The Combination of Traditional Vocal Music Teaching and Vocal Mooc in Art Colleges and Departments in Hunan Province, China

Pengpeng Li[1] and Sarana Photchanachan[2]

[1,2]School of Management, Shinawatra University, Thailand

E-mail: [1]sarana.p@siu.ac.th, [2]Lpp168@126.com

Abstract

This paper studied the combination of vocal music teaching and vocal music MOOC online teaching in art departments of Hunan colleges and universities. Relevant data and empirical evidence of traditional vocal music teaching as well as teaching vocal music MOOC network platforms were explored. The junction between the two was then sought and proposed a possible construction model of the integration between vocal music MOOC and traditional vocal music teaching through proof-of-concept. This study was mixed research (qualitative and quantitative) to obtain information on the current state of learning of vocal students using various methods, including literature integration and analysis, historical review of vocal music teaching, teacher-student interviews, and coaching observations.

The research results showed that vocal music MOOC and traditional vocal music teaching courses were widely accepted and recognized. The difference between the two was that the first was face-to-face teaching between teachers and students and the other was online teaching. However, although vocal music Mooc had an incomparable pedagogical advantage, in view of the teaching of vocal music, traditional vocal music teaching remains dominant in the colleges of vocal art.

Keywords: Vocal Music Teaching; Vocal MOOC Combination; Art College and Department

Introduction

In China, MOOC also attracts much attention. Prestigious Chinese universities including Peking University, Tsinghua University, Shanghai Jiao Tong University, and Fudan University have offered more

than 100 online courses to the world using the MOOC platform. Together with the world's leading universities, they have built one of the world's largest networks of online learning courses (Wang Jianguo, 2018). The development of MOOCs, which fills universities with excitement and challenges, is a dividing point in the process of exploring the application of Internet education. Before MOOC, online education focused on the content level of open courses; later on, MOOC began to explore a new university curriculum organization and implementation model under the background of an open Internet and took this opportunity to change the deeply rooted traditional classroom organization and management model (Liu Hao, 2014).

Research Purposes

By looking up the relevant literature, this paper objectively and truthfully reflects the problems existing in the traditional vocal music teaching and vocal music MOOC network platform teaching in Hunan colleges and universities, and puts forward the overall conception and feasible research scheme through the questionnaire investigation and analysis of teachers and students, relevant managers and social vocal music enthusiasts in the art departments of colleges and universities, and then referring to the existing research results (Kang Yeqin , 2014).

Based on the vocal music teaching in theory and practice of art departments in colleges and universities, this paper summarizes the relevant data and empirical data of traditional vocal music teaching and vocal music MOOC network platform teaching finds out the connection points between the two, and studies the exploration path of the combination of vertical and horizontal, macro and micro, and probes into the development of vocal music MOOC and the practical value and innovative development of vocal music MOOC. The advantages and inverse trend of traditional vocal music teaching, the comparison, and combination of vocal music MOOC and traditional vocal music teaching are put forward, and the feasible research scheme is put forward (Zou Xia.,2016).

