tering of the vocal technique. On the basis of our research we can emphasize that the vocal technique in the educational process plays an important role both in the singing and the speaking domains, and it should be further explored and given proper attention. This would be an additional good basis for accepting vocal technique as an important element of musical education and the educational process in general, as a skill that teachers at any level and in any field must satisfactorily master and thus ensure a higher quality of teaching. This is essential for the music field; teachers should be aware that pupils have the right to good music education, which is also conditioned by, inter alia, appropriate vocal technique and singing activity.

References


