

Research on Current Situation and Countermeasures of Violin Teaching for Music Majors in Colleges and Universities

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Abstract: The violin major is a subject loved by students in college music majors, and the differences in student groups have brought greater challenges to the teaching work of teachers. In the face of students from all directions and different personalities, how to teach students in accordance with their aptitude, train students to become more excellent violin players, and promote teaching to a higher level, has become an urgent problem for our college teachers to solve. The author of this article combines many years of violin teaching experience, and discusses the teaching concept, current teaching situation and teaching practice of violin teaching in colleges and universities.

1. Introduction

Introduction

With the continuous improvement of the education level in our country, more and more people have begun to receive music education in colleges and universities. However, the current situation of college music education is not optimistic. The students' cultural literacy is not high and they lack music knowledge. Some students have the serious phenomenon of partial subject has brought a very bad influence to the healthy development of college music education. Therefore, in order to improve the development of music majors in colleges and universities, it is necessary to solve the quality of students.

In the traditional violin teaching, too much emphasis is placed on the mastery of skills. Although superb skills play an important role in the full expression of musical emotions by students, they cannot deeply feel the beauty of music. Therefore, when students are playing violin, they cannot understand the music. The emotions that need to be displayed are shown. Therefore, the most urgent task of violin teaching is to strengthen the training of students' music literacy, which is obviously not achieved by traditional teaching. But to better train students, first, the characteristics of college students should be fully integrated in the teaching. Most of them will become teachers in the future. This requires the purpose of teaching to be "teacher-oriented". Second, before these students received the violin education, most of them had no foundation or poor foundation, and most of them were just adults. To further strengthen the skills and emotions of the students on this basis is relatively speaking. More difficult. Third, there are relatively many compulsory majors and subjects for violin, which makes students busy learning theoretical knowledge and gradually neglects the practice of violin technique. These problems can be said to make violin teaching face major reforms. Teachers should create more lively and interesting classroom atmospheres when conducting classroom teaching, and stimulate students' emotions towards violin music through the blending of situations, thereby driving the gradual development of aesthetic appreciation and other abilities. Promotion, to help students quickly improve their musical literacy in a harmonious atmosphere, maximize their musical potential, and help their performance become more infectious and vital.

2. Status Quo of Violin Teaching

The student's violin foundation is poor. Most students highlight this kind of problems in their daily exercises, which are manifested in the students' irregular basic movements and uncoordinated technical development. For example, the students have irregular postures when holding the piano, the bow is not straight, the pronunciation of the piano is either false or tight, and the sound is very rough, and the rhythm is not mastered. They only have a way of flexing the strings. They have never learned to jump and pause. number. These students have never played a complete piece of music when they first started learning Xiaoqian. Even if they played a book occasionally, they simply played the notes. It was not meticulous at all, let alone the performance technique. . The student's study of scales is not in place. They have not mastered the twenty-four tones and fixed positions of the scale, and have not systematically studied the upper scale and octave of each string, but they have turned to learning three octaves. As soon as I was able to pull up a few tunes, I started to be self-satisfied, no longer in-depth study, just practice for coping.

The student's cultural quality is low. In recent years, colleges and universities have continuously expanded the enrollment of music majors, and the admission scores for cultural courses have been continuously reduced. This allows some students with relatively low music and cultural qualities to enter the university through the way of music majors, which in turn leads to music majors the average quality level of the students is constantly decreasing, the school also ignores the importance of cultural classes when freshmen enter the school, and colleges and universities lack corresponding improvement measures. This situation makes the quality of college music majors difficult to improve.

