

## C743263 : MAJOR HIGHER EDUCATION

KEY WORD : VIOLIN-PEDAGOGY PACKAGE / VIOLIN NON-MAJOR UNDERGRADUATES

SUPOT YUKOLTHONWONG : THE DEVELOPMENT OF VIOLIN-PEDAGOGY PACKAGE ACCORDING TO CHOOCHART PITAKSAKORN'S TEACHING METHOD FOR VIOLIN NON-MAJOR UNDERGRADUATES. THESIS ADVISOR : ASSIST. PROF. SUCHART TANTANADAECHEA, Ph.D. AND ASSIST. PROF. COL. CHOOCHART PITAKSAKORN, M. MUS. 252pp. ISBN 974 - 553 - 350 - 5

The purposes of this study are: 1) to compare teaching methods of Suzuki, Langey and Pitaksakorn and 2) to develop a violin-pedagogy package according to Pitaksakorn's teaching method for violin non-major undergraduates. The study was conducted using pre-experimental design. A sample consisted of the whole population of 11 violin non-major students in music education program at Faculty of Education, Chulalongkorn University. They took "2712213 String Class" course conducted by Pitaksakorn in the second semester of academic year 1996-97. Five sets of data were collected from the following sources: questionnaire for students' opinion on Pitaksakorn's teaching method, achievement test scores, grade 1 and grade 2 examination pieces by Trinity College of Music (London), and an appropriation test.

The results of this study show that

1) Suzuki's and Pitaksakorn's teaching methods allow students to use their own naturally physical movement, but Langey's teaching method emphasizes on theory of music. Lessons developed by both Langey and Suzuki lack of some violin techniques of teaching, and emphasis on young student; however, Pitaksakorn's teaching method covers all, and emphasizes on adult learner. Also, his method includes a technique of muscle relaxation which increases the ability of learning.

2) The violin-pedagogy package according to Pitaksakorn's teaching method is highly standard. Students can play grade 2 examination piece by Trinity College of Music (London), and score an average of more that 75% which is the minimum passing requirement. The analysis obtained from the attitude test reveals that students express a favorable opinion of Pitaksakorn's teaching method. The analysis obtained from the appropriation test shows that the violin-pedagogy package is well designed. It has a clearly defined objective, full activity of learning, and complete coverage of evaluation. The use of the package is very highly beneficial to the students.

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