experimental Middle School, a representative institution in Henan Province, exemplifies the difficulties faced by educators in this area. Junior high school students are at a critical stage in their physical and cognitive development, yet the available teaching materials often fail to address their specific needs. Existing resources tend to focus either on advanced techniques suitable for conservatory-level students or on overly simplistic exercises that do not adequately challenge or engage learners. Furthermore, many music teachers lack access to specialized training or resources, making it difficult for them to deliver effective vocal instruction (Li, 2012).

These issues are compounded by broader systemic challenges, such as insufficient class time allocated to music education, a lack of standardized curricula, and the varying levels of musical aptitude among students. As a result, many students miss the opportunity to develop foundational vocal skills, which are essential not only for singing but also for fostering a deeper appreciation of music. The need for a tailored vocal exercise book for junior high school beginners is therefore both urgent and significant. Such a resource would bridge the gap between theoretical knowledge and practical application, providing students with a structured pathway to develop their vocal abilities. It would also support teachers by offering clear guidelines and exercises that align with the developmental stages of their students. By addressing these gaps, this study aims

to enhance the quality of vocal training at Henan Experimental Middle School and contribute to the broader discourse on music education reform in China.

Research Objectives

1. To study vocal pop music teaching methods and vocal skills for the beginner junior high school students at Henan Experimental Middle School.
2. To construct the vocal pop exercise book for the beginner junior high school students at Henan Experimental Middle School.

Literature Reviews

Hua (2021) proposes that junior high school is the primary stage of middle school education in China, which marks the transformation of primary school students into middle school students. However, compared with primary school, there is no great change in ideology, with strong learning psychology and full of curiosity for all new things. The opening of junior high school music courses is not only the need of the country to promote the development of comprehensive quality of sound, body and beauty. At the same time, junior high school music plays a very important role in cultivating students' inspiration thinking, edifying sentiments, optimizing knowledge structure, relieving learning fatigue, etc., which cannot be ignored. However, the effect of junior high school music teaching in China is not optimistic, and the reasons for this are not only from the aspects of teachers themselves, but also from the aspects of teaching strategies. In view of this situation, many junior high school music teachers have taken music effective teaching as an important subject to study.

Luo (2023) believes that junior high school music teaching, as a more important and helpful subject in junior high school teaching, plays an important role in promoting the overall development and improvement of students' comprehensive literacy, so it has been paid more and more attention by junior high school music teachers. The practice of music education system in junior high school music teaching can not only enrich the content of music teaching, but also expand students' musical vision, improve students' interest in music learning, and thus improve the quality of junior high school music teaching.

Li (2012) mentioned the research on the influence of music teaching on the relief of learning pressure. Research by music psychologists has proved that music can bring people happiness, relieve people's worries, adjust people's emotions, and express people's emotions. The reason why music can regulate people's emotions is that when people listen to music, they will produce an emotional response to people's inner heart. Different music also has different emotional characteristics, bringing different emotional reactions to people. Some music passages show happy or happy emotions, while some music shows different reactions of sadness or anger. It makes people appear relaxed, nervous, happy, or worried. Since music has the effect of regulating people's emotions, middle school students who are in adolescence and face great learning pressure can ease their learning pressure with the help of music teaching. Music teaching can indeed relieve learning pressure, so the setting of music course materials at this moment can achieve the goal of relieving learning pressure.

Qin (2022) believes that in exploring the cultivation strategies of aesthetic quality for junior high school music teaching students, teachers should combine teaching materials to dig deep into the aesthetic elements of music, so that students can feel and enjoy the beauty of music and improve their aesthetic potential in music appreciation and comprehensive skill training. At the same time, teachers should lead students to develop their imagination in music, cultivate students' interest in music and noble sentiments, so that students can constantly improve their aesthetic quality in music learning. Yang (2022) Carrying out independent cooperative learning activities in junior middle school music teaching plays an important role in promoting the formation of junior middle school students' good music literacy. Therefore, from the perspective of carrying out independent cooperative learning activities in junior high school music teaching, this paper makes a tentative study on relevant issues, hoping to better promote the improvement of junior high school music teaching efficiency through research.