The time for music majors is too short. In colleges and universities, students spend an average of two hours a week in professional courses. Except for important cultural courses, a lot of time is spent on professional courses, which can be in line with the university's music education goals. But at present, college music majors have an average of one class per week, and the lower one is only 0.5 class per week. In this case, the time of professional courses is too short. Each class hour is calculated as 50 minutes, and 0.5 class hour is at most 25 minutes. At this time, only one vocal exercise or scale can be checked. If it is a group course, each student can only be divided into a few minutes in this process. The course time is too short, which causes many students to dismiss the get out of class just after finding their own status. It also makes the teacher have to compress the content of the class and divide a class into multiple times before finishing it. In addition, because the course frequency is too low, the teacher is unable to conduct a complete listening test of the students' practice content, which makes it impossible to provide comprehensive guidance to the students. Therefore, the students stayed for a long time when the practice time is long and the course time is short. They ignore the importance of practicing music, and have the idea of coping, and practice piano only on the surface.

3. Countermeasures to Improve the Status Quo of Violin Teaching for Music Majors in Colleges and Universities

Strengthen basic teaching for students. In view of the students' poor musical foundation and low musical literacy when they first entered the school, teachers should strengthen the cultivation of students' practice habits, so that students have good practice habits, strengthen basic practice, and correct students' wrong practice and performance methods. It is necessary to make up for the inadequate aspects as soon as possible, such as the pitch of the violin, the bow, the pronunciation, and the various ways of rubbing the strings. Students must be required to grasp accurately, so that students can be at various levels in the lower grades. Achieve balanced development of technology. In addition, it is necessary to increase the training of students' musical performance methods. The physical and mental development of music students in colleges and universities has been quite mature, and they have a high level of understanding and acceptance. On the basis of certain skills, they should strengthen the teaching of basic skills. At the same time, they should also take the feeling of music and the methods of expressing music as teaching The key point is to fully mobilize the sensory nerves that the students have not fully utilized, and enrich the technical means of playing the piano, so that students can combine music with the relevant humanistic knowledge and

background behind them, so that students can feel the specific concept of beauty in their hearts. , Which can effectively promote the improvement of students' basic skills.

The traditional teaching mode is mostly one-to-one teaching mode, and although this teaching mode can enable students to master theoretical knowledge, it limits students' divergent thinking and allows students to think from a single direction, which is not conducive to students' Music learning may even cause students to resent the boring way of learning music. Therefore, breaking the traditional teaching, diversifying the teaching design, and carrying out different intensive education according to the different levels of the students is also in line with the principle of freedom and unrestrained music advocating for music.

Cluster teaching. For students who do not have any violin foundation, although they are full of enthusiasm for the violin, they do not know how to start to fully master the violin, which requires teachers to carry out cluster teaching for them [4]. Since there are few violin teachers in any university, it is almost impossible to conduct individual training, and it is also beyond the capacity of teachers. For this reason, cluster teaching can better solve this problem.

Group cooperative teaching. For the students who have had some violin learning experience before, but gave up due to various reasons, they are different from the students who have no foundation. If they are allowed to participate in cluster teaching, this will only make their learning The progress slows down. Therefore, arranging them to participate in group learning can not only stimulate their interest in learning, but also achieve the principle of teaching students in accordance with their aptitude, which is more conducive to students' emotional exchanges.

Individual cultivation teaching. For students who have a good violin foundation, but are not good at expressing emotions or are slightly lacking in performance, they have a good violin foundation, they are basically able to interpret music works independently, and their performance is more tense, which can infect the audience at the scene. For this reason, when educating these students, the above methods can no longer enable them to grow faster. Separate teaching should be combined with their characteristics, and their different problems should be solved separately.

Strengthen the quality education of students. The basic qualities of college students include ideological and moral, cultural, professional, and physical and mental qualities, and cultural qualities are the foundation of these aspects. The school's efforts to strengthen students' cultural quality education specifically refers to humanistic quality. By strengthening the education of the humanities and sciences of college students, we can comprehensively improve the cultural taste of college students and improve their cultural and scientific literacy. Strengthening the education of students' cultural quality can enable college students to improve their spiritual realm through learning knowledge; it will help college students to broaden their careers, provide inspiration for innovative creation, and provide them with the conditions for cultivating cultural foundations while learning their majors. Therefore, strengthening the cultural quality education of college students can fundamentally realize the all-round development of morality, intelligence, physical education, and art. It is also the best way to improve the current violin teaching environment.

