

Create Trombone Exercise Book for First Year Student Preschool Education Major at Press and Publication College, Henan Province People's Republic of China.

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### **ABSTRACT**

Research Purpose: To study the production of a trombone exercise book for first-year students majoring in preschool education at Henan Press and Publishing College, People's Republic of China. Research Method: This study employed qualitative research.

The research object consisted of first-year trombone students majoring in preschool education at Henan Press and Publishing College. Interviews were used as the primary data collection tool, and the interview results were summarized and analyzed.

Research Results: The study successfully created the "Trombone Exercise Book for First-Year Students of Henan Press and Publishing College, People's Republic of China". The content of the exercise book was evaluated for validity by three experts using the Item-Objective Congruence (IOC) method.

# Keywords: 📍

Trombone exercise book, Preschool education, Henan Press and Publishing College

### Introduction

Preschool education, also known as early childhood education, refers to the implementation of early childhood education institutions, according to certain training objectives and children's physical and mental characteristics, to carry out planned education for children before entering primary school. Its main task is to enable children to acquire physical and mental Coordinated development to prepare for primary school education. Institutions that implement preschool education mainly include nurseries, kindergartens, and preschool classes attached to primary schools, etc., and their duration ranges from 1 to 3 years. (National People's Congress.2022)

Preschool education is one of the important contents of preschool pedagogy and a part of the scientific system of preschool pedagogy. Children are the basic stage of intellectual development in life, and it is also the period of fastest development. Appropriate and correct preschool education has a great effect on children's intelligence and their future development. The formation and development of extraordinary children are all related to proper and correct preschool education, especially preschool education in terms of intelligence. Preschool intellectual education is a multifaceted training process. The mental health concerns of preschool children should not be underestimated. The mental development of children in this age group is extremely immature and requires the active guidance of parents and kindergarten teachers. Many children nowadays are only children with strong self-awareness, lack of concern for others, and do not know how

to share. Therefore, as parents and preschool teachers, we should actively guide children to learn to care for others, learn to share, and be willing to share.

Preschool education is the beginning of lifelong learning, an important part of the national education system, and an important social welfare undertaking. Running pre-school education well and realizing children's education is a major decision and deployment made by the 19th National Congress of the Communist Party of China. It is a major livelihood project for the party and the government to do practical things for ordinary people. It is related to the healthy growth of hundreds of millions of children, social harmony and stability, and the party. and national career future. (About deepening reform planning and development of preschool education. 2018)

In 1922, the Second National Congress of the Communist Party of China included "improving the education system and implementing universal education" as the content of "making laws on workers, farmers and women", which laid the political foundation for the exploration of preschool education. In 1927, the "Jiangxi Provincial Revolutionary Committee's Action Policy" proposed: "The establishment of institutions that are generally under school age (such as children's homes, kindergartens, etc.), in order to improve social education and liberate women." (Jiangxi People's Publishing House ,1982.] In July 1928, the Women's Movement Resolution of the Sixth National Congress of the Communist Party of China called for "protecting motherhood" and "organizing children's homes and kindergartens, etc." [People's Education Press, 1989] It can be seen that with the

beginning of the armed struggle, with the goal of protecting and emancipating women, preschool education began to develop in the name of kindergartens, kindergartens, and children's nursing homes.

