A Preliminary Study on the Application Strategies of Micro-Classes in the Piano Courses of University Music Education

Xiaolei He
School of Music and Dance, Sichuan University of Culture and Arts, Mianyang, Sichuan 621000, China
xiaolei21cn@163.com

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Abstract: With the gradual penetration and application of Internet technology in the education field, the continuous reform and innovation of teaching methods are promoted, and the birth of the micro-class teaching model has become a new classroom model that assists teachers in class. Compared with the traditional teaching model, micro-class has many advantages, especially in the application of music education piano courses in colleges and universities, relying on rich teaching resources and innovative thinking to mobilize students' learning enthusiasm. This article mainly analyzes the advantages and disadvantages of Micro-Classes in the teaching of piano courses in music education in colleges and universities, and then proposes the application strategies of Micro-Classes in piano courses in music education in colleges and universities, hoping to provide relevant personnel with reference and suggestions.

1. Introduction
In recent years, with the rapid development of information technology, more and more teaching methods have been used in the education sector. Among them, micro-classes have been widely concerned and recognized by teachers and schools, and the innovation of teaching models has been realized. As an important part of music majors in colleges and universities, piano courses are an important foundation for cultivating students' musical and humanistic qualities. Therefore, the micro-class teaching model will be applied in actual teaching to contribute to the improvement of teaching quality and efficiency.

2. Analysis of the advantages of micro-classes in the application of music piano courses in colleges and universities
Micro-classes have the characteristics of short time, less content, and clear topics. In the past, traditional classrooms would set a 45-minute time, during which students would study uninterrupted, which would easily make students boring and unable to concentrate. However, the application of micro-classes shortens the teaching time and concentrates students' attention in a short period of time. In addition, micro-class learning is not limited by time and space, and students can learn anytime and anywhere according to their own learning situation and needs.

2.1 Diversified support equipment
The teaching content in micro-classes is relatively small, and the teaching is usually carried out in the form of video. Students use a variety of video playback devices, such as smart phones, tablets, computers, etc., to allow students to study anytime, anywhere. In addition, students can make full use of the time after class and combine their own learning needs to start further learning. Music teachers in colleges and universities make the teaching content into short and succinct micro-class videos, and students download them to the corresponding equipment, so as to start learning to make up for their own shortcomings[1].

2.2 Promote the improvement of students' autonomous learning ability
At this stage, information technology has been integrated into our lives and brought certain
development opportunities and challenges to college education. Therefore, colleges and universities must conform to the development needs of the times, innovate traditional teaching models, go out of campus, and apply micro-classes in music piano classrooms. The teaching method gradually stimulates students' interest and enthusiasm in learning, encourages students to learn actively, and is conducive to the improvement of students' independent learning ability.

3. Analysis of the application of micro-classes in piano courses in college music education

3.1 Failure to arrange teaching content reasonably

The effective application of micro-classes in actual teaching is not an easy task. The main purpose of micro-class application is to attract students' attention through video materials, so as to ensure students' learning effects. Usually a large amount of teaching content is interspersed in a limited time. Therefore, teachers will focus their knowledge on the micro-class videos. However, many teachers can't do this. They can't accurately grasp the focus of teaching and can't arrange the teaching content reasonably, which causes the students to use the micro-class for too long and unable to show the core content of piano lessons to students. As students watch the micro-class videos for a long time, their interest in learning will gradually be lost and their attention will also be distracted. Therefore, when teachers use micro-class teaching, they must clarify the focus of teaching content, so as to maximize the role of micro-class teaching [2].

3.2 Strong dependence on micro-classes

Although the application of micro-classes can improve learning efficiency and encourage students to learn actively, micro-classes are always a teaching method, and the value of existence is to improve students' learning efficiency. However, in the actual application process, teachers will over-rely on micro-classes to carry out teaching activities. Some teachers even use micro-classes in the whole class. There is a phenomenon of over-reliance. Teachers will directly show micro-class videos to students for students to learn. I don't understand the content of the textbook, and the teaching effect is not ideal. In addition, teachers are lazy in the process of preparing lessons. In the case of incomplete understanding of the functions and advantages of micro-classes, they cannot give full play to the application effects and value of micro-classes.

