



Voice emissions issues in the journey of teachers

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education, voice emission, management, interpersonal communication, voice prophyllaxis, communication

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Abstract

No one needs to be persuaded about the importance of the voice as part of the teacher's work. It is the basic tool used by educators, therefore the issue of its proper use is extremely important. The correct handling of the voice is the basis of a good teacher's performance, and acquiring correct vocal habits guarantees that the vocal cords remain healthy and active for a longer period of time. Conscious work on the voice and the development of appropriate emission techniques and fixing them to work on a reflex basis, as well as adherence to preventive measures and voice hygiene, are among the most important aspects of an educator's work. The article is intended for undergraduate teaching students as well as in-service teachers in addition to others who use their voice. It also refers to the considerations of many fields of scientific interest, which can clearly correspond with the issue of voice emission. An attempt to link together these extremely important issues may enhance interest in the subject matter addressed in this article.

1. Introduction

Educational establishments are subject to similar market influences as almost any organisation that operates in the reality of a competitive environment. Various forms of promotion are used in the recruitment process. One of the elements that candidates take into account is their opinion on the level and competence of the teaching

staff. An important element is the ability to deliver this - communicativeness, creativity and a degree of charisma. These elements together form a kind of correlation that influences a given personality (Biela, 2010). The effort put into a teacher's work is unquestionable, but at present, at least in Poland's environment, these are underestimated. An educator is required to have professional, practical, psychological and pedagogical knowledge at the highest level to cope with a variety of problems.

By observing individual students in his or her daily work, the teacher can identify behaviour, perception, habits and take the right method in communicating. This unquestionably requires him or her, the right approach and excellent knowledge of what good communication should serve and what role good communication should play in the lecturer-student/student relationship, but also in a broader sense, i.e. in society as a whole. In today's age, it is difficult to imagine social groups that do not communicate with each other. This requires skills such as expressing oneself clearly, concisely and correctly (Szczesniak, 2016). This is what knowledge of voice emission serves.

Therefore, the main aim of this article is to present a theoretical basis for correct communication and the skilful use of the voice in order to avoid the frequently occurring diseases associated with it. As a research method, a literature study was used and, on this basis, the views of various authors on this interesting topic were synthesised.

2. Correct communication with the student

Communication, significantly influences the effective transfer of knowledge, which is one of the most important goals in the work of any teacher. The goal of the lecturer, should also be motivation to effectively communicate information. Motivation, as an essential goal oriented activity, consists of influencing others in such a way that they are comfortable with the topic desired. An educator's authority also derives from the essence of his or her personality, which has reached a high level of development and integration (Oleksyn, 2008). It may, after all, be an integrated group that believes this makes them more willing to attend classes.

It should be stressed emphatically that weak organisational ties favour the sharing of knowledge between the internal units of an organisation. This occurs when knowledge is relatively simple, while strong ties are more conducive to this process when knowledge is more complex. Another issue is team relationships, which include development and reward and the formation of appropriate teacher-student relationships. There is also a relationship between the degree of team integration and the tendency to collaborate

These issues are dealt with by line managers and team leaders (Amstrong, 2000), and these days, teachers should also be this way. Team leaders can use a wide range of motivational means, matched to the needs and abilities of the students, to bring out what is most desirable in the organisation. An experienced educator, should be creative and able to adapt to the group of learners, their level, their environment and the current realities of a turbulent environment.

The next step is to support them in achieving their goals. This task is already the prerogative of the school/university, which, in its concern for the level of teaching, should take care to develop more and more skills of the teaching staff. At this point, mention should be made of the growing importance of voice-production skills, through which teachers are able to establish a better degree of communication when speaking to pupils/students. By using the correct speaking technique, (intonation, articulation, diction, breathing, etc.), the teacher achieves his or her goal of imparting knowledge. Knowledge is an organised store of useful information, which can be compared to a teacher's well-organised portfolio of assets.

When delivering classes, the teacher communicates with the students. It is important that he or she does not fall into a routine in his or her work. The issue of communication between people, is and will remain a timeless issue. It cannot become outdated or overdone. It should be noted that the process is evolving in many areas, from orthography and grammar to semantics and syntax - but it shows a kind of balance in doing so.

