

Analysis on Teaching Path of Art Practice in Colleges and Universities-Taking Violin as an Example

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Abstract. Along with our country economic development and social progress, people's material life level had the very big promotion, not only get great satisfaction in material life, but also pay more and more attention to the pursuit of spiritual life. In recent years people to the pursuit of artistic life more and more intense, for music learners increase. More and more children choose to learn the violin. But the traditional pattern of violin teaching main relatively old and backward, and exist in the practical teaching and practical teaching to ignore the phenomenon such as theoretical teaching, the situation is not conducive to the development of teaching and learning on the violin. Explore relatively scientific and rational theory and the practice teaching mode, can better This paper mainly analyzes the problems existing in violin teaching and discusses the strategy of combining violin theory teaching with practice teaching.

Necessity of Art Practice Teaching

Art practice teaching of the professional music education in colleges and universities refers to the professional art students activities through a variety of art forms, the class teacher's teaching knowledge and skills combined with a practical and flexible use, so as to realize a kind of knowledge to deepen the teaching activities. Art practice is an important link in art teaching. Art itself cannot be separated from practice, practice is the important way for testing the quality of teaching, with the colleges and universities music education work the development of music art specialized teaching more tends to the combination of technical and practical education concept. This not just for training students' professional ability, also cultivate their ideological and moral qualities, imagination, creativity and social activity ability and so on, even for the teaching and scientific research of teachers themselves also has very important significance. It should be said that this is an important task facing students to improve their comprehensive ability, deepen education reform and comprehensively promote quality education.[1]

Art practice teaching is conducive to displaying classroom teaching results and improving students' professional ability

It is beneficial for students to strengthen their self-consciousness and self-determination in learning and improve their learning efficiency. Because art practice activities not only show students' professional skills, but also reflect teachers' teaching results. In order to ensure good performance results and achieve the best artistic and ornamental performance, teachers will first make a clear plan for the overall performance of students according to the performance tasks. Students should not only carefully understand the teacher's teaching intention in class, but also practice repeatedly after class.[2]

Art practice teaching is conducive to improving students' social activities

It will help students improve their comprehensive abilities of leadership, organization and coordination. Every art practice activity, from rehearsal and rehearsal to formal performance, should have a clear and detailed process and division of labor. Teachers should encourage students to give full play to their own abilities to engage in original art. In this process, students play different roles, some as choreographer, some as actors, some as drama director, choreographer or stage supervisor. All these help to improve students' comprehensive ability, such as organizational ability, publicity ability and leadership ability, so that students can become compound talents to meet the needs of

social development.

Art practice teaching is conducive to cultivating students' good moral and ideological quality.

It is conducive to enhancing the team spirit and team cohesion of students. Through the art practice activity, the connection between students has been gradually strengthened, and the collective cohesion and team spirit have been enhanced. At the same time, it can improve the personality of students with psychological autistic tendencies and enable them to integrate into the group and grow up healthily. In addition, some art practice can lead students to carry out the rural poor, especially for cities grew up in students, family condition is superior, let them experience the hard life environment and poor families, students study hard, to cultivate their hard work and plain living, bears hardships and stands hard work, good life habit.

Existing Problems in College Art Practice Teaching

The setting of practical training course system is not perfect enough

See the structure of the practical course system of violin arts undergraduate professional basic course, professional backbone courses total 25 door, divided into 69 credits, teaching hours is 1500 hours, among them, the practical teaching link is divided into 20 credits, special practicality course is only five, teaching time for 24 weeks (main arrangement in their spare time and holidays). The cultivation of students' practical knowledge structure and practical application ability cannot meet the market demand completely.[2]

Ambiguous positioning of practical and practical teaching content

Due to the violin professional training specification has not yet set up professional practice, practice training teaching mainly subject background, research direction of the teacher and school existing teaching resources for organizational design, optional sex is bigger. Although the practice ability of students in different degree, get exercise, but difficult to practice through practice of teaching objectives, teaching requirements, design method, skill, ability and market elements in cognition and mastery.

The evaluation system of practical training courses is not perfect

So far, many colleges to establish evaluation system is generally for curriculum assessment, assessment of the main course of the basic theory, basic knowledge, professional skills, however, specifically for practice training curriculum evaluation system is not perfect.