Music teaching has advantage that other subjects do not have in developing students' intelligence and cultivating their potentials in many aspects. In the traditional music teaching, students learn music entirely on the basis of singing and following, this teaching mode only pays attention to the training of singing skills and skills, but ignores the interest and integrity of music art image, resulting in students learning boring, and gradually students lose interest in

learning. In view of this situation, we should take the cultivation of potential as an important task into music teaching. It emphasizes the role of listening and appreciating in song teaching by emotional and aesthetic education (Ye, 2023). Chen (2023) effectively asks questions for junior high school music classes, which is a teaching technique and also treats art teaching, fully demonstrating the artistry of technology. Through clever design questions, we can create a lively atmosphere in music class and improve teaching efficiency.

How to construct advanced teaching idea of vocal music art. First, we should break the ideological imprisonment of the three traditional singing methods. In teaching, we should combine the reality of students, strive to explore scientific training methods, and teach students according to their aptitude western union. The task of teachers is to help students modify their own voice, cultivate students' singing potential and quality, so that students can sing freely, smoothly, beautiful and beautiful, and must not create voices. The second is to take root in the fertile soil of Chinese national vocal music art. Chinese national vocal music art has a long history, and the theory of vocal music art is becoming more and more perfect and systematic. Teaching singing should first look at the basic conditions of the students, emphasizing the teaching of correct singing methods and breathing methods. Chinese Peking Opera singing, unified voice area, words and intonation, can not only be graceful like a song, but also can express the tragic emotion. Especially when singing high notes, it is strong and penetrating, and the high notes can be sung to the c-e of the small word three group, or even higher. Whether this singing method and its training method can be used for reference in Chinese vocal music singing training is indeed worth thinking and studying. Third, teacher should learn from the advanced experience of western singing. The structure and principle of the human vocal organ are the same, and absolutely no singer has one more or one less part of the vocal organ than anyone else. So, whether it is Chinese or Westerners, there are commonalities in voice training, there is a place to learn from each other. Western singing style has a long history. Apart from the differences in language and music style, it is worth learning from us in voice training methods and sound aesthetics. In the past, some people said that the western singing style has a loud, broad and thick sound, and has a strong drama, which is not suitable for displaying Chinese national vocal music works. In fact, the Chinese vocal music art also requires the sound of bright, strong, strong, broad, some of the north of China's national character rough, bold, unrestrained,

passionate, sincere, just can be used in the western singing style of some unique sound quality to express our music (Fang, 2020).

How to learn from the advanced experience in western singing, the combination of China and the West, to reach the purpose of developing our vocal music art, our ancestors and the majority of vocal music workers have made a long-term, hard and unremitting exploration, but also summed up a lot of rich experience, generally speaking, nothing more than two aspects: On the one hand, in the vocal music teaching, according to the characteristics of students' voices, teaching students according to their aptitude, widely learn the advanced training methods of western singing. The second aspect is how to apply the perfect, well-trained voice to the singing of different styles of Chinese works (Hua, 2021). Li (2021) believes that the current development of junior high school music teaching in China is not perfect enough, and all aspects of work in China cannot reach the international standard level. It is believed that in the future, Chinese educational researchers must constantly improve and improve in the concrete practice, so as to promote the music teaching of Chinese teenagers in junior middle school to gradually mature. Tan (2022) believes that music is very important in people's life. Especially pop music, a good pop music will not only make people happy, but also increase people's music literacy. Junior high school is an important period for learning music, so the introduction of pop music is also crucial in junior high school music teaching. The introduction of pop music not only makes students interested in music, but also achieves the teaching purpose of teachers.

