

The Teaching Mode Reform of Piano Music Education

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Abstract: With the continuous development of China's socio-economic culture, it has driven the continuous progress and prosperity of China's cultural undertakings, and the development of society has an increasing demand for high-quality music talents. In recent years, China's college piano education has gradually entered the right track of education planning. However, compared with other developed countries, the current piano music education and teaching model in China has started relatively late, and is relatively backward in terms of teaching concepts and models. Therefore, it is very necessary to reform and innovate the teaching model of piano music education in Chinese universities. Based on this, this article analyzes and studies the reform of the teaching model of piano music education in universities. This paper combines the literature review method and questionnaire survey method to explore the reform of the teaching model of piano music education, and through experiments, explores the reform of the teaching model of piano music education, and studies the changes brought about by the reform of the teaching model of piano music education. This study finds that students who have reformed the teaching model have improved 60.3% in accuracy and made very high progress, while classes that have not reformed have only improved the accuracy by 25%. This shows the need for reform. The results of this paper provide reference value for the reform of the teaching model of piano music education in the future.

1. Introduction

With the advancement of reform and opening up, China's economy has continued to develop. On the basis of the guarantee of material civilization, people's pursuit of spiritual civilization has become increasingly prominent. Among them, the development of music art is relatively rapid, and the influence of piano art in the society is also increasing. The number of people who appreciate and learn piano art is also increasing. The number of people participating in the examination each year is increasing year by year. Many regions Both have experienced significant "piano fever". Many of them have a very weak piano foundation, but they are very passionate about piano learning. They hope to get more learning and exercise in colleges and universities. Therefore, many college music majors have opened piano teaching courses to meet more The students' requirements for the cultural concept and aesthetics of the piano art play a good supporting and guiding role in their theoretical and practical content in the learning process. However, the piano teaching work in many ordinary colleges and universities has not formed a standardized and scientific teaching model. The research and discussion of teaching in this professional field has not formed a long-term mechanism, and there is no timely adjustment for the change of time and student literacy. For this reason, although piano learning has brought positive effects to the socio-economic development and the improvement of students' aesthetic taste, the current development situation is still not optimistic. In this learning atmosphere, many students are involuntarily inclined to play piano. The study of playing skills, lack of theoretical knowledge, the teaching mode is relatively simple, the teaching content is too skillful, and the textbooks are not unified. Therefore, timely and effective measures must be taken to rectify it. Therefore, the research of piano teaching in general colleges and universities is very necessary.

In the traditional piano music teaching model, teachers overemphasize the theory and skills of piano learning, interpreting the teaching form as originality, and it is difficult to stimulate students'

interest in learning. Students' individualized and innovative ideas are often not recognized by teachers and teachers. Appreciation greatly hurts the enthusiasm of students, loses the groundbreaking and innovative passion for piano music, and adversely affects students' ability and expression of piano works [1-2]. Piano works to a large extent show an emotional role, which is linked to the personal skills of piano players. Only by respecting the students' individuality and providing professional guidance in a targeted manner can the students' best effect on piano works be guaranteed. Piano music itself has strong innovative characteristics. Therefore, in the teaching process, teachers can not stick to the rules, but only understand the students' innovative thinking, improve students' creative ability, and achieve the ultimate goal and significance of piano music teaching [3]. In recent years, with the continuous increase of social and cultural needs, the level of piano education in colleges and universities needs to be improved. This is also the requirement of quality education reform. Only continuous innovation in piano teaching methods and teaching methods, and training of piano music talents in line with social needs [4].

This article first analyzes the status quo of piano music education in China, finds the deficiencies and deficiencies of piano music education in China at this stage, and proposes new thinking on the reform of the teaching model of piano music education in colleges and universities. And through practical examples, the experimental comparison is carried out, and the reformed teaching mode is compared with the traditional teaching mode, and the necessity of the reform of the teaching mode of piano music education is obtained.

2. Method

2.1 Current Situation of Piano Music Education in Chinese Universities

2.1.1. Teaching philosophy

So far, analyzing the current situation of piano music education in China can start from two aspects: the first is the analysis of teaching concepts. For our country, the teaching philosophy has a great influence on the teaching of all disciplines. At the same time as social progress, the country pays more attention to the cultivation of talents and needs more talents in music. Nowadays, the vigorous development of piano teaching in Chinese universities has gradually changed the status of piano teaching in China and is more suitable for the scientific development of the country [5-6]. In music education, the core point is music aesthetics. Therefore, the improvement of students' aesthetic ability should be emphasized in music education. Here, students should be encouraged to develop their personality, so that students can understand music and learn to create music. However, in China's music teaching practice, teachers' focus is on cultivating students' musical skills, which is not conducive to the development of students' musical personality [7-8]. Secondly, in terms of music teaching evaluation methods, China is currently relatively single. Evaluators pay more attention to the evaluation of students' performance skills, and ignore the cultivation of students' creativity and music appreciation.

