

Emotional Expression and Teaching Strategies in Erhu Performance

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Abstract: Erhu in the performance pay attention to the ability of emotional expression. Emotional expression can not only make the performance more infectious and artistic, but also better convey the mood and emotion of music works. Therefore, it is of great significance to explore the emotional expression and corresponding teaching strategies in Erhu performance in order to enhance the performance skills and musical expression ability. Based on the study of emotion expression and teaching strategies in Erhu performance, this paper discusses the importance of emotion expression in Erhu performance and how to cultivate students' emotion expression ability. This paper aims to provide useful reference for the erhu players and teachers.

Keywords: Erhu playing; Emotion expression; Teaching strategy

1. Emotional expression in Hu's performance

1.1 Definition and characteristics of emotional expression

Emotional expression is to convey inner feelings to others through music, language, performance and other forms. It is an important way for human beings to express their feelings, which is intuitive, direct and strong. Emotional expression can be embodied by musical elements such as sound, notes, rhythm and timbre, and can also be embodied by the performer's performance skills and emotional input.

1.2 Relationship between Emotional Expression and Erhu Performance

Erhu, as a traditional Chinese musical instrument, has a unique way of emotional expression in playing. The tone of Erhu is soft and melodious, which can express rich emotions, such as sadness, joy, anger and missing. By grasping the timbre and using the skills, the performers have strong personal emotion and expressive force. At the same time, the erhu performance can also convey emotions through the player's body language, facial expressions, so that the audience can more intuitively feel the emotions expressed by the player.

The expression of emotion in erhu performance has several distinct characteristics: First, the deep and delicate emotion. As a kind of lyrical national musical instrument, Erhu has melodious and deep timbre and can show rich emotional levels. In the performance process, the performer needs through the bow string assurance, exquisitely expresses the emotion fluctuation change. Second, the personalization of emotion. Each performer has their own unique emotional expression, they will play their own emotional experience, personality characteristics into the work, so that each performance has a personalized characteristics. Third, emotional integration. In the performance process, the performer needs to own emotion and the work emotion fusion in the same place, causes the performance to have the appeal. They need through their own skills and understanding, will work the emotional content of performance, but also need to use their own emotional experience and experience, to understand and feel works. Fourth, the transmission of emotion. The emotional expression of the performer is not only reflected in the performance process, but also needs to be conveyed to the audience through the performance. They need to pass the emotion to the audience through music, so that the audience can understand and feel the emotional changes in the work.

1.3 Levels and dimensions of emotional expression

There are many levels and dimensions of emotion expression in erhu performance. First of all, emotional expression can be reflected in the overall structure of music and the development of the plot. For example, at the beginning of a piece, the player can

express an emotion by the choice of notes and the strength of the playing; at the climax, the player can express an emotion by the high frequency of the notes and strong playing skills. Secondly, emotional expression can be reflected in the details of music processing. A performer can convey subtle emotional changes by controlling the timbre, volume and interval of a note. Finally, emotional expression can be expressed through the performer's personal style and performance skills. Every performer has his own unique emotional expression, through delicate playing skills and emotional input, making erhu playing more personality and appeal.

2. Teaching Strategies for Emotional Expression in Erhu Performance

2.1 Importance of emotional expression

Emotional expression is an integral part of musical performance. In erhu performance, emotional expression can make music more vivid, moving and expressive. The emotion of music works includes sadness, joy, anger, tenderness and so on, and the performer needs skills and performance to convey these emotions accurately, so that the audience can feel the connotation and emotion of music.

First, the ability of emotion expression is the core of erhu performance art. Erhu performance is not only the display of skills, but also the transmission of emotions. Through the expression of emotion, players can have their own feelings and audience resonance, make music more touching. Therefore, the cultivation of students' emotional expression ability, can make it better in the performance process to convey emotion, enhance the performance of artistic and infectious.

Secondly, the ability of emotional expression is an important means to cultivate students' musical accomplishment. Music is not only a technique, but also an emotional art. Through the expression of emotion, students can understand the connotation and emotion of music works more deeply and develop the ability of perceiving and understanding music. This is not only helpful for students to appreciate and understand music, but also to improve their aesthetic level and artistic appreciation.

In addition, the ability of emotional expression is helpful to cultivate students' personality and creativity. Everyone has his own unique emotional experience and expression, through cultivating students' emotional expression ability, can stimulate their personality and creativity. Students can show their emotional characteristics in the performance, through personal emotional expression, make the performance more personalized and artistic.

