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Research Article

Practice and Reform Measures of Erhu Teaching in Changshu Institute of Technology*

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Abstract

With the exploration of erhu teaching, teaching resources are optimized and integrated. In particular, the rise of the Internet technology has fundamentally changed teaching modes and talent training ways. To expand the breadth and depth of erhu teaching, Changshu Institute of Technology tries to find the latest teaching methods. It puts forward a three-dimensional teaching mode which includes online and offline teaching, studying and practice through the Internet. With the help of the Internet technology, a multimedia teaching platform is formed with the characteristics of sharing, participation, liberalization and openness, which enables individualized teaching and personalized learning. This method has been used in Changshu Institute of Technology, and achieved results, indicating the direction and ideas for further promoting the teaching practice and reform of erhu.

Keywords

Erhu Teaching • Internet Technology • Three-Dimensional Teaching Mode • Flipped Classroom

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Erhu, a traditional bowed stringed instrument, has been under the spotlight with the development of Chinese traditional culture (Roehl, Reddy & Shannon, 2013). Especially, as the increasing of communication between Chinese music culture and world culture in recent years (Mok, 2014), erhu is popular with music lovers due to its unique performance form. However, the erhu teaching as an art major in colleges and universities is lagging behind (Flumerfelt & Green, 2013). The reason is that the erhu teaching, as a practical course, lacks extensiveness and diversity in terms of its learning forms and student numbers compared with other art courses (Pavlou, 2010). Changshu Institute of Technology has been exploring the direction of erhu teaching reform for many years. With the deepening of modern teaching modes, the erhu teaching is combined with the Internet, providing more diverse and convenient ways for students to gain teaching resources and broaden horizons. It has achieved results to a certain extent. But the erhu teaching still has some problems to be solved due to its particularity (Kowalchuk, 2010). Thus, Changshu Institute of Technology carries out a reform and method research from the teaching practice according to the basic teaching combined with the Internet resources.

The Internet teaching, as a modern teaching carrier, has an optimized and penetrative effect in the ever-changing teaching reform (McLaughlin *et al.*, 2014). Spurred by the Internet, the erhu teaching in colleges and universities is facing both challenges and opportunities. The application of the Internet in teaching is a new innovation and method on the basis of understanding, digestion, and absorption. The flipped classroom (Herreid & Schiller, 2013) is used in the erhu teaching. Teachers and students have gradually realized the teaching advantages of the advanced Internet technology. Many famous piano teaching websites (Mallinder & Flint, 2010) make the piano teaching develop into a new stage. In order to promote the erhu teaching reform, Changshu Institute of Technology has made a series of attempts. This paper mainly discusses the existing teaching modes and future development directions to provide theoretical basis for further promoting the practice and reform measures of erhu teaching in colleges and universities.

Research on Practical Cognition of Erhu Teaching

The purpose of erhu teaching is to cultivate advanced application-oriented talents with abilities of artistic performances, directing, wind music teaching and art criticism (Enfield, 2013). As an art curriculum, the erhu teaching focuses on both skill training and the usage of modern teaching auxiliary facilities, in order to widen students' horizons and gain clear cognitions (Schweder, 2010). Based on the erhu teaching in Changshu Institute of Technology, this paper conducts a questionnaire that covers Changshu Institute of Technology, Nanjing Normal University, Jiangsu Normal University, Yancheng Normal University and other five universities. According to the analysis of effective 150 questionnaires, the key words are the Internet teaching, lectures, students' playing skills and the way of read music through the SPSS statistical software. Table 1 shows the erhu teaching methods, Table 2 the exploration of teaching modes, and Table 3 the existing problems in students' learning process.

