

How to Improve the Quality of Piano Teaching in Colleges and Universities

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Abstract: Piano is an important part of music major courses in colleges and universities, in which piano teaching also occupies an important part. At the same time, the vigorous development of music industry also makes piano more widely used. Piano has become a compulsory course for music major. In the new period, the educational reform is carried out deeply, and there are higher requirements for the quality of piano teaching in colleges and universities. Obviously, the traditional piano teaching mode and teaching method can no longer meet the needs of the current social development, and the teaching quality needs to be strengthened urgently. How to improve the quality of piano teaching in colleges and universities has become a problem that colleges and teachers need to study and solve. This paper discusses and summarizes some thoughts and strategies to improve the quality of piano teaching in colleges and universities, in order to provide reference for realizing the goal of piano teaching and promote the development of piano teaching.

1. Introduction

Piano, as a musical instrument, is widely used in music, that can not only appear as a accompaniment of harmony and instrumental music, but also as a solo instrument. Piano course is a valuable course. Piano playing can turn music into beautiful music, and wonderful piano music symbols can bring spiritual pleasure and enjoyment to people. And the beautiful music needs to have the superb playing skill to realize, this kind of skill is based on the teaching and the practice to realize, therefore, in the university piano teaching, the teacher should deepen the importance degree to the teaching quality, in view of the teaching existence question, constantly think and improve, innovate teaching methods, improve teaching level and quality, so as to cultivate better piano talents.

2. The necessity of improving the quality of piano teaching in colleges and universities

In the current stage, with the deepening of the educational reform in our country, piano education in colleges and universities has achieved certain results, but the teaching concept, teaching mode and teaching methods have not been updated according to the needs of the times, which makes that the teaching efficiency is low, the teaching quality is not good, the interest of students in learning is weakened, and the learning efficiency and effect can not be improved. There are still great problems in both piano theory knowledge and playing skills, which can not meet the needs of playing work. Based on this, colleges and universities should be fully aware of this problem, it is necessary to innovate the piano teaching mode, change the teaching concept, formulate scientific teaching methods according to the actual needs, and improve the teaching quality[1]. Only in this way can we train excellent piano talents with professional knowledge, appreciation and playing ability and piano practice ability, and promote the sustainable development of piano education.

3. Problems existing in Piano teaching in colleges and universities at present

3.1 Piano curriculum design is not scientific

At present, colleges and universities in our country are still adopting the traditional teaching mode in piano teaching, and more emphasis is placed on the teaching of theoretical knowledge and piano playing skills in the curriculum, but there are few courses for the analysis and evaluation of excellent piano works at home and abroad. At the same time, teachers themselves pay less attention to this, which makes teachers lack new theoretical knowledge and playing skills. The students under this teaching curriculum design are naturally not very good at understanding and analyzing piano works, which also directly affects the quality of piano literacy training. Secondly, there is a lack of practical courses in curriculum design, teachers pay more attention to classroom teaching, students have few practical opportunities, such as piano performance or competition, experience of students in stage performance will be very scarce. When it comes to a real performance, there will be tension, which will affect the performance effect[2].

3.2 The teaching method is too old

At present, the teaching concepts and teaching methods in piano teaching in most colleges and universities are too old to adapt to the development of the new era. First of all, the "arbitrary" teaching method does not respect the subject status of students, which not only affects the interest of students in learning, but also discourages the enthusiasm of students for learning, which directly affects the achievement of teaching objectives. Secondly, in the piano teaching with outdated teaching methods, there is a great lack of interaction between teachers and students. The piano teaching process itself is a process that needs to communicate, only through communication, can teachers master the theoretical learning and skills training of students, in teaching, if teachers lack of communication with students, they are unable to grasp the learning situation of students in a timely and accurate manner, thus hindering the scientific formulation of teaching plans, which directly affects the quality and effect of piano teaching[3]. Finally, under the traditional piano teaching mode, students master the piano school knowledge and skills comprehensively and deeply, and the piano curriculum can not be innovated and developed.