By promotion and dissemination of vocal music MOOC and traditional vocal music teaching in the art departments of colleges and universities in Hunan Province and the social private teaching institutions, this paper studies and develops the vocal music MOOC and traditional vocal music teaching in China from the theoretical and practical aspects (Chen Guodong, 2013).
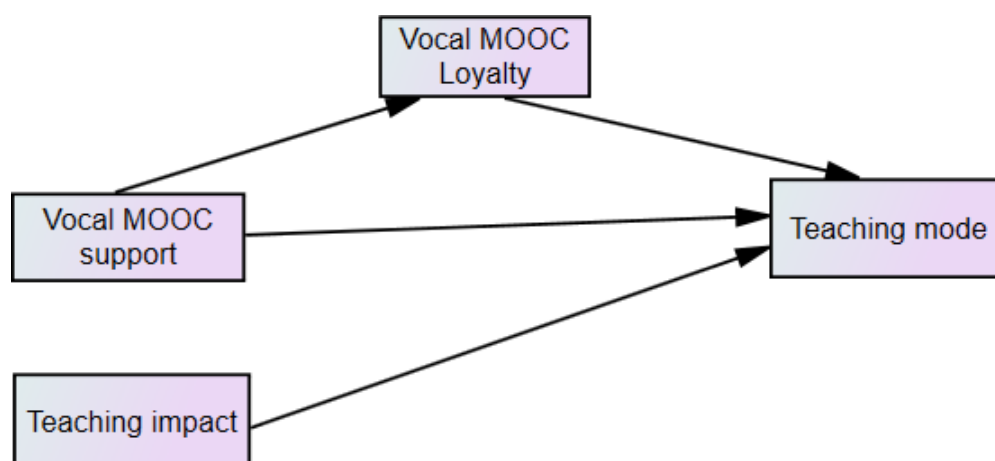
Conceptual Framework

Figure 1 Conceptual framework from original research

The independent variables of this study are vocal MOOC support and teaching influence. Vocal MOOC support includes abundant teaching resources, high classroom efficiency, and convenient MOOC learning. The degree of support of vocal MOOC directly affects the loyalty of vocal MOOC; teaching influence mainly refers to the different teaching methods of traditional vocal music teaching and vocal MOOC.In addition, the choice of learning content between traditional vocal music teaching and vocal MOOC will have an impact on vocal music teaching, and the magnitude of influence will have a direct or indirect impact on the dependent variable teaching mode (Jiang Mengjiao, Zou Xia, 2014).

The intermediate variable of this research is the loyalty of vocal MOOC, which includes the good experience of vocal MOOC learning, the recognition of traditional vocal music teaching and vocal MOOC, the convenience and practicality of vocal MOOC learning, and the recommendation to friends or peers to learn together, etc (Hu Fang, 2019). There is a proportional relationship between vocal MOOC support and vocalMOOC loyalty. The higher the support of vocal MOOC, the higher the loyalty of MOOC. The loyalty of vocal MOOC directly affects the dependent variable. The dependent variable of this research is the teaching mode, which mainly refers to the combined mode between traditional vocal music teaching and vocal music MOOC (He Bin, Cao Yang , 2015).

Research Methodology

Population and Sample

Taking into account the situation in the research area of this article, the final sample number of this study is 900, including 450 questionnaires issued by undergraduate and graduate vocal music

students from art schools and departments in Hunan Province; vocal music teachers from art schools and departments in Hunan Province issued questionnaires (Wang Yuxun., 2018). A comprehensive questionnaire was conducted based on the above respondents' professional learning experience, type, grade, title and position, attitudes towards vocal MOOC and traditional vocal teaching learning, feelings of the two modes of learning, relevant suggestions and other information Investigation and collection. Research Results and Discussion (Zeng Jing, 2014). In order to conduct in-depth quantitative and qualitative analysis, this article conducted the following two types of questionnaire surveys:

First, Questionnaires related to vocal music classes in Hunan Province. Second, In-depth interviews with experts.

Research results with Conclusion and Recommendation

1. Summary of sample and variable analysis.

Through frequency analysis, this study found that both vocal music MOOC and traditional vocal music teaching courses are widely accepted and recognized by the public. There are certain differences between these two teaching modes. One is face-to-face teaching between teachers and students, and the other is online teaching (Zhang Tianhui, Li Qiaowei, 2019). However, although vocal music MOOC has incomparable advantages in teaching, in view of the particularity of vocal music teaching, traditional vocal music teaching still dominates in the vocal teaching of art colleges.

In the descriptive analysis above, the relevant variables of this study scored higher. Teaching mode, vocal MOOC support, vocal MOOC loyalty, and teaching influence were 3.0007, 3.0403, 2.8659, and 2.9921, respectively, with scores exceeding 2.5, indicating that the overall sample has support for traditional vocal music teaching mode, vocal MOOC support, vocal MOOC loyalty, and teaching influence has a high degree of recognition (Feng Shanshan, 2017).