In addition to the development of the differentiation of meanings and the introduction of new words into languages, other trends are also discernible - the elimination of, for example, over-complicated sentence functions or the replacement of long words with convenient acronyms (the length of sentences and even individual words

used mainly in spoken communications is decreasing). The ways of expressing oneself are also evolving - from poetic, colourful and decorated with determiners (adjectives) to synthetic - task-oriented, operating with verbs.

Thus, that which is the essence, the most important element of the communicative process (encoding), is obtruded upon in such a way of translating thoughts into words that, in a given social context, an intelligible, accurate message is obtained, resulting in an adequate behaviour of the communicative partner. "Communication is the process of organising messages to create meaning, and the key terms that make up this definition are: message, organising and meaning" (Nęcki, 2000). This is what communication is about within an organisation, a group and the community as a whole.

M. Skompski believes that communication is a process that aims to influence or change the behaviour of the recipient, which can be done through verbal and non-verbal messages that may be intentional or unintentional. The learner, in order to understand what the subject of the message is, must use the same code and therefore use the same language. Thus, the most important thing in interpersonal communication is the interaction of people "face to face", then the verbal and non-verbal type of communication (gestures, facial expressions) is preserved in conveying information, feelings and other meanings (Szopski, 2005).

Nevertheless, it should be mentioned that the mere perception of a message (e.g. seeing a sequence of letters on paper or hearing the sender's words) is not sufficient for an act of communication to take place. There are more and more opinions, which are also confirmed by the results of the authors' research, that in order to avoid the so-called 'blurring of the picture' in mutual communication between a teacher and a student, it is necessary to focus on credibility and to have skills in non-verbal and verbal communication, active listening and feedback (Kłosowska, 2007). These can include all sorts of theories, professional, technical and even linguistic-structuralist knowledge.

The theoretical foundations of practical linguistic management include, among others: diagnosis, realisation, speech improvement, correction, stimulation of language formation, resumption of the ability to speak. These issues have an interdisciplinary basis and re-

late to many sciences. Many scientific disciplines point out that the non-verbal aspect is also important in communication (Szcześniak, 2017). It is worth noting here that it is important to maintain the right balance, between completely trusting the words of the interlocutor and completely switching, to the non-verbal signals sent by the interlocutor, the so-called body language. Knowledgeable teachers are well aware that verbal as well as non-verbal communication is a tool for achieving the goal mentioned earlier (Kaczmarek, Markiewicz, 2003).

The aim of communication is not, in fact, to impress, but to formulate thoughts clearly and to speak appropriately. A good speaker, who speaks in such a way that he is listened to, rarely has trouble finding the right word (Collins, 2002). When delivering a lecture, an educator should speak with confidence. He or she must not succumb to fears about doing the wrong thing or ‘hurting’ the other person (Brown, 2004). He or she takes this into account, of course, but by avoiding putting a definite ‘no’, he or she often clearly places his or her own opinion and the goals of others. Contrary to perceptions, most listeners respect firm decisions and do not feel resentful (Klein, 2008).

Whoever speaks to others, articulates his reasons in a clear and understandable way, speaks partly about himself, unless he carries out his monologues in complete seclusion. In other words, when we express ourselves, we present this to others. Not usually important here is also, the ability to interact properly with people and to handle one’s own emotions (Heigl, 2007). In the methodological literature for teachers, there is a resurgence of issues at the boundaries of logic, didactics and rhetoric. Forms and qualities of argumentation are considered from the point of view of efficiency in demonstrating the intended effect, i.e. the listener’s accession to the content being defended (Schopenhauer, 2010).

A good speaker, especially one who teaches, is very sensitive to all sorts of information coming from the audience. When he speaks, he is able to observe. Depending on the reaction of the audience, he is able to alter elements in his speech and change its direction (Czarnawska, 2003). So speakers, especially teachers, should have impeccable diction. In a correct way, they should articulate words and sentences. The basic mistakes, when it comes to diction correct-

ness, include: omitting, substituting, adding, blurring in the pronunciation of words and whole sentences. The educator should present tools that can be used to achieve the goal of speech and provoke students to highlight their own individual resources and possibilities to be used. We are talking here about tools used to have correct pronunciation.

