

Studying the status quo of double bass teaching and compile technical guide in Nanchang University, Jiang xi province, China

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Abstracts

The objectives of this experimental study were: (1) To study the current situation of double bass teaching, (2) To compile a double bass teaching guide, (3) To teach students with the double bass teaching guide, (4) To assess students' abilities and outcomes. During the semester from March 2022 to July 2022, the population is the double bass major of Nanchang University, China, with 15 people. The sample used a purposeful, systematic sampling technique to select first- and second-year students, a total of 9 people (ages 18-20) who are interested in the technical guide and willing to try it. This study will provide a technical guide to the double bass for students to learn and collect data through observation records. The research tools are (1) a Double bass teaching guide, (2) a lesson plan with 10 lessons, (3) an assessment sheet, and an interview sheet. The statistic used to analyze the data is the percentage. The findings were:

The viewing and use of the double bass teaching guide are helpful for non-conservatory students to improve their basic skills as an auxiliary tool in studying professional courses and how to use learning tools to make students' learning motivation and reflection creative and active.

The teacher's assessment with the teaching guide is 91%, which means that the teacher is very effective in examining and using the double bass teaching guide. Students pass the exam with an average score of 27, which means they are doing well.

Keywords: Studying the Status Quo of Double Bass Teaching; Compile Technical Guide; Nanchang University; China

Introduction

Nowadays, under the background of music education in various colleges and universities in our country, whether it is a conservatory of music or a comprehensive university, it has the professional enrollment ability of double bass. Chen Ziping (2010 : 4) In recent years, China's double bass education has been fully developed, and at the same time, it has gradually taken steps towards specialization, standardization, and systematization. As the double bass gradually established itself as a more suitable place, so did performance and teaching. Yin Fuyuan (2014 : 54) Although its development started relatively late compared with other stringed instruments such as violin and cello, with the development of the times, with the continuous efforts of performers and educators engaged in the double bass career, the double bass has become an important part of the music.

The characteristic of China's double bass enlightenment education is that the age of learning double bass is generally too old, and the learning time is short. Some learners, eager to enter university successfully, take a short time to learn the double bass. So, a lack of solid

basic skills will lead to later learning. Seriou's obstacles. These phenomena are also reflected in ordinary colleges and universities.

Every double bass student takes the National Unified Arts Exam at the most comprehensive universities. Each student has different physiological conditions, such as height, hand size, and the time each student has studied the double bass. People view music differently. Due to the limitations of the instrument's characteristics, the difficulty and boredom in practice will also make many students lose interest in learning.

By studying and researching the current situation of double bass teaching at Nanchang University, the researchers learned that the course content of the bass major in the comprehensive university imitates the professional music college, lacks the particularity and practicality of solving problems, and the student's practical ability is relatively weak. The main problem is that it emphasizes professionalism rather than pertinence, education quality training is greater than skill training, and it needs to meet the actual needs of general music education.

The researchers recorded a double bass teaching guide for students, which included 10 lessons and 2 comprehensive tests. The content of teaching media includes basic skills explanation, performance demonstration, music knowledge, and interesting exercises. Its goal is to enable students to learn through learning activities and learning materials, improve fundamental professional skills, enrich the aesthetics of music, and gain reflection from their learning.

Before making a video, teachers should carefully design each teaching link and process. After repeated revisions and improvements, they should explain the key points and difficulties of teaching in detail. They can consult teachers with excellent experience, understand their advantages, and improve their teaching level. Secondly, excellent online teaching resources must be tested, and they need to share resources, cooperate with others, learn from each other, and gradually improve the quality of music courses. (Xiao, 2020 : 73-73). Multimedia technology can break the sensory limitations of traditional music teaching, make more flexible use of teaching resources such as text, pictures, audio, and video, break the unit model of traditional music teaching, and give students more sensory stimulation. Conducive to cultivating students' interest in learning. (Wang, 2020 : 262-262)

The researchers contacted informal interviews with double bass scholars. During March 2022, focus group interviews were conducted with bass experts, teachers, and artists. Find out the problem of teaching double bass.

As a result of the focus group, the researchers concluded the following issues: 1) There need to be more media-style technical guidelines for undergraduate bass teaching. 2) According to the learning situation of double bass in comprehensive universities, design teaching guides. The writing of school-based technical guides should be more open, the structure of textbooks should be more flexible, and the content should be more creative, giving teachers more development and students more creative thinking space. (Chen, 2021 : 4) Therefore, the development of teaching guides is a topic worthy of research. As mentioned, researchers are interested in focusing on double-bass teaching guides and understanding learning efficiency. The results will be used for future improvements.

