



# A Study of the Artistic Style Characteristics of Ethnic Songs and Their Value in Vocal Music Teaching

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**Citation:** Wu, C., & Hou, G. (2025). A Study of the Artistic Style Characteristics of Ethnic Songs and Their Value in Vocal Music Teaching. *Mediterranean Archaeology and Archaeometry*, 25(2), 127-132.

## ARTICLE INFO

Received: 01 July 2024

Accepted: 14 July 2024

## ABSTRACT

Ethnic songs are closely related to the local natural environment, local customs and religious beliefs, etc. Different ethnic groups have different song styles and different cultural connotations. Therefore, the topic of the artistic style characteristics of ethnic songs and its value in vocal music teaching is studied. We analyze the characteristics of the artistic styles of ethnic songs and deeply understand the national emotions contained in ethnic songs. The current situation of vocal music teaching is explained, and the difficulties in vocal music teaching are identified. We also discuss the value of folk songs in vocal teaching from the aspects of skill refinement: the skill training value of folk songs in vocal teaching; inheritance and promotion: the cultural value of folk songs in vocal teaching; emotional expression: the emotional education value of folk songs in vocal teaching. Through the above research, we aim to integrate different ethnic music cultures into vocal music teaching, broaden students' musical horizons, enhance students' musical literacy, and play an important role in the inheritance of ethnic music cultures.

**Keywords:** Ethnic songs; Artistic style; Song characteristics; Vocal teaching; Musical value.

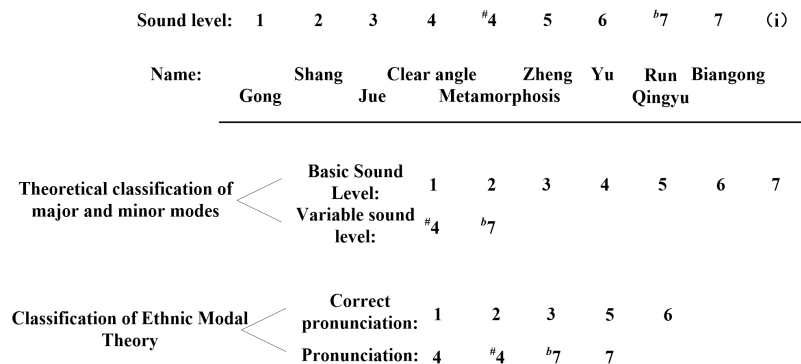
## INTRODUCTION

Inheriting culture has always been the focus of teaching, and culture includes ideological culture, national culture, musical culture and other aspects. Higher education is the key to the transmission of excellent culture, and every student plays an important role in the process of learning and passing on culture. As an important part of spiritual culture, music culture and ethnicity, folk instrumental music, folk songs, folk dances, folk raps, folk operas, etc., contain traditional culture with a long history<sup>[1-3]</sup>. Most colleges and universities have set up folk vocal music teaching programs, and folk vocal music classes in nationalities universities and conservatories have a rich history. With the progress of the times, the music culture of some ethnic areas has been eroded, and the traditional music culture is gradually disappearing. In order to pass down the ethnic music culture, colleges and universities have set up a program to study ethnic vocal music, which includes ethnic songs, rap music, ethnic instrumental music, song and dance music and other categories<sup>[4-6]</sup>. Among them, folk songs contain various tunes, and the content of vocal music teaching is relatively rich.

In the broad sense, folk vocal music is mainly composed of opera singing, folk songs and operas, interspersed with new folk songs and new operas, which are called "original" songs. Typical representatives of folk music are long tunes, short tunes, horse head string instrument, humai, sihu, and wuligeli, which can represent the musical and artistic achievements of an ethnic group<sup>[7-9]</sup>. The genres of folk songs include love songs, songs of longing for relatives, hymns, feast songs, ritual songs, admonition songs, children's songs, and cradle songs, which not only show the elegance of folk music and culture to the world, but also promote folk music and culture. Vocal music teaching is a kind of teaching process that specializes in teaching students how to sing correctly and effectively, including voice skills, pitch and rhythm, song understanding and expression, stage performance, voice protection, repertoire selection and practice, aural training, language and diction, etc., which can help students to improve their singing level<sup>[10]</sup>. This paper analyzes the characteristics of folk song art style, and applies folk songs in vocal music teaching, judging the value of folk song art in vocal music teaching, providing theoretical support for the inheritance of folk music culture and improving the students' state of mind.

## 1 CHARACTERISTICS OF THE ARTISTIC STYLE OF NATIONAL SONGS

Ethnic songs symbolize the spirit of the nation and reflect the distinctive personality and style of the nation. Miao songs are cheerful and melodious; Tibetan songs are high-spirited; Uyghur songs are passionate and unrestrained; Mongolian songs are long and evocative. No matter which kind of ethnic music they are, they all contain unique ethnic elements<sup>[11]</sup>. From the aspect of language style characteristics, the words appearing many times in the songs can highlight the diversity of national characteristics and languages. In terms of national tunes, the following is shown in Figure 1.



