

CELLO LESSON FOR CHILDREN AND CELLO TEACHING METHOD FOR CHILDREN

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Abstract

This article examines the development and significance of the cello in music education, focusing on its role in enhancing students' musical understanding and performance skills. It explores the relationship between belief, culture, and religion in the context of music education, particularly in the study and performance of the cello. The cello, as both an instrument and a form of musical expression, is influenced by cultural and religious beliefs that shape how music is perceived and taught across different societies. **This article delves into** how these cultural and religious frameworks inform the teaching methods, repertoire selection, and performance practices for the cello, with particular emphasis on its role in both Western and non-Western musical traditions. Additionally, the article discusses the evolution of the cello in education, considering its impact on shaping students' cultural and artistic identities. Through this exploration, the article highlights the interplay between belief systems, cultural values, and the practice of cello education, contributing to a deeper understanding of the cello's significance in both historical and contemporary contexts. This article presented (1) cello lesson for children, and (2) cello teaching method for children.

Keywords: Cello; Lesson; Children, Teaching Method

Introduction

After the 21st century, the talent education movement advocated by Japanese music educator Shinichi Suzuki has had an impact around the world. Its specific approach was to cultivate talent through children's instrumental music training. He believed that it is not necessary to make every child a professional musician, but to train them to be people of noble character. From theory to practice, modern science proves that learning music is an ideal means of developing intelligence. More and more parents are paying attention to their children's music education. One of the most popular is the learning of musical instruments.

Previously, due to cultural differences, many Western musical instruments were not popularized, including the cello, but with the development of information technology, the sound of the cello is heard by more and more people, and many people have become interested in the cello. With the deepening of quality education and the public's gradual attention to music education, the number of people learning cello is increasing, and most of these learners are children. Learning cello cannot only improve the children's musical quality, but also have a certain role in promoting the development of children's personality, character and intelligence. Due to the cello's rich playing skills, large body and long bow strings, it has certain requirements for children's understanding and physical fitness, and the age of about ten is usually considered to be the most suitable age for learning the cello (Bian, 2015).

For cello teaching, the current music education environment for the cello is still less attention, mainly because the cello is more expensive, larger, both learning and carrying is not very convenient, which causes students and parents initially in the musical instrument on the choice of the problem, at the same time in the teaching there are also certain problems exist (Hu, 2020).

To introduce the cello for children, there are something almost every student must experience. Playing the cello well requires a good foundation, which can be very difficult for children. Common problems of learning cello in early childhood. First, Cello articulation requires right hand technique. If the technique is not mastered in the early stages, it would make a harsh sound

similar to sawing wood. Second, introducing the cello is boring, which is a problem faced by many beginners. Most people are exposed to beautiful, melodic cello pieces on a daily basis. These pieces are often difficult and require great skill, but introductory cello involves practicing single notes and very simple melodies over and over again, which takes a lot of time. Children are curious about new things and get bored easily. Third, cello playing can be painful for beginners. Cello playing requires arm and finger strength which needs to be practiced slowly. In the early stages, the fingers would ache from pressing the strings and the arms would ache from the soreness of carrying the bow. While this is a necessary part of every cello player's journey, some children give up because they cannot stand the pain. And the current introductory cello textbooks are difficult for children, which can easily make them resistant to cello learning, so it is very important to study appropriate practice methods, teaching planning and cultivating interest. At present in our country children's cello education in the more common existence of a more embarrassing phenomenon, that is, children do not really like the cello, learning cello motivation mostly from parents, parents want me to learn I have to learn, everything must follow the arrangement of parents. The result is that many children reluctantly learn and practice the cello, or even reluctantly start the painful learning career when there is no need for cello learning, in response to this situation, teachers are required to stimulate children's interest in learning the cello to cultivate their motivation to learn the cello (Yin, 2015).

