

Research on Practical Teaching Methods of Violin Theory and Music Therapy

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Abstract:

Teaching the violin, practicing the violin effectively, and enabling people to relax/relieve stress through music are things every musician should do. To explore the role and usage of violin practice, stage style, symphony, and music therapy, this paper takes people of all ages as research objects. It uses a literature research method to analyze the content of violin teaching and music therapy. Through the findings, this article is divided into the following parts: first, violin practice, the relationship between teachers and students, individual playing styles, and a brief overview of band rehearsal/performance are found. Second, the efficacy of music therapy and how to get certified as a music therapist. Music is a kind of language, but it is higher than language, it is a kind of “feeling” like language. Music is an expression of one’s thoughts and a language used to influence the thoughts of others. Music is not so much a language as a sound that exists in everything in the world, and anyone can express their thoughts and emotions with one sound. Music is produced from the human heart and is closely related to human morality.

Keywords: Music; violin; therapy; theory; practice.

1. Introduction

Music education is not only to teach students to play the piano or sing, but to combine theoretical knowledge, so that teachers can obtain the practical ability of music teaching, and also to improve students’ performance level and theoretical knowledge reserve. The more detailed division of music education is divided into three points: practical ability of music teaching, practical ability of music education, and research ability of music education; This is a core link [1]. It is necessary to transform the basic music cultural quality into actual teaching ability, and at the same time, it is necessary to combine the practical

experience and theory of teaching to optimize the basic teaching of teachers. In China, there is a book called the Book of Rites, which says: Music is produced by the human heart. Music is an expression of emotion, and at the same time has a certain connection with human morality, which is mentioned in the book “Music”. The concept of “music” expressed here is enrich, it is not only music but also includes other artistic activities [2]. In more recent times, the music philosopher David Elliott has proposed a definition: music is a purposeful activity that humans engage in through the art of sound. From the beginning of this article, the two words “music” and “education” constitute a basic concept of “music education”.

Music education is also an important foundation and an important activity for the inheritance and development of social music culture. One of the two goals of music education is to improve people's aesthetic quality, cultivate sentiment, and inherit culture through music education so that students' and people's physical and mental development is comprehensive and harmonious. The second is to train a group of people who specialize in the study of the theory of music education. To cultivate talents in music performance, composition, theory, and education. The Sukhomlinsky, an educator in the former Soviet Union, said: Music education is not about cultivating musicians, first of all, cultivating people. Another educator, Jin Suzuki, said something similar overnight: (The purpose of music education) is not to cultivate a few great, outstanding "geniuses", but to hope that through music education, every child can be promoted to have a noble mind and perfect personality, and in fact, this is the goal that everyone should pursue. This is also the goal that everyone should pursue. When learning music, students must be in a happy state of mind, rather than being forced to learn and get this' fun '. Students should be allowed to learn independently in the process of learning so that students can learn knowledge [3].

This article will also compare and summarize violin teaching methods, violin teaching experience, and videos in books/on the Internet. In addition, the author think about how to help children and workers with high life pressure, so that they can relieve the pressure in life and work through music. This paper will also briefly outline how to obtain the qualification certificate of a music therapist and the help of music therapy in people's lives [4].

2. Overview of Violin Teaching/Practice Methods, Personal Style and band Rehearsal Forms

2.1 Main Points of Violin Practice (Brief)

Learning the violin is a boring thing, or anything about music is a boring thing, and the focus of learning is how to find interesting places from these boring things, which is very key. Many people say that interest is the best teacher. If you are interested, you will be motivated to learn something new and difficult, rather than giving up doing it because it is difficult.

The author studied violin for 18 years, but only three of those years were really interested in music and motivated to learn the violin. It can get boring when learning anything new, but sometimes it takes a while (long and short) to find the interesting points. However, this process is

very boring, and it takes a lot of time to hone the foundation and find the place of interest, or it may be because of a boring thing, to find the goal you want to achieve in the future or to achieve some purpose.

Learning the violin always starts with playing an open string, which is one of the most boring things about learning the violin. But, if someone can play open string very well, he/she can play good sound after. Second, fingering with the left hand and controlling the strength and Angle of the bow with the right hand requires a lot of time to practice and form muscle memory and subconscious mind, which will be of great help to learning new pieces and side reading, so as to quickly learn new pieces and the emotions that the composer of the piece wants to express. Third, etudes, the style and difficulty of etudes of different composers are different, and the targeting is different, but they are created to improve the foundation, and when you practice etudes well, it will be much easier to learn different styles of music, because you have practiced/learned etudes of similar/same style before. Fourth, the coordination of both hands, which is also a very important point to play the violin well, this third point needs a lot of practice in the first two points, in order to achieve the desired purpose. Playing scales and etudes well is of great help to learning new tunes or composing/arranging music in the future. Scales, etudes, and tunes are all regular. If you find the rules, you can quickly grasp the connotation of the tune and immerse the audience in it faster when playing [5]. At the same time, those who learn to compose/arrange music, can create their own style of music, rather than relying on imitation/copying [6].

