

Teaching Reform and Exploration of Violin Major in Colleges and Universities

Jingqiu Xu

Sichuan University of Culture and Arts, Mianyang, Sichuan 621000, China

xujingqiu0812@163.com

Keywords: music education in colleges and universities, violin major, teaching reform, exploration of ways.

Abstract: The violin is one of the main representatives of modern orchestral instruments. The current college music education can separate it into a major, which shows that the violin occupies a relatively important position in college music education, and also shows that the society's demand for violin talents is still relatively high of. At present, there are many problems in the teaching of violin in colleges and universities, which directly affect the quality of teaching and the learning efficiency of students. Reforming teaching from many aspects, so as to fundamentally solve the problems in education and teaching, and then improve students' violin performance level and music literacy, is the primary task of violin professional education in colleges and universities. This article first analyzes the necessity of teaching reform for the violin major in colleges and universities, then describes the current teaching situation and existing problems, and finally explains the teaching reform and innovation from the perspective of teaching mode.

1. Introduction

With the continuous improvement of quality education requirements, art course teaching has become the main development goal of college education. In music teaching, violin professional learning is the main representative of instrumental music course. Because of its great artistic cultivation, teaching China has gradually become a very popular study major, and it has become the content of choice for most students. Combining the teaching practice, we found that there are many problems in the teaching of violin in colleges and universities. The causes of the problems come from many aspects. How to coordinate the relationship between all aspects to ensure the smooth progress of the teaching reform is the key to the success of the reform.

2. Necessity analysis of the teaching reform of the violin major in colleges and universities

Violin playing is a form of art performance. Like learning any other art performance or a type of art performance, learning the violin also requires a certain talent. At present, the violin professional education in colleges and universities in our country is developing vigorously. In addition to cultivating students' superb performance skills, it is also necessary to shape their comprehensive musical qualities and improve their performance literacy. The current situation of violin professional education in colleges and universities is not optimistic. The main problem is that the speed of talent training and output efficiency cannot keep up with the development of the times and the industry, and thus cannot meet the needs of society. The contradiction between supply and demand caused by the difference in speed makes us have to think about whether the current violin education in our country is on the right path of development. From the perspective of individual learning career and career development, how to make sure that every student releases their potential and shows their talents, realizes their usefulness, strengths, gains from learning, and helps them to achieve self-realization. This is a college violin. Issues that educators need to think about carefully. The satisfaction of individual needs positively promotes the healthy development of the collective and the harmonious development of society.^[1]

3. The current situation of violin teaching in colleges and universities and the main existing problems

3.1 The teaching model is too traditional and outdated

Teaching mode is an important prerequisite to ensure teaching quality and student learning efficiency. After the teaching reform, traditional and conservative teaching ideas and educational concepts have gradually been replaced by new ideas with modern characteristics. Under this background, exploration and development meet the requirements of the new era. The teaching model has become the main task of teachers of various professions.^[2] However, for the professional education of violin, the current teaching mode is still relatively traditional and outdated, with too much emphasis on technical exercises and ignoring students' understanding and mastery of musical perception and expressiveness. Excessive pursuit of performance skills will inevitably affect the understanding and understanding of music culture and music literacy, and the vision of art and performance will become narrower and narrower, resulting in them not being able to perfectly present the music when they are actually performing on stage. The performance lacks expressiveness and appeal.

3.2 It is difficult to choose supporting textbooks

Up to the present position, there is no set of violin teaching materials compiled for college violin teaching, and the students have different violin foundations, so the selection of teaching materials is more difficult. Violin students who have already started to have a certain violin foundation, these students are no longer suitable for using the introductory violin textbook, so it is difficult to choose the violin textbook.

3.3 The setting of professional courses is unscientific

One of the main tasks of violin professional education in colleges and universities is to train high-level, precise and cutting-edge professional violin performers. In the course of college study, the main course that students study is the professional violin course, so the curriculum should be set around the content of the professional course. Except for the necessary cultural courses, other subjects should be listed as auxiliary courses. But the reality is that public courses such as college English, principles of Marxist philosophy, Introduction to Mao Zedong Thought and Modern Chinese History take up a lot of basic class hours. Therefore, the professional class of violin and related courses have been greatly reduced, which prevents students from learning more. Focus on studying professional courses.