Yu (2024) proposed that in order to promote teacher-student interaction in junior middle school music teaching, teachers should appropriately change their teaching protagonists and stop being the dictators in the classroom. To improve the status of junior middle school students in music class and establish equal and harmonious relationship between teachers and students is conducive to the simplicity of classroom teaching atmosphere. Students can learn happily, so that teachers can teach efficiently. Using teacher-student interaction to highlight the characteristics of music is conducive to the improvement of students' musical learning and the realization of teaching objectives. The implementation of cooperative learning in junior middle school music teaching has important benefits, it can promote the development of students' subjectivity, help students to form good feelings and values, and also help students to

naturally acquire music language. In the actual teaching process, teachers should be good at grasping the strategy and application skills, fully understand the connotation of cooperative learning, constantly strengthen students' sense of participation, and at the same time make a reasonable evaluation of students' music learning results, constantly stimulate students' interest in learning, and promote the vigorous development of junior middle school music teaching (Zhao, 2022). Teachers and students, as knowledge providers and comprehenders, must form a harmonious and effective teaching atmosphere in order to achieve the ideal effect of teaching. Let the students listen more and sing more, let the students learn music, understand music, feel music, and express music in the music environment, and truly give the students a stage to show, an opportunity to exercise, and a successful experience, so that the students' music learning tends to be enthusiastic, happy, profound and solid (Zhao, 2021).

Research Methodology

The research title on "Constructing the vocal pop music exercise book for the beginner junior high school students at Henan Experimental Middle School, Henan province". It details the population, sample selection, data collection, and analysis procedures. Qualitative research in Henan Experimental Middle School, Henan Province. **Key informants** 1) Senior teacher or intermediate teacher title. 2) Extensive vocal performance experience in Henan Province. 3) More than 10 years of rich experience in middle school vocal music teaching in Henan. **Research Tools** use the interview questions include the basic skills of pop vocal music that junior high school students should master in correct vocal music practice, the teaching methods adopted by junior high school classroom teachers at present, good vocal music practice content and curriculum design for junior high school students, and the problems and help that junior high school students most often encounter in practice. the expert evaluation of the "The Index of Item-Objective Congruence", the items whose score is below 0.6 are modified, and the content is modified. Based on expert advice until the assessment is passed. The research invited three experts to perform IOC and use IOC to evaluate interviews and exercise books. **Data Collection** through literature review and field visits to schools, meet with school leaders, introduce research objectives and plans, and get initial feedback. In

addition, key informants and test classes were identified based on the leader's recommendation, develop a exercise book through interviews with key information providers. Conduct experiments with the instructions, observe the performance of the experimental students, and revise the instructions repeatedly, data was collected after completion of coursework, practice and achievement tests. **Data Analysis:** Qualitative data analysis focuses on understanding and interpreting verbal or textual data and strongly supports the conclusions drawn from the study, and descriptive analysis was used to explain the information of three key informants.

Results

The conclusion from the interview: In vocal music teaching, for the beginner junior high school students, intonation exercises and rhythm exercises are the key to cultivate the sense of pitch and rhythm. The teaching program should pay attention to basic training, stimulating interest, personalized teaching and diversified evaluation.

For the beginner junior high school students, intonation practice and rhythm practice are important components of vocal music learning. These methods can systematically improve their sense of pitch and rhythm, and lay a solid foundation for further vocal music learning. Intonation exercises can be performed by singing scales, practicing interval hopping, and imitating. These activities train the ear's sensitivity to pitch and sound control. Meanwhile, rhythm practice can be strengthened by beating the rhythm, practicing with the metronome and singing songs of different rhythm types, so as to improve students' sense of rhythm.

When designing the practice course of the beginner junior high school students, we should pay attention to the gradual transition from basic to advanced. Combining a variety of teaching methods and practical activities to adapt to different levels of complexity of music, to ensure that students can constantly improve their vocal music level and music literacy in practice. Basic training is indispensable, it provides students with the necessary vocal skills and theoretical knowledge, and lays a solid foundation for the subsequent study.