Pure imitation will only make the audience/feel bored, without the performer's own ideas, it may feel that the performer only imitates other people's playing style and stage style. Therefore, it is very important to have your own playing style, but at the same time, it is also necessary to understand/study the historical background, background story, and life experience of the composer, so that the audience can understand the content and meaning of the composer of a piece of music, and at the same time, the audience can be immersed in the performance of the performer, so that the performance can be smoother and perfect.

In the aspect of music learning, musician Andrew Sherwood said in the class: that students and teachers are at the same level, not that the teacher's level is higher than that of students. Teaching/class is actually a process of two musicians discussing, discussing, and learning together, rather than just the teacher teaching students. He also said that the violin is a gift, not a tool. In China, violinist Chen Xuanjie said: Music is for the pleasure of others, not just a tool to make money or a kind of capital to show off, to

respect music/art.

These two teachers, in addition to their achievements in violin teaching, also need us to learn in the ideological realm.

2.2 Personal Stage Style

Stage style is also very important. For example, Chen Rui (1989-), born in Taiwan, China, is a Chinese-Australian violinist. His stage style gives people a sense of gossiping. It's a comfortable feeling, not a feeling of, 'This violinist is cold.'

In addition, Chen Rui also records/releases some short videos of her practicing the piano or performing on social platforms. While teaching music/violin learners, she also brings some fun to others, including not only the fun of music but also chatting, interacting, and introducing other people or things. This is a great inspiration to the author, classical music is not only what people often think of as "rigid and ancient", but classical music can also bring a lot of fun, but the audience needs to have a certain degree of understanding of classical music, otherwise it will produce the idea of "very bored, very want to leave the theatre and go to the bar to have a drink", which requires a lot of violinists to continue to work hard. To get more people interested in classical music (especially violin).

2.3 Difference between Symphony and Solo

In some universities, there will be a school symphony orchestra, in which the proportion of strings is relatively large, and the number of violins in the whole band is the largest proportion. However, the level of the whole band depends on how high the conductor and the individual players pursue the music. The band is a whole, and any mistake in any place will lead to "damage to the whole". The audience will not accept these technical mistakes, and the responsible players who love music will try their best to solve these problems instead of selectively ignoring them.

Some people wondered about the seating of the band and why the strings were in front of the band instead of behind it. This is because to maintain the intensity of the overall sound of the band, the sound transmission and penetration of the string are not very strong, which is why most string players play indoors rather than outdoors, and most of the string players performing outdoors will use small microphones suitable for strings to achieve the effect of amplification.

A symphony, unlike a concerto or sonata, is accompanied by a small orchestra or a piano; The more players there are, the more difficult it is to collaborate, which is a good exercise for players of each instrument. At the same time, we can also realize that more people with common ideals

and pursuit of music can exchange experience in playing, practicing, and teaching. Instead of a person silently researching, does not understand the new teaching methods--such as Suzuki (Suzuki violin teaching method), etc.[7].

This means that players need to practice more different styles of music to enrich their musical knowledge. They also need to learn the historical background of different countries and the life stories of some figures. For students majoring in music performance, it is necessary to find jobs or change majors later. music education) is helpful.

To learn music, you need to have a goal. It can be a person, or it can be some ideas. Anything that helps art or society can be a goal. The author takes the author's university violin teacher as a goal, although it is not possible to reach that level but also to make a certain contribution to themselves and society [8].

3. Musical Treatment

3.1 The Role of Music Therapy

Music brings not only mental/spiritual enjoyment but also, to a certain extent, physical health. In China, many people and some experts have said that we should pay attention to the physical and mental health of children and workers [9]; In the hospital, doctors have gradually recommended that patients with mental illness listen to some soothing light music (pure music or some soft songs), but also recommend that patients go out to see more, relax [10]. Therefore, music is also a great help to people's mental health, but now many parents just take learning music as a tool to consume children's time and energy, forcing their children to learn those children do not like things, so that they have unpleasant psychological learning of music and resist to learn music, and even hate to listen to some types/styles of music [11].

This has a great impact on the teacher's teaching progress. Teaching, which can be understood as two or more people discussing a problem, is an exchange rather than an order from a superior to a subordinate. To guide people who are interested in music/violin to contact, understand, and learn slowly; Parents force their children to learn a certain instrument, which will make the child resistant to the instrument or music and may cause unnecessary differences between parents and children because of music, resulting in a estrangement between the two sides.

Music is a language that requires the performer to understand the composer's ideas, then combine the performer's ideas, and finally play to the audience, which can be a thing, a history, or the composer's understanding of an object [12]. If you compare popular music that people are more familiar with, such as surrealist music, or some mu-

sic styles such as “heavy metal rock”, it may only be of interest to some or even a small number of people [13].