In September 1931, the "Resolution on Cultural Issues of the First Congress of Workers, Peasants, and Soldiers of Hunan, Hubei, and Jiangxi Provinces" clearly called for "attention to the education of preschool children" and proposed four measures. [Zhang Zhi, Zhang Yulong. 2016.] The "Labor Law of the Chinese Soviet Republic" promulgated in November of the same year stipulates that a nursing room and a nursery shall be set up in the factory, and the factory shall be responsible for hiring people to take care of them. Chen Yuanhui.1981 In May 1932, the Soviet government of Hunan, Hubei and Jiangxi provinces "promulgated the school system and the implementation of the current minimum general education" stipulated that the general school system includes kindergartens, Lenin primary schools, special schools, nursery schools, etc., among which "from 3 Kindergartens for children between the ages of 7 and 7", "In order to enable babies under the age of 3 to live a proper life under the protection of professional nanny, and to take care of babies during the day on behalf of working women, nursery schools should be established according to the actual situation". (Lv Liang. 1989) In October 1933, the Central Culture and Education Construction Conference proposed that nurseries and kindergartens should be built in order to improve social education and liberate women. Lv Liang. 1989 In 1934, the first education conference of Jiangxi Province proposed "to publicize the establishment of nursery schools". (Zhang Zhi, Zhang Yulong.2016.) In the same year, the Revolutionary Mutual Aid Federation of Sichuan-Shaanxi Provincial Revolutionary Mutual Aid Federation included in the "Outline of the Slogan of the Revolutionary Mutual Aid Association" that "establish kindergartens and schools to give preferential treatment to the children of revolutionary fighters" (Bazhong: Sichuan-Shaanxi Revolutionary Base Museum, 1985.) entry. It can be seen that the titles of preschool education such as "preschool children's education", "infant education", "nursery school" and "nursery school" have increased and have been incorporated into the school system, emphasizing the protection of women and preferential treatment of children of revolutionary fighters.

In October 1951, the Government Administration Council promulgated the "Decision on Reforming the School System", which stipulated that the organization for implementing early childhood education is the kindergarten; the kindergarten recruit's children from the age of 3 to 7, so that their bodies and minds can achieve sound development before entering elementary school; "Kindergartens should be established first in cities where conditions permit, and then gradually promoted." (China Preschool Education Research Association.1999)

In March 1952, the Ministry of Education issued a trial implementation of the "Provisional Regulations for Kindergarten (Draft)", which stipulated the tasks, goals, educational system, setting and leadership, parenting principles and parenting activities, admission and completion of kindergarten, funding and equipment, organization and system of kindergartens. Wait for the regulations. The draft clarifies the "dual" tasks of kindergartens, that is,

"educate children according to the new democratic education policy, so that their bodies and minds can develop soundly before entering elementary school; at the same time, reduce the burden on mothers so that mothers have time to participate in political life and productive labor.", cultural and educational activities, etc. Drawing on the experience of the Soviet Union, it is clear that kindergartens carry out the education work of "preliminary all-round development" for children, and set the goals for children's physical, intellectual, moral, and aesthetic development, as well as physical education, language, understanding of the environment, pictures and handicrafts, music, and computing. The 6 types of parenting activities are clearly defined. (China Preschool Education Research Association.1999)

The State Council promulgated the "Regulations of the State Council on Industrial, Mining, and Enterprise-run Middle Schools, Primary Schools, and Kindergartens" (1955), initially regulating the activities of industrial, mining, and enterprise-run kindergartens. The Ministry of Education, the Ministry of Health, and the Ministry of Internal Affairs jointly issued the "Joint Notice on Several Issues Concerning Nursery Schools and Kindergartens" (1956), which preliminarily clarified the leadership system of preschool education, that is, based on "comprehensive planning, strengthening leadership", "fast, many, according to the principle of "better, more economical", nurseries and kindergartens are actively developed. According to the principle of unified leadership and hierarchical management, nurseries are led by the health administrative department, and kindergartens are led by the education administrative department. (China Preschool Education

Research Association. 1999) "Decision on Several Principles for Appropriately Solving the Welfare Issues of Elementary School and Kindergarten Teachers and Staff" (1953) and a series of related documents were issued, which dealt with the welfare of kindergarten teachers, kindergarten teacher training, kindergarten Preliminary regulations have been made for preschool education activities in various fields such as daily work and preschool education supervision. With the initial establishment of the socialist preschool education system, preschool education has been developed. According to the "China Education Yearbook (1949-1981)" statistics, by 1957, there were 4,367 kindergartens sponsored by the education department, 3,433 kindergartens sponsored by other departments, and 8,620 private kindergartens, initially forming the "two legs" of preschool education. The pattern of walking.