The perception of the educator is determined not only by his or her knowledge, correct diction and body language, but also by the objective assessment of the pupils. The pupil, through an internal analysis of the 'unprocessed' sensory stimulus, makes this assessment. This happens according to a cognitive schema, located in the mind of the perceiver. It also has to do with building positive school and community relationships. In many such relationships, the teacher may encounter a communication style that differs from his or her own. However, when he or she manages to get to know the style of his or her co-interlocutor well, then he or she will know which method he or she should use with the student/student (Lossier, 2010).

Acquiring appropriate methods and self-improvement, helps the teacher to develop patience and self-discipline, becoming a kind of 'ally' in combating boredom (Greene, 2011). Boredom in the classroom is not advisable. It can be avoided by improving, among other things, voice production. Continuous development of skills, both theoretical and practical, often stems from the opportunity to learn, passion and thirst for knowledge. People who develop, are more likely to understand and process information appropriately (Idzikowski, 2011). Learning new concepts, skills, the utilitarian meaning of concrete objects and everyday phenomena, prompts the use of conceptual verbal language as the primary mode of social and cultural communication.

It is important to note at this point that the message being conveyed to the audience will also be perceived through the subconscious perception of our body language. It is interesting to note that the perception of the spoken content depends on our voice, i.e. timbre, intonation, rhythm, tone and pitch. This happens at a subconscious level, and only later, there is a conscious assimilation of the content of our words (Pawłowski, 2008). Correct speech and diction is of considerable importance in communication and knowledge transfer.

For this reason, a teacher's workshop should include the ability to produce flawless voice emission.

Very often, we observe that educators - both those starting out in school and those who have been teaching for many years - need some guidance in the area of handling their own voice. They also need to choose the right words and present them correctly. Skills and knowledge of: social communication, otorophony, voice hygiene and therapy, proper diction, text interpretation, seem to be crucial in this profession. A teacher with expertise in these areas will be able to use voiced and dynamic pronunciation (Plust, 2009). Pronunciation dynamics allows not only to make the form of the message more attractive, but also to manage the teaching process more effectively, influencing students, stimulating them to work and maintaining the right proportions in the hierarchy of the group, in which the teacher should manifest the characteristics of a leader and leader.

It should also be noted that the teacher at the school, because of the noise, works in particularly disruptive conditions. Children and young people behave emotionally, resulting in shouting and squealing. During lessons, such a group must first be "dominated by the voice", which, without proper training, can simply refuse to obey. What is important here is the correct impostation of the voice, the diaphragmatic support, which is an essential element of correct breathing.

3. Working on one's voice

When beginning to work on your voice, it is important to perform systematic and daily breathing exercises. These will bring about full control of inhalation and exhalation and proper support of the sound produced by the diaphragm muscle. Such exercises lead to correct diaphragmatic-final breathing and mastery of the so-called overall breathing path. The next step will be voice exercises, concerning the development of the language (speech) we use when teaching. Here we are referring to rhetoric.

It should be mentioned that rhetoric has many definitions, dating back to antiquity. Aristotle believed that it was the ability to discover

melodically what could be very persuasive in relation to the subject of a conversation. In the Roman conception, rhetoric was simply the science of speaking well. Jakub Lichański, representing the modern conception, believes that it is a formal system in which rules for constructing and analysing statements are defined. Nevertheless, rhetoric is also characterised by an emphasis on the persuasiveness of utterances (Barłowska, Budzyńska-Dacy, Wilczek, 2008).

Persuasiveness, on the other hand, allows us to manage and influence subordinates and, in the case of the teacher, students more effectively. We should also not forget about thinking, detecting logical contradictions and cause-effect relations (Młynarska, Smereka, 2005). Thanks to this, in our statements, we will be perceived as firm but also competent.

From a purely technical point of view, learning to use the voice correctly will protect the speaker from premature voice deterioration. What is important here is proper prevention and hygiene of one's own vocal apparatus. This prophylaxis and hygiene is achieved through specialised exercises, which reduce wear and tear on the speech apparatus, throat and larynx. Exercises are most often carried out by voice coaches, speech therapists and voice emission specialists.

The vocal organ is also affected by other negative factors that depend largely on ourselves. One of them is low air humidity, unventilated and too small classrooms for too many participants. The delicate mucous membrane of our vocal tract is particularly prone to drying out, which makes us feel uncomfortable and is the cause of numerous laryngeal diseases. Drinking non-carbonated water is recommended in this case, especially in heated rooms. It turns out that air that is too humid, e.g. fog, also has an adverse effect on the vocal tract.