Most students in colleges and universities are not very clear about the concept of music literacy, and some students have a relatively simple understanding of it, resulting in lower music literacy. Therefore, in the process of teaching, teachers need to continuously improve students' music literacy while strengthening student skills training. Some art appreciation courses can be offered to help students understand and understand music as much as possible to improve their musical literacy. At the same time, it is also necessary to pay attention to allowing students to develop positive and unique ideas and cultivate an open thinking mode. This can help students to continuously develop their skills while strengthening their musical literacy, and also enable the development of their own characteristics without blocking the individuality of the students.

Adjust the setting of class hours. At present, the music majors in domestic college music schools include music public courses, theoretical courses, and professional courses. There is too much difference in the length of these courses, and it is easy for students to have a mindset of dealing with things. If you want to improve the quality of violin teaching for music majors in colleges and universities, you must adjust the curriculum. The priority order and priority of the courses should be

fully considered. The professional courses for music should be increased appropriately, at least two per week. class. It is also necessary to appropriately reduce the subjects of public courses. If the reduction cannot be reduced, the class hours should be reduced, and the two public classes per week should be adjusted to one per week. Avoid the situation where the courses are concentrated and students do not have the energy to cope with these courses. In addition, we must increase the emphasis on ensemble classes. In order for college music students to obtain a more comprehensive professional quality, the format music major should pay attention to the training of ensemble classes in addition to the class, and require students who learn violin to join the band for rehearsals, so that students' final exams There is a complete performance of a piece of this part. Students who are learning other musical instruments should also be allowed to accompany them. This not only exercises the students' ensemble ability, but also expands the violin students' musical vision, which is very important for their future development.

When arranging courses, teachers should pay attention to adjusting the time between professional compulsory courses, common compulsory courses and professional skills courses, and try to ensure that the three are consistent, so as to effectively promote the improvement of the quality of violin teaching. Therefore, when setting up courses, attention should be paid to shortening public compulsory courses appropriately. In the areas of professional compulsory courses that are not very helpful to students, certain deletions should be made, or the start time should be adjusted according to the situation. The violin skill practice course should maintain a weekly course, and at the same time some band rehearsal courses should be offered to help students strengthen their skills in many ways.

Strengthen skills in teaching practice. Colleges and universities are mainly training students to bring out outstanding talents with "one specialization and multiple abilities". Therefore, only multifaceted theory and skill enhancement cannot fully integrate students into society, and teaching practice can just effectively make up for this vacancy. And teaching practice has also become an important link related to the future of students. Teachers should prepare in advance to guide students in teaching practice. In the classroom, they should also use various opportunities to provide students with opportunities to show themselves, so that they can start to have the thinking ability of teachers, and at the same time help them build self-confidence and lay a solid foundation for teaching practice. . In the process of teaching practice, you can learn to find experience through 1. Observe the teacher's teaching; 2. You can build a home education platform to allow students to enter the role of teacher through home education and gain certain teaching experience; 3. Arrange students Become a teacher's assistant, so that students can help lower grade students as teachers, and improve themselves in the process of solving and finding problems; 4. Organize students to perform performance rehearsals, fully mobilize students' enthusiasm, and let students make arrangements by themselves. Development, and then guide them to play their individual advantages.

4. Conclusion

In short, the violin teaching in colleges and universities should integrate the trend of the times and break away from the traditional teaching concepts, which will be more in line with the development needs of the times and will be more conducive to the cultivation of students. In teaching, students of different levels should be taught differently, combined with different characteristics for different teaching, and the teaching mode of teaching students in accordance with their aptitude can be used to help students further improve their music literacy and theoretical skills, and then lead them to be more outstanding.

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