
Exploration and Application of Personalized Training Model in Saxophone Teaching

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Abstract: Saxophones possess unique characteristics in terms of tone production. The soft texture and bright quality can coexist on the same instrument. These tonal traits also give it a rather special position in the current music education system. The conventional saxophone teaching mostly follows a standardized teaching path, and the attention paid to individual differences among students is often insufficient. Even if some students have mastered the basic playing methods, they still have difficulty infusing real emotions into their performances, and the space for artistic expression breakthrough will thus be limited. The gradual maturity of intelligent teaching methods and modern educational ideas provides new possibilities for the optimization of saxophone courses. Therefore, this article, based on the actual situation in daily teaching, actively explores personalized training methods. It aims to break the inherent limitations of traditional teaching and, while strengthening the playing ability, reserve more space for the growth of students' artistic traits.

Keywords: Saxophone teaching; Personalized training; Intelligent teaching; Playing skills; Artistic expression

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1. Introduction

In 1840, Adolph Scharz invented the saxophone. With its rich and varied sound expression, it gradually entered various musical scenarios and became a representative type of wind instrument in the music education system. The continuous advancement of quality-oriented education has led to the continuous diversification of the forms and contents of music education. The uniform teaching model in traditional saxophone lessons, which follows a unified standard and pace, has exposed many issues worthy of attention during practical implementation. The popularization of intelligent teaching tools and the update of educational concepts have created conditions for saxophone classes to pay attention to individual differences and implement differentiated guidance. Teachers need to start from the actual conditions of students, in addition to skill training, give sufficient attention to artistic expression, so that students can complete the accumulation of abilities and style formation at a pace suitable for themselves.

2. The practical significance of personalized training in saxophone teaching

From the perspective of students, personalized training can precisely match their basic levels and learning needs. Students

with weak foundations can avoid the pressure brought by the uniform progress, and their learning confidence is less likely to be severely impacted. Students with outstanding abilities and stronger learning motivation can also break free from the limitations of fixed lesson plans and receive more targeted guidance. Their playing skills and personal styles can be developed more fully^[1]. For the teaching itself, personalized training can also break the rigid model of traditional teaching and encourage teachers to optimize their teaching methods and update their teaching concepts. Teachers can no longer simply follow fixed lesson plans; instead, they should combine each student's characteristics and flexibly adjust the teaching content and pace. In this way, the targeted and effective nature of teaching can be enhanced. At the same time, personalized training can also narrow the distance between teachers and students, allowing teachers to have a deeper understanding of students' learning status and psychological needs, promptly identify and solve problems encountered by students in their learning, and form a positive teaching interaction, thereby promoting the overall reform and development of saxophone teaching. Additionally, with the increasing diversity of music culture, the society's demand for saxophone players is no longer for "one-size-fits-all" performers. The rich music cultural environment means that the expectations of the industry and the market for performers are no longer limited to uniform technical presentation. Performers with solid foundation and unique expression are more likely to adapt to diverse scenarios. Personalized training has certain value in exploring students' potential and stimulating creative consciousness. After students have mastered the skills proficiently, they can also more freely convey emotions and adapt styles, providing a more stable support for their subsequent music learning and career choices^[2].