2.1.2. Teaching mode

The piano music education in China is relatively monotonous in the traditional mode, and the most of the courses are group lessons. The disadvantage of group teaching is that teachers simply cannot understand everyone well [9]. Therefore, the teacher's grasp of the situation sometimes guides individual students in the classroom when there are problems. This kind of teaching is relatively simple. In the teaching process, teachers are mainly closed, and in the teaching content, the repertoire is relatively single.

2.1.3. Purpose and status of piano music education in college music education

The main purpose of piano music education in colleges and universities is to centrally train music teachers in primary and middle schools. Most of these teachers can only be regarded as qualified. For a good elementary and middle school teacher, it needs to have a lot of skills. In professional studies, schools should not restrict the development of other art students. Piano

teaching can be opened in other majors, as well as students can learn more about musical instruments [10]. In college piano teaching, the main concern is whether students can become an excellent qualified music teacher or music practitioner. Therefore, in college education, teachers should also strengthen professional learning, attach importance to the training of lifelong learning concepts, and cater to professional talents [11]. In this process, students' piano performance will not be greatly improved in several years of college time, but through piano teaching, students can further understand the meaning and details of the expressed songs, and improve their playing skills and self-learning ability.

2.2 New Thinking on the Reform of the Teaching Model of Piano Music Education in Universities

2.2.1. Constructing a student-centered piano music education and teaching model

At present, many colleges and universities in China still use the traditional teaching model of piano music education and teaching, that is, how teachers teach and how students learn. In the piano music education and teaching process, we should adhere to the "student-oriented" teaching principle, so that students take the initiative to learn, and active learning is the premise of piano learning [12]. In addition, in the whole process of piano music education and teaching, create a relaxed and pleasant learning atmosphere, so that students can learn piano better without pressure. At the same time, it is necessary to respect the personality differences of students and pay attention to their psychological changes [13].

2.2.2. Guidance and inspiration to students should be emphasized in teaching

Motivation and guidance are important contents of innovative teaching models. In the teaching process of traditional piano music education, teachers usually adopt the teaching mode of expository preaching. Of course, there are advantages in education and teaching methods. That is, the interpretation of knowledge through the piano and piano demonstration method can allow students to master the playing skills and basic Theoretical knowledge [14-15]. Compared with other music arts, playing the piano has higher requirements for a professional technique, especially for some classical piano works, without a solid professional foundation, it cannot perfectly show the artistic conception of the work. On the basis of teaching and traditional teaching, teachers need to inspire and guide teaching methods so that students can better and faster master game skills. Different from the simple demonstration and imitation in the past, but through the guidance of the teacher, let the students use their own understanding to understand the work, and walk with the beauty of different works. Students experience the aesthetic effects of each game mode in the game, and then choose the learning method and game mode that suits them.

2.2.3. Strengthen the design of music in teaching

Music design is actually based on the knowledge of students, following the characteristics of second and third degree music performances, combining cognitive personal music ideas, music playing styles, independent experiences, combining their own associations and imaginations, and the piano and concepts The overall grasp is consistent with the logical model of innovative piano performance. In the traditional piano teaching in the classroom teaching, the general teacher demonstrates the music, then demonstrates according to the teaching work, and then the students imitate according to the teacher's demonstration, and then the teacher corrects the opinions after the students practice according to the students' correct play. On the one hand, this teaching mode is easy for students to give guidance to teachers 'game skills and dependence on psychological theory, on the other hand, it also hinders the development of students' creativity and expression ability. In the teaching process, the teacher first needs to design according to the design style of the agent, then let the students work according to the understanding and style characteristics of the background of the work, and then let the students play the work, and then the teachers and students, to play the discussion and performance skills of the student work, students Creation and execution are based on the results of the discussion.

