

Study of Teaching Trombone in the Wind Band of Primary School, Zhengzhou, Henan

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Abstracts

The trombone is an ancient brass instrument, which originated from 17 BC and evolved from the medieval Sackcloth. At that time, there was no piston device, and the expansion of the two pairs of internal and external casing can determine the pitch, so it is also known as "expansion" and "pull tube". The purpose of the study was to study of teaching trombone in the wind band of primary school, Zhengzhou, Henan. The research methodology was qualitative research. The interview was conducted to collect data from 3 experts.

The research finding was Through the interview, it can be concluded that the high-level trombone teachers of Zhengzhou Primary School Wind Orchestra in Henan Province show the advantages of professional background and rich experience in teaching practice. They adopt diversified teaching methods, arrange courses reasonably and scientifically, and are positively evaluated by students. These advantages provide valuable reference and guidance for teachers and students in the field of trombone teaching, and help to improve the quality and level of trombone teaching.

Keywords: Trombone; Trombone Teaching; Wind Band, Primary School

Introduction

By mouth, U-shaped casing (tube is 2.75 meters long), tube, tuning tube, horn parts, using phosphorus copper material, the instrument this to drop B, commonly used spectrum for bass spectrum, not move the spectrum, range: big characters group E-small group a drop B, tone proud, solemn, magnificent, full, sometimes loud, powerful, sometimes gentle euphemism, transition. In band performances, trombones are difficult to assimilate and can compete with the entire band, but are rarely used for solos.

The trombone is divided into four types: the first type is the high trombone, with B tone, no tone key change, because the trumpet body, mouth and timbre are similar to the trumpet, so they are mostly played by the trumpet players. The second, medium trombone, down E tone, no tone key, is generally used in solo and symphony orchestra to play classical music; the third, medium trombone, down B tone, is the most common one, divided into tone key and no tone key; the fourth, bass trombone, down B tone, 1-2 tone keys, is a necessary instrument in the symphony orchestra.

At the beginning of the 20th century, trombone teaching began to develop in China. The biggest problem of trombone learning is the problem of teachers and teaching materials. In the background of The Times and culture, most of the musicians who play trombone are self-taught, and there are many unscientific points in their methods. So at that time, there was no famous trombone player, and there was no good trombone tutorials. They were basically taught by teachers, and the teaching methods were very messy. The establishment of music

discipline drives the rise and development of trombone business. More and more people are learning music, so more people are learning trombone. On November 27, 1927, the National Institute of Music (now the Shanghai Conservatory of Music), the earliest new music institution of higher learning in China, was born. This marks the beginning of the regularization of music education in China, and marks the beginning of the regularization of trombone teaching (Zhao, 2017).

In the 1950s in the early days of the founding of the People's Republic of China, the teaching of trombone in China was still in its primary stage, and we needed to invite foreign experts to teach. The Chinese People's Liberation Army military band invited the former GDR music expert Kaufman to conduct the training band and teach the music theory, so that the level of wind music performance in China was improved rapidly, and a number of excellent wind musicians emerged. At the beginning of the regiment, the old head of the military band of the Chinese People's Liberation Army, made a careful and careful plan for the composition and training of the military band players, and trained our military musical talents on his own strength. After the National Day military parade in 1952, the top members of the military music personnel who participated in the celebration were left and sent to the Shanghai Symphony Orchestra and Shanghai Conservatory of Music, which had the highest performance and education level in China, for further study

It was called the Military band Shanghai Study Group, and later called the first class of the military Music School, commonly known as the Shanghai Music Training class. Until the beginning of the "Cultural Revolution", there were six sessions in total. It has trained a large number of excellent players in our army, li Fu blowing trombone and Guan Dafang blowing horn are all first-class performers trained by our military band. On October 4, 1958 institute of Tianjin music college, on September 21, 1964, China academy of music in 1950 of the central academy of music, established on October 23, 1949, Xi'an college of music, Nanjing normal university, central China normal university of a department of professional art colleges have developed a batch of outstanding trombone player (Wang, 2011: 45-55).