The condition of our voice is negatively affected by too high or too low a temperature. The optimum temperature in rooms where we work with our voice should be 18-21° C (Tarasiewicz, 2003). Temperatures much lower or much higher may prove too shocking for the larynx. A separate threat to the human voice is the current 'fashion for shouting', emotional speaking and working in noise. The consequences of this are sick voices, some incurable. So, once again, we emphasise the importance of correct voice emission in the professional work of teachers.

Unnecessary strain on the voice and loud speaking should also be avoided. If we speak too loudly for long periods of time, we are at risk of vocal fatigue or other phonatory complaints, despite using correct emission. Emotional speaking - speaking with a high dose of positive or negative emotion - can be equally harmful. It is important to emphasise that the voice, as an essential tool of the teacher's work, must be protected and not neglected, even common infections, diseases of the throat and larynx, as this can lead to extremely troublesome and even dangerous consequences, ending in illness. Everyone should take care of the voice and a healthy vocal apparatus. Particular care should be taken by people who work with the voice, remembering about prevention and immediate treatment of emerging vocal tract ailments on a daily basis (Walencik - Topiłko, 2009).

4. Vocal emission

Therefore, what is voice emission discussed in this article and what does it concern? Vocal emission is the production of the voice (phonation), which is a fundamental skill in the art of singing, and in Poland, more recently, as a separate subject in higher education in teacher training. It involves the posture of the voice (breathing exercises and correct 'diaphragmatic support'). It leads to an alignment of the registers - chest (resonance felt in the chest area) and head (resonance felt in the head). This allows us to bring about the correct use of the voice (Dąbrowska, Dziwińska, 2005).

Vocal emission highlights proper diction, text interpretation, proper articulation (proper pronunciation of minas: labial-dental and pre-lingual consonants). Emission can be individual or collective and relies heavily on the use of the natural or acquired qualities of the voice. Vocal emission training is also used by: musicians, singers, psychologists, speech therapists, laryngologists, audiologists, management professionals, managers, language teachers, lawyers, politicians, priests, announcers, salespeople and many others.

Within this vast professional spectrum, the right interpretation of the spoken content is important, but so are speech technique and

a carrying, healthy and clear voice. Therefore, appreciating the importance of voice emission and related exercises, schools and universities are already widely introducing classes in this field into their curricula. In addition to appropriate prevention, hygiene and speech therapy, a suitably prepared teacher also makes use of picture and letter tools. When working with pupils, he or she should therefore pay attention to the development of certain exercises and arrange them in the order of the speech therapy procedure (Bednarek, 2002).

This allows for the consolidation of the pronunciation of sounds in isolation and syllables in various pitches - onset, middle voice and articulation. Speech correction tasks, which develop pupils' speech in terms of lexis and grammar, should not be omitted either. They are the ones that support correct speech and reading comprehension technique. As we can see, speaking is a natural human skill, a distinguishing feature among other living organisms on Earth. However, we often think that when we speak, we do so correctly. However, this can be a very irresponsible approach. Teachers or personnel managers who have to speak a lot in their work make a lot of mistakes that strain their pronunciation and, at the same time, their voice (Tarasiewicz, 2003).

Consequently, what are the most common mistakes we make and how should we look after our vocal apparatus? All too often, for example: we take loud breaths, we breathe out, which is both harmful and aesthetically unpleasant, we nasally obscure the clarity of speech, we shape our speech in a monotonous (in terms of melody) manner. As a consequence, this causes very serious diseases of the vocal ligaments and the throat. Disease of the throat makes it impossible to work with the voice. As far as hygiene is concerned, one should not be overly concerned about catching cold. The speech apparatus must be hardened, even tamed to the cold. One should not shout in the cold or sing while running (Plust, 2009).

When a teacher/lecturer gets sick with his/her throat, it usually means that he/she is using his/her speech tool incorrectly and has somewhere missed, or neglected, to follow the basic rules of voice emission and its prevention (Marek, 2001). As a part of his/her work, the teacher should consider constant improvement of the speech apparatus, his/her own self-control and regular ENT examinations.

