

A preliminary study on the reform of saxophone teaching mode based on the improvement of practical ability

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Abstract

Teaching mode is the key link in the teaching process and plays a decisive role in the teaching effect. For a long time, saxophone teaching in colleges and universities has been using the teacher-apprentice teaching mode of oral transmission, which has sufficient rationality but is not conducive to the cultivation and improvement of students' practical ability, and also largely affects students' employment and development. Based on this, this paper analyzes the use of several new teaching modes in order to play a corresponding role of inspiration and reference.

The objectives of research were:(1) to enrich the current saxophone teaching methods and further improve the quality of saxophone teaching in colleges and universities; (2) to identify the current problems in saxophone teaching and further optimize the existing teaching methods; (3) to provide new ideas for saxophone teaching in colleges and universities and to improve the construction of the quality of saxophone majors in all aspects ; (4)_Benefits the employment and development of students.

Keywords: Saxophone teaching; Practical ability; Teaching mode

Background and Research problems

Saxophone teaching refers to the training activities with teachers and students as the main body, teachers "teaching" and students "learning" as the main method, and saxophone as the main object. In the process of such training activities, teachers guide students in an organized and planned way to learn and master the basic skills of saxophone playing, improve students' comprehensive ability, and promote students' physical and mental development. Due to the lack of saxophone-related theoretical reference books in China, the researcher briefly divides saxophone teaching into three types: amateur, professional and normal saxophone teaching: "Amateur saxophone teaching" is a social market platform to meet the needs of amateur saxophone The purpose of learning interest of enthusiasts. "Professional teaching" takes professional colleges as a teaching platform, aims to cultivate saxophone performers or performers, emphasizes performance skills and skills, and highlights professionalism. "Normal saxophone teaching" The school is a teaching platform, aiming at cultivating primary and secondary school music teachers or music cultural workers with saxophone performance and teaching ability, emphasizing comprehensive ability and emphasizing "teaching". Since the 1990s, most of the Music colleges and music majors in normal colleges have successively established saxophone majors, and since then, the teaching of saxophone majors in China has embarked on a regular and professional road.

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After the reform and opening up, Chinese society has achieved a historic change from being closed, poor, backward, and lacking in vitality to being open, prosperous, civilized, and full of vitality. Significant achievements have been made in economic, political, and cultural construction, and the overall level of social civilization has been greatly improved. In the market, there are more and more audio-visual materials of various musical instruments, and the saxophone frequently appears in various entertainment performances. Its charming voice has conquered more and more Chinese people, setting off a wave of learning saxophone. However, due to the lack of systematic theoretical guidance, more and more problems have appeared in the teaching process in recent years. Some saxophone educators discovered the problem, analyzed and discussed it, and then some articles related to saxophone teaching were published in many professional music magazines, which also shows that China is paying more and more attention to the development of saxophone.

Research purpose

This research aimed (1) to enrich the current saxophone teaching methods and further improve the quality of saxophone teaching in colleges and universities; (2) to identify the current problems in saxophone teaching and further optimize the existing teaching methods; (3) to provide new ideas for saxophone teaching in colleges and universities and to improve the construction of the quality of saxophone majors in all aspects; (4) Benefits the employment and development of students.

Literature Review

- 3.1 The history and development of saxophone in the West
- 3.2 The arrival of saxophone in China
- 3.3 The artistic characteristics of the saxophone
- 3.4 Saxophone teaching method
- 3.5 The goals and importance of saxophone teaching in higher normal colleges and universities
- 3.6 Related research

Research Findings

Since the opening of the saxophone major in colleges and universities, through the teaching mode of other musical instruments. The saxophone program has developed its own teaching model and system by learning from other instruments. The apprenticeship model is an oral teaching system. Students are assigned to a number of Students are assigned to several professional teachers. The teachers develop a lesson plan according to the students' actual level. Classes are held one or two times a week. During the class, the teacher first explains and demonstrates the content of the lesson, and then the student works on the lesson. The teacher will explain and demonstrate the content, and then the students will practice in class. In the next lesson, the students will practice and play for the teacher, who will then give them targeted instruction and assign them the next stage of learning. The teacher then gives the students guidance and assigns the next stage of learning. From an objective point of view, this mode of teaching is The teacher prepares a lesson plan based on the student's real-life situation and ensures that the plan is The teacher will make a lesson plan based on the real situation of the students and ensure the smooth implementation of the plan, which fully reflects the relevance of teaching. This model is objectively reasonable, in that the teacher prepares a lesson plan



based on the real situation of the students, and ensures the smooth implementation of the plan, which fully reflects the relevance of teaching. However, the disadvantages are also obvious.

