

# Current Situation and Countermeasures of Singing Teaching in Universities

Heting Ma

Graduate University of Mongolia, Ulaanbaatar, 11000, Mongolia

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## ABSTRACT

The purpose of this paper is to discuss the current situation and existing problems of university singing teaching in China, and to put forward corresponding countermeasures and suggestions. Firstly, the introduction part explains the significance and value of university singing teaching, and briefly introduces the purpose and method of the study. Then, through the analysis of the current situation of university singing teaching, it is found that there are problems such as single teaching mode, insufficient teachers and quality problems, low student participation and insufficient curriculum resources. On this basis, this paper puts forward corresponding countermeasures and suggestions in terms of reforming the teaching mode and method, strengthening the construction of teaching staff, improving students' participation, and optimising the curriculum and teaching materials.

## KEYWORDS

University singing teaching; Current situation analysis; Countermeasures and suggestions

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## 1. INTRODUCTION

With the rapid development of social economy and the prosperity of culture, the status and role of music education in China's higher education are becoming more and more prominent. Singing teaching, as an important part of music education, not only helps to cultivate students' musical literacy and aesthetic interest, but also improves their comprehensive quality and humanistic cultivation. However, the current university singing teaching faces a series of problems and challenges, such as a single teaching mode, insufficient teachers with quality problems, and low student participation. These problems seriously affect the effect and quality of singing teaching, and need to be studied and solved urgently. This thesis aims to analyse and discuss the current situation and problems of university singing teaching, and put forward corresponding countermeasures and suggestions. Through comparative analysis, empirical research and other methods, the current situation of university singing teaching is deeply analysed, so as to provide theoretical basis and practical reference for improving and optimizing university singing teaching. At the same time, the research results of this thesis also help to improve the quality of university singing teaching, promote the development of music education, and contribute to the cultivation of talents with all-round quality and innovative spirit.

## **2. ANALYSIS OF THE CURRENT SITUATION OF UNIVERSITY SINGING TEACHING**

### **2.1. Teaching Mode and Method**

The mode and method of university singing teaching is an important factor that affects the teaching effect. At present, university singing teaching in China mainly adopts the combination of collective teaching, group teaching and individual teaching.

First of all, collective teaching is the main form of university singing teaching. In this mode, teachers face all students to teach, focusing on the teaching of basic knowledge and skills. However, due to the large number of students, it is difficult for teachers to provide detailed guidance to each student's singing level, resulting in some students failing to keep up with the teaching progress [1]. Secondly, group teaching is an auxiliary form of university singing teaching. Through grouping, students can communicate and cooperate within the group to improve their singing level together. This teaching mode is conducive to cultivating students' teamwork ability, but at the same time, it also increases the difficulty for teachers to organise teaching. Finally, individual teaching is an important supplement to university singing teaching. Teachers can provide targeted instruction to improve students' singing skills according to their individual differences. However, individual teaching is difficult to be popularised due to the limited teacher strength [2]. In addition, university singing teaching methods are relatively traditional, based on lectures, demonstrations and exercises. Although some teachers try to introduce modern educational technology, such as multimedia teaching and network teaching, the scope of application is narrow.

In view of these problems, university singing teaching in China should reform the teaching mode and method. On the one hand, it can try to adopt diversified teaching forms, such as small class teaching, tiered teaching and so on, to meet the needs of different students. On the other hand, it should increase the investment in modern educational technology, promote digital teaching resources and improve the quality of teaching. At the same time, attention should be paid to practical teaching and students should be encouraged to participate in various singing competitions and performances to improve their practical skills. Through these measures, it is expected to improve the status quo of university singing teaching and improve students' singing level [3].

