

As a treasure carrying thousands of years of Chinese folk music culture, the bamboo flute's development trajectory is profoundly imprinted with historical changes and artistic innovations. From the Jiahu bone flute dating back 9,000 years to the mature bamboo flute and xiao, from the elegant court music of the pre-Qin period to the diverse stages of contemporary music, it has not only completed the evolution of materials from bone to bamboo and the expansion of scenarios from a single function to multiple applications, but also formed an artistic pattern of north-south division and East-West integration. Its unique bamboo structure endows it with a distinctive timbre reminiscent of "dragon's roar and phoenix's cry", while its wide range and rich playing techniques allow it to perform both soothing and elegant southern melodies and convey the vigorous and lively northern style, becoming a model of a national musical instrument that combines delicate emotion with powerful expressiveness.

Conclusion. In the contemporary context, the art of the bamboo flute has broken down the boundaries of schools and regions, achieving international dissemination through technical innovation and cross-disciplinary integration. It upholds the cultural genes of traditional music while continuously absorbing the nourishment of modern art, becoming an important vehicle for showcasing the charm of Chinese folk music to the world. From the craftsmanship and aesthetics of the instrument itself, to the inheritance and innovation of playing techniques, and the Eastern artistic conception contained in musical works, the bamboo flute has always carried the cultural sentiments and aesthetic pursuits of the Chinese nation. With the revival of traditional music culture and the deepening of cross-cultural exchanges, this ancient instrument will surely rejuvenate itself while upholding tradition, continuing to write a unique chapter in Chinese folk music.

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**DEVELOPMENT OF POP PERFORMANCE SKILLS
IN CHILDREN OF SECONDARY SCHOOL AGE**

In modern music education, the development of pop performance skills in middle school-age children is of particular importance, since pop vocals represent a unique synthesis of technical training (microphone technology for close sound capture, diaphragmatic breathing control, the formation of natural

vibrato and belting) and expressive means of the stage (emotional presentation through dynamics and timbre nuances, acting skills with facial expressions and gestures, improvisation in scat or vocal effects). This approach is ideally tailored to the preferences of students who are actively involved in pop culture (pop, R&B, indie rock), streaming platforms (Spotify, YouTube Music, Apple Music) and social networks (TikTok, Instagram Reels), where short vocal clips and covers become the norm of creative expression. Unlike academic singing, pop music takes into account pubertal voice changes, developing flexibility and resilience, which makes it a powerful tool for developing not only vocal competencies, but also confidence, creativity and cultural adaptability in the digital age.

The relevance of the topic is due to the contradiction between the traditional academic bias of school music programs (focusing on classics and choir) and the growing demand of students for pop forms of performance, dominated by pop, rock, jazz and electronic compositions that teenagers consume daily. During puberty, voice mutation, stage anxiety, and a lack of techniques lead to low confidence on stage, reducing motivation and creativity.

The purpose is to identify the main approaches for the development of pop performance skills in children of secondary school age.

Pop singing combines a variety of song styles, combines the entire palette of vocal art. It primarily implies singing from the stage, but the concept of pop vocals is usually associated with easy and understandable music. In such vocals, you can hear both folk motifs and elements of jazz, as well as an author's song and elements of rock music. The task of pop singing is to find its original sound, its own characteristic, easily recognizable manner of behavior, as well as a stage image. Of course, in order to achieve this goal and find your original singing style, you need to master a fairly wide range of techniques. The task of a pop performer is to find his own sound, form a unique, recognizable voice, original singing style and stage image. Clear diction is important in pop singing, as the words are one of the important components of a good song. In pop songs, phrases that are difficult to sing and require a quick change of breathing are much more common.

The main characteristics of the reference sound, which is distinguished by its proximity to the speech manner of sound production, timbral richness, colorfulness and breadth of range. The combination of academic vocal technique, folk singing and a number of specific techniques such as splitting, drive, subtone, overtone singing, glissando, falsetto, yodeling, strobass are characteristic of pop singing.

Mastering the skills of pop vocals implies its own specifics. Starting a creative path in this direction, you need to have an idea of the structure of the vocal apparatus, the types of singing voices, and the 6 types of singing breathing. You need to get to know your own body, learn how to use your breathing freely, master the technique of sound production, and put sound on the support. This is the base common to any singing style. Good singing is always natural and free,

it does not cause unpleasant and painful sensations for the singer. The main differences between pop and classical vocals:

- performance tools: classical vocals are based on academic technique, require long-term training and adherence to strict canons; pop vocals allow for greater freedom of expression, the use of a microphone and technical effects;

- repertoire: classical art involves the performance of classical music, opera arias and romances. the pop repertoire includes popular songs, dance music, and modern renditions of classical compositions;

- setting up breathing and voice formation: academic vocals are focused on deep breathing with the diaphragm, smooth sound and clear diction. entertainers often rely on emotional expressiveness, sometimes deliberately distort their voice, and use techniques that are unacceptable in classical art;

- public support: classical music concerts take place mainly in a theater or a hall, they require silence and attention of the audience. variety performances include interactive elements, noisy dancing, applause, lighting and stage effects;

- the image of an artist: classics are dominated by a classic costume, a solid appearance; pop performers often change their images, experiment with clothes, makeup, hairstyles, and strive to stand out with their individuality.

