

Research on Teaching of Piano Performance and Piano Accompaniment in Colleges and Universities

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Abstract: The teaching of piano performance and piano accompaniment in colleges and universities is an organic learning whole. In order to improve students' piano special skills, it is necessary to integrate the two in teaching. In view of this, this paper takes the piano performance and piano accompaniment teaching in colleges and universities as the research object, expounds the overview, teaching status and teaching path of piano performance and piano accompaniment teaching in colleges and universities, and obtains the conclusion that the piano professional course teaching should integrate the piano performance and piano accompaniment, and pay attention to the basic skills learning, etc., hoping to provide valuable reference for improving the teaching level of piano performance and piano accompaniment in colleges and universities.

1. Introduction

Piano is a special specialty. In the process of teaching, teachers should not only correctly grasp the teaching content, but also grasp right teaching methods, so as to match the learning needs of students. Therefore, teachers are required to have higher ideological awareness, especially for the choice of teaching content, they should recognize the relationship between piano performance and piano accompaniment, and take it as the basis to set up teaching content and improve the level of students' piano skills.

2. Overview of Piano Performance and Piano Accompaniment Teaching in Colleges and Universities

The teaching objective of piano major in colleges and universities is to cultivate students' piano application ability and meet the needs of social piano talents. Under the guidance of the teaching objective, teachers should focus on piano performance and accompaniment, help students find their own learning methods through teaching practice, and provide favorable conditions for improving students' piano performance level. No matter from the perspective of college piano course or specific piano performance practice, piano performance and accompaniment are important parts of piano learning system. Therefore, only by fully learning these two contents can students effectively improve their professional level of piano performance. In addition, the two promote each other in learning. Piano accompaniment is the basis of piano performance and the knowledge learned in piano accompaniment can be better used in piano performance. Piano performance is conducive to the learning and application of piano accompaniment knowledge, and realizing the practical transformation of accompaniment knowledge is of great significance to improve the level of piano performance. This shows the importance of the two for piano course learning. In view of this, teachers should objectively view the relationship between the two, clarify the progressive and echo relationship between the two, set up piano professional teaching courses on a broader basis, and set up corresponding class hours. In the teaching content, according to the relationship between the two, they should integrate the two to improve the students' piano performance and professional accompaniment level, so as to contribute to the cultivation of applied piano talents needed by the society.

3. Present Situation of Piano Performance and Piano Accompaniment Teaching in Colleges and Universities

3.1 Students' Cognitive Bias in Piano Performance and Piano Accompaniment

The study of piano course needs students to establish a correct learning attitude. Only by forming correct awareness of piano learning in mind can students better implement the study of piano course into practice. However, many college students have serious cognitive bias in the study of piano course. Many students think that the key point of piano course should be the study of piano performance. As long as they master the knowledge of piano performance and transform the theoretical knowledge into practice, they can effectively improve the professional level of piano. But in fact, in the study of piano course, piano accompaniment is the foundation. In particular, some principle and basic knowledge can help students better learn piano playing course, deepen their understanding of piano playing knowledge, and promote their continuous improvement of piano playing level. Therefore, the study of piano accompaniment knowledge should be given equal attention, and the two should be studied together, so as to promote the overall improvement of piano playing level.

3.2 Lack of Piano Performance and Piano Accompaniment Teaching Practice

The learning of piano course knowledge is a systematic process, which requires the combination of piano professional knowledge theory and professional skills. On the one hand, in the course teaching, teachers should explain the piano knowledge points, so that students can master the piano professional theoretical knowledge skillfully. On the other hand, they should also pay attention to the practical transformation of theoretical knowledge, so that students can practice after class to constantly improve their piano professional skills. But in fact, due to many factors, students do not have enough practice after class. For example, not every student has piano practice conditions, because many students do not have private piano equipment, so they can't use their spare time to practice. In addition, many students do not form good piano learning habits, coupled with the lack of teacher supervision, various activities in colleges and universities, so it is difficult to form a systematic piano after-class practice due to the lack of learning time.

