

# **Constructing Fundamental Violin Guidebook for First-year Music Major Student at Hainan Tropical Ocean University, Sanya City, Hainan Province, The People's Republic of China**

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## **Abstract**

The purpose of this paper were: (1) To study violin teaching method for the beginners;(2) To construct fundamental violin guidebook for the beginners;(3) To use fundamental violin guidebook for beginners; and (4) To evaluate the result of teaching by using the guidebook.

The research method of this study was a mixed research method combining qualitative and quantitative. The researcher used an interview three key informants, compiled a fundamental violin guidebook, and conducted teaching experiment by using the guidebook, the samples are 23 violin students majoring in music from Hainan Tropical Ocean University.

The research findings were: (1)The teaching method of violin should be combined with theory and practice, set up teaching strategies from basic to advanced according to students' ability and level, and gradually guide students to develop skills and music understanding ability; (2) Fundamental violin guidebook contained four chapters: Basic theoretical knowledge of violin, Violin basic skills training, Violin Scales and Etudes, Chinese and Western violin music; (3) Using the guidebook to teach students had 15 lessons, each lesson last for 90 minutes, evaluated by a comparison of formative and summative tests; and (4) The results of teaching showed that the students' rational average scores of formative and summative tests was 80.15/86.73 met with hypothesis which mean the Fundamental violin guidebook was effective and good for further use.

**Keywords:** Constructing; Fundamental Violin Guidebook; First-year Music; Major Student; Hainan Tropical Ocean University; Sanya City; Hainan Province; The People's Republic of China

## **Introduction**

With the in-depth change and development of our country's social economy, and under the practice and inquiry of education and teaching, the cause of education develops vigorously. On the basis of attaching importance to professional education, more colleges and universities have enhanced their understanding of quality education, so they have increased their educational investment in this aspect. Under this background, many college students participate in the class of art education. The violin, as an elegant and classic bowstring instrument, has been widely concerned by college students. The opening and promotion of violin courses in the process of art education in colleges and universities makes violin learning with the vigorous development of art education recognized by the majority of students (Wang, 2019).

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Violinist master of string instrument, is an important part of orchestral music, widely spread in the world. The violin has a total of four strings, which vibrate by the friction between the string and the bow, and then transmit the vibration to the back plane through the sound column in the resonance box. The resonance generated by these parts produces a harmonious and loud sound (Li, 2019). As one of the most important Musical Instruments since the 17th century, the violin is still sought after by people all over the world. In the process of globalization, the opportunities for Chinese youth to accept foreign culture are increasing gradually. With its unique appearance and graceful and melodious timbre, violin attracts more and more people to study and practice violin. In view of this, many ordinary universities also set up violin majors to meet the learning demands of students (Wang, 2017).

The violin elective course in colleges and universities is a new course in recent years, which aims to improve the comprehensive quality of college students and cultivate more comprehensive talents. As a difficult western art to master, violin learning helps to cultivate students' perseverance and perseverance. Ordinary colleges and universities offer violin elective courses, not only make students master the basic string playing skills, but also improve students' music appreciation, increase music knowledge, and deepen music culture. For students majoring in music, learning violin can not only directly apply the performance skills learned in the future art practice activities, but also play an auxiliary role in the learning of other similar arts (Li, 2019).

Learning violin can develop people's intelligence due to the common movement of hand, brain, eye and ear, which is an indisputable fact today. At the same time, we should also realize that it has a great effect on the improvement of people's non-intellectual factors (such as attention, perseverance, patience and carefulness, etc.)

When college students initially learn the violin, their motivation for learning is first based on interests and hobbies. Therefore, in the process of violin learning, teachers should pay attention to the cultivation of interest in violin, take the means to make the classroom atmosphere become vivid, so that the classroom instrumental practice and musical performance of the two very important aspects of organic combination. In the background of ordinary colleges and universities, the teaching of violin elective course embodies many unique advantages that cannot be compared with other educational backgrounds, which makes the learning efficiency far greater than that of children's violin collective class. This teaching form can be popularized in music classes of ordinary colleges and universities. Therefore, it is of great theoretical value and practical significance to study and improve the teaching and research of violin collective lessons in colleges and universities in China (Wang, 2017).