Reform of the Practical Teaching System

The ultimate goal of practicing and learning the violin is to perform well in the performance of music works. Therefore, the practical learning of the violin has always been valued by teachers and learners. However, it has been one of the problems that educators have been discussing about how to arrange and develop various teaching links in practical teaching and learning. [3]The practical teaching can be divided into five stages: preparation stage, self-study stage, teaching stage, evaluation stage and practice stage which can be seen in figure 1.

Preparation stage. Before the students practice, teachers play according to the student's own characteristics and the level of the students learning and playing for the students to choose corresponding repertoire, targeted personalized teaching, really do it according to their aptitude. Teachers through the system to understand and grasp of students of the situation, with rich experience in teaching for the students to select the corresponding learning songs, this is the preparation of the practice teaching of the teachers, this phase is the preparation stage of practice teaching, to ensure the smooth progress in teaching practice and actual effect.

Self-study stage. The teacher will assign the repertoire to the students according to their situation. Students to study for the track, first of all, students will learn repertoire for system according to the theory of learning, to use the library or computer network resources, study the characteristics of the track, the background, the author writing experience, play the key points and difficulties in emotions, playing, etc. Be familiar with the specific tracks of the music, do simple exercises on

your own, and think and question the problems in the practice.[3]

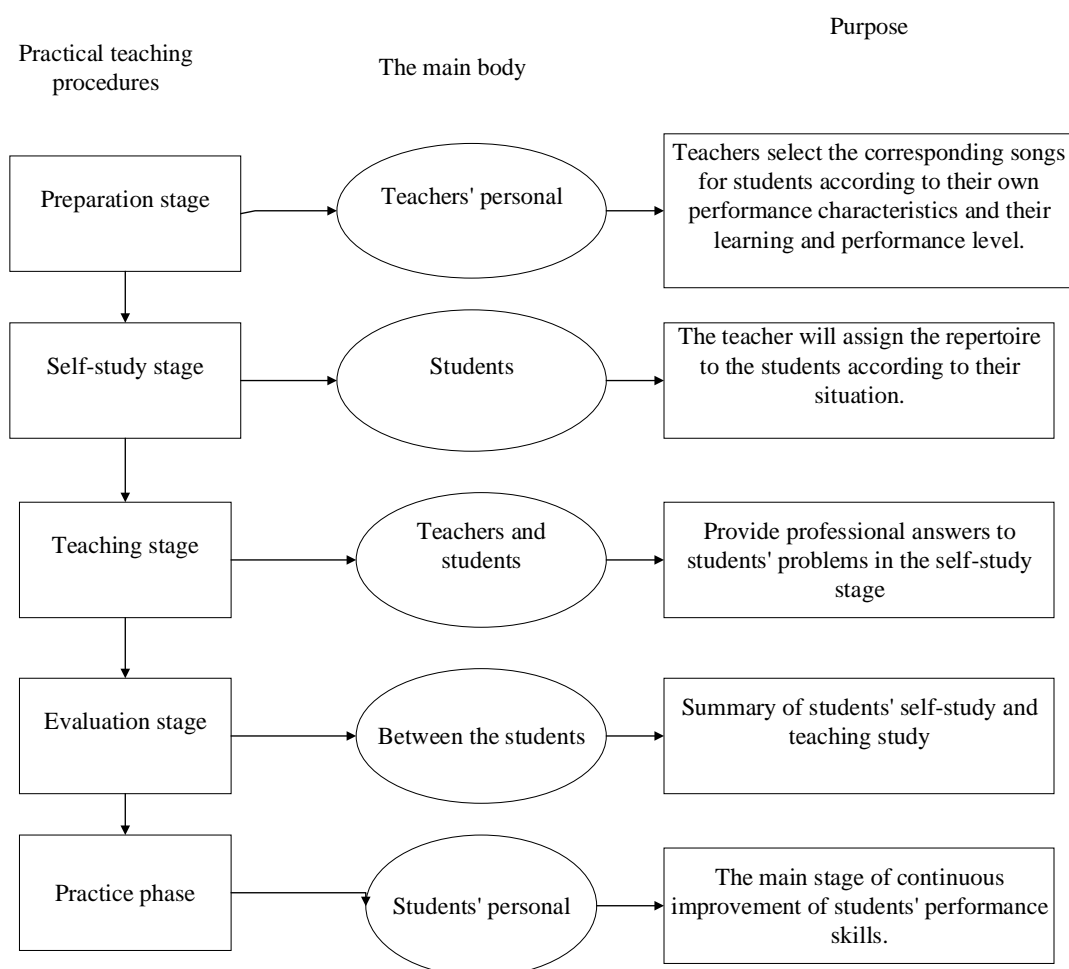


Figure 1. Practical teaching steps

Teaching stage. Teachers in the practical teaching in addition to technical guidance and students simulated practice for teachers to play outside, aimed at the problem of the students in the stage of self-study professional solutions, for students' learning clear the suspects on the theory and practice, so that the students in the learning more clear. In the teaching and learning stage, teachers can use a variety of teaching methods to mobilize the students' enthusiasm for learning and activate the classroom atmosphere. For example, modern multimedia technology is integrated into actual classroom teaching, and music master software is used to enhance students' creative enthusiasm. By using the sound analysis software to directly input the sound curve of the students' performance, the causes of the problem of the students' insufficient timbre performance in the performance are found out.