In December 2015, the "Kindergarten Work Regulations" was revised. The first is to insist on cultivating people through morality, emphasizing that kindergartens "implement education for the all-round development of morality, intelligence, body and beauty", and adjusted the previous expression order of "body, intelligence, morality and beauty". The second is to strengthen safety management and set up a chapter on "Kindergarten Safety". The third is to standardize the behavior of running kindergartens, and put forward clear requirements for the management of kindergartens in terms of educational system, scale, funds, assets, and information. The fourth is to pay attention to the connection with the relevant laws and regulations and relevant policies of the upper and lower levels. The fifth is to

improve the internal management mechanism of kindergartens, such as the establishment of parent committees. The revised "Kindergarten Work Regulations" changed "Kindergarten provides convenient conditions for parents to participate in work and study" in the 1996 edition of "Kindergarten Work Regulations" to "Kindergarten also provides scientific child-rearing guidance for parents of young children". On the one hand, this revision reflects the pursuit of specialization in kindergarten work, and on the other hand, it is also a subtle adjustment to the tradition of serving the revolution, serving the war, and serving parents' production and life in the base nursery and nursery school. In September 2020, the Ministry of Education issued an announcement on the public consultation on the "Draft of the Preschool Education Law of the People's Republic of China (Draft for Comment)". The formulation and promulgation of the fundamental law in the field of preschool education in my country is just around the corner. This can be regarded as the most important symbol of the perfection of my country's preschool education legal system.

The trombone instrument, commonly known as the draw pipe, is a Western brass instrument. It is divided into four types: treble trombone, tenor trombone, tenor trombone and bass trombone. People mainly use baritone tenor trombone and key now, and its structure is relatively simple, through u-shaped inner and outer expansion tube, bell mouth, additional key. The trombone is mainly used in symphony, brass, march and jazz bands, and can also be used as a soloist. Trombone band's sound solid, stately, stately, gorgeous and full. When pronounced, sometimes loud and forceful, sometimes soft and euphemistic,

its tone is unique and unique, which is rarely absorbed in the band and is an important part of the band. (Jiao Ji'an 2015). The trombone plays an important role both as a soloist and as a band. With people's pursuit of spiritual life, in recent years, many places have become wind bands, and the trombone has become the first person to learn, but because many beginners have not mastered the correct way of playing, due to impatience, there are often accidents when playing, this would be very detrimental to future study

The history of Chinese trombone can be traced back to the Shanghai Public Wind Band established in Shanghai in 1879. The history of the development of trombone teaching in my country mainly begins at the beginning of the 20th century and can be divided into three periods: before the founding of the People's Republic of China, after liberation, after the reform and opening, and after the reform and opening up. Each period has its own development characteristics, which laid the foundation for the development of our country's trombone. Throughout the 20th century, Chinese professional music was in the wave of collision and integration of Eastern and Western music cultures. Started its own magnificent historical process. As the mainstream instrument of western music, trombone is developing rapidly in China. The teaching process of the trombone is accompanied by the history of the development of the trombone in China.

With the return of some Chinese intellectuals returning from overseas studies, Western folk music activities also flourished in the early part of this century. According to the "Encyclopedia of Chinese Culture", Zhang Zhidong, the governor of Liang Jiang at