After the end of the Cultural Revolution, the major art colleges restored the normal teaching order and enrolled students. Trombone teaching in China has been further leap development. Ten years after the Cultural Revolution. China also invited Wagner, Brown and other trombone masters to perform and give lectures in China, their lectures further promoted the development of trombone teaching and performance in China. 1982 graduated from the central academy of music orchestra trombone Zhao Ruilin, from 1988 to 1994 in Hamburg, Germany music academy and carlsruhe music institute, where he learned advanced trombone method, foreign advanced methods back to China, promote the rapid development of domestic trombone, for the domestic major groups and institutions of higher learning to cultivate a batch of excellent players and teachers.

Now more and more primary schools have set up wind bands and started wind music classes, including trombone lessons. According to the author's actual investigation and participation in the teaching, the trombone teaching in primary schools is mainly in the classroom provided by the school. The class time is after school, and the classroom teaching is divided into single skill class and combined class, single skill class is held separately for each major, and the arranged class is similar to the collective rehearsal with the wind band. The teaching materials for teaching are mainly compiled by the training institutions, and the instrumental music teachers are also the teachers provided by the institutions. One class lasts

for an hour and a half. Each class organization will assign class tasks to the teachers. For the content of the class, the basic class of beginners, teachers are based on their own teaching habits and combined with their own years of experience (Bai, 2011: 230-233).

General Secretary Xi Jinping, president of the 18th National Congress of the Communist Party of China, has proposed for many times that "China has firm confidence in its path and theory, whose essence is cultural confidence based on the inheritance of more than 5,000 years of civilization. "China is now in a critical period of great rejuvenation, we need more all-round development of high-quality talents, and actively promote quality-oriented education has become teachers need to continue to strengthen and improve. In the context of The Times, we should respond to the national policy and call, start from the bit by bit, start from the future of the motherland- -children, constantly improve the quality education of students, and actively cultivate the next generation. In recent years, China has made good achievements in music, teachers should unswervingly adhere to the cultural confidence, through the learning music, feel music, so that students love music, love art, feeling culture.

Chinese trombone teachers have trained more and more excellent literary and artistic talents, which makes China's literary and artistic work to a higher level, and have more confident and firm cultural confidence. At present, Chinese trombone teachers are constantly updating, using more advanced methods for teaching, and using various ways to make students master more music knowledge and skills, so that students can fully feel the charm of music in the process of learning trombone.

The current situation of education in China is different from the previous exam-oriented education. It is no longer a rigid teaching mode, nor is it no longer a single evaluation mode, but comprehensively advocates quality-oriented education. Quality education attaches great importance to people's ideological and moral quality, ability cultivation, personality development, physical health and mental health. Students no longer only need to cope with the regular exam, but pay more attention to personality development and ability training and other all-round development and education. Primary school students are active, learning music can better promote the development of students 'personality, through learning trombone, understand music related knowledge, cultivate students' ability development, so that students can face other problems and challenges in the future art road.

The "2011 Compulsory Education Music Curriculum Standards" once pointed out that the value of music courses is to enhance students 'aesthetic experience, cultivate students' sentiment, and enhance students' creativity. This lays a foundation for inheriting the excellent national culture, "enhancing the understanding and understanding of the richness and diversity of world music culture" 2, so as to "promote interpersonal communication and emotional communication" 3, and build a harmonious society. In the curriculum concept in the 2011 music compulsory curriculum standard, it is pointed out that music practice should be emphasized. In the process of participating in trombone learning, students learn basic playing skills, music theory, solfeggio and other contents, so as to fully exercise students' listening, music reading and visual reading ability. Improve students' comprehensive quality and aesthetic experience in the trombone learning experience (Qin, 2018).

Compared with the adolescent stage, the physical and mental development in primary school is strong, which is the key period to cultivate students' ideological quality and behavior habits. With the deepening of social development and educational reform, students' physical and mental health has also attracted more attention.

From the perspective of physical development, primary school is in the second growth peak, which grows rapidly on the basis of stable development. The development of height and weight is relatively stable and uniform, the development of bone and muscle is relatively rapid, and the cardiopulmonary ability is in the stage of improvement. At this time, trombone playing learning is conducive to students to exercise the development of the body and promote the coordination of the body. In the performance process, hands, brain and ear organs work together, so that students not only improve their thinking ability, but also play a great role in the coordination of the whole body (Zhu, 2012: 73-74).