Evaluation stage. Evaluation phase is for students self-study and teaching learning summary, according to the students' learning situation specific periodic summary, points out the insufficiencies of students in learning and playing, analysis the reasons for these problems, and gives a relatively scientific solution, specific help students solve the actual difficulties in learning to play.

Practice. The practice stage is the main stage for students to improve their performance skills. As the saying goes, a master brings in the door and practices himself. An important part of violin performance is the practice of violin. Many people believe that the importance of talent for music, any outstanding performers are proved through diligence made remarkable achievements, ninety-nine percent effort and one percent of the talent to make an outstanding musician. Teachers in the teaching practice to do, the first comprehensive characteristics of outstanding nationality, this request from the educational reform idea, curriculum design, teaching content, music teaching breakthrough, especially to the violin teaching theory curriculum, teaching content for

nationalization. Secondly, it is necessary to adjust the curriculum to the development of The Times. To carry out the proper reduction of subjects and to concentrate the content, we must resolutely discard the repeated content, expand the coverage of the textbook knowledge, and strengthen the integration with other courses.

Perfect Research and Analysis of Practical Teaching System

All have professional art colleges and universities have a certain practice teaching evaluation standard, and continuously explore and perfect, but no matter how much they form difference, its essence content should include at least evaluation subject, evaluation objects, evaluation content and evaluation standard in four aspects.[4] Generally, the evaluation subjects shall be undertaken by the teaching affairs department supervisory group, teaching management department and teachers of the branch school. The evaluation object should include not only the students, but also the teachers and the teaching management departments of the evaluation subjects. As for the evaluation content, according to the particularity of the practical teaching of art majors, the practical teaching links should be divided into experiments, practical exercises, practical training and practice, and different evaluation standards should be formulated respectively. See figure 2.