that time, established the "Self-Strengthening Army" in Nanjing. He ordered trombones, drums, trumpets, cornets, French horns, tubas, flutes, saxophones, clarinets, oboes, and other Western instruments in Germany, and hired German military officers as instructors. During this period, "concerts" organized by Chinese or foreigners began to appear in China, and Chinese musicians also began to learn European composition theory and make creative attempts. Song theory and attempted creation. In 1877, Shanghai Jiangnan Manufacturing Bureau also published an act of engraving trumpets, mainly wind writing teaching materials, which can be said to be the earliest pipe music textbooks in modern China. In the early days of the Republic, it attracted more and more people's attention and influenced the whole country. The wind band has been widely used and promoted not only in the palace, officialdom, and army, but also among the people, especially in the new school. At the beginning of the new school century, people noticed this important aesthetic education method and the rise of band music, and solidarity and cooperation can also enrich the entertainment form of youth culture and help maintain the development process of Chinese music education and the process of Chinese style development, with far-reaching implications. (Zhao Ming, 2011)

School military bands in the late Qing Dynasty and early Republic of China were very popular, the most famous of which was the school military band of Tsinghua University. The first four years are called the Secondary section and there is an English drum and flute unit. The last four years are called the Senior Section and have a brass band with teachers from Filipino and

Caucasian musicians. Most military music players in some large cities are uneducated and lack musical knowledge. It's good to get to know the staff a little bit. On November 27, 1927, China's first new higher music institution "National Conservatory of Music" (today's Shanghai Conservatory of Music) was born. This marks the beginning of the normalization of music education in our country and the beginning of the institutionalization and standardization of trombone teaching.

In the 1950s, trombone teaching in China was still in its infancy, and it was necessary to invite foreign experts to teach. The military band of the People's Liberation Army invited Kaufmann, a former music expert of the German Democratic Republic, to conduct and train the band, and to teach music theory, which has rapidly improved the performance level of Chinese wind music, and many outstanding wind musicians have emerged. After the end of the Cultural Revolution, art colleges resumed normal teaching order and enrolled students. The development of trombone teaching in my country has advanced by leaps and bounds. After ten years of the Cultural Revolution. China also invited Wagner, Keith Brown and other trombone masters to participate in performances and lectures in China, and their lectures further promoted the development of Chinese trombone teaching and performance. In 1982, Zhao Ruilin graduated from the Orchestra Department of the Central Conservatory of Music, majoring in trombone. (Wu Qiqi, 2011)

Hao Jie was admitted to the student class of the Central Orchestra affiliated to the Central Conservatory of Music in Germany in 1977. He learned the trombone from Mr. Jiang Dexiong,

the principal trombone of the Central Orchestra. From 1990 to 1993. Hao Jie studied trombone performance in the solo class of the Hannover Academy of Music in Germany, under the tutelage of Helmut Seifer, the principal trombone of the Northern German Radio Symphony Orchestra. From 1992 to 1993 he studied trombone with John Demes, principal trombonist of the Berliner Philharmonic. In 1996, Hao received a master's degree from Indiana University Southwest Michigan Symphony Principal Trombone Joseph Hickner and Chicago Symphony Principal Trombone Jay Friedman. In 2000, when the China Philharmonic Orchestra was established, Hao Jie served as the principal trombone of the orchestra as an American expert. As a visiting professor Haojie, he also taught at the Central Conservatory of Music, bringing advanced trombone technology and new ideas back to China. It has made great contributions to the development of trombone in our country. (Zhao Ming, 2011)

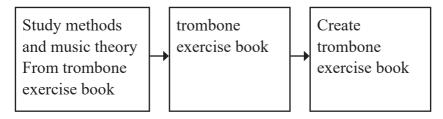
# Research objectives

- 1. To study Trombone teaching (ability) for exercise book.
- 2. To Create Trombone exercise Book for first year student preschool education major at Press and Publication college Henan Province.

### Research Methodology

Qualitative Research by collecting data from media, news, related research and interviewing experts.

# Conceptual Framework



# Scope of the Study

### Key Informants criteria:

- 1. More than five years of teaching experience
- 2. Bachelor degree or above.
- 3. Have a certain influence in this major.

### Key informant

1. Jiang Nan 2. Wang Jingliang 3. Zhang Mengyi

Place: Henan Press and Publishing School

Time: October 2022 to January 2023.