3. Implementable strategies for personalized training in saxophone teaching

3.1. Update teaching concepts and deepen understanding of personalized training

The fundamental guiding principle of teaching actions is always the teaching concept. If personalized training is to truly enter the saxophone teaching classroom and take root, the first task is to complete the update and iteration of the teaching concept, enabling teachers to thoroughly grasp the core essence of personalized training and abandon those one-sided and rigid cognitive misunderstandings. Teachers should take the initiative to embark on the learning journey, absorb the nutrients of modern educational concepts, completely break the traditional thinking patterns of "technique supremacy" and "uniform teaching", and truly establish the teaching concept of "people-oriented"^[3]. Teachers should also actively change their role positioning, gradually transforming from the "teacher leader" of the entire teaching process to the "student guide" who leads students to actively learn and explore the art. Respect the individual differences of students and treat each student equally^[4]. In the daily teaching process, teachers should actively listen to the true thoughts and learning needs of students, clarify what their interests and preferences are, and what difficulties they encounter in learning, and no longer blindly impart technical knowledge in a one-way manner, but instead, respond to students' needs and guide them to actively learn and explore the joy and mystery of saxophone performance. At the same time, teachers should also establish the concept of "lifelong learning", actively learn advanced teaching methods and intelligent teaching technologies, and gradually improve their teaching literacy and ability. In addition, teachers must completely abandon the "one-size-fits-all" teaching thinking, and clearly recognize a core cognition - personalized training does not completely abandon the unified requirements, does not allow students to learn at will, but is on the basis of unified basic requirements, as much as possible to accommodate students' individual differences, achieving the balance between commonality and individuality. The unified basic requirements of saxophone teaching mean that students must firmly master the core techniques, including breath control, lip shape control, finger technique skills, etc., which are the foundation for students' subsequent personalized development; on the premise of students mastering these basic techniques, teachers should combine students' individual interests and artistic talents, flexibly adjust teaching content and teaching pace, so that students can not only solidly master the basics but also gradually develop their own artistic individuality, truly achieving "the unity of commonality and individuality"^[5].

3.2. Precisely identify students' differences and formulate individualized training plans

At the beginning of the teaching process, teachers should conduct a comprehensive investigation of students' individual differences through a combination of various methods. The key aspects to focus on are as follows: The first aspect is the basic level. Teachers can use simple performance tests, classroom questions, etc. to understand whether students have a foundation in saxophone learning, and the level of their mastery of basic techniques, thereby distinguishing among three different levels of students: those with weak foundations, those at an intermediate level, and those with a solid foundation; The second aspect is interest preferences. Through one-on-one communication with students and distributing simple questionnaires, teachers can figure out what music styles they prefer, such as classical, jazz, or pop, and what pieces they like to play. By combining these interest preferences in the subsequent design of teaching content, it can better motivate students' learning enthusiasm; The third aspect is learning habits. Teachers need to understand the students' daily study time, their preferred learning methods, and the speed at which they absorb knowledge. For example, some students are suitable for concentrated training for a period of time, while others are suitable for scattered training and gradual progress, and some students have strong visual memory and learn more efficiently by watching videos or reading sheet music, while others have strong auditory memory and can better master by listening to demonstrations or explanations. By adjusting the teaching rhythm based on these learning habits, the teaching can become more targeted; The fourth aspect is artistic talent and psychological state. Teachers should observe students' musical sense, rhythm sense, and emotional expression ability. At the same time, they should also understand students' learning attitude, self-confidence level, etc. For students with different talents and different psychological states, different guidance plans should be formulated. For example, students with low self-confidence need more encouragement and affirmation. After completing the initial investigation and daily dynamic tracking, teachers should establish an exclusive personalized learning file for each student, recording their basic level, interest preferences, learning habits, the progress of each stage of learning, as well as the problems and progress encountered during learning. Then, based on the different types of students identified earlier, different teaching goals and teaching contents should be formulated: For students with weak foundations, the focus of training should be on foundation consolidation, setting clear goals for basic consolidation, starting from the most basic techniques such as breathing and lip shape, appropriately slowing down the teaching pace, increasing the number and duration of basic training, and gradually helping students lay a solid foundation; For students at an intermediate level, the focus of training should be on technique improvement and the cultivation of artistic expression ability. While consolidating the existing foundation, appropriately increase the difficulty of piece practice, guiding students to express their emotions, and enhancing artistic appeal; For students with a solid foundation and certain artistic talent, the focus of training should be on innovation and development. Expand the breadth and depth of teaching content, guide students to try improvisation and adapt existing pieces, and gradually cultivate their own performance style^[6]. At the same time, the individualized training plan should have certain flexibility and adjustability. In the daily teaching process, teachers should continuously track students' learning situations dynamically, closely monitor the progress, changes in interest preferences, and new problems and confusions that arise during learning. Based on these changes, promptly adjust the goals, content, and rhythm of the training plan to avoid fixation and rigidity of the plan, ensuring that the training plan always meets the actual needs of students and truly plays the role of individualized training^[7].