From the perspective of psychological development, the psychological development in this stage in primary school mainly includes perception, emotional development, imaginative thinking, and character development. Most students learning trombone in primary school are 9-14 years old. At this stage, the number of nerve contact fibers increases greatly, and the structure of contact cell element and cortical cell structure develop rapidly, which is a key period for the development of association, reasoning and abstract thinking. American psychotherapist Merritt (Stephanie Merit) according to the observation that primary school students listen to rock music in the morning in class feel lack of energy, and changed to classical music after a week, the situation has been improved significantly. Primary school students learning trombone can learn more about music-related culture, be influenced by elegant culture, cultivate the perception ability of excellent works, and improve students' aesthetic ability and musical literacy. By playing songs, students are infected by the feelings conveyed by different music, which can enrich students' emotional experience, enrich students' spiritual world, and improve students' emotion, attitude and values. In the process of participating in the wind band, students can integrate their own thoughts and feelings to create the music again when playing the music, which can not only give play to their imagination, but also stimulate students' creative ability, improve their thinking space and promote their brain development. In primary school, various psychological functions are interrelated and coordinated development. Primary school students cultivate positive and healthy psychology through learning trombone, in daily study, life can also form an optimistic attitude, form a sound personality (Liu, 2017: 28-29).

Music is not only an elegant art, but also an art of emotion. Learning music is one of the important forms for students to feel beauty and appreciate beauty, and also an important form of cultivating students' aesthetic education. Learning the trombone can enable students to form an understanding of "beauty" in the process of growth, and improve their comprehensive quality. Primary school students learn trombone, grow up in a good artistic atmosphere, under the infection of Chinese and western music, fully feel the beauty, experience the beauty and appreciate the beauty.

Reason for topic selection: At present, trombone teaching in primary schools is developing rapidly, but at present, trombone teaching in primary schools in China is slightly limited due to the short development time. Compared with Western developed countries, trombone students in primary schools in China at this stage have insufficient playing ability, insufficient interest and insufficient practice time. And the teacher's teaching method is not

scientific enough to become the key problem affecting the quality of trombone teaching in primary school. In order to explore the present situation of trombone teaching in Zhengzhou Primary School and solve the above problems affecting the quality of trombone teaching, I choose this topic as my research topic (Dai, 2003: 10-13).

Literature Reviews

Method of trombone teaching in China

The present situation of brass instrument teaching

Looking at the development history of music art education in colleges and universities in China, from not included in the scope of education courses decades ago to now becoming a national college popular education course, it can be said that China's music art has experienced a rapid development process, music courses have also been greatly improved and developed, among which, the development of brass Musical Instruments is extremely rapid, brass Musical Instruments have become a professional course. Because of its unique playing methods and rich theoretical knowledge, brass instruments attract many students to choose wind instruments to learn the playing methods of brass instruments: some students also choose wind instruments as their second major, as their minor courses to improve their own music professionalism. In recent years, although brass instrument education has made some achievements in our country, there are still deficiencies and defects in some places. First of all, because of its rich theoretical knowledge, the teaching method of brass instruments will be conservative, and innovative ideas will be imprisoned by traditional thinking. For students, the long-term unchanged teaching method will make them feel boring, resulting in the reduction of learning enthusiasm. Secondly, different regions treat the teaching of brass instruments differently. Economically developed areas pay more attention to wind instrument education than underdeveloped areas, this phenomenon is especially prominent in the western underdeveloped areas, many primary and middle schools basically do not have brass instrument music courses, which to a large extent hinder the popularization and development of wind music education in China. In detail, it can be analyzed from the following points:

1. Single curriculum

At present, the traditional course mode of 2 class hours per week is still adopted in the course setting of brass instruments in colleges and universities. At present, most colleges and universities in our country adopt a relatively unified mode of brass instrument courses: ordinary colleges and universities usually offer brass instrument courses for 2-3 years, and art courses are offered for 3-4 years. The single curriculum prevents students from improving themselves and exploring their potential.

2. Single teaching mode

In the teaching of brass instruments in colleges and universities, most schools still adopt the traditional teaching mode of one-to-one or one-to-two, and sometimes give individual guidance according to the situation of students, but this teaching method and mode are compared. In many classes, the teacher is usually the main body to explain the course, and there is a lack of interaction between teachers and students. The lecture content in class is usually mouth exercises, breathing exercises, timbre exercises, rhythm exercises, etc. In this single mode, students' innovative consciousness is affected to different degrees.

