

Original Research Article

# Theory and Practice of Oboe Teaching Method

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**Abstract:** Since the new period, the continuous improvement of my country's economic level has promoted the development of education, and the deficiencies that have existed in education in the past have gradually emerged. At present, in order to train more high-quality talents, it has become more social consensus to carry out education reforms. Oboe teaching, as an organic combination of art and education, should follow the development of the times, eliminate backward teaching methods, optimize teaching according to scientific teaching methods, and cultivate more high-quality artistic talents for the country.

**Keywords:** Oboe Teaching; Teaching Methods; Theory and Practice; Oboe Teaching Model

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At present, most universities continue to use the previous teaching methods when conducting oboe teaching. They have not followed the changes in the times and the direction of artistic talent development to adjust their strategies, resulting in a conflict between teaching and the actual development needs of students. At the same time, many teachers are still unable to grasp the direction during the adjustment of teaching methods, and do not know how to innovate, it is difficult to grasp the balance between art and teaching. Therefore, it is necessary to reform the shortcomings in the current status of oboe teaching and explore ways to improve the actual teaching level.

## 1. Current oboe teaching situation in my country

Although oboe is an art subject, it is not much different from other subjects in the teaching system of colleges and universities in my country. It still chooses traditional teaching methods to carry out teaching. According to the actual requirements of the syllabus, teaching tasks, teaching objectives, etc., carry out teaching step by step<sup>[1]</sup>. When assessing the level of students, teachers usually choose to inspect students' performance level and theoretical knowledge in stages, and use it as an important reference to measure the teaching effect. At present, in the evaluation process of teachers, theoretical knowledge and performance level each account for half of the total score, which has the same effect on the students' final score. Although it can achieve a balanced development of theory and practice to a certain extent, it is also easy to cause students with better playing talent but poor theoretical knowledge to be buried. At the same time, it is also easy to cause students to pay too much attention to theoretical knowledge learning and ignore the improvement of performance level. They think that as long as they can pass the final review, they forget the ultimate goal of oboe learning, and they cannot fully display the talents of students. In general, there are still many drawbacks in the traditional teaching methods, which is not conducive to the comprehensive development of students, and it is difficult to train high-quality oboe talents.

## 2. Theory of oboe teaching method

### 2.1 Demonstration teaching

As a music subject, oboe requires organic combination of perceptual thought and rational thought, and chooses scientific teaching methods to carry out teaching in order to be able to impart theoretical knowledge and performance skills to students and help them make progress. As an important part of actual teaching, demonstration teaching has perceptual characteristics. It mainly uses specific music effects to help students understand the performance requirements, thereby promoting the improvement of students' personal artistic level. Teachers need to pay attention to the accuracy of playing when performing demonstration performances, and fully demonstrate their musical literacy, so as to stimulate students' imagination of music. At the same time, teachers should pay attention to the teaching of theoretical knowledge in the teaching, analyze the essence and content of the musical works, and summarize the musical works through the concept of timbre and emotional color to deepen the students' understanding of musical knowledge<sup>[2]</sup>.

### 2.2 Teach students in accordance with their aptitude

As an important teaching theory, individualized teaching is also the basic teaching principle that teachers should grasp. In

the actual teaching process, teachers should choose the targeted way to carry out the teaching according to the different students' cognitive level, learning ability and their own quality, from its characteristics, give full play to students' strengths, make up for students' deficiencies, and then stimulate students' interest in learning. Because the composition of college students is more complex, although they are in the same classroom, but influenced by the situation of music unified examination in different regions and different score lines, their actual music level is different. At the same time, because of the difference between music enlightenment and oboe playing method, the actual performance level is also different. In addition, due to the differences of students themselves, teachers should choose different teaching methods from the aspects of students' actual music quality, perception ability and music feeling<sup>[3]</sup>. This requires teachers to change the same teaching mode in the past and carry out targeted teaching according to the characteristics of students.

### **2.3 Inspired by the guide**

Heuristic teaching is to choose reasonable teaching methods, inspire and guide students to carry out knowledge learning, stimulate students' interest in learning, and give full play to students' initiative according to the actual teaching content and students' own knowledge level and cognitive law. At present, heuristic teaching plays a certain role in the process of education reform in China. In essence, Oboe teaching is a kind of musical instrument teaching. As the main guide of students, teachers have a direct impact on students' learning methods and performance level<sup>[4]</sup>. Therefore, in the actual teaching process, teachers should choose a reasonable way to inspire and guide students according to the needs of teaching.