2.2.4. Construction of promotion models through innovative teaching activities

Incorporating relatively novel activities into the piano music education and teaching process has a positive effect on cultivating innovative talents in piano music education and teaching. For example, you can invite some famous pianists to give lectures and explain some piano works to students based on their playing experience. In addition, you can talk to your students about their piano growth experience and insights and understanding of music. In the course of listening to the lectures, students can not only explain more performance skills based on the piano player's explanations, but also deepen the students' understanding of music. All the teaching activities must ultimately practice and use piano teaching, so students should learn and use it in piano teaching, transform the knowledge in the classroom and the experience of others into their own things, and verify it in practice. In addition, some theoretical foundations are very solid. Students who are usually good at performing skills cannot even perform when facing the tension of the audience and forget the tune. This will undoubtedly have a negative impact on the future employment and life of students. Therefore, teachers should innovate teaching methods, guide students to clubs, theaters, or some celebration activities, experience in actual combat, allow students to enter society, and calmly face all audiences.

3. Experiment

3.1. Literature Review

Literature review is referred to as summary, which is to collect a large amount of relevant information on a certain field, a certain specialty or a certain topic, problem or research topic. Academic opinions or suggestions, make a comprehensive introduction and elaboration. This article elaborates on related articles in each category by reading thousands of teaching documents and classifying them according to the content of the articles.

3.2. Questionnaire Survey

This article uses a questionnaire survey for research. The specific method is: through the online platform, issue questionnaires to relevant people, and collect and organize them. One thousand questionnaires were distributed in this questionnaire, and 998 questionnaires were recovered. The questionnaire recovery rate was 98.8%, of which 988 were valid questionnaires, and the questionnaire effective rate was 99%.

3.3. Comparative Experiment

Take a university reform pilot, set up a control experiment, and compare two music classes with little difference in performance. One uses the reform method to teach, and the other uses the traditional model for teaching. The experimental cycle is one semester. To evaluate students in both classes.

4. Discussion

4.1 Literature Review and Analysis

After reading thousands of teaching documents and classifying them according to the content of the articles, the results are shown in Figure 1.

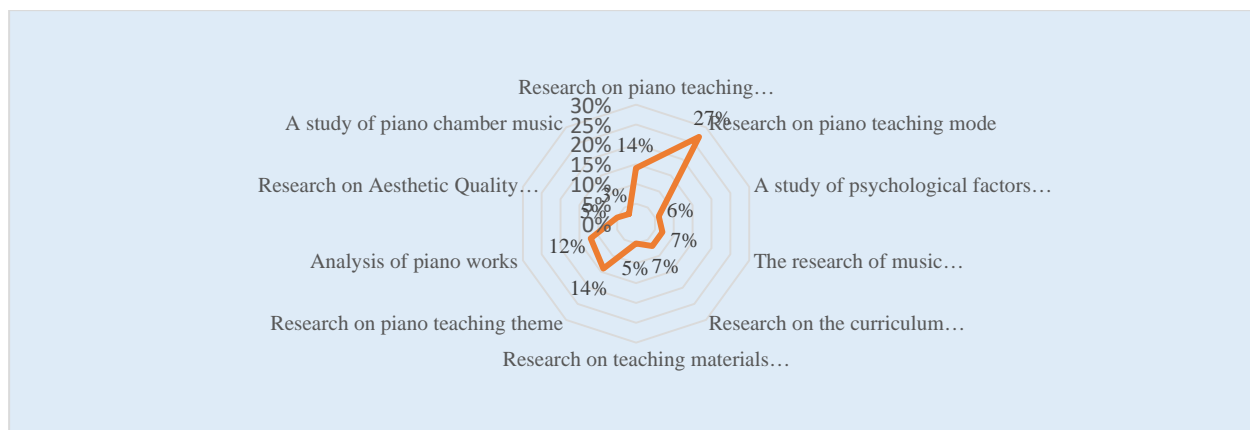


Figure 1. Results of literature proportion analysis

It can be seen from Figure 1 that in the past ten years, scholars have studied piano teaching methods, piano teaching models, psychological factors in piano teaching, musical expression in piano teaching, curriculum reform in piano teaching, piano teaching materials, piano teaching topics, piano Works analysis, aesthetic quality education, and piano chamber music have been studied in ten directions. Among them, the study of piano teaching methods accounts for 14%, the study of piano teaching models accounts for 27%, and the study of psychological factors in piano teaching accounts for 6%, The study of musical expression in piano teaching accounts for 7%, the study of curriculum reform in piano teaching accounts for 7%, the study of teaching materials in piano teaching accounts for 5%, the study of piano teaching topics accounts for 14%, piano works analysis It accounts for 12%, aesthetic quality education research accounts for 5%, and piano chamber music research accounts for 3%. Overall, the research on piano teaching models is the most.