However, while there are more studies on improving cello skills, there is not much research and literature on children's cello learning. The researcher hopes that this study can provide reference for more children learning cello for beginners and cello learning researchers. In use, teachers should be good at utilizing the tutorials flexibly, making reasonable additions, refining and combing and extending the contents. Take the best and remove the dross. Some excellent cello teachers would write their own repertoire for teaching use, and many of them have achieved very good results. Researcher was also working hard to write tutorials in the hope of one day forming their own system. In the future, more educators and educators should compile systematic and high-quality teaching materials that are highly operational. The researcher sincerely hope that this tutorial can guide more children to learn cello happily and achieve the desired results (Hu, 2020).

Cello Lesson for Children

In today's comprehensive development of quality education, more and more children are learning cello, and children have become the main target of cello initiation teaching. Learning cello is a complicated activity that integrates mind and movement, it needs children to train hard and have strong will power and perseverance so that they can achieve good results (Yin, 2015).

Western musical instruments, the cello is one of the most colorful instruments with the human voice domain, it is deep and beautiful tone, melodious and touching and endowed with great infectious force, giving people unlimited reverie and yearning. With the development of human society, nowadays the age of learning cello has been lowered year by year, and a large number of talents have come out in succession, which has played a vital role in promoting the development of cello career. Art should start from childhood, early children to learn musical instruments is indeed a shortcut to the road of music, learning cello cannot only cultivate children to do things focused character, but also from the depths of the soul to awaken the child's inspiration and positive vitality, change the hyperactivity of the problem, to give its imagination and logical thinking and jumping thinking space, but also cultivate the good brain, hard thinking habits. Through learning to play a musical instrument, so that, the left and right hand coordination ability to get exercise, promote the intellectual development of young children's brain, set up a good self-confidence, temperament has been greatly improved, a lot of introverted children, after learning music like to communicate with others, communication, which would have a great deal of help in the future of learning and life (Wu, 2014).

Nowadays, people regard music education as a great cause to develop intellectual resources. Teaching practice verification: children in the process of learning the cello, its intelligence, non-intelligence and ability would be strengthened, cultivated and improved. They would strive to learn the piano well and overcome all kinds of difficulties encountered in learning the piano. It can cultivate their spirit, perseverance and sense of responsibility in order to lay a good foundation for children to become useful talents in all walks of life in the future. This is the significance of teaching cello to young children. Nowadays,

people regard music education as a great cause to develop intellectual resources. Teaching practice verification: children in the process of learning cello, its, non-intelligence and ability aspects, would be strengthened, cultivation and improvement. They would strive to learn the piano well and overcome all kinds of difficulties encountered in learning the piano. It can cultivate their spirit, perseverance and sense of responsibility in order to lay a good foundation for children to become useful talents in all walks of life in the future. This is the significance of teaching cello to young children. Young children are an important period of life development, the relevant scientific research results show that: normal individuals in general social conditions and educational conditions, around the age of 20 years can basically grasp the knowledge accumulated by human beings for several years. Cello teaching is different from music appreciation teaching, the latter can start from the age of zero, a total of as early as in the fetal period. It requires a lot of mental and physical labor, so it is said that children aged 8-12 years old start learning cello from zero, which is the most residential age for children's early cello education (Zhang, 1989).

In the contemporary society that advocates quality education, more and more parents begin to pay attention to children's music primer education. In the choice of musical instruments, more and more parents choose the cello as their children's initiation instrument, and no longer limited to the piano, violin and so on. Cello initiation education in childhood has an important influence on children's musical growth path. Primer is the first step in guiding children into the hall of music. In this period, the value of children's cello education is not only to explore their musical talent, teach them to master the basic playing skills of the cello, but more importantly, to cultivate their interest in music to arouse their love of music. The role of children's cello initiation education is also the function and purpose of initiation education. Primer education for children's personal and social role is mainly manifested in four aspects: brain function development, would training, artistic cultivation and talent reserves.

