

# Analysis on the Necessity of Diversified Cooperation Forms in Violin Teaching in Normal University

**Wenjia Li**

*College of Music, Zhaoqing University 526061, Zhaoqing, China*

**ABSTRACT.** *Based on an analysis of the current situation of violin teaching in normal university, this article points out the necessity of developing multiple forms of cooperation in violin teaching in normal university, and proposes some suggestions to the violin teaching in normal colleges.*

**KEYWORDS:** *Violin teaching, Multiple cooperation, Music education*

## 1. Introduction

With the rapid development of China's music education, some art colleges and music colleges have appeared one after another, which has greatly increased the training of music education talents. Although the principles of learning of majors of professional music colleges and music major in normal university are different, a variety of cooperative forms of ensemble, bands and orchestras should be popularized. Multi-cooperative courses in violin teaching are a course that can effectively train student's ability of collaboration, command, creation and music performance.

## 2. Common Forms of Violin Diversity Cooperation

String quartet forms include string quartet, string quintet violin duet and string trio violin. String ensemble includes the first violin, the second violin, the viola, the cello, and the double bass. Sometimes a third violin is added as needed. In addition, fiddle musical instruments and wind bands synthesize large orchestras. Fiddle musical instruments can even be added to Chinese ethnic bands to form a new form of folk music.

## 3. Analysis of the Status Quo of Violin Teaching in Normal Colleges

In the process of violin teaching in our country's normal colleges, most normal colleges of music still ignore the importance of technique and pay more attention to students' understanding, comprehension and appreciation of music. In terms of

violin teaching in normal colleges in China, we often implement a small class system and pay too much attention to playing skills and techniques, while ignoring the fact that the instrumental music teaching is only one of the important tools for music teaching, and ensemble is the main form of instrumental music teaching. This kind of small class system that only pays attention to technical skills makes students practice with a passive attitude when learning the violin.

#### **4. The Root Cause of the Current Situation of Violin Teaching in Normal Colleges**

##### ***4.1 Subjective Cause***

In music education in normal colleges, there is a close relationship between various musical abilities. Piano accompaniment, vocal music, instrumental music, music theory, and teaching methods should have equal status. Although many colleges have set up these courses, many of them are only formal, which makes the training and learning of various music qualities of music education in normal colleges separated. Therefore, in the teaching of the music education, there is a common situation: on the one hand, performance technology is the teaching center, and on the other hand, the teaching of various theories is often out of touch with practice. Some of the music universities unilaterally believe that as long as improving the performance technique, students' music level can be improved, and they can be competent in bands under any circumstances. Therefore, those colleges simply offer violin lessons and pay too much attention to technical skills while ignoring ensemble classes is also a compulsory course, and orchestra training is an important form of learning. Due to various factors, this small class of violin major has become a teaching for examinations.

##### ***4.2 Objective Reason***

###### ***4.2.1 Uneven Proportion of Students Enrolled in Each Major***

In the music department of normal colleges, students of vocal music, piano, and folk music specialty tend to take up a larger proportion, while students of western string, wind and dance specialty take up a relatively small proportion. In particular, there are only four types of violin, viola, cello, and double cello in western string instruments, which makes the amount of violin majors is very small. The students who choose to take the violin as their subsidiary major are not sufficiently advanced enough to perform such a major melodic instrument in the band.

###### ***4.2.2 Incomplete Voice Part***

The violin is the most basic and important melodic instrument of the string band, and there are not many students studying in the music department of normal colleges.

There are so few students studying viola, cello and double cello so that the voice part of band is incomplete.

#### ***4.2.3 Poor Teaching Conditions***

The music department of some normal universities does not have a dedicated string teacher or a special rehearsal venue. Because of the above subjective or objective reasons, there are some disadvantages in string teaching of music education in our country.

### **5. The Necessity for Multiple Forms of Cooperation in the Teaching of Violin in Normal Colleges**

#### ***5.1 The Advantages of Multiple Forms of Cooperation Teaching***

The music department of normal university trains future music teachers, not performers. Music teachers are teachers, organizers and activists of extracurricular activities. Therefore, as a future music teacher, students of normal colleges should practice music practice a lot, and the violin ensemble, organizing chamber band, orchestra, and symphony orchestra are good practice. Through violin ensemble, ensemble learning, and orchestra training, normal students can learn the qualities that a music teacher should possess, such as orchestra conducting, coordination performance, rehearsal, organizing and music practicing. Therefore, setting up ensemble classes, organizing chamber bands, orchestras, and symphony orchestras in music violin teaching in normal colleges are effective ways to train music teachers and organize music practice. Carrying out ensemble and ensemble lessons in violin teaching in normal colleges can not only improve the ability of students to cooperate, but also expand the amount of students' exposure to various tracks. Therefore, conducting ensemble lessons in violin teaching and organizing orchestras are also the effective ways to enrich the music education and teaching system of normal colleges.

#### ***5.2 Necessity of Existence of Multiple Cooperation Forms in the Teaching of Violin***

In the future, those students major in music of normal colleges will be more on the podium than just the stage, so they need a cooperative and diversified art practice. In addition, students of violin majors in music education in normal colleges are eager to cooperate with others, form a string band, or practice some different styles of music, and they are eager to have a platform to show their own. Therefore, the teaching of violin in music education in normal colleges should conduct ensemble classes, and form a variety of cooperation forms such as chamber bands, orchestras, symphony orchestras, and new folk orchestras, which will be helpful to the violin teaching.

## 6. Suggestions to the Violin Teaching in Normal Colleges

1) It is strongly urged that normal colleges to try to give certain conditions for candidates of violin majors to recruit as many violin majors as possible according to their own actual conditions, especially the students of viola, cello and double cello Specialty. In this way, we can make better preparation for the forming of orchestra and the development of ensemble lesson.

2) Leading teachers encourage violin majors to organize small bands and provide a place for them to rehearse. On the other hand, teachers need to guide rehearsals in a timely manner.

3) School should add string ensemble classes, implement the classroom teaching system of violin major lesson together with ensemble classes, and organize chamber bands, orchestras, or symphony orchestras. During professional lessons, students can perform technical improvement and solo practice, and teachers should pay attention to the teaching of violin teaching methods. During the rehearsal and ensemble lessons and orchestra training, students can perform band rehearsal learning, so that they can feel the power of collaboration, the beauty of music and vocal, giving every student the opportunity to organize rehearsals and conduct the band.

## 7. Conclusion

The development of the times has made it urgent for domestic music teachers to have a set of education system that is more in line with the cultivation of a new generation of music teachers, and to train a new generation of music teachers with high music aesthetic ability and musical artistic literacy. This also requires us to solve the practical problems of music education courses in normal colleges in time.

## References

- [1] De Rogar-Levitsky. Translated by Yang Minwang. Orchestra Speech [M]. Beijing: People's Music Publishing House, 1982.
- [2] Zhao Songguang, etc. Introduction to Music Education Psychology [M]. Shanghai: Shanghai Music Publishing House, 2003.
- [3] Translated by Ma Dongfeng, Zou Aimin, etc. Music Education [M]. Beijing: People's Music Publishing House, 1996.
- [4] Wang Chaogang. New Theory on Teaching Instrumental Music Performance Skills [M]. Shanghai: Shanghai Music Publishing House, 2006.
- [5] Zhang Beili, Yang Baozhi. String Art History [M]. Beijing: Higher Education Press, 2004.