3. Single assessment mechanism

The assessment mechanism of brass instruments is selected through exam-oriented education. For students learning brass instruments, an examination is required every semester. The content of the examination is that students play several wind pieces in front of the wind instrument judges, and then the judges will score them. This single assessment mechanism brings great pressure to students and suppresses their enthusiasm for learning. The modern education system is in urgent need of reform and improvement.

The diversified exploration of teaching brass instruments

With the popularity of brass instruments, the society's requirements for the personal quality of music talents are constantly improving, and there are some defects in the teaching of brass instruments, the reform of the teaching of brass instruments in colleges and universities is imperative. The reform means to abandon some traditional backward, no new teaching methods and means, to establish a series of novel and perfect teaching models, so that brass instruments can inject fresh blood and provide new strength for the development of Chinese music. At the same time, the reform of college brass instruments should also consider the characteristics of the current era, the degree of public acceptance, and the characteristics of the performance art of brass instruments, and organically combine the three to create a diversified teaching model suitable for college brass instruments.

1. Diversified curriculum and teaching mode

Change the traditional curriculum arrangement of 2 hours per week, change the traditional one-to-one or one-to-two teaching mode, in order to improve the overall quality and ability of students. The single curriculum often limits the diversified development of the teaching of brass instruments, and the teaching in the classroom often becomes a mechanical teaching work. Changing the traditional curriculum should be based on the employment trend of college students majoring in brass instrument and the artistic characteristics of brass instrument performance, the single into a variety. In the group class, the main theoretical knowledge and brass instrument playing skills are taught, while in the small class, special difficulties are analyzed according to the personal characteristics of students, so as to strengthen the training of brass instruments and improve the performance level of students. In addition, in addition to classroom teaching, the teaching of brass instruments should learn from the diversified teaching modes of the West, promote the atmosphere of the classroom, give students more opportunities to practice, go out to watch the performances of other universities, exchange ideas, which is conducive to the improvement of students' playing ability.

2. Diversification of assessment mechanism

The teaching assessment method and management mode of brass instruments in colleges and universities will have a far-reaching impact on the reform and development of brass instruments in colleges and universities. First of all, in the assessment, the first thing to mobilize the enthusiasm of students to deal with the exam depression into a kind of excitement, high morale, with a new mental outlook to face the traditional evaluation system, will break the limitations of the original assessment system. The traditional school final examination system can not summarize the students' learning situation, and the temporary influence factors on the scene are great. Therefore, the school should establish a credit system of performance in class and a final examination evaluation system to ensure a reasonable proportion and balance the final scores of students as a whole. Therefore, it is very necessary

to establish a comprehensive assessment system of listening and scoring standards in the school. In addition, in terms of the management system, the school's curriculum management system and the management system of the teaching and research department and the department should be combined to form a management form of mutual responsibility and mutual supervision, so as to promote the deepening of the reform of brass instruments.

3. New teaching methods of science and technology need to be introduced

The development of brass instrument is inseparable from the development of high technology in today's society and the appearance of electronic computer products, which has made great impact on music education in our country. In the teaching of brass instruments, colleges and universities can introduce some high-end electronic equipment, such as sound calibrators, metronomes and other electronic products, which can analyze students' performance works and help students understand their shortcomings, such as: intonation, harmony, rhythm, emotion and other aspects of analysis and comparison. Students know what needs to be improved, which can help students better master the skills and knowledge of various aspects of brass instrument playing. It can be said that it is imperative for colleges and universities to introduce new scientific and technological equipment in music into the teaching classroom of brass instruments.

4. Increase investment in college brass instrument courses

For many music colleges in China, there are many problems that brass instruments cannot meet the teaching requirements in terms of quantity and quality. Among them, this phenomenon is more common in colleges and universities in western economically backward areas. The main reason is the lack of teachers. When colleges and universities recruit students from all over the country, the number of places for the enrollment of brass instrument major is relatively limited, and many schools have no students, which indirectly leads to the reduction and loss of resources for teachers of this major. Finally, schools give up the wind instrument major and no longer recruit students. In addition, the purchase and maintenance of college brass instruments is not a small expense for school finance, in the case of insufficient students, many schools will not financially support brass instruments. In response to this problem, the government needs to provide appropriate investment in wind instruments in colleges and universities, and promote the professional development of brass instruments through the economic support of the government, which will bring about a strong professional teaching force and an increase of talents that can be created by the society.

