

**การศึกษาเพื่อการเรียนรู้แนวเพลงยอดนิยมโดยใช้ทักษะของเดวีส์
สำหรับนักศึกษาชั้นปีที่ 1 สถาบันศิลปะต้าเหลียน มหาวิทยาลัย Liaoning**
**A studying to learn popular vocal music by using Davies skills
for grade 1 students, Dalian Institute of the Arts. Liaoning province**

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บทคัดย่อ

วัตถุประสงค์ของการวิจัยนี้เพื่อ 1) เพื่อศึกษาเพื่อการเรียนรู้แนวเพลงยอดนิยมโดยใช้ทักษะของเดวีส์สำหรับนักศึกษาชั้นปีที่ 1 สถาบันศิลปะต้าเหลียน มหาวิทยาลัย Liaoning 2) เพื่อสร้างหนังสือคู่มือ 3) เพื่อสอนร้องเพลง ป้องปล่าโดยใช้ทักษะของเดวีส์ สำหรับนักศึกษาชั้นปีที่ 1 สถาบันศิลปะต้าเหลียน มหาวิทยาลัย Liaoning 4) เพื่อวัดผลสัมฤทธิ์ของนักเรียน

วิธีการวิจัยเป็นแบบผสมผสานเชิงปริมาตรและเชิงคุณภาพ กลุ่มตัวอย่างเป็นผู้เชี่ยวชาญด้านดนตรี 3 คน จาก โรงเรียนสอนร้องเพลง ทำการประเมินโดยใช้หลักสูตรการสอนของ เดวีส์ สอนนักศึกษาชั้นปีที่ 1 ในกลุ่มทดลอง จำนวน 10 คน ประเมินผลการสอน รวมรวมข้อมูลผลการสอน และวิเคราะห์ข้อมูล การศึกษานี้เป็นการศึกษาเชิงทดลองเกี่ยวกับการนำ "ทักษะของเดวีส์" เข้าสู่การสอนดนตรียอดนิยม ของวิทยาลัย วิธีการวิจัยการออกแบบ สร้างหลักสูตรการสอนเชิงปฏิบัติ รวมถึงการทดลองหนึ่งครั้ง

การตรวจสอบความสม่ำเสมอและประสิทธิผลของเครื่องมือ การสังเกต และการสัมภาษณ์ผู้เข้าร่วมการทดลอง

ผลการวิจัยพบว่า นักศึกษาร้องเพลงป้องปล่า มีระดับดีขึ้นอย่างมีประสิทธิภาพ นักศึกษามีความพึงพอใจอยู่ในระดับดี การปฏิรูปอย่างมีประสิทธิภาพ ช่วยปรับปรุงประสิทธิภาพการสอนของครู และคะแนนเฉลี่ยของระดับสูงกว่า 85% ซึ่งถือว่าอยู่ในระดับที่ดีเยี่ยมหลังจากใช้ทักษะการสอนของ เดวีส์ ระดับการพัฒนาการเรียนรู้ของนักศึกษามีมากกว่า 80% และเพิ่มขึ้นเรื่อยๆ

คำสำคัญ: ทักษะของเดวีส์ แนวเพลงยอดนิยม ประสิทธิภาพการสอน

Abstract

The research objectives were 1) to study popular vocal music learning by using Davies skills for 1st year students, Dalian Institute of the Arts; 2) to create a Guidebook; 3) to teach popular vocal music by using Davies skills for 1st year students, Dalian Institute of the Arts; and 4) to measure the student achievement.

The research methodology was mixed method approach of quantitative and qualitative method. The samples were 3 senior music experts from Conservatory of Popular Music conducted the evaluation; by used Davies teaching course to teach

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10 students in the experimental group, and assessed the teaching outcomes, gathered the teaching outcomes data, and examined the information. The research is an experimental investigation of the integration of "Davies Skills" into the study of popular music in higher education. Create practical teaching courses that include single experiment, tool validation, consistency, and effectiveness, as well as observation and participant interviews. The research findings were that popular vocal music singing students' professional level could be effectively improved. There are very high student's satisfactions. As a result of successful reforms, teachers are now more efficient in their instruction, and the professional level average score was above 85%. This after applying Davies' teaching skills, was at a very high level. The learning development levels of students have surpassed 80% and are still increasing.