(1) Brain function development: Cello is a comprehensive learning activity in which the mind and body cooperate and the hands and brain work together. In the process of learning, in addition to the cooperation of both hands, it is also necessary to fully mobilize the visual, auditory and tactile senses. The visual score stimulates the visual response, the ear becomes more sensitive to recognize the sound, and the fingers are constantly stimulated to make the sense

of touch sharper in the string-control exercises. All this is not done separately. In the process of playing, the eyes, ears and hands need to be coordinated at the same time in order to play a piece of music. The multi-level, multi-linear and various skillful movement training in music education undoubtedly makes cello learning have a very positive significance on children's multi-sensory coordination as well as brain function development. Several studies have demonstrated the positive effects of musical initiation on the development of the human brain. Compared to children who have not received music training, children who have received music learning have improved their imagination, performance, thinking, comprehension, coordination, memory and many other aspects. Even one year of music training resulted in significant changes in children's reading ability. Musically trained children also do better in sound information processing and language. In addition, there are also studies that show that music training can have a positive impact on children's multi-sensory information processing, information classification, quick thinking, memory enhancement, left-right brain synergy, body coordination, etc. It also has a positive effect on aesthetics and judgment of right and wrong, and further stimulates children's creativity, so that the learner can benefit for life, and cello playing, the left and right hands take on different functions, and need to make different In cello playing, the right and left hands take on different functions and need to make different movements, especially a large number of left hand movements can undoubtedly further promote the synergy of both hands and the development of brain function. Beginning cello training before the age of 7 can make the brain function development effect more obvious (Wang, 2015).

(2) Training of the cello: Consistency is very important in the learning of any skill, and the same is true of cello playing skills. Cello playing requires a high level of skill and requires hard practice day in and day out, year after year, in order to make gains. Even the more basic initiation requires long-term repeated practice in order to realize the multi-sensory coordination and left-right hand synergy required to play the cello. Moreover, since the basic technique training is like Leonardo da Vinci's egg painting, which requires repeated practice of a single simple movement, it makes the initiation seem even more boring and difficult to persevere. This need for perseverance and self-discipline to stick to boring exercises over a long period of time can certainly help children who are not yet mentally mature to focus their attention and form good habits of self-discipline and perseverance. The formation of these good habits and

toughness of would inevitably transfer to other aspects of children's development, contributing to the healthy growth of children.

(3) The inculcation of art: People who have been educated in the arts of music, painting and poetry tend to have a more refined aesthetic taste and a more sensitive and rich humanistic feeling. The cello, which originated in Europe in the late 16th century, is the closest to the human voice among many Western instruments, and is good at expressing elegant and gentle melodies as well as emotions full of longing, which has made it a fascination for many musicians. Offenbach, Brahms, Schumann, Bruch.....countless music masters for it created a large number of excellent works, many of which can be passed on for generations of immortal works. These classical works are full of artists' thoughts and expressions of aesthetic interest, philosophy of life and ethics. Learning, appreciating and playing these classics is not only music enlightenment, but also art and aesthetic enlightenment, which enables children to enrich their artistic cultivation and enhance their aesthetic taste and spiritual world. This is also the reason why many parents are would to let their children receive cello education: not to train them to become famous cello masters at home and abroad, but to give them artistic and aesthetic enlightenment, and to become a lighthouse to guide their spiritual world forward (Fang, 2024).

(4) Talent: As mentioned earlier, most parents let their children receive cello initiation education, the reason is more important to the positive effect of music initiation education on children's mental development, behavioral training and artistic inculcation, but objectively, through the initiation education to discover and enhance the potential of the children in the music performance, can indeed promote the country's music talent pool. In China, cello learning is still in the early popularization stage, and is gradually spreading from economically developed big cities to small and medium-sized cities. Actively carrying out early cello children's education is not only to cultivate the future cello appreciation crowd, but also to cultivate the future stars of performance (Ji, 2020).