## **3. The practice of oboe teaching method**

### **3.1 Carry out demonstration teaching and understand teaching content**

In the process of oboe teaching, demonstration teaching can help students learn specific performance knowledge from teachers' music performance, and turn theoretical knowledge into their own use. However, it should be noted that the main purpose of the demonstration teaching is to help students improve their performance level, rather than simply imitating the teachers' outward movements<sup>[5]</sup>. At the same time, as an important guide in the learning process of students, the demonstration research is very important. The more accurate and emotional playing can stimulate students' imagination of music and get a good musical experience, so as to further master the music expression techniques and help students master specific expression methods of playing emotion. Therefore, in the actual teaching process, teachers should attach importance to the demonstration teaching, help students to have a specific understanding of the teaching content of double loop management through reasonable and effective demonstration methods, help students get more playing skills, and achieve the improvement of students' art level.

Although demonstration teaching belongs to perceptual education, in the actual teaching process, teachers need to pay attention to the rational characteristics of teaching, not only to perform the demonstration, but also to explain the essence and content of music work. With the students in the performance of the work analysis, and fully express the concept of timbre and emotional color when playing, the music will be fully presented to students, so that students can really understand the connotation of the music. This requires teachers to improve their performance ability, not only to demonstrate and standardize performance, but also to explain the language easily. At the same time, we should choose flexible and diverse teaching methods. After the demonstration, we should choose vivid language to explain musical instrument theory and analyze musical form, so as to make students better understand the content of music performance<sup>[6]</sup>.

### **3.2 Pay attention to internal differences and insist on teaching students according to their aptitude**

In the actual teaching process, teachers should be aware of the differences between different students, so they should adopt the teaching method of teaching according to their aptitude, and carry out teaching according to the actual needs of students. The composition of college students is more complex, and their music starting point is different. There will be some differences in the methods of oboe performance that they studied before. Therefore, the first mock exam should be changed from the unconventional scientific concept of unified mode. In the process of teaching students' basic knowledge, we should proceed from the differences and particularity of the teaching methods and select teaching methods according to the students' characteristics. In order to teach students in accordance with their aptitude, teachers should first observe the characteristics of different students, learn to distinguish talents, understand the comprehensive music quality level of students, and know well. After that, the oboe teaching is carried out according to the individual differences of students.

In fact, due to the different talent of students, they are different in music sense of hearing, melody, rhythm, understanding of musical instrument timbre and tone quality and understanding of works<sup>[7]</sup>. Therefore, it is necessary for teachers to teach students according to their aptitude. Teachers can carry out targeted teaching from teaching methods and teaching progress. For example, students with lower overall level can start from basic skills, guide them to perform scales, Etudes and Baroque music, and increase the amount of training. The students and teachers with higher music level can help them to choose the appropriate classical work in the classical romantic period, and combine with modern work to train students' comprehensive serious ability and broaden their vision.

### **3.3 Play a leading role and optimize teaching effect**

In oboe teaching, teachers should give full play to their professional advantages, actively guide students to carry out learning, and give full play to students' subjective initiative. In the actual teaching process, students have an important influence on the final teaching effect, guide students to actively understand the teaching content, and practice all kinds of performance skills and skills to achieve the improvement of performance art ability. In order to achieve this goal, teachers should start from teaching practice, give full play to their guiding role, and inspire students to explore music knowledge. For example, when teachers lead students to study

new works or appreciate concerts, they can introduce historical materials, background of the times, internal thoughts, etc. related to musical works at the same time, guide students to understand the connotation of works, so as to stimulate students' interest in developing new rising learning and mobilize classroom atmosphere<sup>[8]</sup>. At the same time, teachers also need to play a demonstration role, through demonstration performance and language explanation, to show the abstract music to the students in a specific image, and lead the students to experience the music art with heart, so as to achieve the teaching effect.

#### 4. Conclusion

Oboe teaching is closely related to the cultivation of future art talents and the development of Chinese culture, so it is necessary to explore the theory and practice of its teaching methods. In the actual teaching process, regardless of innovation and reform or continuation of tradition, we need to pay attention to “teaching according to students' aptitude”, and adjust the teaching system according to the actual development needs of students and the needs of the talent country. At the same time, starting from the sound of oboe itself and combining with the characteristics of students' performance, we found the characteristics of students' performance and focused on training, highlighting the advantages of students. Finally, a scientific and reasonable oboe teaching system will be established to train high-level oboe players.

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