

The Conducting Guidebook for Undergraduate Students

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Abstract

Music conducting, like other music performing arts, requires not only conducting techniques and performance skills, but also a professional textbook as a reference and theoretical guidance. Especially as an undergraduate student, it is very necessary to have a proper conducting guidebook in the process of learning conducting. However, the author found through investigation that undergraduates majoring in conducting do not have a specific guidebook, but only a textbook in general. So the author decided to create a conducting guidebook for undergraduates. The objective of this research are (1) To study conducting with key informants. (2) To construct the conducting guidebook for undergraduate student at Shanghai conservatory of music. (3) To conduct teaching experiment by using guidebook. (4) To evaluate the results of teaching experiment by using guidebook. This research use a mixed research method by using an experimental group with a simply random sampling.

Keywords: Conducting; Guidebook; Undergraduate Students

Introduction

Shanghai Conservatory of Music is the earliest professional music art school in China. It is also the representative of Chinese music schools in terms of teacher allocation, hardware facilities, teaching quality and so on. "In the conducting teaching, students should have a standard guidebook with them, which can provide a theory support." However, as an undergraduate conducting teaching in Shanghai Conservatory of Music, there is always a lack of a unified, systematic and targeted conducting guidebook. This is not conducive to balancing the quality of conducting teaching and controlling the teaching progress. Therefore, the author intends to conduct a survey and research on the undergraduate teaching situation of Shanghai Conservatory of Music by interviewing experts and observing on the spot. At the same time, these survey results are combined with advanced teaching concepts and methods at home and abroad. Finally construct a conducting guidebook suitable for undergraduate students of Shanghai Conservatory of Music. The author hopes that this guidebook can be used as an important auxiliary teaching material in conducting teaching, and can play a practical role in helping teachers and students, and make a contribution to the cause of conducting teaching in China (Dou, 2017).

Research Objectives

1. To study conducting with key informants.
2. To construct the conducting guidebook for undergraduate students at Shanghai conservatory of music.
3. To conduct teaching experiment by using guidebook.
4. To evaluate the results of teaching experiment by using guidebook.

Research Methodology

This is a Mixed Qualitative and Quantitative Research Method

Qualitative Research:

1. Studying the conducting skills and related knowledge with key informants by observation.
2. Obtaining some teaching conceptions and teaching methods by interviewing.
3. Constructing the guidebook

Quantitative Research:

1. Using conducting guidebook for experimenting teaching students.
2. Getting feedback of using guidebook by teaching students.
3. Evaluating the result of using the guidebook.

Conceptual Framework

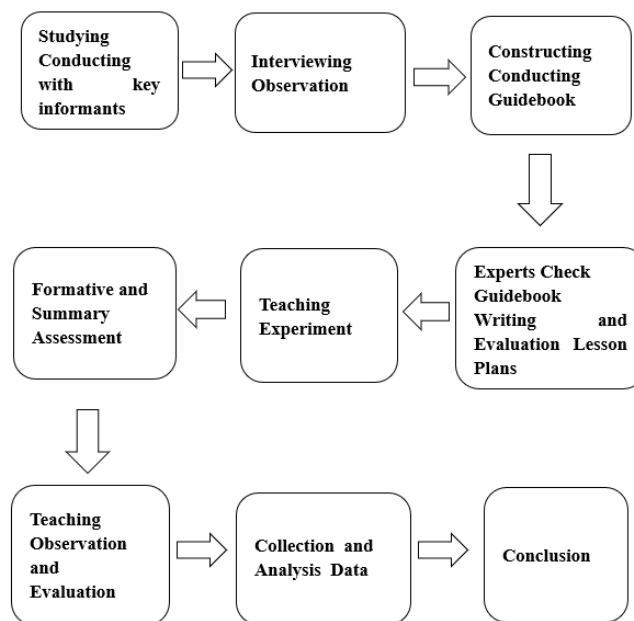


Figure 1 Conceptual Framework

Research Findings

1. Results of Studying Music Conducting with Key Informants

Music conducting is a highly comprehensive major that requires learners to have certain knowledge reserves and qualities. In addition, there are various versions and ideas on conducting teaching methods and key points. Therefore, when learning conducting and conducting teaching methods with experts, The author mainly studies and researches this subject through questionnaire, interview, field observation, literature research and other methods. In addition, in the study and investigation, the author summarized the teaching characteristics, teaching methods and teaching contents of each conducting professional teacher. These contents and data also became the important premise and basis for creating the conducting guidebook.