Keywords: Davies skill, Popular vocal singing, Teaching efficiency

Background and importance of the problem

Meng (2016) said that at present, the method used in the teaching of vocal music popular singing in colleges and universities in our country are to provide students with similar small singing platforms and sound equipment, so that students can carry out the form of live simulation singing. The teacher points out the students' singing skills and ways to improve their singing ability through repeated exercises. This method can effectively make students feel the change of sound from the perspective; as a result, practically all colleges and universities offering music instruction across the nation have embraced this concept. This pedagogical approach has helped China's colleges and universities teach more musicians, but there are some negatives as well. Due of the potential for

tension and dependence on the teacher throughout the formal performance, the pupils' continued acceptance of such a teaching technique. It significantly lowers the pupils' overall singing ability, and the teaching approach is unable to mimic the popular singing method's performance, lack of stage improvisation and audience contact concentrates all of the effort on singing abilities, which lessens the impact of the performance as a whole. The popular singing method requires performance and stage display, live cooperation, emotional skills, etc., so that the feeling of music can be imbedded into the heart of the audience, if only pay attention to the singing skills, you can't give full play to the importance of popular singing. Such that the music skill actually improves in the artistic areas. Jiang (2011) explains that a famous vocal music educator used seven words to accurately summarize all the contents of vocal music teaching and singing, sound, emotion, character, taste, expression, nourishment and image. Sound is sound, feeling is emotion, words and characters are round, taste refers to the style and charm of singing, the table is performance, cultivation is cultural accomplishment, artistic accomplishment and musical accomplishment, like refers to stage image. In domestic art institutions, there isn't a generally excellent educational structure, teaching strategies, or instructional resources for popular singing. Many expert teachers of popular singing draw on their own vocal expertise while instructing students and the inclusion of beautiful and indigenous singing in the teaching theory. The teaching of some popular vocal music still has a lot of flaws. Luo (2012), such as the lack of systematic theoretical system of teaching methods; the excessive dependence of teaching methods on multimedia; the excessive teaching of musical instruments, which leads to the decrease of the proportion of demonstration teaching practice; the formalizations method is formulaic and the students' interest in learning music is reduced. How

to better carry out the popular singing teaching of college teachers, improve the students' professional level and the ability of stage performance, and cultivate more music talents who meet the needs of the society.

As a result, this essay aims to investigate the variables influencing the professional standing of Dalian Academy of Art in Liaoning Province and suggests ways to enhance these accomplishments.

Purposes of research

1. To study popular vocal music learning by using Davies skills for 1st year students, Dalian Institute of the Arts.
2. To create a Guidebook,
3. To teach popular vocal music using Davies skills to first year students of Dalian Academy of Arts.
4. To measure the student's achievement.

Questions of the Research question

How to use Davies' skills to improve the popular vocal music of students at Dalian Art Institute?

Research scope

Population, sample and Key informant

Population: used in this study consisted of 40 for 1st year students, Dalian Institute of the Arts. Examples used in research

Sample: Selected of 10 for 1st year students, Dalian Institute of the Arts by purposive sampling.

Key informant: the researcher collected data for creating the Guidebook by interviewing 3 experts, as follows:

- 1) Professor Yu Zhengyi, popular singing department, master tutor.
- 2) Professor Sun Dafeng, Dean of the School of Popular Music, Jilin University of the Arts.

3) Pang Bo, Dean of the School of Modern Music, Shenyang Conservatory of Music.

Research content

Prepare the "Davies Skills Teaching Plan", apply Davies skills to 10 students with professional problems in the first year of Dalian Academy of Art, and improve their professional level.

Part 1: Understand the work background, and introduce the knowledge focus

Part 2: Sound exercises: 1) Breathing exercises, 2) Open accent, closed accent humming exercises, 3) Bite words, words in singing exercises.

