

and rich expressiveness. However, with the acceleration of the modernization process, traditional musical culture is facing unprecedented challenges, and Suona is no exception. China pays special attention to traditional culture and promotes it. The question of how to implement the traditional Suona tool in the field of secondary and higher education is becoming a topic worthy of in-depth discussion.

Suona's performance on the official stage has become widespread in the country. Suona's large-scale concerts, as well as artistic events led by the Central National Orchestra, allowed more young people to get acquainted with the national musical instrument of Suona. The film "Birds and the Phoenix", as well as the new version of the soundtrack to the film "The Spread of Birds and the Phoenix", allow people to learn more about national music and the Suona. The large-scale concert "Sorghum Red", organized by the National Orchestra of Jilin Province, was shown all over the world, which allowed more people to understand the form of Suona's performance, look at Suona with an unbiased eye and better convey the variety of Suona's performance.

Conclusion. Suona not only plays an important role in holding traditional events, but also gradually enters the international arena. By participating in various music festivals, concerts and cultural exchanges, Suona attracts audiences from all over the world with its unique charm.

Suona, being an important part of the traditional musical culture of the Chinese nation, not only carries historical memories, but also radiates a new vitality in the modern era. Due to its unique sound, rich expressiveness and deep cultural overtones, Suona has become a kind of bridge connecting the past and the future, as well as the soul and the world as a whole.

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DEVELOPMENT OF VOCAL SKILLS IN FUTURE MUSIC TEACHERS: PEDAGOGICAL ASPECTS AND APPROACHES

In the modern educational process, the training of future music teachers occupies one of the central places, since it is the quality of their training that determines the level of music education as a whole. This training requires not only deep theoretical knowledge covering a wide range of musical disciplines, but also significant practical skills, especially in the field of vocal mastery. Vocal art is an integral part of music education and plays a key role in the formation of a teacher's professional identity.

Vocal mastery not only contributes to the development of students' musical abilities, but also builds their self-confidence, which is especially important in the learning process. Effective development of vocal skills requires the application of various pedagogical approaches and technologies. These include both traditional teaching methods and modern innovative technologies that allow creating conditions for successful learning and self-realisation of students.

Modern approaches to teaching vocal art include the integration of different styles and genres of music, which helps students to expand their musical horizons and develop creative thinking. It is also important to take into account the individual characteristics of each student, their vocal data, emotional receptivity and desire for self-expression. This allows the teacher to adapt the teaching methodology to the specific needs of the student, which significantly increases the effectiveness of the process.

The aim of the article is to investigate and analyse the pedagogical aspects and approaches that contribute to the effective development of vocal skills in future music teachers.

The main part. Vocal mastery is considered as a key component of future music teachers' training, which includes both technical and artistic aspects of performance. This is evidenced by the works of foreign and domestic scientists: for example, the study of the famous teacher

A. V. Klabukova, who emphasises the importance of developing individual style and artistry in students, as well as the need for a deep understanding of the basics of vocal technique [1].

It is possible to note the works of Liu Xuan and Olga Fedotova, who in their research emphasises the integration of psycho- psychological aspects in vocal training. They argue that the emotional component of performance plays a significant role in the formation of vocal mastery [2]. In turn, O. D. Fedotova in her publications considers teaching methods aimed at the development of hearing and musicality, which is also an important element of vocal training.

Domestic researchers emphasise the necessity of introducing innovative teaching methods, including the use of technology and multimedia resources to improve the learning process.

One of the main aspects in the development of vocal skills is an individual approach to each student. Teachers need to take into account various individual characteristics of students, such as their vocal data, level of training, personal preferences and even psychological aspects. This allows not only to increase students' motivation for learning, but also to create a comfortable atmosphere for the discovery of their creative potential. Individualisation of the learning process helps each student to feel heard and understood, which, in turn, contributes to deeper involvement in the learning process.