4. Teaching reform and exploration of violin major in colleges and universities

Through the above analysis, we will find that the factors that affect the quality and efficiency of violin teaching in colleges and universities can be roughly divided into three types. The first is the students' own problems, such as poor professional ability, weak violin foundation, and weak learning ability; the second is the curriculum and teaching materials. Compilation issues, such issues are not within the teacher's control, even if they change, they need a long wait; the third is the teacher's issues, which are mainly manifested in two aspects: teaching methods and teaching models. It can be seen that if you want to achieve teaching reform in a short time from the perspective of teachers, you need to start from the first and third levels. The following mainly focuses on the content of the teaching mode.

Based on the reform and innovation of the teaching model, it is necessary to fully integrate and utilize the resources inside and outside the school. The following three models are proposed for reference:

4.1 The first is the group cooperative teaching model.

The group cooperative teaching model is often used in other subject teaching, but it is rarely used in the professional teaching of violin. For the teaching itself, the advantage of using the group

cooperation model for teaching is that it can increase the opportunities for one-on-one or one-on-one learning and guidance. Considering the small number of violin teachers in colleges and universities, the implementation can make music literacy excellent. Students with strong performance ability come to assist students with poor foundation in learning. When grouping, it is necessary to follow the principle of hierarchy as much as possible, that is, one class A student leads three class B students and 3-5 class C students. This narrows the scope of teaching and enlarges the function of the "one-to-one" teaching model [3].

4.2 Then there is the studio teaching mode.

The studio teaching model is an exotic product that originated in Germany. This model of teaching emphasizes the practicality of teaching and can also be regarded as the practicality of student learning. The establishment of a violin studio is the basic premise. The main function of the studio is not only to provide students with a place to study, but also to undertake external performance activities. Combining the essential attributes of this teaching model, teachers need to take practical activities and projects as the fundamental orientation when teaching, actively connect with performance activities, and provide students with more opportunities for practice and exercise. But it needs to be pointed out that the studio teaching mode is more suitable for students majoring in violin. For elective students, other basic teaching modes need to be used for teaching.

4.3 The last is the school-enterprise cooperative teaching model.

When it comes to school-enterprise cooperative teaching, I believe everyone is familiar with it. This teaching model has been applied in many vocational colleges. The prerequisite for the successful realization of the school-enterprise cooperative teaching model is that the school can actively throw an olive branch to the enterprise and seek cooperation with employment-oriented and fundamental teaching purposes. Worldwide, the best application of the school-enterprise cooperative teaching model is Germany. With the support of the dual-track education model, German students have obtained more opportunities for practical activities. Music and art education is one of the main contents of dual education. We can follow the German education model to carry out school-enterprise cooperation teaching, guide students' learning and internships from an industry perspective, and provide students with practical training for enterprise internships. The opportunity to provide them with a platform to display their talents. At the same time, colleges and universities can also use this opportunity to train teachers, improve their teaching level and quality, and create a team of dual-qualified teachers.

5. Conclusion

This paper holds that it is more effective to reform the teaching mode, including the teaching method, than to reform the teaching materials and optimize the curriculum. From the perspective of reform and innovation, there are still many aspects to be reformed in the teaching of Violin major in colleges and universities. How to carry out the teaching reform smoothly and continuously is a problem that every teacher needs to think seriously. I hope the ideas in this article will be helpful to you.

References

- [1] Li Wenjia. Teaching reform and exploration of violin major in colleges and universities[J]. Chinese Literary and Artist, no04, pp.197, 2018.
- [2] Tang Wei. Teaching reform and exploration of violin major in colleges and universities[J]. Big Stage, no.01, pp.188-189, 2013.
- [3] Wang Lu, Li Jing. Exploration of the reform of violin teaching in college music majors[J]. Journal of Shangrao Normal University, no.01, pp.116-118, 2008.