# Research Findings

Create trombone exercise book for first year student preschool education major at press and publication college Henan province Trombone teaching

The learning of any knowledge has some basic theories and methods, and the playing of the trombone is no exception. In the process of learning the trombone, the first thing to do is to correctly understand the playing method of the trombone, which has a very important positive effect on improving the skills of playing the trombone. At present, the number of trombone players continues

to increase, and more and more students begin to learn the trombone. However, some students, especially beginners, often do not pay enough attention to the study of theoretical knowledge in the process of learning the trombone, and want to play as soon as they get the trombone. When encountering problems in the process of learning the trombone, it is difficult to solve the problem even through repeated practice. The fundamental reason is that the students do not have a solid grasp of the theoretical knowledge of the trombone, which not only affects the learning effect of the trombone, it will also have a certain impact on students' interest in learning trombone. No matter what you do in the process of practice, without scientific theoretical knowledge as a guide, these actions are blind, and it is difficult to obtain better results. Of course, theory must be connected with practice, so that theory has value and significance, and can provide the necessary guidance for practice. Therefore, in the process of learning the trombone, practical performance must be effectively combined with playing theory, and when problems are encountered during learning, they should be solved from the method of performance. In addition, when solving problems, special attention should be paid to the effective combination of playing theory and practice. If the combination of the two is not paid attention to in practice, it will be difficult to fundamentally promote the solution of the problem. It can be seen that the theoretical teaching of trombone is very important. As a teacher, in the teaching process, he should teach students the systematic theory of trombone playing at the beginning, so that students can fully understand the basic knowledge of trombone playing, so that they can provide students with Only by laying a good foundation for future playing practice can we improve students' later learning effects and promote the improvement of students' comprehensive quality.

#### Conclusion

The significance of a trombone exercise book

Skill improvement: A trombone exercise book typically contains a variety of technical exercises aimed at enhancing a player's skill level. These exercises cover various aspects of trombone playing, such as tone control, articulation, intonation, slide technique, and more. By regularly practicing the exercises in the exercise book, players can continually improve their playing technique. Musical repertoire: Trombone exercise book often include a wealth of musical material, such as practice pieces, excerpts, or solo works. These musical pieces serve not only to develop technical proficiency but also to cultivate the player's musicality and expression. By practicing these musical selections, players can learn different musical styles and enhance their artistic interpretation. Systematic learning: A trombone exercise book provides a structured learning framework that helps learners systematically improve their playing skills. Exercise book are typically organized in a progressive sequence, guiding learners from the basics to more advanced concepts and techniques. This organized approach ensures that learners establish a solid foundation while gradually mastering more advanced playing skills. Self-assessment and progress tracking: Exercise book often include practice logs or assessment tools that enable players to set goals and track their progress. This helps players gain a clear understanding of their playing abilities and provides a basis for setting reasonable goals and planning their practice routines. By regularly self-assessing and tracking their progress, players can find motivation to practice and gain insights into their growth and improvement. Supplementary resource: Even for students receiving formal instruction, a trombone exercise book can serve as a valuable supplementary resource. It provides additional exercises and repertoire beyond what is covered in regular lessons, offering more opportunities for practice and reinforcement of concepts. Individualized learning: Trombone exercise book are often suitable for individualized learning, allowing learners to progress at their own pace. This flexibility is particularly beneficial for those who may not have access to direct instruction or prefer a self-directed learning approach. Learners can engage with the exercise book material according to their own schedule, spending more time on challenging sections or quickly progressing through familiar concepts. In summary, a trombone exercise book holds significant value for trombone players. It provides a structured learning framework, diverse practice materials, and assessment tools to enhance players' skills, cultivate musicality, and facilitate systematic learning and self-assessment. By utilizing a trombone exercise book effectively, players can better plan their learning and practice routines, ultimately improving their playing abilities.

