



Analysis on the Reform Direction of Wind Music Teaching of Music Major in Normal Universities in the New Era

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Received 16 December 2016; accepted 24 December 2016

Published online 26 December 2016

Abstract

On the background of quality-oriented education, the wind music education in music major in normal universities attracts increasing attention. As an indispensable part of music education, wind music education plays a unique role in specialized music teaching and has become an irreplaceable part in specialized music teaching. Therefore, the investment in wind music education by China's normal universities is increasing. With the continuous deepening and development of educational reform, corresponding reforms and adjustments have also been made in wind music education. However, there are still some factors affecting students' wind music learning level and restrain the improvement in students' comprehensive quality in wind music teaching in normal universities. Thus, how to overcome such restraining factors in wind music teaching and promote the reform process of wind music teaching in normal universities have become important subjects. This paper analyzes the wind music teaching of music major in normal universities and puts forward the directions and ways of reform so as to provide the personnel concerned with a reference.

Key words: Professional music; Music teaching; Higher normal colleges; Reform

Yuan, Y. H. (2016). Analysis on the Reform Direction of Wind Music Teaching of Music Major in Normal Universities in the New Era. *Cross-Cultural Communication*, 12(12), 71-75. Available from: <http://www.cscanada.net/index.php/ccc/article/view/9166>
 DOI: <http://dx.doi.org/10.3968/9166>

INTRODUCTION

In the early years of new China, a lot of foreign artists gave wind music performances in China's music universities and gave guidance and training for Chinese wind teaching. This largely made up for the deficiencies in China's wind music teaching due to late starting, prevented wind music from stepping into a low point and made wind music teaching to become an important part of China's specialized music teaching and to be deeply favored by students. In the 21st century, music teaching attracts more and more attention by the education department after quality-oriented education was put forward. As an important content of the music major, wind music teaching is faced with the unprecedented opportunities and challenges so the reform in wind music teaching is imperative. Thus, how to determine the reform direction of wind music teaching and how to ensure the effective implementation have become the issues to be urgently solved by normal universities at present.

1. OVERVIEW OF WIND MUSIC AND WIND MUSIC TEACHING

1.1 Development History of Wind Music

Wind music is longest-standing part of music history and its development course can date back to ancient times at the earliest. In the ancient times, a wind instrument is an instrument applied in sacrifice and hunting activities. Most of wind instruments were made of animal bones and horns obtained in hunting while some of them were also made of reed and other pipe plants. In the prehistoric era, there was the musical instrument, which was similar to the present trumpet and was made of sea shells.

In 284 A.D., a band with more than 400 musical instruments gave an unprecedented performance in the

Colosseum. This performance caused an enduring shock to people, was more and more favored by people and laid a good mass basis for the popularization of wind music teaching. Later, after the Renaissance and Enlightenment Movement, wind music not only was played by artists but also started to be taught in schools and became the content that people can touch and learn. Then, the wind music education appeared and developed rapidly in the western countries. The wind instrument has greatly changed in its shape and function in its development process for hundreds of years. Then, the wind instrument was no longer used in hunting activities but gradually became a graceful musical instrument and it was also developed considerably in both its shape and materials with the progress of times.

China's development history of wind music teaching was started very late. In 1890s, the Qing Government organized to build the first wind band in Chinese history and compiled China's first book concerning wind music, *Draft of Military Music*. In 1927, Xiao Youmei founded the National Conservatory in Shanghai, which was a milestone in China's history of wind music teaching and trained a large number of wind music talents for our country at that time. Different from other teachings, wind music teaching is not a skill-oriented teaching but also is of irreplaceable practical significance. Besides, as the combination of art and life, it plays an important role in specialized music teaching in normal universities.

As Chinese people get familiar with the wind instrument, they gradually get found of it. The first exploration of wind instrument into school education was started from the "school song". In the 1950s, the stated organized to establish a lot of art academies and conservatories and the wind instrument became a part of China's art and music teaching, so this period was an important development period of wind music. After the reform and opening-up policy was published in the 1990s, China's economy developed enormously. In addition, with the acceleration of globalization, wind music teaching has entered into the development phase of generalization and popularization and has become a graceful form of music art favored by Chinese people, greatly improving Chinese people's comprehensive cultural quality and music aesthetic level. Thus, the power of wind music cannot be underestimated.

In spite of the gap between the development of wind music in our country and that in the western countries, wind music has already become the important content to enrich Chinese people's artistic life and also an important power to promote the continuously improvement in people's artistic appreciation level. In addition, with the continuous development of wind music, it has become an important approach for our country to train excellent music talents and provide outpouring talents for China's music market.