At present, among the teaching materials written for violin beginners in China, there is a good reputation of "Children's Violin Collective Course", but the teaching materials are aimed at children, and the learning need of college students are essentially different from those of children. Most of the textbooks are children's songs and campus songs, as well as some folksongs before the 1980s, which do not meet the learning of college students. There are also teaching materials for violin group lessons abroad, such as the German "Homan Violin Basic Course", which is more systematic in content. In many colleges and universities in China, this textbook is used to carry out violin group lessons, but its content is very long, and many tunes are not popular, which is not conducive to learning in violin group lessons. Therefore, the effect will be more reasonable if the appropriate textbook is selected.

To sum up, through the analysis of the above points, in recent years, because the optional course of musical instrument has been included in the compulsory course of music major in normal schools, with the increase of the number of students year by year, more and more students begin to learn violin courses. However, most of the teaching materials for violin beginners are aimed at children, so the researcher believe that a fundamental violin guidebook should be constructed for college students to help them deeply understand the basic knowledge of violin and basic training methods of violin. While effectively improving students' performance skills and ability to appreciate music works it is necessary to further improve students' artistic accomplishment and cultural connotation. This is the teaching goal of every college violin teacher.

### **Research Objectives**

1. To study violin teaching method for the beginners.
2. To construct fundamental violin guidebook for the beginners.
3. To use fundamental violin guidebook for beginners.
4. To evaluate the result of teaching by using the guidebook.

### **Research Methodology**

This study is a mixed method between qualitative research and quantitative research

Qualitative: Interview, Observation

Quantitative: Formative test. Summative test. Performance test

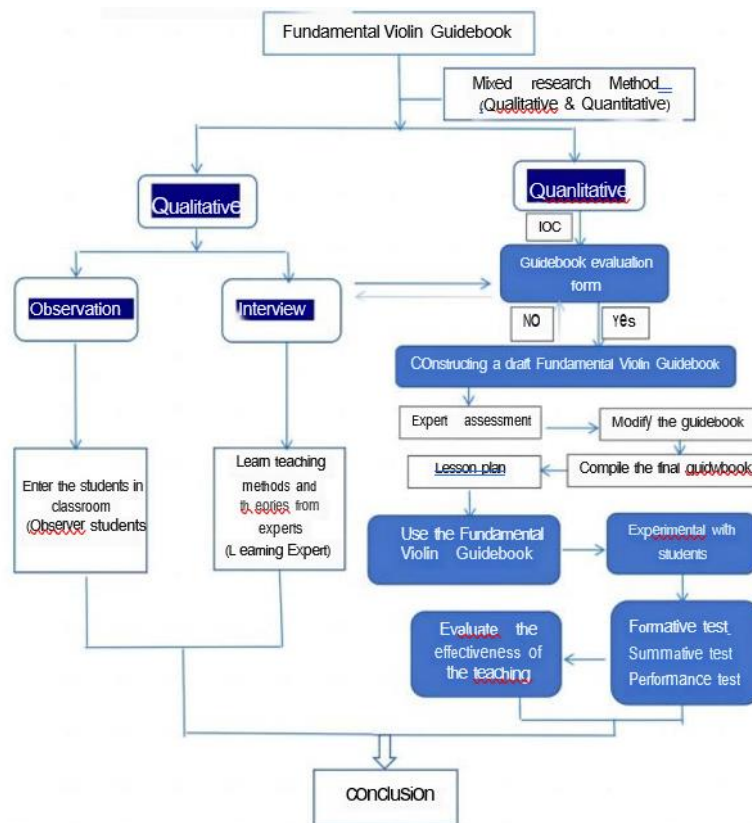
#### **Population**

45 first-year violin beginners majoring in music from Hainan Tropical Ocean University.

#### **Sample**

Simple random sampling 23 students studying fundamental violin course.

## Research Conceptual Framework



**Figure 1** Research Conceptual Framework

## Research Results

### 1. To study violin teaching method for the beginners

Through interviews with violin education experts, researcher selects a series of basic teaching repertoire suitable for beginners for students, the “Fundamental Violin Guidebook” should comprehensively cover the fundamental technique of the violin and the importance of musical performance, including detailed instructions on the form and training of the left and right hand, and how techniques can be applied to different styles of music. Teaching research and practical performance demonstrations help improve students' understanding and application. The guide book will be written with a combination of traditional and modern teaching concepts, based on the “Suzuki Violin Textbook” and the “National Violin Performance Grade Examination Collection”. The content includes basic theory, scales, etudes, and interpretation of Chinese and West music, emphasizing cross-cultural elements and different styles of violin playing. In addition, the textbook is also designed to stimulate students' enthusiasm for performance, including the fundamentals of performance and stage performance skills. Formative tests, summative tests and performative tests are used to evaluate students' learning results.