The main difference lies in the freedom of self-expression, orientation towards a mass audience and the use of modern technologies. The development of vocal performance has been reflected in research: I. Bartlett, M.L. Naismith [1], L. Peultier-Celli, M. Audouin, C. Beyaert, P. Perrin [2], O. Plaksina [3], S. V. Kishakevych [4], Y. Han [5], S. Lett [6], M. Guzman, M. Angulo [7].

Pop vocals are a special type of song performance that appeared along with the development of mass culture and entertainment events [1]. The pop singer performs in front of a wide audience, often using microphones, sound effects and colorful costumes. The main goal of a pop singer is to please listeners, entertain them and create an unforgettable experience.

Today, pop vocals continue to evolve, adapting to new technologies and the needs of the audience [2]. New trends and styles are emerging, such as pop, rock, rap, and hip-hop. Performers use modern technologies such as computer programs for sound processing and visual effects. For the development of pop performance skills in children of secondary school age, it is necessary to rely on the following aspects:

1. Theoretical material adapted for students, which explains the main features of pop vocals.

2. The practical part, in which work is carried out on breathing techniques, the development of the vocal range, work on the repertoire, work on pronunciation, intonation and accentuation.

3. Artistry and stagecraft.

4. Emotional expressiveness

5. Stage behavior [3].

Let's take a closer look at the main aspects that relate to the practical part. Breathing technique is the basis of every lesson. For proper breathing, it is necessary to include exercises for diaphragmatic breathing, exercises for developing breathing control (for example, "candle", "feather") in each lesson. The development of the vocal range occurs through the performance of exercises related to the gradual expansion of the range through scales and arpeggios, as well as the use of simple melodies to train the voice.

In the process of selecting a repertoire for children of secondary school age, it is necessary to use an individual approach that includes:

- selection of songs based on the interests of students (modern hits, folk songs);
- song lyrics analysis: understanding the meaning, emotions that need to be conveyed during performance [4].

Working with song lyrics is an important part of learning pop vocals. It helps to develop not only vocal skills, but also emotional expressiveness, artistry and understanding of music. A proper approach to text analysis allows students to develop not only their vocal abilities, but also their creative thinking and self-confidence as music performers. By creating an exciting atmosphere in the classroom and maintaining interest in learning through a variety of repertoire and the active participation of children in the process of text analysis, teachers will be able to significantly improve the effectiveness of their lessons.

When choosing a repertoire, it is necessary to take into account the interests of the students. Choose songs that match the age and interests of the children. These can be modern hits, popular cartoons, or classic works. Include songs of various genres (pop, rock, jazz) in the student's repertoire so that children can get acquainted with different musical styles and develop their performance skills.

An important component is the analysis of the lyrics, the emotional component and the understanding of the content. Read the lyrics of the song with the children and discuss its content: what is it about? What emotions does it convey? Pay attention to the keywords and phrases – their meaning can help you better understand the mood of the composition. Ask the children to describe the feelings that this song evokes in them. Do exercises to express emotions through the voice (for example, different intonations when reading the same lines).

The work on pronunciation, intonation and accentuation of the text is a fundamental task in the training of a vocal performer, especially in pop singing, where the clarity of articulation directly determines the expressiveness of the image and the emotional message of the song. Clear and artistically crafted pronunciation of words allows not only to convey the character of the composition (lyrical, dramatic, ironic), but also to create a deep connection with the viewer, enhancing the impact of music through a verbal narrative – whether it's a love ballad or an energetic rock track.

For the systematic development of these skills, a step-by-step approach adapted for middle school age students is recommended:

1. Articulation exercises: Daily warm-ups "snake" (tongue sliding across the palate), "horse" (tongue clicking), chewing movements with open mouth and facial muscle massage. This removes the clamps, improves the mobility of the articulatory apparatus and ensures the purity of vowels/consonants in rapid passages.

2. Tongue twisters for diction: use a progressive series – from a slow tempo to a fast one: "Sasha was walking along the highway and sucking on a dryer" (for hissing), "Grass in the yard, firewood on the grass" (for vibrating "r"). Repeat 5–7 times with a microphone, recording for analysis, which develops automatism and prevents "porridge in the mouth" in variety numbers.

3. Accentuation and intonation analysis: Analyze the lyrics of the song into phrases, mark logical accents (strong syllables in meter), dynamic peaks and pauses. For example, in the chorus of Ed Sheeran's "Shape of You", accentuate "girl" for playfulness. Discuss in a group: "Where does intonation take off – on a question or an exclamation?".

4. The practice of "spoken singing": Before the vocal part, read the text in a low voice with musical accompaniment, imitating the rhythm and emotion [5]. Move on to a whispered, then full – voice performance – this fixes the intonation, while maintaining the naturalness of the professionals (Adele, Bruno Mars).