In addition, the design of teaching programs should also focus on stimulating students' interest. Through a variety of teaching content and activities, such as group cooperation, role playing, etc., students learn in a relaxed and pleasant atmosphere, so as to maintain positive learning motivation. Personalized teaching is also the key, according to the characteristics and needs of different students, develop personalized teaching plans, so that each student can progress at their own pace. When evaluating students' progress and skills, a variety of methods should be used, including modeling tests to evaluate intonation and rhythm, listening carefully to students' singing, and paying attention to students' performance during music learning. The comprehensive application of these methods can help teachers fully understand the progress and skills of students, so as to adjust the teaching strategy and further improve the teaching effect.

To sum up, for the beginner junior high school students, intonation practice and rhythm practice are the key to cultivate the sense of pitch and rhythm. The teaching program should focus on basic training, stimulating interest, personalized teaching and diversified evaluation to ensure that students can achieve good results in vocal music learning.

The conclusion from the vocal pop exercise book: The vocal pop exercise book usually consists of five parts: The basic knowledge of vocal music, basic skills training, singing skills, suitable pieces for the beginner junior high school students and actual operation. Here is a detailed explanation of these sections.

The basics of vocal music have three exercises, this part mainly introduces the principle of sound production, such as the relationship between vocal cord vibration and air flow, and the factors that affect sound timbre and volume. At the same time, it will also explain the classification of sounds to help practitioners better master their own vocal range and lay a solid foundation for subsequent training. Basic skills training is an important part of the vocal pop exercise book. It includes vocalization exercises, breathing exercises, tongue, jawbone and soft palate relaxation exercises, etc., aimed at improving the voice quality and timbre expression of the practitioner. In addition, it also includes scale exercises, interval exercises and timbres exercises, which help

practitioners to better grasp and control their own voice. And the singing skills covers breath control, vocal skills, vocal range transfer skills and trill skills. Mastering these skills is essential to improve the stability and freedom of singing. In addition, it may include empathy skills, that is, how to convey emotion through voice to make singing more delicate and moving.

Suitable pieces for the beginner junior high school students have five exercises, including these five songs: "Rice Field", "Daylily Flower", "Ten Years", "Fairy Tale" and "Forget Love Potion". According to the characteristics and needs of the beginner junior high school students, the vocal pop exercise book will provide a series of suitable songs to practice. These pieces may cover a variety of styles and difficulties to meet the needs of the beginner junior high school students of different levels. By practicing these pieces, the beginner junior high school students can gradually improve their singing skills and stage performance. Actual operation may include performance training and concerts. Through acting training, the beginner junior high school students can learn how to confidently present themselves on stage, how to interact with the audience and more. The concert is a chance to show their learning achievements, but also an important way to test their singing level.

Discussions

For beginners in junior high vocal music, intonation practice and rhythm practice are indeed the key to cultivate the sense of pitch and rhythm, and the teaching program should pay attention to basic training, stimulating interest, personalized teaching and diversified evaluation. In vocal music teaching, for junior high school students who have just learned vocal music, intonation exercises and rhythm exercises constitute an important part of their vocal music learning. These practice methods can systematically improve students' sense of pitch and rhythm, and lay a solid foundation for subsequent vocal music learning. In terms of intonation practice, students can train their ears' sensitivity to pitch and enhance their ability to control sound by singing scales, practicing hopping intervals and imitating them. These activities not only help students become familiar with the relationship between different pitches, but also improve their ability to perceive and respond to small changes in pitch .

