

# Thinking and Practice of Piano Teaching Mode Expansion in Colleges and Universities

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**ABSTRACT:** *As a compulsory course of music major, piano plays an important role. Teachers' attainments in piano skills greatly influence students' understanding and mastery of piano art. At present, there are still some deficiencies in the piano teaching courses in colleges and universities. The lack of music creative teaching will lead to the solidification of piano teaching. In order to improve the effectiveness of piano teaching in colleges and universities, it is necessary to expand the piano teaching methods in colleges and universities. To improve the effectiveness of piano teaching with a variety of teaching methods*

**KEYWORDS:** *Colleges and universities; Piano teaching; Diversity*

## 1. Introduction

As people's demand for art and aesthetics becomes more and more abundant, music art has become part of people's aesthetic art. In music art, piano, as a very important part, should give play to the creativity, artistry and skill of piano to form a unique beauty of music. As an important talents output, colleges and universities should attach importance to the practicality of talents in training. Among the students of music major, in view of the piano teaching needs to improve the original teaching methods. Innovative teaching mode can give students a variety of classroom experience. Only by leading students to break through themselves can we really cultivate practical and skilled talents.

## 2. The present situation of piano teaching in colleges and universities

In the teaching of piano courses in colleges and universities, teachers should be able to give full play to the guiding role of teaching, guide students to master the basic knowledge of piano and form the understanding of piano art and interpretation. However, in the current piano teaching in colleges and universities, there are still many parts of the teaching is hard to achieve good results, which is related to the piano teaching course content, but also related to the teaching method of teachers.

### ***2.1 Piano course mode***

In the teaching of piano courses in colleges and universities, there is the problem of single mode. The piano teaching course is only composed of theoretical courses and practical courses. In the theoretical course, the piano history, piano artist history, piano manufacturing history, history, etc. are interpreted solely; in practical courses, piano demonstration teaching is conducted by teachers, and students are trained and evaluated individually. The disjointed teaching mode of theory and practice makes it difficult for students to carry out timely practice in theoretical courses and ignore theories in practical courses. It also makes difficulties for piano courses to achieve practical results[1]. At the same time, the simplified piano course model still exists in the daily piano course teaching. Because piano courses are different from other courses, not all students can be trained at the same time, so teachers cannot pay attention to one student at the same time. Therefore, piano practice courses in colleges and universities are often carried out by group teaching. This teaching mode has remained unchanged for a long time, giving students a sense of task. The participation in the course is only for the purpose of assessment, which fails to be truly integrated into the course structure[2].

### ***2.2 Teaching method***

The actual effect of piano teaching in colleges and universities is different under the influence of different teachers. In the teaching of piano courses, it is difficult for teachers to form students' consciousness of innovation if their teaching methods are unitary. However, the piano art is not a single copy of previous piano music, but requires innovation in the learning of piano skills, so as to endow the piano with new meanings. At present, in the piano teaching courses in colleges and universities, the simplification of teaching methods is mainly reflected in the demonstration teaching and practical assessment of teachers. It is just like asking students to memorize a piano score without teaching them how to apply the score for innovation. The lack of innovative significance in teaching methods will make students lose enthusiasm in learning piano courses, make it difficult for them to express their emotions through their own learning and experience, and do not help students improve their ability in piano interpretation and innovation[3].

### ***2.3 Teaching assessment methods***

In the assessment of piano courses in colleges and universities, students are often assessed by the way of performing a certain piano piece, students' daily attendance and homework completion rate. However, this assessment mode ignores the creativity of students, and it is difficult to carry out targeted assessment on students by only paying attention to their learning of piano skills. In terms of skills learning, many students have the same learning situation, and the expression effect of specific tracks is similar, so it is difficult to form a difference at this time. Therefore, further

innovation is needed in the assessment methods of piano courses in colleges and universities. The combination of multiple assessment methods can better promote the overall development of students, rather than taking students as tasks. At the same time, a variety of assessment methods can also be more detailed understanding of the students, targeted to help students improve the piano artistic attainments and artistic accomplishment, but also can better cultivate the professionalism and creativity of students.

### **3. The significance of the diversity of piano teaching in colleges and universities**

There are many problems in the teaching of piano courses in colleges and universities, which will result in monotonous piano teaching, and it is difficult to coordinate and unify the learning situation of students and the teaching effect of teachers. Therefore, in the piano teaching in colleges and universities, we also need to pay attention to the comprehensive development, in order to improve the effectiveness of teaching diversity. Firstly, diversity should be realized in piano teaching courses, which is conducive to providing students with more learning directions and improving their enthusiasm for piano learning. For example, emotional teaching can be integrated into theoretical teaching to give students immediate emotional expression and piano interpretation, which can better improve students' understanding of piano art and also form their own internalization of piano art accomplishment. The diversity of curriculum structure can also break away from the original curriculum framework. In addition to the courses of piano cultural theory and practical operation, the courses of appreciation, creation and appreciation can also be offered to comprehensively improve students' piano deductive ability and artistic accomplishment. It can also improve students' interest in learning from a variety of teaching courses. Secondly, teachers use a variety of teaching methods in piano teaching, which can stimulate students' innovative and technical learning awareness to form an efficient teaching model. In the piano teaching of teachers, if a variety of teaching methods can be carried out to form a comprehensive teaching model, it can give students more learning space, more direction in their own piano art training and skill learning, and also helps students form the innovative consciousness of piano interpretation[4].