"Three-dimensional" Flipped Classroom and the Internet Teaching

"Three-dimensional" Collaborative Internet Teaching Establishment

The questionnaire shows most of erhu teaching in colleges and universities still is given priority to the collective teaching. This paper introduces the "three-dimensional" flipped teaching concept, that is basic theories, the Internet information teaching and mutual evaluation. Each of them is introduced into the flipped concept. Teachers and students exchange their identities, and players and audiences exchange their roles. The erhu teaching should possess an open and shared education concept. Teachers should encourage students to use the Internet for learning, and actively play their role in guiding and controlling. In addition, teachers need to change their traditional and dominant teaching role, fully mobilize and play the autonomy of students. The "three-dimensional" flipped teaching has the characteristics of sharing, participation and openness. The "three-dimensional" teaching can achieve the interactive effect of flipped classroom and break the time-space boundaries of traditional teaching. The Internet resources can improve teachers' practical abilities in using the Internet. Teachers actively adapt to the new teaching classroom to provide the second classroom for students with the Internet technology. The flipped classroom can improve students' learning ability and expose the existing problems in the study. The transmission through the Internet can help students to realize their shortages timely and find ways to improve in the learning process. At the same time, students can carry out self-learning according to their own learning goals, difficulties and interests, ensuring their effective learning. The establishment of "three-dimensional" collaborative Internet teaching is conducive to improving the erhu learning literacy, forming systematic collaborative practice habits, enhancing music appreciation abilities by the Internet resources, and accumulating diversified music theories and cultural knowledge.

Table 1
Erhu Teaching Methods

| Answer | Collective teaching, paradigm and explanation | Multimedia creation scenario | Short video demonstration playing technique | Group discussion | Other |
|------------|---|------------------------------|---|------------------|--------|
| People | 150 | 96 | 18 | 50 | 14 |
| Proportion | 100% | 80% | 15% | 44.67% | 11.67% |

Table 2
Teaching Mode Exploration

| Answer | One to one class | Group class | Collective class | Comprehensive teaching | Others class |
|------------|------------------|-------------|------------------|------------------------|--------------|
| People | 28 | 85 | 69 | 28 | 15 |
| Proportion | 18.5% | 52.5% | 38.8% | 26.7% | 33.7% |

Table 3
Problems in Students' Learning Process

| Answer | Cannot choose the appropriate playing method | Hard to play | Difficulty in lifting and lowering numbers | Playing dull | Poor improvisation |
|------------|--|--------------|--|--------------|--------------------|
| People | 25 | 27 | 23 | 52 | 96 |
| Proportion | 20.8% | 22.5% | 19.17% | 43.33% | 80% |

Virtual Network Erhu Teaching Platform Exploration

On the basis of the establishment of "three-dimensional" collaborative Internet teaching, Changshu Institute of Technology explores its feasibility through the formation of virtual network erhu teaching platform. This paper statistics their students' teaching materials from 2013 to 2017 and conducts a comparison with other universities, as shown in Fig. 1. It is found that the investigated universities apply different materials. The matching value of Changshu Institute of Technology is 75% from 2013 to 2015. The matching value is less than 50% since it has conducted the Internet teaching in 2016. It is analyzed that students' comprehensive performance ability in recent five years is significantly improved compared with that before. The latest teaching modes have gradually transformed the teacher-led collective teaching modes into the online and offline equal dialogue teaching modes, to enhance students' participation in the erhu teaching. Fig. 2 is the matching degree of learning achievement ability after Changshu Institute of Technology introducing the Internet teaching. Different learning methods are corresponding to different matching degrees of learning achievement ability. For example, when more playing methods and mutual practice are introduced in the Internet teaching platform, students' sight-reading ability is stronger. When more music theories, appreciations and sharing are introduced, students can deal with emotions better. As the medium of teaching, the Internet provides an important platform for teachers to integrate erhu teaching resources.

