

Thoughts on the Teaching of Violin in Normal University under the New Circumstances

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ABSTRACT. *The continuous development of economy and society has made music education continue to show a new development trend. The mutual integration of cultures of various nations and countries also makes music culture and music art continue to be innovated and developed. Under the circumstances, China's education and teaching system and the development model of music education are also constantly developing and changing, especially the instrumental music teaching in the music major has undergone tremendous changes. Violin teaching, which is popular among instrumental music and has its own characteristics, has also been challenged in the new era. In this case, it is of great practical significance to think and research on the violin teaching in normal universities under the circumstances.*

KEYWORDS: *Normal university, Music major, Violin teaching*

1. Introduction

The different level of students is one of the important problems in the teaching process of violin in normal universities, which is mainly manifested in two aspects. First, the types of students are more diverse. Judging from the enrollment requirements for violin majors in normal universities, many students are admitted through vocal music speciality and piano speciality, and their violin speciality is very weak. However, according to school regulations and curriculum requirements, they must complete basic violin teaching courses, which requires that violin teaching must be taught according to their aptitude. Secondly, students' violin level is not high. This question is summarized based on the current status of many music majors in normal colleges. That is to say, although many students in normal universities are accepted through exams of violin, many students have weak foundations. Which directly affects the teaching quality of the violin.

2. The Violin Teaching Model is Old and Single

From a historical perspective, at present, many music education and teaching activities in the music colleges of normal universities have not shaken off the restrictions of traditional educational thinking, which has affected the quality of violin teaching. The traditional violin teaching has very strict requirements for students' basic skills training. The teaching process is generally carried out according to the established syllabus and teaching plan. Although this model attaches great importance to the improvement of students' basic literacy, it neglects the development of students' intellectual factors and the improvement of their perception ability, which is not conducive to the cultivation of students' humanities and art accomplishment.

3. Problems in the Selection of Teaching Materials and the Arrangement of Professional Course

Which kind of textbook to choose and how to arrange course are important factors that affect the final violin teaching effect. From the perspective of textbooks, the textbooks for the violin course of the violin major in normal universities have not yet been agreed on as a whole. In addition, there are significant differences in students' interests and basic levels of violin, so it is very difficult to decide the textbook. Therefore, how to select and write violin teaching materials, and how to better and systematically carry out violin tutorials are important issues facing violin teaching. As for the arrangement of professional course, the current talent training objectives of many music colleges are aimed at the training of comprehensive music talents, which leads to more music courses for students, and it has affected the development of violin teaching.

4. Principles That Should Be Followed in the Reform of Violin Teaching in the Music Major of Normal Universities

4.1 Highlighting National and Local Characteristics

China is a big cultural country, so highlighting national and local characteristics in music teaching and violin teaching should be one of the important principles that must be followed for innovative violin teaching. From the perspective of traditional Chinese folk music, the appreciation and analysis of violin works has always been an important part of the development of folk music, which is also an important manifestation of inheriting Chinese culture. Therefore, the music culture education and violin teaching under the new circumstance should further highlight the national and local characteristics, so that the violin education in China can be better innovated and developed.

4.2 Further Integrating with Other Disciplines

Disciplines are fused with each other. At present, in order to get rid of the limitations of the traditional teaching mode, we must strengthen the education and teaching reform. In the process, further strengthening the connection between the violin and other disciplines has an important role in promoting the innovation and development of violin teaching. Through the integration of disciplines, students' music literacy and music learning fun can be better improved, and the common progress of teaching in various disciplines can be further promoted.

4.3 Strengthening Integration with Teaching Practice and Improving Teaching Content

An important purpose of further strengthening the education and teaching of violin in normal universities is to improve the teaching quality of violin, so that the art of violin can be better developed in practice. Therefore, we must allow students to better understand the art of violin in practice, so that students can receive more learning and accumulation of violin practical experience. Under the new circumstance, the teaching of violin in the music major of normal universities should not only enable students to master the relevant knowledge and skills of violin more comprehensively, but also help students to gain more other knowledge in the process of practical teaching.

5. Suggestions to Violin Teaching of Music Majors in Normal Universities

5.1 Changing the Teaching Concept

At present, the violin teaching in normal universities ignores the cultivation of students' basic music literacy and the training of basic learning abilities. Therefore, the violin teaching under the new circumstance should change the teaching concept. While continuously improving students' performance skills, we should also strive to cultivate students' musical feelings and music literacy. Therefore, the violin teachers should innovate the teaching management concept, and strive to overcome the disadvantages of the traditional teaching mode, so that the violin teaching can better serve the students.

5.2 Riching Education Model

Under the new circumstance, we should continue to innovate the education model and make it develop in a more diversified direction. For example, for some students whose main direction is piano and vocal music, we can use the group lesson for violin teaching; for some students who have a poor violin foundation, we can use group lessons for teaching; for some students who take the violin as their orientation, we can use individual lessons to teach. This education model can better improve the teaching effect and promote the continuous improvement of violin literacy of these students. The above three different teaching methods are based on different types of students, and these methods can maximize their positive effects.

5.3 Increasing Teaching Practice

Teaching practice is a very important part of normal university learning. Therefore, we should let students carry out teaching practice as early as possible, and make them understand and digest what they have learned in practice. Specific strategies can be the following: Firstly, let students observe the teacher's teaching and learn teaching experience and methods; Secondly, encourage students to become violin tutors in the third year of the

university to accumulate teaching experience; Thirdly, in the fourth grade, encourage students to help freshmen to solve problems in their studies. Fourthly, encourage students to organize rehearsals of the duo or quartet to give play to students' initiative and exercise their ability to work independently.

6. Conclusion

From the above analysis of the current situation of violin teaching in normal universities, there are still many problems that need to be solved in actual violin teaching. Of course, in the process of reforming the violin teaching in normal colleges, it is necessary to further propose relevant measures to improve the violin teaching according to the school's own situation and implement these measures in actual work. Only in this way can we better improve the quality of violin teaching in normal colleges, better train professionals in violin, and better promote the development of music education in China.

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