

Discussion on Piano Teaching Methods of College Music Education Major

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Abstract: As China's social and economic development is getting faster and faster, the demand for high-quality, high-level and highly-skilled music education talents is also increasing, and it is required to assume educational music talents in the process of social development Important responsibility, so it is necessary to strengthen the degree of emphasis on education and teaching of university music education. The piano course is one of the most important courses in the music education major of the university, and it is also an important means for the music education major to cultivate students' professional skills and abilities. But so far, there are many problems in piano teaching in the music education major of universities. These problems make it difficult to improve the quality of piano teaching, which has an adverse effect on the cultivation of music education talents. Therefore, through in-depth discussion and research on piano teaching in college music education, this paper proposes practical teaching methods that can effectively improve the quality of college music education and cultivate more highly qualified music education professionals.

1. Introduction

1.1 The Goal of Personnel Training in Music Education

The goal of talent training in music education requires students to master basic music theory knowledge and skills, as well as music educators with innovation, practical spirit and ability, and high-quality and high-level educational capabilities. In addition, music education students will also actively respond to changes in market and social development needs in the future, and further improve the level of music education teachers by improving their own educational capabilities. The teaching of piano courses in the major of music education is mainly to encourage students to master the skills they should have, and at the same time to continuously improve the students' musical aesthetic level and strengthen the students' comprehensive musical literacy and ability.

1.2 Overview of Piano Teaching in Music Education

The main purpose of the university in setting up music education majors is to train teachers who can teach and teach music knowledge, so they pay more attention to the comprehensive literacy of students, including: teaching, sight reading, piano performance, accompaniment and other abilities. Due to the gap between the music education major and the music major's own talent training goals, it is necessary to pay attention to the coexistence of demonstration and professionalism in the training of music education major. Piano teachers should fully connect the two during teaching, not only attach importance to piano theoretical knowledge and skills, but also encourage students to fully connect theoretical knowledge with practical skills. In addition, piano teaching should also pay attention to the quality of music teaching. Don't pursue excessive quantity and difficulty. At the same time, it should strengthen the students' spiritual feeling and experience of piano music, and then improve the students' level

2. Problems in Piano Teaching in College Music Education

2.1 The Student's Own Ability and Foundation Are Relatively Poor

The formation of the image of music is inseparable from the sound. The listeners and performers

all enjoy the music through hearing according to their own cognition and understanding, and judge the artistic level of the music from it. Therefore, the player must rely on his own talent and understanding of the art of piano performance to perform. The students enrolled in the music education major vary in the level and quality of piano performance. Not all students of music education have the specialty of learning piano. Some students use the art of piano playing as a job opportunity and possibility for future occupations, and some students create music for a better purpose, which leads to the difference in purpose. The intensity of students' input in the piano learning process is also different, resulting in relatively poor piano teaching results.

2.2 Piano Teaching Curriculum is Lack of Pertinence

In order to improve the comprehensive literacy of students' piano playing art, basically in addition to professional music colleges, other schools have a relatively wide range of scopes when setting up piano teaching courses, but the depth of course teaching is insufficient, resulting in students being unable to effectively improve their professional skills. ; In addition, there is still no combination of students' piano theoretical knowledge and practical skills in the teaching process, and excessive emphasis on theory in learning, but unable to combine theoretical knowledge with practice.

2.3 The Phenomenon of Simplification of Piano Teaching Methods is Serious

At present, teachers are still dominated by traditional teaching methods in the teaching process, and failed to absorb new teaching concepts in time to carry out teaching reforms, resulting in the greatly reduced enthusiasm and initiative of students in the teaching process, and the lack of new and single teaching methods The phenomenon is serious, which ultimately makes it difficult to improve the substantive teaching effect.

3. Piano Teaching Method of University Music Education Major

3.1 Strengthen Piano Basic Skills Training and Lay a Solid Foundation

When the music education major of colleges and universities conducts piano course teaching, the first thing to do is to consolidate the students' basic skills, so as to carry out the follow-up piano teaching, and promote the students to make better progress and development in the piano course. Therefore, first of all, we need to teach students the basic piano course, master the basic principles, history, key touch methods and specific playing methods of piano playing. For example, teachers can introduce students to the singing keyboard and granular keyboard touch methods and methods make a distinction, aiming at the law of fingering, the conversion method when the finger is played, the basic principles to be mastered when the finger touches the key, and the commonly used methods of the pedal, etc. In addition, it is necessary to use classified teaching methods in the training of basic skills. For example, to practice independent practice for jumping, non-legato and legato, etc., try to fix the hand shape through practice as much as possible; special training should also be conducted for different fingerings to avoid the lack of motivation to stick to the study due to the weak foundation of the students Basic piano skills.

3.2 Exercise Students' Playing Skills and Improve Students' Piano Skills

After the students master the basic piano skills, they can train their piano playing skills. Piano playing skills are of great value and significance for students to express the musical emotions in the piano. That is, through technical training, students can master the skills and techniques of ordinary etudes, guide students to familiarize and learn the arrangement of music, and gradually master the connections between harmony, melody and texture. At the same time, it is necessary to train students' accompaniment awareness and skills, and help students improve their proficiency and practical operation experience, and further diversify harmony and texture. In the teaching process, teachers should also encourage students to accumulate sensuous experiences, and on this basis, they should deduce real emotions in the students' playing process; the practical training is to strengthen the balance of the fingers held by the students while playing And independence, and during the

training of arpeggios and scales, students need to be guided to equalize finger strength, so that students can solve the problem of relatively poor sensitivity and flexibility of the fourth and fifth fingers; the last is Pay attention to the flexible use of shoulders, fingers and wrists.