Present situation of wind ensemble in middle music education in China

In our country, music education came with the reform and opening up, from the written records, the western wind music was introduced into our country only a century, in a long period of time, the western wind ensemble music form is difficult to talk about the word "popular", most people are unable to watch. Even so far, only a few well-known wind orchestras have held professional large-scale ensemble performances in China, but with its own strong appeal and expression, it quickly captured the eyes of the public. After the 20th century, the country attaches great importance to music education and development. Wind music, with its easy-to-use characteristics and the shock of ensemble timbre, has become an investment for parents. Moreover, most schools in major cities have begun to organize their own wind ensembles. There have been musical groups such as "Beijing No. 80 Middle School Golden Fan Wind Orchestra", "Guangdong Overseas Chinese High School Wind Orchestra" and some other middle school music groups and these groups have also achieved impressive

results in large-scale art festivals or competitions (Yao, 2016: 33-35).

Research Objectives

To study of Teaching Trombone in the Wind Band of Primary School, Zhengzhou, Henan.

Research Methodology

The research methodology was qualitative research. The interview was conducted to collect data from 3 experts.

Research Conceptual Framework

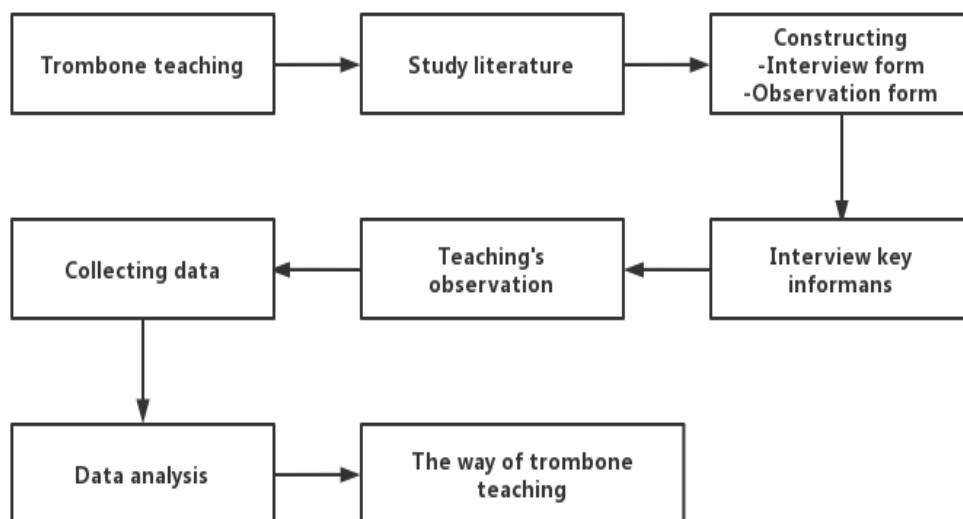


Figure 1 Conceptual Framework

Research Results

1. Interviewing from three key informants

Through the interview, it can be concluded that the high-level trombone teachers of Zhengzhou Primary School Wind Orchestra in Henan Province show the advantages of professional background and rich experience in teaching practice. They adopt diversified teaching methods, arrange courses reasonably and scientifically, and are positively evaluated by students. These advantages provide valuable reference and guidance for teachers and students in the field of trombone teaching, and help to improve the quality and level of trombone teaching.

2.Obsevation

Through the in-depth analysis of the observation results of equipment, teaching materials, evaluation and teaching classroom, the school and teachers continue to improve the equipment, selection of teaching materials, evaluation and teaching methods, which will help to improve the quality and effect of trombone teaching.

In terms of equipment, observations show that the trombone instruments equipped by the school are of high quality and can meet the learning needs of students. This high-level equipment provides students with excellent playing tools that help develop their musical skills and performance.

In terms of teaching materials, the observations do not detail the use of specific teaching materials, but it can be inferred that the school pays attention to the selection of diverse teaching materials to support students' learning. A variety of teaching materials cater to students of different levels and needs, and provide clear instructions and demonstrations to help students improve their playing skills and music understanding.

In terms of evaluation, the observation results show that schools evaluate students' trombone learning in the form of examination, performance evaluation and learning achievement display. This holistic approach helps schools and teachers to get a comprehensive picture of student progress and provide specific feedback and guidance. Through evaluation, students can recognize their own strengths and improvement direction, and then continue to improve.