### **2.2. Status Quo of Teachers' Team**

Firstly, the number of teachers is insufficient. With the popularity of university singing teaching, students' demand for singing teaching is increasing, but the number of qualified singing teachers is relatively limited. This has led to the fact that many university singing teaching courses have a small faculty that cannot meet the needs of students [4]. Secondly, the quality of the faculty varies. Due to the insufficient number of faculty, some universities may hire teachers who do not have enough teaching experience and professional ability to take the courses of singing teaching. This results in some students not being able to get professional guidance and training in singing teaching, which affects their learning effect and the improvement of their singing level. In addition, there are limited professional development opportunities for the teaching force. Due to the insufficient quantity and quality of the faculty, the professional development opportunities for the faculty teaching singing in universities are relatively limited. This has led to the lack of updating and innovation in teaching methods and concepts of some teachers, who are unable to keep up with the pace of the times, which affects the development of university singing teaching and students' learning experience [5].

In summary, there are some problems with the current status quo of the faculty of university singing teaching, including insufficient quantity, uneven quality and limited professional development opportunities. In order to solve these problems, universities should strengthen the construction of the faculty, improve the professional ability and teaching level of teachers, and at the same time provide

more professional development opportunities in order to improve the overall quality of university singing teaching.

### **2.3. Students' Singing Level and Interest**

In the current university singing teaching, students' singing level and interest present certain characteristics and problems [6].

From the point of view of singing level, due to the different musical foundation and talent conditions of college students, there are big differences in students' singing level. On the one hand, some students have good music literacy and singing talent, they have a strong interest in music, actively participate in singing activities, and have achieved excellent results in singing competitions inside and outside the university. On the other hand, some students have a weak singing foundation and lack self-confidence and interest in singing, which makes them relatively passive in singing activities. In terms of interest in singing, most of the students have a positive attitude towards singing, and they hope to express their emotions and personalities through singing, and improve their musical and artistic qualities. However, there are also some students who lack enthusiasm and interest in singing, and they think that singing activities take up time and do not substantially help their studies and future development. This phenomenon may be related to factors such as the singing teaching mode, the teaching content and the individual differences of students.

To address the problems of students' singing level and interest, university singing teaching should take the following measures.

First of all, for the differences in students' singing level, teachers should teach students according to their abilities, and make personalised teaching plans and teaching contents according to the characteristics and needs of different students. For students with a good singing foundation, the teaching difficulty can be increased appropriately, guiding them to dig deeper into the connotation of music and improve their musical literacy. For students with weak singing foundation, they should pay attention to the teaching of basic knowledge, start from the basic vocal skills and music theory, and gradually improve their singing level. Secondly, for the cultivation of students' interest in singing, teachers should pay attention to the fun and interactivity of teaching methods to stimulate students' interest in learning and enthusiasm for participation. Group teaching and practical performances can be used to let students feel the fun of singing and enhance their self-confidence in cooperation and practice. At the same time, pop music, folk music and other diversified music forms can also be introduced, so that students can find their interests in a wide range of musical fields.

To sum up, university singing teaching should pay attention to students' singing level and interest, and through methods such as tailoring teaching to students' needs and interesting teaching, students' singing ability should be improved and their love and pursuit of music should be cultivated [7].

### **2.4. Curriculum and Teaching Materials**

In the current university singing teaching, there are some problems in the curriculum and teaching materials. First of all, in terms of curriculum, the singing teaching curriculum in many universities is relatively single, often limited to traditional music theory teaching and simple practical operation, lacking pertinence and practicality. Such a curriculum is difficult to meet the diversified learning needs of students and limits the overall development of students' singing ability. Secondly, there are some problems with the teaching materials. At present, the quality of the singing teaching materials on the market varies, and the contents of some teaching materials are outdated and out of touch with the current popular music market, which is not conducive to students' mastery of the latest singing skills and styles. In addition, the preparation of teaching materials is often too theoretical and lacks practical guidance, which makes students feel abstract and difficult to understand, and it is difficult for them to apply the theoretical knowledge to actual singing. To address these problems, it is

necessary to reform the curriculum and teaching materials for university singing teaching. First of all, diversified courses should be offered according to the actual situation and needs of students, such as pop singing, ethnic singing, American singing and so on, so that students can choose according to their own interests and specialities. At the same time, some practical courses, such as chorus and band performance, can be added so that students can improve their singing ability in practice [8]. Secondly, in terms of teaching materials, teaching materials with pertinence and practicability should be selected or written to keep up with the development trend of the popular music market. The content of the teaching materials should focus on the combination of theory and practice, and focus on practical guidance, so that students can intuitively feel the improvement of singing skills in the learning process. At the same time, the teaching materials should also be regularly updated to introduce new songs and cases, so that students can be exposed to the latest singing knowledge and styles.