According to the conclusion, it is not difficult to know that as a new type of teaching mode, vocal music MOOC is recognized and accepted by the public. At the same time, vocal music

MOOC will also have an impact and influence on traditional vocal music classes. Secondly, according to the phenomenon of "fewer teachers and more students" in college art schools, this teaching model is bound to become a reasonable solution.

From the previous cross-tabulation and chi-square test, it can be seen that there is no statistical difference in the vocal MOOC data in terms of occupation, gender, age, educational background, graduate school type, course type, etc., that is, the sig value is greater than 0.05. At the same time, in the vocal MOOC, occupation, gender, age, educational background, type of graduate school, course

type, whether to understand the proportion of vocal MOOC and traditional vocal music courses is about 50%, there is little difference between the two.

It can be seen that although vocal music MOOC is recognized by the public with its advantages and has a certain impact on traditional vocal music teaching, it still cannot completely replace traditional vocal music teaching. Traditional vocal music teaching still occupies a certain leading position, and the development of vocal music MOOC conforms to the trend of the times. It is the product of the development of social science and technology and the progress of the Internet, and it is reasonable (Fan Yunfeng, 2017).

Through the correlation analysis of the variables in this study, it was found that the correlation coefficient was between 0.553 and 0.614, and passed the significance test of 0.01. It shows that there is a significant positive correlation between teaching mode, vocal music MOOC support, vocal music MOOC loyalty and teaching influence. The greater the support and loyalty of vocal music MOOCs, the more extensive the influence on traditional vocal music teaching. Vocal music MOOC teaching mode will also become a reasonable solution to solve the problem of fewer teachers and more students in art departments of colleges and universities.

In the regression analysis above, a regression model with vocal music MOOC support and teaching influence as independent variables and teaching mode as dependent variables was established. As can be seen from the table, the adjusted R square of the model is 0.416, indicating that the model fits well.

According to the results of variance analysis of regression fitting process, the F value of the model is 295.894, and the significance probability is less than 0.05, indicating that there is a linear relationship between the dependent variable and the independent variable. According to the coefficient table, vocal MOOC support has a significant positive effect on the teaching mode (β = 0.19, Sig < 0.05); Teaching influence had a significant positive effect on teaching mode (β = 0.185, Sig < 0.05).

The teaching mode that combines vocal music MOOC and traditional vocal music teaching is a new type of teaching mode, which is positively influenced by the support of vocal music MOOC. At the same time, the development of vocal music MOOC has had a certain impact on traditional vocal music classes and prompted the reform of traditional vocal music teaching models.

Quantitative result analysis. In order to further explore the relationship between variables, based on the population and samples of this study, the percentage of related variables is calculated through the questionnaire scale to express the overall score of this variable for analysis. In the teaching model, 16.2% and 32.4% agree with "Vocal music group lessons and vocal big lessons in colleges of