### **4. Expansion of piano teaching methods in colleges and universities**

Piano teaching is a major course as well as a necessary course to cultivate music skills and music accomplishment of music major students. In the course of piano teaching, the single mode of teaching mode needs to be innovated and improved, and it is very important to form a comprehensive teaching mode and effect through diversified teaching. In order to improve the actual effectiveness of piano teaching in colleges and universities, the following diversified teaching methods are discussed in detail.

#### ***4.1 Emotional teaching is integrated into the course teaching***

Piano art is not only the display of piano skills, but also the integration and expression of emotion. In the course of piano teaching, the teaching of piano emotion should be integrated in the course of theory and practice. Only when students truly realize the emotion required by piano interpretation, can they convey this emotion to the audience in piano interpretation. Therefore, emotional teaching should be integrated into piano teaching in colleges and universities. For example, when explaining a piano piece, analysis of the composer's time background, social background and the author's life background, emotional experience and inner feelings may help students have a clearer understanding of the author's mood when creating piano music. Only when students can internalize this emotion can they fully display the original artistic charm of the piano music when performing it. This teaching method of emotion should be combined in every link of piano teaching, so as to guide students to get out of the bondage of music score and truly find emotion, understand emotion, internalize emotion and deduce emotion in music score.

#### ***4.2 Innovative courses in piano teaching***

In the course of piano teaching in colleges and universities, the single teaching mode and content can hardly arouse students' interest in learning, so teachers should provide more space for students in the actual teaching process to enable students to form emotional response when appreciating a certain piano music, and to create piano works according to their own understanding. This course of innovation and creation is an opportunity for students to learn piano at a higher level and a new understanding of piano art and piano performance. In the teaching process, teachers should do a good job in guiding innovative courses. For example, when teachers perform a piece of music, they should bring forth new ideas of the march at an appropriate opportunity, which can form a sense of conflict for students. However, in this sense of conflict, the emotional and deductive attitudes of music have not changed, so a sense of innovation can be formed. In daily teaching, teachers should guide students to innovate and create their own consciousness. Teachers should even more guide students by combining their basic skills in individual training courses. Only by continuously making guidance and innovation in teaching courses, can we break away from the inherent deductive thinking, develop students' professional ability in various aspects, and cultivate students' consciousness of innovation and creation.

#### ***4.3 Introduction of the activity-based teaching mode of piano teaching***

In piano teaching in colleges and universities, activity-based teaching can form diversified teaching modes, contents and directions. In the process of teaching, teachers can improve students' interest in learning through a variety of activities, and can also form effective teaching effects to cultivate students' piano artistic accomplishment and professional learning ability. For example, the piano teaching is

carried out through the mode of immediate creation activity. A piece of piano repertoire is performed by the teacher or classmates at the beginning, and the piano composition is performed by the students in a relatively short time. In this way, students' awareness of piano creation can be stimulated and their piano skills and knowledge can be fully applied. The further understanding of their own learning effects can be approved during this part. Or by means of competition, by taking piano music as the competition mode, by creating and performing piano music with different understandings of the same theme, this competition mode can inspire students to break through their own creative limitations, further understand the piano in artistic creation, and use piano interpretation to express their own emotions. Therefore, in the piano teaching in colleges and universities, we should integrate the activity teaching mode in time and give full play to students' creative ability and professional ability[5].

#### ***4.4 A good piano learning atmosphere***

The single teaching mode of piano in colleges and universities is reflected in many aspects, and the single teaching atmosphere is also a common form. In the process of teaching, the interaction between teachers and students is not enough. In the piano teaching in colleges and universities, a good piano learning atmosphere should be created, which can be achieved by teachers' piano performance before class or students' group performance. This is also conducive to guiding students to form corresponding emotions, and more conducive to teaching interaction with students in the following course content, so as to form effective teaching. The creation of teaching atmosphere is also reflected in the innovation of teaching form. Teachers should reduce the unilateral demonstration teaching consciousness. In the teaching process, students are guided to learn in real time, which not only enhances the interaction with students, but also points out the deficiencies in students' learning and helps them master the correct learning methods in time.

#### **5. Final words**

As a required course of music major in colleges and universities, piano course can cultivate students' music quality in the teaching process, and at the same time, cultivate students' appreciation awareness of music, so that students have a broader understanding of piano interpretation. At present, there is a single teaching mode in piano teaching in colleges and universities. The monotonous teaching form, content and course structure of teachers all affect the learning effect of students. In order to effectively improve this problem, it is necessary to start from the teaching mode of teachers and form teaching innovation with a variety of teaching methods. For example, through emotional teaching, interactive teaching, innovative teaching and other methods, to stimulate students' piano creation consciousness and innovation consciousness, so as to improve students' learning interest and learning effect.

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