In summary, to improve the current situation of university singing teaching, it is necessary to reform the curriculum and teaching materials to make them more in line with students' learning needs and more helpful to improve students' singing ability. Only in this way can university singing teaching better play its role in talent cultivation and cultural inheritance [9].

### **3. PROBLEMS IN UNIVERSITY SINGING TEACHING**

#### **3.1. Single Teaching Mode**

The problem of single teaching mode of university singing teaching is manifested in the teaching process of over-reliance on traditional classroom lectures and practice methods, and the lack of diversified teaching means and interactivity. This single teaching mode often makes students feel boring in the learning process, and it is difficult to stimulate their interest and enthusiasm in learning.

First of all, in the existing university singing teaching, teachers usually use classroom lectures to teach students singing skills and theoretical knowledge. Although this way can systematically transfer knowledge to students, it is easy to lead to passive acceptance and lack of practice opportunities. At the same time, classroom teaching is often difficult to meet the individual needs of different students, affecting their individual development [10]. Secondly, singing practice has a relatively low status in the teaching process. Many teachers pay too much attention to the teaching of theoretical knowledge in the classroom and neglect the actual operation and practice of students. This makes students have a big gap between theoretical learning and actual singing, which affects the improvement of their singing level.

To address this problem, it is necessary to reform the university singing teaching mode. On the one hand, teachers should make full use of modern educational technology, such as multimedia teaching, network resources, etc., to enrich the teaching means and improve the quality of teaching. On the other hand, focus on cultivating students' practical ability, increase classroom interaction, so that students can master singing skills in practice. At the same time, students are encouraged to participate in various singing competitions and performances to improve their stage performance and overall quality. In addition, workshops, seminars and other teaching forms can be introduced to stimulate students' interest in learning and cultivate their innovative spirit and teamwork ability. Through diversified teaching modes, university singing teaching is more in line with the needs of the times and improves students' singing level and comprehensive quality [11].

In short, the problem of a single university singing teaching mode needs to be solved urgently. Only through reform and innovation of teaching means and methods can we stimulate students' interest in learning, improve their singing level, and lay the foundation for cultivating high-quality music talents.

### **3.2. Insufficient teachers and quality problems**

Insufficient teachers and quality problems are a major problem in the current university singing teaching. First of all, the insufficiency of teachers is manifested in the fact that the number of music teachers is insufficient to meet the increasing demand of students. Due to the lack of attraction of music teaching positions, coupled with the shortage of music education professionals, it leads to the situation that the supply of music teachers exceeds the demand. In addition, the problem of teacher quality cannot be ignored. On the one hand, some music teachers are limited by their own professionalism and teaching ability, which makes it difficult to meet the students' demand for high-quality singing teaching; on the other hand, there are some degree of regional and age structure irrationality and other problems in the music teacher team, which affects the quality of teaching and teaching effect [12].

In order to solve this problem, it is firstly necessary to strengthen the construction of the teaching force. The education department should increase the support for the music education profession, encourage and support the training of musical talents, and improve the attractiveness of music teacher positions. At the same time, the training and improvement of in-service music teachers should be strengthened, and the teaching level and professionalism of teachers should be improved by carrying out various kinds of professional training, seminars and other activities. In addition, optimising the structure of the teaching force is also key. The education department should endeavour to bring in outstanding talents with high singing and teaching standards, and at the same time pay attention to the training of local music teachers, so as to form a reasonable age structure and professional distribution of the teaching force. In addition, inter-school exchanges and co-operation should be strengthened to share high-quality teacher resources and improve the overall level of the teaching force. In the process of introducing and training teachers, emphasis is placed on the practical ability and educational and teaching methods of music teachers. Encourage music teachers to participate in activities such as actual singing performances and music creation to improve their practical ability. At the same time, innovative teaching methods, combining modern educational technology with singing teaching, improve the teaching effect.

