



**“Studying Jin Tielin Vocal Techniques”  
for Teaching Third Year Soprano Singer  
in Music Performance Major  
at Hainan Tropical Ocean University,  
Hainan Province,  
The People’s Republic China**

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## ABSTRACT

The purposes of this research are: 1) to study Jin TieLin's vocal techniques;

2) to create an exercise book for Jin TieLin's vocal techniques tailored for soprano singers;

3) to use the exercise book for teaching third-year soprano students majoring in music performance at Hainan University; and 4) to evaluate the results of teaching using the exercise book.

To achieve these research objectives, the researchers conducted the study from five aspects: 1. Through literature review, expert interviews, and other methods, the theoretical foundation of Jin TieLin's vocal techniques was collected and analyzed; 2. Based on the findings, a set of 12 soprano exercise lessons was designed for college students;

3. The exercise book was continuously improved during the teaching process through teaching experiments; 4. The practical utility of the exercise book was evaluated through formative assessment. Based on the evaluation results of students at each stage of learning, the effectiveness of the exercise book was demonstrated; 5. Finally, the researchers summarized the study's findings, discussed key arguments, and provided recommendations for future vocal music teaching in China. The study found that, through practical experience in the university classroom and the teaching experiment, the targeted design of an exercise book suitable for the school context can effectively improve students' singing skills.

### Keyword:

Vocal techniques, Teaching exercise book, Teaching experiment, Formative evaluation

## ● INTRODUCTION

As a performing art with strong skills, vocal music needs the coordination and support of many technical links. Music students in ordinary colleges and universities have a low starting point, poor conditions and poor vocal music foundation, and many problems in the process of learning vocal music, poor singing effect, and difficult to achieve the purpose of singing. Strengthening the research of scientific vocal methods and singing skills can help students learn vocal music faster and better and improve their singing level.

The development of Chinese national vocal music has been quite large and influential in the whole country and even in the world. Today's achievements are inseparable from the hard work and selfless dedication of vocal music educators, of which the most representative and influential is undoubtedly the first contemporary famous vocal music educator Mr. Jin Tielin. The modern vocal music aesthetic standards of “scientificity, nationality, artistry, and time” and the training goals of vocal music performance talents of “sound, emotion, character, taste, expression, nourishment, and image” summarized by him have pointed out the direction for the development of Chinese national vocal music. At the same time, he Binged on the principle of learning from and inheriting, and constantly explored, summed up a set of effective national vocal music teaching skills and methods, formed a complete vocal music teaching system of Jin Tielin, and cultivated a large number of excellent singers for our

country with this set of singing skills, such as Peng Liyuan, Song Zuying, Zhang Ye, Lu Jihong, Liu Bin, Dai Yuqiang and so on.

This paper will focus on Jin Tielin’s singing skills of national vocal music as the theoretical basis, and carry out in-depth research, write “Exercise book”, and apply this “Exercise book” to the teaching of music performance students in the third grade of Hainan Tropical Ocean University, so as to promote and improve their singing level.

### ● Research Purposes

1. To study in JinTieLin vocal techniques
2. To create an exercise book of JinTieLin vocal techniques for soprano singer.
3. To use the exercise book for teaching third year soprano for singing music performance major at Hainan.
4. To find out the result of teaching by using the exercise book.

### ● Research Question

1. What contribution does Jin Tielin’s vocal singing skills make to Chinese vocal music.
2. What are Jin Tielin’s vocal singing skills.
3. What is a soprano exercise book.
4. How to improve students’ singing level through the Soprano exercise book.

## ● Research Methodology

This study is a mixed research method between qualitative and quantitative experimental research.

Qualitative: Interview 3 experts, study form documentation, related research

Quantitative: Use Assess students' third year soprano for singing music performance major at Hainan.

## ● Research Scope

Population and samples

Population: There are 24 thirds of students majoring in music performance in School of Art of Hainan Tropical Ocean University.

Sample: Purposive sampling, 12 students by Select the list of students in odd order in the table.