## **2. To construct fundamental violin guidebook for the beginners**

By studying violin teaching methods and strategies from experts, the researchers concluded that the Basic Violin Guidebook should combine theory with practice, comprehensively cover the basic theoretical knowledge of violin, basic techniques and the importance of music performance, emphasize the training of basic skills, and how to apply techniques to different styles of music. The guidebook should be compiled with a combination of traditional and modern teaching concepts, in addition, the guidebook also aims to stimulate students' enthusiasm for performance and enhance their aesthetic ability.

The guidebook is divided into four parts: Chapter 1: Violin construction and basic theory; Chapter 2 Basic violin training; The third chapter scales and etudes; Chapter IV interpretation of Chinese and foreign violin works. This guide book is designed to help students enter the world of the violin and learn the basic playing methods of the violin, providing a comprehensive study guide to the fundamentals of the violin for beginners.

The first chapter describes the basic concepts of violin, from understanding the various components of the instrument such as neck, strings, codes to mastering the tuning methods and skills. At the same time, the guide also introduces the daily maintenance of the instrument, teaching students how to care for and maintain their violin, and keep the instrument in the best condition. In addition to hardware knowledge, this chapter covers the basics of music theory, such as reading staff, understanding pitch and rhythm, and basic musical terms and symbols. The combination of theory and practice helps students build a solid foundation in music and technology under the right guidance, laying a solid foundation for further learning and development.

This chapter mainly focuses on the practice of basic violin playing skills. It covers the basic skills of the lefthand and the right hand, including the finger position of the left hand, the string method, and the bow holding and control skills of the right hand. At the same time, the content of this chapter also includes the left and right hand finger change exercises, string change skills, and the right hand bow change action. In addition, this chapter also introduces the training of intonation and rhythm, the training of timbre and strength, and how to train the strength control. These exercises are designed to help students build a solid foundation of playing techniques that will serve as a foundation for higher level learning.

The third chapter is devoted to scale practice and the study of etudes. The content covers basic major and minor scale exercises such as the A major, G Major and B flat major scales, as well as melodic minor scales in a minor and g minor. At the

Same time, this chapter also includes advanced exercises for higher levels, such as the D major, C major, and F major scales. In the etude part, according to the recommendation of experts and referring to the Chinese music grading system, the pieces of different difficulty levels from level 1 to Level 5 are selected, and two practice pieces are provided for each level for students to practice and master. Through systematic practice, students can not only familiarize themselves with scale patterns, but also improve their playing skills and musical understanding.

The fourth chapter deeply discusses the interpretation and interpretation of Chinese and foreign classical violin repertoire. The Western section focuses on the analysis and interpretation of classical Western violin works and instructs students on how to perform these works. In the section of Chinese works, this chapter specifically describe show to interpret red patriotic songs, and gives a detailed interpretation of the background and emotion of such works. In addition, this chapter also specifically introduces the unique style and playing

method of Hainan violin works, so that students can understand and master the art of violin playing more comprehensively. Through this rich and diverse repertoire, students will be able to improve their artistic expression and music understanding.

### **3. To use fundamental violin guidebook for beginners**

The teaching process is divided into four stages. The first stage introduces the basic theory of the violin in detail, including the name of each part of the instrument, the function and the basic playing posture. In the second stage, students will learn basic playing skills under the guidance of the teacher, such as correct finger placement, basic string pressing and bowing. In the third stage, students improve their playing skills by practicing different etudes, and learn how to control intonation and rhythm. In the fourth stage, teachers will display teaching achievements through students' performance, further stimulate students' learning interest, strengthen students' understanding of music integrity and cooperation, as well as music emotional expression and interpretation of different styles of music.