Art and universities", 22.5% agree with "general", and 26.2% and 2.7% disagree with and strongly disagree, respectively, indicating that colleges and universities The teachers and students of the art schools do not have high recognition of vocal music group lessons and vocal big lessons in and even have a psychology of rejection; in the "group teaching, hierarchical teaching after evaluation", the recognition is still high, 46.1% and 47.9% respectively， 6% agree with "general". In terms of "group courses for general courses and "one-to-one" teaching for professional courses", the approval ratings are 50.6% and 40.4%, the average is 7.8%, and the disapproval is 1.2%;In "After the comprehensive examination is divided, outstanding students adopt "one-to-one" teaching", with 38% and 48.3% agreeing, 11.4% for the average, 1.7% for the disapproval, and 0.6% for the very disapproving; from the above percentages, The general recognition is still relatively high.In terms of "Vocal music MOOC concentrated learning is more atmosphere than scattered free learning", the agreement is 38.1%, 51.5%, the average is 3.1%, and the disapproval is 7.3%, indicating that in the case of high recognition, Some students still disagree with the centralized learning of vocal MOOCs. Because of the convenience and maneuverability of MOOC learning, some students like to learn in a scattered way. In terms of the degree of support for vocal MOOCs, 12.8% and 32.1% agree with the option of "You are familiar with and have studied vocal music MOOCs", generally 35.2%, and 19.9% disagree, It shows that students of vocal music majors in art colleges and departments do not know much about vocal MOOCs, and some students may not have been exposed to vocal MOOCs; In the option of "You support online vocal music platforms, and you think MOOCs are becoming more popular",the agreement is relatively high, 41.5% and 44.3% respectively, 9.8% agree with "general" and 3.3% disagree and strongly disagree1.1%; it shows that most teachers and students like and support vocal music MOOC, but there are still a small number of students who do not support the online teaching of vocal music class online platform; In the option of "You agree to introduce vocal music MOOC teaching in the School of Music (Art)", the approval ratings are 24.5% and 54.8%, the average is 14.2%, and the disapproval and very disapproval are 4.6% and 1.9%, judging from the percentage of statistics, most of the vocal music majors agree and support the interspersed vocal MOOC teaching in the School of Music (Art), and a few students do not support or oppose interspersed vocal MOOC teaching; On the option of "You agree to offer a vocal music MOOC course at the College of Music (Art)", the approval rate is 16%, 30%, the average is 51.5%, the disagreement is 1.5%, and the very disagreement is 1%;It shows that the teachers and students of the School of Art are still interested in traditional vocal music teaching, but they can accept and do not reject the vocal music MOOC, and a small number of students do not support the opening of vocal music MOOC courses in the School of Music (Art);In the option of "You

agree to offer vocal MOOC elective courses in other colleges", the approval ratings are 24.5% and 54.8%, the average is 22.4%, the disagreement is 3.7%, the very disagreement is 0.8%,In the case of a high degree of recognition, the percentages of "general" and "disagree" are also larger. In view of the convenience and maneuverability of vocal MOOC learning, it is completely feasible to open vocal MOOC elective courses in other colleges. However, because the particularity and abstractness of vocal music teaching makes it difficult to understand the abstract teaching content without the guidance of vocal teachers on site.

Regarding the loyalty of vocal music MOOCs, in the option of "in the future, you will often use vocal music MOOCs for learning/teaching", the approval ratings are 37.3%and 51.1%, the average is 22.4%, the general is 10.7%, and the disapproval rate is 0.9%. The high approval rate indicates that the teaching influence of vocal music MOOC is great, and it has a general effect in vocal music teaching. Of course, there are a few teachers and students who maintain "general" and "disagree" opinions.This part of teachers and students may be more enthusiastic In traditional vocal music teaching, or do not have a deeper understanding of vocal music MOOC; In the option of "In the future, you will recommend your friends to study vocal music MOOCs", the approval ratings are49.7% and 47.4%, the average is 2.9%;the approval rate is very high, indicating that the teachers and students of the college of art have a positive attitude towards vocal music. The MOOC-like learning has a high degree of support, and the vocal MOOC has formed a good influence and a high degree of support in the society. In short, the loyalty of vocal MOOC is positively related to the support and teaching influence of vocal MOOC. The greater the support and teaching influence of vocal MOOC, the higher its loyalty. In terms of teaching effect, 46% and 49.8% of the options that agree with "Vocal music MOOC promotes the teaching of vocal music teachers", and 4.2% hold the "general" opinion, indicating that vocal music MOOC learning is not inconsistentwith traditional vocal music teaching, on the contrary, There is a promoting effect between the two; In the option of "In the option of "Compared with traditional vocal music teaching, you prefer MOOC courses", the approval rate is 5.9%, 20%, 31.9% hold "general" opinions, and "disagree" and "very disagree" opinions Is 40.6%, 1.6%, Traditional vocal music teaching has formed a systematic scientific teaching system through long-term practice and teaching accumulation; traditional vocal music teaching in China has achieved impressive results based on "Western" and based on "tradition". Traditional vocal music teaching, It has been deeply rooted in the hearts of the people. Although the convenience and manipulability of vocal music MOOC learning are unmatched by traditional vocal music teaching, it cannot change the dominant position of traditional vocal music teaching in the minds of teachers and students. In the option of "thinking that vocal music