Place of study

Hainan Tropics Ocean University, China

Time: 2022-2023

Research tools

The soprano exercise book, Expert interview Form, Evaluation Form, Formative Test, Summative Test

## ● Data analysis

1. Statistical analysis: The data came from students majoring in music performance in Hainan Tropical Ocean University. Through the analysis of experimental data, the learning efficiency of students and the teaching level of teachers are improved.

2. Descriptive analysis: Through the method of literature research and expert interview, the soprano vocal music exercise book is systematically studied.

### ● Conceptual Framework

This research from studying the concepts, theories, and related research papers, it can be used to create a research framework as follows:

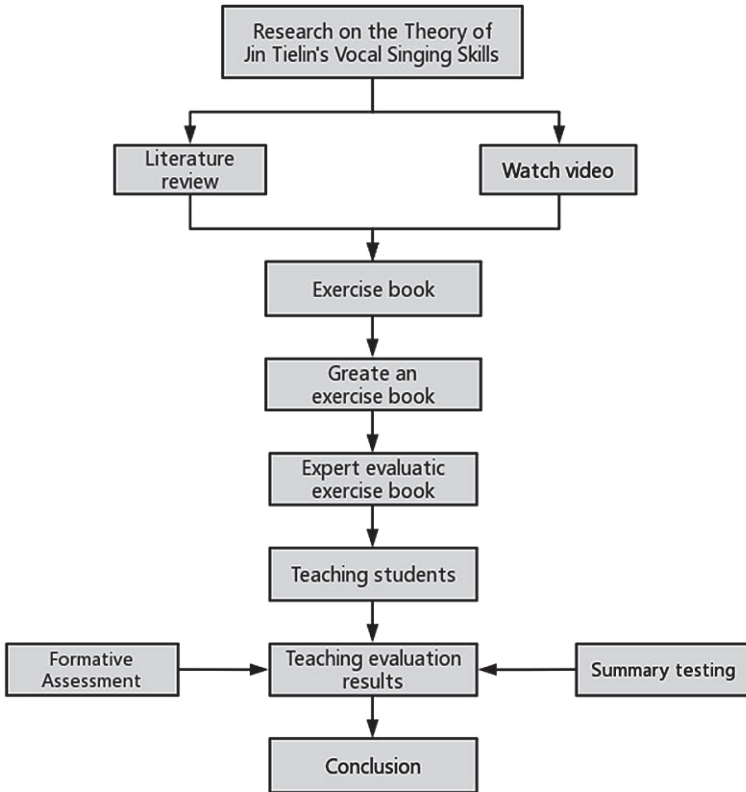


Figure 1.1 Research Conceptual Framework

Source: Yan Zhao, 2022

## ● Research results

Jin Tielin (June 21, 1940 - November 15, 2022) was an ethnic Manchu. Born in Harbin, Heilongjiang Province. Chinese famous singer, vocal music educator. He has successively served as Vice Chairman of Chinese Musicians Association, President, professor, doctoral supervisor of China Conservatory of Music, Vice president of China National Vocal Music Society; Chairman of Preparatory Committee of Chinese National Vocal Music Art Research Association; Member of the National Committee of All-China Federation of Arts and Culture; Member of Arts Committee, Ministry of Education; Vice President of China Minority Vocal Music Society; Vice President of China Society of Light Music; Vice President of China Music Performance Rights Society; Chairman of Beijing Federation of Arts and Culture; Head of the National Vocal Music Group of the Evaluation and Evaluation Committee of the Ministry of Culture; Ministry of Culture and Beijing Municipal Education Commission senior title judges.

Jin Tielin has been appointed as visiting professor in Henan University, Minzu University of China, Nanjing University of the Arts, Shenyang Conservatory of Music, Dalian University, Northeast Normal University and other institutions of higher learning. Employed as art consultant by art groups such as the Second Artillery Corps and the Armed Police Corps; He was appointed honorary professor and Director of art Education at Nanchang University.

