

YangQin Teaching Reform of University

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Abstract

The rise of musicology professional in the university has brought new look for China's education development. The teaching objective and task of musicology professional in the university become how to train comprehensive music talents to adapt to the cultural construction. According to the characteristics of musicology professional, combined with the university teaching idea, this paper endeavors to explore teaching new ideas of YangQin, optimize teaching mode of professional skills and deepen YangQin teaching reform in terms of YangQin teaching patterns and methods.

Key words: University; YangQin teaching; Reform

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INTRODUCTION

With the flourishing development and progress of higher education in China, the regular institutions of higher education have set up the major of musicology successively. Dulcimer teaching is very important in

the national instrument teaching of musicology major of regular institutions of higher education. Through the exploration and practice in recent years, dulcimer teaching experience and talent training mechanism have been further enriched and completed. However, as the dulcimer performance foundation of the college students who major in music is weak when they enrolled and the traditional "one-to-one" teaching mode based on the master-apprentice relationship is still kept, it is hard to adapt to the training requirements of the current social development for national instrument talents. Therefore, it is expected to make new exploration and improvement to the old teaching mode, teaching content and teaching method, etc.

1. OPTIMIZE THE TEACHING MODE

Most regular institutions of higher education adopt the teaching mode of music conservatory. Compared with the top professional performers trained by the music conservatory, the students of regular institutions of higher education have a lower starting point and worse foundation, so it is impractical to train them to top music performers. Therefore, we must pay attention to train the basic playing method of dulcimer students and optimize and reform the teaching mode for the purpose of adapting to the social development demand.

1.1 The Teaching Mode Integrating Tutorial and Lecture

The teaching mode integrating tutorial and lecture means that the dulcimer teaching adopts the teaching mode integrating the specialized lecture and the specialized tutorial. It changes the traditional closed "one-to-one" professional teaching mode to the diversified open teaching mode. It not only maintains the personality advantage of music education, but also adapts to the universal education law in regular institutions of higher education.

1.1.1 Tutorial

The “one-to-one” tutorial teaching mode is a necessary teaching mode determined by the specificity of music major. It is the easiest way to communicate with students in terms of thought, academic skills and emotion. Therefore, such traditional teaching mode has been used through the whole teaching process. At the time of the rapid development of science and technology, such teaching mode shall be particularly breathed new life and given new energy in order to keep pace with the times and play the due teaching effect.

a. Teach students in accordance of their aptitude. We adopted corresponding course contents and teaching methods to different students according to their practical situations, professional knowledge levels, skills, understanding powers and personal characters, etc. We made the teaching process change dynamically in order to instruct knowledge better, activate teaching atmosphere and avoid dull teaching mode.

b. We made the contents fine. In terms of teaching contents, we met the personalized demands of the students, selected the etudes and pieces which can suit the individual characteristics better, assigned and arranged targeted teaching contents and enriched the knowledge and skill vacancy of students. We found and corrected the problems and shortcomings of students timely in their performing process and guided the students to think more and summarize better in addition to guide them to master the basic playing methods and skills. We cultivated the recreation capability of the students and improved our teaching quality.

1.1.2 Lecture

A lecture means a collective class. In “one-to-one” tutorial teaching, there are some classes with common contents such as development history of dulcimer, basic playing methods, basic playing skills, instrumental ensemble, reprising and accompaniment which shall be taught in lectures. Therefore, it is necessary to use the collective teaching mode.

a. Basic theory course. As the students majoring in musicology of regular institutions of higher education had worse foundation generally when they enrolled, we adopted the teaching mode of collective course in their first term of the freshman year. Usually each class has three to five students and the class hour is 45 minutes. The teaching contents include the instrument structure, the development history of dulcimer at home and abroad and the basic playing methods such as the posture, hand posture and skills playing dulcimer.

b. Basic skill course. We set the teaching objectives according to the specific situations of the students. For example, we taught the students how to hold the bamboo, hammer the string, move the bamboo and the basic skill practice methods in the first term and select the proper etudes and musical compositions for practice.

This teaching mode not only improved the learning interest of the students, but also stimulated them for common progress.

c. Dulcimer reprising course. The reprising courses include duet, trio, quartet, quintet, small ensemble and accompaniment. We asked the students to learn how to cooperate with the other students and taught them the method of ensemble and tacit cooperation in different vocal parts on the basis of individual solo. The combination can not only be formed by performance type and musical composition, but also be formed by grade, performance level, gender, visual effect on the stage and the instrument types. The reprising course can increase the opportunity for the students to learn from each other, improve the understanding capability, appreciation capability, expressive force, rhythm perception and sight-playing capability of the students, promote the students to extend their professional knowledge level and cultivate the comprehensive capabilities about art practice on the basis of mastering the basic skills firmly.

d. Music appreciation course. The contents of music appreciation courses mainly include viewing and emulating various kinds of concerts on site and listening to music, etc. The artistic appreciation and music analysis capability of the students can be improved and the multi-voice sound-thinking capability of the students can be practiced by appreciating the music works and the inspiration and explanation from the teachers. In addition, the students can carry out collective discussions.

