

The Reform of Piano Teaching in Music Education Major under the Guidance of the New Curriculum Concept

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Abstract: With the promulgation and implementation of the new curriculum concept (NCC), my country's music education has entered a new historical stage. The prosperous development of the music education profession has made the teaching quality of piano courses more and more important, but there have been problems such as the lack of systematic teaching guidance in the piano teaching (PT) process. This article consulted a large number of documents related to music education, discussed the measures of piano teaching reform, and found some enlightening methods of piano teaching. Through interviews and surveys, it was found that 24.91% of teachers used demonstration methods in piano teaching, 19.81% of teachers used practice methods in piano teaching, and 50.28% of teachers paid more attention to piano performance ability in piano teaching.

Keywords: New Curriculum Concept, Music Education major, Piano Teaching, Reform Measures

1. Introduction

The implementation of the NCC has not only provided a new direction for the development of music education, but also brought a new educational concept. Both the teaching methods of teachers and the learning methods of students have made significant discoveries in the original education system, which not only satisfies modern education Demand has also strengthened the teaching effect. In this context, how to make the setting of music teacher education courses conform to the characteristics of the students, but also enable the students to obtain the overall development of their quality, in order to conform to the reform of music education, is worthy of deep consideration.

Many outstanding scholars have conducted a lot of research on the piano teaching reform of music education under the guidance of the new curriculum concept, and have also achieved good results. For example, a scholar believes that the piano education in my country started after the piano was introduced to my country. After a century of exploration and practice, my country's piano industry has formed a large team and has educated many talents in piano performance. my country's piano education has created more brilliant achievements. Through the continuous efforts of piano educators, my country's piano art has developed rapidly and promoted the development of my country's music culture and art [1-2]. A school has also begun to carry out a series of reforms to the music curriculum. The new music curriculum of the school mainly emphasizes learning, experimentation, free activities and mutual discussion. It also strongly supports learning projects that require the participation of students themselves. Students set up relevant elective courses and differentiated courses to guide students' piano training skills [3]. Although there is still a lot of research on piano teaching reform of music education under the guidance of new curriculum concepts, it is necessary to propose reform measures of piano teaching suitable for students' development.

This article analyzes the current situation of PT in music education under the guidance of the NCC, and understands that under this concept, the intersection of education and music disciplines needs to be introduced into the music curriculum reform, based on the basic theories and basic skills of music education. Promote the diversification of music learning and development, so that piano teaching can better meet the requirements of the current national education system reform.

2. Discussion

2.1. *The Characteristics of Piano Teaching in Music Education under the Guidance of the New Curriculum Concept*

Our country's new curriculum reform is a major change to the original curriculum model and concept, and it has adjusted the original teaching theory. It has made huge changes in student learning methods and teacher teaching management. It is called "a system engineering." [4]. On the whole, this is a renewal of educational concepts and a transformation of talent training models. PT for music education majors has the following characteristics:

(1) Emphasize humanity

The NCC emphasizes its humanitarian characteristics. Emphasizes that students are the center of teaching and education is the foundation of teaching. Teachers must be committed to the teaching process, caring for students with humanitarianism, so that students can experience the emotions that music brings us, and experience the beauty of the music world.

(2) Strengthen aesthetics and practice

The essence of music education is to allow students to learn aesthetics. The NCC clearly enhances the aesthetic function of music, abandoning the traditional practice of music knowledge as the system before the reform, and focusing on guiding the students' emotional experience after the reform, and inspiring it with emotions Practical activities such as creative inspiration, rather than the past teaching mode developed by understanding music scores and appreciating piano performances. Through the interaction of music and emotions, different forms of music can be presented intensively. This method not only stimulates students' creative motivation, but also cultivates students to think about the integration of emotion and music. The charm of music lessons attracts students' attention [5-6].

(3) Focus on the cultivation of innovative thinking

In the era of extremely fast updates, innovation is the driving force of a country's development. There are many talents in the society, and all regions hope to improve local economic benefits through talent training. Therefore, a large number of innovative talents must be cultivated to drive development. In order for music education to develop better to a certain extent, innovation is necessary. The cultivation of innovative thinking (IT) for talents can promote the progress of human spiritual civilization and material civilization. Music education is not only to teach students the knowledge of music and the skills of playing and singing, but also to cultivate students' IT and explore innovative abilities and potentials. Music education does not mean that every student can become a musician through the teaching methods and skills taught by teachers, but hopes that students can discover the unique nature of music in combination with teachers' ideas and methods, and then create music with a story. The way of cultivating IT also varies from person to person. For example, some students can associate things other than music through the music knowledge told by the teacher, and some students need the teacher to let the students gradually substitute their emotions through deduction. Enjoy a swim in the world of yours and use your imagination. In music teaching, teachers should establish students' perception of musical notes, improve students' auditory sensitivity, and encourage students to interpret the works they have imagined [7].

(4) Pay attention to the individual development of students

The purpose of education is the development and training of individuals. The NCC also emphasizes the importance of individual differences among students in the process of striving for comprehensive development. Each student is an independent individual and cannot be replaced or homogenized. Teachers should pay attention to the psychological changes of students when conducting teaching activities, and let them find their own suitable performance methods according to their own learning characteristics, and encourage their performance.