Jin Tielin has cultivated many famous singers such as Li Guyi, Song Zuying, Dong Wenhua, Tang Can, etc. His students have won more than 70 awards in national vocal music competitions and won several provincial and municipal awards. Therefore, he is known as a star-making master and introduced the Jin style of singing, which has a very important position in the Chinese singing world.

### **Jin Tielin's singing skills in vocal teaching,**

he also creatively used training methods such as “opening and pasting”, “fulcrum” and “chest vibration”. The selection and application of “fulcrum”, “opening and pasting” and “chest vibration” were to adjust the voice color, balance the voice state, and standardize the unified articulation. The fulcrums are divided into: large, medium, small, virtual, and real; Up, middle, and down; Front and rear. The colors of the solid fulcrum are: solid, pure, white, and true; The colors of virtual fulcrums are: virtual, soft, soft, weak, and light; At the same time, he also summarized the training methods of “reverse” and “separation”. The “reverse” and “separation” refer to the adjustment of sound and breath, the balance between part and the whole, and the adjustment of the overall state and color of sound; Summarized the application methods of the three “channels” of “length width”, “middle looseness”, and “short front” and mouth shape changes. In the above formulation, channels are commonalities, while “fulcrums”, “open patches”, and “chest vibrations” are personalities. The



passage is like a wide road, with “fulcrums”, “open stickers”, and “chest vibrations” like various types of cars driving on the road. Driving a car on the main road; In the relationship between words and sound, sound is commonality, while words are individuality, with commonality first and individuality later. Different words are placed in a unified singing state to reflect their individuality. The key to learning vocal music is to solve the problem of unity. The individuality of characters is unified within the commonalities of scientific methods, and the individuality of each character is reflected under the commonalities of scientific methods. Characters must be placed within the cavity to achieve their accuracy and color, and the stability and scientificity of the cavity itself must be ensured in order to correctly reflect the correctness and roundness of the characters. The national singing method mainly solves the problem of cavity circle, while the bel canto mainly solves the problem of character correction. In the “heuristic sensory teaching method”, he creatively summarized these educational and teaching concepts in concise language, and taught abstract vocal theory to students with concrete and vivid pitfalls, achieving twice the result with half the effort. For example:

1. Humming and sighing up and down, pulling open, changing all word supports (such as opening and sticking, chest vibration), and ensuring that the mouth, teeth, throat, and tongue are not sticky.

2. Open your throat, open your mouth, hum and sing with your whole body, all the words, and support points (open stickers, chest vibration).

3. Relax first, then sigh, and sing wherever you sigh.

4 Open your throat and sing back, all the words are the same. Each word is sucked onto the fulcrum (open stick, chest vibration), and maintain an inhaling state to sing. Separate the fulcrum (open stick, chest vibration) and don't forget it. Laugh outside and lift inside to cooperate, sighing until you keep up with the whole body singing.

5. Hum, open, click (paste, vibrate), sigh a line, and the pivot (open paste, chest vibrate) cannot be changed when changing characters.

6. Hum, open, dot, and sigh remain the same, connected up and down into a line, with all the word supports (open stickers, chest vibration) changed, and the mouth is loose due to exaggerated pronunciation. High, low, virtual, real, strong, weak, large, and small are on the fulcrum, and other places are not sticky. The fulcrum is stable and does not change, and the character changing action should be small and simple.

7. Don't move in the U-channel, the words exaggerate, the mouth is loose, the chest is wide open, and the hum is loud.

## The exercise book of JinTieLin vocal techniques for soprano singer

The main contents of the exercise book are as follows:

1. Breathing exercise
  - 1.1 Short breath exercises
  - 1.2 Soothing breathing exercises
  - 1.3 Vocal training for breathing
2. Skill exercise
  - 2.1 Fast scale exercises
  - 2.2 Jumping exercise
3. Enunciation exercise
4. Songs exercise

The results of the experiment when comparing between the measurements formative test and summative test are as follows:

Student number	Formative evaluation	Summative evaluation	Comparing
1	3	4.6	F < S
2	4	4.3	F < S
3	3.8	4.6	F < S
4	4.2	4.3	F < S
5	3.2	4	F < S
6	3.8	4	F < S

Student number	Formative evaluation	Summative evaluation	Comparing
7	3	4.3	F < S
8	3.8	4	F < S
9	3.8	4.3	F < S
10	3.4	4.3	F < S
11	3	4.6	F < S
12	4	4.3	F < S
<b>Mean</b>	<b>3.58</b>	<b>4.3</b>	<b>F &lt; S</b>

Summary: By comparing the results of summative evaluation and formative evaluation of experts, the average score of 12 students in the formative test was 3.58 points, and the average score of the summative test was 4.3 points, with a difference of  $4.3 - 3.58 = 0.72$ . The experimental comparison was obvious, and the overall average score increased by 0.72 points, and the expert score was higher than the formative evaluation result. It shows that the experts recognized the results of this teaching experiment and proved the effectiveness of this teaching experiment.

In addition, from the comparison of scores of each student, the expert evaluation scores of all students are higher than the formative evaluation results. Among them, the score difference value of student 1 is 1.6, the score difference value of student 2 is 0.3, the score difference value of student 3 is 0.8, the score

difference value of student 4 is 0.1, the score difference value of student 5 is 0.8, and the difference value of student 6 is 0.2, the difference value of student 7 is 1.3, and the difference value of student 8 is 0.5 The difference value for 9 points is 0.5, the difference for student 10 is 0.9, the difference for student 11 is 1.6, and the difference for student 12 is 0.3. It is proved that the exercise book teaching is effective.

## ● Conclusion

### JinTieLin vocal techniques

Through expert interviews and guidance, we learned that Jin Tielin's vocal singing skills include the seven character standards of "sound, emotion, character, taste, appearance, cultivation and image", the establishment of "U channel" and "fulcrum" in singing, the combined application of national vocal music and Bel Canto singing "fulcrum", and the principle of "straight words and sincere emotions" in singing. In our country, there are two kinds of colleges and universities that study music performance, one is a professional music college and the other is a comprehensive university music college. There is still a certain gap in singing between students majoring in music performance in comprehensive universities and those majoring in music performance in conservatories. Targeted production of soprano exercise book, can be vocal singing abstract language, through the exercise book learning to solve specific problems in vocal singing. In terms of exercise book design, experts suggest that a good

exercise book should provide teachers with teaching support and resources. The exercise book should provide teaching guidance and music score to help teachers implement teaching smoothly. The production of the soprano exercise book should be combined with theory and practice, including the theoretical knowledge of the structure of vocal organs, the training of vocal methods and the analysis of singing songs. So the vocal organs of singing have vocal organs, respiratory organs, resonance organs, enunciation organs and so on. Technical training for sopranos includes breathing, vocalization, empathy, language, etc. In terms of song singing, I selected Chinese contemporary art songs, such as adapting folk songs and creating songs. The combination of these aspects is conducive to students to improve their singing level. Then, the vocal exam should be once a semester and require students to sing a complete vocal piece. Evaluation criteria should be from the intonation, singing skills, emotional expression, stage performance of these aspects, to conduct a comprehensive evaluation.

The exercise book of JinTieLin vocal techniques for soprano singer

The researchers designed a soprano exercise book for juniors majoring in music performance at Hainan Tropical Ocean University. The exercise book contains not only vocal exercises to train soprano skills, but also songs suitable for students to sing. It includes not only training in breathing, vocalization, empathy,

language and singing skills, but also songs suitable for students to sing. In the teaching process, the singing skills of students are trained first through singing, and then the singing is consolidated and improved to improve the comprehensive singing ability of students. According to the teaching characteristics of vocal music class, the course teaching objective, teaching plan, course nature and tasks have been compiled. According to the expert opinions, this teaching activity will last for 12 weeks, and the class teaching will be conducted once a week. Through this exercise book, the researchers wrote a lesson plan consisting of 12 lessons. And the teaching objectives, key and difficult points and teaching content are logically related. At the same time, it also provides reference for teachers to conduct teaching evaluation.

