

Analysis on the Piano Teaching Mode of Flipped Class in Higher Education

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ABSTRACT. *In today's university classrooms, the application of microlecture flipped classrooms have been very extensive, and teachers have become tutors for students inside and outside the classroom. This article specifically analyzes the piano teaching mode of the microlecture flipped classroom in colleges and universities. The article first analyzes the concept of microlecture sflipped classroom, then studies the positive effects of the integration of microlecture flipped classroom and piano teaching, and finally analyzes the microlecture flipped classroom in details. The microlecture flipped classroom just learning teaching model puts forward effective strategies for optimizing the piano teaching mode of microlecture flipped classrooms in colleges and universities, hoping to provide a valuable reference for the improvement of piano teaching level under the background of microlecture flipped classrooms in colleges and universities through this series of analyses.*

KEYWORDS: *Colleges and universities, Microlecture, Flipped classrooms, Information technology, Piano teaching*

1. Introduction

Now, the integration of teaching and information technology in colleges and universities is becoming extensive. This is a major trend to promote the reform and innovation of higher education. The integration of the emerging teaching model of microlecture flipped classroom and traditional teaching courses has further promoted the reform of college education. The integration of piano teaching and microlecture flipping classroom is a new idea for the development of piano teaching in colleges and universities. It helps to expand students' comprehensive knowledge. The created teaching environment is more informatized, digital, and networked. The following is an analysis of the related issues of piano teaching mode under the background of the college microlecture classroom.

2. Microlecture Flipped Classrooms

Microlecture are produced on the basis of constructivism, and the main carrier of micro lessons is video. Microlecture is a brand-new teaching mode, and its main

presentation media are mobile multimedia and online media. In the application of microlecture in many disciplines, the teaching objectives are concentrated in a certain teaching link, and a knowledge point or teaching difficulty is explained in detail at the fastest speed, so the microlecture can be regarded as a micro-teaching model. Tracing back to the practice of microlecture, The University of Iowa in the United States put forward the concept of microlecture in the 1960s. The content of this microlecture is independent and unitary. Then, in the 1990s, the teachers of University of Northern Iowa used an one-minute video of basic chemistry teaching in the chemistry class to popularize all kinds of chemistry knowledge to students. This is the initial development of microlecture. After years of development, microlecture has not only trained teachers' comprehensive abilities, but also provided students with a framework for efficient learning. The concept of micro-learning derived through microlecture has also accommodated micro-content and micro-media. There are many on the Internet. Microlecture teaching videos involve many fields such as biology, chemistry, physics, medicine, finance, history, art, etc. The series of microlecture resources provide an effective way for students to learn in depth and explore broad knowledge.

Flipped classroom is a major teaching mode of microlecture. Education and academia have paid attention to flipped classrooms since 2012. Flipped classrooms refer to an information-based environment. Teachers regard teaching videos as an important teaching form. As a learning resource for students to learn, students watch the videos provided by teachers before class to learn the foundation for subsequent course learning, and teachers guide the students to complete various activities such as Q&A and interactive communication, so flipped classrooms become an emerging teaching mode. Unlike traditional classrooms, flipped classrooms fully connect inside and outside the classroom. Students gain theoretical knowledge through independent learning outside the classroom, and propose corresponding knowledge questions. Teachers guide students to communicate and display their own learning progress inside the classroom. And through the cooperation of students to deepen the learning of knowledge, under the guidance of teachers, the series of practical activities and practice behaviors carried out by students are efficient.

3. The Positive Effect of the Piano Teaching Model in the Flipped Classroom

The emergence of the microlecture flipped classroom piano teaching model is an innovation of traditional piano teaching under the background of the rapid development of information technology. It is a major manifestation of the integration of traditional piano teaching and flipped classrooms. Although the development of microlecture development classrooms is different in the education field. However, the flipped classroom certainly has brought certain positive effects to the traditional teaching reform. The integration of microlecture and traditional piano teaching has enriched the manifestation of piano teaching. The diversity of microlecture works makes piano teaching varied. Compared with high-quality shared lesson videos and open lessons, the video length of microlecture is relatively short. It pays more attention to the completeness of subdivided knowledge points. Piano teachers need

to take the advantages of microlectures when researching and promoting piano classes, carefully design the whole process of piano teaching, and connect the main objectives of piano lesson learning with the practice content. Therefore, microlectures require teachers to make full preparations, so the teaching content presented by microlectures can bring learners a high-quality learning experience.

The piano teaching activities carry out under the microlecture flipped classroom piano teaching mode not only involve the teaching of piano knowledge, but also pay attention to the cultivation of students' interest in piano learning and correct learning attitudes. The method adopted in traditional piano teaching is monotonous. Although traditional piano teaching also uses multimedia technology to play courseware, the production of courseware content is not innovative. It can be regarded as a simple transfer of the teaching material content to the courseware. This will not be able to cultivate students' enthusiasm for learning piano knowledge content. Long-term electronic blackboard writing activities are likely to cause visual fatigue of students, and students are easily bored with piano learning activities carried out by teachers. The integration of the microlecture flipped classroom and piano teaching fully utilizes the advantages of modern information technology in teaching, makes full use of various resources, and fully demonstrates the rich and advanced image of multimedia teaching through flipped classrooms. Piano teachers can flexibly use graphics, animation, text, sound and other media to deliver open piano learning information to students. The presentation of various piano teaching content is vivid and three-dimensional, and students can intuitively understand piano learning. The three-dimensional knowledge structure presented by the flipped microlecture classroom can also stimulate students' enthusiasm for piano learning. In the process of structure analysis, students' subjective initiative is stimulated, thinking and learning piano knowledge while developing innovative thinking in piano learning. It will help teachers achieve the teaching purpose of cultivating students' piano learning ability.