The disadvantage of this is that throughout the teaching process, the students are only passively accepted by the teacher and have no sense of practice. They have no sense of practice and no opportunity to practice. All practice is done in the piano room, and the audience is always the teacher. The audience is always the teacher alone. So when it is time to play in public, the new environment will make students feel unfamiliar and inevitably The quality of the final performance can be imagined. In addition, in the long run, students may not be able to perform in a new environment. In the long run, the competition among music talents is also very tough in the overall employment situation. The competition among music talents is also very fierce, if students do not have students will obviously lose in the competition if they do not have good practice quality. Therefore, the current The current teaching mode is reasonable, but it is not conducive to the cultivation of students' practical ability.

Therefore, although the current teaching model is reasonable, it is not conducive to the cultivation of students' practical ability, and there is an urgent need to reform the teaching model.

Discussion

The use of a new teaching model based on the enhancement of practical skills

1) Workshop Model

The studio model is a popular teaching model abroad, which originated in the Bauhaus Academy in Germany. The basic format is a studio with a teacher as the leader and about five students as members. Unlike the traditional teaching model

Unlike the traditional teaching model, the studio model fundamentally changes the sequence of teaching activities of one-way output by the teacher and one-way acceptance by the students, and largely enhances the subjectivity of students. In terms of theoretical basis, the studio model is in line with

In terms of theoretical basis, the studio model is in line with the constructivist teaching philosophy and has been successfully applied by the Bauhaus Institute, with both scientific theoretical basis and successful application experience. In terms of the conditions for implementation, the studio model does not require a lot of hardware and software for teaching.

In terms of the conditions for implementation, the studio model does not require a lot of hardware and software, which is not a problem nowadays when the teaching conditions are improving. In terms of implementation goals, the studio model can provide students with more opportunities to practice, such as participating in stage performances, music

In terms of implementation goals, the studio model provides students with more opportunities to practice, such as participating in stage performances, music activities, etc., and in the process, to develop their practical skills.

There are two forms of this model in operation. One is the combination with the curriculum. One is combined with the curriculum. In other words, before entering the studio, all the members have to study a number of general courses systematically. The other is a combination of courses. The other The other is a practice-oriented format. After the general education, the studio is formed by a two-way choice of faculty and students. The studio is formed by a two-way choice of faculty and students. On the one hand, we provide systematic daily training and the other hand, the studio is open to all kinds of performance business both on and off campus, such as on-campus cultural evening The studio will be used as a platform for the students and faculty to develop their In the process of these activities, students should

be allowed to do as much as possible. Through This model can really realize the seamless integration of theory and practice, and let students The model allows students to get sufficient practical exercise.

2) Group and department unification model

The model of unity of group and department is a new teaching model that emerged in recent years along with the great development of music majors in colleges and universities.

The new teaching mode emerged along with the great development of music majors in colleges and universities in recent years. It refers to the reliance on the music faculty's The orchestra model is a new teaching model that has emerged in recent years along with the great development of music majors in colleges and universities. The model of unity is a new teaching model that has emerged in recent years along with the great development of music majors in colleges and universities. Compared to the The model breaks down the boundaries between theory and practice, and achieves a true It is in line with the goals of music education, the laws of music education and the needs of the times for music talents. It is in line with the goals of music education, the laws of music education, and the new needs of the times for music talents. In the specific In the process of implementation, it is necessary to establish a correct understanding first. The school should The school should provide the appropriate human and financial support. Teachers need to recognize the importance of practical skills for students' employment and development. Teachers need to recognize the importance of practical skills for students' employment and development, and devote themselves to teaching with enthusiasm. Students need to work well with the school and teachers. Together, the three parties The three parties should work together to promote the successful implementation of the model. Secondly, the curriculum needs to be sorted out. The implementation of the unification model needs to be complemented by the adjustment of the curriculum. One important aspect is to break down the curriculum. One of the most important aspects is to break down the boundaries between music theory, sight-reading, harmony, and One important aspect is to break down the boundaries between courses such as music theory, sight-reading, harmony, instrumentation, etc., and integrate them with the actual performance. This is an important aspect of the curriculum. Therefore, it is necessary to adhere to the principle of horizontal connection, vertical

The curriculum should be scientifically organized based on the principles of horizontal connection, vertical support, and multidisciplinary penetration. Lastly, we should improve the teaching support. Compared with traditional teaching, the model of unification of groups and departments The mode of unification of groups and departments puts forward higher requirements on teaching venues and facilities. The school needs to allocate special funds every The school needs to allocate special funds every year for the purchase of musical instruments, sound and other kinds of equipment The school needs to allocate special funds every year for the purchase of various kinds of equipment such as musical instruments and sound, and the maintenance of various venues such as concert halls and rehearsal rooms. At the same time, it is necessary to establish good cooperation with The school also needs to establish good cooperation with some performance units and carry out various exchange activities for the smooth implementation of this model. This will lay a solid foundation for the smooth implementation of this model.

