

Comparison of cello teaching methods in China's first-tier cities, second-tier cities and third-tier cities

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Abstracts

The development of cello education has become a global topic. With the development of the economy and cultural exchange, more and more people are interested in music education, and cello has become one of the most instrumental music. In China, with the rapid development of cello education, more and more people are beginning to learn cello. Cello education in first, second, and third-tier cities faces different demands and challenges. Therefore, it is of great practical significance to study the development status, influencing factors, and countermeasures of cello education in the first, second, and third-tier cities to promote the promotion and development of cello education. Given the importance of cello education for the inheritance of music culture and talent training, as well as the differences and needs of cello teaching in different regions, conducting in-depth research and putting forward corresponding countermeasures is vital. In addition, with economic globalization and cultural diversity development, more and more students and parents have increasing demands and expectations for music education. Therefore, improving cello teaching also needs to keep pace with The Times to meet the people's social development and needs.

Keywords: Comparison; cello; teaching method; first-tier city; second-tier city; third-tier city; China

Introduction

Cello is a wonderful stringed instrument with a unique timbre and expression, so many people love it. In China, cello education has become a popular form of art education, attracting the attention of many students and parents. Below, we will introduce cello education in China's first-tier, second-tier, and third-tier cities, respectively.

First-tier cities

China's first-tier cities have always been the gathering place of culture and art, and cello education has also been widely developed in these cities. First, there are rich cello education resources in China's first-tier cities. Among these cities are many famous conservatories, music schools, and art schools, which all have strong teaching faculty and advanced teaching equipment. In addition, these cities also have many professional music training institutions and music studios, which can provide more personalized education services.

Secondly, the cello education level in China's first-tier cities is very high. Cello educational institutions and schools in these cities pay attention to cultivating students' musical literacy and skills, not only to training basic skills but also to the expressive force and artistry of music. Among these cities are many renowned cello educators and performers whose

teaching experience and artistic achievements provide valuable learning resources for the students.

Third, the trend of cello education in China's first-tier cities is diversified. In addition to traditional cello education, these cities offer many courses and activities, such as cello ensembles, cello piano duets, and cello solo cello competitions. These activities can enhance students' musical skills and improve their comprehensive quality.

Finally, the challenges of cello education in China's first-tier cities are also quite obvious. On the one hand, due to the fierce market competition, some educational institutions and schools pay attention to superficial publicity and ignore the quality of teaching, resulting in uneven education levels. On the other hand, some students and their parents only pay attention to the performance of achievements when choosing cello education, ignoring the long-term learning and the cultivation of personal interest, which also brings some difficulties to cello education (Peng, 2013).

Second-tier cities

First, cello education institutions in second-tier cities are smaller compared to first-tier cities, but they have flourished in recent years. Most second-tier cities have better music and art schools, which provide both traditional music education and rich cello courses for their students.

Secondly, the faculty of cello education is also constantly improving. Although second-tier cities have fewer talent resources than first-tier cities, with the improvement of education level, more and more people begin to devote themselves to cello education, which not only enriches the city's educational resources but also improves the quality of education.

Thirdly, cello education in second-tier cities focuses on cultivating the students' practical skills. With the development of society, more and more people have begun to pay attention to the cultivation of practical skills, and cello education is no exception. Cello education in second-tier cities pays attention to students' music theory knowledge and to cultivating students' playing skills. Such an education mode allows students to improve their practical learning skills to better adapt to society.

Finally, cello education in second-tier cities also focuses on cultivating students' team spirit. In addition to personal skills, teamwork is also very important in cello playing. Cello education in second-tier cities focuses on the cultivation of team spirit. By letting students feel the team's strength in the performance, they can cultivate their sense of cooperation and teamwork so that students can become indispensable members of a team while becoming excellent cellist players.

Third-tier cities

In recent years, cello education in China has developed rapidly across the country, gradually becoming popular among third-tier cities. Cello education faces some challenges in these cities, but there are also many opportunities.

First of all, cello education in third-tier cities needs more teachers. Compared with first-tier cities, the number of cello teachers in third-tier cities is relatively small, and many teachers also have different levels. Therefore, training high-quality cello players needs better faculty support.