3.3 Flexible Use of Diverse Teaching Methods

3.3.1 “One Person, One Case” Teaches Students According to Their Aptitude

This method is mainly to propose a targeted teaching plan for each different student. This is because different students have different piano foundations, learning abilities, and degrees of acceptance and mastery of knowledge. Therefore, university teachers can use the teaching method of “one person, one case” to teach students according to their aptitude, so as to promote the individualized problems of students and solve the problems, and promote the comprehensive development of students. For example, when targeting students with a certain level of piano playing skills, they can choose a skillful and difficult track for students to practice, and experience the phrase processing method, and strengthen the control of fingers and ears. Ability, at the same time increase the more difficult musical skills such as emotional expression and design of music; for students without piano foundation, it is necessary to pay attention to the practice of basic skills and related techniques. Select some technical and technical tracks, and at the same time consolidate the basic skills of the students, to ensure that the students continue to strengthen their finger control, master the skills of playing, and use the fingers more evenly on the basis of improving their basic skills. Change. By applying the teaching method of “one person, one case” according to the aptitude, students with different piano performance foundations and performance levels can be given targeted training and teaching.

3.3.2 The Teaching Method of “Exercise by Practice”

In the traditional music education professional piano teaching, add the “practice to practice” teaching method, change the traditional teaching plan and teaching content, in each semester to develop a “practice to practice” teaching plan, and in the plan Taking into account the number and content of the students' competition, the content of the competition is used to guide and formulate the teaching plan. Teachers can limit the repertoire in the teaching plan according to the students' own advantages and the needs of the competition, and make the teaching plan and the content of the competition as close as possible.

Transform the traditional teaching methods and methods by “playing with practice”. In order to obtain better competition results and effects, students will fully mobilize their own initiative and enthusiasm to participate in piano learning, and actively inquire about the relevant materials of the work, deepen their understanding of the work, and can start with teachers Interaction and communication to fully understand teachers' teaching intentions. In order to encourage students to better adapt to the environment and rhythm of the competition, teachers will regularly organize simulation competitions, requiring students to take turns in the teachers and participate in the observation, and the teachers will also evaluate the students' performance; it can encourage students to exert their self-confidence in the course of the competition. Even if they have achieved unsatisfactory results, they will encourage students to continuously participate in learning through frustration education and further improve their piano performance.

3.3.3 Constructivist Teaching Methods

Constructivist teaching prompts teachers to build a diversified, dynamic and open curriculum system, and build and exchange educational situations around students' educational goals and development goals. Diversified curriculum construction refers to the teaching of piano courses not only the use of traditional books or piano playing exercises, but the use of modern electronic information technology to enhance the fun and effectiveness of the curriculum. The openness of curriculum construction refers to the need for teaching content Students and teachers discuss together, and make full use of teachers' teaching experience and students' initiative to find more suitable teaching resources. Constructivism needs to enable learners to build basic connections with

each other from different knowledge. For example, when teaching piano, other literary and historical content can be added to it to further enhance the output of students' emotional values when playing piano. In addition, teachers can divide the whole teaching into three different stages when teaching: the preparation before the exercise, the perception and thinking during and after the exercise. For example, when teaching the “Thompson Piano Course”, students can construct a learning environment in their imagination, and further experience the emotions and values expressed in the music, and continue to explore into it to deeply understand the meaning of music.

3.3.4 Flip Classroom Teaching Method

Teachers can use flipped classroom teaching methods to improve students' various abilities and levels. For students majoring in music education, they can use this method when learning piano theory: teachers can record the corresponding teaching content in the form of micro-classes in advance, and send it to the teaching platform for students to study and view on their own; Summarize the problems you face in your learning process and ask the teacher in the classroom; the teacher focuses on helping students solve the problems in the learning process, and emphasizes the key points and difficulties in the course content, and improves the quality of teaching in this way And efficiency.

3.4 Innovative Teaching Curriculum.

3.4.1 Impromptu Accompaniment and Recital Lessons

Carrying out impromptu accompaniment and creation courses in the music education major of colleges and universities can effectively expand the students' visual field and performance skills, and also have a positive role in promoting students' musical cultivation and performance. When carrying out reorganization courses and impromptu accompaniment courses, it can promote students' awareness of collaboration and cooperation, and students will also add thinking and listening skills in this process, and strengthen their understanding of music, appreciation and sight reading skills. ; In addition, it can help students to experience the change of different timbre and provide effective help for students to learn independently.

3.4.2 Group Group Lesson

This course is mainly to gather some piano students with similar learning levels to teach together, and let students exchange and discuss the learning experience and skills with each other, and actively sum up the experience, try not to appear again in the next playing process. Class error. In addition, teachers can also use the project teaching method to formulate teaching tasks for students, allowing students to complete the teaching tasks through group cooperation and inquiry. By applying this method, each student divides tasks and cooperates. In this way, for piano music the deeper the understanding, the better the teaching quality of the piano course.

4. Conclusion

As many colleges and universities in China have set up music education majors, and as much as possible to build music education majors as key specialty disciplines, under this premise and background, the level of piano education teachers is also constantly improving. At the same time, university colleges it is also perfecting the music education teaching equipment and material foundation as much as possible, which has a certain positive impact on the piano teaching of the university music education major. However, some problems have occurred in the development of piano courses in the School of Music Education. Teachers need to choose the most appropriate teaching methods to promote the improvement of students' piano playing skills and performance levels, and achieve good teaching benefits and teaching results. Through research, it not only provides practical teaching methods for piano teaching, such as: “one person, one case” teaching according to the aptitude, “promoting teaching by competition”, innovative teaching courses, constructivist teaching, and tamping the basic skills of students. Music education talents with comprehensive qualities and higher skill levels provide positive effects.

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