In the study of conducting literature, the author compares and summarizes the teaching methods and teaching characteristics of representative music colleges at home and abroad, seeking commonalities in differences and exploring differences in commonalities. Finally, the author has a comprehensive, objective and in-depth understanding of the conducting profession and a deeper understanding of the research and exploration of conducting teaching in the process of learning conducting from key informants.

2. Results of Constructing the Conducting Guidebook

As for conducting books, there are already many kinds in the market, whether it is a popular book about conducting majors, or as a reference textbook for professional colleges, it can be said that each book has its own value and advantages. However, Shanghai Conservatory of Music, as the earliest music school in China to establish conducting major and one of the best music colleges in China, although it has its own comprehensive and universal conducting textbook, it lacks a more targeted textbook on conducting for undergraduate students.

In view of this problem, the author decided to create such a guide book, the purpose is to make a little contribution to the conducting profession, for the development and progress of China's conducting profession to give their own strength. In the process of creating the guide book, the author scanned and studied a large number of conducting-related books and materials, and combined with the characteristics and needs of undergraduates, added some practical content to the guidebook, aiming to make the guide book more comprehensive sexual orientation. From theoretical knowledge to conducting techniques, to practical application, analysis of works and guidance, this guide book can be said to play a guiding role in conducting learning in all aspects, and truly become a guide book for those who have not studied conducting, and those who have not come into contact with conducting can also learn basic conducting guides through the guidebook.

3. Results of Conducting the Teaching Experiment by Using Conducting Guidebook

Results of the third objective is that the researcher designed and conducted a teaching experiment, which included 15 lesson plans;15 lessons and 4 tests. During the teaching experiment, 5 conducting students from Shanghai Conservatory of music asked for taking lesson and tests with researcher by using guidebook.Over a period of 15 lessons, the researcher arranged four tests, one for the first lesson (before using the guidebook); The sixth lesson (after using the guidebook); Lesson 12 (after using the guidebook) and Lesson 15 (after using the guidebook) staged tests In the teaching experiment, the researcher evaluated the students'

theoretical knowledge, conducting techniques and skills, music performance and the ability to control the band. Each test result is recorded truthfully and used as the basis for data analysis.

4. Results of Evaluation the Results of Teaching Experiment by using Conducting Guidebook

Through interviews with four key informants and combining with foreign music conducting teaching methods, a set of comprehensive teaching method data in music conducting is obtained. After the course of 15 lessons in a semester, the students' grades have improved significantly compared to their previous grades without the guidebook as well as start from the second test results, the students grades have been above average. In addition, the main research finding can be shown that all of the students had grades above 3.5. The results showed that all the students who participated in the teaching experiment scored above average, which also confirmed the practical sexual feasibility of the conducting guidebook. Moreover, more than half of the students have maintained a grade around 3.6 and the trend is rising. This result shows that students' academic performance has been significantly improved and improved in all aspects after using the guidebook, and this progress is on the rise. This is also a good example of how helpful guidebooks are to students. Finally, it is worth mentioning that if we compare the students' first grade before using the guidebook with the students' last grade after using the guidebook, we will find that the range of the scores increase above 0.5 at least. This result means that every student's score has improved by at least 0.5, which again illustrates the effect of the guidebook.

Therefore, through the analysis of the results of the teaching experiment, we can find that students' achievement levels have been improved and progressed to a certain extent after using the conducting guidebook, which also indicates that the conducting guidebook is helpful to students, and it will improve students' learning efficiency and promote the development of the conducting major.