In addition, it is important to develop students' self-assessment and self-regulation skills, which contributes to a deeper understanding of their own capabilities and limitations. The ability to objectively assess their achievements and shortcomings allows students to work more effectively on themselves and set realistic goals. It also helps them develop self-confidence and overcome fears associated with public speaking.

Creating an environment where each student can freely express their thoughts and ideas and receive constructive feedback is a key element in the learning process. It is important that teachers not only impart knowledge, but also inspire students to improve themselves. Thus, an individual approach to teaching not only improves the quality of vocal skills, but also shapes the students' active life position and aspiration for constant development in the field of music.

The key element in the process of teaching vocal mastery is the use of various pedagogical technologies that contribute to a deeper and more effective mastering of the material. Among these technologies, special attention should be paid to interactive methods that actively involve students in the learning process and make it more dynamic and interesting [3, p. 14].

Interactive methods include various forms of work such as group classes, masterclasses and vocal labs. These approaches not only create a space for sharing experiences, but also promote co-creation, which is especially important in the field of art. In such an environment, students can learn from each other, share their findings and get new ideas for their vocal performance.

Group classes, for example, allow students to interact with each other, discuss their achievements and difficulties, and receive peer support. This creates an atmosphere of co-operation and mutual support, which is very important for developing confidence in oneself and one's abilities. Vocal labs, in turn, provide opportunities to experiment with different styles and performance techniques, which helps to expand vocal range and improve overall musical literacy.

Masterclasses conducted by visiting professionals or experienced teachers can be a source of inspiration for students. They allow students to see different approaches to vocal performance and gain first-hand experience of working with professionals. These events often include practical sessions where students can apply what they have learnt in practice, which greatly accelerates the learning process.

In addition, the use of interactive methods helps to develop not only technical skills but also emotional expression, one of the key aspects of vocal performance. The ability to convey emotion through music makes a performance deeper and more memorable. Students learn to understand and interpret the lyrics, work on their stage image and interact with the audience.

Thus, various pedagogical technologies, especially interactive methods, play an important role in the process of teaching vocal mastery. They not only make learning more fun and effective, but also contribute to the all-round development of students as performers. Ultimately, this leads to students becoming more confident in their abilities, developing their creative skills and preparing them for a successful career in the world of music.

The integration of theoretical knowledge with practical skills is an integral aspect of vocal training. This important area of pedagogy helps build a solid foundation for vocalists, allowing them to not only master the technical aspects of performance, but also to gain a deeper

understanding of the musical elements that underlie their art. Educators should actively incorporate elements of music theory, such as harmony, rhythm, and dynamics, into the vocal training process so that students are able to approach each piece in a meaningful way rather than just mechanically reproducing sounds.

Music theory provides students with the tools to analyse and interpret musical works. For example, knowledge of harmony allows vocalists to better understand how different chords and their sequences affect the emotional colouring of a song. With this knowledge, students can more consciously choose their vocal lines and work on their expressiveness. In addition, an understanding of rhythm helps singers feel the flow of the music and correctly interpret complex rhythmic structures, which is especially important in genres that require a high degree of rhythmic precision.

Dynamics is another important aspect to consider in the learning process. It helps vocalists to convey emotion and create atmosphere in their performances. Understanding dynamic nuances allows students not only to vary the volume and intensity of their voice, but also to work on how these changes can affect the listener's perception. As a result, students learn not just to sing, but to do so with deep emotional content.

In addition, the development of ear and musical memory is a prerequisite for successful vocal mastery. Musical hearing allows students to distinguish tonal nuances, intonation, and harmonies, which is critical for accurate performance. Teachers can use a variety of ear training exercises, such as recognising intervals, chords and melodies, to improve students' overall musical perception.

Musical memory also plays a key role in the training of vocalists. The ability to memorise lyrics, melodies and complex musical phrases allows students to focus on the emotional interpretation of a piece without being distracted by technical details. To develop musical memory, teachers can apply various methods, such as repetition, use of associations or visual images, which makes the memorisation process more effective and fun [4, p. 144].