### **4. To evaluate the result of teaching by using the guidebook**

The formative test, summative test and performance test were carried out on 23 first-year students in Hainan Tropical Oceanography College to verify the validity of the Fundamental Violin Guidebook. The students took formative tests three times at week 4, 8 and 15, and summative tests at week 16. The stage was finally presented in Week 17.

Summary: That the Fundamental Violin Guidebook has high practical value and can be applied to violin teaching. The experts gave positive evaluation on the overall achievement level of the students, which further proves the effectiveness of the teaching materials and the applicability of the teaching methods. This is a very encouraging result and shows that the violin guidebook written by the researchers can help students improve their skills and enhance their musical expression, and the effectiveness of the use of the guidebook has been recognized by experts. Researchers will continue to improve and improve to meet the higher needs of students and teachers. Students' ratings were generally high and relatively evenly distributed, with only a small number of students showing large fluctuations in their ratings. These data show that the guidebook has a good guiding effect on improving students' basic violin playing skills, and the guidebook can provide reference experience for junior violin students.

## **Discussion**

Experts suggest that the construction of the guidebook should combine Eastern and Western teaching methods that related with Zhang (2018) concluded in his research inheriting the rigor of Soviet violin education while also absorbing Western flexibility and innovation. Therefore, researchers adopt a combination of Chinese and western methods in the construction of fundamental violin guidebook. Experts suggest that violin teaching should pay attention to the training of basic skills, through the training of basic skills, students can establish a solid technical foundation for the future of advanced skills and artistic performance to lay a solid foundation. At the same time, teachers should flexibly adjust the teaching content and methods according to the different levels and needs of students to ensure the maximum learning effect of students. This view is related with Feng (2005) research that Chinese violin education pays special attention to the training of basic skills, such as intonation, rhythm, timbre, etc., to lay a solid foundation for students' future development. Since the 1980s, the study of violin theory, especially the study of violin playing technique, has made considerable progress. The research content is rich, which not only focuses on the

improvement of violin playing skills, but also involves the artistic content of performance performance and music interpretation. This is used in chapters 2, 3, and 4 of the guidebook. Western violin performance should pay attention to the process of emotional communication. That related with Meng (2017) study on the interpretation of violin works, and experts recommend a thorough understanding of the characteristics of the Italian violin school: First of all, this school attaches great importance to the expression of emotions, regards the creation and performance of the violin as the process of conveying emotions, and pursues the expression of emotions to the extreme, so as to show extreme exaggeration and intoxication style. Second, the school advocated maximizing the performance potential of the violin as an instrument, and as a result, many players made innovations in the design and manufacture of the violin to enhance its musical expression, which achieved remarkable results. Violin beginners should follow the moderate principle of emotional expression in their interpretation of the music, which should not only accurately convey and interpret the emotion and style of the work, but also not over-express it. This is used in chapters 3 and 4 of the guidebook.

## **Recommendation**

### **1. Practical Recommendations**

Recommendations for violin teacher training include technical upgrading, pedagogical research, psychological understanding of students, and development of diversified teaching content to deepen teachers' understanding of teaching materials and advanced pedagogy to ensure that they can effectively apply these strategies in the classroom.

#### **1) Technical grinding and updating**

Regularly hold violin technical seminars and invite famous violinists to share their advanced playing skills.

Organize lectures and workshops focusing on music theory, performance interpretation and modern violin techniques, such as multi-part performance and interpretation of modern music works.

#### **2) Teaching innovation**

Introduce and explore a variety of teaching methods, including Suzuki teaching method, Orff music education method, etc., to adapt to the needs of different learners. Provides strategic training on how to combine technical training with musical expression.

### **2. Recommendation for future research**

To increase student engagement and deepen their music learning experience, here are some specific suggestions for teaching violin basics:

#### **1) Increase interaction and participation:**

Encourage students to showcase their technical and artistic achievements through student violin recitals.

Arrange regular internal and open competitions to stimulate students' competitive spirit and improve performance.

Create workshops, especially master classes with renowned violinists, to not only provide students with the opportunity to learn, but also stimulate their passion for music.

2) Curriculum integration:

In the course design, violin teaching is combined with other art forms such as piano, dance, chorus, etc., to enhance the interdisciplinary learning experience. Implement project-based learning that encourages students to work in teams to create musical compositions, which will promote teamwork and artistic creativity.

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