



## Technical Teaching for Violin of Associate Professor Dr. Kovit Kantasiri.

Prapansak Pumin

### Abstract

The purpose of this research was to study the Associate professor Dr. Kovit Kantasiri's violin teaching technique. This research was the qualitative research that the researchers interviewed and observed from Associate professor Dr. Kovit Kantasiri. According to the research, Associate professor Dr. Kovit techniques can be classified into 2 issues.

1. Associate professor Dr. Kovit used the child center method and chose the textbook which was suitable for each student. His teaching technique process was presentation, instruction, teaching conclusion and evaluation.

2. Associate professor Dr. Kovit taught his student to be proficient in Musical Intelligent. The student can use their Musicianship to test their violin technique in each topic that can be classified in 4 issues.

2.1 Technique of the left and right hand.

2.2 Tone Production and Pitch.

2.3 Musical and Style.

2.4 Combining the Musical Intelligent in high level.

According to the result of the research, Associate professor Dr. Kovit emphasize in ears training along with playing the instrument. The musician should be expert at music and can explain the music phenomenon. Knowing the music, the way he taught can help the student to develop their ability. Due to this, the Associate professor Dr. Kovit's methods have a great profit to develop teaching process in Thailand.

**Keywords:** Violin Teaching/Violin Techniques/Music Education.

### Introduction

The beginning of learning and practice violin in Thailand came from the western instrument band of the entertainment organizations under the Royal palace which teaches since September 1917 by Professor Jane duriyang (Piti Watayakom). It can be said that between the year 1917 to 1932, the symphony orchestra in Thailand become the best in Southeast Asia. However, the string orchestra began to fall down because the government did not see the value of music subject

after the changing of the govern system in 1932.

In the mojour of Thailand's music education, Assoc. Prof. Dr. Kovit Kantasiri is the person who takes an important role in violin teaching method in Thailand. He was the first person who received the scholarships to study Music in Bachelor degree for 7 years in Netherlands and for Master's degree and Doctor's degree in United States and England for 14 years. He is in one of the founders who established the important Symphony orchestra in Thailand such as

the Bangkok symphony orchestra, CU. Symphony Orchestra, etc. He became the president of the Music education program in the Faculty of Education and Faculty of Fine and Applied Arts in Chulalongkorn University.

Moreover, he is the professional teacher who can teach playing violin, History of Music, and Music Theories. Also, Assoc. Prof. Dr. Kovit Kantasiri has a good skill for playing the traditional Thai music because he was study with Mr. Luang Piror SiangSor and Mr. Jamnong Ratchakit. Due to many experience with many foreigner teachers, he made many masterpiece of music, which blend the traditional Thai music with western music perfectly. Nevertheless, he always motivates his students to study and compare the different between Thai music and western music as well as himself. His research studied about the song of Saw, the Thai's instruments, and Violin, which is a good lesson for the students to understand how to play violin easily. He created the formula and textbook for playing violin from the knowledge that learned from many countries for many students which is became his identity method. Thus, research of teaching violin technique by Assoc. Prof. Dr. Kovit Kantasiri is benefit for concentrate studying the violin techniques.

However, this result would help the student knowing more of the method of teaching to playing violin and help them improve their own teaching method.

### **The purpose of the Study**

The purpose of this research is to study the violin teaching technique of Assoc. Prof. Dr. Kovit Kantasiri.

### **Research Procedure**

The research of Violin teaching technique of Assoc. Prof. Dr. Kovit Kantasiri is the Qualitative research.

It is said by Luan Saiyot and Angkana Saiyot (2005:262) that the qualitative research is the best way to see the problem of measuring because it lead the researchers to observe and note the real information accurately without the issue.

After the research gathering accurate information, it is believe that this research would become valuable more especially in human behavior subject. The researcher uses the Qualitative research to divine these studies in to four stages.

#### **1. Preliminary investigation**

The information takes time since August 2008 by reconsidering the literary work to plan the project and prepare to collect the data.