Research Objectives

1. To study the current state of double bass teaching.
2. To compile a double bass teaching guide.
3. To teach students with the double bass teaching guide.
4. To assessment the students' abilities and outcomes.

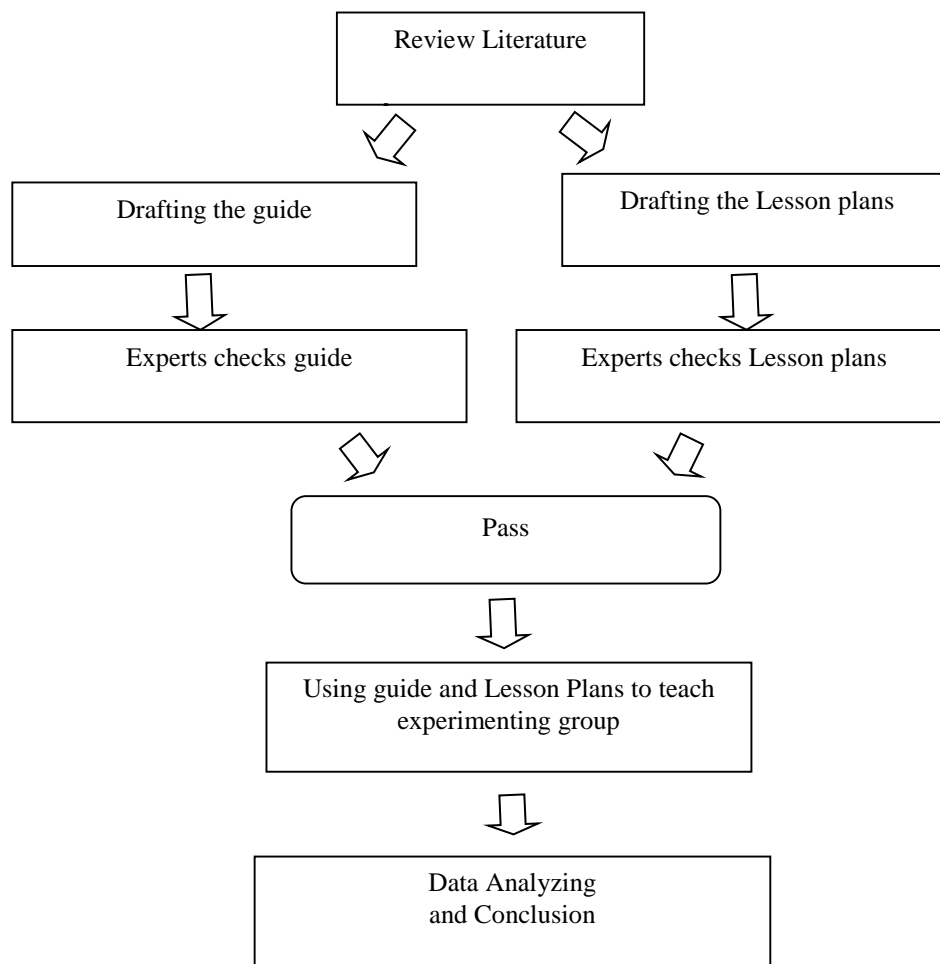
Research Methodology

- 1) Review the related literature
- 2) Interview experts and sample students
- 3) Drafting a double bass teaching guide
- 4) Double bass expert check the draft of the double bass teaching guide
- 5) Let the double bass teacher try to use the double bass teaching guide to assist the teaching, and let him/her teach 9 students, and then get the revised content.
- 6) The experimental group used the double bass teaching guide, consisting of 1 teacher and 9 students from Nanchang University, collected the results using observation forms and questionnaires, then analyzed the data, and finally approved the double bass teaching guide.