At the same time, rhythm exercises are equally important. Students can

strengthen their sense of rhythm by beating rhythms, practicing with metronomes, and singing songs of different rhythm types. These exercises can improve students' rhythm perception and expression ability, so that they can grasp the rhythm of music more accurately when singing. When designing the practice course for junior high vocal music beginners, teachers need to pay attention to the gradual transition from basic to advanced. Combine a variety of teaching methods and practical activities to adapt to different levels of complexity of music, to ensure that students constantly improve their vocal music level and musical literacy in practice. Basic training is essential, it provides students with the necessary vocal skills and theoretical knowledge, and lays a solid foundation for the subsequent study. In addition, stimulating students' interest in learning is also an important part of the teaching program. Teachers can use rich teaching content and activities, such as group cooperation, role playing, etc., to make students learn in a relaxed and pleasant atmosphere, so as to maintain positive learning motivation. Such teaching methods can not only increase students' participation, but also enhance their learning experience, making vocal music learning more interesting and effective. According to the characteristics and needs of different students, teachers should develop personalized teaching plans, so that each student can progress at his own pace and way. This includes adjusting the difficulty and content of exercises to the student's level of pitch and rhythm, as well as providing targeted guidance and feedback. When assessing students' progress and skills, teachers should employ a variety of approaches, including mock tests to assess intonation and rhythm, listening carefully to students' singing performance, and focusing on students' overall performance during music learning. The comprehensive application of these methods can help teachers fully understand the progress and skill level of students, so as to adjust teaching strategies and further improve teaching effectiveness. The content of the vocal pop exercise book is comprehensive and systematic, designed to help practitioners, especially the beginner junior high school students, gradually improve their singing skills and stage presence.

The basics of vocal music mainly introduce the principle of vocalization, such as the relationship between vocal cord vibration and air flow, the factors affecting sound timbre and volume. This is fundamental to understanding sound production and control. At the same time, this part will also explain the classification of sounds, to help practitioners better grasp their own vocal range, to lay a solid foundation for subsequent training. This section usually consists of

three core exercises designed to give the practitioner a theoretical understanding of the fundamentals of vocal music. The basic skills training is an important part of the vocal pop exercise book, which includes vocal exercises, breathing exercises, tongue, jaw, soft palate relaxation exercises and so on. These exercises are designed to improve the voice quality and timbre expression of the practitioner, making the voice more clear and powerful. In addition, the basic skills training also includes scale exercises, interval exercises and timbres exercises, which help practitioners better master and control their own voice, laying the foundation for the improvement of singing skills.

The singing skills covers breath control, vocal skills, range transfer skills and trill skills. These skills are essential to improve the stability and freedom of singing. After mastering these techniques, the practitioner will be able to use the voice more freely and express the emotion in the song. In addition, it may include empathy skills, that is, how to convey emotion through the voice to make the singing more delicate and moving. This is the key to improve the performance and appeal of singing. In the original article, these songs cover a variety of styles and difficulties to meet the needs of the beginner junior high school students at different levels. By practicing these pieces, students can gradually improve their singing skills and stage presence. The selection of these pieces should take into account the age, psychological characteristics and singing ability of students to ensure that they are both challenging and stimulating the interest of the practitioners. Actual operation may include performance training and concerts. Through acting training, junior high students can learn how to confidently present themselves on stage, how to interact with the audience, etc. This is an important part of applying the singing skills learned to the actual performance. The concert is a chance to show their learning results, but also an important way to test their singing level. By attending concerts, junior high school students can accumulate stage experience, improve their self-confidence and performance.

New Knowledges



Figure 1: vocal pop music teaching methods and vocal skills for the beginner junior high school students at Henan Experimental Middle School.

Conclusions

The vocal pop exercise book was constructed for the beginner junior high school students at Henan Experimental Middle School. And other three experts were invited to verify the content of the vocal pop exercise book and the vocal pop exercise book consisted of five parts: The content of popular vocal music workbooks usually includes the basic knowledge of vocal music, basic skills training, singing skills, suitable pieces for the beginner junior high school students and actual operation. The results of the interview form = 0.901 higher than 0.6., it is permitted for research purpose and the result of the vocal pop exercise book is 0.868 higher than 0.6., it is also permitted for research purpose.

Suggestions and Recommendations

Recommendations for this research

1. The vocal pop exercise book for the beginner junior high school students mainly includes paying attention to basic training, avoiding blind imitation, strengthening musical literacy and practicing step by step.
2. Pays attention to basic training. The vocal pop exercise book for the

beginner junior high school students usually contains basic vocal training content such as relaxation training, breath training, bounce training and vocal area training.