3) Group teaching mode

On the one hand, in the past saxophone teaching, students' practical ability was insufficient.



One of the main reasons for the lack of practical ability is the lack of atmosphere, awareness and opportunities for practice. Individual practice and lessons are "solo", and it is difficult to have an objective and realistic understanding of one's level. On the other hand, the number of students in various music majors, including saxophone, has increased exponentially in recent years along with the expansion of enrollment for many years, while the number of teachers has not increased proportionally. With more students and fewer teachers, it is difficult for teachers to have the time and energy to train students' practical skills. The group teaching model is an effective solution to this problem. The so-called group teaching mode refers to dividing students into groups according to their playing level, personality characteristics, and

The group teaching mode refers to dividing students into several groups according to their playing level, personality characteristics, interests and hobbies, etc. Each group should be composed of six or seven members, and the teaching is conducted in the form of group teaching. Because the members of the group are similar in many ways, the teacher can solve some common problems in a unified way. At the same time, because the number of group members is not too large, the teacher can still devote a certain amount of time and energy to individual tutoring, thus saving many teaching resources. The improvement of students' practical skills is also obvious. First of all, in the daily teaching, each student has to perform in front of other students, and their performance will be an important reference for the final grade. This is an important reference for the final grade.

They must practice hard in order to perform well. Secondly, the students are observing their classmates' performance, they can compare themselves with themselves and have a more objective understanding of their The students can have a more objective understanding of their own actual level and improve it in a targeted way. Finally, not only within the group, but also among the group can widely carry out some competitions or performances, so that students' practical awareness and ability can be The students' practical consciousness and ability can be improved comprehensively.

4) School-enterprise cooperation model

The school-enterprise cooperation model refers to the establishment of a good cooperation relationship between schools and enterprises

relationship to jointly cultivate the required talents. For example, enterprises participate in teaching, teachers and students The school-enterprise cooperation model means that the school and the enterprise establish a good cooperation relationship and work together to cultivate the needed talents. This model The significance of this model for practical ability enhancement is that it enables teachers and students to have a more timely understanding of the development level of the industry through enterprises. The significance of this model for the improvement of practical ability is that it allows teachers and students to have a more timely understanding of the development level of the industry through enterprises, and provides teachers and students with more practical The model is also meaningful for the improvement of practical ability because it allows teachers and students to have a more timely understanding of the development level of the industry through enterprises, and provides more practical opportunities for teachers and students. In particular, students can go to work in enterprises directly after graduation, which also meets the employment needs of enterprises. Specifically, first of all, both sides need to correct Cooperation attitude. School-enterprise cooperation is a win-win situation for both schools and enterprises. Therefore, both parties need to recognize the value and significance of this model, communicate more Therefore, both sides need to recognize the value and significance of this model, communicate sincerely and think differently, and take the initiative to start from the other side's perspective. Any The strength

or weakness of either party will make the cooperation unsustainable. On the contrary Both sides follow the principle of equality and mutual benefit in order to develop in the long run. Secondly, you need to draw up Cooperation plan. The music industry is changing rapidly, which requires both schools and enterprises to make advance judgments on talent needs and be prepared accordingly. At the same time Both sides need to do a good job of reserve. For example, they should work together to create new repertoire, record performance video recordings, research projects, etc., to form a resource base that can be used when In the end, more forms of cooperation need to be explored. Finally, more forms of cooperation need to be explored. On the basis of demand-based training, the school and the company should develop innovative talents according to the development of the industry. For example, in the case of a competitive saxophone soloist, it is possible to move toward a more competitive approach. For example, in the case of strong competition for saxophone soloists, we can move towards saxophone training, instrumental music activities

For example, in case of strong competition for saxophone soloists, the school and the company can develop innovative talents according to the development of the industry. Students can work directly in the company after graduation, so that their employment can be The students will be able to work directly for the company after graduation, and their employment will be fully guaranteed.

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