Use the exercise book for teaching third year soprano for singing music performance major at Hainan.

In the teaching experiment, we conducted a 12-week experimental teaching of “Soprano exercise book” in the music performance major of School of Art, Hainan Tropical Ocean University, including specific teaching plan, specific teaching content and teaching process. Through the analysis of the final data, it can be seen that after this period of learning, students’ various indicators have been improved to different degrees.

Find out the result of teaching by using the exercise book

According to the results of formative evaluation, students' performance has improved significantly in the process of learning. The average score of the 12 students in the class was 3.58 in five tests, which was at a good level. Four of the 12 students scored above the class average on five tests. According to the results of the expert evaluation, the average score of three students in the class was 4.6 points, which was very good. There is no significant difference in the scores of the three experts, which indicates that the evaluation opinions of the experts are unified. Nine out of 12 students scored above or above the class average. By comparing the results of summative evaluation and formative evaluation of experts, the average score of 12 students in the formative test was 3.58 points, and the average score of the summative test was 4.3 points, with a difference of  $4.3-3.58=0.72$ . The experimental comparison was obvious, and the overall average score increased by 0.72 points, and the expert score was higher than the formative evaluation result. It shows that the experts recognized the results of this teaching experiment and proved the effectiveness of this teaching experiment.

## ● Discussion

The purpose of this study is to design a soprano exercise book for teachers' reference according to Jin Tielin's teaching skills. Therefore, the key issues involved in this study, the proposed teaching suggestions, and the summarized teaching experience



need to be discussed in depth. This study uses formative evaluation to evaluate the results of teaching experiments. Many scholars believe that formative assessment can better observe students' learning progress and provide more accurate reference for teaching. For example: (Zhang&Xu,2014) through formative evaluation, teachers can know the success or failure of students at any time, get continuous feedback in the teaching process, adjust teaching plans and improve teaching methods at any time. Through formative evaluation, students can also learn about their own learning progress and get feedback on learning, so as to affirm or modify their own learning style. For example: (Tanaka Koji, 2011) the task of formative evaluation is to evaluate students' performance, achievements and the development of emotions, attitudes and strategies reflected in their daily learning process. Its purpose is not to select a small number of outstanding students, but to discover the potential of each student, encourage students to learn, help students effectively regulate their learning process, give students a sense of achievement and enhance self-confidence. Cultivate the spirit of cooperation. Formative evaluation not only starts from the needs of the evaluators, but also pays more attention to the needs of the evaluates , pays attention to the learning process and students' experience in learning, emphasizes the interaction between people, emphasizes the interaction of many factors in the evaluation, and attaches importance to the communication between teachers and students. On the basis of the above views and research, according to the requirements of

the country and schools for curriculum construction, combined with the characteristics and conditions of vocal music lessons and students, the paper formulates the standards of formative evaluation of vocal music lessons, and evaluates students.

## ● Recommendation

### General recommendation

Based on the results of this study, combined with the researchers' years of teaching experience and some problems found in the course of the research.

1. This study is mainly aimed at the vocal singing major of music performance major of School of Art, Hainan Tropical Ocean University. It is suggested that this study should be applied to the teaching of music performance majors and music education majors.

2. It is suggested to write vocal music exercise book for other semesters according to the steps of this study, according to the requirements of the school and according to the talent training plan and teaching syllabus.

3. The teaching plan mode can be further optimized to make it more in line with the teaching form of vocal music coach course, not adhering to the template of the original course teaching plan, and more scientific, reasonable and detailed.

4. It is suggested that on the basis of opening vocal music lessons, the teaching of lines should be strengthened, and even extended to the performance teaching of singing, so as to make students' singing ability more comprehensive.

5. Finally, vocal music teachers should constantly improve their professional level, and constantly update their knowledge and teaching methods. This can be achieved through participation in master classes, research and teaching exchanges to better guide students' vocal learning and development.