4.2 Questionnaire Analysis

A questionnaire survey was issued to relevant persons, and it was investigated whether the piano music model needs to be reformed. The collected questionnaires were sorted and analyzed. The results are shown in Table 1.

Table 1. Analysis of questionnaire survey results

	Support reform	No support for reform
Proportion	98%	2%
Reason	There are many shortcomings in the traditional teaching model, which is not enough to meet the needs of talents in the modern era.	Reform is risky and requires a good plan. The time is not ripe.

As can be seen from Table 1, the vast majority of people believe that the teaching model of piano music education today has many shortcomings, which are not enough to meet the needs of the talents of the current era and require reform. Some people also believe that reform is risky and the current time is immature. Do not support reform.

4.3 Analysis of Comparative Experimental Results

This article conducted a comparative experiment on the reform pilot. The experimental results of the comparative experiment are now collated. The results are shown in Figure 2.

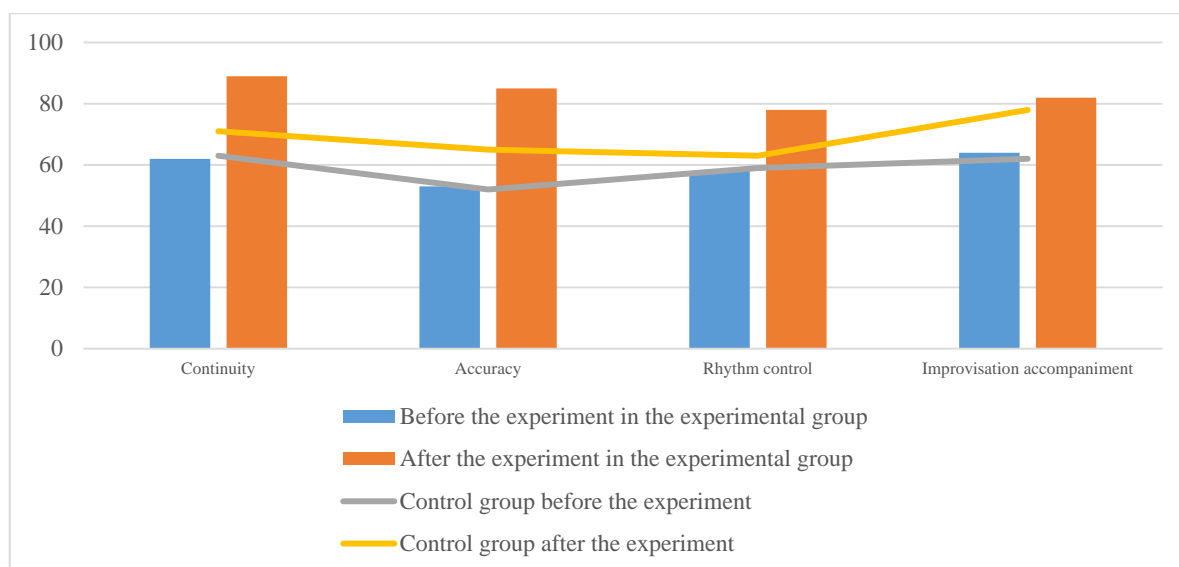


Figure 2. Analysis of experimental results

It can be seen from Figure 2 that the experimental evaluation has evaluated several evaluation indicators of the piano. These indicators are continuity, accuracy, rhythm grasp, and improvisation. From Figure 2, it can be seen that the piano music education and teaching model reform. It has a great effect on student performance, especially in terms of accuracy. The students in the experimental class have improved 60.3% in accuracy and made very high progress, while the class without reform has only improved the accuracy by 25%. This shows the need for reform.

5. Conclusion

The previous piano teaching model in colleges and universities is not conducive to the development of independent innovation ability and thinking ability of college students. It is very unfavorable for the future development of students. Therefore, this article has launched a research on the teaching model reform of piano music education. The reform and innovation of the music education teaching model, give full play to students' main role in teaching, so that students can independently think about problems during the learning process, and enhance their own innovative ability in the continuous thinking process, effectively improving and enhancing students The comprehensive quality of the students will enable them to have higher quality and ability to face future study, life and work, and properly handle any problems they may encounter.

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