Part 3: Song Teaching: 1) Students sing according by music score, teachers corrected. 2) Teachers highlight sub skills in learners-demonstration and singing works. 3) Students perform multiple exercises through their understanding of the demonstrated sub-skills

Part 4: Works singing: 1) Students through each sub-skill practice, the teacher corrected one by one, to analyze and conduct the artistic processing of work emotion. 2) Students combine early talents and practice them repeatedly until they have mastered the entire skill set.

Time scope

Academic Year 2021

Variables to be researched

1. Independent variable is Guidebook for teaching popular vocal music by using Davies skills for 1st year students, Dalian Institute of the Arts created by the researcher.

2. Dependent variables are

2.1 Measuring student achievements for 1st year students, Dalian Institute of the Arts, and

2.2 Student satisfaction with the teaching and learning

Research tools

The research tools are as follows:

1. Guidebook for popular vocal music teaching by using Davies skills for 1st year students, Dalian Institute of the Arts.

2. The learning management plan is used in conjunction with Guidebook are as follows:

Prepare the "Davies Skills Teaching Plan", apply Davies skills to 10 students with professional problems in the first year of Dalian Academy of Art, and improve their professional level.

Part 1: Understand the work background, and introduce the knowledge focus.

Part 2: Sound exercises. 1) Breathing exercises. 2) Open accent, closed accent humming exercises. 3) Bite words, words in singing exercises.

Part 3: Song Teaching: 1) Students sing according by music score, teachers corrected. 2) Teachers highlight sub skills in learners-demonstration and singing works. 3) Students perform multiple exercises through their understanding of the demonstrated sub-skills.

Part 4: Works singing: 1) Students through each sub-skill practice, the teacher corrected one by one, to analyze and conduct the artistic processing of work emotion. 2) Students connect child skills and practice multiple times until they can master the complete skills. 3. Student learning achievement test.

4. The student's satisfaction with teaching and learning.

Terminology definition

Davies teaching skills (Davies, 1971, pp. 50-56) put forward the concept of practical skills development. Most skills contain a large number of small skills. It is a big skill to train learners to learn these small skills. This will help learners get better and faster grades.

Expected benefits

1. Davies' teaching practice is an important way in music teaching, which can effectively improve

the teaching quality and guide the development of music industry.

2. Further improve their own teaching level, learn from each other and exchange.

Research conceptual framework

The conceptual framework of this study is derived from the theoretical framework, which shows the relationship between input and output of education. These inputs include teachers' application of Davies' teaching methods, and the output is expressed through professional level test performance. The introduction of teaching skills, standardized exercises and standardized examinations has a direct impact on the performance of students' professional level improvement.

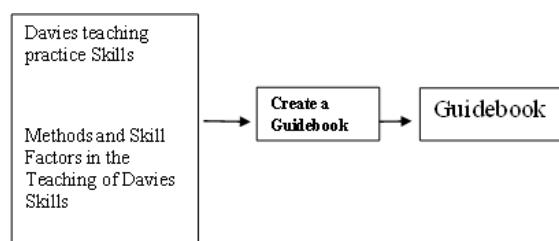


Figure 1: Conceptual Framework

Research Method

The research is an experimental investigation of the integration of "Davies Skills" into the study of popular music in higher education. Design research methods; create practical teaching courses including single experiment, validation, consistency and effectiveness of tools, observation and interviews with trial participants.

The observation results target the experimental research of students' intonation grasp, tone conversion, rhythm grasp, music sense grasp and stage performance. The descriptive study, explained by the researchers, summarized as follows:

1. Construction of research tools

In this research, data collection tools were used as follows:

- Guidebook
- Lesson plan
- Student achievement assessment form
- Student satisfaction assessment form
- Assessment Guidebook for 3 experts
- Expert interview form

2. Design of Davies Teaching Skills Course

From the information obtained from the study of documents relevant research and interviews with 3 experts, the researcher gathered the data and used it to create a Guidebook with the approval of the advisor. The researcher brought the Guidebook to 3 experts to assess the accuracy of the content.