A prerequisite for correct voice emission will be the fact of coordinating correct breathing, phonation, articulation and resonance (Chaciński, Chacińska, 1999).

In order to coordinate these activities appropriately, we need to remember the correct posture for the speaker (standing slightly apart resting the weight of the body on the outer parts of the foot, upright, looking straight ahead. etc.). We should also be mentally and physically relaxed, as well as avoiding monotony in speaking and working with our voice without too much effort. By using resonators (cephalic, pectoral, etc.) our voice becomes more carrying. In the human voice, resonance spaces are shape-shifting, so we can influence their size and shape. This influences the economics of extraction and makes the work of the vocal apparatus more economical and efficient (Zalazinska, Rusinek, 2010).

Every voice worker (teacher, manager, speaker or announcer) has a persuasive task. The aim of a persuasive utterance is to create the right emotions and thoughts in the recipient. The next step will be to appropriately suggest thoughts related to the intention of the sender. At the end of our deliberations, let us add that the human voice is the noblest of all sounds. If we want to flatter an instrument, we say that it “sings”. It is the same with the voice. We can treat the ability to use the voice as a common good. Only a good can become the common property of all people. The nature of such a good is determined by human personality.

5. Conclusion

Although possible voice problems become apparent during the course of a teacher’s career, it is important to know their sources and causes already at the time of choosing this profession. In this case, it would also be advisable to have a compulsory medical examination, mainly phoniatic, which could rule out anatomical pathologies and make future teachers aware of the risks of improper voice use. Research indicates that voice problems in teachers appear as early as their second year of employment (Marek 2001). The next stage of pathological conditions associated with voice overload

occurs after ten years in the profession. Only after fifteen years in the teaching profession can voice problems be recognised as an occupational disease.

A voice that is defined as a pathological condition has to undergo a specific rehabilitation consisting in the discovery of a certain malfunction and the learning of a new, correct way of speaking (Rokitniańska, Laskowska, 2003). Voice correction requires a great deal of patience, careful control, feeling the work of individual organs. Every sensation of tension, spasm, discomfort or even pain should be identified and corrected, i.e., shaping a correctly working voice, regardless of its initial state. In the vast majority of people with poorly working voices, this is possible. Every pedagogue can do this through systematic exercises, arriving at an improvement of his or her vocal apparatus in various areas, by which also the human personality itself, will be enriched by these acquired improvements.

Compulsory voice training for all teaching courses is justified and advisable. Its task is to prepare future adepts of the pedagogical art to use their own speech apparatus. The correct use of the voice is the basis for a good teacher's speech, and the acquisition of correct vocal habits ensures that the vocal cords remain healthy and active for a long time. On this line, science comes to the rescue with its huge range of specialisations, which is always worth looking into from time to time.

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Problemy emisji głosu w pracy nauczycieli

Słowa kluczowe

edukacja, emisja głosu, zarządzanie, komunikacja interpersonalna, profilaktyka głosu, komunikacja

Abstrakt

O tym, jak ważny jest głos w pracy nauczyciela, nie trzeba nikogo przekonywać. Jest on podstawowym narzędziem pracy pedagogów, dlatego problematyka jego właściwego użytkowania jest niezmiernie istotna. Prawidłowe operowanie głosem stanowi podstawę dobrego mówienia nauczyciela, a zdobycie poprawnych nawyków głosowych gwarantuje stru-
nom głosowym zachowanie zdrowia i aktywności na dłuższy czas. Świadoma praca nad głosem oraz wypracowanie odpo-
wiednich technik emisyjnych i utrwalenie ich do działania na zasadzie odru-
chu, a także przestrzeganie profilaktyki i higieny głosu, zaliczyć należy do niezwykle ważnych w pracy pedagoga. Niniejszy artykuł kierujemy do studentów studiów nauczycielskich oraz nauczycieli czynnych zawodowo oraz innych osób posługujących się głosem. Przywoływane są również treści dotyczące rozważań wielu kierunków zainteresowania naukowego, które wyraźnie mogą korespondować z problematyką dotyczącą emisji głosu. Próba połączenia ze sobą tych niezwykle ważnych zagadnień może wzmocnić zainteresowanie poruszaną problematyką, która jest przedmiotem rozważań w niniejszym artykule.