1.2 Necessity To Provide Wind Music Teaching

1.2.1 It Is the Inevitable Historical Development Requirement

With the ceaseless progress in science and technology, acceleration of modernization, rapid development of information technology and improvement in people's living standard in China, people began to have enjoyable spiritual needs for music art so that the continuous development of wind music and the increasing popularization of wind music teaching activities have become the inevitable development requirements of history. Because of the continuous development of information technology, music is no longer monopoly goods by a few people but is popular with all families, permeated in all aspects of people's life and embodied in all fields of life. Music can relax our mind, create a pleasant atmosphere and relieve the pressure. In addition, as an important artistic form, music can improve people's aesthetic level and taste to some degree, meet people's spiritual need and enhance people's living quality. Under this development trend, the music market can only ceaselessly absorb excellent music players to meet people's growing music need. As wind music is a popular and important part, training the wind instrument performance talents meets the historical development requirements.

1.2.2 High Requirements of Wind Instrument Performance For Skills and Knowledge Level

Dai Zhonghui said: Identifying the performance level of wind music is not limited to a performer's proficiency in the instrument but also including the rhythm, timbre, playing method and other internal basic playing skills. Music, which is a non-linguistic art, doesn't has a clear definition, is a vague form of artistic expression, is usually shown through a player's self-understanding and explanation, and is a kind of art with an extensive space for self-play. Therefore, each performance of wind music is the perfect combination of a player's self-perception and playing skills. Thus, it can be seen that not everyone can give a wind instrument performance. In a wind instrument performance, a performer need to not only have excellent and proficient playing skills and methods but also get deeply immersed in the works, understand its creation background and styles, and finally complete the integration of skills and emotion. Such requirements for wind instrument performance cannot be separated from a player's professional education, so it is extremely necessary to provide wind music teaching.

1.2.3 Effectively Improve Students' Comprehensive Quality

In European and American countries mainly represented by American, wind music teaching has become the most characteristic and largest-scale course in specialized music education and also students' most favorite music course, effectively improving students' music quality. In addition, the wind music class is mostly in the collective form of wind band with the help of individual

instrument for group teaching. Such a teaching mode including both collective teaching and group teaching can effectively enhance students' specialized music quality and comprehensive ability. America expressly proposed all aspects concerning the training of students' music quality: First, music skills including the auditory appreciation skills for individual performance and collective performance; second, music cognition, including music concept and historical knowledge; third, music emotion including the value concept and creation concept. To sum up, the requirements of music instrument performance involve various aspects of works performance. The process of students' understanding and comprehension of works can largely enhance their music level and specialized knowledge and quality, train students' pursuit of beauty and improve their personality. Wind music teaching is dominated by collective performance. Communications between teachers and students in the teaching and performance process can help to form a harmonious, friendly and equal teacher-student relationship, eliminate the estrangement between teachers and students and better promote the exchanges among students so that students can not only obtain friendship but also form a sense of group honor and a sense of belonging. Besides, the collective wind music performance teaching mode has high requirements for each student' performance skills and students must be responsible for their own performance, so this can help students to form strong self-discipline, establish confidence and upward mobility, and promote students' comprehensive development.

1.2.4 Facilitate the Development of Universities

The implementation of wind music teaching can help the realization of a university's teaching objective, so it plays an extremely active role in promoting the development of universities. Carrying out wind music teaching enriches students' choices of course types and thus provide students with a choice to show themselves and enrich their learning life to some degree. When learning wind music, students can imperceptibly acquire a skill and can show themselves on the stages in various campus activities. It seems that this doesn't exert any influence on the development of a university but this actually enriches campus activities, enhances a university's influence, cause public praise and accumulation of favorable public opinions, and an embodiment of a university's improvement in its strength.

2. CURRENT SITUATION AND EXISTING ISSUES IN WIND MUSIC TEACHING OF MUSIC MAJOR

2.1 Wind Music Teaching Is Not Widely Implemented in China's Music Major

Although wind music very popular people, there are some restraining factors for its development. Firstly, the late

starting of China's wind music teaching has become a "problem left over by the history" in wind music teaching. As is mentioned above, China Wind music education developed under the guidance of western musicians and the efforts by Chinese government and people, but the late starting of wind music education is still restraining factor which cannot be completely remedied. At that time, the "school song" mainly focused on singing and didn't pay necessary attention to wind music teaching; however, there were more than 30 wind bands in primary schools only in Los Angeles of America at the same period. Secondly, the cultural difference between China and the West has become the fundamental reason why wind music teaching cannot be carried out extensively. It is mentioned above that the wind instrument was introduced from the western countries to our country, so the majority of wind instruments are dominated by western instruments such as saxophone, trumpet and flute, which neither have much in common with Chinese traditional instruments and nor comply with Chinese traditional culture; for this reason, it takes a long time for Chinese people to accept wind instruments, resulting in the shortage of wind teaching. Besides, there is hardly any integration of wind instruments and Chinese traditional musical instruments in the teaching of wind instruments so that wind music teaching develops relatively slowly. Thirdly, its development is restrained by economy. When wind instruments were introduced into China, Chinese economy was in a relatively backward period, resulting in a relatively low educational level. Thus, many normal universities thought that wind music teaching was dispensable in specialized music teaching so wind music teaching could not be widely used in normal universities.