The researcher created a Lesson plan complete with guidebook content. And set a schedule on the day time to teach

3. Research plan: The researcher has carried out the research plan, as follows:

Table 1: The research process

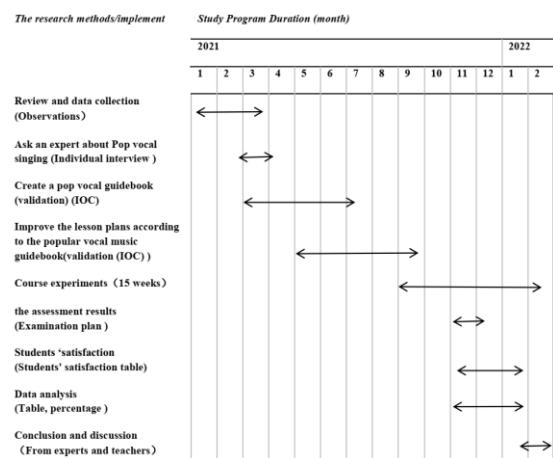


Table 2: Course Schedule

No.	Learning content
1	Import the vocal work background (5 minutes)
2	Music presentation for students (5 minutes)
3	Students sang the work to the score (5 minutes)
4	Teachers correct and demonstrate the skills demonstrated by the students (10 minutes)
5	Students practice on the entire work (5 minutes)
6	Teachers give specific demonstrations on the key parts, and students practice the key parts (8 minutes)
7	Teachers give specific demonstrations on the difficult part, and students demonstrate exercises on the difficult part (5 minutes)
8	Summarize this class focus (3 minutes)

Table 2 Course schedule, it consists of 13 class periods and 8 steps per session to guide the researchers in the intervention, as detailed in Table 1, to use it in the study management plan.

Research Results

In this paper, 10 students of popular vocal music singing in Dalian Academy of Art of Liaoning Province were trained in Davies teaching skills. In the fifth, tenth, and fifteenth weeks of the course, the feasibility evaluation table using the Davies Teaching Skills Practice Evaluation Standard (Table 4), According to the evaluation criteria, the performance of 10 students was recorded as "questionnaire on the feasibility of singing etudes in popular music "(Table 3)," Feasibility assessment form of curriculum plan "(Table 4), Davies teaching skills training is evaluated by comparison analysis to determine whether it is practical and to raise students' professional levels.

1. The results and programs of popular singing students in the School of Music of Dalian Academy of Arts after studying through Davies pedagogy

Table 3: Formative test and Summary test

Serial number	Formative test scores										Summary test scores		
	The first test			Second test			A total of 2 tests			%	\bar{X}	S.D.	
	%	\bar{X}	S.D.	%	\bar{X}	S.D.	%	\bar{X}	S.D.				
S1	80	4	0.48	84.4	4.2	0.34	82.2	4.1	0.41	91	4.56	0.28	
S2	78.8	3.94	0.37	84.4	4.2	0.25	81.65	4.07	0.31	93.3	4.67	0.24	
S3	84.4	4.2	0.25	86.7	4.3	0.24	85.55	4.25	0.25	93.3	4.67	0.24	
S4	80	4	0.47	83.3	4.17	0.41	81.65	4.09	0.44	91	4.56	0.44	
S5	77.8	3.89	0.39	78.9	3.9	0.44	78.35	3.9	0.42	86.7	4.3	0.24	
S6	74.4	3.72	0.58	77.8	3.9	0.46	76.1	3.81	0.52	81	4.1	0.37	
S7	80	4	0.41	82.2	4.1	0.31	81.1	4.05	0.36	85.6	4.28	0.25	
S8	77.8	3.89	0.31	77.8	3.89	0.31	77.8	3.89	0.31	83.3	4.18	0.33	
S9	77.8	3.89	0.31	78.9	3.9	0.37	78.35	3.9	0.34	85.6	4.28	0.34	
S10	75.6	3.78	0.25	78.9	3.9	0.28	77.25	3.84	0.27	84.4	4.2	0.25	
Over all							80	3.99	0.36	87.5	4.38	0.29	

From Table 3 Formative test and Summary test, there are four of them:

1) The popular vocal guide book that is suited for raising pupils' professional level is screened out by the popular music teaching talent training program.

