

The Theory Teachings of Piano Harmony Major in Colleges and the Cultivation of Students' Improvisational Accompaniment and Its Ability

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Abstract: The development of piano teaching in modern colleges and universities, harmony theory teaching and the training of students' improvisational accompaniment are one of the important teaching contents, because they are highly practical music skills, and they are the basic course design of the current college piano major. A compulsory course to improve the music level of college piano students. This paper studies the role of harmony theory teaching in piano majors in colleges and universities, puts forward the problems existing in students' impromptu accompaniment ability training, and implements effective measures to promote the development of piano teaching in colleges.

In the piano teaching of colleges and universities, harmony theory teaching and the cultivation of students' improvisational accompaniment ability are basic teaching tasks and an inevitable way to improve students' piano music practice ability. Harmony theory is the theoretical basis for combining piano music with other music, and the improvisation of students' accompaniment is a practical application of piano performance based on harmony theory, which is an important reflection of students' understanding and mastery of piano skills. There are still some problems in the impromptu accompaniment training of college piano students at the current stage. It is necessary to adopt targeted strategies to improve the improvisation accompaniment ability of students.

I. The Role of Harmony Theory Teaching in College Piano Majors

Harmony is an important part of piano performance, and the theory of harmony is the theoretical basis for the interpretation of harmony in piano performance. Harmony is formed by the simultaneous occurrence of two or more different sounds within the prescribed rules. Acoustic combination, which includes chords and chord progressions: chords are the basis of chords, which refers to the combination of music through three or more different sounds, through three-fold stacking or other methods, forming a harmony The longitudinal structure of the sound; and the harmony progression refers to the lateral movement of the harmony formed by the successive connection between chords during the musical performance. The role of harmony theory teaching is mainly reflected in three aspects: First, in harmony theory teaching, it can fully coordinate the mutual combination of various voices on the basis of unified harmony to form a whole and constitute Music. Secondly, the harmony theory teaching can adjust the layout through the harmony of the harmony and the distortion of the beam, which is an important basis for forming the music form. Finally, harmony theory teaching can pass the musical color of harmony. The coordination of the body and other performance forms fully shapes the image of the music and fully expresses the content contained in the music. At the same time, the harmony processing also requires a deep understanding and cognition of the knowledge of harmony theory, and the harmony processing as music The important foundation of creation, the piano theory teaching of colleges and universities is even more important for the teaching of harmony theory. It is an explanation of the skills and practical application of harmony in the performance process. It is of great significance to the practical application of harmony in college students and it is a promotion of college students. An inevitable way of piano performance. In addition, in the piano teaching of colleges and universities,

if you want to improve and cultivate students' improvisational accompaniment ability, it is inseparable from the guidance of harmony theory teaching, which is the key to students' improvisational accompaniment performance.

2. Problems in Improving the Accompaniment Ability of Piano Majors in Colleges and Universities

With the development of music education in universities in China, the impromptu accompaniment training of students in piano teaching has become more and more important, which has become one of the important manifestations of promoting students' performance ability. However, in the actual teaching work, there are still some practical problems in the cultivation of students' improv performance ability.

First, insufficient attention has been paid to students' improvisational accompaniment training in the curriculum. If you want to improve and develop students' improvisational accompaniment ability, you must incorporate the teaching content in this aspect in the teaching process. Through the development of course teaching, you can achieve a systematic cultivation of students' improvisational accompaniment ability and enhance students' emphasis on improvisational accompaniment ability. Degree [1]. However, in the current stage of the design of piano courses for colleges and universities, the provision of impromptu accompaniment training courses for students is far from adequate. Even some colleges and universities have set up professional impromptu accompaniment courses for teachers. Teaching, this seriously affects the cultivation of students' improvisational accompaniment ability.

Secondly, the teaching methods are relatively simple in the development of piano courses. Teaching method is the decisive factor of teaching quality, and teaching quality directly affects students' ability training. At the present stage, the improvisation of accompaniment accompaniment of college piano students is relatively simple. One of the main problems is that the improvisation of accompaniment abilities is not good enough. Its performance is mainly due to the insufficient arrangement of practical courses and theoretical courses. This has affected the cultivation of impromptu accompaniment ability of college piano students.[4]

Third, the teaching content of piano courses needs to be improved. Ensuring the richness of teaching content is an inevitable way to carry out the quality of piano teaching in colleges and universities in the new period, and it is also an important basis for the cultivation of students' improvisational accompaniment ability. However, in the current stage of the piano teaching of some colleges and universities, the practical problem of insufficient teaching content design has seriously affected the cultivation of students' improvisational accompaniment ability, and has formed constraints on the students' future development and the improvement of piano performance.