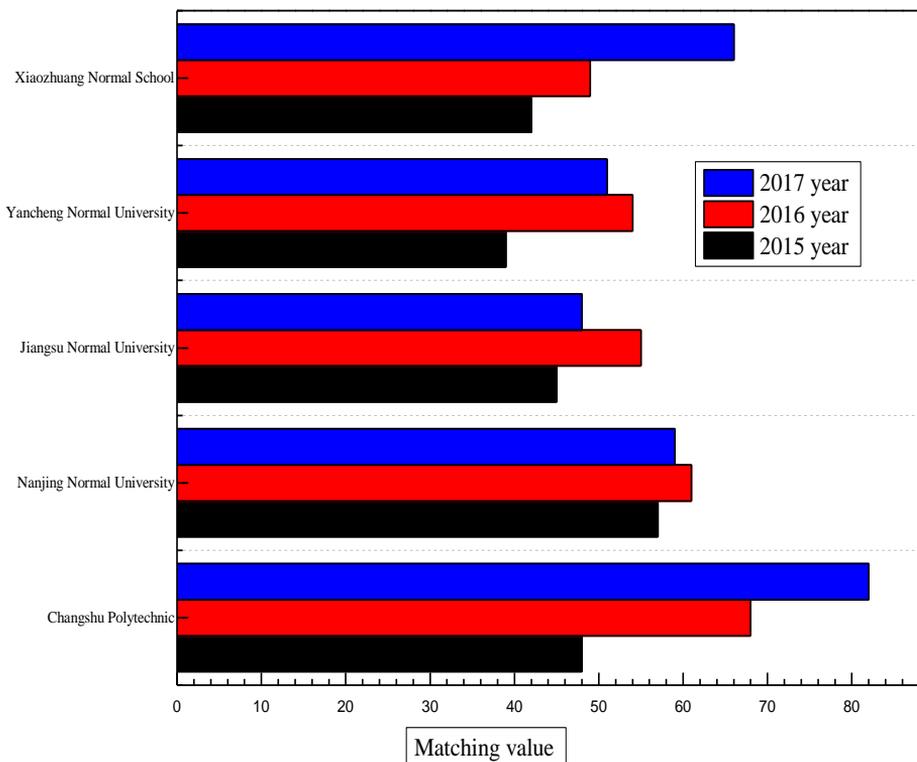


Figure 1. Matching Value of Different College Textbooks and Practical Teaching.

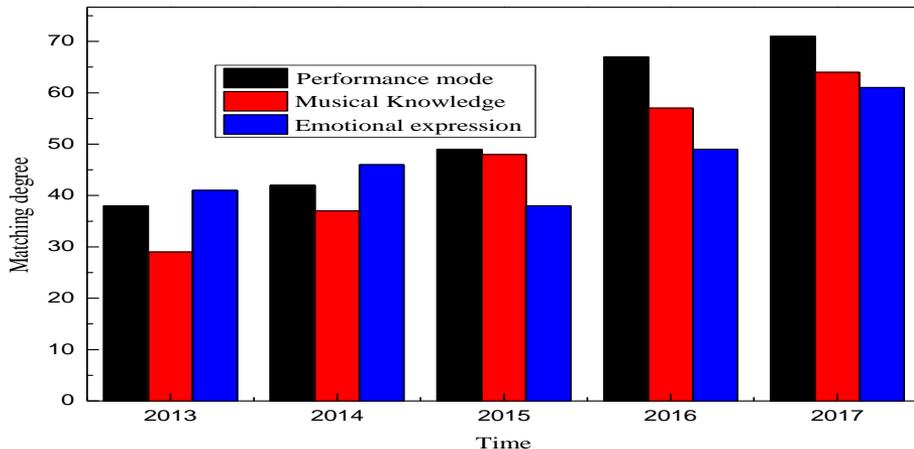


Figure 2. The Matching Degree of Learning Achievement Ability in Different Teaching Years.

Reform Measures of Erhu Teaching

Traditional Erhu Teaching Modes New Exploration

The main purpose of this study is to indicate the reform direction of erhu teaching, but also to provide a basis for innovation. Therefore, a detailed questionnaire is carried out to analyze the reform of erhu teaching. Fig. 3 shows the reform direction of erhu teaching through the investigation and analysis. Fig. 4 is the current direction of erhu teaching construction. From Fig. 3 and 4, it can be seen that scholars suggest reforming the erhu teaching. According to the practice of Changshu Institute of Technology in the past two years, the key of erhu teaching reform is to combine the Internet teaching and pattern construction. But the "three-dimensional" concept needs to be classified and analyzed to integrate the teaching, learning and practicing.