MOOC is more effective than traditional vocal music teaching", the approval rate is 7.5%, 13%, 44.5% hold "general" opinion, and the proportion of "disagree" and "strongly disagree"26% and 9%, Indicating that the teaching of vocal music art is unique and practical. Although vocal music MOOC has many advantages in teaching, there are two sides to everything. Vocal music MOOC, as a new online teaching model, also has many shortcomings, such as teaching singing Distorted voice, lack of face-to-face communication between teachers and students, etc. Therefore, this option has a higher ratio of "general" and "disapproval". In the option of "Vocal music MOOC has an impact on traditional vocal music teaching", the approval ratings are46%and 52%, and the "general" opinion is 2%.It shows that traditional vocal music has accumulated more scientific research and teaching results in the long-term teaching process. However, with the development of science and technology and the reality of "fewer teachers and more students", its shortcomings have also been highlighted. The emergence of MOOC Traditional vocal music teaching has injected new blood, and the convenience and maneuverability of vocal music MOOC have been loved by the majority of vocal music learners, which has promoted the reform and innovation of traditional vocal music teaching.

In the statistical table of 15 expert interviews, for the 10 questions mentioned, the experts agree with the questions at a high rate and basically agree with the 10 viewpoints designed in this research. However, on individual questions, some experts hold different views.

Regarding the view that "Undergraduate vocal music major courses are based on "one to one" small lessons, group lessons or vocal large lessons.", the approval rate is 33%, 47% ; 13% hold "general" opinion, and 7% of those who hold "disagree" opinions. In view of the problem that vocal music majors of undergraduate students in art colleges and universities are set up vocal music group lessons or vocal big lessons in lower grades, and divided into "one-to-one" small lessons in higher grades, most experts agree with the opinion, while a few experts disagree.

On the point of view of "in addition to implementing the "curriculum reform" for the problem of 'fewer teachers and more students,' we also combine multimedia to assist teaching', The approval rate was 27% and 53%, and the "general" attitude was 20%. There was no "disagreement" opinion, indicating that the opinions of the experts were basically consistent on this point of view.

Regarding the viewpoint of "using the advantages of MOOC to promote the reform of traditional vocal music teaching", the approval rate was 20% and 47%, 20% held the "general" attitude, 6.5% held the "disapproval" opinion, and expressed the "opposition" opinion. The ratio of vocal music MOOC is 6.5%, indicating that the advantages of the vocal music MOOC platform attract many vocal music

learners. Most experts believe that the advantages of vocal music MOOC can be used to promote the reform of traditional vocal music teaching, and a few experts hold different opinions.

In terms of "art schools and departments use the advantages of traditional vocal music teaching and MOOC for teaching and management" and "establishing systems for vocal teaching evaluation, classroom information feedback, questionnaires, and final assessments for management", the agreement rate, they are (40%, 47%) and (27%, 53%), 13% and 20% hold "general" attitudes, respectively. There is no "disapproval" opinion. The opinions of experts are basically the same. It can be seen that the University Art Academy,The importance of professional teaching and management of the department.

Regarding the viewpoint of "establishing student management and supervision strategies for vocal music teaching and MOOC learning", the approval rate was 20%, 47%, 26% held "general" attitude, 7% expressed "opposition" opinion, and most experts It is believed that the time for vocal music teaching and MOOC online learning should be reasonably arranged, traditional vocal teaching as the "mainstream" and MOOC learning as the "assisted" teaching model, and a student management and supervision strategy that combines the two should be established. A few experts oppose it.