Thus, the integration of theoretical knowledge with practical skills in the process of vocal training creates conditions for the all-round development of students as performers. This allows them not only to master the technique of singing, but also to learn to approach each piece meaningfully, to develop their individuality and emotional expressiveness. Ultimately, this approach forms highly qualified vocalists who can successfully compete on the professional stage and bring a new sound to the world of music.

Vocal training of future music teachers is a multifaceted process that requires not only deep professional knowledge and skills, but also significant psychological and pedagogical training. It is important to understand that working with children is not just a transfer of knowledge about vocal skills, but also the formation of students' love for music, the development of their creative abilities and self-confidence. Therefore, students studying at the Faculty of Music should be prepared to interact effectively with children of different ages and levels of training.

One of the key aspects of training future teachers is the development of their communication skills. The ability to establish contact with students is the foundation of successful teaching. Students must learn not only to speak, but also to listen, to understand the needs and interests of their students. This includes the ability to ask open-ended questions, actively listen to answers, and adapt their teaching methods depending on the response of the class. Communication should be two-way: the teacher should be approachable and open so that students feel comfortable and free to express their thoughts and emotions.

It is also important to develop teamwork skills. Vocal training often involves group sessions where students should be able to work together, support each other and share experiences. This not only promotes a friendly classroom atmosphere, but also helps to develop qualities such as tolerance, respect for others' opinions and the ability to criticise constructively. Teamwork also builds leadership skills as students learn to take responsibility for the overall outcome.

Classroom management is another important aspect of training future teachers. It includes the ability to organise the learning process so that each student feels engaged and motivated. Future music teachers must learn techniques for managing class attention, maintaining discipline, and creating a positive learning environment. They must be prepared for different situations that may arise in the classroom and be able to approach each student in a personalised way.

Equally important is the continuous professional development of vocal teachers. In the rapidly changing world of music and pedagogy, it is essential for teachers to stay up-to-date with current trends and teaching methods. Participation in seminars, conferences and masterclasses gives teachers the opportunity to update their knowledge of new approaches to vocal training, to learn about innovative methods of work and to share their experience with colleagues. It also helps them to maintain their motivation and inspiration, which ultimately has a positive effect on their students.

Modern technology also plays an important role in teaching. Teachers need to master new tools and resources to enhance the learning process. The use of digital learning platforms, online courses and videos can greatly enrich the vocal training process, making it more accessible and interesting for students.

The integration of psychological and pedagogical training into vocal training of future music teachers is a necessary condition for the formation of qualified specialists. It allows not only to develop students' professional skills, but also prepares them for real conditions of work with children. As a result, such teachers become not only carriers of knowledge about vocal art, but also inspirational mentors capable of creating a positive atmosphere for the learning and development of their students.

Conclusion. Thus, the development of vocal skills in future music teachers requires a comprehensive approach, which includes individualisation of training, application of modern pedagogical technologies, integration of theory and practice, as well as psychological and pedagogical training of students. These aspects contribute to the formation of highly qualified specialists capable of successfully realising themselves in the field of music education and inspiring the new generation of musicians.

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FEATURES OF ORCHESTRAL MUSIC-MAKING STUDENTS OF PRIMARY SCHOOL AGE

The profession of a performing musician in the modern world is not mass in the context of social order. The complexity of training a performing musician of any specialization, as a rule, is in high demand on the international art market. The coverage of all these processes is very wide and requires specification of the period of mastering the initial basics of the profession. Therefore, we will focus on the period of primary school age.

For pedagogical analysis, the perspective of pedagogical work with children turns out to be difficult, which turns out to be at the level of choosing a profession and a complex complex of subordination to the desires of the child and his professional potential. It is the age of younger schoolchildren that correlates with the factors of choice and the willingness to master the professional skills of a performing musician on a particular musical instrument.