#### **2. Procedures of collecting data**

The researcher is collecting the data from 2 types of the inforamtions which are documents and field documents.

##### **2.1 The source documents.**

The researcher collected the document data from the texts, periodicals, academic journal papers and the thesis from the following places

- (1.) The Central Library SWU.
- (2.) Mahidol Library and Knowledge Center.
- (3.) H.R.H. Princess Mahachakri Sirindhorn Music Library
- (4.) Music Library Mahidol University
- (5.) National Library of Thailand, Thavasukri

##### **2.2 The field data.**

The researcher collected the field data by open the interview with Assoc. Prof. Dr. Kovit Kantasiri. The body of the interview is as the following.

- (1) Studied from the document about the teaching course for summerized and divided in to the points for questioning.
- (2) Observation from classes.
- (3) Prepare the pre-planing for interview.

(4) Make an appointment with Associate professor Dr. Kovit Kantasiri for interview.

### 3. Procedures of data analysis

1. Divided the points in the interview for analyzing.
2. Gathering the missing data.
3. Analyzed the data by using the descriptive research.
4. Procedures of presenting

This research is presented in the pattern of descriptive.

## Conclusion and Discussion

Results of studied the teaching techniques of Associate professor Dr. Kovit Kantasiri can be describe as the following points.

## Results

### 1. The concept of violin teaching.

The teaching technique of Associate professor Dr. Kovit Kantasiri is the integrated method. He using the pros of Suzuki Method which is the best method for the beginner combined with the other method and applying the techniques and works from the western teachers such as Gingold Auer, Hubay, Flesch, Sevcik, Menuhin, Friedman, Albetto Lysy, L. Metz, and Theo Olof in his practice textbook for teaching. With his method of teaching, the students are more experienced in playing violin.

However, the method he use in teaching was adapt from Asst. Prof. Colonel Choochart Pitaksakorn who is one of his teachers. The content of method is including the using principles of yoga to emphasize in body exercise and relaxed the body from stiffness, practicing the hand and finger, correcting the finger position, and release the uncomfortable situation to make the students studied with full potential.

### 2. Methods of Teaching Violin.

Assoc. Prof. Dr. Kovit has the principles in choosing the Suzuki method for the beginner

players integrated with other teaching methods such as Kreutzer, Roder, Mazas, Hubay, Flesch, Sevcik, etc. However, he chose and changed the method to make it appropriated with each students.

The good techniques for making the musical sound is focused on teaching with international standards because it would help students to learn more effectively in short period. The main concepts of the teaching is suggested to put the finger and move it in correct ways, the way of holding the bow must be practice in good position and put the bow on the contact point correctly. It is important to use the right and left in different speed, play loud and softly sound, know how to use the balance to control the bow accurately.

The technique of using bow on string is focused on using the bow to play the different sounds by using the tip, middle, or the bottom of the bow. The sound that derived can be Legato, Detache, Martele, Staccato, Ricoch. Playing in smooth bowing would created the sound in Legato, Sing Detache, or Portato.

Assoc. Prof. Dr. Kovit also interested in the challenge of playing the violin, hence he would make sure that the performed would always in the right posture.

### 3. Procedure of violin teaching

Assoc. Prof. Dr. Kovit's procedure of violin teaching can be separated into 4 sections. First is the introduction by using the body exercise before the lesson for the beginners and practice the scales for the intermediate level before studying.

Second is the teaching process. This section, Assoc. Prof. Dr. Kovit stand for the student self center because it is the private teaching. If he founded the student's problem in study, he would not hesitate to solve it.

Next process is teaching result. In this section the students are told to be practice everyday for the better sound.

The last section is evaluate the results. The concept of evaluation is cover the subjects of using left and right hand, sound quality and pitch, the pattern of music, and give students the percentage points.

#### **4. Textbook and exercise book**

The beginner are using the suzuki method. The experience or intermediate players would use the integrate method by using the textbook from many countries such as Italy, France, Germany, Holland, USA, etc. which are the great pieces for study.