To sum up, solving the problem of insufficient teachers and quality requires multifaceted efforts. By strengthening the construction of the faculty, optimising the structure of the faculty, improving the practical ability of teachers and education and teaching methods and other measures, it will help to improve the overall level of university singing teaching and lay the foundation for cultivating more excellent singing talents [13].

### **3.3. Low Student Participation**

Firstly, singing teaching is often regarded as a secondary subject in university education. Schools and parents pay too much attention to students' academic performance, resulting in students devoting more time and energy to examination subjects, thus neglecting singing teaching. In addition, some students have little interest in singing, believing that the singing programme has little to do with their future career development, and thus lack motivation to learn. Secondly, the current singing teaching mode is too single, mostly based on classroom teaching, with low student participation. Teachers tend to focus on the transmission of skills in teaching and neglect students' interaction and practice. This teaching method makes students in a passive learning state, and it is difficult to stimulate their interest in learning. Again, the imperfection of the evaluation system is also one of the reasons for the low participation of students. In the current singing teaching, the main way of evaluating the students' singing level is the examination results, which can easily lead to students focusing on the scores and ignoring the fun and meaning of singing itself.

To address the problem of low student participation, we can improve the following aspects.

Firstly, it is necessary to raise students' awareness of singing teaching, so that they understand that singing is not only a talent, but also an attitude to life, which can improve their comprehensive quality. Schools and parents should also adjust their expectations of students appropriately and encourage them to participate in singing activities and develop their hobbies. Secondly, teachers should innovate the teaching mode and increase classroom interaction so that students can fully participate in the classroom. For example, group teaching and practical teaching are used so that students can learn in practice and entertain themselves in learning. Finally, improve the evaluation system, focusing not only on students' singing skills, but also on their attitude, process and teamwork ability. Through diversified evaluation methods, students' interest in learning is stimulated and their enthusiasm for participating in singing teaching is improved.

In conclusion, to improve students' participation in university singing teaching, it is necessary for schools, teachers, parents and students to make joint efforts to reform and innovate from various aspects in order to stimulate students' interest and enthusiasm in singing [14].

### **3.4. Insufficient Curriculum Resources**

University singing teaching is an important part of cultivating musical talents, however, at present, university singing teaching in China faces the problem of insufficient curriculum resources. Specifically manifested in the following aspects .

Firstly, the content of teaching materials is outdated. At present, most of the teaching materials for singing teaching in China's universities are updated slowly and cannot reflect the latest developments in modern music in a timely manner, making it difficult for students to come into contact with the latest music knowledge and skills [15]. Secondly, the practice opportunities are limited. Singing teaching is a highly practical discipline that requires students to improve their singing level through a lot of practice. However, at present, most universities in China do not have enough practice opportunities available to students, making it difficult for students' singing ability to be effectively exercised and improved. Again, the teaching equipment is backward. The development of modern science and technology has provided many new tools and equipment for singing teaching, such as music production software, electronic piano and so on. However, due to financial constraints, the singing teaching equipment in many universities in China is backward and cannot meet the needs of modern singing teaching.

To address these problems, I think the following measures should be taken to solve them. Firstly, the updating of teaching materials should keep pace with the times and introduce the latest music knowledge and skills. Secondly, schools should provide more practice opportunities, such as organising students to take part in various music competitions and performances, so that they can improve their singing level in practice. Finally, schools should increase the investment in singing teaching equipment and introduce advanced teaching equipment to improve the effect of singing teaching.