3.3 There is a common phenomenon of group teaching

With the expansion of enrollment in colleges and universities and the increase of the number of students, there is a common phenomenon of group teaching in piano teaching. On the one hand, piano teachers and piano equipment in colleges and universities are limited, on the other hand, the object of piano teaching is increasing, colleges and universities have to adopt the way of collective teaching to alleviate the mismatch between the number of educational resources and the number of students. However, under the mode of group teaching, the individualized needs of students can not be well met, and at the same time, it also hinders the development of the individualization of students. Group teaching will obviously limit the space for students to play, and will also reduce the subjective initiative of students. If the subject status of students is not respected and guaranteed, it will naturally affect the effect of piano teaching and is not conducive to the common progress of teachers and students.

4. Effective strategies for improving piano teaching quality

4.1 Attach importance to the edification and training of piano accompaniment

Piano accompaniment can make the performer enter the playing state in an instant, enhance the appeal of the work, and integrate the piano accompaniment into the piano accompaniment can enhance the interest of students in learning. Under the influence of piano accompaniment, students can feel the artistic charm of accompaniment and works, and can better express their inner feelings according to the rhythm of music. Strong interest in learning and accompaniment charm can make piano classroom teaching more efficient[4].

Piano accompaniment is also a comprehensive course, which is based on a certain amount of piano teaching, including orthographic accompaniment and impromptu accompaniment. Orthographic accompaniment is the original spectral accompaniment, and impromptu accompaniment is a higher skill based on orthographic accompaniment. There are very strict standards for orthographic accompaniment[5]. Through its practice, we can accumulate all kinds of knowledge and skills of accompaniment, so as to lay the foundation for impromptu accompaniment. The reason why we should pay attention to the training of piano accompaniment is that it is of great significance to the analysis of works, such as impromptu accompaniment needs to analyze the background and style of the work, and make up the sound form of impromptu accompaniment based on the content of the work. At the same time, piano accompaniment training is also an important aspect to promote the comprehensive development of students, and piano teaching is not only playing skills, but also paying attention to the cultivation of all aspects of quality.

4.2 Make clear the subject status of students

In the teaching of any subject, students occupy a dominant position, and piano teaching is no exception. Teachers in colleges and universities must be clear and respect the main position of students. In the teaching mode, the performance is to change from closed teaching to open teaching, must take students as the center, and attach importance to the individualized and comprehensive development of students. Only in this way can the trained talents meet the needs of national and social development. Taking students as the center to carry out piano teaching is first of all to exercise the will of students. The piano itself is a subject with great physical and mental consumption. To learn the piano, we must have a strong will and strong physiological quality, which all need to strengthen the exercise to form. Secondly, in order to cultivate the rational thinking of students, piano as an art has a strong perceptual characteristics, but in the performance of the piano not only needs perceptual understanding, but also needs rational guidance. In the process of piano teaching, teachers should not only pay attention to perceptual analysis and comprehension of works, but also teach students to look at problems rationally, analyze and solve them. Finally, in order to fully stimulate and cultivate the understanding of students, piano, as an art, contains a lot of unspeakable content, which requires students to have good understanding in order to feel such content. If piano teachers encounter unspeakable situations in teaching, they need to strengthen their guidance and inspiration to students. On the one hand, the cultivation of understanding needs to stimulate the interest of students in piano, so that students can like piano and music more, so as to take the initiative to experience and feel piano music, on the other hand, it is necessary to strengthen the cultivation of music cells of students. In order to enhance its sensitivity to piano music.

4.3 Adopt different teaching methods in different periods

The piano teaching in colleges and universities needs to adopt the teaching method flexibly. The immutable teaching method is not conducive to the cultivation of interest of students in learning, nor is it conducive to the improvement of teaching quality and the enhancement of learning effect of students. In teaching, we must promote the reasonable transfer of teaching methods. First, in the early stage of the piano teaching, the centralized teaching method can be adopted, the initial teaching is mainly to teach some basic knowledge, to open the course of appreciation, including the playing method and posture of the piano and some basic theoretical knowledge of the piano, which is required by all the students, It is therefore possible to adopt a collective approach. Secondly, in the next stage, after the students have mastered the basic knowledge and have a certain basis for playing the piano, they can integrate individualized or practical teaching methods. In the teaching process, teachers can let students perform individually in the group and train the courage of students, especially to provide students with more practical opportunities, preferably competition or performance opportunities, in order to improve the performance ability of students[6].