3.3. Innovate teaching methods and integrate smart teaching technologies

Given that students have different levels of foundation and varying interests, the application of differentiated teaching methods is particularly important. For those students with relatively weak foundations, a "layered demonstration and patient correction" approach can be adopted. The teacher can gradually demonstrate basic techniques and deliberately slow down the demonstration speed. For areas where students often make mistakes, such as incoherent breathing transitions and inflexible finger movement, specific and targeted corrections should be made for each issue. Additionally, students should be given more encouragement regularly to gradually help them build up their confidence in learning^[8]. Furthermore, considering that students with weak foundational skills have a slightly lower acceptance ability, teachers

can adopt the “fragmented training” approach. They can break down those complex techniques into individual simple actions and conduct training in stages, allowing students to gradually master them. For students at the intermediate level, the “piece-driven, emotion-guided” method is more appropriate. Teachers can combine students’ favorite pieces and integrate technique training into them, avoiding making the training seem boring. At the same time, they can guide students to gradually understand the emotional connotations behind the pieces and learn to express these emotions using the techniques they have learned, thereby improving their artistic expression ability. In addition, group exchange activities can be organized for students to learn from each other and point out each other’s minor problems, broadening their learning perspectives. For students with solid foundations and certain talent, the focus should be on “expanding and innovating, independent exploration”. This can guide these students to attempt improvisational performances or make appropriate adaptations to the original pieces. Encourage them to combine their own performance style and make personalized treatments of the pieces, rather than blindly adhering to the original version. At the same time, recommend some more difficult and diverse pieces to them to help them broaden their musical horizons and gradually cultivate their own innovation ability^[9]. The integration of intelligent teaching technologies provides more support for personalized education. Teachers can utilize VR (Virtual Reality) technology to enable students to truly experience the performance effects in different stage scenarios. The system can also automatically mark sections with inaccurate pitch or rhythm errors, and simultaneously alert students about their physical states during performance, helping them promptly correct the details of their performances, making the performances more standardized. In addition, students’ repeated practice in virtual scenarios can also enhance their performance skills and gradually alleviate their nervousness when facing real stages. There is also AI (Artificial Intelligence) technology, which can precisely capture various data during students’ performances and then analyze the problems they have in aspects such as breath control, finger movement techniques, and tone control. Based on these issues, it provides personalized training content and correction suggestions for each student, enabling them to specifically address their weaknesses and avoid blindly practice. Moreover, teachers can utilize network cloud spaces to upload various types of teaching resources, such as different styles of musical pieces and detailed technique teaching videos, allowing students to choose the resources they need according to their own requirements, flexibly arrange their study time, and break through the limitations of traditional teaching in terms of time and space, truly achieving autonomous learning and personalized learning^[10].

4. Summary

Implementing individualized training in saxophone teaching aligns with modern music education concepts and can better meet the individual development needs of students. Its core essence lies in fully respecting the individual differences of students, while enhancing their saxophone playing techniques and also emphasizing the protection and cultivation of their artistic personalities. This way, each student can gradually achieve their own growth and progress within the learning rhythm that suits them. Teachers need to update their teaching concepts, accurately identify the individual differences of students, innovate personalized teaching methods, and adjust the training plans in a timely manner based on each student’s individual differences and learning changes, so that individualized training can truly take effect. In the future, the individualized training model in saxophone teaching still needs further exploration and improvement. Teachers can combine the diversified development trend of music culture and incorporate more advanced teaching concepts and technical means to continuously enrich the content of the individualized training system, so that individualized training can truly be integrated into every aspect and every detail of teaching.

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