2) Provides a lesson plan for teaching popular music using the Davies method.

3) This teaching plan takes the student experimental group as the experimental object.

4) Results of achievement exams on the effectiveness of lesson plans:

The first test was administered after week 4 classes, scoring a percentage of 78.66% with a mean (\bar{X}) of 3.93, S.D. = 0.38;

The second test was administered at week 8 with a scoring percentage of 81.33% and an average (\bar{X}) of 4.05, S.D. = 0.34;

The percentage of formative score (first test

& second test) was 80%, the mean (\bar{X}) of was 3.99, and the total S.D. was 0.36;

Three tests or summative tests were performed at week 12 with a scoring percentage of 87.5% and a mean (\bar{X}), of 4.38, S.D. = 0.29

When formative and summative scores are compared, they come out to 80% and 87.5%, respectively, showing that the students are making significant progress toward their learning goals.

The comparative analysis of formative and summative results shows that the teaching plan is effective.

2. The researchers selected the popular vocal guidebook from the evaluation of the teaching requirements. From the nine aspects of word biting, breath, emotion, song difficulty, stage performance, to evaluate the effectiveness

of students' professional improvement through the form of practical examination, and invite experts to

evaluate the effectiveness of the assessment scale.

Table 4: Feasibility assessment of the Davies skills teaching assessment scale for improving students' professional skills

Content	Mr.Yu	Mr.Sun	Mr.Pang	A combined	assessment
1. pronunciation practice	1	1	0	2	0.66
2. Emotional expression	1	1	1	3	1
3. Song difficulty	0	1	1	2	0.66
4. Song integrity	1	1	1	3	1
5. Rhythm	1	1	1	3	1
6. Intonations	1	1	1	3	1
7. Style control	1	1	0	2	0.66
8. Stage presence	1	0	1	2	0.66
9. Maintain breath	1	1	1	3	1
A combined	8	8	7	23	
On average					0.85

Table 4: Feasibility assessment of the Davies skills teaching assessment scale for improving students' professional skills of these exercises, five scored 3 points, four scored 2 points, and nine exercises achieved an average efficiency of 85%, meaning that this group of exercises is effective.

3. The researchers designed a student satisfaction questionnaire, with nine entries, including assessing students' satisfaction with teachers' teaching methods, music class content, after-class practice, vocal music progress, and class frequency. The student satisfaction survey's feasibility evaluation form.

Standard values of the IOC student satisfaction survey assessment form 0.8, indicates that the student satisfaction survey is feasible and effective.

As can be seen from table 5, the level of 9 students' opinions is as follows: $\bar{x} = 5$ students, $4.9 = 5$ students. Therefore, it can be concluded that the teaching plan is effective. The students are satisfied with the lesson plan. It can be seen from the above five tables that the formative score accounts for 80% and the summative score for 87.5%. The analysis results show that the overall professional level scores of students are improving, and the teaching plan is effective. The results of students' opinions on learning using the lesson plan show that the mean value $\bar{x} = 4.94$, $S.D. = 0.05$. The results show that the students learning satisfaction is at a good level.