Conclusion

Shanghai Conservatory of Music is one of the most influential music schools in China, founded in 1927. Since its establishment, the Conducting Department of Shanghai Conservatory of Music has cultivated a large number of outstanding conducting talents. However, according to research, the author found that undergraduate students of Shanghai Conservatory of Music do not have a specific music conducting guidebook, but having only conducting book in general. Therefore, the author decided to construct a conducting guidebook for students. This is a mixed method research by 30 students population from Shanghai Conservatory of Music and 5 students from the population, which is a simply random sampling. Following the objectives of the research, the conducting guidebook was constructed with over 230 pages and four chapters. In addition, after 15 lessons and 4 tests teaching experiments, the results of the research are almost all of the students had grades above 3.5. All of the students grades were raised from 2.0 to 3.0. More than half of the students have maintained a grade around 3.6 and the trend is rising. Comparing the scores of the students in the first test without using the guidebook with the scores after using the guidebook in the fourth test, the range of the scores increase above 0.5 at least.

Discussion

The author believes that the value of the conducting book in teaching can not be simply said that the value of the conducting book or not much value, but should depend on the teacher's own understanding and application of the guidebook. In other words, if the teacher only tells the content of the guidebook, the students will understand it, but the value of the guidebook may only be 50%, on the contrary, if the teacher teaches the content of the guidebook through their own understanding and practical experience, then the value of the guide book is 80% or even more (Fu & Ren, 2018). Therefore, the author believes that not only the conducting guidebook, any book presented by the words on paper has its own value and limitations, and how to give full play to its value depends on the reader's own understanding and understanding of the teacher. The guidebook for conducting should be a practical and theoretical book, which means that it should cover basic knowledge and practical tips.

Therefore, the guidebook can be used as a good reference and guidance of teaching ideas, in the actual teaching can neither completely refer to the guidebook," nor completely separate from the guidebook, this balance needs learners and educators to explore and research.

Due to the particularity of conducting major, conducting learning and teaching are different from other majors in many ways (Lu, 2017). For example, conducting teaching has to be accompanied by two pianos, chamber music, or band accompaniment. "This special class demand and method is very passive in teaching."The quality of conducting teaching and learning depends on the quality and scale of the accompanist's performance (Qin, 2019). However, other music majors are very free and active in teaching, and their teaching forms can be diversified and highly flexible.

Moreover, the teaching of conducting majors needs more inspiration and demonstration from teachers (Song, 2014). The author believes that simply asking students to model the movements and gestures of teachers is not a good choice and method, because the movements and gestures of conducting different works change all the time, and teachers only have to teach students the principles and basic methods of conducting (Yang, 2010). The rest depends on the students' own understanding and understanding. In the field of conducting, there is a saying: "Conducting is not taught, but understood by oneself", although this sentence is very short, but the truth contained in it is really learned after the conducting will be understood. Therefore, in conducting teaching, teachers need to give students more inspiration and demonstration, and students also need more time to self-comprehend and understand.

Recommendation

1. Practical Recommendations

In the process of using the guide book for practice, the author recommends that students adopt a combination of theory and practice for learning. For example, if a student learns a knowledge point in a guidebook, then he needs to understand and test the correct way to use this knowledge point in practice. The author believes that only by using this method to guide the book, students will have a more comprehensive and profound understanding of the knowledge points in the guidebook, and the maximum value of the guidebook will be realized.

2. Recommendation for future research

For the further research, the author hopes to continuously revise and add new content more in line with the development of The Times in the guide book according to the continuous updating of knowledge and the gradual accumulation of experience, but the main theory and

foundation remain unchanged. The author believes that such an approach can ensure that the value of the guidebook is maximized and that it can keep up with the development of the conducting profession.

In addition, for future research, the author expects that there will be more guidebooks for conducting majors at different levels, for example, guidebooks for conducting graduate students; A guidebook for choral conductors; and guidebooks for non-conducting professionals. The author expects that with the progress and development of future research, the theoretical knowledge of conducting major will become more and more abundant and complete, and it will also play a positive role in promoting the development of conducting major.

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