On the view that "art colleges and departments are based on traditional vocal music teaching, and make full use of the convenience and maneuverability of MOOC to serve vocal music teaching", the approval ratings are13%and 60%, and the "general" opinion is 20%.7% of those who hold "disapproval" opinions. Most experts believe that it is necessary to make full use of the advantages and highlights of traditional vocal music teaching and vocal music MOOCs to serve the vocal music teaching of art colleges. A few experts hold "disapproval" opinions.

In the view of "the art schools and departments have problems such as' fewer teachers and more students', adopting the form of' curriculum reform' and' diversion' in teaching, and adopting the mode of combining extensive' and fine' in management", The approval rate is 20% and 47%, 20% hold the "general" attitude, 6.5% hold the "disapproval" opinion, and 6.5% hold the "Oppose" opinion. Most experts believe that the art schools and departments of colleges and universities have "few teachers". For the issue of "too many students", it is inevitable to put forward "curriculum reform" and "diversion" in teaching. It is also a general trend to adopt a mode of combining "extensive" and "detailed" in management, and a few experts hold different opinions.

In "art colleges and art departments, vocal music teaching and MOOC have their own shortcomings, in view of the current shortcomings of vocal music teaching, teaching management needs reform and innovation" and "the combination of traditional vocal music and MOOC teaching mode can

promote vocal music teaching" Point of view   The approval rates were (33%, 60%) and (33%, 54%), and those with a "general" attitude were 7% and 13%, respectively. There was no

"disagreement" opinion. The opinions of the experts were basically the same, It shows that in college art schools, traditional vocal music teaching and vocal music MOOC can learn from each other's strengths, learn from each other, and integrate with each other.

In short, in vocal music teaching in colleges and art schools, in view of the problems of "fewer teachers and more students", traditional vocal music teaching and MOOC online learning are not contradictory. "Curriculum reform" and "diversion" are adopted in teaching, and the mode of combining "extensive" and "detailed" is adopted in management. In addition to normal vocal music teaching, colleges and universities art schools, combined with multimedia supplemented by vocal MOOC online learning

Conclusion

The purpose of this study is to figure out the differences between traditional vocal music teaching in colleges and departments in Hunan Province and vocal MOOC online teaching developed in recent years. Besides, this study will also explore the synergy between the innovation and development of traditional vocal music teaching in music (art) colleges and departments and the development of vocal MOOC. The researcher studies vocal music teaching staff, related management personnel, and vocal music students in music (art) colleges and departments in Hunan Province, including amateur vocal lovers and private vocal teachers. The researcher uses a descriptive statistical analysis of the respondents' personal profiles and their views and discussions on traditional vocal teaching and vocal MOOC online teaching in music (art) colleges and departments and adopts one-way analysis of variance and multiple regression analysis to test the relationship between variables and to test the hypothesis. Here come the conclusions:

1) The traditional vocal music (art) teaching model will still be the mainstream of the music (art) colleges and departments teaching in Hunan Province. Vocal music MOOC teaching is an online teaching model derived from the background of "Internet Plus". This new model and the traditional vocal music teaching model belong to different historical periods, both of which have different teaching advantages and disadvantages. Researchers, vocalists, and managers of art departments believe that more professionals should understand the teaching value of MOOC, deepen their hidden value, and fully understand the new form of vocal music MOOC online teaching. All these can help to better serve traditional vocal music teaching. In the current vocal music teaching system, vocal music MOOC online

teaching model has an irreplaceable role and advantages compared with the traditional vocal music teaching model. However, the control of performance, vocal skills, and singing ability by each vocal learner is definitely not completed in a day, but through long-term scientific training and systematic theoretical polishing. It is the practice process of "negation of negation" that can only be improved after years. Therefore, researchers and vocalists should construct a new teaching model combining traditional vocal teaching and vocal MOOC which could complement each other and be beneficial to all vocal learners. The traditional vocal music teaching mode is definitely the core and pillar course in the vocal music teaching of the music (art) colleges and departments.