#### **5. Teaching equipment and materials.**

Assoc. Prof. Dr. Kovit suggest that the students should listen to the songs from the Suzuki method's CD and many types of music to get more experience. The material that Assoc. Prof. Dr. Kovit advice to have when study violin are tuner, metronome, stand note.

The material for the instrument are Resin, Hair, Chinrest, Shoulder rest, and the string. Others equipments he use are the ball for hand and finger exercise and keyboard which he use for tune the sound and sometimes for playing accompany with students.

#### **6. Psychology in teaching**

Assoc. Prof. Dr. Kovit used the psychology for developing the music lesson. The lesson greatly influence the students to success in study music.

He gives the young students a hug or presents to compliment them and some guidance for their parents to motivate their childrens. In case of the adult students, he motivates his students with the songs that they want to learn, so they can success the study.

He focused on preparing proper place for students' music practice in order to create the best environment in musical way. It must be ventilate, calm and quiet room.

#### **7. Teaching problems**

He found the teaching problems that most young students have are less attention and cannot

take long hour of study. Another one is students' parents letting their children study violin for hobby without motive. In addition, students' lacking of practice because they are self-indiscipline or got so many other activities. If students are adults, they have lot of tasks and have less time to practice or even unable to study violin continuously.

#### **8. Method for solving the problems**

In case of children's less attention problem, he solved this problem by adding various activities in music teaching to persuade children not to be boring. Then, he can push them back to lesson. He tried to change parents' attitude that music career is a vocation which can be supported earnestly for their children. He inspired children to do music practicing by holding performance and used their favorite's songs to encourage them.

#### **9. Advantage recommendation for violin study in present**

He gave an interesting viewpoint that violin teachers have to make their students admire and respect on them. They must be the ideals for children, both music skills and behaviors. He emphasize on children's individual difference. Teachers have to understand student's nature and have positive attitude with their career than train students to improve skill, intellect and wisdom. Therefore, they must use psychology method to teach every single one in order to make children grow up to be good-hearted adults even they do not do music career.

#### **Result and Discussion**

Refer to Assoc. Prof. Dr. Kovit Kanthasiri's violin teaching technique, these are the result and discussion.

1. Teaching method of Assoc. Prof. Dr. Kovit Kantasiri

He was stick to the child center teaching method. To study children's attitude, he started

with the body motion principle for exercising and adjusted physical condition that suit to play. These conform to the important principle of Dalcroze called "Eurhythmic" which means the good rhythmic movement. The main emphasis of this method is to pay attention and develop sensibility to control the movement. At the same time, it emphasized mental and thought development, which related to body movement and emotion. On the other hand, this method makes the sum of physical sense and wisdom. The more openly in develop the musical skill and understanding, the more students can join the musical activities.

He set the principles of teaching by starting from present stage, teaching stage, conclusion, and evaluation. These are similar to the Zoltan Kodaly's method that set the contents and teaching activities in order according the development of children. The method helps students to understand easily.

The Suzuki's method is not the only method that he used. He also applied the good teaching psychology in the teaching course so the method would be more effect with the students. Assoc. Prof. Dr. Kovit Kantasiri emphasized on process of solving each student problem such as the attention deficit disorder, study various subjects, lacking of practice, etc. and the attitude of parents with music education. These can indicated that he is concentrated on teaching and do not do anything that makes the students feel uncomfortable.

2. He makes many students to learn the musical intelligent for improve the idea and reasonable. The ability to analyze the music theory and develop the music knowledge is related with the cognitive objectives of Benjamin S.Bloom. The theory can separate in many categories sort by beginner level to upper level from Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation.

Surang Kowtrakul (:273) said that the evaluation means the ability that come from the basic knowledge or experience to decide the value of things. For examples, after reading the book, the reader judge the book that it is good or not by using the standard created by the expert reviewer along with the reader comments.