The pedagogical value of this work lies in increasing not only technical purity, but also acting expressiveness, helping teenagers overcome stage anxiety through conscious control. As a result, students confidently convey the character of the song, enhancing the emotional impact on the audience.

Artistry and stagecraft form the basis of a successful artist's image, determining his charisma, emotional impact and ability to connect with the audience [6]. In pop vocals for middle school age students, it is confident behavior on stage – eye contact, facial expressions, plasticity and energy – that decides whether a performer will win the audience's sympathy or go unnoticed, especially in conditions of short attention span (TikTok format) and competition at school competitions. These skills can be developed through the following exercises:

1. Correct posing and body plasticity on stage. The "king of the stage" stance: feet shoulder – width apart, weight on toes, chest forward, shoulders relaxed – train in front of a mirror for 3 minutes, moving on to movements (step, turn) under the metronome. This creates an open posture that radiates confidence.

2. Imitation of different emotions. The game "Mirror". One participant shows any movement, the other's facial expressions should exactly repeat his behavior. Then the participants switch roles. The exercise develops observation and the ability to copy someone else's state, allowing you to better understand your partner's emotions.

3. Improvisation on a given topic. The performers receive a word or phrase ("joy", "sadness", "expectation") and create a short scene revealing the proposed

emotion. This helps to develop the spontaneity of reaction and the ability to quickly immerse yourself in the image.

4. Working with gestures. Associative gestures. Participants choose any song and identify the key points of the text, reinforcing them with appropriate gestures. The goal is to enhance the viewer's impression, emphasize important semantic accents, and add plasticity to the performance.

5. Hand control. Ask the performers to move their hands up and down in sync with the music. Slowly at first, then accelerating the pace. This exercise teaches you how to coordinate your hand movements with the rhythm of music and improves your body control.

6. The development of facial expressions. Alternating emotions. Invite participants to express the same thought with different emotions (for example, surprise, anger, joy). For example, the phrase "Today is a beautiful day!" is pronounced first joyfully, then sadly, then indignantly. This allows you to expand the range of facial expressions and vocal tones. The game "Conveying feelings with a glance". Two participants look into each other's eyes and try to convey different emotions through their eyes (love, fear, hate). The partner's task is to guess the conveyed feeling. This stimulates the muscles of the face and the awareness of the influence of the gaze on the listener's perception. These exercises promote the development of confidence, body plasticity, emotional openness and help singers create a vivid and convincing performance on stage.

7. Focusing the gaze. The "Eyes in the audience" game: the student needs to speak in front of the group, holding the gaze of each for 3–5 seconds and alternating focus (one viewer – the whole hall), filming on video for analysis. Overcomes fear and creates contact [7].

The artistry of a pop vocalist is a combination of acting skills, stage presence and emotional expressiveness that allow the performer to fully convey the artistic intent of the work to the audience. It is important for a pop artist to master the technique of stage movement, facial expressions, gestures, and be able to control the attention of the audience by creating vivid and memorable images. The emotional expressiveness of the singer lies in the ability to sincerely experience the feelings of his character, expressing them with his voice, body and face, involving the audience in the process of perceiving art. Mastering these aspects contributes to the formation of a unique style of the performer, helping to achieve harmony between the external appearance of the artist and the inner content of the composition performed.

Conclusion. The main approaches to developing pop performance skills in middle school-age children are based on the integration of vocal technique, stage practice, and psychological support, taking into account voice mutation and pop culture preferences. They make it possible to overcome stage anxiety, form professional competencies and connect pop music with genre diversity (jazz, rock, musical). Vocal activity on stage depends on a variety of components: interaction with the audience, choosing costumes, creating an image or character

on whose behalf students will perform a song, ways to convey emotions through gestures and facial expressions during performance, working with the audience through gaze, body movements. It is important to note that the audience's demands on the artist are growing, so it is necessary in further research to analyze techniques and exercises aimed at combining choreography with vocals on stage.

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THE ROLE OF ARTIFICIAL INTELLIGENCE IN MUSIC LESSONS

Artificial intelligence is rapidly permeating all areas of our lives, including education. One of the most exciting and promising areas is music education. AI technologies have the potential to significantly transform the approach to music instruction, providing new tools for students and teachers. In this article, we will explore the various roles AI can play in music lessons and its impact on the learning process. One of the most significant advantages of AI in music education is the ability to personalize the learning process. Each student has unique abilities, interests, and learning pace. AI can analyze data about each student, such as skill level, genre preferences, and learning speed. Based on this information, AI can tailor the curriculum, suggesting assignments and exercises tailored to individual needs.

For example, if a student is struggling with a particular instrumental technique, AI can suggest additional exercises to practice it. This allows each student to receive support in the areas where they need it most, significantly improving learning effectiveness. Moreover, such personalization can help create deeper and more meaningful connections between students and music, which in turn can increase motivation for learning.