

The Status Quo and Reform Strategy of Violin Educating

—A Case study of Baicheng Normal University

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Abstract: The violin course is one of the compulsory courses offered for music majors in higher normal colleges and universities. With the continuous pursuit of spiritual civilization and the recognition of advanced teaching concepts, the violin course has been favored by more and more students. However, as far as the actual teaching of violins in normal colleges and universities is concerned, there are still a series of problems that severely restrict the development of violin teaching. This paper analyzes the problems existing in the current violin teaching, and then seeks solutions and strategies to the problems.

1. Introduction

In recent years, with the country's attention and investment in higher education, people's increasing demand for spiritual civilization has enabled more and more students to have a keen interest in violin learning. However, there are still many problems in the current teaching of violin teaching in normal colleges and universities, which has seriously affected the vigorous development of violin teaching. As educators, we must profoundly explore these issues and adopt effective solutions so that It better meets the students' learning requirements and ultimately serves the community.

2. The Current Status of Violin Teaching in Normal Colleges and Universities

Violin teaching is one of the compulsory courses offered by music majors in higher normal colleges. Its status is very important in undergraduate training programs. As far as the Conservatory of Music of the Baicheng Normal University is concerned, the current number of hours of violin lessons is relatively small, about 2 hours per week. During this period, teachers need to teach about the cultural theory of the violin, but also explain the playing skills of the violin, and ultimately lead to the result that the content is not comprehensive and the teaching link is missing.

The lack of rich and varied teaching methods is a common problem encountered in the skills and skills courses of all music majors. In the course of teaching, we still continue teaching methods that have not changed for decades. For example, "the teacher brings disciples" I learned a "traditional teaching method, which lacks the cultivation of students' musical expression. Eventually, although the students mastered certain playing skills, they did not dig up the musical emotions that they wanted to express in the music, and they did not allow students to experience The esthetic sense that music brings us creates a one-sided understanding of the students' learning of the violin. Such a single teaching model has caused students to lack music literacy and narrowed their horizons of music, which has seriously affected students' influence on music and expression.

As far as the current situation of violin teaching in our college is concerned, due to the influence of different educational concepts and educational models, students' professional levels are uneven. The violin students have a wide range of sources, but their professional standards are generally poor. Most of them are learning to participate in the "art class examination" 3-5 years before they start learning the violin. Therefore, the basic knowledge of the violin is not systematic enough. The other students are from relatively underdeveloped areas. These students are very familiar with the violin. Some of the students are even exposed to the violin for the first time. Their choice of course is more due to new things. curious. There are also some students who have a weak ability to understand

music, and it is difficult to interpret the works they perform. It will eventually have a certain influence on the level of performance. Based on the above circumstances, although everyone has chosen the same major, but because the students themselves vary widely, this adds a certain degree of difficulty and trouble to the teaching of the violin. The teacher is difficult to teach students in accordance with their aptitude in the course of teaching, and it leads to the students' results. Learning interest is not high and teaching results are not good.

3. The Reform Strategy of Violin Teaching

In the overall curriculum of music majors, there are very few courses in violin skills teaching, and most of them are courses that emphasize theoretical basic knowledge. For the college, it is necessary to adjust course settings in a timely manner, and arrange reasonable and effective violin compulsory courses and related skills and skills courses so that students can not only master the basic violin culture knowledge, but also gain a deeper understanding of performance skills, thereby promoting Student learning efficiency. Some unnecessary public electives can be cut appropriately and more time can be left to specialized courses for teaching. This will not only ensure that the students master the basic knowledge of the professional culture, but also have sufficient time to carry out practical operations and prepare for other related courses.

With the continuous strengthening of curriculum reform, teachers play a very important role as the dominant player in the teaching process. In the past violin teaching, teachers adhered to traditional teaching concepts, and only paid attention to the study of skills and skills, neglected the cultivation of students' aesthetics of music, and led to rigid teaching thinking and a simplification of teaching methods, making it difficult to achieve innovation in the subject area. Therefore, teachers should actively change the outdated teaching philosophy and constantly innovate. In the actual teaching process, we must pay attention to the basic knowledge, but also pay attention to the use of professional skills of students, truly make the classroom as the main body and fully mobilize the students. The students' enthusiasm for learning, at the same time, teachers should uphold the sense of innovation, use a variety of teaching methods to create a good learning atmosphere, so that students actively participate in the professional study of the violin.

Due to the uneven student base, the selection of teaching materials should also be considered in the violin teaching process. At present, there is no systematic, complete and scientific violin teaching material for teachers' colleges and universities in China. Therefore, teachers are still adhering to the use of traditional violin teaching materials in teaching. This has long been out of tune with the needs of society for music education. In order to cultivate the needs of different levels of student learning, and at the same time meet the social requirements for future jobs, we must target specific areas of teaching content and teaching materials. It is hoped that more educators who are engaged in violin teaching will be able to join the ranks of the teaching materials and help the teachers to target violin teaching for students with different development directions.

In violin teaching, a diversified teaching mode can be adopted. First, group teaching can be adopted. This model is particularly suitable for students who have not previously studied the basics of the violin. They teach the students basic violin knowledge in the violin teaching process, create a positive learning atmosphere in the group, and cultivate students' competitive awareness in the learning process. Ways to improve the professionalism of students. Second, group cooperative teaching can be adopted. This teaching mode is suitable for students who have certain violin professional knowledge and playing ability. They can conduct independent learning through group discussions, so that they can become the masters of the classroom. In the learning process, they can strengthen communication and exchanges between students. Inspired the vigor of the violin learning. In addition, all students' learning should be adapted to the continuous development of the society. Certain teaching practices can promote students' learning in professional skills. Therefore, teachers should adopt an integrated teaching model of "teach, play, and practice" to allow students to participate in practical performances and provide good opportunities for students to create themselves and show themselves.

4. Conclusion

In summary, the problems appearing in violin teaching in higher normal colleges and universities have become imminent and have had a certain impact on students' learning. The demand for talents in today's society is diversified. Actively solving the problems in violin teaching will help the popularization of violin teaching in the society and the promotion of comprehensive music literacy in the future, and cultivate more and better music for the society. Talent.

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