3.2 Usefulness of Music Therapy

Now, some universities have begun to carry out “music therapy” classes, and some people may think: that music and therapy can be combined.

Music therapy, in simple terms, is the promotion or maintenance of participants’ physical and mental health through various music-related activities, such as singing, listening to songs, playing instruments, and composing lyrics. Physiologically, music therapy can improve sleep, speech, muscle control, and coordination. For example, people with poor pronunciation after a stroke may be able to improve their pronunciation and enunciation through music therapy, and possibly regain their speech ability.

People who have been injured or disabled because of an accident, as well as those who have had a stroke, can use neuromusic therapy to improve coordination, mobility, and the ability to walk.

Socially, music therapy can improve verbal communication skills, and eye contact and help participants build social networks, learn to get along with others, and improve cooperation [14].

In an autism therapy session, the therapist might sing and then ask the participant to go on to sing the next line of the song. For example: “Twinkle, Twinkle Little...” The therapist stops at this point and asks the participant to sing the lyrics that follow. The therapist uses this technique to get the participant to talk [15].

In terms of emotions, music therapy can help reduce stress, soothe emotions, boost self-confidence, and allow participants to express themselves/their ideas bravely. For example, the therapist may listen to “lost love songs” with the lovelorn, discuss the lyrics together, so that the lovelorn can express their emotions, and through music, let the lovelorn express the feelings they want to express so that the lovelorn is more comfortable.

Studies have shown that when listening to music, the production of happy hormones in the brain increases and stress hormones decrease (listen to happy songs, not sad ones), so music can improve mood, as for behavior, music therapy can reduce some unnecessary behaviors, such as wandering, attacking others, or hurting yourself [16][17].

In nursing homes, some elderly people with severe cognitive impairment may feel uneasy because they are not familiar with their surroundings, shout that they want to go home, throw tantrums, and even hit the staff (carers). The therapist may play some music they are familiar with, increasing their sense of security and thus reducing some of the troubling behaviors [18].

Participants do not need to know music to benefit from

music therapy, which can be done at any age. Second, people who are divorced, lost in love, or who have lost family and friends can also find a music therapist. Even people who have no language ability or are completely paralyzed can benefit from music therapy. The application of music therapy is very wide.

At the same time, for special populations (e.g., people with autism, cognitive disorders, Alzheimer’s disease, mental disorders, etc.), music therapy requires “customized” teaching courses to help/treat patients.

3.3 How to Obtain a Music Therapist Qualification Certificate

It’s a great idea to want to help others through music, but only people with + registered music therapists can offer professional music therapy. Ordinary music teachers or social workers should not call themselves “music therapists” and provide professional music therapy services to others. Be careful when looking for a music therapist.

Just because you get a music therapist’s license doesn’t mean you don’t need to take the exam. Music therapist certification in the United States may require retesting in 5 or 10 years to confirm that you can continue to work as a music therapist. And a college music therapist who wants to graduate may need some clinical experience.

The second point is the cultural difference. In foreign countries, the parents of the children receiving treatment may pay more attention to the communication between the therapist and the child, but in China, the parents may think that the music therapist is not professional because the child is not sitting in a chair.

At the same time, music therapists also need to learn some instruments. To qualify as a Music Therapist in the United States, you need to be able to play the guitar or piano. In the United Kingdom, it is called RMT (Registered Music Therapist) and is registered. The music therapist license in the United States is MTBC.

In the UK, you can get a certificate after passing the Music Therapist course, which means you are a music therapist (bachelor’s degree or above). The system is different in each country, but currently, the field of music therapy in the United States, the United Kingdom, and Australia is the most systematic place.

Since the 1950s, the United States has classified music therapy as a formal discipline. In the 1970s, the United States and the United Kingdom tried to use improvisation to treat patients, and in 2004, the United States passed the Individual and Disability Education Act, which carried out more systematic planning and promotion of music therapy.

However, in China, there is no systematic treatment process for music therapy, and music therapy is still in the

stage of learning/research. However, more and more people begin to pay attention to the mental health problems of children/adults, which can not be replaced by physical therapy. At the same time, it also makes obvious progress in the treatment research and practice of music therapy for special groups in China [19][20].

4. Conclusion

Music is a language, and at the same time, music is a very subjective thing, which can be good or bad, depending on how people use it. What China needs is to make the violin Chinese-style, combining Chinese and Western as much as possible, rather than simply imitating the music education methods and teaching methods of Western countries, which can be borrowed from, but cannot be directly used. Music education is to let people better understand the culture, history, and customs of other countries through music. It can also allow others to understand a person's mood through music, whether the idea of life is good or bad, and can let people through music to cure some surgery/medicine that cannot cure part of the physical health, as well as psychological health.

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