3. avoid blindly imitating. There are many different styles and singers in pop vocal music, but the beginner junior high school students should avoid blindly imitating others' timbre and singing style when practicing.

4. to strengthen music literacy. Vocal music is not only a technique, but also an art. The beginner junior high school students should pay attention to strengthen the cultivation of music literacy when learning pop vocal music.

5. Starting with simple vocal exercises, it gradually transitioned to complex singing and stylized singing. In the process of practice, we should carefully distinguish the correctness of the voice, and use our brains to understand the feeling of the voice, so as to consolidate the correct voice technology.

Recommendations for Future research

1. The suggestions for the future development of the beginner junior high school students in the vocal pop exercise book mainly include: Pay attention to basic skills training, avoid blind imitation, strengthen music literacy, make learning plans and maintain a positive attitude.

2. Basic skills are the cornerstone of vocal music learning, especially important for the beginner junior high school students. Through the exercises in the vocal pop exercise book, students should focus on the training of basic skills such as breathing techniques, vocal position, and voice control.

3. In the process of vocal music learning, students should avoid blindly imitating others' timbre and singing style. Everyone's voice is unique, and students should gradually find their own timbre and singing style through the exercises in the vocal pop exercise book.

4. Vocal music is not only a skill, but also an art. accurately expresses the emotions and artistic conception of songs.

5. Learning vocal music is a long and continuous process. The beginner junior high school students should develop a detailed learning plan, including daily learning time and content, to ensure systematic and organized learning.

References

Chen, X. M. (2023). **Practice of vocal training in Junior high school music Teaching.** Drama Home, pp. 02-20.

Dang, A. M. (2019). **Exploration and Improvement Strategies of singing teaching for junior high school students.** Journal of the Music of the North, (1).

Fang, J. W. (2020). **Research on effective strategies of junior high school vocal music teaching.** Journal of the sound of the Yellow River, (3).

Fang, M. N. (2023). **Research on vocal music teaching Strategies in Junior Middle School music Classroom.** Proceedings of 2023 International Academic Forum on Education and Teaching (1), pp. 01-05.

Gao, Y. (2023). **Significance and Methods of micro-lessons in Junior high School music Vocal music teaching.** New Curriculum Research, 09-11.

Li, Y. (2012). **Special Education in Special Period -- A discussion on junior high school students' vocal music teaching.** Friends of Students (Junior and middle school edition), (4).

Luo, W. Y. (2023). **Exploring the importance of vocal music Practice in Vocal music Teaching.** Examination Weekly, pp. 08-30.

Qin, X. B. (2022). **Research on vocal music teaching practice of voice protection for junior high school students in the period of voice change -- A case study of Leshan Experimental Middle School.** Sichuan Conservatory of Music Press.

Tan, H. (2022). **Discussion on vocal vocal training in junior high school music teaching.** Tutorial for middle school students, pp. 12-01.

Yang, C. (2022). **Research on vocal vocal training methods in junior middle school music teaching.** Tian Tian Love Science (Teaching Research), pp. 08-05.

Yu, M. Z. (2024). **The development path of vocal training in junior high school Music teaching.** Zither boy Press.

Yu, X. Q. (2023). **On the application of piano Impromptu accompaniment in junior middle school music Teaching.** Contemporary Family Education, pp. 03-15.

Zhao, B. & Zhu, Y. J. (2022). **Basic Vocal music course for drama, film and television.** Chongqing University Press, p. 01.

Zhao, D. (2022). **Application of vocal training in junior high school music**

teaching. New Curriculum, pp. 06-08.

Zhao, F. F. (2021). **How to assist vocal music art teaching through micro-lessons in junior middle school music.** Drama House, 09-28.

Zhang, G. F. (2024). **Application of vocal music training in junior high school music teaching.** Academy Press, 01.

Zhang, N. (2022). **Exploration of the application of vocal music teaching art to junior high school music teaching.** New Wisdom, 03-20.