Secondly, there are some areas for improvement in cello education facilities and equipment in third-tier cities. While the educational infrastructure in these cities is improving, more support and input in cello. For example, buy better cello equipment, audio equipment, performance venues, etc.

However, there are also many opportunities for cello education in third-tier cities. First, the market demand in these cities is growing. With the development of China's economy, more and more families have begun to pay attention to music education. Cello, as a traditional Western musical instrument, has also been favored by many people. Therefore, the cello education market in third-tier cities has a great space for development.

Secondly, cello education can promote cultural construction in third-tier cities. The cultural undertakings of these cities need to be developed more, and the cello, as an elegant music form, can enrich the cultural connotation of the city, attract more people to participate, and promote the cultural construction of the city.

Finally, cello education in third-tier cities can realize the sharing of distance education and teaching resources by using new technologies such as network education. This will help address inadequate faculty and facilities and provide high-quality cello education for more students.

Cello education in third-tier cities generally faces challenges, but there are also many opportunities. By strengthening teachers, improving facilities, and using new technologies, we can further improve cello education in third-tier cities, promote the construction of urban culture, and contribute to China's music cause (Zhao & He, 2020: 113-117).

Take Shanghai as an example to describe the current situation of cello education in first-tier cities

As one of the first-tier cities in China, Shanghai has always been a leader in cello education. Both school education and music training institutions have many educational resources and advanced educational concepts, providing a good cello education environment for most students.

First, school education in Shanghai attaches great importance to cello education. Almost all schools will have musical instrument courses, including the cello, from elementary to high school. In these schools, students can receive professional music education about the basic knowledge and skills of the cello. For students interested in music, some middle schools in Shanghai have also set up music classes to train musical talents. These schools have superb music facilities and professional music teachers for students with quality cello education.

Secondly, the music training institutions in Shanghai are also very developed. Music training institutions, large and small, can be seen all over the city, offering a wide variety of cello classes. These institutions have advanced educational concepts and teaching methods and adopted new music teaching methods to enable students to learn the cello better. At the same time, these institutions regularly hold concerts and competitions to provide opportunities for students to show themselves.

Thirdly, Shanghai also has many music conservatories and music groups. These colleges and groups have a group of high-level music teachers and performers, providing students with professional cello education and performance opportunities. These institutions will also invite famous cellists from home and abroad to teach and perform in Shanghai to expose students to a higher level of musical art.

Finally, there are also many music activities and competitions in Shanghai. Every year, many music competitions and concerts are held in Shanghai, allowing students to show themselves. These competitions and concerts will also invite famous cellists from home and abroad to participate, exposing students to a higher level of musical art.

Overall, the cello education situation in Shanghai is very good.

Take Jinan as an example to describe the status quo of cello education in second-tier cities

Jinan is a second-tier city in the eastern part of China and the capital of Shandong Province. In Jinan, cello education has become a popular learning option, attracting the attention of many students and their parents.

Jinan is rich in cello education resources, and many schools and music conservatories have cello majors. In addition, there are some professional conservatories and music schools, and their teaching quality is very high. These schools and institutions usually have professional teams of cello teachers with rich teaching experience and professional playing skills and can provide quality educational services to students.

In Jinan, many students receive cello education from an early age. These students usually take courses in a school, Conservatory, professional music school, or music institution. In addition, there are many amateur cello training institutions in Jinan, which usually provide customized teaching services for students to meet the needs of different students.

In addition to school and institutional courses, many competitions and performances allow students to demonstrate their skills and talents. For example, large-scale music competitions and concerts are held in Jinan annually, attracting students and music lovers from all over the country. These competitions and performances not only provide students to show themselves but also allow them to learn and communicate.

However, some things could be improved in the status quo of cello education in Jinan. First, due to Jinan's relatively few cello education resources, some students may need to go to other cities or regions to find higher-quality education. Secondly, some students may face family financial difficulties or other problems and need more support and help.

The government and social organizations in Jinan have taken some measures to solve these problems. For example, they encourage and support cello education institutions and schools to provide more scholarships and subsidies for students to get a quality education (Yang, 2020: 80-82).

Take Binzhou as an example to describe the status quo of cello education in third-tier cities

As a typical third-tier city, Binzhou has a very different cello education status from other cities. In Binzhou, although there are some problems in cello education, it is still growing.

