

# Research on the Implementation Strategy of Stratified Teaching Mode in Piano Teaching in Higher Vocational Colleges

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**Abstract:** Due to different growth environment, talent, and cultivation conditions, students differ greatly from each other, which make the general teaching inefficient in the practical piano teaching in higher vocational colleges. This paper mainly discusses the stratified teaching mode and implementation strategy of piano teaching in higher vocational colleges in the hope of effectively improving the piano teaching efficiency and students' learning ability.

Because of the difference in the quality of students, the learning effect of piano teaching differs accordingly. Stratified teaching is a teaching method based on the principle of teaching students in accordance with their levels. That is, teachers divide students into different groups based on their learning potential, interest, and employment orientation. Furthermore, teachers implement stratified teaching plans according to specific situation of each group to ensure that students of different levels can be improved.

## 1. Significance of Stratified Teaching in the Piano Teaching in Higher Vocational Colleges

Compared with the traditional teaching method, the stratified teaching brings a new perspective to the teaching of higher vocational colleges. Objectively, each student is different, whose individual characteristic needs to be respected. Only by adopting different teaching methods with constant improvement based on full understanding of students, can we solve difficulties in teaching and stimulate students' enthusiasm in learning. Psychologist Bruce pointed out that stratified teaching is to provide necessary learning conditions and innovative learning opportunities for students at different levels to the maximum extent. Therefore, teaching should be in line with the development of students in accordance with their learning levels.

As a scientific and systematic course, piano needs to be accepted gradually in the learning process. Therefore, teachers cannot give consideration to all students' learning conditions if students differ greatly in their basic knowledge. To be specific, students differ in psychology, learning ability, and interest. Different learning methods are required for different orientation of employment and further study. Therefore, it is very effective and significant to adopt stratified teaching in piano teaching in higher vocational colleges.

## 2. Implementation Ideas of Stratified Teaching in the Piano Teaching in Higher Vocational Colleges

The implementation of stratified piano teaching in higher vocational colleges is very important, which should be evaluated by students' learning result. According to many teaching cases, teachers should explicit the following ideas in the implementation of stratified piano teaching.

### 2.1 Correct Stratified Teaching Idea

The traditional teaching method is not conducive to the development of students in higher vocational colleges. Without systematic training in the learning process, the traditional piano

teaching mode is not conducive to the improvement of students' piano performance ability, which hinders the comprehensive development of students. It is necessary to understand the teaching method of stratified teaching and establish the correct teaching ideas in the piano teaching in higher vocational colleges. Teachers should change their teaching ideas, regard students as the main body of teaching activity, respect individual differences, and guide students to make progress in learning.

## **2.2 Adjusting the Content of Piano Teaching**

Students learn piano with the guidance of teachers. However, teachers should understand that students are the main body of the teaching activity. The whole process of stratified teaching should be based on students, with respecting individual difference, encouraging students, and giving play to students' advantages to ensure their learning enthusiasm and initiative. This requires teachers to adjust piano teaching content according to students' level in time and teach students according to their levels. When planning teaching contents based on the established teaching syllabus, teachers should divide the teaching activity into three stages, including basic training stage, advanced stage, and performance stage. Teachers should not ignore students' efforts just because of poor performance now and then, which is normal fluctuation of grades. Instead, teachers should carry out comprehensive evaluation to students, considering their progress and performance in different stages. On this basis, teachers are able to guide students effectively. [1]

## **2.3 Establishing the Evaluation Mechanism of Stratified Teaching**

Corresponding complete teaching evaluation mechanism should be established in the stratified piano teaching in higher vocational colleges. Teachers should make reasonable arrangements for their own teaching activities according to the teaching evaluation and assessment mechanism. Students should attend different exams based on their learning levels. A complete and reasonable stratified teaching evaluation mechanism enables colleges to make a fair, objective, and true evaluation of teachers' teaching activities.

## **2.4 Principles for Setting Teaching Objectives in Stratified Teaching**

1) Moderation. The teaching objectives of piano courses in higher vocational colleges should accord with the students' situation, including their cognitive level and acceptance ability. It is one of the prerequisites for the success of stratified teaching that the teaching objectives should correspond to the students with different levels. Under the premise of basic objectives, different types and levels of sub-objectives can also be designed to increase the pertinence of the teaching process. The objectives should be able to fully mobilize students' enthusiasm, neither too high and unattainable nor too low and unattractive.

2) Progressiveness. Objectives of piano teaching in higher vocational colleges should be progressive from low to high. That is to say, objectives of the first stage should lay the foundation for the second stage. In terms of a single stage of teaching, teachers should divide the objectives into basic objectives and development objectives and make sure the long-term objectives and short-term objectives are linked. All objectives should be met gradually based on the classification and level. In the whole teaching objectives of the stratified teaching, all students are required to achieve basic objectives. Students with solid foundation and gift are encouraged to make efforts to achieve the development objectives. In the staged teaching, teachers adjust the objectives based on students' conditions in achieving teaching objectives, to promote the improvement of the overall objectives and the comprehensive development of students. [2]

## **3. Implementation Measures of Stratified Teaching in the Piano Teaching in Higher Vocational Colleges**

### **3.1 Stratifying Teaching Objectives**

The teaching objective refers to the expected teaching quality to be achieved during the teaching activity. Due to the differences of students and their future orientation of employment and study, it is necessary to take both individual differences and overall development into consideration when

setting teaching objectives. In the piano teaching of higher vocational colleges, the overall teaching objectives including four aspects: cognition, understanding, application, and comprehensive improvement.