4.4 Enrich the imagination space of students

Piano, as a kind of perceptual art, not only has a variety of forms, but also has a strong appeal, that is sometimes unrestrained and enthusiastic, sometimes slow and elegant, sometimes strong and

sometimes implicit, and expands the teaching content in piano teaching and enriches the imagination space of students. In order to lay a foundation for students to fully understand piano works, and at the same time, students have more imagination, can we enhance the creativity and expressive force of piano art on this basis, so as to show a more perfect effect. For example, when learning to perform the piano song Liang Zhu, the students imagined the emotional process of Liang Zhu through the memories of Liang Zhu story in their heads, from acquaintance to love to twists and turns, and finally turned into butterflies. Such a moving love story reflects the pursuit and persistence of love of Liang Zhu, and the students also understand this true meaning in their imagination, so as to better present it and enhance the effect of playing. At the same time, such a way of performance can also bring emotional and psychological shock to students, deepen the impression of it, so as to explore a more suitable way of performance according to such impression and performance practice.

4.5 Teaching based on the piano playing technology and level of students

In the piano teaching in colleges and universities, teachers need to make guidance according to their learning conditions, i.e. the teaching objectives are based on the existing piano playing technology and level of the students, so that there will not be a situation that the teaching is behind the students, so that the contents of teaching will not be too basic or exceed the acceptance ability of students. Making clear the playing technology and level of the students in stages is not only helpful for teachers to formulate teaching plans scientifically, but also to help students fully understand their own situation and the direction of improvement efforts, and to cultivate the interest of students in learning and autonomous learning ability in order to promote the comprehensive and all-round development of students.

In the specific piano teaching, teachers should carry out teaching activities on the basis of the playing skills of students, clarify the principles of teaching and the direction of improvement, and at the same time, in the formulation of teaching plans, it is necessary to consider the consistency and advanced continuity of the piano playing skills of students, which is neither too much beyond the ability of students, so that students can complete the impossible task of leaping forward. It can also enable students to improve on the basis of the original level, at the same time, it can also build up confidence of students in the improvement of playing skills, so that students can believe that they can certainly make a higher level of progress. That is also an effective way to make students master playing skills and cultivate good study habits and practice habits.

4.6 Improve teaching evaluation mechanism

High quality piano teaching can not be separated from the perfect teaching evaluation mechanism. Only by correctly evaluating the effect of piano teaching and defining the advantages and disadvantages of piano teaching can we establish the direction of improvement and thus improve the quality of teaching. To perfect the evaluation mechanism of piano teaching, it is necessary to expand the scope of the evaluation subject, make the evaluation more objective, true and comprehensive, and achieve the real purpose of the evaluation. Secondly, it is necessary to improve the indicators and methods of teaching evaluation, including the actual performance of students in piano classroom, learning attitude of students, theoretical achievements, as well as the technical level and practical ability of piano playing, and in order to make students deeply aware of their own lack of learning, try to take other people evaluation and self-evaluation and other ways to ensure the objectivity and profundity of understanding, which provides the direction for the improvement of students, so as to improve the learning effect of students and improve the ability of piano playing. Finally, both teachers and students should form a good habit of reflection. Through the reflection on teaching and self-behavior, teachers should find out the shortcomings in teaching in time, and adjust the teaching scheme and teaching method in time. Through self-reflection, students can find the right direction and constantly improve the attitude and methods of learning, while piano teaching can improve the quality from the reflection of teaching and learning.

5. Conclusion

In a word, to improve that teaching quality of the piano in the university, it is necessary to start with the teaching and learning, on the one hand, the teacher should change the teaching idea and the teaching mode, innovate and improve the teaching method, take the student as the core to carry out the teaching activity, on the other hand, the students should correct the attitude and improve the learning method, so that the combination of teaching and learning can be achieved, and the teaching quality is improved.

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