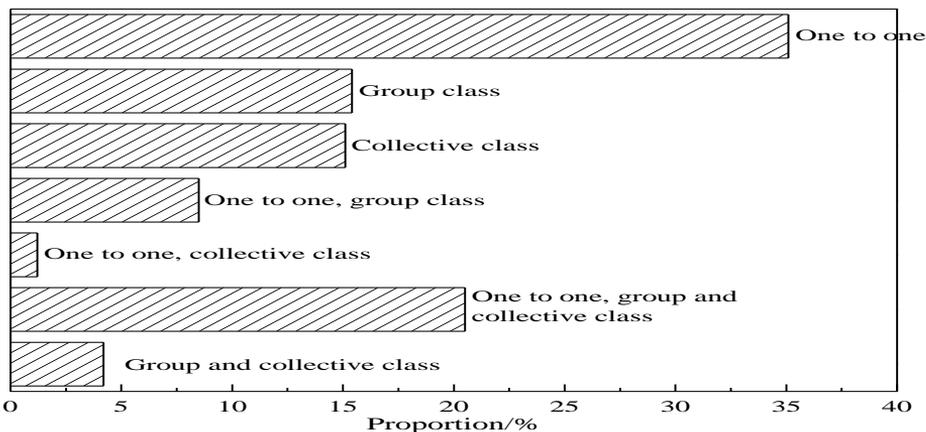


Figure 3. Comparison of the Results of Erhu Teaching Direction Survey in Changshu Institute of Technology

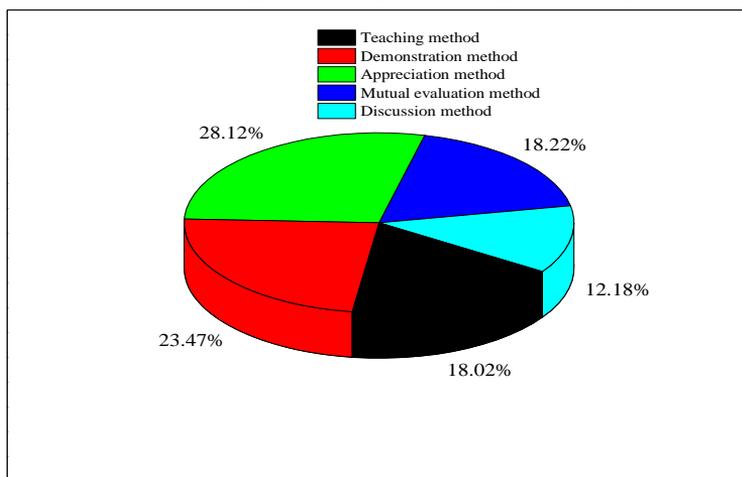


Figure 4. The Direction of Erhu Teaching Reform in Changshu Institute of Technology.

"Three-dimensional" Erhu Teaching Platform Construction

Based on the above analysis and practice, the construction of "three-dimensional" erhu teaching platform is a new reform direction. The video teaching can cultivate students' independent and competitive consciousness. Students can independently try to prepare courses, and share with their teachers and classmates according to the basic knowledge of learning through the mutual evaluation and identities exchanges between teachers and students on the Internet simulation platform, so as to achieving resource sharing, liberalization and individualized teaching. Therefore, the "three-dimensional" platform is closely connected with the Internet, giving full play to the advantages and values of modern online teaching and enriching students' music visions. Compared with traditional teaching methods of group class and collective class, this platform is easier for students to open the window of thinking and better apply their abilities to practice. Thus, students not only achieve their professional learning, but also optimize and integrate resources through this platform. For instance, a network about the piano and violin learning resources can be established to integrate different music resources and to enrich the regional music literacy. It is needed to make greater efforts to expand sharing erhu courses on a regular basis.

Conclusions

Based on the original erhu teaching methods and experimental teaching results, this paper studies the application of "three-dimensional" flipped classroom teaching mode in the erhu teaching reform combined with the Internet technology. The specific conclusions are as follows:

(1) The "three-dimensional" teaching has the characteristics of sharing, participation, liberalization and openness, etc. The generation of flipped classroom has made the production and teaching of the Internet knowledge break time-space boundaries.

(2) Through the "three-dimensional" teaching thought, the Internet learning platform established with the help of the Internet platform can achieve different teaching results according to the implanted key points and contents. Teachers can teach students in accordance with their aptitude, and students can learn according to their interests and career focuses.

(3) Students can use the Internet to expand the research on erhu and achieve the teaching effect of flipped classroom. Through the flipped learning, students stimulate their enthusiasm for independent learning, but also break the space restrictions, consolidate their theoretical and practical skills, and guide their future career choice.

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