### ● **Recommendation for further research**

On this basis, combined with Jin Tielin's singing skills and the current situation of vocal music teaching in China, we must vigorously advocate the implementation of effective teaching, improve the current teaching methods, and reform the overall teaching efficiency. The following three suggestions are made:

#### **1. Teaching the visualization of abstract concepts**

As we all know, the most special and difficult point of vocal music teaching is that vocal music teaching is very subjective. On the one hand, it is because the vocal organ of vocal music learning, that is, the vocal body, is human itself. On the other hand, we can only feel this instrument, but cannot see or touch it, and we cannot understand it visually. For example, the training of singing breathing in vocal music, the most important of which is the abdominal joint breathing method. This type of breathing is a type of breathing that uses the chest and diaphragm together with the ribs and abdominal muscles to control breath. This breathing method is a scientific and widely adopted breathing method in modern Chinese and foreign vocal circles, which has many advantages. It has a strong ability to control

breath, even exhalation, control, can store more gas, has an obvious respiratory fulcrum, so that the vocal range is expanded, and the high, middle and low three vocal areas are coordinated and unified. However, this breathing method needs long-term and effective training to obtain, which requires the overall coordination and cooperation of various organs of the body. It is a basic and key step in vocal music learning, and it is also a difficult step in training.

## **2. The technique training mode is life oriented**

The learning progress of vocal music is completed under the steady consolidation of one state after another, and the direct narration of this state refers to the finding and consolidation of each feeling. Take one of the simplest vocal music learning examples, if a student wants to practice breathing fast breathing this breath control skills, teachers should use examples in life to guide students to experience, you can let students think, the dog in the feeling of very hot, will stick out the tongue, and then we can hear it in the wheezing rapid breathing, in fact, that is a very effective way to practice breath In this way, students are sure to learn the method in a relaxed and interesting atmosphere. For example, when you receive a bunch of your favorite flowers, you are happy to smell the fragrance of the flowers, then you will find that your chest is naturally rather than artificially raised forward and upward, and the rib muscles, including the waist, are expanded in all directions at the same time, maintaining this state,

only the muscles below the abdominal diaphragm are relaxed and pumped. Think of blowing the candle when the gas is pumped, blow down the burning candle, but do not blow out, so, keep the candle does not rise and do not extinguish, hold it for a long time, and then change the air. This kind of life language prompt makes it easier for students to feel and grasp the method of singing technology, and plays a role in teaching.

### 3. Individuation of vocal music teaching object

Vocal music teaching has great uncertainty, which requires teachers to have greater teaching flexibility, that is, the ability to teach students according to their aptitude and “the right medicine”. Every vocal music student has more or less problems in singing vocal skills and artistic performance in vocal music learning. Vocal music teaching is essentially a process of teacher-student cooperation, timely discovery of problems and use of effective training methods to gradually solve problems. We may wish to compare vocal music teachers to doctors, vocal music students to patients, teachers use hearing to judge the singing vocals of students, which is equivalent to doctors through looking, smelling, asking, cutting and using advanced instruments and testing equipment to diagnose the cause of patients. Using effective training means to solve students’ problems is equivalent to “the right medicine”. In addition to the above three suggestions, the most crucial point is the important role of the human mind engineer teacher. As a teacher, we should not only have extensive

basic knowledge of culture, but also have profound professional knowledge. To enrich their own teaching experience; To arm themselves with new knowledge and new scientific and technological means; Be an innovative teacher. Only by constantly charging and improving their comprehensive quality can teachers lead students to a broad future. Can guide students to acquire the knowledge they need and deserve; Only in teaching can we grasp the classroom teaching according to the situation, and capture the attention of students with vocal clues at all times, and mobilize the enthusiasm of students to participate in vocal music and experience vocal music. Vocal music teaching is full of problems and difficulties, and vocal music teaching is also more full of harvest and joy. I hope that in this interwoven emotion, everyone can work together to promote the popularization and development of social vocal music art, and more comprehensively, let the sunshine of art be more charming and gorgeous



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