Research tools

- 1) The development process of the double bass teaching guide:
 - An expert group composed of 3 experts
 - Research teaching and interviewing experts
 - Designing the lesson plan of the teaching course
 - Develop an instructional media story script
 - Drafting a double bass teaching guide
 - Panel inspection and revision
- 2) Interview form and assessment form
 - 2.1 Interviews with teacher and students
 - 2.2 Drafting interview and evaluation forms
 - 2.3 Panel inspection and revision

Research Conceptual framework



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Research Findings

The current situation of double bass teaching

The researchers provided the interview form to experts. The content of the interview is then recorded based on the in-depth interview. The suggestions are as follows:

Teaching guidelines should conform to teaching logic and students' ability at the student level. Most students in comprehensive universities lack initiative in practicing the double bass because they do not know their problems. Therefore, while solving the problem of technical performance, the more important thing is to guide students to learn to use their brains. Basic skills are the foundation of all exercises. We must treat knowledge points rigorously and teach students how to practice correctly. Teachers' teaching will start with the most basic content. Scales and etude are essential training programs. The difficulty deepens, set according to the level of the student level.

Compiling a double bass teaching guide

After collecting and summarizing the interview with three experts, the researcher learned about teaching problems commonly existing in the teaching of double bass in comprehensive universities, learned teaching methods, and learned from evaluation content and teaching activities: record expert teaching methods and summary opinions. The researchers formulated 10 lesson plans.

This study's double bass teaching guide is presented in the form of teaching videos, which are suitable for comprehensive first-year college students and adolescent beginners. Each lesson in the video covers a topic. The first part explains the points, difficulties, and mistakes to the students; the second part presents performances with some practice techniques and musical excerpts; the third part provides after-school exercises and tips, presented as text content. There will be illustrations and textual explanations in the video and practice scores.

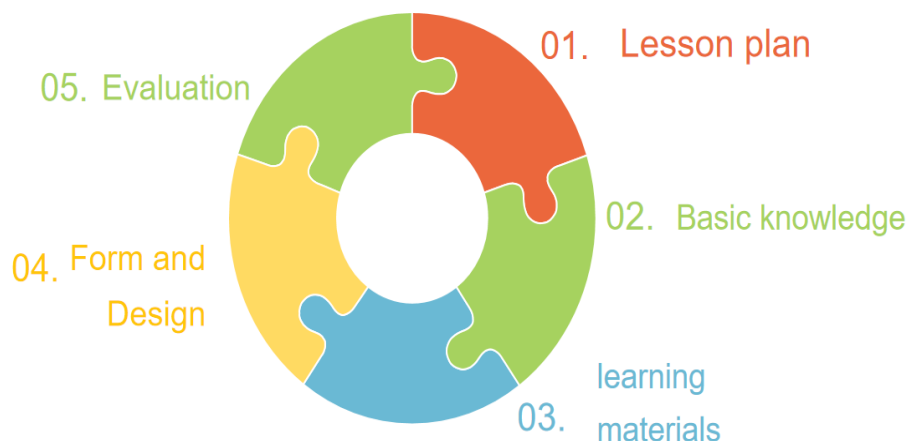


Figure 1, The double bass teaching guide contains 5 appropriate elements

The course is carried out according to the steps of basic teaching. In the early stage of double bass learning, repeated thinking and practice are required, which makes the user's cognition and acceptance of basic skills more in line with the law of knowledge superposition and gradual increase.

Teaching students with the double bass teaching guide

Double bass teaching guide under the guidance of the double bass teacher at Nanchang University, 9 students started to watch and use the teaching media guide. The researchers studied the teaching status of Nanchang University and made observations during the teaching process. The teacher's responsibility is to guide the students, correct problems and mistakes, provide suggestions, and cultivate students' independent thinking skills. Researchers must observe and collect their responses to determine which parts of the teaching guide need to be revised.

The researchers reviewed other research findings and related questions and collected questionnaires from teachers.