4. Teaching Paths of Piano Performance and Piano Accompaniment in Colleges and Universities

4.1 Adhere to the Teaching Mode of Combining Piano Performance with Piano Accompaniment in Colleges and Universities

The learning of piano accompaniment knowledge and skills is an important part of piano performance, and it can help and promote the learning of piano performance knowledge and skills. Therefore, the two should be combined in the process of teaching. In order to make students better grasp the performance style and learn the performance skills, teachers can let students learn the piano accompaniment knowledge in teaching. For example, many classic piano works contain a lot of performance skills, accompaniment knowledge, performance style, etc., which are the important basic points of piano performance, so teachers should guide students to learn performance skills in classical composition and report feelings after learning, so as to improve students' comprehension ability and learning ability, and lay the foundation for better professional piano performance learning. In addition, in the process of teaching, teachers should pay attention to the effective transfer of professional knowledge points. The purpose is not to "teaching", but to make students better apply knowledge points, so the learning of piano professional knowledge should realize the effective transfer in the process of students' practice. For example, when talking about the composer, Schubert, and his music creation history, teachers should focus on the music style, piano performance style and accompaniment characteristics, and explain the knowledge points through teachers' performance, so as to provide favorable conditions for students to transfer and use the knowledge points. In addition, classical music performance skills can be timely introduced into

other performance works, but the quotation of performance style also needs to be selected according to the specific works, avoiding failure to achieve the desired artistic expression effect due to improper quotation.

4.2 Integrate Impromptu Accompaniment into Piano Performance Teaching

College students' knowledge and skill level of piano performance and accompaniment is low. In this case, it is difficult to achieve impromptu accompaniment. However, impromptu accompaniment has great advantages, which not only contains personal charm, but also has the particularity of piano performance. Therefore, it will achieve good artistic effect, especially for some famous pianists, impromptu accompaniment can create piano performance highlights, attract the audience's attention, so improvisation is very important to improve the level of piano performance. But it's very difficult to cultivate the ability of improvisation. First of all, the students are weak in the rhythm between harmony and keyboard, so it's very difficult to integrate the piano accompaniment. Therefore, teachers should pay attention to the students' practice in this aspect, so as to better integrate the piano accompaniment. Secondly, students lack basic piano knowledge and skills, so they can't improvise in piano accompaniment according to their professional skills. Therefore, teachers should pay attention to strengthen the study of basic piano knowledge and skills, so as to provide favorable conditions for improvisation. Finally, in the process of arranging accompaniment, students appear the phenomenon of rhythm inconsistency. The main reason for this situation is that students lack the basic skills of piano playing and accompaniment, so teachers should organize more practice in class and arrange homework after class. In addition, the piano course learning is a hard process without shortcut to go. Only through solid learning and hard, persistent training, can students continuously improve their piano performance and accompaniment level.

4.3 Enrich the Teaching Methods of Piano Performance and Piano Accompaniment in Colleges and Universities

In the learning process of piano performance and accompaniment, teachers should intervene in teaching activities as spectators, supervisors and guides to stimulate students' desire to explore piano knowledge. Only in this way can we get twice the result with half the effort. In view of this, in the piano professional teaching, teachers should be good at using multimedia teaching equipment, explain theoretical knowledge, classical music and so on by pictures, animation, sound and other settings, to help students better understand music knowledge, and then realize the application of music knowledge transformation. Moreover, in the piano professional course learning, the performance style and accompaniment skills are very important. In order to strengthen the supervision of students, teachers can divide the students into groups, and pick team leaders. In this way, whether in the knowledge discussion in class, or in the homework guidance after class, teachers can get effective feedback information, and then provide targeted and effective guidance for students.

4.4 Set up Scientific and Reasonable Piano Performance and Accompaniment Courses in Colleges and Universities

The learning time of piano course in colleges and universities is short, generally three years. If the three years are not reasonably used, it is difficult to improve students' piano professional skills. Therefore, before the beginning of piano course, teachers should make a systematic plan for piano teaching and arrange reasonable teaching time. Moreover, for the students of piano major in colleges and universities, their piano basic level is uneven, and their basic skills are weak on the whole. Therefore, in order to meet the needs of social education, teachers should increase the class hours of piano playing and accompaniment basic skills, so that students can have solid piano basic skills. In addition, although the overall planning of the teaching content is carried out, in the specific teaching process, it is necessary to change the learning plan according to the actual teaching situation and students' learning needs, and formulate the piano performance and accompaniment courses suitable for the current students' learning.

5.Conclusion

The learning of piano professional course is a complex and hard process. In the teaching of the course, teachers should grasp the key points of teaching, that is, piano playing and accompaniment content, and correctly understand the relationship between the two. In the specific teaching process, the two can be organically integrated for teaching. In order to ensure the teaching quality, teachers can use group teaching method, multimedia teaching method, music enlightenment and other teaching methods to complete the piano professional course learning, and realize improvisation through the improvement of professional skills, so as to provide favorable conditions for highlighting the artistic expression of music and improving students' piano professional skills.

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