#### Trombone exercise book

The basic knowledge and practice methods will be put in the exercise book and trombone exercise book consists of 5 chapter The complete trombone exercise book

The research found that trombone exercise book consists of 12 lessons and 5 chapter. Chapter 1: Background and musical instrument, Chapter 2: Preparation before playing, Chapter 3: Basic Exercises, Chapter 4: Advanced exercises. And there are 12 lessons, Chapter 1:1). What is the trombone? 2). What is the trombone in section 2, 3). Maintenance of the trombone. Chapter 2: 1). For correct breathing, 2). Mouth practice, 3). Use of a metronome; Chapter 3: 1). The first verse is a long tone practice, 2). The second section of the study,3). The third section of etic exercises; Chapter 4: 1). The first section of syncing exercises, 2). Overtone exercises,3). C Major Scale exercises. Chapter 5: Practice songs

### Discussion

The discussion based on the findings were:

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#### The benefits of a trombone exercise book

A trombone exercise book can offer several benefits to trombone players of all levels, from beginners to advanced musicians. Here are some advantages of using a trombone exercise book: Structured Learning: Exercise books provide a structured approach to learning the trombone. They typically follow a sequential progression, introducing concepts and techniques gradually, ensuring a solid foundation before moving on to more advanced material. This organized approach helps learners build their skills systematically; Skill Development: Exercise book include exercises and practice material specifically designed to develop various aspects of trombone playing. They may cover areas such as tone production, articulation, intonation, technique, sightreading, scales, and more. By working through these exercises, players can enhance their skills and address specific areas of weakness. Technique Refinement: Exercise book often focus on specific technical challenges encountered in trombone playing. They may include exercises to improve slide technique, flexibility, range extension, and lip slurs, among others. Practicing these exercises regularly can help players refine their technique and overcome technical limitations; Musical Repertoire: Many trombone exercise book features a selection of musical pieces

and etudes. These pieces are carefully chosen to provide a range of musical styles and challenges, allowing players to develop their musicality and interpretive skills. Working on diverse repertoire exposes learners to different musical genres and helps expand their musical horizons; Self-Paced Learning: Exercise book are often designed for self-paced learning, allowing individuals to progress at their own speed. This flexibility is particularly beneficial for those who may not have access to a teacher or prefer a more independent learning approach. Players can work through the material at their convenience, spending more time on challenging sections or progressing quickly through familiar concepts; Goal Setting and Progress Tracking: Exercise book often include exercises and activities that allow players to set goals and track their progress. These can be in the form of practice logs, performance assessments, or self-evaluation exercises. Setting goals and monitoring progress provides a sense of accomplishment and motivation to continue practicing and improving; Supplementary Resource: Even for students receiving formal instruction, a trombone exercise book can serve as a valuable supplementary resource. It can provide additional exercises and repertoire beyond what is covered in regular lessons, offering more opportunities for practice and reinforcement of concepts; Reinforcement and Review: Exercise book are useful for reinforcing and reviewing previously learned material. They often include review sections or exercises that revisit concepts covered earlier in the book. Regular review is essential for maintaining proficiency and ensuring a solid foundation of trombone playing skills. Overall, a trombone

exercise book can be an effective tool for learning, practicing, and refining trombone skills. It provides a structured approach, a variety of exercises and repertoire, and the ability to track progress, ultimately helping trombone players become more proficient and well-rounded musicians.