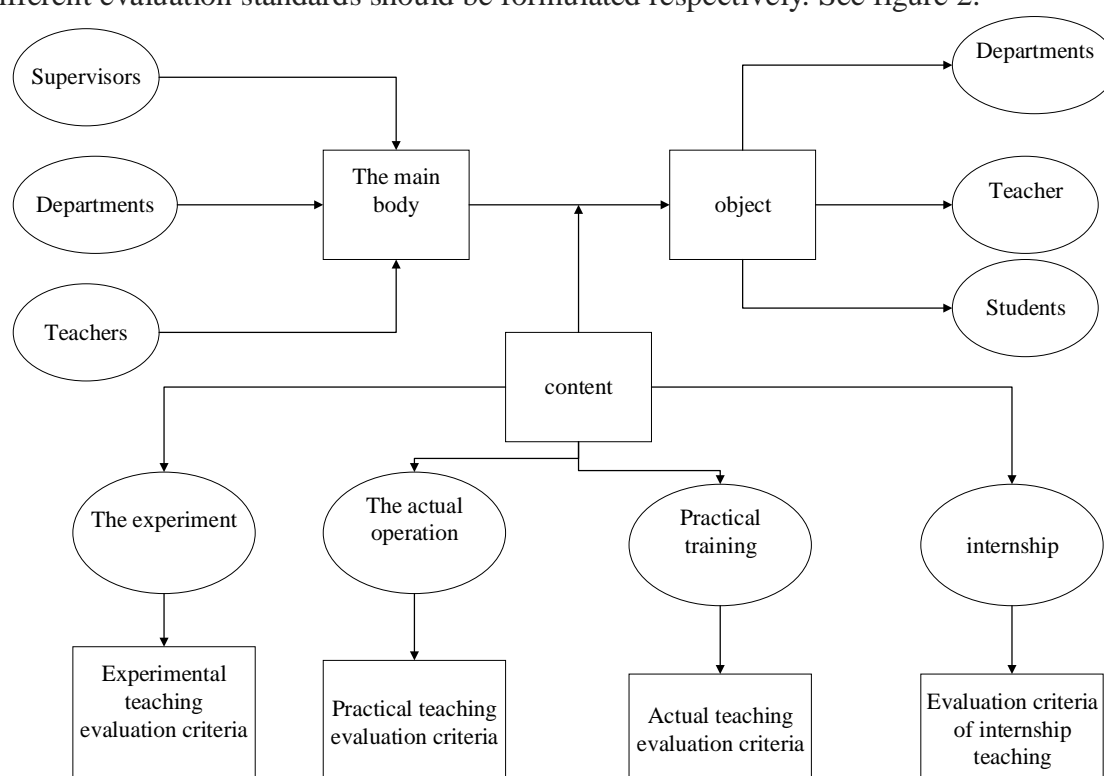


Figure 2. The structure diagram of practical teaching evaluation for art majors

majors

Forms and means of implementation and assessment

The curriculum structure, teaching form and class structure are adjusted and reformed, and the teaching organization form and class structure are reformed. On the basis of the original classroom teaching and practice, we will increase the practical training teaching and form a teaching organization that integrates classroom teaching, practical training and practice. The proportion of each department in total academic hours is 4:3:3, and students can be organized to carry out professional practice in the practice base during holidays. Reform the form and means of assessment.[3]

Establish a standardized evaluation mechanism and incentive mechanism to promote the construction of teachers

By establishing the assessment mechanism of promoting the standardization of the teacher team construction and incentive mechanism, to mobilize teachers' participation in practical education curriculum construction and practice teaching work of the enthusiasm and initiative, and encourage

teachers to carry out practical teaching pedagogy research, development of teaching resources; Encourage teachers to work in enterprises, accumulate practical working experience and improve their practical teaching ability. Strengthen the construction of professional teaching team, improve teachers' comprehensive professional quality and practical teaching ability by means of training and communication. Teachers as the subjects of teaching and practice teaching in carrying out specific organization, in order to fully mobilize the enthusiasm and initiative of teachers to participate in the project, to build a trainee teacher training, field exercise, leads students internship management system.[4]

Build a teaching practice training platform

Relying on the existing school education teaching resources and conditions, using the schools run into some of the money to build art design entity, for the majority of teachers and students in art design teaching and practice create conditions to set up training platform, and the professional practice of the poor students to provide help and support, make its education teaching to understand the market, close to the window and bond market. Meanwhile, the sustainable development of the project is promoted through effective management and management.

Conclusion

Violin teaching plays an important role in the whole teaching system of music major, which can produce positive effects on the development of other music specialized courses. In view of the current teaching effect of violin, it is necessary to carry out necessary teaching reform to improve the teaching level of violin. To strengthen the practical teaching of art major is a common problem of art design education in local colleges and universities of our province. The quality of art education is not high, and the mode of talent training lags behind the needs of local economic and social development. Failure to effectively solve the above problems will affect and restrict the development of education in arts of local colleges and universities in our province, resulting in a huge waste of education resources and human resources. According to our experience, the reform is for the better development of violin teaching. From the perspective of development level, only by improving the teaching quality of education can the development of the school be realized. Hope through to the violin teaching reform and supervision measures into practice, cultivate suitable for today's violin education development of excellent teachers and professionals, to ensure that in the new period our country violin education level enhances unceasingly.

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