In additions, the ability to play violin is the stage of evaluation because the students can use the process of musicianship to decide or judge in each topics that can be separate as the following.

1. Technique of the left and right hand including the correct posture when performing such as holding the bow and violin, finger position, bow on the contact point, etc. The sound that derived using bow can be Legato, Detache, Martele, Staccato, Portato, Accented legato, and Sautille or off string such as Spiccato, Flying staccato, and Ricoshe. The other sound that came from using smooth bowing are Legato, Sing detache, Portato, etc.

2. Tone Production and Pitch. It was developed from the knowledge of music about the note that control the duration. The note that control the duration are Whole note, Half note, Quarter note, Eight note, etc. Other than these are Triplet note, Syncopation, time signature, Accent and the style of music in each period.

3. Musical and style that Occurred from harmony. It was developing from music knowledge about scale including Major scale, Minor scale, Interval, Triad, Chord, Inversion, Chord progression, Modulation, Counter point and the analysis of the tonal music structure which is the stage of harmony analyze. These knowledge would blend the and assemble together through the playing violin process.

4. Others from the last 3 topics including the Tempo, p/f, Crescendo/diminuendo, the Articulation (Staccato/Legato), Rallentando/Accelerando, Form, Structure, Style and Period,

Tonality, Mood, Texture, and Dynamic. Also, describing about the difference of intonation and music phrasing such as knowledge of music history, violin techniques, music vocabularies, ensemble and interpretation that are the integration of music.

## Recommendations

### General suggestion

1. Violins' teachers should realize the importance of the violin's practice basic. Choosing the practical methods' book and using the psychology along with noticing the minor improvement such as the teaching materials carefully, these indicate the good method for students. If the students learning and practicing well, they would play the violin with beautiful sounds.

2. The professional both teachers and players should cooperate in making the Thai

violins' teaching curriculum become more international standard. These for created the appropriate course that are guiding for both self-study and teachers in every level.

## Recommendations for research

1. There should be the comparative research that studied the difference in playing understanding or interpret the songs and thought between groups of student who study only one method and students who using various methods.

2. There should be the survey studies about the Thai's violin teacher behaviors in every level. The research will reveal the truth about teaching violin and ways to improve the student to be successfully in learning violin.

However, this research was study only one teacher but this research can gather many useful data for the later analyzing.

## References

- Art Journal. (2002). Profile of Prof. Kovit Kantasiri. Bangkok. Chulalongkorn University Press.
- Kovit Kantasiri. (1998). Comparison of Techniques for Playing the Thai String Instrument and Violin. Report of the 3rd. School of Music. Mahidol University with the National Research Council.
- Luan Saiyos and Angkana Saiyos (1995). Techniques of Educational Research.(5th edition). Bangkok: Suriwiyasat Press.
- Narut Suttachitt. (1992). Psychology of Music Teaching. (3rd edition). Bangkok: Chulalongkorn University Press.
- Narut Suttachitt. (1994). Principles of Kodaly in Practice: How to Teach Kodaly Music. (3rd edition). Bangkok: Chulalongkorn University Press.
- Narut Suttachitt. (1997). Sangkheet Niyom: An Appreciation of Western Music.(5th editio). Bangkok: Chulalongkorn University Press.
- Poonpit Amatayakul. (2007). Document of Seminar Musical History. College of Music. Mahidol University (mimeograph).
- Prapansak Pum-in. (2003). The Factor Related to the Achievement in Learning Violin). Thesis. Master of Arts (Music Education) Graduate School. Mahidol University.
- Somchai Amarak. (1999). Basic of Music Theory. Bangkok: Odean Store.
- Sugree Charoensook(2541). An Appreciation in Music (1st edition). Bangkok: RuanKweat Press.
- Surang Kowtrakun(1999). Education of Psychology. (4th edition). Bangkok: Chulalongkorn University Press.
- Thawatchai NarkWong. (2000). Teaching Music for Children. (1st edition). Bangkok. Kasetsart University Press.