Fourth, the construction of teaching evaluation system is insufficient. Teaching evaluation is an important part of teaching work, an important feedback channel for the quality of teaching work, and an important guide for teachers to adjust the teaching plan.[5] However, in the current construction of the teaching evaluation system for piano majors in colleges and universities, the practical problems of inadequate construction and scientific need to be improved still exist. The reference rate of student opinions for teaching subjects in the new era in teaching evaluation is too low, and students have not been used to understand the teaching. Existing shortcomings have brought serious adverse effects on students' improvisational accompaniment ability training.

3. Solutions to Improving the Ability of Improvising Accompaniment for Piano Majors

In view of the problems in the impromptu accompaniment training of college piano students at the current stage, teachers must adopt targeted problem-solving strategies in teaching development to comprehensively improve the efficiency and quality of teaching work and improve the effect of improvisation accompaniment training. To promote the development of piano education in China's universities [2].

First, increase the emphasis on the cultivation of improvisational accompaniment and rationalize

the design of teaching courses. In the design of piano courses for colleges and universities, it is necessary to increase the emphasis on the training of students' improvisational accompaniment ability as the main part of the curriculum design, to realize the combination of piano basic teaching, harmony theory teaching and piano improvisational accompaniment teaching. At the same time as training the students' piano performance, they help students understand the harmony and lay the foundation for the students' piano improvisation. [6] The professional improvisation accompaniment course design can also promote students' understanding of piano accompaniment skills and cultivate students' improvisation accompaniment ability.

Second, it adopts a diversified teaching method, combining practical courses with theoretical courses. In the cultivation of impromptu accompaniment ability for students of piano majors in colleges and universities, a variety of teaching methods and practicality is an inevitable way to improve their improvisational accompaniment ability, and the importance of practical teaching is constantly increasing. Therefore, in the current stage of the education of piano majors in universities, we must adopt a variety of teaching methods to achieve a comprehensive combination of practical teaching and theoretical teaching, infiltrate the theory of piano knowledge in practical teaching, and emphasize practice in theoretical teaching. In this way, the ability to improvise students' accompaniment is realized. At the same time, teaching should also pay attention to the integration of non-teaching factors, give full play to students' subjective initiative, cultivate students' interest, and guide the teaching method to cultivate students' improvisational accompaniment ability.

Third, expand the scope of teaching and choose teaching content to suit the development of the times. The meaning of music in different eras is different. This is the charm of music. In the teaching of piano in colleges and universities, we must also pay attention to this, expand the scope of teaching, and enrich the content of teaching. In the process of rich teaching content, college teachers must expand the content of impromptu accompaniment textbooks in conjunction with the development of contemporary music, and ensure the three principles of the era, practicality, and fun of the selected content for the high-quality development of impromptu accompaniment courses in colleges. Lay the foundation of rich textbooks and improve the effect of improvisation accompaniment ability of piano students in universities.

Fourthly, a comprehensive teaching evaluation system is constructed based on the feedback of students' learning. In the development of education in modern China, students have become the main body of teaching activities. Therefore, in the construction of the teaching evaluation system, we must fully increase the importance of student feedback, as an important part of the evaluation of piano teaching in colleges and universities. The evaluation allows students to give comprehensive feedback on the content design, teaching methods, practical teaching, and teaching effects of improvisational accompaniment teaching, and use it as an important reference for the formulation of improvisational accompaniment teaching programs, so as to achieve the cultivation and improvement of students' improvisational accompaniment ability. The efficiency and quality of improvisational accompaniment teaching [3].

Conclusion:

College piano specialty harmony theory teaching and students' impromptu accompaniment training are important tasks of their current educational work. They are an inevitable way to improve students' piano practice ability and promote their all-round development. They are of great significance to the development of China's music education. An important guide for the development of the education of piano majors in colleges and universities.

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