

Reflections on the Violin Major Course in the Education and Teaching of Music Major in Colleges and Universities

Yanying Xiao

School of Music, Yangzhou University, Yangzhou 225000, China.

Abstract: The nationalized violin music art plays the role of disseminating, learning, popularizing, inheriting the spirit of excellent national traditional culture, and cultivating new people of national music culture. The nationalization and inheritance of violin music centered on the education of music majors in colleges and universities is one of the important forms in today's social and cultural communication. This paper analyzes, researches and thinks about the current situation of violin majors in the education and teaching of music majors in colleges and universities, and puts forward improvement strategies on this basis, in order to provide practical suggestions for violin majors in college music majors education and teaching practice.

Keywords: Violin; Colleges and Universities; Teaching; Music Major

Introduction

As a representative and influential Western instrument in the instrumental performance profession, the violin has been deeply rooted in the cultural fertile soil of the Chinese nation since it was introduced into China several centuries ago. It has derived a high-level and nationalized art development model with perfect content and exquisite art form. This kind of continuation with cultural connotation and background marks that the Chinese violin music art presents a new spirit of the times, life and artistic vitality in the inheritance and development. This paper analyzes, researches and thinks about the current situation of violin majors in the education and teaching of music majors in colleges and universities, and puts forward improvement strategies on this basis, in order to provide practical suggestions for violin majors in college music majors education and teaching practice.

1. The current teaching situation of violin professional course in music professional education in colleges and universities

With the progress of the times and the development of my country's quality education, it has the characteristics of diversification and diversification. In addition, the representative and influential violin major in instrumental music performance has gradually become one of the key subjects in the current music major education in colleges and universities, and the classroom teaching mode presents a variety of forms.

1.1 Professional main course

The main course (major subject), also known as "the main subject". Violin performance has strict requirements on professional skills, so it takes a lot of time and energy to train basic skills, and its professional main course is the main course for this professional skills and knowledge. Due to the individual differences of students, the relevant cognition, professional ability and learning attitude of the violin music foundation, the current music professional education in colleges and universities is to teach students according to their aptitude, and the mainstream is the "one-to-one" teaching mode of the main course of the major.

1.2 Group class

Collective class, "teaching without categories". The violin group class is to organize students with similar professional ability, learning cognition, age, etc. to teach and study together, so that students with individual differences can establish interactive connections between people. In this way, the enthusiasm for learning the violin is improved, and the foundation for the follow-up ensemble is laid, and the ensemble concept and playing method are cultivated.

1.3 Ensemble class

Ensemble course, symphonic string combination. The splendid sound, infectious performance, and the highest sound quality of the violin occupy an important position in the symphony orchestra, and it is the main instrument of the stringed instrument. It usually serves as the main melody part in the band performance and is the main pillar instrument of the orchestra. Through the ensemble class, students can improve their coordination, sight-reading, performance, organization and other abilities, and through the ensemble class, they can also cultivate the awareness of teamwork among students.

1.4 Practical class

Practical courses, expand, deepen and supplement. Practical class is an indispensable part of music professional education, and it plays an important role in supporting and assisting violin professional class. In the notice of "National School Art Education Development Plan (2001-2010)", it is required that the practical courses of art majors need to actively carry out various art activities to form a standardized and institutionalized plan. Practical classes can exercise students, not only show their abilities, but also build self-confidence, which is a practical expansion of students' expressiveness and creativity.

2. Problems existing in the violin major in the education of music majors in colleges and universities

Through the above analysis, it can be found that the current teaching mode of violin major in college music major education in my country is relatively rich. In addition, many years of exploration and research with practical significance have formed a diversified and comprehensive teaching mode mainly based on the "one-to-one" teaching mode of professional main courses, supplemented by other teaching modes. However, through analysis, it is found that there are still some problems.

2.1 The teaching concept is not enough to keep pace with the times

Through the analysis of the current teaching situation, it is found that the teaching concepts of some teachers need to be actively updated. The traditional teaching concepts pay too much attention to the teaching of performance skills and neglect to pay attention to the students' emotion and music quality. As a result, although the students have solid professional skills and skilled performance skills, they are lacking in overall quality and performance performance.

2.2 The teaching mode is too simple and mechanical

On the basis of following the general principles and laws of violin professional skills training, the scientific teaching mode consolidates students' professional basic ability as much as possible, thereby improving students' aesthetic ability, expressiveness and artistic quality. However, the current violin major in the education and teaching of music majors in colleges and universities has the problem of a single mechanical teaching mode. Teachers are the main, students are the auxiliary, and the teaching content about violin instrumental music culture and performance skills is carried out in one direction. For example, when analyzing a violin work, the technique of violin performance and the improvement of musical accomplishment are not organically combined. Merely discussing the author's life, creative background, etc. about the works will lead to a half-understood understanding of the works, let alone the interest in active learning.