**Figure 1 Schematic diagram of ethnic tuning**

As shown in Figure 1, the national tuning contains two kinds of tuning: major and minor tuning and national tuning, among which, Gong, Shang, Horn, Qing Horn, Zheng, Feather, and Changing Gong are the basic tone levels, while Changing Zheng and Qing Feather are the changing tone levels. Gong, Shang, Jiao, Zheng and Yu are the main tones of the national tuning, while Qing Jiao, Changing Zheng, Changing Feather and Changing Gong are the partial tones of the national tuning, and the musical style can be judged by the tuning. From the aspect of sentence structure, folk songs generally have neat sentence structure, with seven-character sentences, and two-phrase and four-phrase sentences are more common<sup>[12-14]</sup>. Through the characteristics of language style, tonal style and sentence style, we can describe the cultural connotation and emotion of the songs, which can help students to improve their vocal singing level.

## 2 THE CURRENT STATUS OF VOCAL MUSIC TEACHING

The School of Music has been in existence for a long time and offers majors such as musicology and music performance. The professional skill courses include piano, piano accompaniment, instrumental music, vocal music and other courses. From the viewpoint of vocal music teaching materials, the form of teaching materials is relatively single, and the contents of music score teaching hints, theories of occurrence, voice health care and so on are mainly expressed verbally, which, to a certain extent, has caused the vacancy of vocal music theoretical knowledge<sup>[15]</sup>. The content of vocal music teaching is old-fashioned, and the curriculum is arranged according to the degree of difficulty of the specialty, ignoring the clarity of the song category. The structure of vocal music teaching is skewed, with the teaching of American music and pop music as the main focus, and ethnic music culture is not emphasized. In order to improve the effect of vocal music teaching and inherit the national music culture, this paper analyzes the value of national songs in vocal music teaching, and improves the attention to national music in vocal music teaching.

## 3 AN ANALYSIS OF THE VALUE OF ETHNIC SONGS IN VOCAL MUSIC TEACHING

### 3.1 Technique Refinement: The value of technique training of ethnic songs in vocal music teaching

Ethnic songs are characterized by long breath, which drives the vocal folds to vibrate and produce sound. In the process of vocal teaching, the style of folk songs is used as the basis to train the breath control skills. In terms of breath transition, the requirements are more flexible, using chest and abdominal joint breathing methods, sinking the breath into the pubic region, inhaling deep and steady, chest natural expansion, with a large change of breath, the voice out of the instrument, to improve the level of vocal singing<sup>[16-18]</sup>. The vocal technique training is shown in Table 1 below.

**Table 1** Vocal Technique Training Table

Skill training categories	Application of Ethnic Songs	The influence of vocal teaching
Respiratory control	Teaching deep breathing techniques in ethnic songs	Help students establish a stable breathing foundation and improve the support of their voices
	Analyzing the use of breathing in ethnic songs	Deepen students' understanding of the importance of breathing in vocal music
Pronunciation and articulation	Learning the Pronunciation Characteristics and Biting Techniques in	Assist students in correcting pronunciation, improving clarity and accuracy of pronunciation

Ethnic Songs		
Resonance training	Teach songs from different dialect regions to understand the differences in dialect pronunciation	Expand students' pronunciation range and enhance language expression
	Analyzing the Application of Resonance in Ethnic Songs	Help students find resonance positions that suit them, improve sound penetration and resonance effects
	Teaching resonance techniques for different vocal regions	Enable students to maintain coherence and unity of sound in different vocal regions
Timbre shaping	Learning the unique timbre characteristics of ethnic songs	Assist students in shaping personalized timbres and enhance the recognition of their voices
	Teaching techniques for timbre changes	Enable students to flexibly apply timbre changes and express song emotions during singing
Emotional expression	Analyzing the emotional expression methods and techniques in ethnic songs	Help students understand the emotions of songs and improve their ability to express emotions
	The professor uses methods such as timbre, volume, and speed to express emotions	Enable students to accurately convey the emotions of the song and enhance its infectiousness during singing
Stage performance	Learning Stage Performance Elements in Ethnic Songs	Help students improve their stage performance and enhance their confidence
	Teaching dance, movement, and other elements in ethnic songs	Enable students to integrate dance and movements into their singing, enriching stage performance

As shown in Table 1, ethnic songs have a rich variety of musical styles and singing techniques, and the songs contain techniques of pitch, timbre, rhythm and breathing, which are the basic skills that vocal students must master. Through learning folk songs, students can practice vocal singing skills and improve the accuracy and expressiveness of vocal singing<sup>[19]</sup>. The technique training in folk songs is not only limited to the voice itself, but also includes the grasping and expression of the emotion of the song, which contains cultural connotations and emotional connotations, and according to the student's understanding of the song, the emotion can be integrated into the voice, so as to make the singing more infectious and expressive. The fusion of emotion and technique will help students to master the essence of vocal singing. Ethnic songs in the skills training also has a targeted and practical, according to different ethnic songs with artistic style characteristics, choose the appropriate songs for skills training, to help students master the skills faster, improve the efficiency of vocal teaching.