2.2 The Conditions for Running Schools of Wind Music Teaching Are Relatively Poor

The continuously expanding music teaching scale has attracted more and more educational investments. However, we have to admit that the conditions for music teaching are seriously disjointed with the continuously expanding teaching scale. According to the current music teaching in normal universities of China, the legal of quality, teaching staff construction, teaching infrastructure and teaching resources of many universities cannot completely meet the music teaching, especially the wind music teaching. The restraining factors of conditions for teaching severely affect the implementation of teaching activities. There are many problems in the provision of specialized courses in wind music teaching, the design of teaching plans and other aspects. Such problems are mainly manifested in that the wind music teaching plans and provision of courses usually deviate from the original intention of providing wind music teaching, which, thus, has become a course, which can be either beneficial or harmful.

In such conditions for wind music teaching in normal universities, it is difficult to guarantee the level and quality of wind music professionals. In the basic wind music teaching, normal universities blindly pursue the expansion in teaching scale and the high speed of teaching process, resulting in many wastes of talents and repeated training. In addition, this is also an awkward circumstance for the employment of students graduating from normal universities. As parents pay more and more attention to children's education and employment, their investment in education shows a more and more inexcitable trend: In order to guarantee that their children can get jobs after graduation, parents are more willing to invest their educational funds in specialized music conservatories with a higher employment rate and good reputation. Normal universities, which are not specially for specialized music students, have relatively low competitiveness in employment and thus is not the best choice for students' parents. In addition, gifted students in music generally choose specialized music conservatories so the majority of students enrolled in normal universities are relatively low in cultural level and specialized quality and are not very interested in music, and this imperceptibly increases the difficulty in music teaching in normal universities. Especially, wind music cannot be divorced from specialized music quality and great interest in music. The teaching quality and level of students with poor foundations in wind music learning cannot be guaranteed, finally resulting in the situation of low employment rate.

3. WAYS OF REFORM IN WIND MUSIC TEACHING OF MUSIC MAJOR IN NORMAL UNIVERSITIES IN THE NEW ERA

3.1 Teachers Change the Teaching Concept

In order to realize the reform in wind music teaching of music major in normal universities, it is needed to firstly change the teachers' teaching concept. In the past teaching process, teachers didn't set a clear teaching objective for students so that many students slacked off in wind music learning and, thus, couldn't really master the playing skills, methods and other basic requirements of wind music. In wind music teaching in normal universities, teachers must clearly tell students the teaching objective for wind music at the initial stage after students' entrance so that students can clearly understand their roles and teaching responsibilities after they enter society. In addition, in the wind music teaching process, teachers should realize that the main reason for admission of many students is that they make efforts at the last moment before the college entrance examination, and students

generally have a low basic knowledge level, so teachers should emphasize basic knowledge teaching and patiently tutor students.

3.2 Strengthen the Basic Skill Training

A successful wind music performance cannot be separated from the solid basic skills, which are necessary for students majoring in music in normal universities. As students majoring in music in normal universities are poor in basic skills, it is required to attach importance to the training of basic skills in wind music teaching of normal universities. The basic skill training in wind music teaching includes breath training and scale training. The quality of wind music performance cannot be separated from a performer's control over breath, which is like a cook's control over salt. Breath control determines whether the sound generated by a wind instrument is correct and whether the tone quality is good and pleasant. The breath training should be carried with thoracoabdominal and abdominal breathing methods. Continuously strengthen students' breath and scale training to enhance students' mastery of wind music performance.

3.3 Enhance Relevant Knowledge Learning and Practice Exercise

In a wind music performance, not only a performer's basic playing skills and methods affect the quality of performance but also a performer's understanding of the background and emotion of works are the soul of wind music performance. Therefore, in the wind music teaching, only when students learn how to dig the performance inspiration from the deep of works can they finally combine playing skills with performance emotion. In this way, they can give infectious and impressive performances. A lot of wind music works were created ages ago so there is the era limitation in both their creation background and history. For this reason, when teaching theoretical knowledge about wind music, teachers should guide students to study the humane history and social environment related to works and grasp the essence of works.

It needs to note that "practice makes perfect" in wind music teaching. Strengthen practice exercise in teaching, provides students with stages for performance, and helps students to accept, get used to, love and enjoy stages. In order to train students' creative ability and creative spirit and expand their space to show themselves, it is extremely necessary to add the practical teaching step in wind music teaching. Students can discover and make up for their deficiencies in real stage performances, build self-confidence and accumulate practical playing experience. Apart from students' self-reflection and self-improvement, the teachers' evaluation is also an important content of wind music teaching. When evaluating students' stage performances, teachers should

give more positive comments and encouragement to students. This can not only enhance the teacher-student relationship but also convert language into a learning motivation, increasing students' learning efficiency and performance level of wind music.

CONCLUSION

In a word, is of great significance to the reform of college music professional music teaching, can not only ensure the quality of school teaching and upgrading, but also for the music market Everfount provide excellent talents in pipe playing. Music teachers colleges in teaching, teachers should change the teaching idea, pay attention to the organic combination of theoretical knowledge and performance practice, cultivate with climax playing skills and personal characteristics of the students.

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