#### Recommendations

Here are some suggestions for trombone exercise book that can be beneficial for players at different levels:1). "Arban's Complete Conservatory Method for Trombone" by J.B. Arban: This classic method book is a comprehensive resource for trombonists of all levels. It covers a wide range of technical exercises, etudes, and solos, helping players develop their technique, range, and musicality;2). "The Art of Trombone Playing" by Edward Klein hammer: Written by a legendary bass trombonist of the Chicago Symphony Orchestra, this book provides valuable insights into trombone playing and offers exercises and concepts to improve tone, articulation, and overall musicianship; 3). "Brad Edwards' Lip Slurs" by Brad Edwards: This exercise book focuses specifically on lip slurs, an essential aspect of trombone playing. It includes progressive exercises for developing flexibility, range, and control in lip slurring, helping players enhance their overall technique; 4). "Melodious Etudes for Trombone" by Marco Bodoni: This collection of melodious etudes is a staple in trombone repertoire. It offers a variety of musical challenges, covering different styles and technical aspects. Working through these etudes can improve phrasing, articulation, and musical interpretation; 5). "Trombone Technique" by Denis Wick: This exercise book is designed to improve various technical aspects of trombone playing, including slide technique, flexibility, and articulation. It includes exercises and studies to address specific technical challenges and develop overall proficiency; 6). "Advanced Lip Flexibilities for Trombone" by Charles Colin: Geared towards more advanced players, this book focuses on developing lip flexibility and control. It provides a wealth of exercises to expand range, improve lip slurs, and enhance overall playing technique; 7). "Daily Routines for Trombone" by Emory Remington: This book offers a comprehensive set of daily exercises and routines for trombone players. It covers various aspects of playing, including warm-up exercises, technical studies, and scale patterns, providing a structured approach to daily practice;8). "The Trombonist's Handbook" by Ron Davis: This practical handbook covers a wide range of topics relevant to trombone players, including technique, maintenance, practicing strategies, and performance tips. It offers valuable advice and exercises for players of all levels; 9)."Vox man Selected Studies for Trombone" by H. Vox man: This collection of selected studies provides a wide variety of technical exercises and musical passages to develop trombone playing skills. It covers areas such as articulation, rhythm, phrasing, and dynamics; 10). "Rochut Melodious Etudes for Trombone" by Joannes Rochut: This book is a popular choice for developing lyrical playing on the trombone. It contains a series of beautiful etudes adapted from vocalizes, which help players improve tone, legato playing, and expressive phrasing; 11). "The Breathing Book for Trombone" by David Vining:

Focusing on the importance of breath control and efficient breathing techniques, this book offers exercises and strategies to enhance breathing capacity, support, and control while playing the trombone;12)."Flexus: Trumpet Calisthenics for the Modern Improvisor" by Laurie Frink and John McNeil: Although primarily aimed at trumpet players, this book can be adapted for trombone players interested in improvisation. It provides exercises and concepts to develop flexibility, ear training, and improvisational skills; 13). "Trombone Craft: A Musical Approach to Building Tone and Technique" by Michael Davis: This exercise book explores the fundamentals of trombone playing, with a focus on tone production, technique, and musical expression. It includes exercises, studies, and musical examples to reinforce these concepts; 14). "The Contemporary Trombone: High Range and Power Exercises" by Tommy Pederson: Targeting advanced players, this book concentrates on developing high range and power on the trombone. It offers exercises and studies specifically designed to expand upper register capabilities and increase projection and endurance; 15). "Trombone Sight-Reading" by Leslie Bassett: Sight-reading is a crucial skill for all musicians, and this exercise book provides a systematic approach to improving sight-reading abilities on the trombone. It includes progressive exercises and musical examples to develop sight-reading skills at various difficulty levels; 16). "Scale Studies for Trombone" by Ralph Sauer: This exercise book focuses on scale patterns and exercises to improve scale technique and fluency on the trombone. It covers major, minor, and chromatic scales, as well as modes and arpeggios, helping players develop their technical facility and familiarity with different keys. Remember to choose exercise book that align with your specific goals, skill level, and areas for improvement. Combine these resources with regular practice and guidance from a teacher or mentor to maximize your progress on the trombone. Remember to choose a exercise book that aligns with your skill level and goals as a trombone player. It's also beneficial to consult with a teacher or experienced trombonist to ensure the exercise book suits your specific needs.

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