2.2. *Piano Teaching Reform Measures for Music Education Majors*

(1) Reform the management mechanism and optimize the development environment

The development of the piano profession needs the management and support of the leaders of the education department. Music schools need to strengthen the structure of teacher allocation, change the inherent prejudice, rectify the name and position of piano practitioners, strive to improve the working

conditions and related benefits of practitioners, and establish a sound interaction and reward mechanism. When introducing and hiring talents, it is necessary to consider a reasonable proportion of teachers with old, middle and young ages. In particular, it is necessary to cultivate a group of young and middle-aged teachers with advanced teaching concepts, profound music theory knowledge and practical experience, so as to form An echelon of piano performance (PP) subjects with modern and advanced teaching concepts as the main body of young and middle-aged backbone teachers. PP teachers are given the same treatment as other professional teachers in terms of salary and lesson fees; in recruitment and job title evaluation, full affirmation and support are given to piano accompanists; in teaching and research issues, they are given to other related professionals. The same good working environment and technical support determine the academic status and academic value of the PP art; set PP awards in the vocal or instrumental professional competitions held in China to guide and encourage young teachers and students to devote themselves to the PP art in the career [8-9].

(2) Broaden the knowledge and skills reserve and improve the comprehensive quality of teachers

Concepts have a comprehensive and leading influence on the development of people and things because of their relative stability. The improvement of the comprehensive quality of teachers is the core driving force for the reform of PT. Without the effective training of reformers, the loopholes and defects of traditional PT will not be changed. At present, there are many teachers with a considerable level of PP in our country, but there are very few teachers who have the function of "guidance", that is, extensive comprehensive quality and cultural and artistic accomplishment. Teachers must take the initiative to improve their musical literacy, so as to promote the development of students. With the ever-increasing demand for the cultivation of piano talents, the team of music teachers needs to have a certain degree of cultural accomplishment and artistic aesthetic ability in order to be able to accurately present the musical style and creative intentions of the works.

(3) Actively carry out academic exchange activities to stimulate endogenous motivation for academic research

Collecting and sorting out a large number of atlas materials and video materials related to piano teaching, establishing a literature reference room, a professional network database, and building a distance education network. Encourage professional theoretical research, strengthen foreign exchanges, and invite experts and professors to discuss, exchange, and lecture. In the teaching unit, the teacher in charge organizes open classes or lectures from time to time, on the one hand, answering questions for students, on the other hand, building a platform for in-depth exchanges between teachers and students. This kind of teaching activity has a free form and high feasibility. Teachers and students can discuss styles, techniques, aesthetics, art history, etc., and join demonstration teaching at the same time, creating practical opportunities for students, entertaining and having fun, in a relaxed and comfortable way. Complete the knowledge harvest in the atmosphere. In addition to teaching, it is necessary to establish long-term cooperative relations with cultural performance groups and performance organizations outside the school regularly hold various forms of performances to show students' phased achievements, and use the Internet to show students' performances and academic exchanges [10].

2.3. Top-N Recommendation

Top-N recommendation result is the result sequence of N recommendation objects provided by the recommendation system to the user. Part of the historical data is used for calculation in the experimental evaluation, so there are four situations: (1) There is an object in the real data T(u), it also exists in the prediction sequence R(u); (2) There is an object in the real data T(u) but does not exist in the prediction sequence R(u); (3) There is no object in the real data T(u), and the prediction The sequence R(u) exists; (4) There is no object in the real data T(u), and the predicted sequence R(u) does not exist [11-12]. Therefore, the accuracy of Top-N recommendations can be measured by two indicators: recall and precision.

$$recall = \frac{\sum_{u \in U} |R(u) \cap T(u)|}{\sum_{u \in U} |T(u)|} \quad (1)$$

$$precision = \frac{\sum_{u \in U} |R(u) \cap T(u)|}{\sum_{u \in U} |R(u)|} \quad (2)$$

Among them, T (u) represents the real data, and R (u) represents the predicted sequence.

3. Investigation and Research on Piano Teaching of Music Education under the Guidance of New Curriculum Concept

3.1 Research Purpose

The research purpose of this article is to allow teachers to design classroom teaching activities based on the new curriculum concept, improve teaching methods, improve teachers' teaching ability, cultivate piano art talents, and solve the problems faced in piano teaching.

3.2 Research Methods

Regarding the research content of this article, by visiting experts and scholars in professional music colleges, understanding the theoretical basis of PT from them, and absorbing valuable opinions and suggestions related to this article, it provides strong guarantee and support for this article.

3.3 Data Acquisition

Through offline visits to teachers of some music colleges and piano teachers in training institutions, 530 teachers have collected relevant information about the teaching methods and teaching content they used in the teaching process, and used software to analyze the NCC. The status quo of teachers' piano teaching.