3.3 Lack of a complete micro-course teaching system

Teachers who want to play the role of micro-classes in classroom teaching need a complete curriculum system as support. In view of the current actual teaching situation, most schools only carry out micro-class teaching activities in class and ignore the development of micro-class teaching activities after class. The off-class time is relatively sufficient, which is the prime time for students to consolidate and review. Through the development of off-class micro-class teaching activities, students can deepen their understanding and memory of classroom learning content, thus highlighting the role of micro-classes.

4. The application strategy of micro-classes in college music piano courses

4.1 Accurately grasp the focus of teaching content

Micro-class is a brand-new teaching method. The purpose of its application in teaching is to improve the teaching level of teachers and the quality of students' learning. Micro-classes are only auxiliary teaching tools, and teachers still occupy a leading position in teaching. Therefore, teachers should fully understand the content of the textbooks and sort out the key points of the textbooks, so as to improve the learning efficiency of students. There are great differences in students' acceptance of piano classroom teaching content, so teachers should fully understand the students' learning situation, make targeted micro-class videos, and highlight the focus of the teaching content. Normally, when teachers teach some basic music content, they can break down the micro-classes according to the degree of difficulty of the teaching content to ensure the comprehensiveness of the
teaching content, make the teacher's teaching easier and more enjoyable, and give full play to the micro-classes' role.

4.2 The design of piano teaching mode

College music piano courses include three teaching modes: one-to-one courses, group courses, and group courses. Among them, the teaching modes commonly used in colleges and universities are group courses and group courses. Group courses mainly teach students the content of theoretical knowledge, but there are certain drawbacks in them. Faced with students, they cannot achieve everything and cannot meet the needs of students' individual development. Therefore, the basic content of piano practice will be taught to students in group courses. The development of group courses will cultivate the tacit understanding between students and promote the common progress and growth of students.

The application of micro-classes in college music piano courses further improves the piano teaching process before, during and after class. In the pre-class stage, students use the micro-class video to preview, understand the content of the course in advance, and lay the foundation for learning in class. In the part of the class, students will solve the problems encountered in the preview. For the problems that cannot be solved, they need to seek help from the teacher so that the students can develop good preview habits. In the after-class session, students use the video review method of the micro-class to delve into the teaching content that is difficult to understand in the class, so as to achieve a multiplier effect with half the effort.

4.3 Improving the design of the micro-class structure of the piano course

Compared with the traditional teaching mode, the structure design of the micro-class has great advantages. First, in the limited classroom time, students cannot master all the knowledge points. In addition, the teaching status of teachers will be very different due to their own reasons. Second, teachers only supervise students' learning in class. However, students' off-class time is completely theirs. Teachers can no longer supervise learning. After-class learning mainly relies on students' autonomous learning, but many college students don't know how to study in off-class time. Therefore, the micro-class structure design must meet these two requirements, on the one hand, the design plan for the part of the class, and the design plan for the after-school time on the other hand. Just before the start of the course, the teacher will make a video of the difficult points that will be taught, and then upload it to the terminal system, so that students can understand the difficulties and key points of this lesson in the preview. After class, students once again master the knowledge content through teaching videos, thereby enhancing students' learning initiative and consciousness.

5. Conclusion

In summary, the gradual penetration of network technology into the education field has promoted the gradual transformation of teaching methods and models. The results of practical teaching research show that the application of micro-classes in the teaching of music and piano courses in colleges and universities has a very significant effect, which is conducive to the cultivation of students' independent learning ability. Students can start learning at any time without being restricted by time and space. Under the perfect piano course micro-class structure system, they can access more and more abundant resources, give full play to the dominant position of learners, and make the micro-class full play.

References