Layer an objectives: For students with solid foundation, teachers should focus on cultivating their ability and strengthen their application level. In this way, teachers are able to help students improve innovative ability, enhance listening and performance skills, and thus achieve the objective to cultivate creativity.

Layer B objectives: For students with moderate foundation, teachers should check and fill the gaps for their deficiency and help improve their application ability, thus to achieve the objectives to students' music cognition and work processing.

Layer C objectives: For students with poor foundation, teachers should focus on basic training and stimulate their enthusiasm, to help master the basic performance level, and thus achieve the basic teaching objectives.

### 3.2 Stratifying Teaching Contents

Level A students: Teachers should introduce wide range of works as teaching content, including works require difficult skills, and focus on the expansion of students' knowledge.

Level B students: Teachers should introduce works of moderate difficulty and style, with focusing on students' application ability.

Level C students: Teachers should introduce teaching contents in the orientation of mastering basic performance skill and ability, strength basic music theory and skill training, and guide students to complete simple and short piano works. [3]

### 3.3 Stratifying Teaching Process

Good lesson preparation is the basis of stratified teaching. To implement stratified teaching, teachers need to study many literature research to master a large number of piano works with different styles and different degrees of difficulty. What's more, teachers are required to design and optimize the stratified teaching content and requirement based on status quo of students with different levels. In the lesson preparation for level a students, lessons with knowledge and innovation are required due to the great technical difficulty. In this way, students are able to learn to re-innovate to develop creativity and unique style on the basis of basic knowledge and performance skills. For level B students, piano works of moderate difficulty should be arranged to ensure that students can understand effectively and utilize flexibly to cultivate students' understanding and thinking ability. For level C students, it is necessary to strengthen the basic training to enable students master basic performance methods with guidance. In this way, teachers are able to stimulate students' enthusiasm for higher level teaching.

The piano teaching in higher vocational colleges should be based on stratified teaching model of teaching students according to their level. It is also a demonstration of teachers' ability. In class teaching, teachers should pay attention to enlightening and comprehending knowledge, and help students to develop problem-solving and autonomous learning ability. At the same time, different training should be carried out to students with different levels. For level a students, attention should be paid to guide them to flexibly use their knowledge and develop their own style of piano performance, so as to cultivate their creativity. For level B students, fair performance skill and ability to independent learning and problem solving should be equipped on the basis of flexible master of knowledge. For level C students, guidance and demonstration should be given to enable students master basic knowledge and performance methods, stimulate students' learning interest, build students' confidence, help improve students' ability, and thus to have better learning experience. In this way, the targeted, practical, and innovative stratified teaching can be realized to help all students make progress.

Homework after class is an effective way to consolidate the knowledge of piano teaching and an important link to test the teaching effect. Therefore, the selection and design of homework content is very important. On the one hand, homework should be based on the ability of students with different levels. On the other hand, homework should be assigned according to different interests of

students. For level A students, homework assignment should focus on the way of thinking and the ability to recreate music. For level B students, homework assignment should consider performance skill and music connotation with moderate works. For level C students, homework assignment should focus on the memory and understanding of basic music theory and methods (such as note, rhythm, beat, and chromatic note) with simple musical composition. [4]

Extracurricular practice is also one of the ways to improve students' learning efficiency. Teachers should guide students to use their spare time for self-study and self-improvement. Teachers can edify students' artistic experience and enhance students' sense of honor in their major through a series of extracurricular activities such as extracurricular group activity, seminar, and watching performance videos of master. Students who have interests and hobbies in performance and competition and have a good foundation of active thinking can be tutored from the aspects of improvement of performance level and innovation ability as well as knowledge expansion. For example, teachers can guide students to participate in various performances and competitions to compete with more excellent people, so as to improve themselves.

Students with employment needs should be provided with special training of singing while playing and impromptu accompaniment with Chinese and foreign children's songs in the teaching materials of kindergartens, primary and middle schools. For students who would like further study, some works with great difficulty and representative styles and characteristics should be selected to improve the competitiveness of students in the examination.

Through extracurricular practical activities, students improve their learning ability and the enthusiasm and initiative of learning. At the same time, extracurricular practical activities can enrich teaching content, broaden students' horizons, improve students' performance and impromptu accompaniment level, and promote students' sense of cooperation and teamwork.

#### **4. Conclusion**

The stratified teaching in higher vocational colleges is an advanced teaching concept. As an innovated teaching mode, it requires to teach students based on their learning levels to maximize the learning effect of all students and improve the teaching quality of piano courses in higher vocational colleges.

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