## **4. COUNTERMEASURES AND SUGGESTIONS**

### **4.1. Reform Teaching Mode and Method**

The key to the reform of university singing teaching lies in the innovative teaching mode and method. The traditional single teaching mode can no longer meet the diversified learning needs of students, so teachers should actively explore new teaching methods to improve the quality of teaching.

First of all, the introduction of diversified teaching methods, such as group cooperation, practical exercises, stage performances, etc., can stimulate students' interest in learning and cultivate teamwork ability. Through group co-operation, students can learn from each other and promote each other, so as to improve the overall singing level. Practical rehearsals and stage performances allow students to

apply what they have learnt to the real world and exercise their singing skills and stage performance. Secondly, the use of modern technology, such as network platforms and music software, provides students with more convenient learning resources. Through the network platform, teachers can upload teaching videos and audio materials, which is convenient for students to review anytime and anywhere. At the same time, music software can help students carry out training in pitch, rhythm and other aspects to improve the level of singing. Again, pay attention to individual differences and teach according to students' abilities. Teachers should make individualised teaching plans according to students' voice conditions, music foundation and interests. For students with good voice conditions, they can focus on cultivating their singing skills and stage performance; for students with poor music foundation, they need to start from the basics and strengthen the learning of music theory. In addition, strengthen the classroom interaction, create a relaxed and happy teaching atmosphere. Teachers should take students as the main body, focus on communication between teachers and students, encourage students to ask questions and express their opinions. Through interactive teaching, students can learn to sing in a relaxed and pleasant atmosphere and improve the teaching effect. Finally, carry out practical activities inside and outside the school to broaden students' horizons. Organise students to participate in all kinds of singing competitions, concerts and other activities, so that they have the opportunity to communicate and learn from other singers, and constantly improve their singing level. At the same time, invite famous singers and music educators to give lectures in schools to provide students with more learning opportunities.

In conclusion, reforming the university singing teaching mode and method requires teachers to innovate constantly, focus on individual differences of students, use modern technology, strengthen classroom interaction, as well as carry out practical activities. Through these reform measures, it is expected to improve the quality of university singing teaching and cultivate more excellent singing talents.

#### **4.2. Strengthening the Teaching Staff**

Teacher construction is a key link in the development of university singing teaching. In the current university singing teaching, the problem of insufficient teachers and quality has become a bottleneck that restricts the development of teaching. In order to improve this status quo, it is necessary to take a series of measures to strengthen the construction of teachers.

First of all, improve the treatment and status of the teaching staff to attract more excellent talents to join the singing teaching field. Schools should give singing teachers certain policy support, such as providing title promotion channels and improving the social security system, in order to improve their career attractiveness. Secondly, teacher training should be strengthened to improve teachers' singing teaching ability and quality. Schools can organise singing teaching seminars, workshops and other activities on a regular basis so that teachers can learn about the latest singing teaching concepts and methods. At the same time, teachers are encouraged to participate in singing teaching exchange activities at home and abroad to broaden their horizons and improve their teaching level. Once again, strengthen the cross-discipline and integration of the teaching team. Singing teaching involves not only music disciplines, but also literature, psychology, performing arts and other fields. Schools can encourage teachers to cooperate across disciplines, conduct research on singing teaching, innovate teaching methods and improve teaching quality. In addition, a stable team of part-time teachers should be established to give full play to the role of industry experts and social talents. Schools can establish co-operative relationships with music institutions and artists, and invite them to teach or hold lectures for students, so as to enrich teaching resources and improve teaching quality. Finally, strengthen the assessment and evaluation of the teaching force to ensure the quality of teachers' teaching. Schools can establish a perfect teacher assessment system to evaluate teachers in terms of teaching attitudes, teaching methods and teaching effects, so as to motivate teachers to continuously improve their teaching level.

Through the above measures, it is expected to gradually improve the status quo of university singing teaching faculty and provide a strong guarantee for improving the quality of singing teaching. This will enable students to learn singing in a better teaching environment and improve their singing quality and performance ability.