### 3.2 Inheritance and Promotion: Cultural value of ethnic songs in vocal music teaching

In the process of vocal music teaching, there are three types of cultural values. First, to inherit Chinese culture, teaching traditional folk songs to deepen students' understanding and recognition of Chinese culture; introducing ancient poetic songs to help students appreciate the beauty of classical poetry and pass on literary traditions; teaching ethnic songs with regional characteristics to enhance students' understanding of and respect for different regional cultures. Secondly, to promote the national spirit, teaching songs related to national heroes can inspire students' patriotism and national pride; teaching songs with historical significance can deepen students' knowledge of historical events and enhance their historical awareness<sup>[20-22]</sup>. Third: to improve students' musical literacy, analyze the melody and structure of songs to cultivate students' musical analysis and creative ability; learn singing techniques to improve students' musical expression and vocal skills; understand the cultural connotations behind the songs to enhance students' cultural literacy and aesthetic ability. Adapting traditional songs with modern elements can stimulate students' innovative spirit and creativity. The combination of folk songs and popular music can broaden the horizons and fields of vocal music teaching. Holding concerts of folk songs expands the influence of folk songs, makes more people understand and love them, and realizes the inheritance and promotion of folk music culture in the true sense.

### 3.3 Emotional Expression: The emotional educational value of ethnic songs in vocal music teaching

The emotional education value of national songs in vocal music teaching is significant. They not only enrich the content of vocal music teaching, but also provide students with opportunities to deeply understand and experience different national emotions<sup>[23]</sup>. In vocal music teaching, the emotional education value of ethnic songs is shown in Table 2 below.

Table 2 Affective Educational Value Scale

Category of emotional education	Application of Ethnic Songs	The influence of vocal teaching
emotional resonance	Choose ethnic songs with profound emotional connotations	Guide students to experience the emotions in songs and enhance their emotional resonance ability
	Analyzing emotional expression techniques in songs	Help students understand the importance of emotional expression and enhance their emotional comprehension abilities
Emotional recognition	Emotional markers and clues in teaching songs	Cultivate students' emotional recognition ability to accurately recognize emotions in songs
	Experience different emotions through different styles of songs	Expand the emotional experience range of students and enhance their emotional sensitivity

Emotional expression	Teach techniques and methods for expressing emotions Encourage students to integrate their personal emotions into singing Analyzing the patterns and techniques of emotional changes in songs	Help students learn to express emotions through sound and performance Cultivate students' emotional expression ability and emotional engagement Teach students how to regulate emotions in singing to make emotional expression more accurate and appropriate
Emotional regulation	Guide students to understand the relationship between song emotions and singing skills Choose songs with positive emotional values	Help students establish a singing concept that combines emotions and skills Guide students to establish correct emotional values, such as patriotism, family, friendship, etc
Cultivation of emotional values	Discuss emotional values through song analysis	Enhance students' emotional value recognition and cultivate a positive and upward emotional attitude

As shown in Table 2, the artistic style of folk songs as a carrier of emotional education, the emotional connotation of the songs can guide students to experience, recognize and express various emotions. Using folk songs as the basis of vocal music teaching, the teaching process is the process of emotional experience, which not only enhances the students' emotional resonance ability, but also broadens the scope of students' emotional experience, so that the students can sing in the process of singing, can be more real and accurate form of song emotion. The techniques and methods of emotional expression in folk songs provide valuable learning resources for students, who integrate their personal emotions into singing, master the art of emotional expression, and make the songs more infectious and expressive <sup>[24-25]</sup>. Combining the artistic style characteristics of ethnic songs can not only improve students' vocal skills, but also help students to establish the concept of emotional expression and enhance the depth and connotation of vocal learning. The table emphasizes the role of folk songs in the cultivation of emotional values. Choosing appropriate, positive and emotionally rich songs, guiding students to discuss and analyze the connotations of the songs' emotional expressions, and cultivating positive emotional attitudes are of great significance to the students' future development.

#### 4 CONCLUSION

In recent years, the teaching of vocal music has become more and more extensive, which can enhance the students' musical literacy and cultivate the talents of music creation. As a rich cultural treasure of the Chinese nation, the unique genre and form of folk songs carry deep national emotions and are a unique artistic style that can cultivate students' aesthetic ability. Different ethnic groups have different artistic styles of songs, which have different cultural values. Therefore, this paper studies the characteristics of the artistic style of folk songs and its value in the teaching of vocal music. The artistic style characteristics of folk songs are analyzed from the aspects of language style characteristics, tuning of folk songs and sentence structure of folk songs. From the aspects of teaching skill value, cultural value and emotional experience value, the teaching of vocal music is integrated with students' emotion to improve students' aesthetic ability and emotional expression ability. By analyzing the culture and emotion, the excellent music culture will be passed on to provide guarantee for the students' future growth and development.

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