First of all, Binzhou's cello education resources are relatively scarce. Compared with first-tier cities, Binzhou has fewer cello education institutions, an insufficient number of professional teachers, and relatively simple teaching equipment. Therefore, cello education in Binzhou is faced with the problem of a shortage of teachers and resources.

Secondly, the low market demand for cello education is also a status quo in Binzhou. Compared with traditional instruments such as piano and violin, the market demand for cello in Binzhou is relatively low. This restricts the development of cello education, and it is difficult for cello lovers to find suitable teaching institutions and teachers in Binzhou.

However, cello education in Binzhou also has some positive development trends. With the continuous development of cultural undertakings, cello education in Binzhou has gradually received more attention. More and more cello education institutions began to enter the Binzhou market, providing more choices for Binzhou cello education. At the same time, the Binzhou municipal government also began to increase the investment and support for cello education and encourage more people to participate in cello learning (Fan, 2021).

In addition, cello education in Binzhou is also actively introducing advanced teaching concepts and methods. With the continuous development of information technology, cello education has also begun introducing the Internet and digital teaching resources to provide students with a more convenient learning experience through online video, live streaming, and other classes. These new teaching methods can improve learning efficiency and enhance students' interest in and love for the cello.

To sum up, although there are some problems in cello education in Binzhou, its overall development trend could be more positive. With the continuous development of the social economy and the continuous growth of cultural undertakings, cello education in Binzhou will usher in better development opportunities (Liu & Wang 2021: 75-76).

Classical theory of Cello education

The cello is a beautiful stringed instrument with a rich timbre and expressive power. In the field of cello education, many classical theories are widely used. This article briefly introduces several important theories and discusses their applications in cello education.

1. The "Iron law" theory

The "iron law" theory is one of the most basic theories in cello education, which mainly emphasizes the importance of practice. According to this theory, only continuous practice can enable students to progress in playing skills and performance. Therefore, teachers should help students establish correct practice methods and good practice habits to ensure they can continuously conduct effective practice.

2. The "decomposition" theory

The "decomposition" theory involves splitting complex techniques or repertoire into smaller parts for study and practice. In this way, students can gradually master each technique or part and incorporate it into the entire repertoire. This method can help students avoid learning and playing difficulties, improving their self-confidence and performance level.

3. The "Attention to detail" theory

The "attention to detail" theory refers to paying attention to detail during learning and playing. This includes the correct finger position, pitch, timbre, bow, etc. Students should practice and pay attention to every detail to ensure optimal performance.

4. The "Emotional expression" theory

The "emotional expression" theory means that the cello playing should be full of emotion and expression. This requires students to pay attention to the emotional expression of music in learning and playing, understand the emotional connotation of the repertoire, and integrate it into their performance. In this way, students can better communicate the emotion and meaning of the music and establish closer connections with their listeners.

5. The "flexibility" theory

The "flexibility" theory means that students should be flexible to adjust according to different musical styles and repertoire needs. This requires students to have a wide range of music knowledge and playing skills and to adjust their playing style flexibly in different situations.

These classical theories are very important in cello education (Xiao, 2018).

Factors of cello education

1. Economic aspects

Cello education has an important economic impact. From the perspective of students and educators, cello education can bring multiple economic benefits to individuals and society.

First, cello education can provide students with a promising career choice. With the music industry's continuous development, the demand for cello performers and educators is constantly growing. By receiving a good cello education, students can acquire the skills and knowledge needed to become professional performer or music educator. This education is important to their success in their careers.

Secondly, cello education can enhance students' academic ability. Cello learning requires student concentration, perseverance, and constant practice. These abilities are essential in the student's future career and life. Through cello education, students can improve their learning, memory, time management, and self-discipline.

In addition, cello education can also bring both direct and indirect economic benefits. For example, students can win awards and rewards by showing their talents and skills through music competitions, concerts, and performances. At the social level, cello education can contribute to the music industry's development and economic growth. The music industry creates growing jobs and incomes, greatly promoting economic development.

Finally, cello education is an important economic opportunity for educational institutions and educators. Cello education requires educators to provide guidance and support to their students. Educational institutions can provide students with music education opportunities, thus achieving commercial profits. In addition, cello education can also become a way for educational institutions to expand their educational business and markets.