2.3 There are obstacles in the interaction between teachers and students

"Practicing the piano requires brains", especially for the violin, because the performance of the violin needs to bring the audience a certain imagination space, and after arousing the resonance point, it presents a spiritual enjoyment. Therefore, in

the process of students learning the violin, teachers need to help students improve their creative thinking and cognition, and form a healthy development of aesthetic, emotional and other cognitive laws. This requires a healthy interaction between teachers and students. One-way communication, the content of teaching information cannot be given timely and effective feedback, and the teaching effect is prone to problems.

3. Analysis of teaching strategies for violin major in music major education in colleges and universities

At present, the teaching of violin in the music professional education of major colleges and universities in my country has entered a stage of exploration of a diversified teaching model. For example, in practical teaching, teachers need to improve teaching content and improve practical courses to provide students with more classroom practice opportunities and effectively promote the teaching quality and educational effect of violin courses in universities. In this way, when students play the violin, they can better understand the rich emotions and content, so as to promote students to have better expressiveness and appeal.

3.1 Diversified curriculum with one main and three auxiliary

"One main and three auxiliary" refers to the professional course as the main course center, and other courses such as group class, ensemble class, practice class, etc. as auxiliary, forming a virtuous cycle of teaching operation environment that cooperates and complements each other. In this benign environment, professional knowledge and professional skills are the core of the foundation, and to the extent of consolidating the foundation, interpersonal exchanges in group classes are carried out, which lays a solid foundation for the content that requires group cooperation such as bands. Then, in the ensemble class, we will cultivate comprehensive ability and cooperation ability, and finally, in the practical class, we will balance the practical opportunities of excellent students and ordinary students, and provide them with a platform for practical performance, so as to get exercise and growth.

With the current increasing demand for high-quality educational talents in my country, the number of students enrolled in music major education in colleges and universities is also expanding. There are individual differences among the students recruited, and the basic cognition, professional ability and learning attitude of violin are all different. The diversified curriculum of "one main and three auxiliary" can help these students with differences to obtain a basic guarantee for their violin professional ability in the class time arrangement with the main course as the basic core. At the same time, students actively improve their professional quality in the study and participation of other courses such as "Three Auxiliaries", and gradually deepen their aesthetic, expressive and infectious power in violin performance, so as to improve the upper limit of students' individual differences as much as possible.

3.2 The main and auxiliary teachers perform their own duties to guide teaching

At present, the training of violin majors cannot carry out the "many-to-one" teaching mode on a large scale, and the "one-to-one" teaching mode is still the current "mainstream" teaching method. This requires the main and auxiliary teachers to perform their own duties to guide teaching. A teacher's energy is limited, and each is good at teaching in different aspects.

3.3 A variety of courses help blended classroom teaching

A variety of courses help blended classroom teaching, which is a kind of "online" and "offline" teaching that combines the advantages of online teaching and traditional teaching. This kind of blended teaching can help major colleges and universities in music majors to follow the rules of learning and teaching when teaching violin majors, so as to better improve the goal of students' learning depth. An effective teaching model can give learners timely and accurate external support conditions, such as:

1. Offline "one main and three auxiliary" to test, consolidate and transform online knowledge learning. After checking for deficiencies, filling omissions and making breakthroughs in difficulties, using practical teaching activities as a carrier, students are organized to consolidate and practically apply relevant knowledge about violin in violin performance activities.

2. Both online and offline teaching process and results need to be evaluated, and teachers and students should be given two-way learning feedback in a timely manner. This kind of process evaluation can better help teachers adjust teaching methods and other aspects, and help students adjust their learning initiative and cognitive participation.

Epilogue

The violin major in the new era has new demands in the education and teaching of music majors in colleges and universities. In the dynamic analysis and summary of the past and present teaching of music majors in colleges and universities, it is based on the general requirements and laws of violin major training. Expand and deepen the time and space of traditional teaching, scientifically and reasonably improve the time and space of teaching and learning of violin professional courses. Explore in practice, improve in exploration, and improve teaching level in perfection, so as to better improve the teaching of music majors in colleges and universities, and cultivate violin professionals with all-round development of moral, intellectual, physical, aesthetic and labor. Help our country's violin art education to embark on a diversified development path with Chinese characteristics.

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