Music education is an important part of art education, which in turn is an important means and component of aesthetic education. The more developed art education is, the more life would be beautified. Today, when quality education is advocated, aesthetic education is more and more emphasized, and music

education is sweeping the society with unprecedented heat. As music education heats up, more and more children are learning to play the cello. Learning to play the cello is a specific practical activity that involves the use of the hands and brain, where hands and brain can be interpreted as both physiological and psychological aspects, and the use of the hands and brain can be interpreted as the combination of physiology and psychology. There are great differences between the physiology and psychology of children and adults, and the development of hand-brain in childhood has its own characteristics. According to the physiology of children, human physiological development can be divided into two major stages, namely, prenatal and postnatal. After birth, early childhood growth is relatively slow, slow growth of muscle activity, neural co-motor function and imaginative ability to develop rapidly; childhood to a certain rate of growth, motor skill proficiency, intelligence development. Relative to adults, children's bones are softer and more flexible, but the process of ossification is not yet complete, the contraction of muscles is poor, the curvature of the spine has not yet been shaped, and keeping the same posture for a long time would put the muscle groups in an excessively tense state. Children are subject to social and neurological constraints, and the development of movement is slower (Guan, 2008).

The cello is a member of the bowed string family of Western instruments. It is one of the excellent choices for children's music education because of its melodious tone, string tone with emotion and moving melody, especially human nature and nature, which can express human emotion in a delicate and vivid way. Learning cello, first of all, is conducive to the child's left and right brain balance of the overall development. The human brain is divided into the left brain and the right brain, each of them is in charge of a different area, the main task is also different. The left brain is in charge of logical thinking, about language, math, reasoning, logic, a class by the left brain in charge. On the other hand, the right brain is in charge of image thinking, such as music, art, and three-dimensional sensation, which are related to imagination and creativity. There usually utilize the left side of the brain the most, while the right side of the brain is relatively underdeveloped. Unlike studying, which only requires one-way operation of a certain area of the brain, playing the violin requires the eyes to see, the brain to think, the ears to hear, the hands to move, and the heart to sing. Playing the violin develops a child's determination and concentration. Learning cello children quiet, strong-woulded, do things can

develop a diligent and rigorous, realistic and innovative style. Where the violin can carefully read music, strict and accurate control of the movement of the students, their math scores would rise; where the violin expression natural and positive students, the imagination of the composition must not be bad; strong sense of musicality of the students of their foreign language results would undoubtedly improve, because music to rely on the ear to listen to, which is to learn a foreign language to improve the hearing is very beneficial. I know of children who are good at learning musical instruments, usually in the top of the class in cultural studies. In addition, learning cello can improve children's cultivation and education, can cure the sentiment of purifying the soul, the child's temperament is very good. From a young age, the subtle influence of elegant music and art, grow up to be different. In recent years, with the improvement of material level and spiritual culture, more and more children learn musical instruments (Sulonga, 2014).

Cello Teaching Method for Children

The role and place of contemporary music education in education for all-round human development is being increasingly emphasized. For every member of society, the ability to perform music, musical creativity and music appreciation is a high aspiration and pursuit. The study of music helps students to better understand human beings, and it facilitates the learning of other cultures. School music education provides an opportunity for certain students who have difficulty in other programs to succeed. For example, there is currently a growing craze for art school entrance exams in China. In the process of music education, listening to music is emphasized. Through the process of listening to music, students learn the basic elements of music and develop a sense of music. It is only through listening to music that students learn the basic elements of music and develop a sense of music. It is only through listening to music that students can sing there and learn music with good results. Through positive guidance, step-by-step learning, correct and effective teaching and learning methods, there can cultivate more students to love music and learn music. There need to emphasize music education. Because familiarity with the arts and humanities would make a person's observation sharper. Albert Einstein said, in scientific thinking there is always a musical element, and true science and true music require the same thought process. The purpose of music