2)   The results of qualitative and quantitative analysis are an important factor to fully demonstrate the current status of traditional vocal music teaching models in colleges and departments in Hunan Province. In turn, the emergence of vocal MOOC accelerates the development of traditional vocal music teaching and promotes the reform and innovation of traditional vocal music to meet the needs of social development.

3)   The innovation and development of vocal MOOC can not only help the enthusiasts who unconditionally learn vocal music, but also bring vitality to the problem of the expansion of recruits in colleges and universities in recent years. At the same time, it brings convenience to the teaching and management of music (art) colleges and departments in Hunan Province and promotes the healthy development of vocal music teaching among them.

Future Research Recommendations

This study takes the traditional vocal music teaching in music (art) colleges and departments in Hunan Province and the most characteristic Chinese vocal music MOOC online teaching as the research object. On the basis of comprehensive investigation, interviews, and practice, this study proposes a comprehensive teaching and management model combining traditional vocal music teaching of art colleges and departments in Hunan Province and vocal music MOOC online teaching, which is of distinct theoretical and practical significance.

Through the combination of qualitative research method and the quantitative research method, this study helps to form a new understanding of the concepts and theories of vocal music teaching and management in current art colleges and departments and promotes the innovation and expansion of traditional vocal music teaching among them. There are also some research shortcomings in the combination of traditional vocal teaching in music (art) colleges and departments and vocal MOOC online teaching. It is expected that researchers and later vocal teaching and management personnel will

continue to innovate and have a new breakthrough in the combination of traditional vocal teaching and vocal music MOOC online teaching.

The research results of this project will help vocal music workers of the music (art) colleges and departments to clarify the concept and operation management model of traditional vocal and vocal MOOC online. The purpose of this study is to solve the shortcomings in the current vocal music teaching in art colleges and departments, and to play the role of inspiring more relative researches.

In the research process, the researcher explores the potential laws of combining the two ways of teaching, including the improvement of teaching methods, the innovation of management models, and the simulation of the operation schemes of the two combined teachings. This study expects to innovate and create a new vocal teaching model under the guidance of theory and practice.

References

Chen Guodong. (2013). Research on from the Human Muscle Memory to the Function of Conditioned Reflex. *Journal of Wuhan Conservatory of Music (China),*(2), 179–184.

Fan Yunfeng. (2017*). Vocal Music MOOC in the Internet Era.* Northern Music (China).

Feng Shanshan. (2017). Internet MOOC Vocal Music Teaching Model Application Research. *Journal of Anhui University of Technology (China),* (06), 82–93.

He Bin, Cao Yang (2015). SPOC: MOOC–based Teaching Process Innovation. *China Educational Teachnology (China),* (03), 22–29.

Hu Fang. (2019). *Application of MOOC Teaching Model in College Vocal Music Teaching.* Modern Communication (China).

Jiang Mengjiao, Zou Xia (2014). Research on Deep Learning Based on MOOCs Environment. *Software Guide (China),* (07/13), 37–39.

Kang Yeqin (2014). An Analysis on SPOC: Post–MOOC Era of Online Education. *Tsinghua Journal of Education (China),* (01/35), 85–93.

Liu Hao. (2014). Consideration of MOOCs Construction in China. *Research and Exploration in Laboratory (China),* (12/33), 246–250.

Wang Jianguo. (2018). Exploration of the Vocal Music Teaching Model in National Colleges and Universities. *Popular Literature (China),* (02), 132–146.

Wang Yuxun. (2018). Analysis of the Advantages and Disadvantages of MOOC. *Journal of Tianjin Academy of Educational Science (China),* (04), 50–64.

Zeng jing. (2014). On the Scientificity of Vocal Teaching Design to Music. *Journal of Wuhan Conservatory of Music (China)*, (02), 176-180.