In the classroom, the observation showed that the school adopted a variety of teaching methods and created a positive learning atmosphere. This diversified teaching method can meet the different learning needs of students and stimulate the enthusiasm and enthusiasm of students. At the same time, a positive learning atmosphere and opportunities for interaction contribute to students' learning effectiveness and learning experience.

Therefore, it is observed that trombone teaching in schools shows excellent characteristics in equipment, teaching materials, evaluation and teaching classes. These advantages include high quality equipment, a diverse selection of teaching materials, a comprehensive assessment approach, and a positive, interactive teaching atmosphere. These advantages provide students with a good learning environment and opportunities to promote their overall development in trombone playing. Such an educational environment has a positive impact on students' music literacy and learning outcomes, which is worthy of affirmation and reference.

Discussion

The main purpose of the interview is to understand the teaching practice and experience of these high-level trombone teachers in Zhengzhou schools, and to discuss their teaching methods, curriculum arrangements and evaluation by students. By obtaining valuable teaching experience from successful practice cases, it aims to provide reference and guidance for teachers and students in the field of trombone education, so as to improve the quality and level of trombone teaching.

Based on the above interview content, we can draw the following conclusions:

Teachers' professional background and experience: The interviewed teachers all had a master's degree in trombone from the Conservatory of Music, and had rich trombone playing experience. This enables them to accurately grasp the performance skills and expressions in

teaching, and pass them on to students.

Diversified teaching methods: The teachers in the interview adopted a variety of teaching methods, including demonstration performance, individual instruction, group drills and collective performance. This diversified approach helps to meet the learning needs of different students and improve the enthusiasm and effect of learning.

Curriculum arrangement is reasonable and scientific: teachers' pay attention to the combination of theory and practice in curriculum arrangement, and pay attention to cultivating students' musical hearing and performance ability. They guide students through activities such as musical analysis, ensemble training, and individual exercises to fully develop their trombone playing skills and musical understanding (Zhang, 2017: 128-129.).

Positive comments from students: Interviews revealed that students gave positive comments on the teaching of these teachers. They said that the teachers' patient and meticulous guidance encouraged students to give full play to their personal strengths, and they could feel their progress in trombone playing, which enhanced their interest and self-confidence in learning the instrument.

Therefore, through the interview, it can be concluded that the high-level trombone teachers of Zhengzhou Primary School Wind Orchestra in Henan Province show the advantages of professional background and rich experience in teaching practice. They adopt diversified teaching methods, arrange courses reasonably and scientifically, and are positively evaluated by students. These advantages provide valuable reference and guidance for teachers and students in the field of trombone teaching, and help to improve the quality and level of trombone teaching (Yao, 2018: 176-177).

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Therefore, it is observed that trombone teaching in schools shows excellent characteristics in equipment, teaching materials, evaluation and teaching classes. These advantages include high quality equipment, a diverse selection of teaching materials, a comprehensive assessment approach, and a positive, interactive teaching atmosphere. These advantages provide students with a good learning environment and opportunities to promote their overall development in trombone playing. Such an educational environment has a positive impact on students' music literacy and learning outcomes, which is worthy of affirmation and reference.

Recommendation

1. Practical Recommendations

The conclusions and methods of this study can provide research methods and guidance for the subsequent researchers engaged in related research. Only three experts were interviewed in this study and only three schools were observed. Therefore, the results of this study may have certain limitations, and researchers who want to use this study can conduct interviews and observations with more experts and schools.

2. Recommendation for future research

In order to inherit the excellent cultural tradition of our country and improve the current trombone teaching on the basis of absorbing the original teaching advantages, it is suggested that combining with the latest national education policy, effective measures should be taken from four aspects: reforming the teaching evaluation system, improving the teaching staff, optimizing the curriculum and promoting the innovation of art disciplines. A good teaching evaluation system can play a good guiding and regulating role in trombone teaching, and play the functions of identification and supervision. In view of the current situation of trombone teaching, many schools have made improvements and made great achievements. However, if the music literacy course represented by trombone is included in the academic requirements of primary schools and the students' artistic quality assessment, the trombone teaching reform will be further promoted. The new teaching evaluation system not only pays attention to the reserve of professional theoretical knowledge, but also emphasizes the cultivation of practical performance ability, and also pursues the promotion of comprehensive cultural accomplishment. Arouse the enthusiasm of teachers and students, and cultivate high-level all-round trombone talents. We should unify art education with intelligence education and coordinate with quality education to change the bad influence of traditional exam-oriented education.

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