4. Effective Strategies for Optimizing the Piano Teaching Mode of Flipped Classroom in University Microlecture

4.1 Preparing for the preliminary course. The primary prerequisite for the application of the microlecture flipped classroom piano teaching mode is that the teacher has made sufficient pre-class preparations. Therefore, during the production of the microlecture, the piano teacher should grasp all aspects of the curriculum preparation. The main content of the course teaching is integrated into the courseware template production, video production, performance video recording, and slide production. Piano teachers can use the Internet to search for relevant course videos and download them, tailor the video time, use the camera to record the demonstration playing process and import it into the microlecture production. The presentation of the slides is an important part of the production of microlectures. Piano teachers should pay attention to the style settings of the slideshow videos and pictures. Taking into account the specificity of piano lesson teaching, it is necessary to perfectly combine the sheet pictures, audio, video and other materials. When

performing screen recording, teachers can use the method of segmented recording, and then use video production software to integrate video materials. During the course preparation period, the first step is to make the courseware. Teachers should ensure that the content of the courseware is excellent and the interface is exquisite. The application of screen recording software is very important, such as QQ video recorder, Super Capture, Camtasia Studio. Camtasia Studio software has many functions, including video editing, screen recording, theater playback, etc. Teachers can use this software to dub and record screen operations, integrate and edit videos, and add cover, watermark, animation, letters and other elements according to the needs of the story.

After the microlecture video is made, the teacher should upload it to the Internet in time, and ask students to prepare in advance. According to the requirements of the video course, the teacher can set the following preview goals for students: First, the students need to understand the artistic conception conveyed in the video teaching and analyze the characteristics of the work; second, they need to imitate the image of the music according to the situation provided by the video teaching, and to propose difficult problems in the process of playing; third, they need to complete the practice of the video display of the microlecture practice playing and try out the whole song step by step. In this way, in the course preparation stage, students can make full use of micro-classes to carry out off-class learning activities. With specific learning goals as the guide, students can gradually improve their independent piano learning ability in off-class independent piano learning.

4.2 Focusing on the implementation process of classroom activities. The implementation process of piano teaching activities in the microlecture flipped classroom piano teaching mode needs to be grasped by teachers. In the specific teaching process, teachers can create corresponding teaching situations through the review of old knowledge and the introduction of new videos, so as to clarify the objectives and difficulties of lesson learning. Under the guidance of the teacher, students can review the old piano knowledge through the digital piano. Based on the microlecture preview experience, they can explore new learning knowledge through actual review exercises. Students can discuss in groups and select representatives in the group. Preview and display, and then conduct in-depth communication and learning between groups. Based on the explanation of the video content of the microlecture, the teacher can give a second explanation during the teaching process and perform a demonstration performance. Approximately 20 minutes can be arranged for students to focus on the corresponding repertoire. Teachers should grasp the rhythm of the repertoire in the process of explaining. Rhythm is the important soul of music learning. In piano performance, the player needs to accurately grasp the form of the rhythm and accurately play the syncopated rhythm. In order to enable students to further understand the intensity relationship involved in the repertoire, the teacher can lead students to analyze all the intensity marks, integrate the intensity marks with each other in the process of analyzing the intensity changes, fully experience the style of music, grasp the pronunciation characteristics of the piano, the characteristics of piano pronunciation, carefully analyze the changes in intensity during the playing process, and accurately express the mood of

the song.

In addition, teachers can set up knowledge development links to discuss the practical application of the song through group collaboration among students. Teachers can analyze the music in the middle and late sections of the song through video acceleration or slow playback at appropriate times, and lead the students to practice rhythmic exercises, further experience and express music. In the process of playing, the teacher can analyze the details of the students' performance and remind all students to focus on the details of the performance. Students can learn from each other's strengths, learn from each other, and improve together. In the end, the evaluation of the teaching effect of the course is not only based on the performance of the track as the only standard for scoring. The preview results, group contribution, and playing skills can all be used as evaluation indicators. This comprehensive indicator design motivates students to actively involve in piano learning.

5. Conclusion

With the rapid development and progress of information technology, piano teaching mode in higher education has gradually undergone reforms and innovations. The series of reforms and innovative measures are not only to meet the needs of contemporary college students for information technology, but also to meet the new development trend of the integration of technology products and education. Microlecture flipped classroom not only inspires students' interest in piano learning, but also mobilizes students' enthusiasm for independent learning of piano knowledge, and gradually cultivates college students' abilities in problem discovery, problem exploration, and problem solving. This teaching mode effectively promotes college piano educational reform to be in line with the development of contemporary information teaching.

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