4. Analysis of the Status Quo of Piano Teaching under the Guidance of the New Curriculum Concept

4.1 The Teaching Methods Used by Teachers in Piano Teaching

Table 1: Teachers' teaching methods in the teaching process

	Quantity	Proportion
Teaching method	97	18.30%
Discussion method	66	12.45%
Demonstration method	132	24.91%
Practice method	105	19.81%
Cultivation method	46	8.68%
Inquiry method	54	10.18%
Other methods	30	5.67%

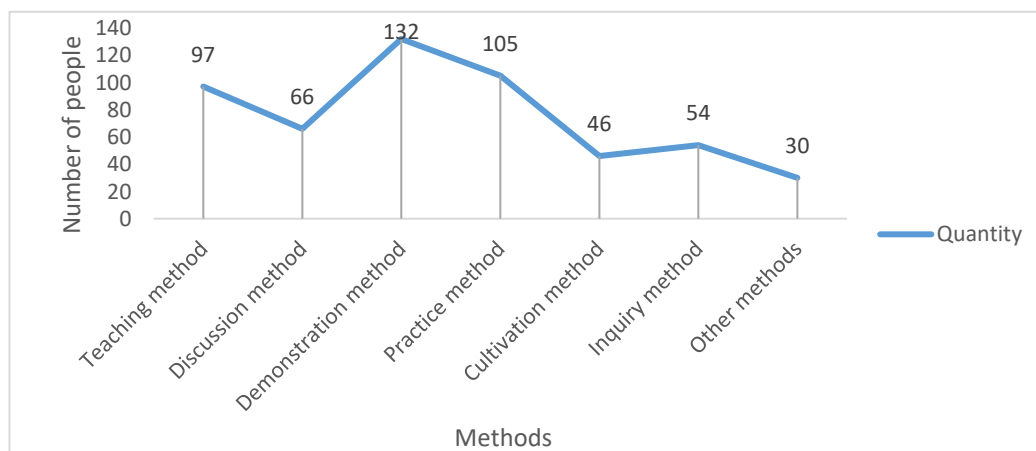


Figure 1: Line chart of piano teaching method

According to the data in Table 1 and Figure 1, it can be seen that teachers have used richer teaching methods to guide students in PT. Among them, the most commonly used methods are lecture method,

demonstration method and practice method. The teaching method most used by teachers is the demonstration method, which accounts for 24.91% of the total number of teachers, followed by the practice method, which accounts for 19.81% of the total number of teachers, and the teaching method, which accounts for 18.30% of the total number of teachers. Other methods are the least used by music teachers. The piano teaching methods accounted for 5.67% of the total number of students.

4.2 Analysis of Factors Focused on in the Teaching Process

Table 2: Factors those piano teachers' pay attention to in the teaching process

	Quantity	Proportion
Piano performance ability	267	50.28%
Sight reading ability	32	16.42%
Improvisational accompaniment ability	87	6.03%
Teamwork ability	144	27.17%

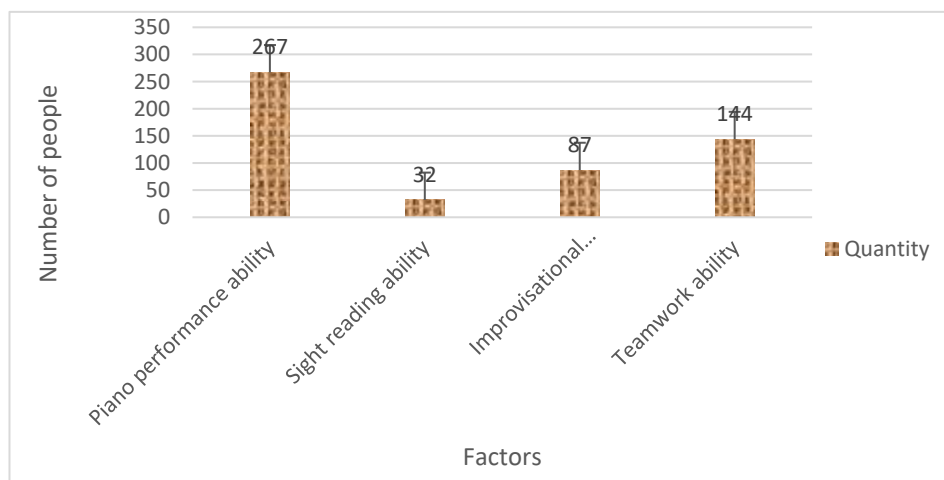


Figure 2: Focus on factors in the teaching process

It can be concluded from Table 2 and Figure 2 that more than half of the teachers pay more attention to piano performance ability in piano teaching. There are 267 teachers, accounting for 50.28% of the total number of teachers. There are 144 teachers focusing on cooperation ability in piano teaching, accounting for 27.17% of the total number of teachers, 87 teachers focus on improvisational accompaniment, accounting for 16.42% of the total number of teachers, only a very small number of teachers focus on the cultivation of sight reading ability in piano lessons, accounting for 6.03% of the total number of teachers.

5. Conclusions

The core of education reform lies in curriculum reform, and the core of curriculum reform lies in the reform of teaching methods. Change the original model structure, take music aesthetics as the core, determine the value connotation of piano teaching, confirm and develop the cooperative function of piano, focus on cultivating compound talents, and retain elite education, so that the future music teaching field can adapt to the requirements of the development of the times.

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