### **4.3. Improve Students' Participation**

Improving students' participation is an important part of improving university singing teaching. Firstly, teachers can stimulate students' interest in learning through rich and diversified teaching activities. For example, they can organise students to participate in campus singing competitions, concerts, choir rehearsals and other practical activities, so that students can improve their singing skills in practice. In addition, multimedia teaching means, such as music software and video tutorials, can be used to let students learn in a relaxed and pleasant atmosphere. Secondly, teachers should pay attention to the individual differences of students and teach them according to their abilities. For different students' voice conditions, music literacy and interests, make personalised teaching plans. For students with good voice conditions, the difficulty of singing can be increased appropriately to cultivate their musical expression; for students with average voice conditions, attention should be paid to exploring their musical potential and improving their singing confidence. In addition, the establishment of incentives is also an important means to improve student participation. Through the establishment of singing competitions, scholarships, excellent student recognition, etc., students' learning motivation is stimulated. At the same time, teachers should give students full affirmation and encouragement, so that they can feel a sense of achievement and happiness in the singing process. Finally, strengthen the interaction between teachers and students to create a good teaching atmosphere. Teachers should take the initiative to communicate with students, understand their needs and confusion, and provide students with timely help and guidance. At the same time, students are encouraged to learn and communicate with each other to form a good learning atmosphere.

To sum up, to improve student participation, teachers need to start from many aspects, pay attention to students' needs and individual differences, create interesting and practical teaching activities, establish incentive mechanisms, and strengthen teacher-student interaction, so as to stimulate students' interest in learning and improve the effect of singing teaching.

### **4.4. Optimise the Curriculum and Teaching Materials**

There are some problems in the current curriculum and teaching materials of university singing teaching, which need to be optimised. Firstly, the curriculum should be more diversified, in addition to the traditional vocal courses, music theory, music appreciation, choral conducting and other courses can be added to meet the needs of different students. Secondly, the content of the curriculum should be in line with the modern society, and modern music elements such as pop music and rock music should be introduced so that students can better adapt to the market demand. In addition, the curriculum should also focus on practice, increasing the number of practical sessions such as classroom singing and music performance to improve students' practical ability. In terms of teaching materials, one should choose teaching materials suitable for college students, which should have both depth and breadth. Some classic vocal music teaching materials can be chosen to let students master the basic vocal skills; at the same time, some modern music teaching materials can also be chosen to let students understand the development trend of modern music. In addition, some online teaching materials can be developed by combining network resources, which is convenient for students to learn anytime and anywhere.

In general, to optimise the curriculum and teaching materials of university singing teaching, it is necessary to take into account the needs of students, the needs of the market and the needs of teaching resources, so as to make the teaching content more rich and practical, and better cultivate the students' singing ability and music literacy.

## 5. CONCLUSION

In today's society, university singing teaching as a kind of art education can not only improve students' musical literacy, but also cultivate their aesthetic interest and humanistic spirit. By analysing the current situation of university singing teaching, we find that although we have achieved certain results, there are still some problems, such as a single teaching mode, insufficient teachers and quality problems, low student participation and insufficient curriculum resources.

In order to improve the status quo of university singing teaching, we put forward the following countermeasures and suggestions: firstly, reform the teaching mode and methods, and try to adopt diversified teaching means, such as group co-operation and practical teaching, in order to stimulate the students' interest and enthusiasm in learning. Secondly, strengthen the construction of the teaching staff, improve the professional quality and teaching ability of teachers, and at the same time increase the number of music teachers to meet the growing demand of students. Thirdly, improve students' participation by organising all kinds of music activities, such as singing competitions and concerts, so as to let students feel the charm of music and improve their singing level through participation. Finally, optimise the curriculum and teaching materials, combine with the actual situation of students, choose the teaching materials suitable for them, while focusing on the systematic and scientific nature of the curriculum.

In conclusion, university singing teaching is still in the development stage in China, facing a series of challenges. Only through reform and innovation can we continuously improve the quality of teaching and cultivate more excellent talents with musical literacy and practical ability. Let's work together for a better future of university singing teaching.

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