2.2 Methods and techniques for teaching emotional expression

Emotional expression is a very important part in erhu performance. It can make music more moving and moving. In the teaching process, the teacher may adopt some methods and the skill to help the student promote the emotion expression ability.

First of all, through guiding students to understand the emotional content of music works to develop students' emotional expression ability. (1) Explain the musical background. Teachers can explain the background of music works for students, including the author, creative time, background, which helps students understand the emotional connotation of the work. (2) Analyzing music structure. Teachers can guide students to analyze the structure of music works, including melody, rhythm, harmony and so on, so that students understand the emotional changes in music. (3) Pay attention to individual experience. Teachers should encourage students to pay attention to their own personal experience, let them through their own feelings to understand the emotional content of the work. (4) Emotional exchange. Teachers can encourage students to share their own emotional experience in the performance process, which can promote the emotional exchange between students, but also help teachers understand students' emotional understanding. (5) Practice repeatedly. Students need to practice repeatedly to understand the emotional content of the work. In the process of practice, teachers should guide students to pay attention to details, such as tone, volume, rhythm and so on.

Second, encourage students to express their emotional experience. Everyone has his own unique emotional experience, teachers can guide students to express their feelings in the performance. (1) Create a good learning atmosphere. Teachers need to create a relaxed, free learning atmosphere for students to better express their feelings when playing. (2) Pay attention to individual differences. Teachers should pay attention to the individual differences of each student and encourage them to express their feelings according to their own feelings and experiences. (3) Demonstration and guidance. The teacher can lead the students to understand and express the emotion in the music works by demonstrating the performance. At the same time, teachers should encourage students to observe and analyze their emotional experience, and give appropriate suggestions and guidance. (4) Holding exhibition activities. Students are encouraged to show their playing skills and emotional expression, and give feedback and evaluation. (5) Paying attention to practice. Teachers should arrange sufficient practice opportunities for students to accumulate experience and improve their emotional expression ability.

In addition, some techniques and methods of emotional expression are taught to guide students to express musical feelings more accurately and vividly. (1) Analyze the elements of emotional expression. Teachers can guide students to analyze the elements of emotional expression, including tone color, volume, rhythm, speed, and explain how to use these elements to express emotion. (2)

Teaching specific playing techniques. Teachers can teach some specific playing skills, such as rubbing strings, sliding, overtones, trills, etc., and explain how these techniques are applied to emotional expression. (3) Provide personalized guidance. Teachers should pay attention to each student's progress and needs, give personalized guidance and suggestions to help them better express their feelings in playing. (4) Evaluation and feedback. Teachers should evaluate and feedback the students' performance, point out their advantages and disadvantages in emotional expression, and help them to improve and enhance constantly.

2.3 Practice and reflection of emotional expression teaching

Emotional expression is an important part of Erhu performance, and practice and reflection is the key to cultivate students' emotional expression ability. Through practice and reflection, students can constantly adjust and improve their emotional expression skills to make the performance more accurate, vivid and infectious.

In practice, teachers can organize students to practice and play emotional expression. For example, the teacher can arrange the students to perform in groups. Each group chooses a piece of music to perform and asks the students to fully express the emotion the music conveys. Teachers can evaluate and guide students' performance to help them find and improve the shortcomings in emotional expression. In addition, teachers can also organize students to participate in performances, so that students have the opportunity to apply emotional expression skills to the actual performance, enhance their performance on the stage.

In the aspect of reflection, teachers can guide students to reflect and analyze their own performance. Students can review their playing recordings or videos, carefully observe and listen to their own playing, and find out their shortcomings in emotional expression. Teachers can ask some questions to guide students to think, such as: Do you accurately grasp the emotional points of music? Is oneself feeling expression true, vivid? Do you make full use of the playing skills to express your feelings? Through reflection and analysis, students can find problems and make corresponding improvement plans.

In addition to personal reflection, teachers can also organize feedback and discussion among students. Students can observe and evaluate each other's performances and share their experiences and skills in emotional expression. Through mutual communication and discussion, students can learn new emotional expression skills from other students, and also help them find their own shortcomings and improve.

3. Conclusion

Emotional expression plays a vital role in erhu performance, and the application of teaching strategies can effectively enhance students' emotional expression ability. Therefore, in the Erhu performance teaching, we should pay attention to cultivating students' emotion expression ability, and adopt corresponding teaching strategies and methods.

References:

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