2. PLAY THE SUBJECT ADVANTAGE OF REGULAR INSTITUTIONS OF HIGHER EDUCATION

Regular institutions of higher education is called “regular colleges and universities” for short which is mainly used to differ from art academy. For example, Shandong University of Science and Technology is a key provincial university which is oriented at engineering and good at mining with coordinated development, distinct characteristics and inter-infiltration of engineering, natural science, management, literature, law, economics and education science. This school has a strong fundamental research, applied research and scientific development capability and the comprehensive disciplinary advantage of multi-disciplinary intersection. It fully plays the advantages of regular colleges and universities about mutual integration and infiltration of various kinds of disciplinary knowledge, stimulates the imagination and creative of the students, widens the horizon and optimizes the knowledge structure of the students and makes the students have the interdisciplinary and cross-thought capability.

2.1 Open Optional Courses

Optional courses are the courses which are the independent choice of the students other than the specialized courses and public courses. The opening of optional courses in regular colleges and universities is an important part of talent training plan of colleges and universities. The purpose of opening optional courses is widening the knowledge scope of the students, improving the science and humanistic quality and cultural taste of the students comprehensively, widening the academic and social life vision of the students, establishing a more reasonable knowledge structure and enhancing the employment competitiveness of the students. It opens the interdisciplinary and inter-major optional courses suitable for the students in music major; for example, the students can select the courses of College of Science such as Physics and Human Civilization in order to learn the relationship between music and physics, understand how an instrument makes sound by vibration as the material plays a decisive effect to the tone of an instrument and the instrument material involves in the knowledge in terms of mechanics and harmonics. As another example, the College of Humanities and Law opens Literature Retrieval, Information Retrieval, Film Appreciation, Chinese and Western Tourism Culture and Occupational Career Planning of College Students, so that the students can master the knowledge in terms of philology and literacy criticism while they are mastering the performance skills. By the inter-infiltration of different majors, the cultural quality and cultural deposits of the students can be improved and the students engaging in the relevant academic research can be laid a good foundation. By the integration of scientific education and artistic education, the students can improve their comprehensive quality and promote their overall development.

2.2 Minor in Double Degree

As the economic reform and opening to the outside world go deeper constantly, our country needs a batch of high-level special interdisciplinary talents adapting to the current social development. We set double degree reasonably and brought out the potentials of the students to the greatest extent by using the multidisciplinary advantage and the rich teacher resource of the school. For example, the students majoring in music can select to study the English major in College of Foreign Languages to train their solid English foundation and make them capable of engaging in translation, teaching, management and research related to music major skillfully in English. In addition, the school set the second major suitable for the students majoring in arts in philosophy, economics, history and law majors. The open type major field setting and the cross-disciplinary collision is an important way to adapt to the social development and cultivate the special music talent.

3. BUILD AN ART PRACTICE PLATFORM

Artistic practice is a key link in the music teaching in regular colleges and universities and it is one of the important measures to test the classroom teaching effect. Taking artistic practice course as a compulsory course of the students and fully mobilizing the initiative of teachers and students can stimulate the learning enthusiasm, improve the professional skill and stage experience and practice the organizational capability of the students in social activities on one hand; on the other hand, artistic practice can test the teaching quality, innovate the classroom teaching mode, activate the campus culture, enhance the contact and communication between the school and society and enlarge the influence of the school.

3.1 Artistic Practice Platform in Campus

The concerts reporting the professional learning were launched periodically inside the students majoring in music at the middle term or the end term. Examinations were changed to the form of small concerts and the students were required to perform by the form of concert. At ordinary times, we can also have an observation concert upon completion of one phase scheduling. The students will play instruments on the concert one by one, the other students will view the performance and the professional teacher will comment and appraise the performance of the students. The observation concert can help the students find and solve problems in time, make clear their goals and find out their correct striving directions. We will select excellent students to hold their personal special concert and drive all the students majoring in music to study actively and improve together. We will also held them concerts such as the Chinese works concert, contemporary new works concert and the concerts of a specific musician. In addition, we will hold concerts with diversified performance types such as the concert integrating dulcimer and urheen, dulcimer and percussion music and dulcimer reprising concert, etc. By the stage practice, the students can contact with different works widely and practice their capability of cooperating with each other.

The students participated in the campus culture activities actively. We held some competitions about instrumental music, vocal music and dance such as New Year's Concert, Freshman Welcome Concert and chorus competition, etc. We created some music associations such as Folk Custom Association, Chenxi Chorus and Aiyue Guitar Association. By doing that, the learning enthusiasm of the students was activated, the stage experience of the students was enriched and a good art atmosphere was created in campus.

3.2 Artistic Practice Platform in Society

The school kept contact with communities, streets, primary schools, middle schools and other colleges and universities and establishes multi-layer artistic practice

platforms. For example, we attended the instrumental music contest above municipal level, the joint exchange performance among colleges and universities, social practice in rural areas and the artistic performance in different communities. By the various kinds of artistic practice platforms, the organizational capability of the students was practiced, the horizon of the students was widened, the comprehensive quality of the students was improved, the learning motivation of the students was stimulated and a good foundation was laid well for obtaining employment in the future.

The training of the national instruments talents in the regular colleges and universities shall play the comprehensive advantage of their own subjects, break through the single teaching mode, enhance the contact and integration between dulcimer teaching and the other subjects, make fully use of the resource advantage of regular colleges and universities, provide various kinds of artistic practice platforms, take the multidisciplinary as the basis, establish the open, interactive and compound teaching concept, build a comprehensive national instruments teaching road and provide beneficial references for the future research to the national instruments teaching in regular colleges and universities.

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