Table 5: Student satisfaction

serial number	item	The level of student opinion										\bar{x}	S.D.	The level of student opinion
		S1	S2	S3	S4	S5	S6	S7	S8	S9	S10			
1	Do you like vocal lessons once a week?	5	5	5	4	5	5	5	5	5	5	4.9	0.3	Very much
2	Do you like the song the teacher chose for you?	5	5	5	5	5	5	5	5	5	5	5	0.0	Favorite
3.	Do you like your vocal music teacher?	5	5	5	5	5	4	5	5	5	5	5	0.0	Favorite
4	Do you like the way of your vocal music teacher teaching?	4	5	5	5	5	5	5	5	5	5	4.9	0.3	Very much
5	Do you like the teacher's teaching method?	5	4	4	5	5	5	5	5	5	5	4.8	0.4	Very much
6	Do you think the teaching exercise suits you?	5	5	5	5	5	5	5	5	5	5	5	0.0	Favorite
7	Do you think vocal music has made great progress?	5	5	5	5	5	5	5	5	5	5	5	0.0	Favorite
8	Would you like to practice singing exercises after class	5	5	5	5	5	5	5	5	5	5	5	0.0	Favorite
9	Do you like vocal music lessons?	5	5	5	5	5	5	5	5	5	5	5	0.0	Favorite
10	Did you think this lesson helpful for you to apply for singing?	5	5	5	5	5	5	5	5	5	5	5	0.0	Favorite
overall		4.9	4.9	4.9	4.9	5.0	4.9	5.0	5.0	5.0	5.0	4.94	0.05	

Student satisfaction results

Results of the student satisfaction after learning:

This result shows that the students are satisfied with the learning using this lesson plan. Therefore, the results of this study are consistent with the research purpose are:

- 1) Effectively improve the professional level of popular vocal music singing students
- 2) Student satisfaction is very good.
- 3) Effective reforms have improved the teaching efficiency of teachers.

Before using Davies' practical skills model, students' professional skills are in need of improvement; we randomly selected 10 students with professional problems out of 40 students, and the average score of professional level was above 85%, which was at an excellent level, after using Davies skills teaching. Comparing basic skills from various angles reveals that among them, the scores of 10 randomly chosen out of 40 students

have significantly improved. Some students are affected by congenital voice conditions or basic skills, but the overall professional level is still changing in the upward direction. It shows that it is effective to practice popular singing by letting students learn and demonstrate. The researchers demonstrated it before letting students practice each time, and the average level of each group improved in the stage test after each teacher conducted the research mode. Overall, the development level of the students' learning has reached more than 80% and keeps rising.

Discussion

Through a questionnaire survey of students and teachers involved in this survey, it is found that after using Davies skills teaching method, students' enthusiasm and preference for courses is significantly higher than using traditional teaching methods, and they can develop their professional skills more effectively. The

effectiveness of the teacher's lessons can be improved. Due to their own experience, they are better able to teach the skills needed by society quickly and efficiently. The skills and information that students need to quickly transition into the social stage can be acquired by them more successfully. Regarding the overall curriculum as well as the curriculum plan, student satisfaction with the Davies teaching technique is quite good.

Teaching musical skills, learners may need time to become proficient in any skill. Therefore, the students can learn more music, think about music, experience music, and master more details if the teacher can break up many complexes works into smaller abilities and allow the students practice in the order of difficulty and easy. The results of this study allowed researchers to find the essence of teaching popular singing practices, following procedures to keep them focused and persistent. In other fields of research, the corresponding good experimental results have also been obtained, such as: According to Thammathorn's (2014) study on the long drum skills of 5 students from Prathomsuksa of Wat Pariwat school, A statistically significant difference was found in the practical skills of grade 5 students at Parivas School at .01 level, with Davies scores higher than the long drum practice skills taught by the Davies teaching model. Repetition of practice by children themselves will lead to better development and memorization in practice than teaching without children.

Suggestions

From research on a studying to learn popular vocal music by using Davies skills for the first year, Dalian Institute of the Arts, Liaoning Province the researcher has the following suggestions:

1. Suggestions for applying the research results

In applying the results of the research to help teachers, teachers must understand and should study the steps of the teaching process in detail. Because the researcher takes into account the development of learners to excel in singing, especially popular songs.

Measurement and evaluation of student performance will reveal to the teacher whether or not the student has advanced. And the assessment of student satisfaction with teaching and learning, the results of the assessment will help teachers to improve their teaching in the future.

2. Suggestions for future research

The concept of this research should be used to study and research on teaching other musical instruments. There should be a new media advancement or innovation employed for education. An improved comprehension of music aesthetics will be attained

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