education is to go beyond music. According to Suzuki, education consists of two meanings: one is elicitation, which is to bring out and develop the latent and temporarily hidden state; the other is teaching, which is to effectively impart knowledge and skills in accordance with children's physiological and psychological states. Suzuki believes that teaching is a way to promote the development of talent, and that the purpose of teaching is to explore and develop human potential, that is, to educate talent. Suzuki's teaching method emphasizes three things: first, repetition. In his teaching, he emphasized repetition, repetition, repetition. The second is memory training. He said, Memory is an extremely valuable thing, and with memory as the basis, there can be experience, and with experience, there can be reasoning. Students who excel in their studies are those who have developed their memory skills. The so-called poor students are those whose memory has not been developed. Good memory is the result of training. Third is intuition. He believed that intuition is a reliable god and goddess sleeping on the hotbed of rational experience. It can be awakened at a moment's notice when it is needed, and intuition, like any other ability, can be practiced. The Suzuki Method is as follows: create a good musical environment to cultivate children's interest in learning music and their initial ability to feel music; through imitation, listening to records, and making recordings, let children sing or play music happily and emotionally; emphasize the correctness of the mouth shape, posture, and the beauty of the tone in singing and playing; carry out a certain amount of choral training to cultivate children's sense of polyphony; and emphasize the correctness of the voice and the beauty of the tone. Regular group lessons to cultivate children's interest in learning and to speed up progress; Individualized teaching to develop musical ability and to strive for artistic excellence and adoption. The Suzuki method emphasizes that children should listen to music first. The Suzuki Method emphasizes that children should listen to the music first. Before learning a piece of music, they should listen to the recording of it repeatedly, no matter how simple the melody is. The method of listening is also very delicate, and it is not to sit and listen to the tape recorder with full concentration, but to listen to the music in the most relaxed and natural state, such as eating, playing, and resting or half-resting before going to bed, and so on. The Suzuki Method is a subconscious method that allows the child to subconsciously familiarize himself with a piece of music and then let him play it on his instrument from memory under the guidance of the teacher, without having to read sheet music or learn music theory. The whole

process of imitation from hearing is like a child learning to speak. The ideal goal of education is to bring out 100% of a child's potential (Song & Zhang, 2010).

In the process of children's cello teaching, no matter what kind of teaching methods are implemented, in the final analysis, there is only one core, that is, to recognize the laws of children's physiological and psychological growth and development, and to carry out scientific education in accordance with the objective laws, so as to make the children's cello teaching return to the essence of music education, and to make the music education truly become aesthetic education (Guan, 2008).

In the cello textbook, the cello playing posture, technique, fingering and other playing methods would be explained, as a teacher, according to the content of the textbook to lead the students to the door, in the mastery of the initial learning content, and then gradually deeper and deeper, to the works of performance. Since the age of teenagers is different from that of children, they are more independent in their thinking, so guiding students to actively practice and play is also a way for teachers to bring students' love of learning in the process of teaching and learning. After accepting the instrument, students would naturally seek advice from the teacher, especially at this stage of adolescence, when students absorb and digest knowledge more quickly, which is a good phenomenon, but the teacher needs to give full support and encouragement to the students in the early stages of the learning process. The teacher's commitment to excellence in teaching would give students the confidence to learn, and they would practice with the same attitude after class. In the process of practicing, it is inevitable that problems would arise, which puts forward the requirements for teacher-student communication in the classroom. In the teaching of the students' learning mindset, not only rely on the teacher's supervision and guidance of the students, but more importantly, there must leverage on the teachers and students in the classroom convergence. How to help students establish a correct learning mindset, and avoid students in the cello learning boredom, teachers and students should do mutual respect for each other. Teachers and students are not only teacher-student relationship, but also become friends in a long time, on the basis of mutual equality and mutual respect, in order to let the students closer to the teacher, love the profession, and have the correct learning concepts and learning mindset. For the zither playing posture, right hand technique, left hand technique and other aspects of the

content, is the students in the early stage of learning teachers should be completely taught to students to master the content. This process is relatively long, and teachers need enough patience and students need enough energy to digest the content. There would not dwell too much on the content of playing posture and technique here, but mainly analyze it for other training (Hu, 2020).