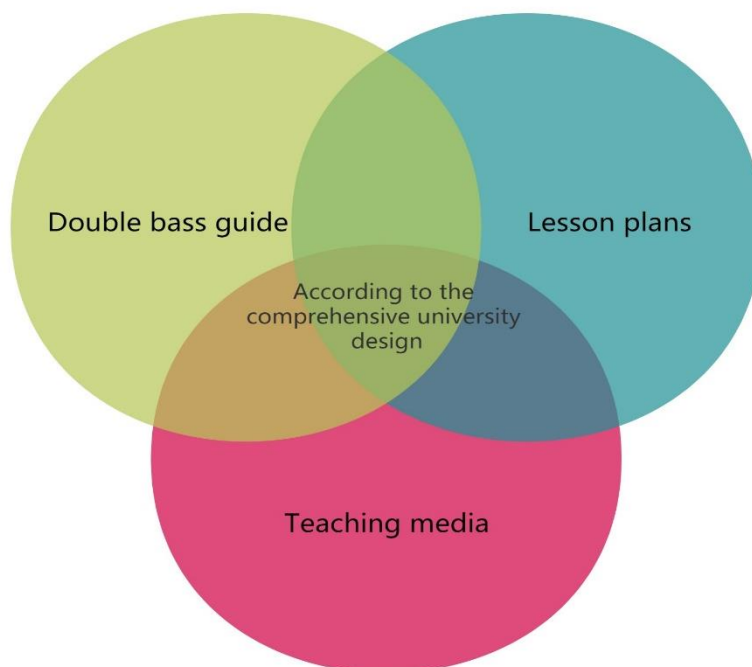


Figure 2, Concept of a double bass teaching guide suitable for comprehensive university use

Teaching media as a technical guide for double bass is very in line with the learning mode and psychology of contemporary college students. First of all, it can stimulate their learning thinking. They can use electronic equipment to watch and study the content that needs to be practiced repeatedly after the offline class to improve their exploration ability and interest in practicing the double bass. Use the knowledge points of each class to train students to draw inferences from others; use the knowledge points of understanding each class, with the participation of eyes and brains, to exercise students' recognition ability and memory.

Assessment of students' abilities and outcomes

The report results are as follows: This teaching form is creative, and the curriculum design is reasonable. Common learning issues are addressed in the course, and learning points are summarized. Students can watch the teaching guide at any time and find learning fun in the practice process through imitation, thinking, and research.

The brain, ears, eyes, and fingers are used together in learning and training. Train students' recognition and memory ability, improve learning efficiency and learn step by step so that students' understanding, and mastery of knowledge will gradually develop in line with cognitive laws.

Discussion

After research, the double bass teaching guide comprises 10 lessons of teaching media content and 5 suitable content, including lesson plans, basic knowledge, learning materials, design, and evaluation. By evaluating the quality of teaching guides by experts, it is concluded that teaching media are research results with high quality, appropriate content, and suitable for students' level. This shows the same direction in using technology to develop music learning (Xiao, 2020 : 73-73). Using the teacher's assessment with the teaching guide is 91%, which means the teacher is very effective in using the instructional media. Students pass the exam with an average score of 27, which means that students are helped through the use of instructional media and are doing well.

Yin Fuyuan's (2014 : 54) study found that the continuous efforts of performers and educators engaged in the double bass career made the student progress well.

Recommendation

More comprehensive research is needed in the future. When planning to formulate teaching guides, course content at different levels can be designed to help students at different stages, from the shallower to the deeper. Based on the basic skills guidance, content such as analysis of etudes, demonstration of complicated points of music, the performance of complex fragments of the band, and interactive answering of questions by students on the spot are added. To develop the technical ability of undergraduate students in comprehensive universities, to stimulate students' thinking of double bass practice, and to improve their interest in exploration and learning.

Theoretical Recommendation

To improve the deficiencies summarized in this study. In the video content, the duration of performance demonstrations should be increased, and the practice sections to solve technical problems should be more abundant.

This study explains the training method for basic skills and the need for more analysis of Chinese and Western track practice. Good practice content should be based on improving good techniques and artistic aesthetics. A richer practice repertoire can be added as appropriate, or it can be a demonstration performance of a piece of music so that students can draw inferences from one example when they encounter the same knowledge point.

Practical Recommendations

This research recommends adapting a media teaching guide to integrative university teachers and course developers, focusing on training in fundamentals in the development process, which could be rolled out as a series of teaching materials in the future.

The content that can continue to be added to the series of teaching guidelines is:

- 1) music score guidance. Including the characteristics of performance style in different periods and using typical track fragments to demonstrate student performance.

- 2) Orchestra fragment guidance. Including symphony and chamber music. Explain the characteristics and performance characteristics. Demonstrate and guide students on how to practice.

Teaching double bass in comprehensive universities is a part of double bass education and develops in exploration. The arrangement and production of the double bass teaching guide are to provide more convenient learning materials for non-conservatory students and beginners and should be paid attention to. In teaching instrumental music in colleges and universities, the actual learning situation and students' quality should be linked together to

formulate their teaching methods and goals. These will directly affect their enthusiasm for learning during their undergraduate years and their motivation for future planning.

In the same research after that, teachers should develop teaching by listening to the needs of learners. New students join the undergraduate program each year, and their musical practices vary, so research needs to focus on new learners and new developments.

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