

Research on the Teaching Strategy of Pipa in Colleges

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ABSTRACT. *Pipa is a national musical instrument with Chinese characteristics. On the one hand, college Pipa teaching can improve students' Pipa performance skills, on the other hand, it can cultivate students' artistic quality and improve their aesthetic ability. However, the current music teaching in China's colleges focuses on vocal music and piano, ignoring the Pipa course. Even if some colleges set up Pipa course, there are many problems in its teaching. This paper discusses the importance of Pipa teaching in colleges, and then analyzes Pipa teaching strategies from classroom teaching and extracurricular teaching.*

KEYWORDS: *Colleges, Pipa, Teaching strategies*

1. The importance of Pipa teaching in colleges

Pipa is a plucked instrument, which has a wide range and rich expressive force. The sound it plays has a unique artistic charm. At present, many colleges in China have set up Pipa course in music teaching, which is widely loved by students. From the perspective of college students, the importance of Pipa teaching is as follows.

First, it lays the foundation for students' careers, which is also the most obvious value of Pipa teaching in colleges. Through the study of the Pipa course, students mastered the right-handed technique, left-handed technique, playing technique of various scales, and creative technique, etc. Pipa course learning is very helpful for students who want to engage in lute teaching or orchestra performance after graduation.

Second, it strengthens the students' national faith and national pride. Pipa is a unique national musical instrument in China. In the college campus full of piano, guitar, drum, electronic piano and other western instruments, Pipa with its strong national characteristics has cultivated students' sense of national identity[1]. This kind of national identity can inspire students to explore the national traditional culture and the national spirit it contains, thus forming a firm national faith and a lofty national pride.

Third, it cultivates students' aesthetic view and ability. Compared with Western musical instruments and other national musical instruments in China, Pipa has a unique artistic attraction. It has a wide range, various techniques and strong artistic expression. Wenqu "Spring River Flower Moon Night", "Han Palace Autumn Moon", Wuqu "Ambush in Ten Faces" and "Overlord's Armor" all have strong aesthetic characteristics. For students, they can get excellent aesthetic experience in the process of listening to Pipa music, playing Pipa music and creating Pipa music, so as to cultivate their own aesthetic outlook and ability.

Fourth, it promotes the inheritance and development of national excellent traditional culture. College students are an important force to promote national rejuvenation and national prosperity and development. In recent years, the government has actively promoted the reform of higher education. Its fundamental purpose is to promote the cultivation of excellent talents by combining with the current state of the country's development. Under this background, college Pipa teaching requires students to master the skill of Pipa playing, but also to take Pipa teaching as an entry point, so that students pay attention to the inheritance and development of national excellent traditional culture[2]. In this way, the excellent traditional culture of the Chinese nation can achieve longer-term development with college students as the carrier.

2. The Current Status of Pipa Teaching in Colleges

At present, although many colleges offer Pipa courses, there are still many problems in the teaching process. The specific performance is as follows.

First, colleges do not attach importance to Pipa courses. Most colleges emphasize the teaching of Western musical instruments, such as piano, guitar, violin, etc., and ignore Pipa teaching. Compared with piano teaching, Pipa teaching has a big gap in terms of venue and number of musical instruments.

Second, there are many problems in classroom teaching. The teaching content is outdated. The content of the Pipa textbooks used in colleges is outdated and cannot stimulate students' interest in learning. The teaching method is single. In Pipa teaching, some teachers directly copied the teaching methods of western musical instrument teaching, which led to students' low motivation[3]. The teaching evaluation system is not perfect. Although many universities have set up Pipa courses, they have not established a corresponding teaching evaluation system in time, which has led to the slow improvement of Pipa teaching quality.

Third, aesthetic education and quality education are ignored in Pipa teaching. Aesthetic education enables students to distinguish beauty from ugliness, good from evil, right from wrong, and to discover beauty, create beauty and spread beauty; quality education enables students to understand learning, thinking, cooperation and innovation. Many colleges pay more attention to the teaching of playing techniques, but pay little attention to the cultivation and improvement of students' aesthetic ability and comprehensive quality, which leads to the great discount of the educational function of Pipa teaching.

3. College Pipa Teaching Strategies

First, colleges should clarify the status of Pipa teaching at the height of the inheritance and development of national outstanding traditional culture. Pipa is a unique national musical instrument in China. In the context of the continuous deepening of quality education and the continuous promotion of the "cultural power" strategy, colleges should stand at the height of the inheritance and development of national excellent traditional culture to clarify the status of Pipa teaching. Colleges should combine Pipa teaching with the goal of talent cultivation, and strengthen the understanding and cognition of the value of Pipa teaching. Also, teachers should take Pipa teaching as the starting point, strengthen the national identity of students, strengthen their national beliefs, and make them form a lofty sense of national pride[4]. Besides, colleges should let students clearly understand the important value of Pipa in inheriting the excellent traditional Chinese culture through the activities of Pipa culture propaganda, so that students can establish correct cultural values.

Second, teachers should adhere to the principle of "student-oriented" and carry out Pipa classroom teaching reform. Colleges should carry out the reform of Pipa teaching content. On the basis of the original Pipa teaching materials, add some content that students are interested in, such as the analysis of Pipa music in film and television works, and the application of Pipa in popular songs. Qualified colleges should organize teachers to design Pipa school-based teaching materials, so as to improve the relevance of the teaching materials. In addition, colleges should reform the teaching methods of Pipa. Colleges should make clear the uniqueness of Pipa teaching in cultural connotation, playing skills, students' learning needs, development status, and select appropriate teaching methods. Taking "Ambush in Ten Faces" as an example, the teacher should explain the birth and development of the song to the students, and then demonstrate the playing technique of the song to the students. During the period, the teacher should combine the multimedia equipment to show the students the difficulty and focus of the song[5]. Then, the teacher should ask the students to discuss the reasons for the title of the song and the applicable scene of the song in groups. Finally, the teacher should evaluate the results of the discussions in each group and reiterated the difficulty and focus of the song.

Third, teachers should carry out aesthetic education and quality education throughout the whole process of Pipa teaching. In the course of Pipa teaching, teachers should not only pay attention to the improvement and development of students' playing level, but also pay attention to the aesthetic education and quality education of students. In terms of aesthetic education, teachers should ask students to listen to more representative Pipa music and explore the aesthetic value of the music independently and cooperatively from the aesthetic perspective. At the same time, the teacher should use the case form to ask the students to evaluate the Pipa music composed by some people on the network. Teachers should guide students to express all kinds of beauty in their life by playing the Pipa, and encourage students to make bold creations. In terms of quality education, teachers should give full play to students' subjective initiative, so that they can learn more about Pipa playing knowledge through library reading, online search, social survey, etc. on the basis of learning the existing Pipa textbook content, so as to cultivate their learning ability and inquiry ability. Teachers should require students to establish self-esteem, self-confidence, self-reliance, and self-improvement values and outlook on life through Pipa stage performance practice or competition practice.

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