In short, cello education has extensive influence and significance in economic aspects. It can bring both direct economic benefits and long-term economic benefits to the students and society. With the increasing importance of music education today, the role of cello education at the economic and social levels will become more and more significant.

2. Cultural aspects

First, cello education can help students be exposed to Western music culture. In cello education, students not only learn how to play the cello but also can learn a lot of Western music knowledge and cultural background. For example, students need to understand the backstories of composers, musicians, and pieces better to understand the connotations and emotions of the music. In this way, students can deeply understand the development process and cultural inheritance of Western music and expand their cultural vision and aesthetic experience (Xu, 2018: 78-79).

Secondly, cello education can also help students develop cross-cultural communication skills. In modern society, intercultural communication has become an important ability. As an instrument with Western cultural background, the cello also has certain cultural differences in performance skills and expression methods. By learning the cello, students can understand and experience the differences and similarities between different cultures, cultivate cross-cultural communication skills, and lay a solid foundation for future international exchanges.

Finally, cello education can also help students develop their cultural confidence. As an ancient and profound culture and art, the cello plays an important role in Western culture. By learning and playing the cello, students can feel their status and value in Western culture and enhance their cultural confidence and self-esteem. This cultural confidence can help students better integrate into modern society and become confident, firm, and active.

To sum up, the influence of cello education on culture on students is very important. It can not only help students to gain contact with Western music culture and cultivate cross-cultural communication skills but also help students to develop their cultural confidence and become a global perspective.

3. Historical aspects

The origin of the cello can date back to 16th century Italy. The cello of the time evolved from an instrument called "viola da gamba." During this period, the cello became popular between royalty and nobility in Europe and became part of the musical culture. In the 18th century, the skill and repertoire of cello playing were further developed and perfected. Many famous cellists and composers, such as Bach, Haydn, and Beethoven, have made important contributions to the skill and repertoire of cello playing.

In the 19th century, cello education gradually became a formal discipline. Some prominent European musicians began teaching cello lessons in conservatories and music schools. For example, cellists and educators such as Karl Goldmark in Germany and Friedrich Grenzel in Switzerland have contributed to cello education. In the United States, the development of cello education has also made great progress. In the late 19th century, the cellist William Pitcher of the Boston Symphony Orchestra founded the first cello college and became a pioneer of cello education in the United States.

In the 20th century, cello education was further developed globally. With the development of electronic media and recording technology, cello education has also begun to use new teaching methods and techniques. For example, the use of recording equipment to help students correct problems and deficiencies in playing skills and the Internet and online courses to make cello education more universal and convenient (Wang, 2012).

Conclusion

In terms of teaching methods, we can see that in the teaching of first-tier cities, we pay attention to the personalized teaching of students, emphasizing professional master tutoring and collective training. Second-tier cities pay more attention to skills training and discipline teaching, emphasizing individual tutoring and student interaction. The third-tier cities pay more attention to explaining and practicing basic knowledge and emphasize the shaping of collective training and learning atmosphere. Therefore, the teaching methods are different in different levels of cities. In first-tier cities, students pay more attention to personalized and professional tutoring; in second-tier cities, students pay more attention to skill training and interaction; in third-tier cities, students pay more attention to explaining basic knowledge and creating a learning atmosphere.

In terms of teaching content, we can see that in first-tier cities, in addition to the explanation and practice of basic knowledge, we also pay attention to the cultivation of students' musical literacy, music history, and artistic accomplishment; in second-tier cities, we also pay attention to students' music theory knowledge and playing skills; in third-tier cities, we pay attention to the interpretation of basic knowledge and intensive training. Therefore, the teaching content of cello teaching will vary in different levels of cities. In first-tier cities, students also pay attention to the training of musical literacy, music history, and artistic accomplishment; in second-tier cities, students pay more attention to music theory knowledge and playing skills; in third-tier cities, they pay attention to the explanation of basic knowledge and intensive training.

In terms of teaching effect and evaluation, we can see that in the teaching of first-tier cities, students generally show high-performance skills and music literacy, and the teaching effect is well evaluated; in second-tier cities, students also show good performance skills and music accomplishment, and the teaching effect evaluation is relatively good.

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