The first perception should be emphasized. The law of memory shows that human memory is inevitably characterized by first impression. When teaching various playing skills, the more accurate, specific and distinct the first impression of the state and movement given to young children, the more important it would be in their memory. The degree of the first perception often determines the degree of memorization. In order to make young children in learning to obtain a deep and correct first perception, first of all, there should guide the children to the teacher's demonstration of the performance of detailed observation, they put forward a clear observation task and specific rewards, such as letting the children learn (observe) the first position of the left-handed playing posture, there need children to observe the most subtle points. For example, even though the four fingers on the fingerboard are easy to see, children are asked to make careful comparisons of the different degrees of curvature of the four fingers and the different directions of the middle joints of the fingers , and in particular they should be asked to look carefully at the state of the thumb at the back of the neck of the instrument, the relationship between the wrist and the back of the hand, and the natural vertical state of the big and small arms, etc. Do not blindly pursue the progress, but the key is to the key is not to blindly pursue progress, but to demand the correctness of the method and the quality of mastery skills. In young children's cello teaching, the learning and practicing of various playing skills of the left and right hands should be slow and then fast, and the effect should be emphasized. Lesson and practice time should not be too long in the early stage. Because young children's attention, memory and physical support are all limited, there have found through practice that children's attention is often highly emotional and interesting, and often subject to time constraints (Zhang, 1989).

New Knowledges

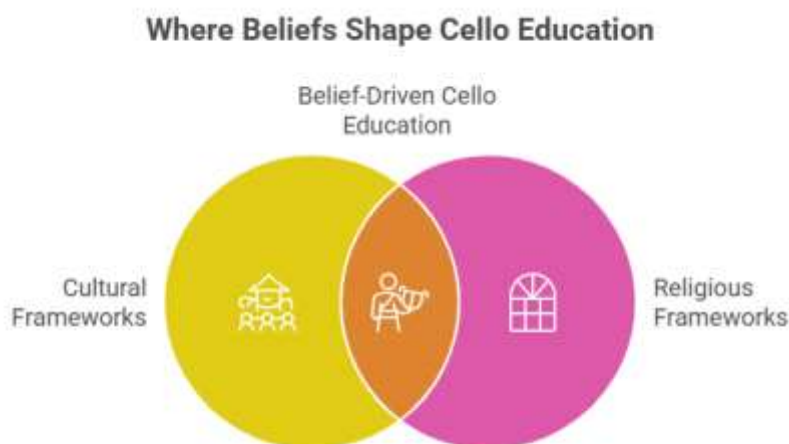


Figure 1: The Cello's Cultural and Religious Significance in Education.

Conclusions

The process of learning the cello provides a multifaceted developmental opportunity for children, encompassing intellectual, emotional, and social dimensions. As an instrument with profound expressive qualities, the cello not only introduces children to the world of music but also enhances their cognitive abilities, fosters perseverance, and cultivates a refined sense of aesthetics. It integrates various sensory and motor functions, promoting brain development and encouraging coordination between the hands and brain. This comprehensive engagement contributes to children's overall growth, shaping their ability to think critically, creatively, and empathetically.

Cello education serves as a gateway to artistic cultivation and intellectual enhancement. Early exposure to cello playing fosters disciplined learning habits, strengthens willpower, and nurtures a resilient spirit, all of which have long-term implications for personal and professional growth. Beyond technical skill, the immersion in musical artistry enriches children's aesthetic and cultural understanding, opening pathways for deeper emotional expression and appreciation of human creativity.

The role of educators is pivotal in this journey. By adhering to scientifically-informed methods and fostering a nurturing environment, teachers can ignite a lasting love for music in their students. Effective teaching emphasizes the importance of first impressions, slow and steady skill acquisition, and the balance between discipline and encouragement. Collaboration between teachers and students based on mutual respect ensures sustained interest and consistent progress.

In contemporary society, where quality education is increasingly valued, cello education for children not only contributes to personal enrichment but also plays a vital role in building a culturally vibrant and artistically literate society. By providing children with the tools to explore their musical potential, educators and parents collectively invest in a brighter, more harmonious future for the next generation.

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